

AUTISM SPECTRUM 1/2

ANTICIPATION

- At the beginning of the course, provide the student with a summary of the course information.
- You can summarise course information and key contact details on a single sheet of paper or file.
- Instructions given beforehand make things easier to understand.
- Give out lecture notes for reading before the lecture.
- Allow extra activities (e.g., knitting) when it helps the student to concentrate.

COMPLETION METHODS

- Provide optional ways to deliver assignments.
- If necessary, allow more time to complete assignments and extra time for exams.
- Offer the possibility to do group work in an alternative way. Divide the groups yourself if necessary.
- Offer an alternative to oral presentations if they cause stress.

BREAKS AND STRESS RELIEF

- Remind the student to take breaks. Pause your lectures.
- Allow the use of sensory stimulation reduction aids to prevent overload.
- Tell the student where quiet work areas are located. Show them if necessary.

EXPLAINING

- Make sure that there are no ambiguities in the assignments or exam questions for the student.
- Briefly summarise the objectives of the course.
- Be clear about the rules and expectations. Especially in group work.
- Explain concepts and metaphors as you use them.
- Tell the students the average time they will have to answer one exam question.
- Explain the criteria for the final assessment orally to the student.

AUTISM SPECTRUM 2/2

PERSONALISED GUIDANCE

- Pay attention to the student's skills, abilities, and strengths.
- Provide support from the start of studies.
- Ask the student if it is easy for them to follow the lectures. If there are challenges, consider measures to support concentration together.
- Ask the student what kind of help or support they feel they need.

SEEKING SUPPORT

- Support the student in seeking and receiving help. Provide clear, one-page instructions on the support measures available at the university.
- At the beginning of studies, there is the opportunity to visit an educational psychologist to identify challenges and opportunities.

INFORMATION AND SUPPORT FROM ORGANISATIONS

- Autism Finland → autismiliitto.fi
- Different organizations providing help for students and young adults in various life challenges → [Find help](#)

CARRYING OUT LARGE-SCALE TASKS

- Give examples of coursework: show a lecture diary or essay from the previous year.
- Remind the student to allow enough time for their work.
- Support the student in establishing routines – especially in the thesis process.
- Split the thesis process into smaller parts together with the student.