

B. Teaching Tips

- Provide regular feedback on academic work.
- Use detailed statements on your syllabus and note that “individuals with psychological, learning, physical or sensory disabilities needing accommodations can schedule a meeting with . . .”
- Test on a frequent basis.
- Structure your lectures by using PowerPoint programs.
- Consider allowing written assignments in lieu of oral presentations, or vice versa.
- Be flexible in allowing students to complete assignments or exams when hospitalized.
- Consider priority seating, allowing the student to sit near the door or at the back of the class so students can quickly leave if they need to. Consider providing a seat away from a window or doorway to reduce distractions.
- Discuss with the student if he will need frequent breaks from class. If so, work out an arrangement ahead of time.
- Consult your DS office. If you’ve been told about the student’s medication, be aware of how that medication will impact the student.
- Stand close, but don’t crowd his space when talking with the student.
- Be sure to maintain eye contact when talking to the student.
- Convey interest, concern and alertness through body posture and facial expression.
- Don’t fear students with mental health problems. The majority of these students just need someone to listen. If you understand that they may need help, the situation should not turn hostile.
- Monitor group work. Be sure everyone is involved when you break into small groups. If someone is trying to do all the work and is also experiencing a mental health problem, it will cause him anxiety.
- Remember, you don’t need specialized knowledge to help a student through a rough time.
- Ignore behaviors that while not ordinary, are not disruptive.
- Give out as much written material as possible to augment lectures.
- Write on the board as much as possible.