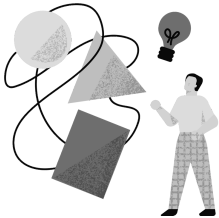GUIDANCE FOR AN

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one

Phone/Computer use
- Technology available on phones, tablets, and computers can be an accommodation tool for many.
- Try not to focus on what they are doing on these devices.
- Allow students to record lectures.

two

Sensory space
- Having a space where students can escape to when overstimulated or overwhelmed can help them regulate their nervous systems.
- Essentially should be free of external stimuli.

three

Avoid putting students on the spot
- Each student will process information differently and being put on the spot does not necessarily measure anything specific.
- 'Blank slating' can occur when being put on the spot overwhelms someone and they are unable to access information.

four

Due dates
- Hard requirements vs. Soft requirements
- Giving students a more fluid timeline on when things need to be submitted by allows them to get them done without the stress of a looming due date.

five

Allowing students to come and go
- Trust the students.
- It is not easy to sit still for long periods of time and allowing students to move freely can decrease uneasiness.
- Allow for fidgets or fidgeting and avoid singling them out for such behaviors.
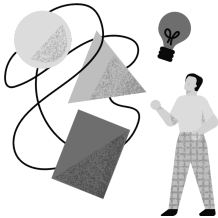
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WE
MATTER
TOO
INC.

six

Allowing extended time for testing
- ALL students benefit from removing time restraints.
- Allowing the students to focus on answering the questions and process the information without the pressure of getting it done in a specific time.

seven

Alternative testing options
- Exams can be extremely difficult for many students and do not always assess the knowledge they have learned or know.
- Find novel ways of assessing knowledge without the need of exams.

eight

Paper vs. Technology
- Asking students if they prefer electronic or paper handouts/tests.
- Some students will appreciate a paper copy to do their work on and then they can put their answers into a testing program if necessary.

nine

Syllabus
- Large documents with a lot of information in them can be overwhelming.
- Adding in a summary page following the table of contents helps students understand what can be found in each section without having to read the whole document at once.

ten

If you do not know, send them to someone who does
- And follow through!
- We all know it is okay to say you do not know when talking to patients. Well, it is also okay to not know the answers when it comes to speaking with students about many things.
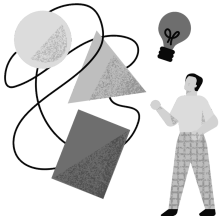
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eleven

Offer non-judgmental support

- Listen to the students. Many times they just want to feel heard, just like our patients.
- Ask the student what support looks like for them and then follow their lead. If they are not sure what that looks like, then advise based on their individual needs.

twelve

Inclusive language

- Allows students who are part of this community feel accepted while avoiding the shame/guilt that comes from stigmatizing language.
- Students will pick up on how we speak about patients which passes along bias and stigma.

thirteen

Avoid the urge to micromanage

- Not everyone will complete tasks in the same way but it does not make it wrong.
- If the process for how something is done is not important then focus on the final outcome

fourteen

Fostering a safe learning environment

- This requires time, patience, and trust. These things are earned.
- Allow students to make mistakes freely without the fear of being punished with bad grades.
- Return all work, including exams, so they are able to correct their mistakes.

fifteen

Do not be afraid to meet them where they are

- Students are humans but so are you.
- Do not be afraid to be vulnerable with the students. Many times they just need reassurance and this means sharing parts of you so they feel seen.