Accommodations

Postsecondary education accommodations to consider

Academics

- ☐ Increased Guidance support
- ☐ Note taker to help key in on important information, providing study guides for tests
- ☐ Alternative public speaking assignments
- ☐ Access to Instructors notes, slides, and other materials
- ☐ Added Writing Resources and Structures when possible
- ☐ Alternative writing instrument for tests and assignments and/or a computer for in class work, tests and assignments
- ☐ Consider permitting the student to meet after class to orally clarify answers or provide lists of relevant facts.
- ☐ Allowing work assignments done at a slower pace, providing models and step by step instruction, providing extra time to take tests and providing readers and scribes (or technology that reads and takes notes)
- ☐ Providing written rules for asking questions and other classroom logistics (as needed)
- ☐ Honoring the student's chosen level of eye contact w/o judgment can be helpful
- ☐ Allowing for short breaks to leave class and/or allowing the student to have a "social buffering" object which might include a computer, book or other object that initially might seem distracting or "out of place"
- ☐ Allowing advanced negotiation of deadlines
- ☐ Provide review sheets, work checklists, and "sub" deadlines and/or intermittent "check-ins" when possible
- ☐ If possible, provide hands on learning, models, demonstrations, and other visuals
- ☐ If possible, pair with peer mentors who might help with feedback and provide "proof-read" opportunities and ongoing structure to keeping on target with work assignments
- ☐ Assist student in assigning priority to assignments
- ☐ Provide outlines for studying and exam preparation
- ☐ Provide direct assistance to transfer information from syllabus to calendar or smartphone
- ☐ Extended Assignment Time and Progress Check-in
- ☐ Provide concrete examples for abstract or complex topics
- ☐ Give specific and detailed feedback on assignments and exams

Communication

- ☐ Extended time for verbal exchanges
- ☐ Limit open ended questions when possible
- ☐ Opting out of spontaneous questions in the classroom
- ☐ Allowing for important exchanges of information to be done in written form
- ☐ Be clear, concise, concrete, and logical when communicating and asking for clarification
- ☐ Provide clear instructions and expectations
- ☐ Opting out of spontaneous questions in the classroom
- ☐ Allowing for important exchanges of information to be done in written form
- ☐ Be clear, concise, concrete, and logical when communicating and asking for clarification
- ☐ Provide clear instructions and expectations

Accommodations

Resources

☐ Full use of the Academic Support services

☐ Additional Services, Technology, and Resources available through Disability Services Office

Curriculum

☐ Take less courses in your first few semesters of college to make for an easier transition

☐ List of courses that would benefit from alternate format - e.g., Summer/Winter Term, Local college, Online

☐ Consider modification to Full Time Status credit requirements

☐ Alternate formatting for creative classes like marketing, entrepreneurship, communication, and similar classes - Maybe have them over "break periods", in smaller settings or postponed later into his education

☐ Alternate formatting for classes like philosophy, politics, sociology, and similar classes - Maybe have them over "break periods", in smaller settings or postponed later into his education

In-Campus Living

☐ Have a single dorm room or no roommate to avoid constant dysregulation

☐ Request In-Campus Living exemption

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