

Accommodations Meeting with Professor

Extra Processing Time

Where I Use Extra Time

Each element of the class has hidden background processes that I need to budget for in my time and energy, besides doing the coursework itself:

1. *Decoding instructions:* The technical aspects of assignment instructions often stump me due to seeing too many ways they could be interpreted, or not being able to fill in the gaps if some expectations aren't explicitly stated. Autistic vs non-autistic people often choose oppositely as far as what to state explicitly and what can be left unsaid/assumed.
2. *Contextualizing:* I think from the bottom-up, so thinking about final papers (or mid-term papers) at the beginning of the term means I can apply the objectives of the final paper to the coursework all term long. If I don't understand the final paper until the end of the term I have to go back and relearn everything from the course to see what parts apply to the final paper, before I can start the paper. Then, if applicable, choosing a topic or angle for the assignment involves theorizing which application of the assignment would integrate smoothly into my personal development. More than mere preferences, my brain is actually unable to engage with an assignment until I've cracked the code of contextualizing it, and may need to repeat this process as the coursework continues to shape my understanding.
3. *Actual coursework:* Perhaps this is the presumed starting place for each assignment but for me it is just one of many layers of the course.
4. *Condensing:* As a bottom-up thinker who is also very detailed, I start out way too broad and too deep to fit into one assignment, and spend much of my brain power just consolidating my work to fit word-count limits.
5. *Juggling sleep:* My circadian (sleep) rhythm runs 5 hrs behind my time zone plus it easily gets bumped hours later by my sensitive nervous system. So, another hidden process is making sure I have waking hours that overlap with school-related meetings and other normal-life stuff, plus constantly keeping tabs on my sleep each week so that the nights I end up with sleep will coincide with the mornings I have early classes.
6. *Energy Accounting:* When I have asked my mind and body to process more than they can – cumulatively speaking – they respond by shutting down and grounding me. The

effects of a shutdown build exponentially once started so I've learned to partner with this process quickly in hopes that I can soon catch back up with coursework and life. I am very proactive about preventing these shutdowns, including keeping a running account of how well I'm able to engage with coursework in a challenging-yet-refreshing way, and not accidentally overtaxing my system.

Time Accommodations: "Advanced Notice for Papers" and "Flexibility with Deadlines"

For bigger assignments like final papers, I structure my entire semester around making weekly progress on them so I can finish with my classmates. To accommodate this:

1. At the beginning of the term, provide all project instructions that you planned to share later on, such as description, prompts, expectations, suggested areas of focus, etc.
2. A Zoom discussion early in the term to verbally process the paper/project. I would be happy to share the meeting if other students need this as well. I've compiled a list of some questions that come up consistently in past assignments:
 - a. For page-length and word-count requirements given, are these listed as strict parameters, or a general ballpark? Professors vary in application:
 - i. Points deducted if word count is exceeded in any amount; or
 - ii. Word count assumes a certain percentage of variance, e.g., "2,500 words, give or take 10%," etc.; or
 - iii. Professor has no preference, or only provided the word count as a starting point for students, and expects variation.
 - b. Are the title page, citation page, and any additional captions for images counted toward the word count?
 - c. Could you share example(s) of previous students' work on this assignment? Some professors share these with me personally or with the whole class.
 - d. Do you want every detail from the assignment description to be addressed explicitly in my paper, or are any of these just prompts to help us think?
 - e. Have you stated exactly where to submit this assignment, and does that change if I am submitting it late? Canvas might lock out submissions after the due date.
 - f. (If there are discrepancies in the instructions between those in Canvas and the course syllabus) Which version is most up to date?
 - g. (If the instructions are brief or vague) Are these instructions worded this way so they can remain open-ended and inspire creativity? If not, I have some clarifying questions about what would make this a successful paper.
3. Field followup clarification questions I may have, via email or call (either are fine). If the above steps are taken then there shouldn't be much else for me to ask.

4. If I hit an unexpected shutdown at the end of the term, my final push toward completion may be arrested mid-process. Please let me know what amount of flexibility you have in accepting that assignment past-due date. I have had a wide variety of responses depending on each professor's circumstances; from a few hours, days, or weeks.

Accommodation: "Professor Lecture Notes/Slides"

1. Provide lecture notes ahead of time so I can familiarize myself with them before the day of class. This means I can pay attention better during class.
 - a. (extra) If you happen to have all your lecture notes or outlines for the term ahead of time, I would gladly take them early. If I had all the notes at once I would form a system of going back and forth between looking at the concepts as a whole, then zooming in to the specifics of the current week, then zooming back out to see where that week's concepts fit in the big picture.
 - b. Can I use Fathom to take meeting notes during class (or do I need an updated accommodations plan through DAS?). I didn't request a human note taker but this would be great.

Accommodation: "Flexibility with leaving class or taking breaks" (including zoom calls)

Due to sleep disorders and an extra-sensitive nervous system,

Course Materials (syllabus, handouts, etc) in Accessible E-Text

Test Accommodations: extra time allotment for timed assignments,
potentially permission for open-book or open-notes

Textbooks in Accessible E-text or Audio Format