The student who delivered this Letter of Notification regarding their request for accommodations has a diagnosis on the Autism Spectrum. To help you understand what to possibly expect and assist in better supporting this student, below is a list of characteristics that the student may display. Please keep in mind that every student is unique and not all of these characteristics will apply to everyone on the Autism Spectrum, while there may be others that apply and are not listed.

The student may:

* Struggle with changes in the classroom, seating, or syllabi
* Display repetitive behaviors (ex. body rocking, flapping hands)
* Have trouble staying on topic or maintaining conversation
* Have difficulty understanding abstract concepts
* Be particularly knowledgeable in specific subject areas of interest
* Have communication impacts that hide intelligence level or vice versa
* Appear inattentive or bored
* Display the opposite emotion when stressed (i.e. smile when corrected)
* Misread social cues, facial expressions, or body language
* Experience heightened sensory perceptions (i.e. flickering lights or outside stimuli) which may interfere with learning
* Experience difficulty working in groups
* Have difficulty initiating conversations or asking for assistance
* Focus on one task at a time
* Not have functional speech

In addition to the accommodations outlined on the student’s accommodation letter, below are some suggestions that may assist in interacting with the student and further support the student’s success in your course, either in the classroom or with other interactions outside of the classroom (i.e. during office hours). While many of these suggestions would be helpful in supporting student success and it is encouraged that you consider implementing them when possible, they are not required.

* Respect chosen level of eye contact.
* If the student appears stressed offer them to take a break outside of the room.
* If you are making alternative testing arrangements for the student, make sure they know what those arrangements are.
* Allow student extra processing time and the opportunity to respond during conversation.
* Provide verbal instructions in a written format whenever possible.
* Allow for sensory or comfort items, such as a stress ball or fidget.
* Provide hands on learning and visual aids when possible.
* Allow for adjustments to seating placement.
* Help facilitate peer interactions if possible, especially if class requires group work or discussion.
* Be flexible with communication policies (ex. phone v. email).
* Display calm and welcoming body language; give student extra space.
* Allow extra transition time between activities when possible.
* Speak slowly; repeat and rephrase when possible.
* Ask the student for suggestions on how you may be able to better support them.

*Should you have any questions, please do not hesitate to contact the student’s Accessibility Coordinator as listed in the student’s Accommodation Letter.*