



## Accommodations and Support in Higher Education: Insights from the Autism Community

### Most Frequently Received Accommodations (Academic)



1. Extended test time
2. Note takers
3. Distraction free test areas
4. Flexible or extended due dates for assignments
5. Use of technology in the classroom

### Supports Most Commonly Desired (Social & Sensory)



1. Increased autism awareness on campus
2. Sensory friendly spaces and practices
3. Educational practices designed for multiple learning preferences
4. A disability support group
5. More acceptance of self-stimulatory behavior ("stimming")

“Overall, participants in the current study reported mixed levels of satisfaction with the accommodations they received. Many found accommodations focused on academic needs but did not meet two primary concerns: sensory and social needs.” (p. 687)

This material is based, in part, upon work supported by the National Science Foundation under Grant Number 1612090

Sarrett, J. C. (2018). Autism and Accommodations in Higher Education: Insights from the Autism Community. *Journal of Autism and Developmental Disorders*, 48, 679-692. doi: 10.1007/s10803-017-3353-4

**“Actually listen to autistic people... we all have different needs, different strengths and weaknesses.” (p. 686)**

### Notes

“Stimming” includes self-stimulating behaviors (e.g., repetitive sounds or movements) that often help individuals with autism manage emotions and environmental conditions.

Formal academic accommodations sometimes don't get implemented fully or consistently by instructors.

### Additional Resources

- Types of support available
- Institutional Initiatives for students with autism
- [Lit Review] Practices at Community Colleges
- [Lit Review] Current Practices

