



Autism Spectrum Disorder

Reasonable Adjustments: Autism Spectrum Disorder

Reasonable adjustments refer to a “measure or action taken to assist a student with disability to participate in education and training on the same basis as other students”. They are designed to place students with disability on a more equal footing, and not to give them any kind of advantage.

Reasonable adjustments made for a student with disability must maintain the academic integrity of the qualification and not cause a health or safety risk for another student(s) or negatively impact upon the learning experience of another student(s).

Adjustments are negotiated to meet the needs of the individual student; this is predominantly done through a Student Support Advisor - AccessAbility. Student will register for support with AccessAbility and be provided with a Reasonable Adjustment Plan which will outline the recommended adjustments.

To accommodate individual students:

Students with Autism Spectrum Disorder may benefit from a range of inclusive teaching and assessment strategies. Some adjustments that are frequently used for students with Autism Spectrum Disorder include:

- Access to peer note takers.
- Provision of recorded lectures or professional note takers.
- Access to Student Access Study Centres if available on campus.
- Access to speech recognition Assistive Technology.
- Access to Assistive Technology or scribe in examinations.
- Arranging the provision of specific tutorial allocations or tutors with whom the student is already familiar.
- Arranging a case management service to support engagement with study and assess regular progress.
- Meetings between lecturing/tutor staff before the course commences, where clear and detailed information about the structure of the course, practical arrangements, assessment requirements, expectations and deadlines can be



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discussed and provided in written form.

- Protocols established for how to inform the student if any changes must be made (course content or venue etc.).
- Protocols and expectations for group work established, including dispute resolution.
- Provision of course materials and instructions in advance.
- Provision of subject word lists, glossaries of terms and acronyms.
- Provision of an individual contact person who can provide support and/or additional explanation of requirements, protocols, benchmarks, feedback, progress and instructions.
- Additional tuition/learner support in language skills, structuring work and so on.

(ADCET, 2017)

References

Adapted from ADCET (2017, June 15). Mental Health. Retrieved from Reasonable Adjustments Disability Specific: <http://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/mental-health/>