**Case Study – Lina**

**Who**: Lina is a student in your ‘Writing for Publication’ class. She handed to you the ‘Memo to Faculty’ at the beginning of the semester. The memo does not identify a diagnosis, nor describe Lina’s disability. The accommodations are listed as follows:

**Classroom**:

* Note taker
* Use of personal laptop computer
* Course materials in electronic format (i.e. handouts, etc).

**Testing**:

* Access to a computer for all written test and in-class assignments
* Extra time on tests and in-class assignments (up to): 2x (double time)
* Use of specialized software

**The Scenario**: In this class the students examine the art of writing, using a wide range of works as models. The instructor will often verbally describe a model, and then ask students to spontaneously handwrite an in-class assignment using the model he described only moments ago.

Lina struggles with spontaneous assignments and she approaches to speak with you. She says that because of her disability she is unable to handwrite or type spontaneous pieces. She has trouble organizing her thoughts on paper. She states however, that she could submit any assignments next day, after having some time to understand the instruction. She also asks you whether you would be open to sharing in advance, any electronic material about the models you plan to discuss in class.

**Accommodation Approach**:

1. As Lina’s instructor, how would you respond to the following:
	1. Her request to submit assignments next day?
	2. Her request to receive electronic materials describing the models in advance of the class.
2. What dysgraphic symptoms do you think would prevent Lina from being unable to spontaneously handwrite/type in class assignments?
3. Identify some reasons for why Lina had chosen not to disclose that she is living with dysgraphia. What are advantages to self-disclosure at a post-secondary setting?