**Case Study – Priya**

**Who**: Priya is a first-year student in your class who shared with you the ‘Memo to Faculty’ at the beginning of the semester. The memo does not identify a diagnosis, nor describe Priya’s disability. The accommodations are listed as follows:

**Classroom**:

* Note taker
* Use of personal laptop computer
* Audio recording of lectures

**Testing**:

* Access to a computer for all written test and in-class assignments
* Extra time on tests and in-class assignments (up to): 1.5x

**The Scenario**: Priya was absent from class the week before the mid-term exam, and she missed the mid-term. She gave you no notice prior that she would be absent. Three days after the mid-term, Priya appears in your office with a note from her physician. The note states that Priya has been in the hospital for the past two weeks.  The note also contains a recommendation by the physician that Priya is to complete the remainder of her semester from home.

Priya asks for an opportunity to write the mid-term that she missed. Her note taker however, did not attend class while Priya was absent, so she does not have a complete set of notes to study from. The standard school policy is that the note taker is to appear for class and remain for 15 minutes. If the student does not arrive for class, the note taker may leave.

**Accommodation Approach**:

1. As Priya’s instructor, how would you respond to the following:
   1. Her request to write the mid-term.
   2. Her concern about her lack of notes.
   3. Her request/her physician’s recommendation that she complete the remainder of her semester from home.
2. Identify some possible reasons why Priya has chosen not to disclose her diagnosis to you. List one or two advantages to self-disclosure in a post-secondary setting.
3. Based on the limited information you are given you assume the Priya is likely to have symptoms associated with difficulty in writing. What other accommodations could you implement in your course in order to reduce the importance of writing.