

TIPS FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES TO MANAGE THEIR TIME AND VIRTUAL LEARNING

VIRTUAL FATIGUE

Spending more time online and less time interacting in-person can give people virtual fatigue.

Virtual fatigue can make you feel:

- Exhausted and/or unable to rest
- Burned out
- Forgetful
- Frustrated

Tips for managing virtual fatigue:

- Discuss camera breaks with the meeting organizer (your professor)
- If your camera needs to stay on, move it farther away
- Use “hide self view” so you don’t distract yourself
- Use “speaker view” to focus only on the person speaking
- Make time for breaks
- Plan some screenless time into your day
- Practice self-care (sleep, meals, deep breaths, activities, “you” time)

(EXAMPLE) Tamara’s Busy Day:

Every Tuesday, Tamara has all five of her classes in a row. For the first three Tuesdays of the semester, she skipped lunch and her body was sore from sitting at the computer all day. Then one Sunday, Tamara decided she needed to make a plan. She prepared Tuesday’s breakfast and lunch the night before. She set her camera farther away and got up to move and stretch during her 2nd and 4th class. Between classes, since she didn’t need to scramble to eat or move around, she was able to do some deep breathing exercises that helped her relax.

TIME MANAGEMENT

A good time management system helps us:

- Reduce stress
- Avoid procrastination
- Plan for the future
- Balance school, work and personal life
- Meet goals

Tips for time management:

- Learn what tools work best for you (digital calendar, notebook, etc.)
- Look at your time management system (digital calendar, notebook, etc.) every day
- Use Goal – Plan – Purpose or Semester at a Glance worksheets
- Break down big goals/projects into smaller activities
- Make a weekly plan and identify daily priorities (such as your “top three” goals)

(EXAMPLE) Khalil's Paper:

Khalil had a long paper due at the end of the semester. He used a Semester at a Glance worksheet to break up the big paper into smaller activities. Khalil worked towards his goal each month. He wasn't stressed before the deadline because he had already accomplished so much.

September: Identify paper requirements, begin research/reading

October: Complete research, begin paper outline, and review ideas with professor

November: Write paper

December: Revise paper and turn it in!

ACCOMMODATIONS

You have a right to accommodations, but you also have a responsibility to make your accommodation needs clear to your disability services office and your professors.

Common Accommodations:

- Extended test time
- Distraction reduced environment
- Extensions on assignment deadlines
- Modified attendance policy
- Note-taking support

- Alternatives to participation/presentations
- Assistive technology (note taking software, alternative format texts, etc.)

Tips for setting clear expectations about your accommodation needs:

- The accommodation letter is just the start of the conversation between you and your professors
- Check in regularly with your professors about each of your roles and expectations
- Your disability services office can help you problem solve and get access to useful tool

***** REMINDER: ALWAYS UTILIZE YOUR RESOURCES TO GET YOUR ACCOMMODATIONS MET! *****

- Contact your college/university Disability Resources & Services office
 - Here is Temple's webpage: <https://disabilityresources.temple.edu/>
- Schedule one-on-one meetings with your professors to ensure they understand your accommodation letter, and know how to best support your learning experience
- Create and maintain a support system to help you through the stressful times: family member, friend, or possibly even a staff person at the DRS office. MAKE SURE IT'S ALWAYS SOMEONE YOU TRUST!

Visit this page of multiple resources to assist people with disabilities, their family, support personnel, and professionals: <http://www.temple.edu/instituteondisabilities/resources/>

REFERENCES

STUDENTS & FAMILIES WORKSHOP MATERIALS

- [Time Management – 4.14.21 – PPT SLIDES](#)
 - [Remote Learning in a Virtual World – 4.21.21 – PPT SLIDES](#)
 - [The Beginning of the Conversation – 4.28.21 – PPT SLIDES](#)
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This content has been compiled using content and survey results derived from a virtual conference series for students with developmental disabilities in April 2021. This conference was supported by grants from the Pennsylvania Developmental Disabilities Planning Council (PADDC) and the Mitsubishi Electric America Foundation (MEAF).

