IDEA: Inclusive tertiary Education in the West BalkanS

http://idea-cbhe.com

D2.3.8-A Training of the University Administration Services for Accessible Tertiary Education – Follow-up Training of Registrar Office, Voluntary Support & Transport Services' Coordinators- Training Material

December 2022

IDEA Project Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Disclaimer: "This project has been funded with support from the European Commission. This document reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein".

IDEA project Partners

POLIS University (ALB)

Universum College (KS)

University "Aleksandër Moisiu" Durrës (ALB)

University of Donja Gorica (MNE)

University of Medicine, Tirana (ALB)

National & Kapodistrian University of Athens (GR)

University "Luigj Gurakuqi" Shkodra (ALB)

Masaryk University (CZ)

Catholic University "the Lady of Good Council" (ALB)

University of Limerick (IE)

EPOKA University (ALB)

Albanian Disability Right Foundation (ADRF)

University of Pristina (KS)

Association of Paraplegic and Paralyzed Children in Kosovo (HANDYKOS)

International Business College of Mitrovica (KS)

Association of Youth with Disabilities of Montenegro (AYDM)

Project Acronym	IDEA
Project full Title	Inclusive tertiary EDucation in the West BAlkanS
Project nr.	618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP
Funding Scheme:	Erasmus+ KA2 Capacity Building in the field of Higher Education
Project start-end date (duration):	15-01-2021 - 15-01-2024 (36 months / 3 years)
Total budget	EUR 957,723
Project website:	http://idea-cbhe.com

Coordinator:	Polis University (ALB)
Contact person:	Eng. Flora Krasniqi Tel: + 355 (0) 4 240 74 20 / 240 74 21 Email: flora_krasniqi@universitetipolis.edu.al

Document information

Deliverable Title:	D2.3.8-A Training of the University Administration Services for Accessible Tertiary Education –Follow-up Training of Registrar Office, Voluntary Support & Transport Services' Coordinators-Training Material
Work Package:	WP2 – Establishment / Enhancement & Operationalization of Accessibility Units
WP Leader:	PP11 – National and Kapodistrian University of Athens
Task:	Task 2.2.1 – Training of the University Administration Services for Accessible Tertiary Education
Task Leader:	PP11 – National and Kapodistrian University of Athens
Partner(s) / Contributor(s) involved:	National and Kapodistrian University of Athens
Last version date:	22 December 2022
Status	Final
Dissemination Level	Public

Table of Contents

HELLENIC REPUBLIC
National and Kapodistrian
University of Athens
EST. 1837

Accessibility Unit
http://access.di.uoa.gr

Work Package 2: Establishment/Enhancement & Operationalization of Accessibility Units Task
D2.2.3 Follow-up Training of Registrar Office, Voluntary Support & Transport Services' Coordinator
13-15 December **2022**, EPOKA University, Tirana

Register Office for Students with Disabilities Follow-up training

Georgios Kouroupetroglou and Alexandros Pino

koupe@di.uoa.gr   pino@di.uoa.gr

Project**: IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Co-funded by the
Erasmus+ Programme
of the European Union

Project**: IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Co-funded by the
Erasmus+ Programme
of the European Union

IDEA Project: Inclusive tertiary Education in the West BalkanS

Who is eligible for receiving support (1/2)

University Students:

who are blind (*total vision loss*),

with low vision (*partially sighted*),

who are deaf (*total loss of hearing*),

who are hard-of-hearing (*partial loss of hearing*),

with upper and/or lower extremities physical disability,

with attention deficit with or without Hyperactivity Disorder (ADHD),

…………………….

Who is eligible for receiving support (2/2)

…………………

with pervasive neurodevelopmental disorders - autism - Asperger,

with dyslexia: dysanagnosia, dysgraphia, dyscalculia,

with loss of speech,

with dysarthria,

with chronic/serious diseases,

with multiple disabilities (*a combination of two or more of the abovementioned*)

3

Types of disability

A disability can be:

congenital or acquired *(even after the admission to the University)*

permanent or temporary

visible or not visible

Disability according to ICF

According to ICF (*International Classification of Functioning, Disability and Health*) of the World Health Organization (WHO):

a disability **may refer to a person's:**

1. body/psychological/mental functions
2. body structures
3. **activity** *(functioning)*
4. **participation**

(1 & 2: medical model of ICF)

ICF: International Classification of Functioning, Disability and Health

Aims

ICF is a multipurpose classification system designed to serve various disciplines and sectors — for example in education and transportation as well as in health and community services — and across different countries and cultures. The aims of the ICF (WHO 2001:5) are to:

- provide a scientific basis for understanding and studying health and health-related states, outcomes, determinants, and changes in health status and functioning;
- establish a common language for describing health and health-related states in order to improve communication between different users, such as health care workers, researchers, policy-makers and the public, including people with disabilities;
- permit comparison of data across countries, health care disciplines, services and time;
- provide a systematic coding scheme for health information systems.

ICF: Underlying principles (1/4)

- **Universality**. A classification of functioning and disability should be applicable to all people irrespective of health condition and in all physical, social and cultural contexts. The ICF achieves this and acknowledges that anyone can experience some disability. It concerns everyone's functioning and disability, and was not designed, nor should be used, to label persons with disabilities as a separate social group.

ICF: Underlying principles (2/4)

Parity and aetiological neutrality. In classifying functioning and disability, there is not an explicit or implicit distinction between different health conditions, whether 'mental' or 'physical'. In other words, disability is not differentiated by aetiology. By shifting the focus from health condition to functioning, it places all health conditions on an equal footing, allowing them to be compared using a common metric. Further, it clarifies that we cannot infer participation in everyday life from diagnosis alone.

ICF: Underlying principles (3/4)

Neutrality. Domain definitions are worded in neutral language, wherever possible, so that the classification can be used to record both the positive and negative aspects of functioning and disability.

ICF: Underlying principles (4/4)

Environmental Influence. The ICF includes environmental factors in recognition of the important role of environment in people's functioning. These factors range from physical factors (such as climate, terrain or building design) to social factors (such as attitudes, institutions, and laws). Interaction with environmental factors is an essential aspect of the scientific understanding of 'functioning and disability'.

Terminology according to ICF/WHO (1/6)

Disability is an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).

Health condition is an umbrella term for disease (acute or chronic), disorder, injury or trauma. A health condition may also include other circumstances such as pregnancy, ageing, stress, congenital anomaly, or genetic predisposition. Health conditions are coded using ICD-10.

Functioning is an umbrella term for body functions, body structures, activities and participation. It denotes the positive aspects of the interaction between an individual (with a health condition) and that individual's contextual factors.

Body functions are the physiological functions of body systems, including psychological functions. "Body" refers to the human organism as a whole, and thus includes the brain. Hence, mental (or psychological) functions are subsumed under body functions. The standard for these functions is considered to be the statistical norm for humans.

Terminology according to ICF/WHO (2/6)

Body structures are the structural or anatomical parts of the body such as organs, limbs and their components classified according to body systems. The standard for these structures is considered to be the statistical norm for humans.

Impairment is a loss or abnormality in body structure or physiological function (including mental functions). Abnormality here is used strictly to refer to a significant variation from established statistical norms (i.e. as a deviation from a population mean within measured standard norms) and should be used only in this sense.

Activity is the execution of a task or action by an individual. It represents the individual perspective of functioning.

Participation is a person's involvement in a life situation. It represents the societal perspective of functioning.

Terminology according to ICF/WHO (3/6)

Activity limitations are difficulties an individual may have in executing activities. An activity limitation may range from a slight to a severe deviation in terms of quality or quantity in executing the activity in a manner or to the extend that is expected of people without the health condition.

Participation restrictions are problems an individual may experience in involvement in life situations. The presence of a participation restriction is determined by comparing an individual's participation to that which is expected of an individual without disability in that culture or society.

Barriers are factors in a person's environment that, through their absence or presence, limit functioning and create disability. These include aspects such as a physical environment that is inaccessible, lack of relevant assistive technology, and negative attitudes of people towards disability, as well as services, systems and policies that are either nonexistent or that hinder the involvement of all people with a health condition in all areas of life.

Terminology according to ICF/WHO (4/6)

Facilitators are factors in a person's environment that, through their absence or presence, improve functioning and reduce disability.

These include aspects such as a physical environment that is accessible, the availability of relevant assistive technology, and positive attitudes of people towards disability, as well as services, systems and policies that aim to increase the involvement of all people with a health condition in all areas of life.

Absence of a factor can also be facilitating, for example the absence of stigma or negative attitudes.

Facilitators can prevent an impairment or activity limitation from becoming a participation restriction, since the actual performance of an action is enhanced, despite the person's problem with capacity.

Terminology according to ICF/WHO (5/6)

Contextual factors are the factors that together constitute the complete context of an individual's life, and in particular the background against which health states are classified in ICF. There are two components of contextual factors: Environmental Factors and Personal Factors.

Environmental Factors constitute a component of ICF, and refer to all aspects of the external or extrinsic world that form the context of an individual's life and, as such, have an impact on that person's functioning. Environmental factors include the physical world and its features, the human-made physical world, other people in different relationships and roles, attitudes and values, social systems and services, and policies, rules and laws.

Personal Factors are contextual factors that relate to the individual such as age, gender, social status, life experiences and so on, which are not currently classified in ICF but which users may incorporate in their applications of the classification.

(World Health Organization. (2001). *International classification of functioning, disability and health*: ICF. World Health Organization, 220-222)

Terminology according to ICF/WHO (6/6)

Assistive Device: Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well-being. They can also help prevent impairments and secondary health conditions.

Examples of assistive devices and technologies include wheelchairs, prostheses, hearings aids, visual aids, and specialized computer software and hardware that **augment** or **provide alternative** mobility, hearing, vision, or communication capacities.

(https://www.who.int/disabilities/technology/en/)

Example of AT: Accessible Accessories

https://www.microsoft.com/en-us/store/b/accessible-adaptive-devices-accessories

Oct. 2022

Interactions between the components of ICF

Interactions between the components of ICF

Interactions between the components of ICF - example
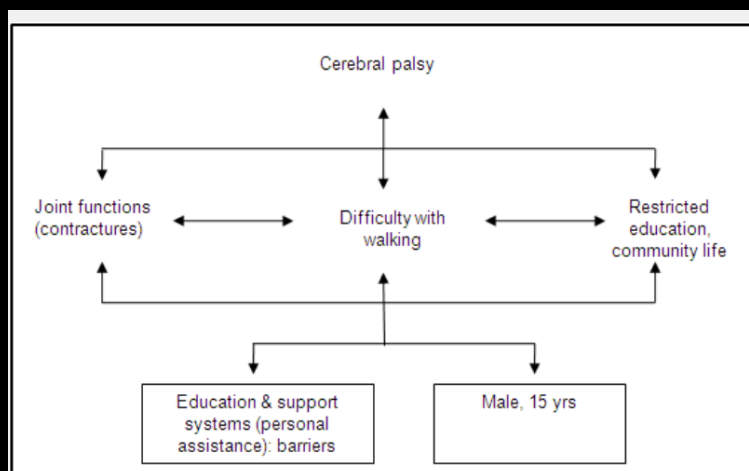
ICF components and domains/chapters (1/4)

Body Function:
- Mental functions
- Sensory functions and pain
- Voice and speech functions
- Functions of the cardiovascular, haematological, immunological and respiratory systems
- Functions of the digestive, metabolic, endocrine systems
- Genitourinary and reproductive functions
- Neuromusculoskeletal and movement-related functions
- Functions of the skin and related structures

ICF components and domains/chapters (2/4)

Body Structure:

- Structure of the nervous system
- The eye, ear and related structures
- Structures involved in voice and speech
- Structure of the cardiovascular, immunological & respiratory systems
- Structures related to the digestive, metabolic and endocrine systems
- Structure related to genitourinary and reproductive systems
- Structures related to movement
- Skin and related structures

ICF components and domains/chapters (3/4)

Activities and Participation:

- Learning and applying knowledge
- General tasks and demands
- Communication
- Mobility
- Self care
- Domestic life
- Interpersonal interactions and relationships
- Major life areas (e.g. education)
- Community, social and civic life

ICF components and domains/chapters (4/4)

Environmental Factors:

- Products and technology
- Natural environment and human-made changes to environment
- Support and relationships
- Attitudes Services, systems and policies

ICF codes for Autism Spectrum in Higher Education (1/5)

Activities and participation (1/3)

Learning and applying knowledge (d1)	
d110	Watching
d115	Listening
d130	Copying (could be merged with d135)
d131	Learning through actions with objects (not appropriate for higher education)
d132	Acquiring information, 'i.e. competency to learn about the world by asking ''why'' questions'
d133	Acquiring language
d134	Acquiring additional language
d135	Rehearsing, i.e. a basic component of learning such as copying, repeating a gesture, imitate an action or behaviour used to find out how other students are doing
d137	Acquiring concepts, e.g. size, form, quantity, length, same, opposite, '''maybe'', ''soon'' or ''later'''
d155	Acquiring skills, 'e.g. developing basic and complex competencies, such as manipulating tools, using computers appropriately'
d160	Focusing attention, e.g. focusing on specific stimuli without being disturbed by sounds
d161	Directing attention
d163	Thinking
d166	Reading
d170	Writing
d172	Calculating
d175	Solving problems
d177	Making decisions
d179	Applying knowledge, 'i.e. the basic ability to acquire knowledge, regardless of the topic, e.g. remembering what was told during lectures or what was read in the literature'

ICF codes for Autism Spectrum in Higher Education (2/5)

Activities and participation (2/3)

General tasks and demands (d2)
d210   Undertaking a single task
d220   Undertaking multiple tasks, 'i.e. initiating tasks, planning and arranging the time needed, and completing the task in time'
d230   Carrying out daily routine, 'i.e. managing daily routines including changes such as changes in schedule or replacement of classroom'
d240   Handling stress and other psychological demands, 'i.e. copying with pressure and stress associated with task performance such as reciting in class'
d250   Managing one's own behaviour, i.e. carrying out actions in a consistent manner in response to new situations, persons or experiences

Communication (d3)
d310   Communicating with – receiving – spoken messages
d315   Communicating with – receiving – non-verbal messages, incl. body gestures, general signs and symbols, drawings and photographs
d330   Speaking
d335   Producing non-verbal messages, incl. producing body gestures, signs, symbols, drawings and photographs
d350   Conversation, incl. starting, sustaining and ending a conversation; conversing with one or many people
d355   Discussion, incl. discussion with one person or many people
d360   Using communication devices and techniques

ICF codes for Autism Spectrum in Higher Education (3/5)

Activities and participation (3/3)

Mobility (d4)
d410   Changing basic body positions, incl. getting into a sitting position with bent legs or cross-legged, getting into a sitting position with feet supported or unsupported
d415   Maintaining a body position, incl. maintaining a lying, squatting, kneeling, sitting and standing position
d430   Lifting and carrying objects
d440   Fine hand use, incl. picking up, grasping, manipulating and releasing
d445   Hand and arm use, incl. pulling or pushing objects, reaching, turning or twisting the hands or arms, throwing, catching
d450   Walking, incl. walking short or long distances, walking on different surfaces, walking around obstacles
d455   Moving around, incl. crawling, climbing, running, jogging, jumping, swimming, scooting and rolling and shuffling
d465   Moving around using equipment, e.g. using specific devices skates, skis, swim fins, or moving down the street in a wheelchair or a walker
d470   Using transportation, incl. using human-powered transportation; using private motorised or public transportation
d475   Driving

Interpersonal interactions and relationships (d7)
d710   Basic interpersonal interactions, incl. showing respect, warmth, appreciation, and tolerance in relationships; responding to criticism and social cues in relationships; and using appropriate physical contact in relationships
d720   Complex interpersonal interactions, incl. playing with others, forming and terminating relationships; regulating behaviours within interactions; interacting according to social rules and maintaining social space
d730   Relating with strangers
d740   Formal relationships, incl. relating with persons in authority, with subordinates and with equals
d750   Informal social relationships, incl. informal relationships with friends, neighbours, acquaintances, co-inhabitants and peers
d760   Family relationships, incl. parent–child and child–parent relationships, sibling and extended family relationships
d770   Intimate relationships, incl. romantic, spousal and sexual relationships

Major life areas (d8)
d830   Higher education, 'incl. the student's responsibility and ability to attend classes, interact appropriately with peers and teachers, and fulfil requirements of being a student'

ICF codes for Autism Spectrum in Higher Education (4/5)

Eenvironmental factors (1/2)

Products and technology (e1)
e110	Products or substances for personal consumption, incl. food, drink and drugs
e115	Products and technology for personal use in daily living, incl. general and assistive products and technology for personal use
e120	Products and technology for personal indoor and outdoor mobility and transportation, incl. general and assistive products and technology for personal indoor and outdoor mobility and transportation
e125	Products and technology for communication, incl. general and assistive products and technology for communication
e130	Products and technology for education, 'i.e. processes and methods supporting the individuals' acquisition of knowledge'
e140	Products and technology for culture, recreation and sports, incl. general and assistive products and technology for culture, recreation and sport
e150	Design, construction, and building products and technology of buildings for public use, incl. design, construction and building products and technology of entrances and exits, facilities and routing
e165	Assets, incl. tangible and intangible products and goods, financial assets

Natural environment and human-made changes to environment (e2)
e225	Climate, incl. temperature, humidity, atmospheric pressure, precipitation, wind and seasonal variations
e240	Light, incl. light intensity, light quality, colour contrasts
e245	Time-related changes, incl. day/night and lunar cycles
e250	Sound, incl. sound intensity and sound quality

ICF codes for Autism Spectrum in Higher Education (5/5)

environmental factors (2/2)

Attitudes (e4)
e410	Individual attitudes of immediate family members
e415	Individual attitudes of extended family members
e420	Individual attitudes of friends
e425	Individual attitudes of acquaintances, peers, colleagues, neighbours and community members
e430	Individual attitudes of people in positions of authority
e440	Individual attitudes of personal care providers and personal assistants
e450	Individual attitudes of health professionals
e455	Individual attitudes of other professionals
e460	Societal attitudes, e.g. general or specific opinions and beliefs generally held by people of a culture, society, sub-cultural or other social group about other individuals or about other social, political and economic issues, that influence group or individual behaviour and actions
e465	Social norms, practices and ideologies, e.g. customs, practices, rules and abstract systems of values and normative beliefs that arise within social contexts and that affect or create societal and individual practices and behaviours

Services, systems and policies (e5)
e525	Housing services, systems and policies, e.g. for the provision of shelters, dwellings or lodging for people
e540	Transportation services, systems and policies
e570	Social security services, systems and policies, e.g. aimed at providing income support to people who, because of age, poverty, unemployment, health condition or disability, require public assistance
e575	General social support services, systems and policies, e.g. aimed at providing support to those requiring assistance in areas such as shopping, housework, transport, child care, respite care, self-care and care of others, in order to function more fully in society
e580	Health services, systems and policies, e.g. for preventing and treating health problems, providing medical rehabilitation and promoting a healthy lifestyle
e585	Education and training services, systems and 'policies incl. regulations for students' acquisition of knowledge'
e590	Labour and employment services, systems and policies, e.g. related to finding suitable work for persons who are unemployed or looking for different work, or to support individuals already employed who are seeking promotion

ICF Qualifier scales (1/3)

ICF is a framework and classification system on which tools for measuring or 'assessing' individual functioning may be based, and to which they can be mapped.

Generic (first) qualifier:

0 No problem

1 Mild problem

2 Moderate problem

3 Severe problem

4 Complete problem

8 Not specified

9 Not applicable

ICF Qualifier scales (2/3)

Second qualifier (nature) for body structure	Third qualifier (location) for body structure
0 — no change	0 — more than one region
1 — total absence	1 — right
2 — partial absence	2 — left
3 — additional part	3 — both sides
4 — aberrant dimensions	4 — front
5 — discontinuity	5 — back
6 — deviating position	6 — proximal
7 — qualitative changes in structure, including accumulation of fluid	7 — distal
8 — not specified	8 — not specified
9 — not applicable	9 — not applicable

ICF Qualifier scales (3/3)

Qualifier for Environmental factors:

.0 No barrier	+0 No facilitator
.1 Mild barrier	+1 Mild facilitator
.2 Moderate barrier	+2 Moderate facilitator
.3 Severe barrier	+3 Substantial facilitator
.4 Complete barrier	+4 Complete facilitator
.8 Barrier, not specified	+8 Facilitator, not specified
.9 Not applicable	+9 Not applicable

ICF Coding

ICF Code = Prefix + numeric code + ICF qualifiers
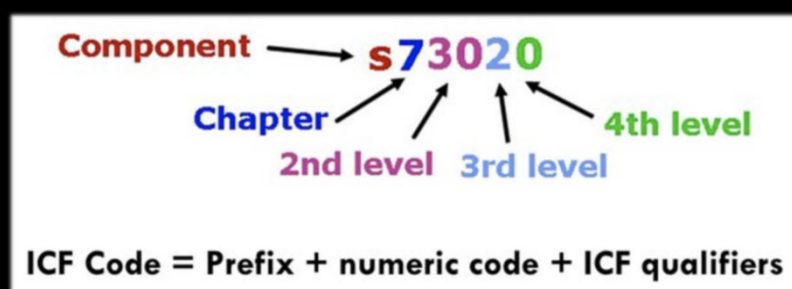
Interacting with SwD (1/2)

every SwD experiences his/her disability in a different way	their degree of autonomy, abilities, attitude towards everyday life and goals can vary significantly	an individualized approach is mandatory
expressing pity should be avoided (even if the disability is visible)	empathy towards SwD	SwD should be treated like an adult, autonomous independent member of the academic community

Interacting with SwD (1/2)

SwD should be treated in the same way as other students in order to avoid stigmatization	communicate with the SwD themselves and not with members of their family	likewise for SwD with dysarthria or loss of hearing who are supported by Sign-Language Interpreter

if the AAA deems it necessary, a member of the SwD family can be present only in case the SwD demonstrate severe deficit in his/her social/behavioral adaptation

Vocabulary use and mindset for SwD

- ICF: correlation with environment's accessibility
- Impairment ≠ problem
- Person first
- No distinction from the rest of the population: everyone has rights and needs, treatment of Students with Disabilities (SwD) as adults and independent members of the university community
- Decisions made in collaboration with the concerned individual
- Avoid acts of pity
- Equality with objective measures
- Individualized treatment
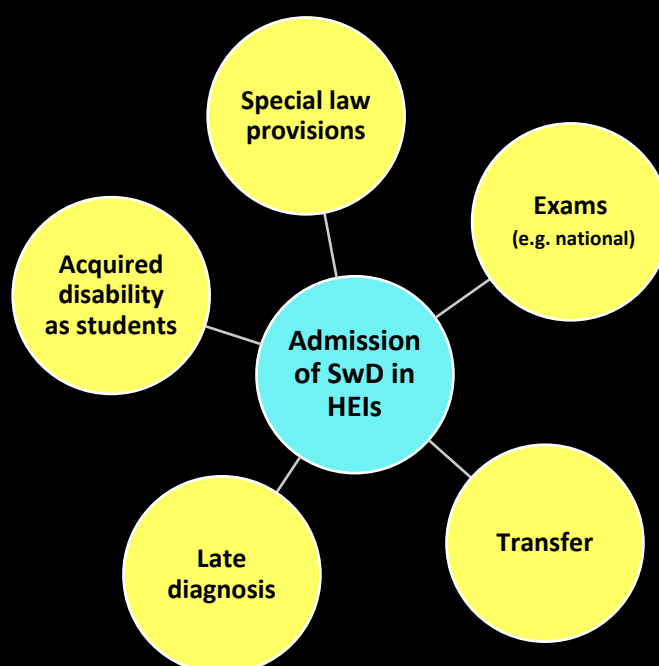
First acquaintance (1/3)

How do SwD get informed of the Accessibility Unit?

- Departments' Secretariats
- Faculty's websites
- Media + Social media
- Departments' Study Guides
- Faculty's staff members
- Classmates
- Professors
- Secondary schools
- Mouth to mouth
- Personal research

First acquaintance (2/3)

Departments' Secretariats	• during students' registration to departments • general information about the Unit
Faculty's web pages	• provision of the necessary announcements • each academic year
Social media	• how information is spread within students • you have to create a network and stay active

First acquaintance (3/3)

How does the Accessibility Unit get informed of SwD?

- Secretariat's briefing at the beginning of every academic year about SwD who have been admitted to University using special law provisions (template provided from the Unit)

- Student's initiative

Template for Secretariat's briefing about SwD

	A	B	C	D	E	F	G
1	Department:						
2	Academic year:						
3	Total number of students admitted with 5%:						
4							
5	Serial number	Name	Surname	Student Registration Number	Illness or Disability	Number	e-mail
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

First contact

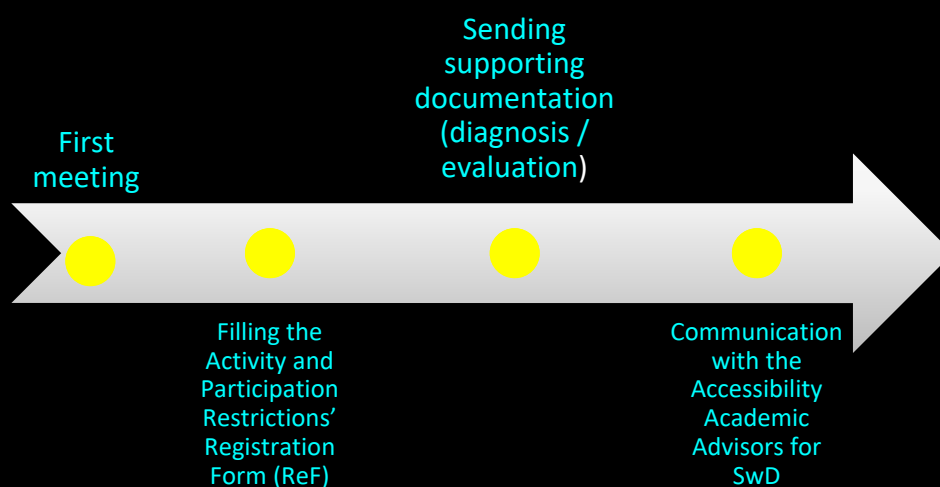- Declaration of the disability is not compulsory

- Student's initiative

- Standard information mail → only to students with mobile or sensory disabilities

Activation of academic adjustments

First
meeting

Sending
supporting
documentation
(diagnosis /
evaluation)

Filling the
Activity and
Participation
Restrictions'
Registration
Form (ReF)

Communication
with the
Accessibility
Academic
Advisors for
SwD

First meeting (1/2)

- Creation of a communication channel (avoid communication with parents)

- Observation/Assessment of SwDs' autonomy, communication skills, transitional issues (accommodations at school, …)

- Information about Accessibility Unit Services and proposed accommodations

First meeting (2/2)

- Facilitation of the registration process (Filling the Activity and Participation Restrictions' Registration Form).

- Examination of the documentation provided.

- Notification about the transmission of personal information in the academic departments.

- Description of procedures concerning services and accommodations (beneficial for the student).

Activity and Participation Restrictions' Registration Form (ReF) (1/3)

- Absolutely necessary in order to ask for accommodations

- Goal: find out student's restrictions in every aspect of their academic participation

- Can be filled face to face or electronically:

  – preferably the first one

  – in case of students who have filled it themselves, we may need to reach them for clarifications

Activity and Participation Restrictions' Registration Form (ReF) (2/3)

Which restrictions do we need to know about?

- Environmental, e.g.
  - no ramps or accessible elevators in university buildings
  - inaccessible educational material

- Derived from the person's impairment, e.g.
  - certain dysfunctions
  - lack of socialization

IDEA Project: Inclusive tertiary Education in the West BalkanS

24

Activity and Participation Restrictions' Registration Form (ReF) (3/3)

Usage of ReF

SwD	• obligatory if they want to ask for accommodations • way to communicate their restrictions
Accessibility Unit	• display student restrictions in order to decide the necessary accommodations > base for the individualized strategic plan • reference point
Accessibility Academic Advisors	• the Unit shares the ReF accompanied with specific suggestions of individualized accommodations • guide during first meeting with SwD

Supporting documentation (diagnosis/evaluation)

- Issued by a public health institution

- Preferably recent

- As analytical as possible

- Why: understand the obstacles faced and activity limitations → to conceptualize appropriate individual accommodation

- Ideally: Participation of a medical expert, attached to the university, to comprehend (if needed) medical aspects of SwD's limitations

SwD' data protection

- Caution with document's retention

- Access to the documents: only unit staff members + ReF also Academic Advisors

- Inform SwD about the policy concerning the collection and processing of their personal data
  - strict policies according to national legislation
  - specific regulation known to everyone

ReF: Activity and Participation Restrictions' Registration Form

ReF

Staff Skills

Communication Skills

Organizational skills

Critical Thinking

Analytical Thinking

Empathy

Discretion

PRACTICE KINDNESS

Discussion topics for the first meeting with SwD (1/16)

Examples of topics to be discussed on the first meeting

- description of the SwDs' health condition

- obstacles the SwD face regarding the educational process (cf. Examples of obstacles SwD face, ordered by disability type)

- attending classes, participation and taking exams in previous education levels

- proposing modifications related to the educational process

Discussion topics for the first meeting with SwD (2/16)

- discuss which services offered by the Accessibility Unit can each SwD benefit from

- SwD's attitude towards his/her field of study, e.g.

  – was the Department/Faculty in which he/she is studying his/her first choice?

  – which career paths does he/she think about (especially in cases in which the SwD cannot cope with the academic demands satisfactorily)?

- the Department's/Faculty's demands

- optional courses, studying educational material and related academic matters

Discussion topics for the first meeting with SwD (3/16)

Examples of obstacles SwD face, ordered by disability type

Total vision loss = Blindness

- inability to access optic teaching material/information
- access to notes only by using Assistive Technologies
- taking notes only by using Assistive Technologies
- writing assignments and taking written tests only by using Assistive Technologies

Discussion topics for the first meeting with SwD (4/16)

Partially sighted-low vision-low visual acuity

- difficulty accessing notes
- difficulty taking notes

Discussion topics for the first meeting with SwD (5/16)

Total loss of hearing - Deafness

- inability to access any acoustic information

- difficulty taking notes (from Greek Sign Language Users)

- vocabulary and proper language use deficit

- inability to control their speech

- receiving information with the help of a Sign Language Interpreter with delay

- difficulty communicating/collaborating with their fellow students

Discussion topics for the first meeting with SwD (6/16)

Hard of hearing

- difficulty accessing acoustic information

- difficulty controlling their speech

- difficulty communicating/collaborating with their fellow students

Discussion topics for the first meeting with SwD (7/16)

Loss of speech – Dysarthria

- facing obstacles in expressing themselves orally

- difficulty making themselves understood

- facing obstacles when tested by means of oral assessment

Discussion topics for the first meeting with SwD (8/16)

Upper limb motor disability

- facing obstacles/inability to write and use a PC (and, consequently, take notes, deliver written assignments or take a written exam)

- facing obstacles/inability to use laboratory equipment

- possibly facing obstacles/inability to use desks/seats

- facing obstacles/inability to handle printed educational material (e.g. textbooks)

- facing obstacles/inability to move objects

Discussion topics for the first meeting with SwD (9/16)

Lower limbs motor disability

- facing obstacles/inability to access classrooms/lecture halls/rooms where exams take place

- extra time for moving from one classroom/lecture hall to the next

- facing obstacles/inability to use seat, desks in the classrooms, lecture halls

- facing obstacles/inability to handle objects which are placed high

- difficulty moving objects

- using common toilet

Discussion topics for the first meeting with SwD (10/16)

Attention deficit with or without hyperactivity disorder

- difficulty concentrating

- difficulty taking notes

- inappropriate behaviour

- difficulty understanding complex questions/instructions

- difficulty organizing

- difficulty writing a text

Discussion topics for the first meeting with SwD (11/16)

Pervasive neurodevelopmental disorders-autism-Asperger

- difficulty in communication
- difficulty understanding metaphorical discourse
- difficulties in social interaction-social relations
- difficulty understanding social norms
- inappropriate behaviour/unexpected reactions
- difficulty in abstract thinking
- intense anxiety resulting from schedule changes
- difficulty processing multisensory information
- better understanding of written texts
- insisting on requiring explanations

Discussion topics for the first meeting with SwD (12/16)

Dysanagnosia (dyslexia)

- needing more time to read than usual

- omitting/repeating/adding words

- omitting/repeating lines when reading a text

- difficulty recognizing words

- difficulty identifying the central idea of a text after a single reading

- difficulty understanding complex questions

- difficulty using dictionaries, catalogues, encyclopedias

Discussion topics for the first meeting with SwD (13/16)

Dysgraphia (dyslexia)

- illegible handwriting/poorly looking handwritten texts
- confusing letters with numbers and vice versa
- writing slowly
- grammatical, syntactical, orthographic mistakes
- omitting words, punctuation
- repeating words/phrases/meanings
- difficulty taking notes
- difficulty delivering assignments on time
- difficulty writing texts during a written exam

Discussion topics for the first meeting with SwD (14/16)

Dyscalculia (dyslexia)

- confusing symbols
- difficulty memorizing mathematical formulas and functions
- difficulty memorizing arithmetical sets
- difficulty doing mental math
- difficulty understanding sequences
- inability to read mathematical questions containing words properly
- difficulties taking an exam in writing

Discussion topics for the first meeting with SwD (15/16)

Chronic/severe disease

- skipping classes often

- possible side effects resulting from their medication

- health deterioration because of stress

- stigma arising from disclosing their condition

Discussion topics for the first meeting with SwD (16/16)

Psychosocial problems

- inappropriate behaviour

- stigma arising from disclosing their condition

- possible side effects resulting from their medication

- inability to stick to the program

- skipping classes often

- inability to concentrate

- difficulty in writing texts

Accommodations for each disability type (1/28)

I. Total loss of vision - Blindness

Instruction/Laboratory accommodations:

- verbalizing visual information

- indicate who is speaking

- address SwD always by their name

- when speaking, have your face turn towards the SwD

- verbal description of any visual information transmitted in class

- read out loud anything written on the blackboard or being presented

- providing notes, educational material, textbooks in accessible form

Accommodations for each disability type (2/28)

I. Total loss of vision

Accommodations in the exams:

- extra testing time
- use an accessible PC and Assistive Information Technologies
- exam questions in accessible form
- answering the exam questions using braille system

Accessibility Unit's Services:
- Accessible workstations in the university libraries
- providing academic textbooks in accessible form
- free software for persons with disabilities
- Voluntary Support Service

Accommodations for each disability type (3/28)

II. Partially sighted-low or reduced vision-low visual acuity

Instruction/Laboratory Accommodations:

- use an accessible PC and Assistive Information Technologies
- read out loud what is written on the blackboard
- notes/educational material in accessible form
- reserve a seat for the SwD at the front
- adjust light intensity
- use large letters when you write on the blackboard and large font for presentations
- use appropriate visual contrasts

Accommodations for each disability type (4/28)

II. Partially sighted-low or reduced vision-low visual acuity

Accommodations in the exams:

- extra testing time
- use an accessible PC and Assistive Information Technologies
- exam questions in accessible form

Accessibility Unit's Services:

- Accessible Workstations in the University Libraries
- providing Accessible Academic Textbooks
- free software for persons with disability

Accommodations for each disability type (5/28)

III. Total loss of hearing-Deafness

Instruction/Laboratory Accommodations:

- reserve a seat for the SwD at the front, so that he/she can lip-read
- when speaking have your face turn towards the SwD
- the SwD must have an uninterrupted view of the Professor/Instructor
- keep your pace of speech stable
- repeat other students' questions before answering them
- indicate who is speaking
- extra waiting time after a question has been made (i.e. before demanding an answer)
- alternative ways of communication
- creating notes/educational material in accessible form
- alternative ways of transmitting acoustic information

Accommodations for each disability type (6/28)

III. Total loss of hearing-Deafness

Accommodations in the exams:

- extra testing time
- use an accessible PC
- repeat questions/comments/remarks made by other students

Accessibility Unit's Services:

- Video Relay Service
- Voluntary Support Service
- free software for persons with disabilities

Accommodations for each disability type (7/28)

IV. Hard of hearing – Partial loss of hearing

Instruction/Laboratory Accommodations:

- reserve a seat for the SwD at the front, so that he/she can lip-read
- when speaking have your face turn towards the SwD
- the SwD must have an uninterrupted view of the Professor/Instructor
- keep your pace of speech stable
- the Professor/Instructor must use a wireless microphone
- repeat other students' questions before answering them
- indicate who is speaking
- extra waiting time after a question has been made (i.e. before demanding an answer)
- alternative ways of communication
- alternative ways of transmitting acoustic information

Accommodations for each disability type (8/28)

IV. Hard of hearing – Partial loss of hearing

Accommodations in the exams:

- extra testing time
- use accessible PC
- repeating questions/comments/remarks made by other students

Accessibility Unit's Services:

- Video Relay Service
- Voluntary Support Service
- free software for persons with disabilities

Accommodations for each disability type (9/28)

V. Loss of speech – Dysarthria

Instruction/Laboratory Accommodations:

- extra time for answering questions

- alternative ways of answering questions (i.e. apart from orally)

- use Assistive Information Technologies

- alternative ways of communication (i.e. apart from orally)

Accommodations for each disability type (10/28)

V. Loss of speech – Dysarthria

Accommodations in the exams:

- use accessible PC

- use Assistive Information Technologies

- taking only written exams

Accessibility Unit's Services:

- Video Relay Service

- free software for persons with disabilities

Accommodations for each disability type (11/28)

VI. Upper limb motor disability

Instruction/Laboratory Accommodations:

- adapt laboratory equipment

- use Assistive Information Technologies for accessing PC, writing and reading books

- providing textbooks, notes/educational material in accessible form

- voluntary students can assist SwD in handling laboratory equipment

Accommodations for each disability type (12/28)

VI. Upper limb motor disability
Accommodations in the exams:
- extra testing time
- use Assistive Information Technologies/accessible PC
- writing assistant

Accessibility Unit's Services:
- put forth specific Assistive Information Technologies to the SwD
- provide accessible academic textbooks
- Voluntary Support Service
- Accessible workstations in the University Libraries
- free software for persons with disabilities

Accommodations for each disability type (13/28)

VII. Lower limb motor disability

Instruction/Laboratory Accommodations:

- accessible classrooms/lecture halls/laboratory facilities

- find an appropriate seat for the SwD

- use a special portable desk

- Laboratory assistant (volunteer student) and/or for carrying objects

- disregard the SwD coming late to class

- there must be an accessible toilet nearby

Accommodations for each disability type (14/28)

VII. Lower limb motor disability

Accommodations in the exams:

- take the exam in an accessible room using an accessible desk

- use a special portable desk

- there must be an accessible toilet nearby

Accessibility Unit's Services:

- Transportation Service

- Voluntary Support Service

Accommodations for each disability type (15/28)

VIII. Attention deficit with or without hyperactivity disorder
Instruction/Laboratory accommodations

- brief and precise instructions/questions
- eye-contact
- announce coursework and exam schedule as early as possible
- extra time for delivering assignments
- extra time for completing exercises in the classroom or mid-term exams
- disregard orthographic, grammatical and syntactical mistakes
- regular feedback
- disregard inappropriate behaviour
- reinforce positive behaviour

Accommodations for each disability type (16/28)

VIII. Attention deficit with or without hyperactivity disorder

Accommodations in the exams:

- extra testing time
- disregard orthographic, grammatical and syntactical mistakes

Accessibility Unit's Services:

- Voluntary Support Services
- Psychological Counseling
- free software for persons with disabilities

Accommodations for each disability type (17/28)

IX. Pervasive neurodevelopmental disorders-autism-Asperger

Instructions/Laboratory Accommodations:

- use literal language (avoid metaphors)
- disregard inappropriate/unexpected behaviour
- should any changes in the time-schedule occur, inform the SwD as soon as possible
- find an appropriate seat for the SwD in the classroom
- explain to the SwD how and when he/she can participate in the class (set rules)
- give answers and provide explanations to the SwD's (often persisting) questions
- regular feedback
- support by volunteer-students

Accommodations for each disability type (18/28)

IX. Pervasive neurodevelopmental disorders-autism-Asperger

Accommodations in the exams:

- extra testing time
- taking the test in a room that is not crowded (either with a few students or alone)
- explaining the rules of the exam process
- give answers and provide explanations to the SwD's (often persisting) questions

Accessibility Unit's Services:

- Voluntary Support Services
- Psychological Counseling

Accommodations for each disability type (19/28)

X. Dysanagnosia (dyslexia)

Instruction/Laboratory accommodations:

- creating accessible notes

- brief and precise questions/instructions

- extra time for completing assignments or exercises in class

Accommodations for each disability type (20/28)

X. Dysanagnosia (dyslexia)

Accommodations in the exams:

- extra testing time

- using accessible PC

Accessibility Unit's Services:

- Accessible workstations in the University Libraries

- free software for persons with disabilities

- Voluntary Support Service

Accommodations for each disability type (21/28)

XI. Dysgraphia (dyslexia)

Instruction/Laboratory accommodations:

- creating accessible notes

- extra time for completing assignments or exercises in class

Accommodations for each disability type (22/28)

XI. Dysgraphia (dyslexia)

Accommodations in the exams:

- extra testing time

- disregard orthographic, grammatical and syntactical mistakes

- using accessible PC

Accessibility Unit's Services:

- Provide laptop during the exams

- free software for persons with disabilities

- Voluntary Support Service

Accommodations for each disability type (23/28)

XII. Dyscalculia (dyslexia)

Instruction/Laboratory Accommodations:

- creating accessible notes (and educational material in general)

- the notes should be uniformly formatted

Accommodations for each disability type (24/28)

XII. Dyscalculia (dyslexia)

Accommodations in the exams:

- extra testing time

- use accessible PC

- use calculator

Accessibility Unit's Services:

- free software for persons with disabilities

- Voluntary Support Service

Accommodations for each disability type (25/28)

XIII. Chronic/severe disease

Instruction/Laboratory Accommodations:

- extra time for completing assignments during classes
- regular feedback
- disregard the SwD's frequent absences
- respect patient's confidentiality concerning the SwD

Accommodations for each disability type (26/28)

XIII. Chronic/severe disease

Accommodations in the exams:

- extra testing time
- taking the test in a room that is not crowded (either with a few students or alone)
- invigilators must have knowledge of the SwD's problem and how to treat him/her

Accessibility Unit's Services:

- Voluntary Support Service
- Psychological Counseling

Accommodations for each disability type (27/28)

XIV. Psychosocial problems

Instruction/Laboratory Accommodations:

- disregard inappropriate behaviour
- reinforcing positive behaviour
- careful interpretation of the SwD behaviour
- announcing tasks and exam schedule as early as possible
- announcing the material to be taught as early as possible
- give brief and specific instructions
- regular feedback
- respect patient's confidentiality concerning the SwD

Accommodations for each disability type (28/28)

XIV. Psychosocial problems

Accommodations in the exams:

- extra testing time
- taking the test in a room that is not crowded (either with a few students or alone)
- invigilators must have knowledge of the SwD's problem and how to handle it

Accessibility Unit's Services:

- Voluntary Support Service
- Psychological Counseling

Guidelines for Interpersonal Communication with SwD (1/16)

I. Students with motor disabilities or motor coordination difficulties

- it is important to address the SwD directly; avoid directing your questions and remarks about the SwD to any third person (family member or personal assistant) that happens to be present.

- ask the SwD if he/she needs any help, before offering it; in that way you give him/her the choice to accept or decline your offer.

- if you are about to meet a SwD who uses a wheelchair, it is preferable to choose a seat that will allow eye contact.

- leaning on or over the wheelchair is like leaning on or over the wheelchair user and should therefore be avoided, unless you are in friendly terms with the person using the wheelchair.

Guidelines for Interpersonal Communication with SwD (2/16)

II. Students with vision loss

- announce who you are

- address the SwD either by his name or by touching him/her

- it is ok to use words like "see", "blind" etc.

- address the SwD himself/herself and not any person escorting him/her

- keep the tone of your voice stable

- announce who else is present in the room or takes part in the conversation as well as who leaves the room and greets the SwD; indicate who posed a question

- describe the images you show/refer to

Guidelines for Interpersonal Communication with SwD (3/16)

II. Students with vision loss

- verbalize what is written on the blackboard

- describe the room

- ask politely if the SwD needs escorting or help

- announce the fact that you are leaving the room

- let the blind SwD touch your arm

- lead their hand to a chair; make them aware of any changes in the room

- in order to help them orientate or locate certain objects in a room, be verbally descriptive

Guidelines for Interpersonal Communication with SwD (4/16)

III. Students with loss of hearing or hard of hearing

- ask the SwD which way of communication he/she prefers. You may do that in writing, if necessary

- speak clearly; keep the pace of your speech low; use a neutral tone of voice

- make sure you look the SwD in the face, because many persons with hearing impairments can lip-read. If you speak very slow, the SwD may have problem reading your lips

Guidelines for Interpersonal Communication with SwD (5/16)

III. Students with loss of hearing or hard of hearing

- try not to cover your mouth, eat, smoke or turn your back to the SwD

- avoid having a strong light source behind you, when you speak with SwD with hearing impairments

- even if a SwD can lip-read, only 40-50% of your speech can be perceived in that way; it is important to use body language, so that SwD can understand you better

Guidelines for Interpersonal Communication with SwD (6/16)

III. Students with loss of hearing or hard of hearing

- avoid writing on the blackboard or leaning over a bench in the laboratory and simultaneously talk to the students; it's better to turn again to the students before beginning to talk

- you need to be patient and ask the SwD to repeat or explain what he/she has just said, if you didn't understand it; do not pretend otherwise

- many SwD with hearing impairments claim to understand what you say, even if this is not the case; if you feel that the SwD hasn't understood, explain what you have just said; if someone has made a question, repeat and explain it, because most of the times SwD with loss of hearing have not perceived it

Guidelines for Interpersonal Communication with SwD (7/16)

III. Students with loss of hearing or hard of hearing

- if you communicate with the SwD through a Sign Language Interpreter, look at the SwD and direct your questions, comments and remarks to him/her using the second person and not to the SL-Interpreter; it would also be very helpful to chose a seat that will allow the SwD to observe your body-language and the expressions of your face while he/she looks at the SL-Interpreter

- it is important not to involve the Interpreter in the conversation or ask his/her opinion, unless your question has to do with the interpreting process alone

Guidelines for Interpersonal Communication with SwD (8/16)

III. Students with loss of hearing or hard of hearing

- Because of the interpreter's intervention, deaf students receive the information transmitted with about 8-10 sec delay; if you pause briefly after making a question, that will give the SwD time to understand it and decide if he/she wishes to answer it or participate

- It is important to bear in mind that during laboratory work (especially in the faculties of Medicine, Biology and Informatics) deaf students need more time because they must look to the interpreter, understand the instructions and execute them almost simultaneously.

Guidelines for Interpersonal Communication with SwD (9/16)

IV. Students with speech difficulties

- you need to be patient and "relaxed" during your when communicating with SwD with speech difficulties. You can ask the SwD to repeat/rephrase/explain what he/she has just said, if you have difficulties understanding his speech; do not act as if/tell the student that you have understood him/her, when this is not the case

- it would be helpful if your speech is clear and precise; speak more slowly and adopt a normal voice tone

Guidelines for Interpersonal Communication with SwD (10/16)

V. Students with attention, memory or concentration deficit

- when you need to communicate or collaborate with a student with attention deficit, it would be helpful to maintain eye contact, use short, clear and precise sentences and encourage him/her to ask for explanations concerning the matters you discuss

- you can also give exercises, assignments or any instruction orally and in written form; it is important to give to the SwD regular feedback

Guidelines for Interpersonal Communication with SwD (11/16)

VI. Students with psychosocial problems

- disclosing the difficulties, they face to a third party as well as respecting confidentiality are very important issues for SwD with mental health problems; the reasons are the stigma attached to mental health problems and the negative attitude of others towards persons with mental health problems. During your communication with SwD with psychosocial problems the following points can be of importance:

- adopt a non-threatening communication style. If you have not understood anything the SwD has said, ask him/her to repeat.

Guidelines for Interpersonal Communication with SwD (12/16)

VI. Students with psychosocial problems

- Usually, students with psychiatric disorders are not fully aware that their behaviour may be inappropriate; try to ignore, if possible, their inappropriate behaviour and reinforce the positive behaviour with positive comments or rewarding feedback

- try to discuss with the SwD one subject at a time so that:
  - i) he/she can stay focused on the subject of the discussion,
  - ii) his/her thought can be organized and
  - iii) he/she does not feel overwhelmed

- You should be very careful, in case you want to interpret the motives of the SwD's behaviour

Guidelines for Interpersonal Communication with SwD (13/16)

VII. Students with Autism Spectrum Disorders (ASD) - Asperger

- it is important to offer the SwD a secure and foreseeable environment with a stable daily routine; persons with Asperger syndrome need to be able to understand their daily routine and know what exactly they have to do in order to concentrate in their duties and the tasks they have to perform

- try to avoid changes as much as possible (e.g. changes related to the time schedule, spatial arrangements).

- try to avoid last minute changes and/or announcements: inform the SwD about special activities, time-table modifications or any other change in their daily routine, no matter how significant it may seem, thoroughly in advance.

Guidelines for Interpersonal Communication with SwD (14/16)

VII. Students with ASD - Asperger

- you may inform other faculty members/members of the teaching staff and any other person responsible for SwD about Asperger syndrome so as to protect SwD with Asperger Syndrome from being mistreated

- discuss with the SwD about social roles and norms and how they are expected to behave when they are with other members of the teaching staff and/or students

- despite their lack of empathy, persons with Asperger syndrome can learn to interact appropriately with others. When they unwillingly insult someone, or behave in an insensitive or indiscreet way, it should be made clear to them why their reaction is inappropriate and which would be the appropriate one. Persons with Asperger syndrome need to learn social skills theoretically because of their lack of social instinct and intuition

Guidelines for Interpersonal Communication with SwD (15/16)

VII. Students with ASD - Asperger

- positive reinforcement following a desirable behaviour is the proper way to assist a person with Asperger syndrome. Compliments can be highly influential over these persons; for example, in the case of a SwD who asks questions constantly, you can praise him/her and congratulate him/her when he/she allows the other students to speak as well. They should be awarded for demonstrating ordinary social behaviour

- it is advisable that SwD with Asperger syndrome should be seated at the front desk
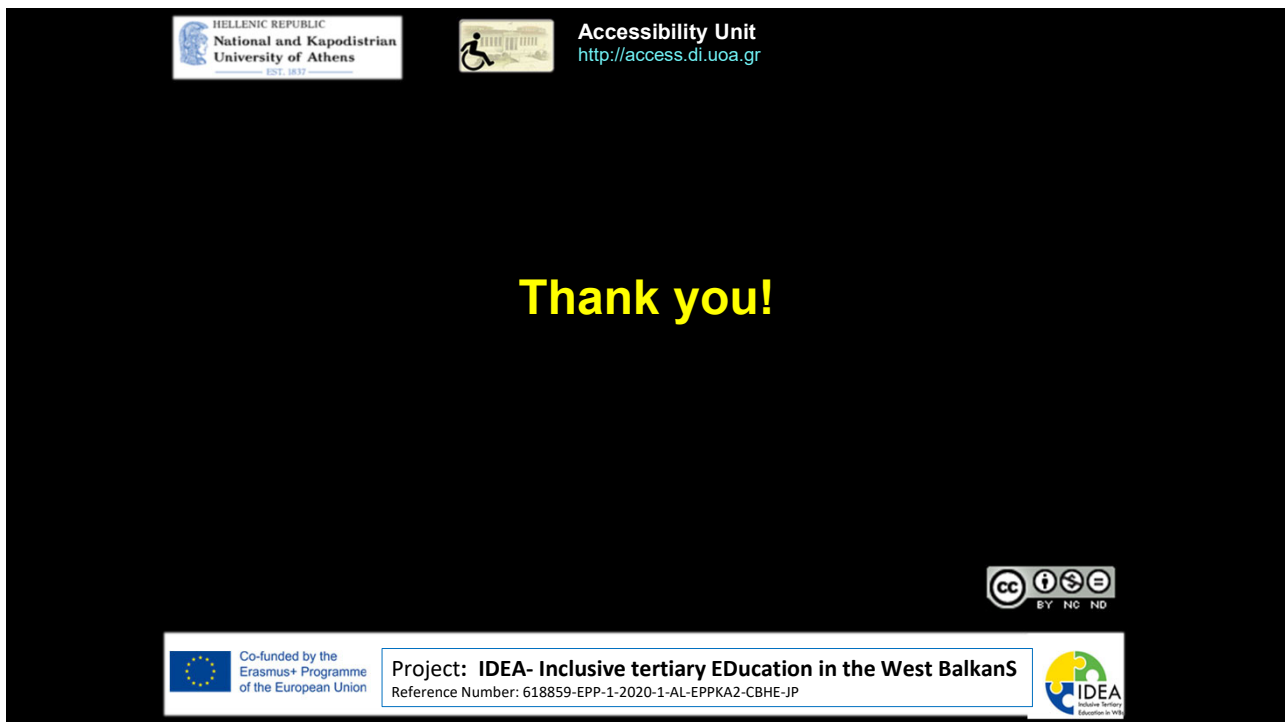
Guidelines for Interpersonal Communication with SwD (16/16)

VII. Students with ASD - Asperger

- be patient during your interpersonal communication with the SwD, try to answer their persisting questions as detailed as possible.
- respect the familiarity and eye contact rules set by the SwD
- at the same time, you should reach an agreement with the SwD regarding the communication rules to be applied at your interpersonal communication with him/her; these must be mutually respected
- discuss with him/her, what does he/she need and what could help him/her

Thank you!

HELLENIC REPUBLIC
National and Kapodistrian University of Athens

Accessibility Unit

ReF: "Activity and Participation Restrictions' Registration Form for Students with Disabilities, Disorders, Learning Difficulties or Chronic Diseases"

Protocol number (To be filled out by Accessibility Unit's staff only).

Date (To be filled out by Accessibility Unit's staff only).

Has the student completed his/her studies? (To be filled out by Accessibility Unit''staff).   Yes   No

The purpose of the **Activity and Participation Restrictions' Registration Form for Students** is to enable the Accessibility Unit to stay in contact with and provide better services to students with disabilities, disorders, learning difficulties or chronic diseases (SwD). Each SwD's personal data entered in the Registration Form are safeguarded by the ERMOFILOS system and can be accessed only by the Accessibility Unit's staff and the Counseling Professor of each student's department/faculty. Personal data are not disclosed to any third party. The collected data may be used for statistical purposes, i.e. to draw up anonymized statistical reports used for the University's or State's information about the students studying at the NKUA.

Fields marked with an asterisk (*) or within red border are required.

Part A. General Information

Name*

Surname*

Father's Name*

Date of Birth*

Gender   Male   Female

Identity or Passport Number*

Social Security Registration Number*

A.1. Study-related Information

Education level*

Registration Number*

Department/Faculty*

Year of Registration*

How did you enter the University?

    National (Panhellenic) Exams

    Benefiting from the legal regulation providing additional 5% quota for persons with disabilities in Higher Education Institutions (even after transfer).

    Other

Please, specify

Current semester number*

Postgraduate program of study (mandatory field for postgraduate students)

How many courses have you successfully completed so far?

When was the last time you took an exam (year)?

A.2. Contact Information

Home Phone Number*

Mobile Phone Number*

Emergency Phone Number (write an alternative phone number, if there is one).*

E-mail address (fill in the e-mail address you submitted to your department's/faculty's secretariat to get access to the e-class of the NKUA).*

Alternative e-mail address (fill in the e-mail address you use for your daily communication).

Teleconference Application Username

Messenger

Skype

WhatsApp

Viber   Yes   No

If you use any other application, please fill in the name of the application and your username.

A.3. Home Address

Street and Number*

City*

Postcode*

Part B. Information about disabilities, disorders, learning difficulties and chronic diseases

B.0. Diagnosis

Fill in the description of your disability, condition, disorder or learning difficulty, as mentioned in the official attestation/documentation.

Fill in the date of issue and the name/description of the healthcare provider who issued the attestation/documentation.

B.1. Description

Choose the description of your condition or learning difficulty.*

Which of the following conditions are true in relation to your disability, chronic disease, disorder or learning disability?*

Blindness

Low vision – low visual acuity

Deafness

Hearing loss

Loss of speech

Dysarthria

Upper and lower extremities physical disability

Upper extremities physical disability

Lower extremities physical disability

Attention deficit with or without hyperactivity disorder

Pervasive neurodevelopmental disorders – autism– Asperger syndrome

Dysanagnosia

Dyscalculia

Dysgraphia

Chronic/serious disease

Psychosocial disorders

In which period of your life did you acquire the disability, condition,
disorder or learning difficulty?*

In which year did you acquire the condition or learning difficulty?*

Do you use any assistive device and, if so, what is it? (e.g. hearing aid, wheelchair)?

Which of the following are true in your case?

I am a user of the Greek Sign Language (GSL).

I am familiar with and I use of the braille code.

I am familiar with and I use the Nemeth mathematical braille code.

I have been trained in Orientation and Mobility techniques.

B.2. Capacity Levels

Indicate your capacity level in each of the following functions.

Seeing: the ability to sense the form, size, shape, and colour of the visual stimuli as well as to read printed material. *

Hearing: the ability to discriminate the loudness, pitch, location and quality of sounds and human speech.*

Speech: the ability to articulate and produce speech sounds, which can be understood by others.*

Mobility: the ability to walk, climb stairs, climb, stoop and balance.*

Fine hand use: the ability to handle objects, pick them up and manipulate them; also, the ability for handwriting and using printed material (e.g. books, newspapers, documents).*

Part C. Activity Limitations and Participation Restrictions

C.1. Commuting to the University

Which of the following are true in your case?

   The route from my residence to the university premises is not accessible.

   My condition or the medication I receive affects my memory and/or orientation.

   My condition or the medication I receive affects my ability to walk.

   I occasionally need escort in order to walk.

   I cannot walk without escort.

   I cannot walk without being transported by a suitable vehicle.

How do you commute to the university?

   With my private car

   With someone else's private car

   Public transportation

   With hired car

What is the maximum distance you can walk with or without an escort and in which spaces exactly do you need an escort?

C.2. Spatial Accessibility

In which of the following spaces of your department/faculty is your access difficult or problematic?

Outdoors

Entrance

Stairs

Corridors

Wheelchair lift

Elevators

Classrooms

Lecture Halls

Laboratories

Toilets

University canteen

Secretariat

Library

Which spaces of the department/faculty in which you study, are not accessible at all and why?

C.3. Participation in lectures, laboratory practical work or other educational activities

Assess your performance in the following activities regarding your participation in the educational procedure (0 "not at all" to 5 "perfect").

I hear and understand what the instructor says.

I see and understand what is written on the blackboard.

I see, read and understand what is being projected or presented on a
screen by the instructor.

I formulate questions to the instructor.

I take notes during the lecture/seminar etc.

I remain focused and still during the lecture/seminar etc.

I participate in laboratory practical work or clinical exercises.

I have no problem being in a crowded place.

I submit the assignments given by the instructor.

I cooperate with others in group laboratory exercises/experiments/
assignments.

Please, mention other activities, in which you face difficulties, if there are any, and propose possible accommodations or adjustments to overcome them and improve your participation in the educational procedure.

C.4. Studying and submitting assignments

Assess your performance in the following activities related to studying and submitting assignments (0 "not at all" to 5 "perfect").

I gather the educational material from all sources (e.g. academic textbooks, e-class).

I organize my studying.

I have full access to the educational material, because it is in accessible form.

I handle educational material (e.g. browsing books).

I am concentrated when I study.

I understand the educational material (i.e. I don't have cognitive difficulties).

I am able to memorize the educational material (i.e. I have strong memory).

I cooperate with others in group assignments.

I submit the assignments given by the instructor.

Please, mention other activities, in which you face difficulties, if there are any, and propose possible accommodations or adjustments to overcome them and improve your studying and assignment submitting.

C.5. Socialization

Asses your socialization within the university community (0 "not at all" to 5 "perfect").

I participate in oral conversations.

I participate in written conversations.

I initiate conversations with my fellow students.

I take part in conversations that involve many people.

I do not face negative attitudes from my fellow students.

Please, mention other activities, in which you face difficulties, if there are any, and propose possible accommodations or adjustments to overcome them and improve your socialization.

C.6. Participating in Exams

Which accommodations or adjustments can, in your opinion, contribute to your uninterrupted participation in the exams?

Writing using a computer.

Using assistive devices (e.g. magnifier).

Writing with writing assistance.

Reading with reading assistance.

Using Greek Sign Language Interpreter.

Having the exam questions in accessible format (e.g. braille, accessible MS Word document).

Taking extra time for the exam.

Having short periods of rest time (breaks) during the exam.

Taking the exam in a separate room.

Taking the exam in a room without many other people.

Taking the exam in an accessible room.

Notifying the examiner about my learning difficulty, so that mistakes resulting from it won't be taken into account (e.g. wrong spelling).

Please mention other solutions, that could contribute to your uninterrupted participation in the exams.

Part D. Computers (PCs)

If you own any of the following devices, please complete the features requested.

Desktop's brand and operating system

Laptop's brand and operating system

Tablet's brand, model and operating system

Smartphone's brand, model and operating system

If you are not a PC user, please choose among the following reasons.

I do not know how to use it.

I have never needed it so far.

I do not own a PC.

I cannot use a PC.

Do you have any difficulty or are you not able to use any of the following parts of a PC?

Keyboard

Mouse

Screen

Speakers

Printer

Scanner

Please explain what makes their use difficult for you.

Which of the following software do you not know how to use?

MS Word

MS Excel

MS PowerPoint

E-mail Client

Web Browser

Part E. Assistive Technologies (AT)

If you use any assistive technology software (e.g. text-to-speech system, screen reader, virtual keyboard) and/or any assistive device (e.g. switches, braille display, magnifier), please name them (e.g. NVDA 2018.3 and Braille ALVA USB 640 Comfort).

I want my capacities to be assessed and to get suggestions for Assistive Technologies.

I have taken part in Assistive Technologies' Assessment.

Date of participation

Part F. Academic Textbooks

Which of the following are true in your case?

I can apply for my academic textbooks through the platform EUDOXUS myself.

I can collect my academic textbooks from the distribution points of the publishing houses myself.

I need my academic textbooks to be in an accessible format.

I can apply for accessible academic textbooks on the platform ERMOFILOS myself.

If you need academic textbooks in an accessible format, which of the following formats do you prefer?

Rich Text Format (.docx)

MS Word Document (.docx)

Large print (.docx)

Audio files with synthesized speech (.mp3)

Digital audio book (DAISY)

Digital accessible book (EPUB)

Braille-ready format (.brf)

Digital form for embossed shapes (.jpg)

Portable Document Format (.pdf)

Plain text (.docx)

LaTeX math files (.tex)

Midi files for music sheets (.midi)

If you have chosen large print format, name your preferable font family
and font size.

Part G. Epilogue

Do you have any further suggestions and/or remarks on any of the abovementioned topics (e.g. accessibility, lectures/seminars etc.)?

Name and Surname of the Assistant-Editor

Notice concerning personal data collection and processing:

The Accessibility Unit for Students with Disabilities of the National and Kapodistrian University of Athens (NKUA) informs you, that the personal data you have disclosed above (both general data and data of special categories) are collected and processed by the Unit only for the purpose of providing its services, as described in detail on the Accessibility Unit's homepage access.uoa.gr, within the framework of fulfilling its obligations towards the University's students and staff, as they are foreseen by the law. The collection and processing of your personal data occurs in accordance with Article 6, paragraph 1, point (c) and Article 9, paragraph 2, point (g) of the General Regulation 2016/679. Your personal data will remain available to the University for the time period defined by the legal and regulatory framework in each case and, after that, they will be erased. During that period of time your personal data will be available to the University's staff as part of fulfilling the duties given to it by the University, which is the processing controller. During that time, in which your personal data are available to the University, you may exercise your rights of access, rectification, updating, restriction of processing, objection and portability according to the terms of the General Data Protection Regulation of the European Union (2016/679). You also have the right to refer to the Personal Data Protection Agency (www.dpa.gr). You can contact the Accessibility Unit per e-mail at access@uoa.gr. The NKUA has appointed a Data Protection Officer, who can be reached at dpo@uoa.gr.

After fulling out the ReF, send it followed by your photo and your Medical Certificates to the e-mail address of the Accessibility Unit: access@uoa.gr.

Name and Surname*

Date*

I have read, understood and accept the abovementioned and submit the Activity and Participation Restrictions' Registration Form for Students and the relevant medical attestations/documentations.*

Accessibility Unit
http://access.uoa.gr

Work Package 2: Establishment/Enhancement & Operationalization of Accessibility Units Task
D2.2.3 Follow-up Training of Registrar Office, Voluntary Support & Transport Services' Coordinator
13-15 December **2022**, EPOKA University, Tirana

Supporting Students with Autism Spectrum Disorders

Georgios Kouroupetroglou
koupe@di.uoa.gr

Co-funded by the
Erasmus+ Programme
of the European Union

Project**: IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Co-funded by the
Erasmus+ Programme
of the European Union

Project**: IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

IDEA Project: Inclusive tertiary Education in the West BalkanS

Steps

- *Communication with parents if necessary*
- Student > Diagnosis Documentation
- ReF fill in > Student in collaboration with staff member
- General Guidelines for the Autistic Spectrum > student *& parent*
- Student *& parent* > Self-presentation
- Individual reasonable accommodations during the semester in agreement with the student
- Individual reasonable accommodations in exams in agreement with the student
- Access. Univ Staff > Preparation of Individual Guidelines
- Ref, Individual guidelines and Accommodations > Accessibility Advisor Professor
- Student sends selected courses of each semester to Accessibility Advisor Professor
- Accessibility Advisor Professor sends accommodation guidelines to professors at the beginning of each semester
- Accessibility Advisor Professor sends exams' accommodation guidelines to professors 1-2 weeks before each examination period
- If necessary, Review-modify the accommodations after each semester

HELLENIC REPUBLIC
National and Kapodistrian University of Athens
EST. 1837

Accessibility Unit
http://access.uoa.gr

Thank you!

Accessibility Unit

Department of Informatics Building, Panepistimiopolis, Ilissia, 15784 Athens
☎ 210 727 5687 ⌂ **http://access.uoa.gr** ✉ **access@uoa.gr**

Supporting Students with Autism Spectrum Disorders (ASD)

Autism is a developmental disorder which influences the way in which a person communicates and connects with other persons. It forms a part of a group of disorders known as Autism Spectrum Disorders (ASD). Persons with ASD with high functionality are known as persons with Asperger Syndrome. Persons with ASD studying at the NKUA usually have ordinary or higher than ordinary intelligence. The main manifestations of this disorder are the following:

Social communication
- Understanding – Producing speech (even if they give the impression of fluent speakers)
- Difficulty in understanding abstract concepts,
- They tend to interpret everything literally (they have difficulty in understanding metaphors, irony, mockery or sarcasm. This can make them subjects of mockery, since they cannot perceive when they are being mocked. On the contrary, because of them expressing themselves literally and being kind, they respond to such mockery in a way that makes them look naive),
- They understand visual information better,
- They have difficulty in understand ongoing communication and indirect meanings.

Social interaction
- Ignorance regarding social rules and norms → difficulty in perceiving hierarchy (e.g. everyone knows that we may kiss our relatives when they come to visit; on the other hand greeting a faculty member in the university saying "Hey dude, what's up?" or kiss him/her is highly inappropriate),
- Mind theory difficulties → inability to attribute thoughts, feelings and intentions properly to themselves and to others; therefore, they find it difficult to recognize irony, mockery etc. (they also face problems interpreting non-verbal communication such as body language and facial expressions).
- They often react to environmental stimuli in an unexpected way (e.g. they burst into laughing when they see others quarreling, they talk to themselves or laugh seemingly without any obvious reason just because they correlate in their mind the person talking to them with other persons, objects and events)
- They have difficulty in focusing their attention (they may show lack of interest for what someone may be talking about).

Rigid thinking – Lack of interests
- Difficulty in understanding different perspectives,
- Black and white thinking, tendency to extreme accuracy sometimes – literal expression, fixed interests, resistance to changes and new conditions (Changes in their schedules or plans may cause stress and anxiety. A person with ASD may develop a keen interest for a certain subject/activity. This may be useful for their studies, since they can be encouraged to dedicate plenty of time in studying a specific subject that they find interesting and intellectually stimulating.).

National and Kapodistrian University of Athens
Accessibility Unit

Department of Informatics Building, Panepistimiopolis, Ilissia, 15784 Athens
☏ 210 727 5687 ⌂ **http://access.uoa.gr** ✉ **access@uoa.gr**

Supporting Students with Autism Spectrum Disorders (ASD)

Autism is a developmental disorder which influences the way in which a person communicates and connects with other persons. It forms a part of a group of disorders known as Autism Spectrum Disorders (ASD). Persons with ASD with high functionality are known as persons with Asperger Syndrome. Persons with ASD studying at the NKUA usually have ordinary or higher than ordinary intelligence. The main manifestations of this disorder are the following:

Social communication
- Understanding – Producing speech (even if they give the impression of fluent speakers)
- Difficulty in understanding abstract concepts,
- They tend to interpret everything literally (they have difficulty in understanding metaphors, irony, mockery or sarcasm. This can make them subjects of mockery, since they cannot perceive when they are being mocked. On the contrary, because of them expressing themselves literally and being kind, they respond to such mockery in a way that makes them look naive),
- They understand visual information better,
- They have difficulty in understand ongoing communication and indirect meanings.

Social interaction
- Ignorance regarding social rules and norms → difficulty in perceiving hierarchy (e.g. everyone knows that we may kiss our relatives when they come to visit; on the other hand greeting a faculty member in the university saying "Hey dude, what's up?" or kiss him/her is highly inappropriate),
- Mind theory difficulties → inability to attribute thoughts, feelings and intentions properly to themselves and to others; therefore, they find it difficult to recognize irony, mockery etc. (they also face problems interpreting non-verbal communication such as body language and facial expressions).
- They often react to environmental stimuli in an unexpected way (e.g. they burst into laughing when they see others quarreling, they talk to themselves or laugh seemingly without any obvious reason just because they correlate in their mind the person talking to them with other persons, objects and events)
- They have difficulty in focusing their attention (they may show lack of interest for what someone may be talking about).

Rigid thinking – Lack of interests
- Difficulty in understanding different perspectives,
- Black and white thinking, tendency to extreme accuracy sometimes – literal expression, fixed interests, resistance to changes and new conditions (Changes in their schedules or plans may cause stress and anxiety. A person with ASD may develop a keen interest for a certain subject/activity. This may be useful for their studies, since they can be encouraged to dedicate plenty of time in studying a specific subject that they find interesting and intellectually stimulating.).

Sensory difficulties

- They perceive sensory stimuli in a different way: sometimes more and other rather less intensely. Regarding the university environment the following sensory stimuli are important: vision, hearing, smell and the vestibular system.
- They may usually avoid multistimulus environments or need adaptations.
- Many persons with ASD may have difficulties or feel tired when confronted with many sensory information, e.g., in a lecture hall full of students chatting while the instructor teaches and simultaneously projects slides.

Executive Functions

Of great importance for the participation of students with ASD in university life are the following:\

- Organizing, planning, setting goals and priorities,
- Self-regulation, programming – time management,
- Segmenting assignments in smaller tasks, Memory – Concentration

Emotional Regulation must be added to the above. Emotional Regulation refers to understanding and regulating emotions and especially stress which is very intense in the majority of persons with ASD. Because of all the aforementioned difficulties and the nature of this disorder, persons with ASD will most probably face stress disorders or depression during adolescence and early adult life.

In conclusion

- Given the developmental nature of ASD, it is possible that the behavior of persons with ASD is similar to that of underage (i.e., non-adult) persons, regardless of their IQ.
- They are innocent, disciplined and honest persons.
- They tend to interpret everything literally.
- They respect programmes and therefore require consistency when something has been agreed. In case of unexpected changes, it is necessary that they are notified, even at the last minute.
- In populous environments, such as a university, persons with ASD may face obstacles regarding their ability to communicate – let alone make friendships. Students with ASD wish and, what's more, are capable of communicating with their fellow students, as long as the latter understand and respect the particular features of persons with ASD.
- They may insist on explanations pressingly, if they cannot understand something.
- Sometimes it's necessary to set limits politely but in a clear way; these limits have to do with the rules, the frequency and the framework of communication.
- They may adopt aggressive behavior because i) they react to the fact that the others do not understand them, ii) because they are aware of being different from the others and that causes negative feelings, iii) because they are overwhelmed by sensory stimuli. They can also be aggressive when in panic.
- They perceive clear, precise and concise language better.

Sensory difficulties

- They perceive sensory stimuli in a different way: sometimes more and other rather less intensely. Regarding the university environment the following sensory stimuli are important: vision, hearing, smell and the vestibular system.
- They may usually avoid multistimulus environments or need adaptations.
- Many persons with ASD may have difficulties or feel tired when confronted with many sensory information, e.g., in a lecture hall full of students chatting while the instructor teaches and simultaneously projects slides.

Executive Functions

Of great importance for the participation of students with ASD in university life are the following:\

- Organizing, planning, setting goals and priorities,
- Self-regulation, programming – time management,
- Segmenting assignments in smaller tasks, Memory – Concentration

Emotional Regulation must be added to the above. Emotional Regulation refers to understanding and regulating emotions and especially stress which is very intense in the majority of persons with ASD. Because of all the aforementioned difficulties and the nature of this disorder, persons with ASD will most probably face stress disorders or depression during adolescence and early adult life.

In conclusion

- Given the developmental nature of ASD, it is possible that the behavior of persons with ASD is similar to that of underage (i.e., non-adult) persons, regardless of their IQ.
- They are innocent, disciplined and honest persons.
- They tend to interpret everything literally.
- They respect programmes and therefore require consistency when something has been agreed. In case of unexpected changes, it is necessary that they are notified, even at the last minute.
- In populous environments, such as a university, persons with ASD may face obstacles regarding their ability to communicate – let alone make friendships. Students with ASD wish and, what's more, are capable of communicating with their fellow students, as long as the latter understand and respect the particular features of persons with ASD.
- They may insist on explanations pressingly, if they cannot understand something.
- Sometimes it's necessary to set limits politely but in a clear way; these limits have to do with the rules, the frequency and the framework of communication.
- They may adopt aggressive behavior because i) they react to the fact that the others do not understand them, ii) because they are aware of being different from the others and that causes negative feelings, iii) because they are overwhelmed by sensory stimuli. They can also be aggressive when in panic.
- They perceive clear, precise and concise language better.

Self-presentation of a student with Autism Spectrum Disorders (ASD)

Case study

I have read carefully the document referring to my condition and have identified many of the characteristics mentioned therein as corresponding to characteristics of my personality and character.   More specifically:

Social communication: I face problems expressing myself, («sometimes I blank») when my attention is distracted by external factors or when I am stressed; despite feeling that I have a clever idea, I find myself incapable of expressing it. Furthermore, I find myself incapable of discerning if someone is mocking me (or not) if he/she is talking seriously (or not) and that makes me feel insecure since I cannot understand if he/she disrespects me or not.

Social understanding and interaction: I cannot perceive how others are feeling when they communicate with me (e.g., if they like my or not, if they want to communicate with me again in the future, if I tire or insult them etc.). I get "lost" very often during a conversation in a large group of people; as a result, I avoid participating. I find myself incapable of determining when it is my turn to speak in such conversations.

Rigid thought – Fixed interests: When I have a strong opinion on a certain matter, I will not change it, although I understand, accept and respect the opinions of others. I want things done "my way", with precision and according to my plan. Changes in my progamme tend to upset me, make me feel stressed and paralyze me. When I find something interesting, I tend to "stick" to it.

Sensory Difficulties: I find loud noises, intense light, crowded environments annoying; in such cases I feel dizzy, my attention gets distracted and I generally feel exhausted. A representative example is the noise and atmosphere of a lecture hall.

Executive Functions: The following are very important for my participation in university life: organization, planning and setting goals and priorities, self-regulation, following a programme and managing my time properly. When in high school, the following was typical for me: my school teachers and all those supporting me on an extracurricular basis would "keep me on track" with my programme which was fixed and contained specific goals. In that way I felt secure and stable. On the other hand, diversions made me feel insecure and disoriented. Segmenting assignments in smaller tasks/steps and having help and support at carrying them out is very important for me.

All the above make me feel unsatisfied, frustrated, insecure, upset, and disappointed. I avoid setting goals and feel "afraid". I hesitate to ask for help because I feel being at a disadvantage.

Despite all the difficulties I face regarding communication with others with whom I am not familiar, I find that:

- Contact with the Accessibility Advisor Professor of my Department is useful; he/she informs other faculty members or members of the teaching staff about the principal features of my character, as mentioned above, so that they can treat any difficulty arising in communication or social relations within or outside the classroom properly.
- I wish to receive clear and precise instructions from the instructors as to which are the requirements of and rules applying to every course.
- It would be very helpful, if a discreet way (e.g., a "signal") could be established in which the instructor will indicate to me the proper time and manner for asking questions about the course in the presence of my fellow students (without feeling insulted).
- It would also be very helpful if I could be informed about the course, the material to be covered in the next session, so that I can prepare myself. Having the material sent to me early enough (if possible before each session) would be an important help, too.
- I find it difficult to ask the instructor for information or explanations especially in the presence of my fellow students, even though I need to. There is the same problem also in laboratory exercises. A solution could be to contact the instructors after the end of a lecture/laboratory exercise etc.
- I wish that my collaboration with each instructor is flexible enough, so that ways can be found, in which me educational needs can be met.
- I need to be supported by volunteer students who will undertake the role of my mentor.
- Any advice regarding the organization of my study is welcome from wherever it may come (instructors, volunteer students), so that I manage to stay on track.

- I would like to get in touch with other students with ASD (either from my Department or from other Departments/Faculties of the University).
- Any instructor wishing to get in touch with members of my family is welcome to do so. I have the full support of my family and they are interested in helping me.

Reasonable Accommodations in the exams:

Because of my social anxiety I would wish the following:

- I wish to take exams in a separate room or in a room with few people (with proper supervision)
- I would like to have the questions/tasks of the exams explained to me.
- I would like to receive clear and specific instructions regarding each instructor's expectations from me.
- I face great difficulty with oral assessments. Interacting with others in real time is a very difficult task for me.

…………………..

N a t i o n a l   a n d   K a p o d i s t r i a n   U n i v e r s i t y   o f   A t h e n s
Accessibility Unit
Department of Informatics Building, Panepistimiopolis, Ilissia, 15784 Athens
☎ 210 727 5687 🏠 **http://access.uoa.gr** ✉ **access@uoa.gr**

Supporting the student with Autism Spectrum Disorders (ASD)
…………………. (Registration Number ……………)

Autism is a developmental disorder which influences the way in which a person communicates and connects with other persons. It forms a part of a group of disorders known as Autism Spectrum Disorders (ASD). A milder form of ASD is known as Asperger Syndrome. Persons with ASD usually have ordinary or higher than ordinary intelligence. The main manifestations of this disorder are the following:

Social communication

- Understanding – Producing speech (even if they give the impression of fluent speakers)
- Difficulty in understanding abstract concepts,
- They tend to interpret everything literally (they have difficulty in understanding metaphors, irony, mockery or sarcasm. This can make them subjects of mockery, since they cannot perceive when they are being mocked. On the contrary, because of them expressing themselves literally and being kind, they respond to such mockery in a way that makes them look naive),
- They understand optic information better,
- They have difficulty in understand ongoing communication and indirect meanings.

……………… emphasizes that she finds it hard to express herself, despite being aware of what she wants to say, especially when environmental factors distract her or in case she is stressed. Moreover, she cannot discern whether someone is making fun of her or not and that makes her feel insecure, since she cannot understand, if she is being disrespected in certain occasions or not.

Social interaction

- Ignorance regarding social rules and norms → difficulty in perceiving hierarchy (e.g. everyone knows that we may kiss our relatives when they come to visit; on the other hand greeting a faculty member in the university saying "Hey dude, what's up?" or kiss him/her is highly inappropriate),
- Mind theory difficulties → inability to attribute thoughts, feelings and intentions properly to themselves and to others; therefore, they find it difficult to recognize irony, mockery etc. (they also face problems interpreting non-verbal communication such as body language and facial expressions).
- They often react to environmental stimuli in an unexpected way (e.g. they burst into laughing when they see others quarreling, they talk to themselves or laugh seemingly without any obvious reason just because they correlate in their mind the person talking to them with other persons, objects and events)
- They have difficulty in focusing their attention (they may show lack of interest for what someone may be talking about).

………………… states that she does not understand the feelings of the persons communicating with her. She doesn't know if they like her, if they wish to communicate with her again in the future, if they

are tired or offended by her. Moreover, she may lose the flow in course of a complex conversation and therefore not participate. She also cannot understand when it's her turn to speak.

Rigid thinking – Lack of interests

- Difficulty in understanding different perspectives,
- Black and white thinking, tendency to extreme accuracy sometimes – literal expression, fixed interests, resistance to changes and new conditions (Changes in their schedules or plans may cause stress and anxiety. A person with ASD may develop a keen interest for a certain subject/activity. This may be useful for their studies, since they can be encouraged to dedicate plenty of time in studying a specific subject that they find interesting and intellectually stimulating.).

…………… admits that she has strong opinions in some matters and is not willing to change them; nonetheless she accepts and respects the opinions of others. It is important for her that everything is done "her way" with accuracy and according to the programme. Changes may have consequences: she feels anxious, stressed, even paralyzed. If she finds something interesting, she can concentrate and focus on it.

Sensory difficulties

- They perceive sensory stimuli in a different way: sometimes more and other rather less intensely. Regarding the university environment the following sensory stimuli are important: vision, hearing, smell and the vestibular system.
- They may usually avoid multistimulus environments or need adaptations.
- Many persons with ASD may have difficulties or feel tired when confronted with many sensory information, e.g., in a lecture hall full of students chatting while the instructor teaches and simultaneously projects slides.

…………… feels dizzy, when there are loud noises, intense light or many people (as in a lecture hall). Her attention is distracted and feels exhausted.

Executive Functions

* Of great importance for the participation of students with ASD in university life are the following:
- Organizing, planning, setting goals and priorities,
- Self-regulation, programming – time management,
- Segmenting assignments in smaller tasks, Memory – Concentration

Defining goals (academic or other), the segmentation of assignments in smaller tasks and the support at creating a concrete programme facilitate the student. On the other hand, diversions from the programme make her feel insecurity and disorientation.

Emotional Regulation must be added to the above. Emotional Regulation refers to understanding and regulating emotions and especially stress which is very intense in the majority of persons with ASD. Because of all the aforementioned difficulties and the nature of this disorder, persons with ASD will most probably face stress disorders or depression during adolescence and early adult life.

The support of the student includes the following:

- Regular contact between the student and the Accessibility Advisor Professor of her Department. Other faculty members/members of the teaching staff must receive knowledge of the main characteristics as mentioned above, so that they are able to

resolve any difficulty in communication, interpersonal relationships either within or out of the class.

- The demands and the rules of a course must be made clear to the student.
- The instructor must find a way (e.g., a discreet signal such as tipping the pen on the desk) to notify the student, that she may ask for support either from him/her or his/her colleagues/other members of the teaching staff, if she needs so.
- The instructor should avoid directing his/her attention towards the student – especially in laboratory exercises – since that may cause anxiety to the student and make her feel "paralyzed".
- She shall participate in laboratory exercises or other exercises without having to cooperate with other students.
- She shall have (up to) one week extra time for delivering assignments during the semester, if she needs it.
- The instructors must indicate to the student when and how can she ask questions about the course in front of her fellow students (naturally without insulting the student).
- The student finds it difficult to ask the instructor for explanations in front of others, even if she needs to. A solution could be to meet the instructor at the end of a class/lecture/laboratory exercise and ask questions then. It is important that the instructor informs the student about the ideal way of getting in touch with him/her.
- The cooperation between the instructors and must be flexible, so that ways may be found which will satisfy her educational needs.
- The student will receive support from volunteer students who will act as her mentors and support her at organizing her study.
- The student shall get in touch with other students (even from other Departments) with ASD.
- Cooperation with the family of the student, if/whenever it is needed.

Reasonable Accommodations during the exams:

- Extra testing time in written exams, if needed.
- Because of her social anxiety, it is preferable that the student sits for an exam in a separate room (with proper supervision).
- Oral assessment should be avoided. The instructor carrying out the oral assessment shall have an encouraging attitude.
- Explain the questions/tasks of the exams/tests.
- Clear and specific instructions must be given to her regarding the instructor's expectations.

The Accessibility unit remains at the disposal of the instructors (faculty members, other members of the teaching staff) for further information and support regarding the implementation of the abovementioned reasonable accommodations.

email with Accomodations for student with ASD during a semester - case study

Dear …….

I am writing to you in my capacity as Accessibility Advisor Professor for Students with Disability in our Department.

The student ……………………………. (with Registration Number …………………………..) will attend the course …………………. this semester. She is a person with autism spectrum disorders and more precisely with Asperger Syndrome.

Her disability is obvious especially in the way in which she asks questions during classes and in her interpersonal behavior.

The case of ………… requires special attention and support on behalf of the instructor.

Find attached information pertaining to the support of …………………… in your course.

I would like to emphasize particularly the following accommodations for her case:
- the demands and rules of your course must be made clear to the student,
- immediate attention and eye-contact between the student and the instructor must be avoided, especially in laboratory exercises, because that makes her anxious and "paralyzes" her,
- teamwork/collaboration with other students should be avoided, when participating in laboratory exercises or other course exercises; she shall work independently and undertake assignments alone,
- she shall have (up to) one week extra time for delivering assignments during the semester, if she needs it.
- In case of midterm written exams:
  - she shall take the exams in a separate room,
  - she shall have up to 50% extra testing time, if she needs it.

Please, notify any colleague of yours who may be involved in that course and especially anyone who may be involved in laboratory exercises.

………… will meet you during a break of your class, so that you become acquainted with her and be able to identify her.

I remain at your disposal for any relevant issue.

Thank you,

…………………..

email Accommodations for student with ASD in exams - case study

Dear ……,

I am writing to you in my capacity as Accessibility Advisor Professor for Students with Disability in our Department.

The student ………………………….. (with Registration Number ………………………….) is going to take the exam of the course …………………………………………………….. in the exam period of February 2022. She has been diagnosed with Asperger syndrome because of which she experiences considerable stress and anxiety; she also faces difficulties in communicating with others.

The following testing accommodations (applicable only to written exams) are recommended for her case:
- the questions/test tasks as well as the rules of the testing procedure must be explained to her as clearly and concisely as possible,
- she should take the exam in a separate room with proper supervision,
- she shall have 50% extra testing time, if she needs it.

If you face difficulties in finding a free room or supervisors for the exam of …………….., the Accessibility Unit for Students with Disability can undertake both. In that case you should inform me on time, so that a member of the Accessibility Unit's staff be appointed supervisor.

Please, notify any colleague of yours who may be involved in the course.

I remain at your disposal for any further information.

Thank you,

…………………

Accessibility Unit
http://access.uoa.gr

Work Package 2: Establishment/Enhancement & Operationalization of Accessibility Units Task
D2.2.3 Follow-up Training of Registrar Office, Voluntary Support & Transport Services' Coordinator
13-15 December **2022**, EPOKA University, Tirana

Supporting Students with Hearing Impairment

Georgios Kouroupetroglou
koupe@di.uoa.gr

Co-funded by the Erasmus+ Programme of the European Union

Project: **IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Co-funded by the Erasmus+ Programme of the European Union

Project: **IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Target Group Diversity

- **Deaf students**
  - Prelingual deafness
  - Post-lingual deafness

- **Hard of hearing students**

- **Students with cochlear implants**

- **Students with severe dysarthria (or unintelligible speech)**

- **Students without speech**

- **Students who are Sign Language users**

- **Students who use lip-reading**

- **Students without proficiency in Natural Language reading and writing**

Accommodations for Students with Hearing Impairment

- **Identify communication means of the student**

- **Arrange an appointment**

- **Fill the Activity and Participation Restrictions' Registration Form (ReF)**

- **Personal Accommodations' Definition: must be discussed and agreed with each student**

- **Inform the professor/instructor of a course from the first day of a semester about the accommodations and the communication tips**

* See Delivery D2.5.1 "Developing Training Tutorials by UoA"

Basic tips for professors/instructors

- Should speak clearly
- When speaking, turn their face towards the student for lip reading
- Do not speak when facing the blackboard
- In case of questions from peer students they should repeat the question
- Assurance a front row place for the student
- Reduce background noise

- Provide written materials to supplement all lectures, tutorials and laboratory sessions
- Allow students to record lectures or, preferably, make available copies of lecture notes

Sign Language (SL) interpretation in the classroom

- **Give the content/presentations to the SL interpreter at least one week before**
- **Expand Sign Language's scientific vocabulary of the domain** [1-3]
- **Use/create a SL online vocabulary** [4-5]
- **Use SL interpreters who know the domain** (preferable have a degree in the domain)
- **Keep the same interpreters during the semester**

[1] https://cen.acs.org/education/science-communication/expanding-American-Sign-Languages-science-vocabulary-deaf/99/i25
[2] https://dirtyclassroom.com/american-sign-language-in-science-sarah-beery-2/
[3] https://peer.asee.org/does-affordance-mean-thing-inform-case-studies-in-seeing-engineering-meaning-differently-through-the-process-of-technical-asl-vocabulary-creation
[4] https://aslcore.org/
[5] https://www.washington.edu/accesscomputing/signing-science-dictionary-project-promising-practice-creating-accessible-science-dictionary

Real-time Speech-to-Text transcription apps

- **Live Transcribe** (Android 5+, free, supports Arabic) [1]

- **Group Transcribe** /translate (iOS only, free, supports Arabic)

- **SayHi** /translate (iOS & Android, free, supports Arabic)

- **Live Captions** (iOS 16, > iPhone 11, free, *currently English only*)

[1] https://www.android.com/accessibility/live-transcribe/
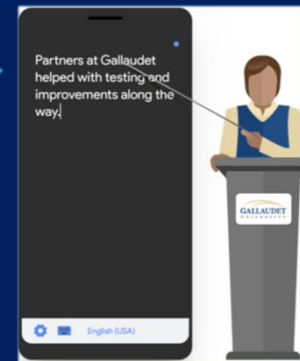
Real-time automatic captioning with WebCaptioner

Web Captioner https://webcaptioner.com/

- free, supports Arabic,

- change fonts, colors, text position and more

Wzsx ts ~tzwj}nxysl htr uzyjw tkxyzijsytw7si htr uzyjw

ktwuwjxjsyjw

- You'll get the best result when the person that is speaking is wearing or holding a microphone.
- Examples of types of microphones that work well with Web Captioner:
  - Basic phone earbuds with an inline microphone
  - Bluetooth earpiece
  - Lavalier microphone
  - Microphones commonly used by podcasters and streamers

A 1962 APPEARANCE ON A BOOK REVIEW SHOW ON WHAT WAS THEN THE NATIONAL EDUCATIONAL TELEVISION STATION OF BOSTON LED TO THE INCEPTION OF HER FIRST TELEVISION COOKING SHOW
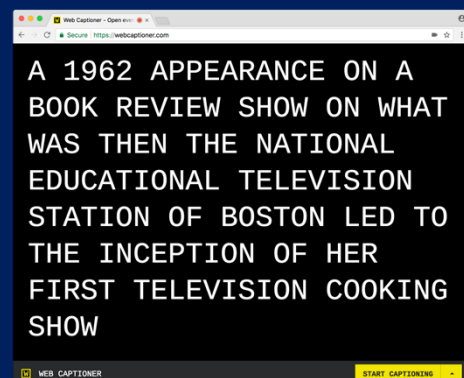
Real-time automatic captioning with Google Docs

- You can type and edit by speaking in Google Docs in Chrome browsers
- Free, supports Arabic

Steps
1. Check that your microphone works
2. Open a document in Google Docs with a Chrome browser
3. Click **Tools**>**Voice typing**. A microphone box appears
4. Select the language for speech recognition
5. Click the microphone
6. Speak clearly, at a normal volume and pace
7. When you're done, click the microphone aga

Real-time automatic captioning with Microsoft 365
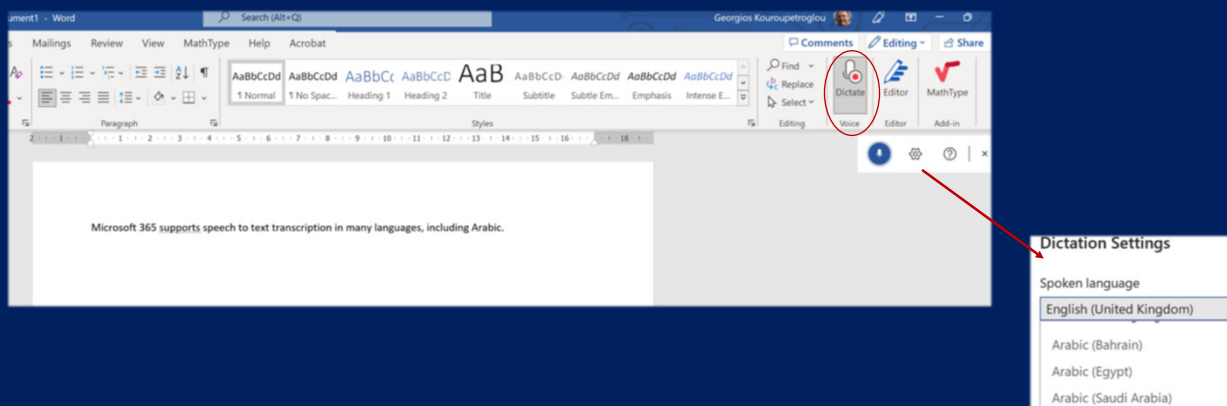
FM-Systems for hard of Hearing students
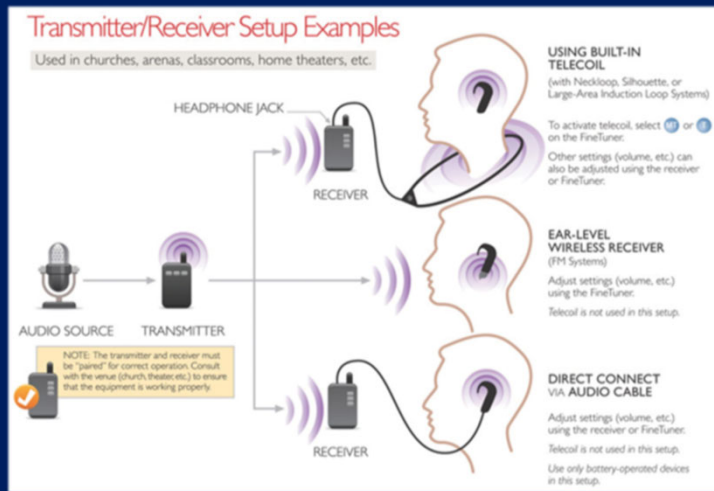
IR-Systems for hard of Hearing students
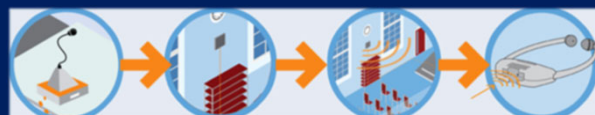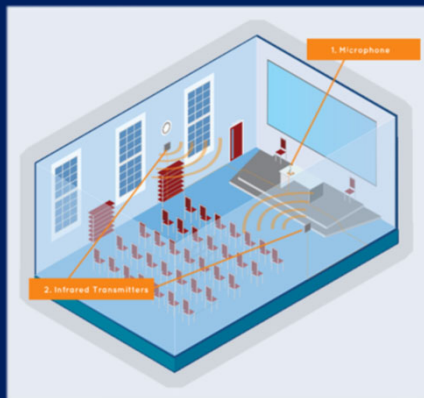
Audio over Wi-Fi or Bluetooth Systems for hard of Hearing students

- zxjx j}nxyns l Z nΠInsjyz twn yt z nwjojxxo xywjdr dzirt yt xyzijsyx

- xyzijsyx jdxno htssjhyyt ykj Z nΠInsjyz twn/itz sctdi ykj duu ktw nR V twDsiwtni/dsi xjojhy the desrred channer

- hds dcxt xywjdr inwjhyo yt Bluetooth-enabled hearing aids through ds nR V twDsiwtni ijynhj

Induction loop (Telecoil)

MICROPHONE

INDUCTION LOOP

MTO

Hearing Loop
Switch hearing aid to T-coil

AUDIO SOURCE

THE LOOP

HEARING AID

INDUCTION
LOOP
AMPLIFIER
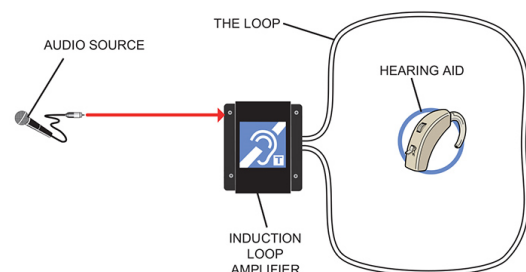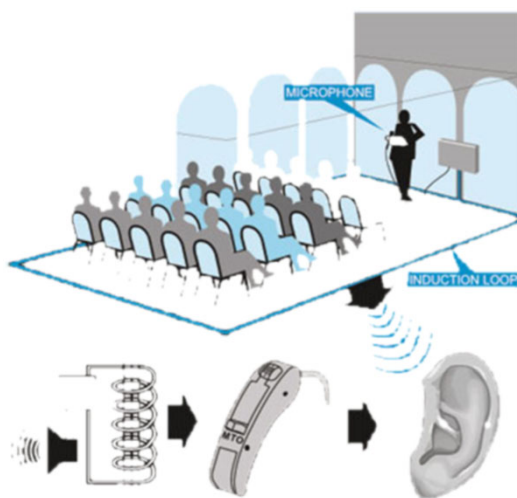
Assistive Technology – Hearing

Speech to subtitles on smart glasses (2022)

Speech to subtitles on smart glasses (2022)
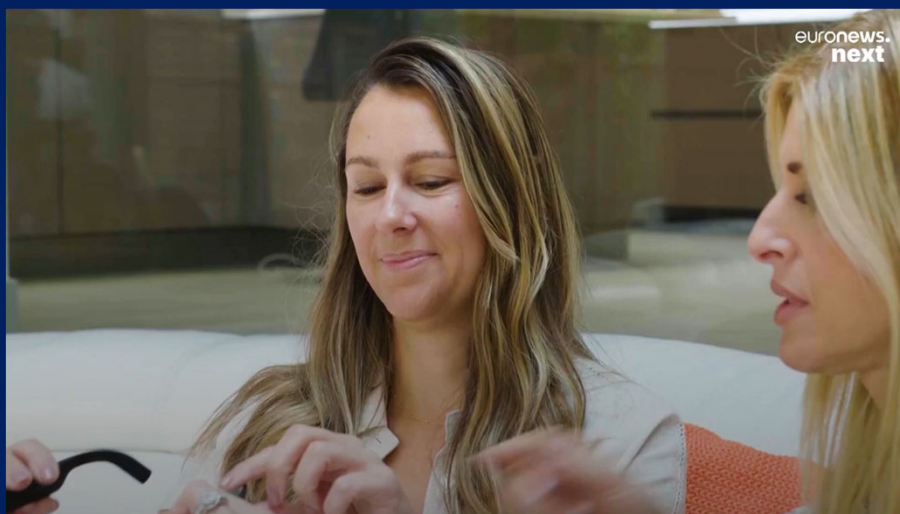
Speech-to-subtitles app https://xrai.glass/app
Smart glasses https://www.nreal.ai/air/

Avatar Sign Language Interpreters (Avatar)

empowering people. **Award 2019**
Technologies for basic needs
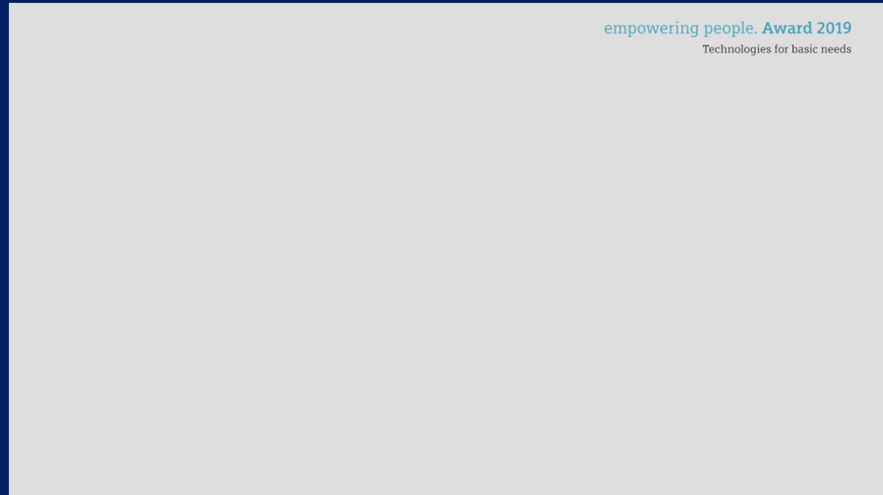
Peer volunteer students support students with hearing impairment

- **Must be trained by the Accessibility Unit**

- **Taking notes in the classroom**

- **Sending notes via e-mail**

- **Attending the course together**

- **Meetings to discuss about the course**

- **Helping students during meetings with other students**

Thank you!

How

- Dispense university and academic community from their responsibilities
- Do something the student could do himself
- Replace professional care
- Find themselves in dangerous situations
- Find themselves in unpleasant situations
- Go against their own ethical code
- Develop an intimate relationship
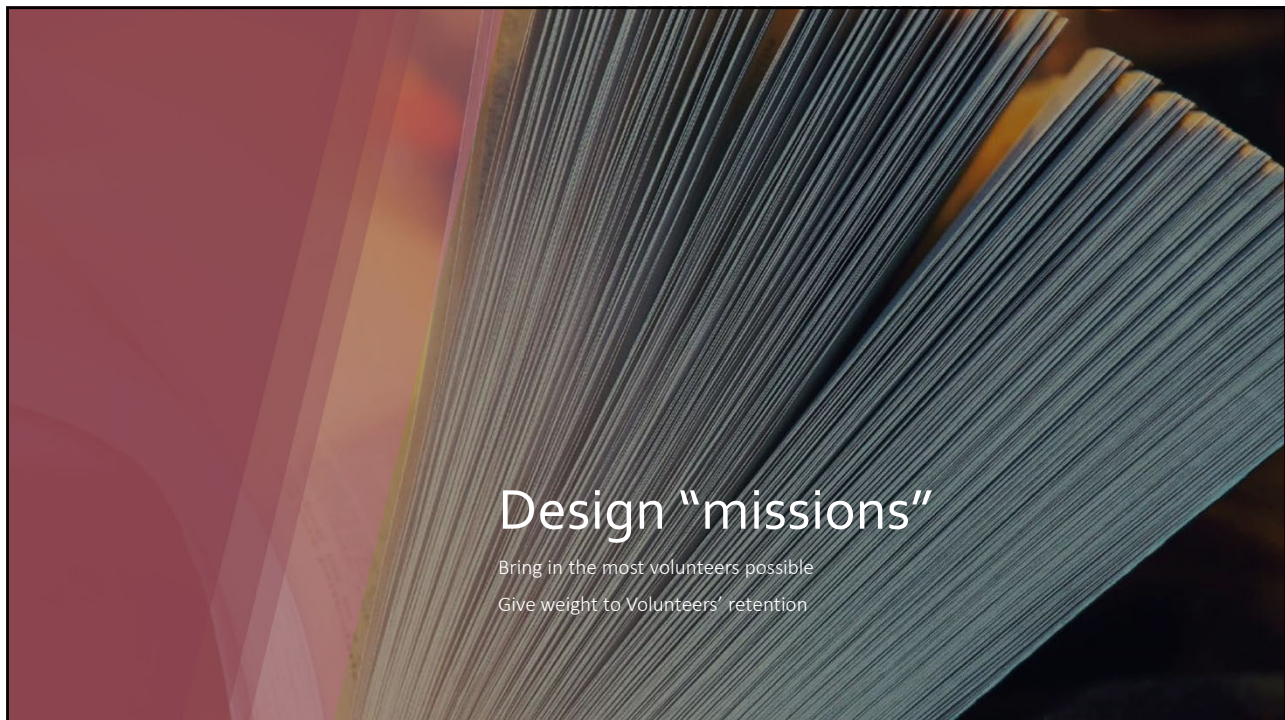- Interact with the family
- Stigmatize the SwD

3

How

- Design specific tasks
- Propose several ways to act
- Cover the most requests possible
- Match the fastest way possible
- Guarantee satisfactory collaborations
- Handle it

4

Design "missions"

Bring in the most volunteers possible

Give weight to Volunteers' retention

Delimit specific tasks (1/2)

- Welcoming first-year students
- Accompanying Students with Disabilities (SwD) in their route to NKUA premises
- Enhancing the participation of SwD in lectures, laboratory or clinical work
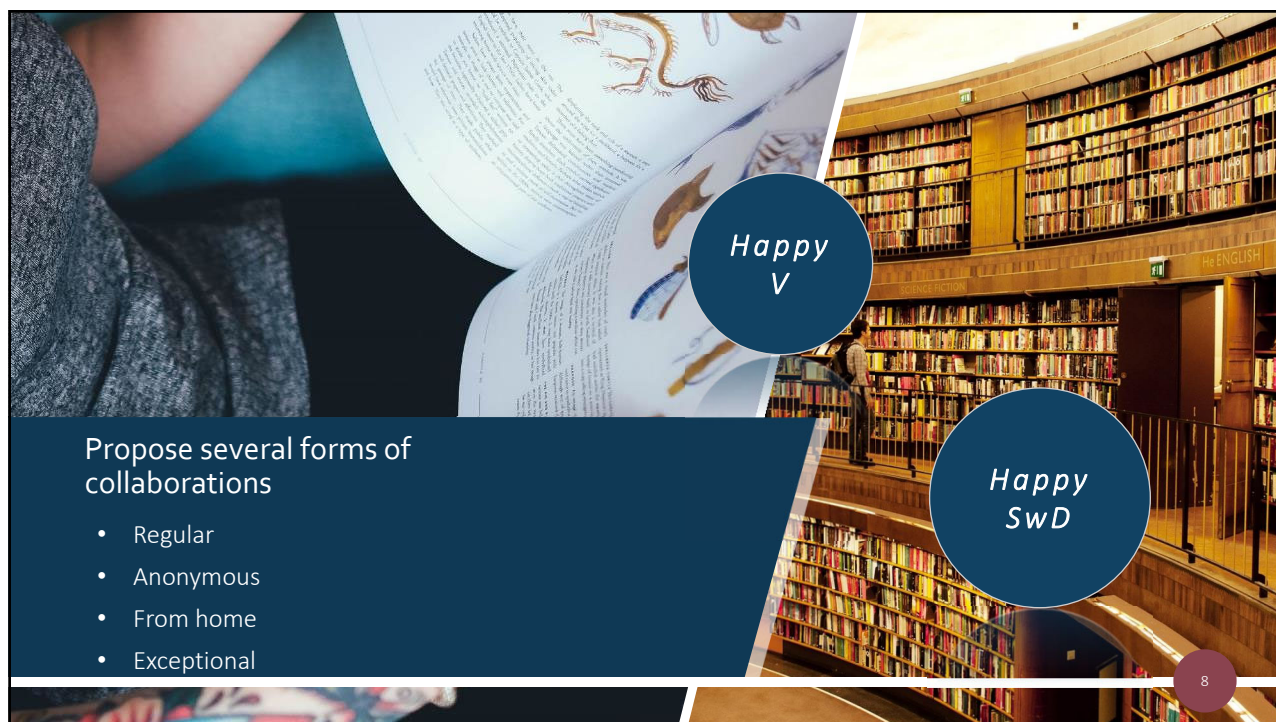
6

Delimit specific tasks (2/2)

- Converting educational material in digital accessible form
- Support during studying
- Offering workshops for SwD's skills development
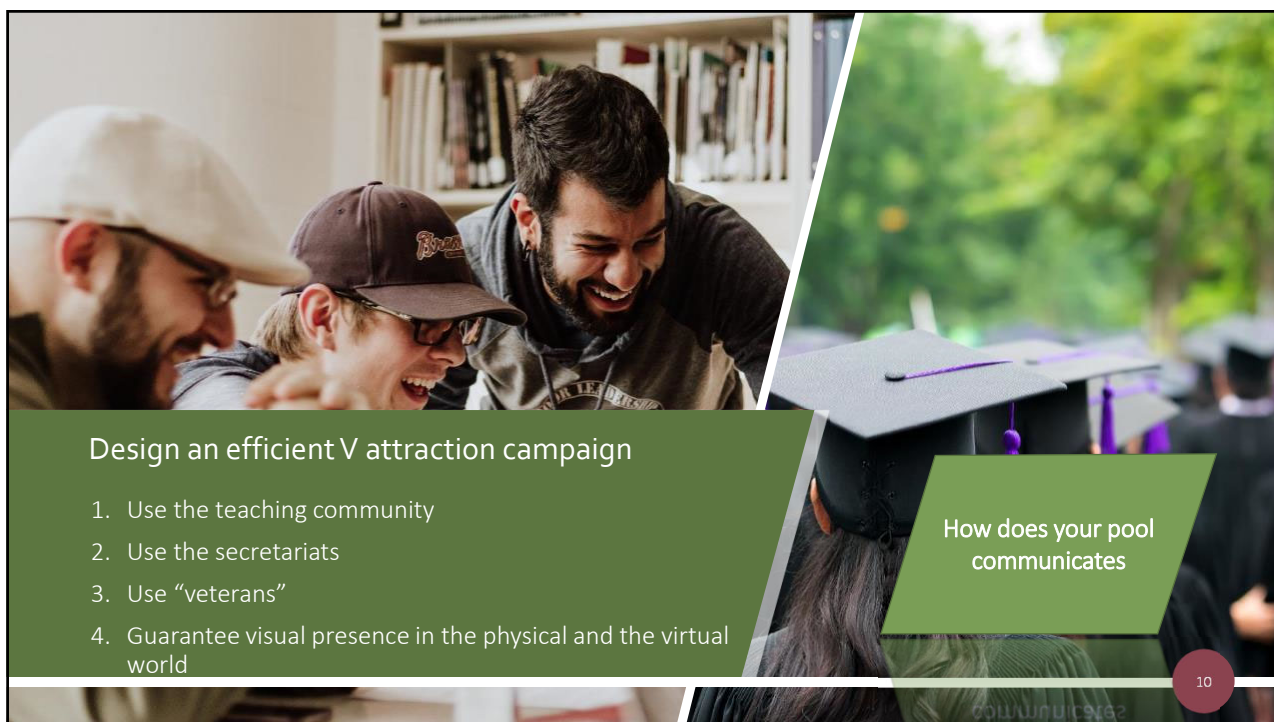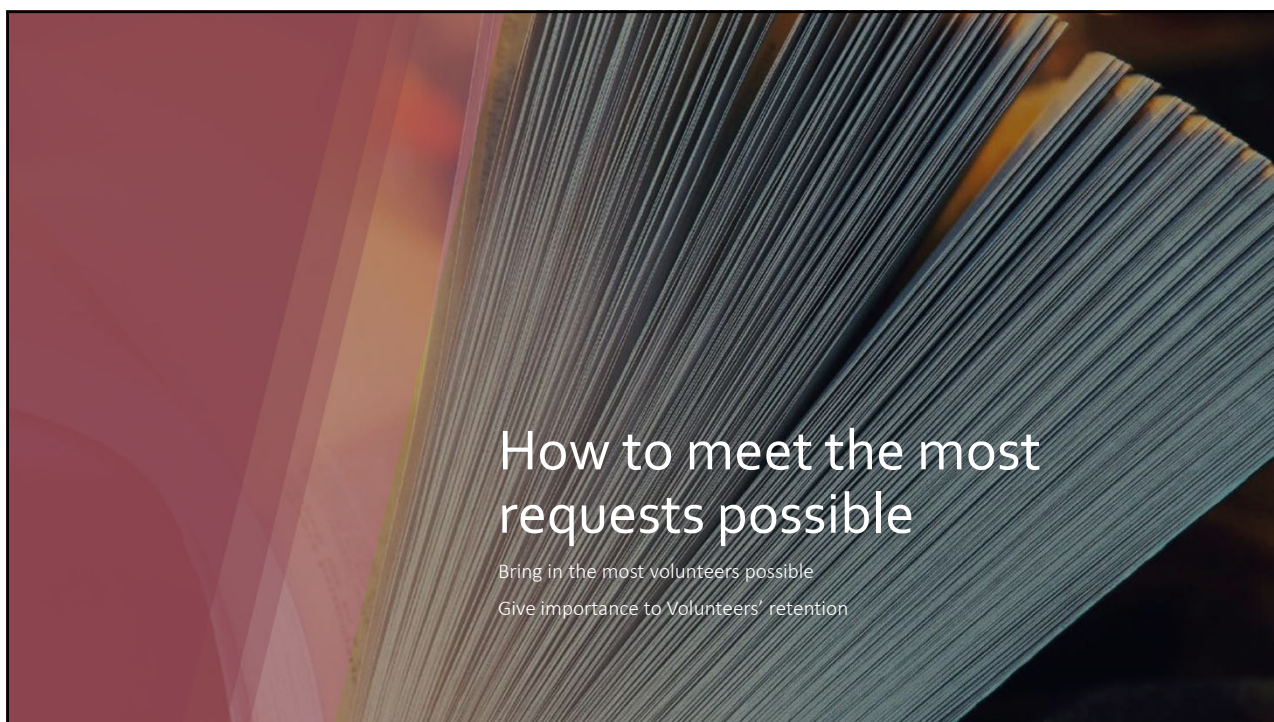- Keeping the SwD up-to-date in case of his/her absence

7

Propose several forms of collaborations
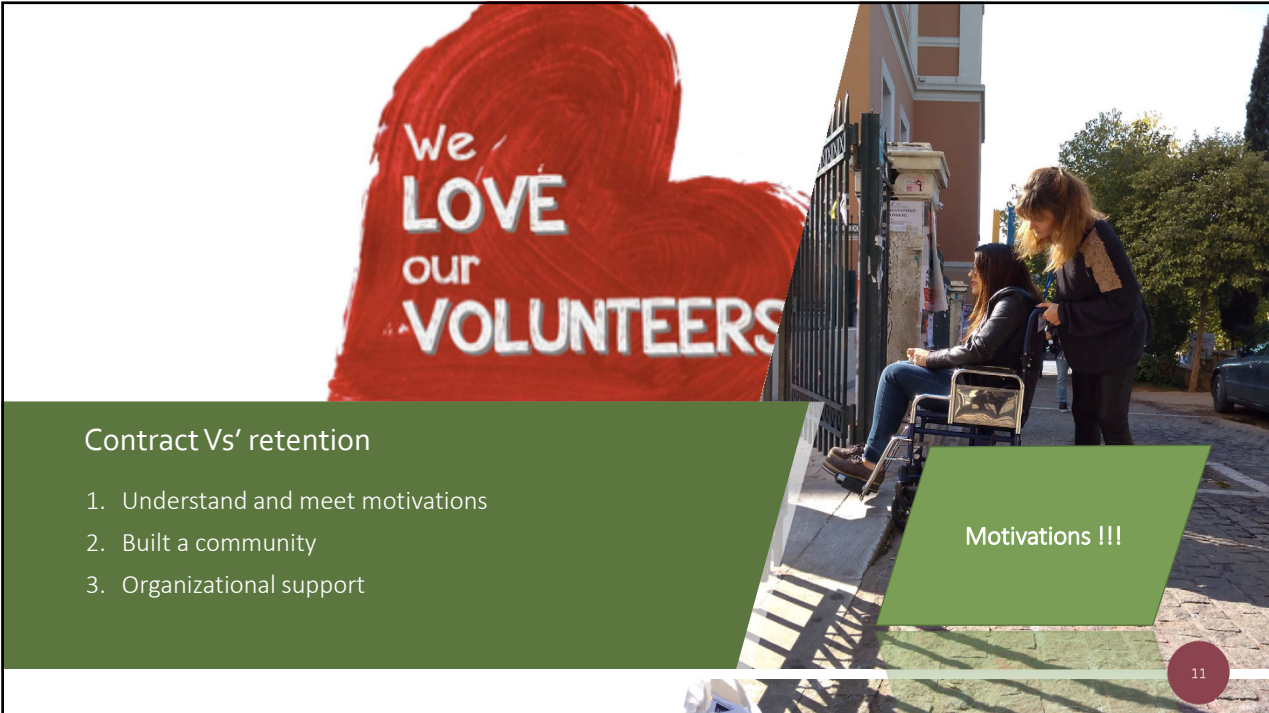
- Regular
- Anonymous
- From home
- Exceptional

Happy V

Happy SwD

8

How to meet the most requests possible

Bring in the most volunteers possible

Give importance to Volunteers' retention

Design an efficient V attraction campaign

1. Use the teaching community
2. Use the secretariats
3. Use "veterans"
4. Guarantee visual presence in the physical and the virtual world

How does your pool communicates

10

Contract Vs' retention

1. Understand and meet motivations
2. Built a community
3. Organizational support

Motivations !!!

11

Fast and satisfying matching's

1. Divide requests into very small specific tasks
2. Explain procedure and best choices according to profiles
3. Use a real time collaborative online tool and let the Volunteer choose
4. Do a final check

Edit Excel Files in Google Drive

12

How to grant good collaborations

- Orientation for an autonomous collaborations
- Receive information concerning the collaboration → problem solving
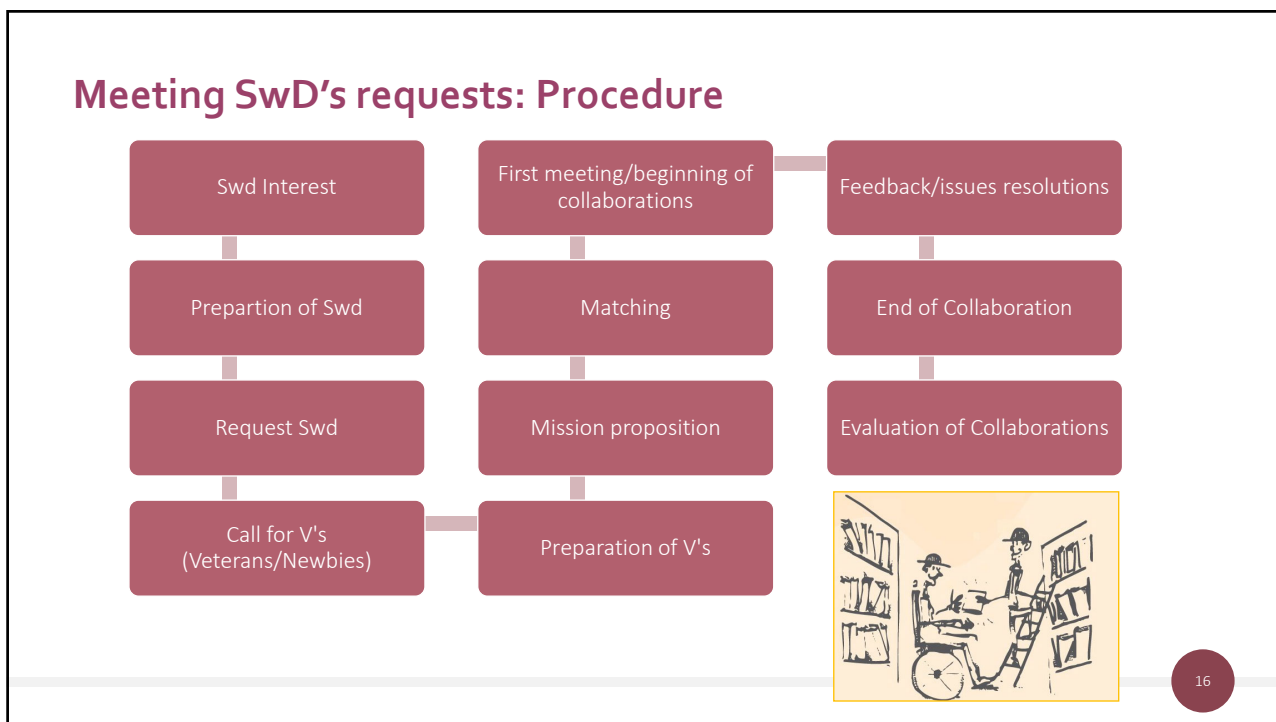
Autonomous collaboration

1. Invest on the preparation: know V & SwD, prepare possible scenarios, draw the mindset, provide training
2. Encourage Self-reflexion
3. Designate contact persons locally
4. Believe in the V's community
5. Belive in ability to communicate

14

Receive feedback on the collaboration

- Weekly reports (Journal)
- Keep an open communication channel

Meeting SwD's requests: Procedure

Swd Interest	First meeting/beginning of collaborations	Feedback/issues resolutions
Prepartion of Swd	Matching	End of Collaboration
Request Swd	Mission proposition	Evaluation of Collaborations
Call for V's (Veterans/Newbies)	Preparation of V's	

16

Practical Informations

Matching Tool, Communication tool with V

Vs' can choose according own schedule/preferences

Balance

Where are we

Student's number	Academic Department	Impairment	Type of support	Day/Time/Course title/Group/Professor's name/Location	Volunteer 1	Volunteer 2	Volunteer 3	Comments
Student 1				Jfljfa	Maria	Roxane	Giorgos	Matched the 26/02/2020
		Campaign DONE		Fkfajldkj	Maria	Roxane	Vassilis	Waiting for confirmation
				Lfkjalfkja	Maria	Iokasti	Vassilis	1st meeting programmed for the …
Student2				Lfkjalfkja				Waiting for campaign results
		Campaign not DONE		ljfljslk				Need of a new campaign

Anonymous

Track of time

Interview

How did you learn about the VS.

Why did you decide to become a volunteer, and why do you wish to offer your time in this specific framework.

Are you acquainted with people with disability, chronic disease, etc.? At what level?

What are your expectations regarding your participation in this program.

State 3 positive and 3 negative characteristics of yours (impact on your collaborations).

How do you cope with time management?
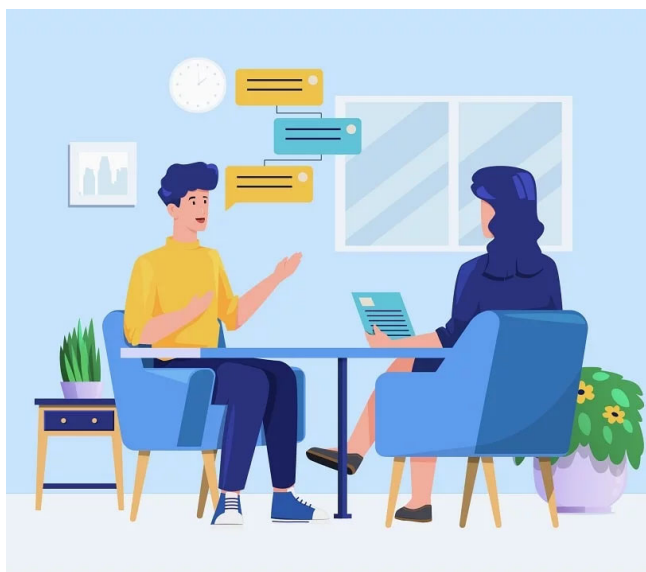
19

Interview

Describe situations that make you abandon something you chose to do. Does it happen frequently?

Role play: How would you react in front of a situation you find unfair? How do you react in an emergency situation concerning health issue? (with examples)

How do you picture yourself as a volunteer?

What are your strongest worries about your participation?

If you were the volunteer coordinator, what would be the most important question you would ask to a new volunteer? Why? Please, answer the question.
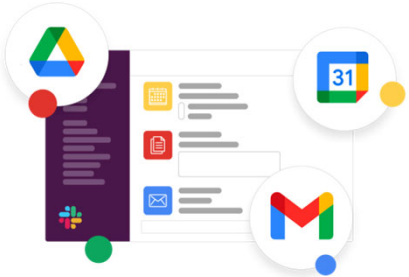
20

Arising Challenges

- Family Involvement
- Academic Community
- Student community
- Communication between peers

21

Specialized skill training

- "Disability: stereotypes and prejudices" (2 hours).
- "Wheelchair user assistance" (2 hours theory, 2 hours practice).
- "Sighted guide of students with sight loss techniques" (2 hours theory, 2 hours practice).
- "Support of students with Asperger syndrome" (2 hours).
- "Support of students with ADHD" (2 hours).
- "Support of students with hearing loss" (2 hours).
- "Support of print disabled students" (accessible notes and books) (2 hours).
- "Accessibility of public buildings" (2 hours theory, 2 hours practice).

22

ONLINE WORKPLACE WITH V: Google Slack

PROCEDURES

TRAINING MATERIAL

COMMUNITY

CHAT

GROUP CHAT:

- SWDs TEAM

- DEPARTMENT

- PROJECT

EXCEPTIONAL MISSIONS

ALL IN ONE PLACE
CLOSE TO WHAT THEY ALREADY USE

TOOL FOR NOTE DISSEMINATION

Google Drive

When accessibility issues → solutions

Anonymous cooperation

Aliases

"Correspondence"

Cooperation note taker / "typer"

Notetaker uploads photos

"Typer" uploads the accessible document

SwD Downloads the accessible notes

24

Arising Challenges (1/2)

🔔 Family Involvement

Communicates with the volunteer in the name of the SwD

Affirmed presence during the support.

Communicates with the volunteer on a personal level.

Intervene in matters of the collaborations or VS coordination

Intervene in matters of VS coordination

🔬 Academic Community

Invisible disability

Lack of theoretical knowledge and friction

Non constructive, sometimes wrong behavior (sometimes with good intention):

Intervention on the body and the tool of the SwD: ask 2 person to take the wheelchair from the wheels to descend stairs without asking the SwD, drag a blind student instead of accompany him.

Communicate with the SwD escort instead of the SwD

Underestimate, avoid awkward situations : doesn't let the SwD read aloud because of an articulation difficulty when all the class did.

Doesn't know procedures for SwD in order to orientate him

Is not able/willing to create an inclusive environment/educational material

Is annoyed with different behavior or accommodation he doesn't understand, show irritation

✏️ Students' community

Lack of theoretical/empirical knowledge about disability (visible or not):

Talk with the escort

Misunderstanding of different behavior: making fun, avoid (exclusion from discussions, activities)

Dangerous ways to want to help (drag a student with sightloss)
Help to much

Talk as if they are talking to a child

25

Arising Challenges (2/2)

🔔

Sentimental issues:

Extreme bonding,

Difficulty to open up // opening up to much.

Rest on the collaboration instead of develop new friendships.

🔬

Organizational:

Punctuality,

Drop out the program,

Difficulties to keep activities within the framework
Will to build own network.

✏️

Communication issues:

Difficulties to give feedback about behavior or the quality of the support.
Disagreements

✏️

Other issues:

Emergencies
SwD: Difficulty to overcome challenges despite collaboration
V
Hyperinvestment

26

HELLENIC REPUBLIC
National and Kapodistrian University of Athens

Accessibility Unit

Accessibility Support Voluntary Service

- Introduction [https://access.uoa.gr/en/services-2/volunteerism/#general]
- I am willing to become volunteer [https://access.uoa.gr/en/services-2/volunteerism/i-wish-to-become-a-volunteer/]
- I am a student with disability [https://access.uoa.gr/en/services-2/volunteerism/i-am-a-student-with-disability/]

We all stay safe
During the pandemic all meetings take place via video conference.

Introduction

The Accessibility Support Voluntary Service (ASVS) aims to coordinate the systematic, discrete and safe support of students with disabilities (SwD) of the NKUA in matters related to their studies by properly trained volunteer-students.

The ASVS coordinates a network of solidary students wishing to accompany their fellow students on a voluntary basis within the framework of a formal collaboration based on the peer-to-peer model.

Volunteers support SwD in multiple ways, thus contributing to the improvement of SwD's access to the academic functioning and to the university premises as well as of their socialization.

The type of support is decided in accordance with the SwD's activity limitations and participation restrictions related to the academic functioning.

Some Tasks

For example, volunteers can undertake one or more of the following tasks:

Welcoming first-year students

- Familiarization of SwD with the university premises and in particular the lecture rooms, halls and laboratories.
- Advising first-year students on matters regarding academic life.

Accompanying SwD in their route to NKUA premises

- Seminar rooms, laboratories, lecture halls,
- Canteen,
- Restaurant,
- Secretariat,
- Library,
- Faculty members' offices,
- Public transportation stations around the university premises.

Enhancing the participation of SwD in lectures, laboratory or clinical work

- Taking notes.
- Support in handling objects.
- Relaying visual or audio information presented during lectures.

Converting educational material in digital accessible form

- Notes taken by fellow students.
- Notes and presentations by faculty members.
- Textbooks.

Support during studying

- Study groups.
- Guidance by senior students.
- Developing study plan.

Offering workshops for SwD's skills development

IDEA Project: Inclusive tertiary Education in the West BalkanS

- D2.3.8-A Follow-up Training on SwD Support Services
- Using software applications.

Keeping the SwD up-to-date in case of his/her absence

- Informing the SwD about what happened during the skipped session.
- Relaying announcements.

Collecting the textbooks delivered through the EUDOXUS system from the distribution points

Collaborations

Collaborations between volunteers and SwD can be either through personal contact or remotely.

The SwD may know personally the volunteers supporting him/her or get anonymous support. In that case volunteers offer support to SwD without knowing each other or having any personal contact.

A SwD's support through personal contact can be undertaken by one volunteer or by a group of volunteers.

The collaboration with a SwD can have the following forms:

- Systematic collaboration, from the beginning till the end of each semester.
- Particular collaboration, when there is a particular demand.
- Collaboration during the exam period.

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/Accessibility Support Voluntary …   2/2

I am a student with disability

How will I benefit from my collaboration with volunteer students?

Your collaboration with volunteer students will contribute to the following:

- it will allow you to disengage the members of your family or your professional personal assistant for some time, during which you don't need specialized personal care,
- it will encourage your fellow students to add you to their social circle,
- it will make you an equal, autonomous member of the academic community and facilitate the acquisition of social skills which are typical of persons at your age, especially in matters related to the academic life.

What tasks can be undertaken by volunteer-students?

Volunteers can choose one or more among the following tasks:

- The familiarization of first-year SwD with the university premises and give them advice on matters regarding academic life.
- To accompany SwD within the university premises (e.g. lecture halls, seminar rooms, laboratories, canteen, restaurant, secretariat, library, public transportation stations surrounding the buildings) thus ensuring their access to the university premises.
- To enhance the participation of SwD in lectures, seminars, laboratory and clinical work by taking notes, supporting them in handling objects or relaying visual or audio information presented during classes.
- To facilitate the access of SwD to the educational material by converting it in digital accessible form or collecting their textbooks delivered through the EUDOXUS system from the distribution points.
- To support SwD with their study by taking part in study groups every week or helping them develop a study plan.
- To offer workshops for skills development (e.g. using software applications).
- To play an important role as links between SwD and the academic function.

Are there any limitations regarding the tasks which can be undertaken by volunteers?

- Whether your demand for voluntary support can be met or not, depends on the availability of active volunteers during each semester and their interest to undertake the tasks related to your support.
- Volunteers cannot undertake any task directly from you. You must express your demands to the Accessibility Support Voluntary Service (ASVS).The ASVS will assign them to suitable volunteers respectively based on objective criteria.
- Volunteer students offer support to SwD only in matters related to their academic studies. Voluntary support is offered only within the NKUA premises; the exact places are determined in collaboration with the ASVS.
- Volunteers must give an interview and receive preparatory training for the tasks they will undertake. However, one cannot expect that volunteers will have the attitude or the experience of a professional personal assistant or a person who supports you for years.
- Under no circumstances can volunteers undertake tasks that are potentially dangerous for them, for you or other members of the academic community (e.g. administering medicines, accompanying you in the toilet). Furthermore, volunteers do not provide psychological support services. In case you need any of the above mentioned types of support, you must provide for it independently from the voluntary support you will receive from your fellow students.
- Volunteers cannot support you in anything they consider unethical (e.g. using drugs, cheating in the examinations) or contradicts anything stated in the "Terms of participation in the voluntary support program".
- Volunteers don't undertake anything you can do yourself (e.g. communication with other members of the academic community).
- Your collaboration with volunteers is not expected to evolve into a personal relationship, such as close friendship. Volunteers are persons who will help you feel comfortable and make friends of your own.
- The NKUA does not depend only on volunteer students in order to achieve the inclusion of SwD. The ASVS collaborates with other services and departments of the NKUA, whose aim is to help SwD overcome the obstacles they face, without overlapping their duties. The tasks undertaken by volunteer students are complementary.

When can I apply for voluntary support?

You can apply for voluntary support: IDEA Project: Inclusive tertiary Education in the West BalkanS

D2.3.8-A Follow-up Training on SwD Support Services

- at the beginning of the semester, in order to receive systematic support from volunteers throughout the semester,
- whenever a particular demand arises, you can apply for particular voluntary support,
- before the examination periods.

Will I be supported by one only volunteer?

If you have numerous demands, you will probably be supported by a group of volunteers. Each volunteer will undertake specific tasks, which will be decided at the beginning of your collaboration.

The tasks undertaken by volunteers are not interchangeable without prior notification and consent of the ASVS.

Will volunteer students follow the same classes as me?

The ASVS ideally assigns the support of SwD to volunteers studying in the same Department/Faculty, are at the same semester and attend the same courses; that is to ensure that volunteers will be familiar with your field of study and your schedules will coincide.

However, if that is not possible, SwD may be supported by older students of their Department/Faculty or even by volunteer students from other departments/faculties, if they express such interest.

Will volunteers have access to my personal data and the data mentioned in the diagnosis certificate I have submitted?

The Accessibility Unit shares your contact details and the data mentioned in the diagnosis certificate you have submitted with the Student's Activity and Participation Restrictions' Registration Form (ReF) with the volunteers you are going to collaborate with. Volunteers are committed to treat your personal data in whatever way you wish. You will state your preferences regarding the disclosure of your personal data in the Acceptance Statement of the Terms of participation in the voluntary support program; for example you can have your personal data treated with discretion and prevent their disclosure to your fellow students and mutual friends.

If you do not agree with the disclosure of your personal data to volunteers even under these conditions, you can apply for types of support that do not involve personal contact between volunteers and SwD. These types of support can become totally anonymous thanks to the intervening role of the ASVS. You won't have personal contact with the volunteer(s) supporting you and they won't know the SwD they are supporting personally. Volunteers will only receive knowledge of your activity limitations and participation restrictions, whereas your personal data will be withheld.

Will all my demands for voluntary support be met?

The ASVS depends on the contribution of students who wish to spend some of their time offering voluntary support to their fellow SwD undertaking specific tasks, which could improve the access of SwD to the academic function. They choose to undertake tasks, in which they think they can be proven really useful.

Some semesters, however, active volunteers or do not respond to every task.

In any case, if you believe that you can benefit from human multidimensional support by volunteer students, don't hesitate to apply to the ASVS every semester for voluntary support. Each new application results in a new targeted search for new volunteers.

Are there any prerequisites for joining the accessibility support voluntary program?

You can receive voluntary support as long as you are an active student, i.e. you attend classes regularly (either in person or remotely), you participate in laboratory or clinical work, you submit assignments, you study and take exams.

In order to join the voluntary support program you must:

- have submitted the Student's Activity and Participation Restrictions' Registration Form (ReF),
- have submitted to the Accessibility Unit a recent thorough diagnosis certificate issued by an official/state entity or healthcare provider. The diagnosed disability/severe disease/other condition must justify the services you are applying for. It must also certify that you do not suffer from any psychological disorder which could result in potentially dangerous behavior for the physical integrity of yourself as well as of others, such as suicidal tendencies, use of substances, uncontrollable temper tantrums, impulsivity etc. (*Instead of a formal certificate you can submit a signed Official Statement stating that you do not suffer from any psychological disorder; this is required only in case you are applying for voluntary support that involves personal contact with volunteers*),
- have participated at least once in an introductory meeting with a staff member of the ASVS,
- have met at least once with the Counseling Professor of your Department/Faculty in order to confer with him/her about the limitations and restrictions you face when you attend classes, study and sit for an exam; you should have reached an agreement regarding the accommodations to be applied. You should inform the Counseling Professor about the classes you are going to attend every semester.
- have understood and **accepted the rules and procedures** followed by the Accessibility Unit and have signed the Acceptance Statement of the Terms of participation in the voluntary support program. You must send feedback to the ASVS systematically (cf. Collaboration Journal) and fill in the Evaluations Form at the end of every semester.

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/I am a student with disability – …   2/3

I want to apply for voluntary support during the current semester.

As soon as your class schedule has been announced and you have decided which classes you are going to take, write an email to ariadni@di.uoa.gr [mailto:ariadni@di.uoa.gr] stating your demands including the following details for each one of them:

- Type of support you wish to receive (e.g. notes taking, converting notes in accessible form)
- Day
- Time and duration of the support
- Title of the class (if there are more than one groups of the same class, mention which group),
- Instructor's name
- Exact place of the support
- Other details

In case you wish to receive particular support, you can apply by sending an email with the same details, whenever such a demand arises.

If it's your first time applying for voluntary support, your collaboration with the volunteer(s) may begin within a period of one month.

If it's not the first time you apply for voluntary support, your collaboration with the volunteer(s) may begin within a period of two weeks.

I have sent my demands. What are the next steps?

1. You will receive an email from the ASVS confirming that your demands have been received. Maybe, there will be further questions.
2. The ASVS will notify active volunteers about your demands, so that they can express their interest to undertake any of them.
3. The ASVS will assign each of your demands to the most suitable volunteer and provide him/her fast-track preparatory training according to the tasks he/she is going to undertake.
4. A staff member of the Accessibility Unit will inform you about the fact that your support has been assigned to a certain volunteer or a group of volunteers and arrange a meeting.
5. The first meeting will take place in your Department/Faculty. The conditions of participation in the voluntary support program will be mentioned in detail and the tasks undertaken by each volunteer will be specified during that meeting. After that, you will sign the Voluntary Support Agreement, which defines the framework of your collaboration.
6. In case no active volunteer responds to (any of) your demands, the ASVS will seek new volunteers. A search for new volunteers is carried out in the following ways: either there will be an announcement by the secretariat of your Department/Faculty calling your fellow students to join the voluntary support program or the instructors of the classes you attend will upload an announcement in eclass. In either case your name and contact details won't be disclosed; only the tasks that are to be undertaken by volunteers and the activity limitations and participation restrictions you face will be mentioned in these announcements. Should new volunteers be found through this procedure, your support will be assigned to them (see steps 4, 5 above).
7. During your collaboration with volunteers, you will give feedback to the ASVS every week in whatever form suits you best (cf. Collaboration Journal). If any problem arises, the ASVS will seek a solution.
8. At the end of the semester you will fill in some brief evaluation forms in order to evaluate your experience.
9. The commitment of volunteers lasts till the end of the semester.
10. The same procedure is to be repeated for every new demand at the beginning of or during the semester on your own initiative.

I want my EUDOXUS textbooks collected by volunteers.

You can have your EUDOXUS textbooks collected by volunteers. In order to apply for that, you must send an email to ariadni@di.uoa.gr [mailto:ariadni@di.uoa.gr] ; that email must contain the details mentioned in the summary table appearing at the last step of the textbooks declaration procedure in EUDOXUS system. (Example of the summary table). You must also send a filled and signed Authorization Statement for the collecting of your textbooks. As soon as your textbooks are collected, the Accessibility Unit will contact you in order to inform you about the next steps. Your textbooks will be collected within seven workdays. (*If you have difficulty sending any of the above per email, please contact the ASVS*).

I want to apply for voluntary support during the exam period.

First, you must inform the Counseling Professor of your Department/Faculty about the exams you are going to take and the accommodations you would have applied for. He/She will subsequently inform other faculty members for your intention to take the exam in their courses and for your wish to be supported by a volunteer during the exams. If other **faculty members** agree to the proposed accommodations, they **will apply for volunteer escort or writing assistant at the Accessibility Unit**. They will also confirm the exact day and time of the exam and provide an outline of a suitable volunteer for each exam. You will be informed by the faculty members about the accommodations agreed.

Warning: The timely notification of your exam schedule (at least seven days before the beginning of the examination period) is prerequisite for processing your request.

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/I am a student with disability – …   3/3

HELLENIC REPUBLIC
National and Kapodistrian
University of Athens

Accessibility Unit

I wish to become a volunteer

What tasks do volunteers undertake?

Volunteers can choose one or more among the following tasks:

- They undertake the familiarization of first-year students with the university premises and give them advice on matters regarding academic life.
- They accompany SwD within the university premises (e.g. lecture halls, seminar rooms, laboratories, canteen, restaurant, secretariat, library, public transportation stations surrounding the buildings) thus ensuring their access to the university premises.
- They enhance the participation of SwD in lectures, seminars, laboratory and clinical work by taking notes, supporting them in handling objects or relaying visual or audio information presented during classes.
- They facilitate the access of SwD to the educational material by converting it in digital accessible form or collecting their textbooks delivered through the EUDOXUS system from the distribution points.
- They support SwD with their study by taking part in study groups every week or helping them develop a study plan.
- They offer workshops for skills development (e.g. using software applications).
- They play an important role as links between SwD and the academic function.

Are there any limitations regarding the tasks which can be undertaken by volunteers?

- Volunteers cannot undertake the support of SwD on their own initiative. The Accessibility Support Voluntary Service (ASVS) assigns the support of SwD to suitable volunteers based on objective criteria.
- Volunteer students offer support to SwD only in matters related to their academic studies. Voluntary support is offered only within the NKUA premises and the exact places are determined in collaboration with the ASVS.
- Students wishing to become volunteers must give an interview; they are offered preparatory training for the tasks they are going to undertake.
- Under no circumstances can volunteers undertake tasks that are potentially dangerous for them, for the SwD or other members of the academic community (e.g. administering medicines, accompanying SwD in the toilet). Furthermore, volunteers do not provide psychological support services.
- Volunteers cannot support SwD in anything they consider unethical (e.g. using drugs, cheating in the examinations) or contradicts anything stated in the "Terms of participation in the voluntary support program".
- Volunteers don't undertake anything SwD can do themselves (e.g. communication with other members of the academic community).
- The collaboration between volunteers and SwD is not expected to evolve into a personal relationship, such as close friendship. Volunteers are persons who help SwD feel comfortable and make friends of their own.
- Volunteers communicate directly with the SwD. If the presence of a member of the SwD's family in the university premises is inevitable, he/she can distance himself/herself during the collaboration between SwD and volunteers; for example, he/she could go for a coffee.
- The NKUA does not depend only on volunteer students in order to achieve the inclusion of SwD. The ASVS collaborates with other services and departments of the NKUA, whose aim is to help SwD overcome the obstacles they face, without overlapping their duties. The tasks undertaken by volunteer students are complementary.

I want to participate in the voluntary support program for the first time.

In order to participate in the voluntary support program of the Accessibility Unit for the first time, you must do the following:

- take part in an introductory meeting,
- give a brief interview,
- submit a formal declaration stating that you do not suffer from any psychological disorder which could result in potentially dangerous behavior for the physical integrity of yourself as well as of others (e.g. suicidal tendencies, use of substances, uncontrollable temper tantrums, impulsivity),
- comply with the procedures of the Accessibility Unit of the NKUA and sign the "Acceptance Statement of the Terms of participation in the voluntary support program".

Contact the Accessibility Unit per telephone 0030 210 7275130 or per e-mail at access@uoa.gr [mailto:access@uoa.gr] .

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/I wish to become a volunteer – …   1/3

Do I need to have any previous experience or special knowledge?

No. The ASVS offers fast-track preparatory training to volunteers (either in person or remotely) in order to prepare them for the tasks they will undertake. Training sessions are held either in groups or individually and according to the volunteers' availability. Volunteers are advised to take part every semester in the training sessions offered by the Accessibility Unit, if their schedule allows it.

The Accessibility Unit offers training in the following topics:

- disability, stereotypes and prejudices (experiential workshop, 2 hours)
- wheelchair users' escort techniques (experiential workshop, 4 hours)
- guiding techniques for the visually impaired (experiential workshop, 4 hours)
- collaboration with students with loss of hearing (2 hours)
- collaboration with students with autism spectrum disorders (2 hours)
- collaboration with students with ADHD (2 hours)
- print-disability and educational material: accessible notes and textbooks (informatory session, 2 hours)
- recording built environment accessibility issues (4 hours)

The schedule of the training session will be announced at the Accessibility Unit's website.

Registration is mandatory.

Attendance certificates will be available.

How long is my commitment as a volunteer?

Your commitment as an active volunteer is for one semester. You can offer voluntary support to SwD every semester for as long as you are a student.

How many hours do I need to volunteer each week?

That depends on your schedule. For example, you can choose tasks related to the courses you attend or escort a SwD studying in the same Department/Faculty as you, so that voluntary support may be combined with your schedule and everyday routine.

Apart from that, you can spend from 20' up to 15 hours per week for the support of SwD depending on your free-time.

Will I support SwD from my department/faculty?

The ASVS ideally assigns the support of SwD to volunteers studying in the same department/faculty, are at the same semester and attend the same courses; that is to ensure that volunteers will be familiar with the SwD's field of study and their schedules will coincide. However, if that is not possible, SwD may be supported by older students of their department/faculty or even by students from other departments/faculties, if they express such interest. If you wish to support SwD studying in departments/faculties other than yours, your contribution can be useful. Do not hesitate to express your interest.

My time schedule is full / I do not attend classes regularly / the periods of free time between the courses I attend are not regular. Could I participate in the voluntary support program nonetheless?

There are tasks that may fit you and you may be able to undertake. You should contact the ASVS in order to get information about the tasks you could possibly undertake.

Will I choose the tasks I will undertake?

At the beginning of each semester, you will fill in the Volunteer's Form (VF), in which you will mention how many hours a week you would like to engage in the voluntary support program.

After that, you will be informed about the available tasks in each Department/Faculty. You can choose among them the tasks you could undertake.

The ASVS assesses the suitability of the volunteers who have expressed their interest for each task. Then, it will contact the chosen volunteer in order to provide more information regarding the tasks assigned to him/her and to confirm that he/she wishes to undertake it.

I want to declare my availability for the current semester.

If you have followed the required steps, fill in the Volunteer's Form (VF).

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/I wish to become a volunteer – …   2/3

I have filled in and submitted the Volunteer's Form (VF). Which are the next steps?

1. You will receive a link to the file containing the available tasks in the current semester per e-mail. There you will be able to choose those you would like to undertake.
2. The ASVS will contact you to provide you more information regarding the tasks you are going to undertake. If you consent to undertake them, a meeting with the SwD you will be supporting will be arranged.
3. That first meeting will take place in the Department/Faculty of the SwD. The conditions of participation in the voluntary support program will be mentioned in detail during that meeting. In case the SwD will be supported by a group of volunteers, the tasks undertaken by each of them will be specified. After that, you will sign the Voluntary Support Agreement, which defines the framework of your collaboration.
4. During your collaboration with the SwD you will send feedback to the ASVS every week (Cf. Collaboration Journal). If any problem arises, the ASVS will seek a solution.
5. At the end of the semester you will fill in some brief evaluation forms in order to evaluate your experience from your collaboration with the SwD.
6. You must submit the VF every semester on your own initiative.
7. If you do not wish to participate anymore in the voluntary support program, you will have to fill in the Volunteer's Withdrawal Form.

Will the ASVS supervise my collaboration with the SwD?

Yes. **The ASVS supervises the collaborations between volunteers and SwD** in the following ways, **in order to ensure that they are effective and pleasant for both parties**:

- Every party involved in the voluntary support program must give feedback to the ASVS every week; this is to ensure that the collaborations progress within the agreed framework and that there are no problems (cf. Collaboration Journal).
- Volunteers have the opportunity to meet every week with a member of the Accessibility Unit's staff, if they wish to share their experiences, concerns or indicate good practices.

The ASVS intervenes immediately, if any of the parties involved reports a problem.

Which will be my obligations towards the Accessibility Unit?

- You must comply with the ASVS's terms and conditions of participation.
- You must send feedback to the ASVS systematically (cf. Collaboration Journal)
- You must inform the ASVS in time, if you won't be able to undertake tasks which have been assigned to you.
- You must fill in the evaluation forms at the end of the semester.
- You must fill in a questionnaire, in case you don't wish to be an active volunteer any more.

IDEA Project: Inclusive tertiary Education in the West BalkanS

file:///F:/.0 Sept 2022/projects/7 IDEA 17289/5 D2.2.3 Tirana 12-16 Dec 2022/παρουσιάσεις/2 Voluntarism service/I wish to become a volunteer – …   3/3

HELLENIC REPUBLIC
National and Kapodistrian University of Athens
EST. 1837

Accessibility Unit
http://access.di.uoa.gr

D.2.2.1 Training of the University Administration Services for Accessible Tertiary Education
12-16 December 2022, Tirana

Transportation Service for Students with Disabilities

Ioannis Petroulis
johnyend@di.uoa.gr

Co-funded by the Erasmus+ Programme of the European Union

Project: **IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

IDEA Inclusive Tertiary Education in WB

Co-funded by the Erasmus+ Programme of the European Union

Project: **IDEA- Inclusive tertiary EDucation in the West BalkanS**
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

IDEA Inclusive Tertiary Education in WB

Transportation Service Documents (1/8)

As a continuation of our presentation on the procedures carried out by the Transport Service on a daily basis, below, we will present you the documents required for the organization of these procedures:

Transportation Service Documents (2/8)

Application Form for the Transportation Service

Transportation Service Documents (3/8)

Track Order & Daily Transport Bulletin

Transportation Service Documents (4/8)

Prepaid Payment Order for approval

Transportation Service Documents (5/8)

Explanatory Document for the Prepaid Payment Order

Transportation Service Documents (6/8)

Statement of Realized Expenditures

Transportation Service Documents (7/8)

Vehicle Damage Detection Report

Transportation Service Documents (8/8)

Vehicle Suitability Report

HELLENIC REPUBLIC
National and Kapodistrian University of Athens
— EST. 1837 —

To be filled out by the Secretariat
Protocol Number:
Date of Receipt:

[e-mail]
[Print]

TRANSPORTATION SERVICE FOR STUDENTS WITH DISABILITY (SwD) - APPLICATION FORM

The University of Athens has special vehicles for the transportation of students with disabilities from their residence to the university premises and back. Wheelchair users and persons with severe motor disabilities have priority.

Interested students must submit the following:

1) **This application form.** You can print it, fill it out and submit it to the **Transportation Service** of the **Accessibility Unit**. It must be submitted at the beginning of every semester (i.e., as soon as the course schedule has been announced) and before every exam period (i.e., as soon as the exam schedule has been announced).

   *Please note that in case you are not able to fill out the Transportation Service Application Form by yourself or submit it in person, it can be filled out and submitted on your behalf by telephone by the member of staff of the **Accessibility Unit** responsible for the **Transportation Service** (telephone numbers 210-7275183 or 6955096720). You can also submit it per e-mail at access@uoa.gr.*

2) **The Student's Activity and Participation Restrictions' Registration Form** (this form is submitted **only once** at the **Accessibility Unit**).

   *Please note that in case you are not able to fill out the Student's Activity and Participation Restrictions' Registration Form by yourself or submit it to the Accessibility Unit in person, it can be filled out on your behalf even by telephone by a **member of the Accessibility Unit's staff**. It can also be submitted per e-mail at access@uoa.gr.*

A. Student's Personal Details

First Name: _____   Address: _____

Surname: _____   City: _____   Postal Code: _____

Telephone Number (home): _____

Telephone Number (mobile): _____   Department: _____

E-mail: _____   Registration Number: _____   Current Semester: _____

Type of Disability

☐ Sight   ☐ Hearing   ☐ Communication   ☐ Reaching and grasping   ☐ Fine Hand Use   ☐ Mobility

☐ Other (please indicate): _____

B. Transportation Details

B1. Will you have a wheelchair with you during your transportation?   ○ Yes   ○ No   **B2. Will you be accompanied?**   ○ Yes   ○ No

C. Transportation Schedule

C1. Transportation Period

○ Spring Semester Exam Period   ○ Fall Semester Exam Period   ○ September Exam Period

○ Spring Semester   ○ Fall Semester   ○ Other (please indicate): _____

Weekday	Transport to the University		Transport back home
	Time (beginning of the class)	Building or address	Time (end of the class)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Date: _____   Editor's Name: _____   [e-mail]   [Print]

IDEA Project: Inclusive tertiary Education in the West BalkanS

Transportation Conditions' Acceptance Declaration

About the Transportation Service

The Transportation Service of the Accessibility Unit of the National and Kapodistrian University of Athens (NKUA) has four specially modified vehicles (whose registration numbers are: KHI3670, KHH1276, YTY1498 and YTY1499) to transport Students with Disabilities (SwD) from their residence, if it lies within the limits of the central municipalities of Attica, or some other meeting point (e.g., a central metro station) to the university premises and back free of charge. Students of the NKUA facing temporary mobility problems (e.g., after an accident) can also apply for transportation for the period in which they face mobility restrictions. Priority is given to students with motor disabilities who use a wheelchair. There has been a reduction to the number of transportations carried out by the Transportation Service since 2012, because of the limitation imposed on state vehicles regarding the maximum amount of fuel consumption per month. Thus, the Transportation Service is unable to satisfy every transportation request. For the same reason, SwD whose residence is far away from the university premises can be transported only from a meeting point closer to the University (e.g., from "Evangelismos" metro station).

In order for SwD to be eligible for transportation, they must adhere to the following procedure:

1. First step: SwD must fill out the "Student's Activity and Participation Restrictions' Registration Form" (ReF)[1].

2. Second step: SwD must apply for transportation to the Transportation Service either per e-mail or by telephone. Transportation Applications[2] are to be submitted at the beginning of every semester and every exam period. SwD are notified by the Secretary of the Transportation Service about the receipt of their application and the estimated response time.

3. The Transportation Service drafts an itinerary schedule based on the applications received. This schedule depends on a) the priority[3] of each SwD, b) coinciding transportation schedules, c) the distance to be covered in each case, d) the amount of fuel available to the Accessibility Unit (regarding the abovementioned fuel limitation), e) the vehicles available for transporting SwD. SwD are informed by the Secretariat of the Transportation Service about the possibility to satisfy their requests. The weekly transportation schedule may be modified depending on changes in the SwDs' class schedule, due to SwDs' personal reasons or because of last-minute changes[4]; SwD must inform the Transportation Service about any such change beforehand.

4. The Transportation Service notifies SwD on the previous working day about their transportation and determines the pick-up point as well as the pick-up and return time.

5. SwD are transported at the agreed upon time from the pickup point to their destination.

---

[1] The "Student's Activity and Participation Restrictions' Registration Form" contains the SwD's personal and contact details, information about his/her disability and the difficulties he/she faces in academic function.

[2] The "Transportation Application Form" contains the SwD's personal and contact details, the details of his/her transportation and his/her schedule (i.e., either class or exam schedule).

[3] Wheelchair users applying for transportation have priority over SwD with other motor disabilities.

[4] A last-minute change could be either due to a rescheduled class or the SwD's illness.

Conditions for the Transportation of SwD

Aim: Priority is given to the transportation of undergraduate SwD. Thus, they are able to attend lectures, seminars and laboratory exercises and participate in the exams (that is only for educational purposes).

Responsibility: The drivers of the Transportation Service of the Accessibility Unit and any volunteers accompanying SwD bear no responsibility when it comes to hygiene-related matters, administering medication, dealing with matters of medical nature as well as the SwDs' bodily integrity during their transportation outside the vehicle. The responsibility in the abovementioned cases lies exclusively with the SwD themselves or their guardian, when (s)he accompanies them.

Safety: While boarding and disembarking or during the transportation, SwD and any person accompanying them must follow the driver's instructions and keep their safety belts fastened during the entire journey. The Transportation Service bears no responsibility, should an accident occur as a consequence of their disregard for the driver's instructions. For safety reasons, SwD and any person accompanying them are not allowed to disturb the driver during the journey with matters not related to their transportation.

Direct communication: SwD must use a mobile phone for direct communication with the Secretary and the drivers of the Transportation Service and possibly with volunteers supporting them during or after their transportation. If they cannot communicate via telephone because of their disability, the responsibility lies with their guardian or the person accompanying them.

Accompanying SwD: The drivers of the accessible vehicles do not accompany SwD. Apart from driving the vehicle, they are only responsible for the SwDs' boarding and disembarking (using either a ramp or a step) and the fastening of their safety belts. If the SwD need a companion, they must provide for a third party to undertake that responsibility. Finding a person to accompany SwD to the pickup point, during their transportation and after the SwD have disembarked is the responsibility of SwD and by no means of the Transportation Service. Even when SwD are accompanied by volunteers (chosen for this task by the Voluntary Support Service of the Accessibility Unit) the responsibility lies with the SwD. Under no circumstances does the Transportation Service undertake the responsibility to accompany SwD in the surroundings of their Department/Faculty, during their breaks, free hours or classes.

Changing the time of transportation:

By the Transportation Service: It is possible that SwD will be transported to the University earlier than the agreed upon time or be transported back home later than the agreed upon time (with the vehicles of the Transportation Service), if the Transportation Service has many itineraries within the same day. In such cases, SwD will be notified beforehand by phone call.

By the SwD: SwD who receive knowledge of any change in their schedule (temporary or permanent), must inform the Transportation Service immediately about it. If the itinerary schedule of the Transportation Service allows it, the pickup time will be changed and the SwD will be informed on the previous workday as to whether they can be transported or not, and if so, at what time and from where. SwD must be punctual for their transportation; if, however, they are going to be late for whichever reason, they should notify the Transportation Service on time.

Canceling transportation

By the Transportation Service: The Transportation Service may cancel a planned itinerary for the following reasons: i. the vehicle has a mechanical problem, ii. the maximum fuel consumption limit per month has been reached, iii. there is a strike/demonstration, iv. other factors do not allow the vehicle to execute the itinerary or will cause considerable disruption of the itinerary schedule (thus delaying other planned itineraries), v. any other unforeseeable problem which makes the execution of the itinerary impossible. SwD will be notified via telephone on time in case of a cancellation. In case of extreme weather conditions (snow, floods etc.), because of which the vehicles will not be able to execute an itinerary, SwD will also be notified about the cancellation of their transportation.

By the SwD: If classes are cancelled, SwD must inform the Transportation Service immediately, so that the itinerary be cancelled as well. SwD must do the same in case they decide not to attend a certain

class/lecture etc. In both cases it is important that the Transportation Service is informed about any cancellations on time.

Extraordinary Transportation

By the Transportation Service: In case there is a gap in the weekly itinerary schedule of the Transportation Service as a result of an itinerary cancellation or in case the maximum fuel consumption limit has not been reached, there is a possibility to transport SwD whose transportation requests could not be satisfied originally. This will be an extraordinary itinerary and the SwD will be notified on time by the Transportation Service about this possibility.

By the SwD: SwD must inform the Transportation Service about their extraordinary transportation requests as soon as possible, so that extraordinary itineraries may be added. Satisfying requests for extraordinary transportation depends on whether they can fit into the weekly transportation program. SwD will be notified on time by the Transportation Service as to whether their requests for extraordinary transportation can by satisfied or not.

SwD's Consent

I, the undersigned ...., student at the Department/Faculty of .... of the NKUA, with Reg. Number .... hereby declare that I have received knowledge of all the Transportation Conditions of the Transportation Service of the NKUA's Accessibility Unit, as well as of the local limitations of this service, I have read them carefully and accept them unconditionally.

The present document is valid and becomes effective from the day of signature till the day the undersigned has no longer student status.

Date: ……………………………..

Name: ………………………..

Signature

N a t i o n a l   a n d   K a p o d i s t r i a n   U n i v e r s i t y   o f   A t h e n s
Accessibility Unit

Department of Informatics Building, Panepistimiopolis, Ilissia, 15784 Athens
☎ 210 727 5687 ⌂ **http://access.uoa.gr** ✉ **access@uoa.gr**

TRAVEL ORDER AND DAILY TRAVEL LOG

1. We hereby authorize the vehicle with registration plates KHI 3670 to travel from Panepistimiopolis to Athens and the Attica basin from 06:00-22:00

2. Purpose of travel:

   a) transport SwD from their residence to the NKUA premises in the centre of Athens, in Panepistimiopolis, in Goudi and back

   b) ………

3. Authorized drivers of the vehicle: **Euthumios Athanasiou, Ioannis Karageorgos, Konstantinos Konstantinou**

Order Number.: ....

Ordinary Itinerary	Time	Km	SwD on board	Companion	Remarks

Extraordinary itinerary	Time	Km	SwD on board	Companion	Remarks

Km covered in the day: ……………………..

The Person Issuing the Order   The Driver   Athens, ………………

IDEA Project: Inclusive tertiary Education in the West BalkanS

Follow us on: **http://idea-cbhe.com**