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IDEA: Inclusive tertiary Education in the West Balkans

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**D2.4.1-A Training of Academic Staff on Inclusive Tertiary Education Teaching, Learning and
Assessment Methods - Initial Training on support services for SwD -
Training material**

April 2022



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EPOKA
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National and Kapodistrian
University of Athens



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ZOJA E KESHILLIT TE MIRE



UNIVERSITETI I MIREKESISE, TIRANE



KOLEGJI
UNIVERSUM



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LIMERICK
OLLSCOIL LUIMNIGH

SHDPAK
FONDACIONI
SHOPTAR
PER TE DREJTAT
E PERSONAVE ME
AFTESI TE KUFIZUAR

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National and Kapodistrian
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Accessibility Unit
<http://access.uoa.gr>

Training of Academic Advisors: support services for SwD


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Work Package 2: Establishment/Enhancement & Operationalization of Accessibility Units
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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*),

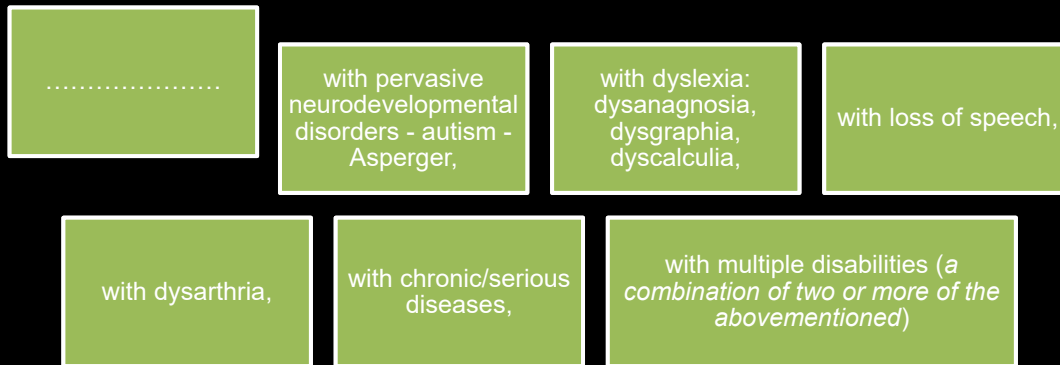
with upper and/or
lower extremities
physical disability,

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

.....



Who is eligible for receiving support (2/2)



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)



Rehabilitation



- Rehabilitation allows people with disabilities whose **functions** are limited to stay or return home or to society, to live independently and **to participate** in education, the labour market and social life.



Challenges of Informatics/Computer Science in the domain of rehabilitation

- Concerning the reduced **functioning**:
 - Augmentation/improvement of the reduced functionality,
 - Provision of alternative functionality
- Concerning the **participation** in the main activities:
 - Augmentation/improvement of the participation,
 - Provision of alternative mean for participation



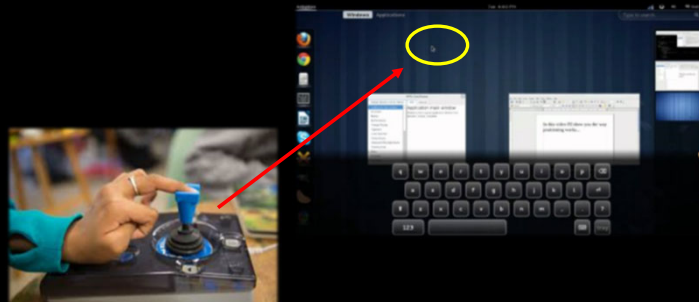
Rehabilitation Solutions provided by Informatics/Computer Science

- Computer based **Assistive Technologies (AT)**
 - *by themselves they do not guarantee accessibility*
- Content **Digital Accessibility**
 - Guidelines/ standards
 - Methods & Tools for evaluating Digital Accessibility
- *Implementation of Universal Design / Design for All*



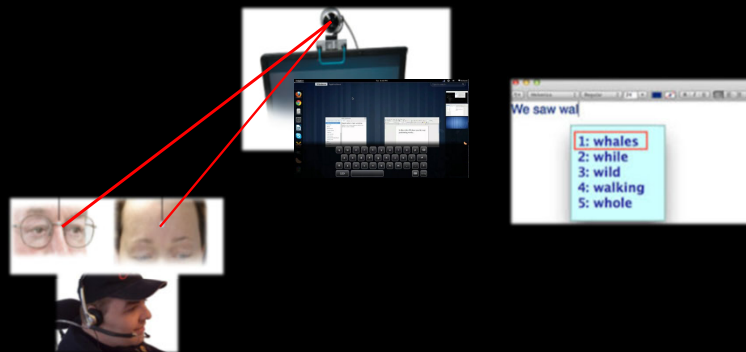
Example-1a

- **Writing (activity)** > with a pen/pencil or computer keyboard
- **Users with reduced functioning of upper extremes:**
- *augmentation:* joystick with virtual / on screen keyboard



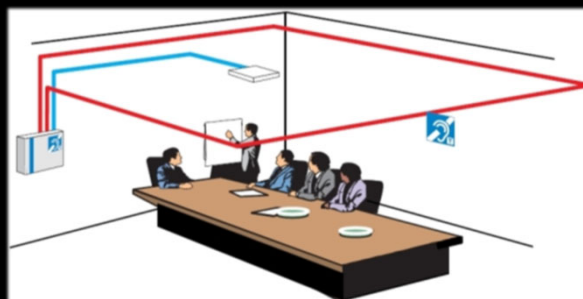
Example-1b

- **Writing (*activity*)** > with a pen/pencil or computer keyboard
- **Users without any functionality in upper extremities:**
- *alternative*: cursor control with head movement detection combined with virtual on-screen keyboard, puff switch and word prediction software



Example-2a

- **Conversation (*participation*)** > face to face or distance
- **Users with reduced hearing ability (*hearing loss*):**
- *augmentation*: inductive hearing loop system



Example-2b

- **Conversation (*participation*)** > face to face or distance
- **Users without any hearing ability (*deaf*):**
- ***alternative*: relay service** (Sign Language remote interpretation)



Types of disability

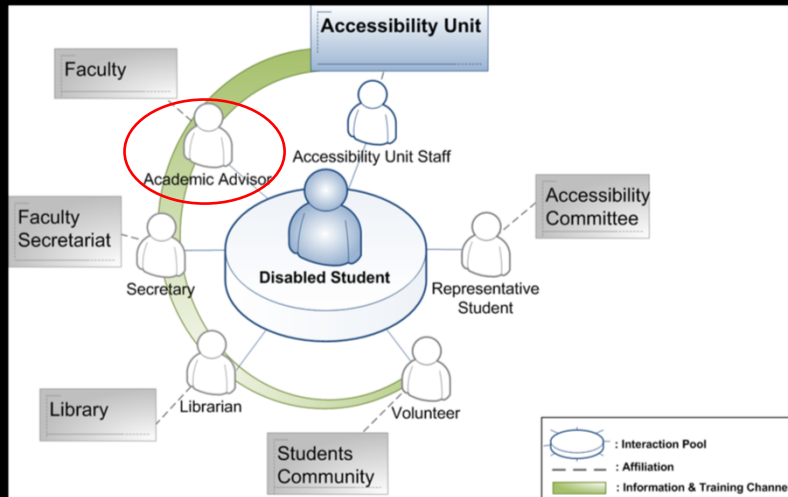
A disability can be:

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

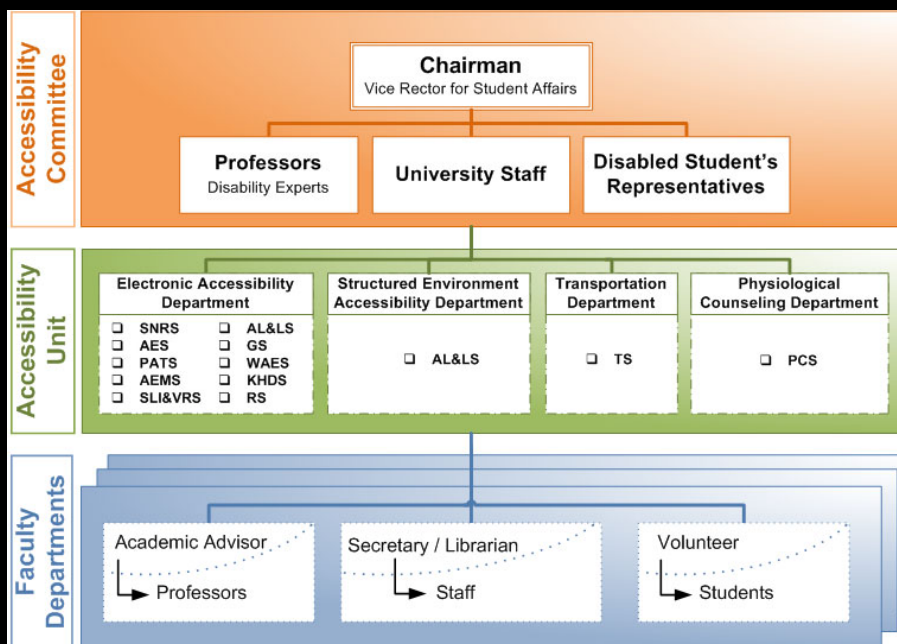
permanent or temporary

visible or not

Interaction of the stakeholders supporting SwD at NKUA



Organization and Management of the University of Athens' Accessibility Unit



Accessibility Academic Advisor (AAA)



Accessibility Advisor for SwD (and his/her deputy) in every Department/Faculty of the NKUA



appointed by the Department/Faculty



they must be faculty members of the Department/Faculty



SwD refer to them for issues related to their studies



they serve as the link between SwD and the Accessibility Unit as well as other Faculty members



their contact details can be found on the website of the Accessibility Unit and the website of the Department



The role of the Accessibility Academic Advisor (1/2)

The Accessibility Academic Advisor's contribution to the support of SwD is essential, because:

- SwD don't have to meet every faculty member/member of the teaching staff separately in order to inform them about the obstacles they face and ask for **accommodations**,
- the phenomenon of SwD asking to be treated with overuse is avoided,
- they contribute to the implementation of the "*Guidelines regarding suitable ways of exams-taking students with disability*",

.....



The role of the Accessibility Academic Advisor (2/2)

-
- should an issue related to SwD's academic studies arise, other faculty members/members of the teaching staff can refer to him/her,
 - it is ensured that SwD receiving **adjustments** and **accommodations**, really need them,
 - SwD receive the appropriate accommodations in case their disability or disorder is not visible.

→ Students can receive adjustments or **modifications** at the educational process *only if* they have previously met the Accessibility Academic Advisor of their Department/Faculty and reached an agreement as to which of them are to be implemented.



Accessibility Academic Advisor's Responsibilities (1/2)

- First meeting with the SwD (in person or via videoconference): thorough discussion of the obstacles the SwD faces and mutual agreement as to which accommodations and adjustments are appropriate
- Regular contact with the SwD: SwD inform the AAA about the courses they are going to attend each semester, in case specific modifications are required
- Collaboration with other faculty members: the AAA informs other faculty members/members of the teaching staff about the limitations and restrictions SwD face concerning their participation in the educational process (attending classes and taking exams) as well as about the proposed adjustments

.....



Accessibility Academic Advisor's Responsibilities(2/2)

- Support at implementing accommodations: the AAA provides guidelines, intervenes between the parties involved and answers his/her colleagues' questions concerning the implementation of the agreed accommodations (*in collaboration with the Accessibility Unit, if necessary*)

The AAA must maintain contact with the SwD in several ways, e.g. in person, via telephone or videoconference.



I. Collaboration with SwD – First Meeting

- the first meeting takes place on the SwD's initiative
- prerequisites: *Registration Number and Student's Activity and Participation Restrictions' Registration Form (ReF) with disability opinion report*
- the restrictions each SwD faces concerning his/her participation in the academic studies are to be discussed during the first meeting (e.g. built environment accessibility, participation in the exams)
- determining which adjustments are to be implemented in each individual case



I. Collaboration with SwD – Exam Accommodations (1/2)

- the exam accommodations are to be discussed either during the first or at a subsequent meeting with the SwD
- they ensure that SwD have coequal access to the exam process
- “*Guidelines regarding suitable ways of exams’ participation of students with disability*” by the Rector’s Council
- they contain reasonable adjustments and accommodations depending on the type of disability/disorder and the limitations/restrictions resulting from it



I. Collaboration with SwD – Exam Accommodations (2/2)

- the Guidelines for exams’ participation neither interfere with the educational process nor they restrict the academic freedom of faculty members
- SwD should take an exam in the following manner:
 - they take the exam **on the same day, at the same time** (as the other students),
 - with **the same questions** (as the other students),
 - with **reasonable adjustments**.

Testing a SwD by means of oral assessment whereas the rest of the students takes a written exam, is **not** recommended!



I. Collaboration with SwD – Regular Communication

- SwD inform the AAA:
 - at the beginning of each semester about which courses they are going to attend
 - at least 10 days before every exam period about the exams they are going to take
- Subsequently, the AAA informs his/her colleagues about the SwD's intention to attend the course they offer or take the exam in their course
- The AAA informs the SwD that the other faculty members have been notified as well as about any other procedural issues.



II. Collaboration with other faculty members (1/2)

- the AAA informs other faculty members about the obstacles and restrictions each SwD faces and how they can be overcome:
 - at the beginning of the semester,
 - during the semester, should any new obstacle arise
 - before the exam period,
- other faculty members/members of the teaching staff refer to the AAA if they have any question or problem during their collaboration with the SwD or the implementation of the accommodations
- if the AAA cannot offer a solution, he/she directs the faculty member/member of the teaching staff facing the problem to the Accessibility Unit



II. Collaboration with other faculty members (2/2)

- the AAA should mention accessibility issues related to the educational material
- print-disabled students face severe problems, if the educational material is not in accessible form; they are excluded from academic coursework (exams, lectures, seminars etc.),
- accessible material on e-class,
- *Guidelines for creating accessible educational material and presentations (short and detailed),*
- respect towards the academic freedom of the faculty members/members of the teaching staff concerning their decision to implement the proposed adjustments or not.



III. Collaboration with the member of the administrative staff responsible for SwD

- the member of the administrative staff responsible for SwD in every Department's/Faculty's Secretariat contacts the AAA in order to give him/her the contact details of the SwD in case the latter has difficulty or is unable to contact him/her,
- the member of the administrative staff responsible for SwD may contribute to the implementation of the proposed adjustments/accommodations (regarding coursework during the semester or the exams),
- in any case, the standard procedure should be followed, one should not deviate from the agreed upon accommodations and the limits of each party's duties should be respected.



IV. Collaboration with and support by the Accessibility Unit (1/4)

- the Accessibility Unit provides information brochures, communication templates and standard procedures in order to support AAAs,
- collaboration with AAA in particular cases of SwD for which there is no support material,
- every SwD receives individualized support and targeted accommodations; the templates made available to AAA are solely for their orientation,



IV. Collaboration with and support by the Accessibility Unit (2/4)

The Accessibility Unit assists the AAAs in the following ways:

- Presentation of their role: information about their duties
- Support: in fulfilling their duties; answering questions resulting from their collaboration with SwD
- Interpersonal communication: providing appropriate interpersonal communication templates for their communication with SwD
- Sharing the SwD's ReF: the Accessibility Unit shares the SwD's ReF with the AAA as well as additional support material including the proposed accommodations



IV. Collaboration with and support by the Accessibility Unit (3/4)

- Accommodations for the educational process: providing templates and guidelines for the accommodations and reasonable adjustments for the educational process; “*Guidelines regarding suitable ways of exams’ participation of students with disability*” for the accommodations in the exams; the Accessibility Unit contributes to the implementation of the exams’ accommodations (e.g. by providing technological equipment).
- Educational material accessibility: the Accessibility Unit provides guidelines for creating/converting educational material in accessible form.



IV. Collaboration with and support by the Accessibility Unit (4/4)

- the Accessibility Unit provides guidance in case the SwD disagrees with the proposed exams’ accommodations:
 - SwD should be advised to accept the proposed accommodations
 - it should be made clear that any other way of testing, which might have been applied during their years of study in secondary education, is not binding for the exams in tertiary education, even if it is clearly mentioned in the medical certificate they submit
- SwD attending laboratories – handling hazardous materials: the Accessibility Unit defines protocols that will enable the SwD to participate in laboratory work involving the handling of hazardous materials.



FINEAS web-based System

FINEAS web-based system aims to:

- support AAAs
 - in their communication with SwD
 - in the process of determining the accommodations to be applied (accommodations regarding coursework during the semester and exam accommodations)
 - in their communication with other members of the academic community for implementing the accommodations
- improve the Accessibility Unit's services performance
- ensure that SwDs' demands are met



FINEAS – I. Collaboration with SwD

- AAAs have direct access to the ReF and medical certificates of SwD
 - they also have access to standardized procedures, guidelines, tips regarding their interpersonal communication with SwD, information material and case studies for the various disabilities/disorders
- AAA have a better understanding of each SwD's particular case and the restrictions he/she faces and can therefore propose the appropriate modifications for his/her support



FINEAS – II. Communication regarding the progress on addressing SwD demands

- AAAs receive standardized messages from SwD concerning handing in assignments, partaking in laboratory work, taking exams etc.
- they update the online system regarding the progress on addressing the SwD demands easily and quickly



FINEAS – III. Communication with members of the academic community for addressing SwD demands

- AAAs communicate easier using standardized messages with other faculty members/members of the teaching staff, members of the administrative staff and the Accessibility Unit's personnel through the online platform
- letter templates, standardized application forms for meeting the SwDs' demands in accordance with the agreed upon accommodations
- it enables AAAs to communicate easily and in various ways with all parties involved in implementing the accommodations (per telephone call, videoconference, e-mail)



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



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 extent 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, hearing 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/>)



Guidelines regarding suitable ways for exams' participation of SwD (1/13)

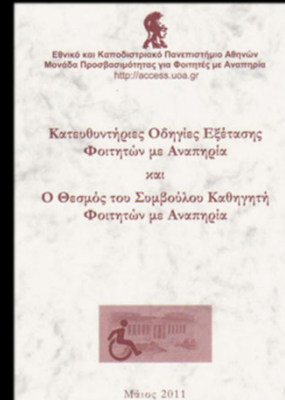
The Guidelines were drawn up by the members of the Accessibility Committee of the NKUA

Athina Zoniou-Sideri, Professor at the Department of Early Childhood Education,
Anastasia Kalantzi-Azizi, Professor at the Department of Philosophy, Pedagogy and Psychology,
Georgios Kouroupetroglou, Professor at the Department of Informatics and Telecommunications,

in cooperation with the nonvoting members of the Accessibility Committee acting as representatives of SwD

Stylianos Kypouropoulos,
Pelagia Papanikolaou,
Maria Gounidou,
Evangelos Avgoulas.

For drawing up these guidelines the Members of the Accessibility Committee took into consideration guidelines and practices implemented in other Universities at a global level.



Guidelines regarding suitable ways for exams' participation of SwD (2/13)

The Guidelines regarding suitable ways for exams' participation of Students with Disabilities (SwD) are addressed to all faculty members (members of the teaching and research staff) and their aim is to achieve the inclusion and coequal participation of SwD of the National and Kapodistrian University of Athens in the academic studies.

It should be made clear that:

a. The Guidelines indicate special regulations, accommodations or adjustments depending on the type of disability and the "restrictions" it imposes, in order to ensure inclusion and coequal participation of SwD in the exams. They are not meant to interfere with the academic process or constrain the academic freedom of faculty members.



Guidelines regarding suitable ways for exams' participation of SwD (3/13)

b. The institutional role of the Academic Advisor for SwD, who is appointed (along with her/his deputy) in each Department/Faculty of the NKUA, is important for the implementation of the Guidelines.

The Academic Advisor is a faculty member, to whom SwD may refer in order to seek advice for matters related to their studies.

The Academic Advisor is the link of the SwD with other faculty members/members of the teaching staff, the Accessibility Committee of the NKUA and the Accessibility Unit for Students with Disabilities.



Guidelines regarding suitable ways for exams' participation of SwD (4/13)

c. The Accessibility Committee can authorize a member of the Accessibility Unit's staff to undertake contact with faculty members regarding issues related to the exam process in case no faculty member of a Department has been appointed Academic Advisor.

d. The SwD can contact the Accessibility Unit for Students with Disabilities in case contacting the Academic Advisor for SwD is not possible.



Guidelines regarding suitable ways for exams' participation of SwD (5/13)

A. General Guidelines

1. At first, the SwD contacts the Academic Advisor in order to determine the most suitable way of testing, which will be adjusted to the students' needs and will be applied to the exams of all courses. The General and Particular Guidelines must be taken into account.
2. The SwD contacts the Academic Advisor for SwD as soon as the exam schedule of each exam period has been announced and informs her/him about the exams she/he is going to take.



Guidelines regarding suitable ways for exams' participation of SwD (6/13)

3. The Academic Advisor for SwD subsequently:
 - contacts other faculty members/members of the teaching staff and informs them (via email or a note) that the SwD intends to participate in the exam of their courses as well as about the way of testing,
 - collaborates with the SwD's Faculty/Department as well as with the Accessibility Unit, in order to ensure that the SwD will take the exams in an accessible room and that there are accessible restrooms in the building, if that's possible,
 - informs the Accessibility Unit for Students with Disabilities (via email or a note) about the SwD's exam schedule in case the use of an accessible laptop is part of the exam accommodations.



Guidelines regarding suitable ways for exams' participation of SwD (7/13)

4. SwD take the exam of each course – either in writing or an oral exam – in exactly the same way as the rest of the students, i.e. on the same day with the same questions.
5. Testing a SwD by means of oral assessment in a course, in which the exam has the form of written assessment for the rest of the students, should be the last option.
6. It is advised to take measures in order to ensure the objectivity of the exam result in case of oral assessment of a SwD in a course, in which the exam has the form of written assessment for the rest of the students (e.g. through the presence of a third party or the use of an audio recorder).



Guidelines regarding suitable ways for exams' participation of SwD (8/13)

7. If the exam of a course has the form of oral assessment and the SwD suffers from severe dysarthria, it is recommended that she/he should take a written exam instead.
8. SwD may have extended test time. It is typically recommended that SwD have extra 50% of the exam time set for the rest of the students.
9. SwD are allowed to use an accessible computer (not their own), which can be made available by the Accessibility Unit for Students with Disabilities for the purpose of carrying through the exam. Besides that, the exam can be carried through at an accessible workstation in the libraries of the NKUA.



Guidelines regarding suitable ways for exams' participation of SwD (9/13)

10. The exam questions are given to the SwD in accessible form.
11. In case writing assistants take part in the written assessment of a SwD, they must submit an official declaration to the instructor declaring that they are not familiar with the scientific subject, in which the SwD they are supporting will be tested.

Writing assistants are volunteers who undertake to write down during an exam what the SwD dictates to them as answers to the questions of the exam. If they are students themselves, they may either come from a Department/Faculty other than that of the SwD or be a lower-year student at the same Department/Faculty as the SwD.



Guidelines regarding suitable ways of for exams' participation of SwD (10/13)

B. Particular Guidelines for each type of disability

Testing students with upper-limb disability

12. General Guidelines 4, 5, 6, 7, 8 and 9 are applied.
13. Alternatively, there can be a combination of written and oral assessment, so that the student can answer herself/himself in writing or dictate a part of the answer to the writing assistant and be examined orally by the instructor for the remaining part of the exam.



Guidelines regarding suitable ways for exams' participation of SwD (11/13)

Testing students with blindness of partially sighted

14. General Guidelines 4, 5, 6, 8 and 9 are applied.
15. In case of written assessment, the SwD can write the answers in Braille form and then read her/his text directly to the instructor or to the writing assistant. Alternatively, the answers given by the SwD in Braille form can be converted and printed as ordinary text using special software. This is not possible for texts containing mathematical symbols or text in ancient greek language.
16. Oral assessment is recommended if the student must take an exam in sciences, because they contain charts, graphs or special symbols.
17. The SwD will be provided with the exam questions in accessible form (in braille or digital accessible file or large print).



Guidelines regarding suitable ways for exams' participation of SwD (12/13)

Testing students with hearing loss or hard of hearing

18. General Guidelines 4, 5, 6, 8 and 9 are applied.
19. If the exam has the form of oral assessment, students with deafness are examined with the help of Sign Language Interpreter chosen from the catalogue which is created by the Accessibility Unit for SwD in collaboration with the Hellenic Federation of the Deaf and the Association of Greek Sign Language Interpreters. The Interpreter chosen submits the official declaration mentioned in article 11.

The Greek Language Teaching Center offers written Greek language courses to deaf students. Provision has been made, so that deaf students or students with loss of hearing are submitted to a written assessment, in order to evaluate their level of written Greek language and get assigned to the appropriate course level.



Guidelines regarding suitable ways for exams' participation of SwD (13/13)



Testing students with dyslexia

20. General Guidelines 4, 5, 6, 8 and 9 are applied.

21. Students with dyslexia should have submitted to the Academic Advisor a recent certificate from a public healthcare provider, which certifies dyslexia, so that the student's orthographical, grammatical or syntactical mistakes are not taken into account.



Student's Activity and Participation Restrictions' Registration Form (ReF) (1/10)

Μονάδα Προσβασιμότητας

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 higher studies? (To be filled out by Accessibility Unit's staff only): 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 (LDD). Each ReF is entered into a central data system in the Registration Form and is managed by the ERP/PLCC system and can be accessed only by the Accessibility Unit's staff and the Coordinating Professor of each relevant department/faculty. Personal data are not disclosed to any third party. The collected data may be used for statistical purposes, as to those of non-personal character, such as in the context of EU citizens' information about the students staying at the University.

Fields marked with an asterisk (*) or with red borders 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 (Pre-Admission) Course

Benefiting from the legal regulation providing additional 2% quota for persons with disabilities in Higher Education Institutions (even after transfer)

Other

Please, specify _____



Student's Activity and Participation Restrictions' Registration Form (ReF) (2/10)

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 (or an alternative phone number, if there is one)* _____

Email address (fill in the e-mail address you submitted to your department/faculty's secretariat to get access to the e-cases of the FOLUS)* _____

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

Teleconference Application Username

Messenger _____

Skype _____

WhatsApp _____

Other _____

*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.1. Diagnosis

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



Student's Activity and Participation Restrictions' Registration Form (ReF) (3/10)

Fill in the date of issue and the name/signature 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
- Deafblindness
- Upper and lower extremities physical disability
- Upper extremities physical disability
- Lower extremities physical disability
- Attention deficit with or without hyperactivity disorder
- Persistent neurodevelopmental disorders - Autism-Spectrum systems
- Dyspraxia
- Dyscalculia
- Dysgraphia
- Chronic fatigue disease
- Psychomotor 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 use of the Braille code.
- I am familiar with and I use the Braille mathematical Braille code.
- I have been trained in Orientation and Mobility techniques.

B.2. Capacity Levels



Student's Activity and Participation Restrictions' Registration Form (ReF) (4/10)

Indicate your capacity level in each of the following functions:

Seeing: the ability to sense the form, size, shape, and color 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 of your case?

- The use of my residence in 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 needs to be used an escort?

C.2. Spatial Accessibility



Student's Activity and Participation Restrictions' Registration Form (ReF) (5/10)

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 2 "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 alert during the lecture/seminar etc. _____
- I participate in laboratory practical work or other exercises. _____
- I solve my problem being in a crowded place. _____
- I submit the assignments given by the instructor. _____
- I cooperate with others in group laboratory exercises/seminars/ assignments. _____



Student's Activity and Participation Restrictions' Registration Form (ReF) (6/10)

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 processes.

C.4. Studying and submitting assignments

Assess your performance in the following activities related to studying and submitting assignments (2 "not at all" to 5 "perfect").

I gather the educational material from all sources (e.g. academic materials, videos): _____

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 remember 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

Assess your socialization within the university community (2 "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 have negative attitudes from my fellow students: _____



Student's Activity and Participation Restrictions' Registration Form (ReF) (7/10)

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 device (e.g. magnifier).

Writing with writing assistance.

Reading with reading assistance.

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 hearing difficulty, so that mistakes resulting from I 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: _____



Student's Activity and Participation Restrictions' Registration Form (ReF) (8/10)

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 them 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)

Please 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. "VOCA 2013") and provide ARIA/USB ID(s) (optional):

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



Student's Activity and Participation Restrictions' Registration Form (ReF) (9/10)

Which of the following are true in your case?

- I can apply for my academic textbooks through the platform ELCOOLUS 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 ERASMOPLUS 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 (.PDF-DB)
- Braille-ready format (.brf)
- Digital form for embossed shapes (.agg)
- Portable Document Format (.pdf)
- Plain text (.docx)
- LaTeX math files (.tex)
- Web files for media sheets (.mml)

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 aforementioned topics (e.g. accessibility, lectures/lecturers 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 NKUA only for the purpose of providing the services, as described in point 1.1) of the Accessibility Unit's homepage accessibility.uoa.gr, within the framework of fulfilling its obligations towards the University's students and staff, and they are transferred to the NKUA. 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 (GDPR) (2016/679). Your personal data are neither available to the University, for the time period defined by the single and multiple instances of the NKUA, which may not be shared. During the period of your registration, all collected personal data are available to the University, you may exercise your rights of access, rectification, updating, restriction of processing, deletion and portability according to the terms of the General Data Protection Regulation of the European Union (GDPR) (2016/679). You also have the right to refer to the Personal Data Protection Officer accessibility@uoa.gr. You can contact the Accessibility Unit per e-mail at accessibility@uoa.gr. The NKUA has appointed a Data Protection Officer, who can be reached at accessibility@uoa.gr.



Student's Activity and Participation Restrictions' Registration Form (ReF) (10/10)

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

Name and Surname*

Date*

Please read, understand and accept the aforementioned and signed the Activity and Participation Restrictions' Registration Form for Students and the relevant medical opinions/communications.



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

- 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

- 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)

Partially deaf-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

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

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

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



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



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. Dyscalculia (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:

- 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 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 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 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 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



FINEAS web-based System (1/19)

Through the FINEAS web-based System, Academic Accessibility Advisors (AAAs) will have:

- an overview of the SwD in the Department/Faculty
 - either admitted to the university under the legal regulation providing 5% quota for persons with disabilities and/or
 - have contacted the Accessibility Unit in order to get support
- access to the files regarding
 - the SwD' communication details as well as of any other person that must be notified in case of an emergency,
 - the description of the SwDs' abilities as well as the obstacles they face in their studies (thanks to the electronic Student's Activity and Participation Restrictions' Registration Form (ReF) and to the interpersonal communication with them),
 - their requests and the process of fulfilling them (as processed by the Advisor Professors themselves and the Accessibility Unit).



FINEAS web-based System (2/19)

- they can also get notifications when a new student in the 5% category has been admitted to their Department/Faculty or each time a student fills in and submits the Student's Activity and Participation Registration Form (ReF)
- it allows them to receive standardized messages from
 - SwD,
 - members of the administrative staff in the Department's/Faculty's Secretariat,
 - other faculty members/members of the teaching staff,
 - the Accessibility Unitconcerning:
 - delivering assignments,
 - laboratory work,
 - taking an exam,
 - the educational material,
 - built environment accessibility.



FINEAS web-based System (3/19)

- they can consult templates, standardized procedures, guidelines, information material and case studies for various types of disability, in order to respond to the abovementioned requests as well as tips for their interpersonal communication with SwD
- they can download and send standardized letters or application forms to Secretariats, to members of the teaching staff, to the Presidents and Deans of the University's Departments/Faculties and to the Accessibility Unit, in order to steer the process of fulfilling the SwDs' requests



FINEAS web-based System (4/19)

- they can communicate with other parties involved in implementing the accommodations SwD receive by pressing a button (through email, telephone or videoconference)
- they update the system regarding the processing status of the requests they have received, in accordance with the standard procedures
- they can consult FAQ
- they can share/consult the SwDs' exam schedule



FINEAS web-based System (5/19)

FINEAS web-based System Homepage

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Εθνικό και Καποδιστριακό
Πανεπιστήμιο Αθηνών

ΦINEAS Υπηρεσίες υποστήριξης σπουδών Φοιτητών με Αναπηρία
Μονάδα Προσβασιμότητας για Φοιτητές με Αναπηρία

Welcome to FINEAS web-based system developed to support the services provided by the Accessibility Unit for Students with Disability of the National and Kapodistrian University of Athens (NKUA). Its ultimate goal is to increase the timely graduation rate of SwD.
The FINEAS system currently provides the following web-based services:

- SwD Needs Registration (or Activity and participation restrictions' Registration)
- Support of Accessibility Advisor Professors.

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

ΕΣΠΑ
2014-2020
ανάπτυξη - εργασία - αλληλεγγύη



FINEAS web-based System (6/19)

Implementing SwDs' requests

All the aforementioned features available to the users of FINEAS have the form of requests which are electronically saved in the database and updated automatically each time their state of progress changes. More specifically, every request can be divided, regardless of their actual content, in the following steps:

1. SwD creates a new request addressed to the AAA of his/her Department/ Faculty.
2. If the request is successfully created, both parties (i.e. the SwD and the AAA) are notified about the state of the request.



FINEAS web-based System (7/19)

3. The AAA addresses the SwD's request and both parties receive an update concerning the new status of the request.
4. In case the end recipient of the request is someone other than the AAA, e.g. another faculty member, the Accessibility Advisor Professor awaits their reply and, as soon as the end recipient replies, updates the request's status (as "completed") and informs the SwD respectively.
5. The request is marked as completed and saved in the requests history.

During all these processing stages, users receive notifications about the processing status or the request through the website as well as per email.



FINEAS web-based System (8/19)

What can the AAA do through the FINEAS website?

Sign In

Regardless of his/her role in the university, the AAA can sign in (<https://fineas-access.uoa.gr>) with the following steps:

Choose “Sign In” from the menu.

1. enter “Username” and “Password”.
2. click on the button “Login”.



FINEAS web-based System (9/19)

User Sign In

HELLENIC REPUBLIC
National and Kapodistrian
University of Athens
EST. 1837

Central Authentication Service

Sign in to continue

Username

Password

Login

[Frequent questions](#)

Υπουργείο Παιδείας και Θρησκευμάτων
ΕΣΠΑ
Ευρωπαϊκή Ένωση
Ευρωπαϊκό Ταμείο Περιφερειακής Ανάπτυξης



FINEAS web-based System (10/19)

Profile editing

The AAA's profile contains, apart from his/her contact details, his/her exact role as AAA or Deputy AAA and his/her status ("Active" or "Inactive").

In order for the AAA to edit his/her profile data and contact details, he/she clicks on "Edit Tutor Profile" and then on the fields in which he/she wishes to add content or modify the already existing.



FINEAS web-based System (11/19)

Edit AAA's Data

The screenshot displays the 'Edit AAA's Data' page in the FINEAS system. The page header includes the user name 'Sotirios Kanakakis' and navigation links for 'Edit Tutor Profile', 'Student Meeting Requests', 'Help', 'Contact', and 'Log out'. The main header features the FINEAS logo and the text 'Υπηρεσίες υποστήριξης σπουδών Φοιτητών με Αναπηρία' and 'Μονάδα Προσβασιμότητας για Φοιτητές με Αναπηρία'. The form is titled 'Editof Tutor Professor Data' and contains the following fields:

- Name
- Surname
- Contact Info
 - Telephone number (office) *
 - Telephone number (personal)
 - E-mail (NKLIA)
 - E-mail (personal)



FINEAS web-based System (12/19)

SwD's request to meet

The AAA can see the full list with the SwDs' requests by clicking on "Student Meeting Requests" in the menu and:

- accept a request by clicking on the "Accept" button (green icon) and then enter date and time, on which the AAA wishes the meeting to take place, in the field appearing. After this 1st step (as appearing on the page), he/she sends an e-mail to the SwD by copying the text from the field of the 1st step in one of the two available options; in that way the SwD will be informed about the date and time of the meeting. Finally, he/she executes the 3rd step by clicking on the "Done" button, after the message has been successfully sent, in order to update the request's status.



FINEAS web-based System (13/19)

- reject a request by clicking on the "Reject" button (red icon).
- take over a request by clicking on the "Take over" button (the yellow icon with the hand).
- add or process the meeting details by clicking on the "Create Meeting Notes" (the icon with the pencil) and then fill in the fields appearing. After the choice fields have been filled out, he/she clicks «Submit». The Accessibility Advisor Professor must have accepted the SwD's meeting request (as described above) before creating meeting notes.



FINEAS web-based System (14/19)

Accept – Reject – Pass over Request Icons (from left to right)



Take over icon



FINEAS web-based System (15/19)

Pass over a SwD's request

Ακαδημαϊκή Υπηρεσία
Εθνικό και Καποδιστριακό
Πανεπιστήμιο Αθηνών

ΦΙΝΕΑΣ Υπηρεσίες υποστήριξης σπουδών Φοιτητών με Αναπηρία
Μονάδα Προσβασιμότητας για Φοιτητές με Αναπηρία

Step 1
Please send an email to the advisor:
Dear colleague,
I contact you in order to pass over the student's meeting request (Request ID: 42) because
Regards,
Nektarios Papatheodorou

Step 2
If you have an email client installed (e.g. Microsoft Outlook, Mozilla Thunderbird), you can send the text above by pressing
SEND USING YOUR EMAIL CLIENT
If you do not have an email client installed, you can open your email on a browser and paste the text above after you press:
COPY EMAIL TEXT

Step 3
Once you successfully send the email message to the advisor, press
DONE



FINEAS web-based System (16/19)

Take over a SwD's request



Step 1

Please send an email to the advisor.

Dear colleague,

I contact you with regard to the student request (Request ID: 33). I will take over the request for this meeting because

Regards,

Μαριάννα Παπαθεοδώρου

Step 2

If you have an email client installed (e.g. Microsoft Outlook, Mozilla Thunderbird), you can send the text above by pressing:

SEND VIA YOUR EMAIL CLIENT

If you do not have an email client installed, you can open your email on a browser and paste the text above after you press:

COPY EMAIL TEXT

Step 3

Once you successfully send the email message to the advisor, press:


SEND

FINEAS web-based System (17/19)

Help

For more information regarding the FINEAS System, one can click on the “Help” button in the menu.

Help



Admin Help Contact Log out

ΦΙΝΕΑΣ Υπηρεσίες υποστήριξης σπουδών Φοιτητών με Αναπηρία
Μονάδα Προσαρμογής για Φοιτητές με Αναπηρία

Required equipment System users Enter and exit the system Change navigation language

The FINEAS system is an online application. To access it you need

- a personal computer or laptop
- internet connection
- a Web Browser

The system is designed to work smoothly on various screen resolutions and is accessible to Assistive Technologies users.

ΕΣΠΑ

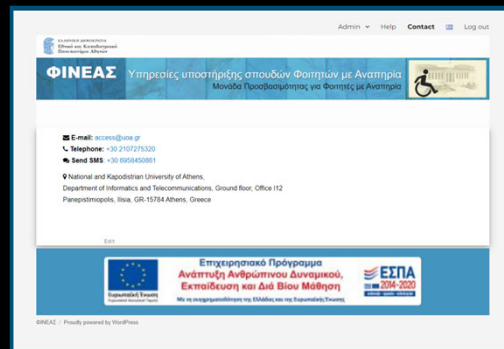
Επιχειρησιακό Πρόγραμμα
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ΕΣΠΑ 2014-2020
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης

FINEAS web-based System (18/19)

Contact

AAA can find the contact details of the Accessibility Unit (telephone number, e-mail address, cell phone number for sending SMS) by clicking on the “Contact” button in the menu.

Contact



FINEAS web-based System (19/19)

Log Out

Click on “Log out” in the menu, in order to log out of FINEAS.

Log out





Accessibility Unit
<http://access.uoa.gr>

Thank you!



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





April 4-8, 2022
Podgorica,
Montenegro

Project: Inclusive tertiary Education in the West Balkans/ IDEA
Reference Number: 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP

Presenters: Marija Šćepanović
Association of Youth with Disabilities of Montenegro
(AYDM)



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**Support services for students with disabilities (SwD) and
inclusive teaching, learning and assessment methods: needs and
particular cultural settings in Montenegro**



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Support services for students with disabilities are not provided within the educational system but through the project activities of NGOs.



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Association of Youth with Disabilities of Montenegro (AYDM) has conducted a great number of activities in the field of higher education such as:

- ❖ initiatives for amendments of the laws in the field of education,
- ❖ initiatives for accessibility of educational institutions,
- ❖ adaptation of literature for students with visual impairment,
- ❖ providing support services in the area of higher education,
- ❖ campaign for faculty enrolment and finally,
- ❖ promotion of inclusion at all levels of the educational system.



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Association founded Students Counselling Office in 2014.

This Office provides support services for SwD such as:

- ❖ choosing the desired faculty while either enrolling in faculty orderly or by using the principle of affirmative action,
- ❖ exemptions from paying the tuition fee on whichever faculty in Montenegro,
- ❖ applying and achieving student scholarship,
- ❖ submitting initiatives to a particular professor to allow taking any kind of test or exam in a place, time and manner fitting the student's disability, including rescheduling tests/exams in case the student was prevented from showing up to a previously scheduled term,
- ❖ applying for and getting accessible accommodation in a student dormitory.



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Law on higher education:

- ❖ In accordance with the Article 70, students with disabilities are exempted from paying tuition.
- ❖ This rule applies to all students with disabilities regardless of the type of their disability, their age and study program.
- ❖ Free tuition is applied for Bachelor, Master and Doctor studies.



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- ❖ According to the same Law, students with disabilities have the right to take exams according to their abilities and in the way that suits their disability.
- ❖ The principle of affirmative action could be applied to students with disability, in case they are not listed in the group of accepted candidates.



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- ❖ Students can apply for accessible student accommodation as well as for the student scholarship if they meet the conditions defined by *Rulebook on the criteria, method, conditions and compensation amount for exercising rights to dormitory accommodation and board, student loan, scholarship and transport allowance.*



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- ❖ Assistance in learning is lawfully regulated on elementary and high school level but not on a higher education level.
- ❖ This service is usually provided through activities of NGOs.
- ❖ Sign language interpreter services are not provided for students with hearing impairment.



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- ❖ Through project activities Association provides:
 - psychological counselling,
 - assistance in learning,
 - adaptation of literature for students with visual impairment in partnership with the Organization of Blind for Nikšić, Šavnik and Plužine,
 - service of accessible transport on the territory of Podgorica.



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