



Definition of support services for students with disabilities at HEIs

WP 3

Authored by: University of Warsaw (UW)

Beata Farion, Donata Kończyk, Paweł Wdówik



Support and Inclusion of students with disabilities at higher education institutions in Montenegro – SINC@HE

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Briefing paper for

WP 3: Definition of support services for students with disabilities at HEIs

I. Overview

The main goal in this WP is to prepare the strategy for the implementation of support services at institution level. Universities in Montenegro will be involved actively in defining the institutional strategy for inclusion of students with disabilities taking into account specific needs related to the subject in their own organization and the local context. After defining the needs, a manual will be delivered for the practical implementation of support services for students with disabilities. The manual will be discussed with the authorities and the staff representatives within each of university. As final outcome, a consolidated plan for the implementation of support services for students with disabilities will be delivered.

The work package, starting on month 4 and ending on month 10, is organized around three deliverables which lead to create the plans for the implementation and establishment of support services at institutional levels for universities in Montenegro:

1) Analysis of needs and identification of support services - report, DEV 3.1 (till the 15 of July)

Document, drafted on the basis of the framework established at national level in the previous WP, will describe which are the perceived needs and the support to be given to answer those needs at institutional level, within the consortium's universities in Montenegro.

2) Instruction manual for design of support services, DEV 3.2 (till the 15th of August)

“The manual will describe each of the support services identified (ICT support services, teaching aids, special staff provided, etc.), then it will describe:

- (a) the overall framework on which the services will be built up;
- (b) the role of the involved staff - guidance and counseling;
- (c) the equipment to be used;
- (d) the procedures to be followed”.

In the manual in reference to four categories (elimination of environmental barriers, elimination of barriers in access to information, barriers in existing regulations/procedures, barriers in attitude) and the academic needs of particular group of persons with disabilities will be described in details each of support services with the determination of specific conditions of providing.

3) Consolidated plan for implementation of services, DEV 3.3 (till the 15th of September)

The main task will be preparation of the “plans for the implementation and establishment of support services at institutional levels”.

On the basis of the manual, each university will develop a detailed short and long-term plan for the implementation of the services, having regard to plan the staff, the equipment, and the premises of the services, as well of the staff appointed for the administrative procedures short and long-term plan for implementing those support services at universities will be defined.

“Plans for the implementation and establishment of support services at institutional levels are to be officially agreed by the university management at each partner institution: with reference to the guidelines (previous deliverable)”.

II. Outcome products of this WPs are:

in DEV 3.1 – Report

in DEV 3.2 – Other product (manual)

in DEV 3.3 – Methodology (plans).

III. The methods of implementation.

DEV 3.1

In order to analyze needs of persons with disabilities at academic level it is necessary to collect the most significant information about disabilities and to emphasize the functional consequences important in the educational context. The main aim is to point barriers which can occur in educational process of students with disabilities and propose the best possible solutions in eliminating barriers and implementing the stable support services.

At the first stage partners involved in the project will prepare the characteristics of specific disabilities (table 2) in the context of higher education and the influence of them on functioning in study environment (in order to obtain the similar structure of each material table 1 includes points to be followed). At the second stage the optimal support services will be specified. The result of this action will be report containing the analysis of needs and list of services.

Then will be analyzed which solutions are functioning at ME’s universities.

	Partners	Times
What are the basic consequences of this disability?	AYDM	25.06
Functioning of persons with disabilities in the educational environment	DSIS	
How the consequences influence on the functioning in the academic environment? (long/periodical absence during studying, difficulties in hearing lecture, difficulties in reaching the place of lecture rooms and buildings, difficulties in writing notes, difficulties in reading standard books, notes...)	IERK UOM UW UDG UNIM IICT	
Make a list of support services which make possible to overcome above-mentioned barriers.		
Analysis of needs (preparing the report)	UW	15.07
Workshop concerning DEV 3.1 DEV 3.2	Working visit in ME (Kotor)	03-04.07

Table 2. List of disabilities

The name of disability
Blind and Low Vision
Psychiatric disabilities / mental illnesses
Mobility Impairments
Systemic disabilities (e.g. cancer, asthma, HIV/AIDS, epilepsy, chronic fatigue syndrome, diabetes)
Deaf and hard of hearing
Learning disabilities

DEV 3.2

The activities will be based on the results of WP 1, DEV 2.1 and DEV 3.1. In July during the working visit in Montenegro (WP 2) a workshop concerning WP 3 will take place. The goal of this workshop will be comparative analysis of proposed services in DEV 3.1 and services which already exist at ME's universities.

After that the UW will develop manual which in details will describe support services based on the needs presented in the DEV 3.1. It will be helpful for UDG and UNIM in preparing the plans of developing support systems for students with disabilities.

Some areas covered by manual will be:

- 1) the overall framework on which the services will be built up
- 2) the tasks of the office/organization/department which providing the support services (the role of the involved staff - guidance and counseling)
- 3) description of the services and ways of implementing them in the context of the particular types of barriers:

Table 3.

The name of the barrier	Example of related services
environmental barriers (architectural, transportation, etc.)	transport, orientation mobility trainings, personal assistants
barriers in access to information	assistive technology, educational materials in alternative formats, note taking service, access to foreign languages for blind and deaf students, sign language interpreters
barriers in existing regulations/procedures	individual planning of exam sessions
barriers in attitude	

Use of equipment will be described in each of the services.

DEV 3.3

On the basis of the manual ME's universities identify short and long- term actions to implement support for students with disabilities. After discussion and analysis in each of the

university, the solutions / support services will be approved at the appropriate level of university documents.

III. Working visits

Working visit	Destination	Partners	Proposed term
DEV 3.1	ME-UDG	UOM	
		UW	The first half of September
DEV 3.1	SI-DSIS	UDG UNIM IERK AYDM FMHN IICT	In the term which will be agreed