

EDUCATIONAL GUIDE FOR STUDENTS WITH SPECIAL NEEDS (SWSN) IN HIGHER EDUCATION



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- A. Educational assessment of a student by CDA College lecturers
- B. Detection - Child referral process for evaluation
- C. Evaluation by the Special Education and Education Committee
- D. The assessment of the needs of each child deemed likely to have special needs is made by the District Special Education and Education Committee of each district.

Strategies - Teaching Methods – Facilitations

1. Students with movement disabilities

- Free access to all areas
- Ramps
- Lifts
- Special Toilets

2. Visually impaired students

- Allow the recording of lectures, the use of PCs to record notes,
- What is written in the table should also be spoken orally.
- Lesson material should be available in alternative formats (electronic format, larger print - font size)
- Allow students to sit in the front of the room.
- Alternative exam forms (in electronic format or in large print e.g. font size).
- Help visually impaired students find fellow students to help them.

3. Students with hearing problems

- Deaf: is one, whether hears or not, does not perceive speech with his hearing alone. He/she mainly uses the visual channel to perceive his interlocutors (reading, sign language, written language).
- Hard of Hearing: is one, whether wearing or not, has difficulty in perceiving speech with his or her hearing alone. However, most of the speech information perceives it from his or her hearing.
 - It is appropriate to sit at the front of the room so as to have as much visual and auditory contact as possible with you.

- Write announcements and instructions in the table.
- Courses should be examined in writing. If interpreted verbally, the presence of an interpreter (knowledge of the sign language) is needed.

4. Students with medical problems, chronic diseases

- When the student is absent from the courses regularly, it would be useful to record notes from assistant students.
- Show understanding when a student is late in the lesson. A student with chronic illnesses, due to his health condition, has difficulty moving quickly to college due to disorientation, dizziness or lack of physical energy.
- Show understanding when a student is often absent from lessons.
- Make sure your course material is available electronically.
- Please extend the deadline for the delivery of the work.
- When a student needs to get up (eg to walk or change position during the lesson), allow it.

5. Students with developmental disorders - learning difficulties

- Keep the bibliography and course material available from the beginning of the academic semester. The same applies to any other material used in your course.
- Inform in advance of the material to be covered within the course and organize the curriculum in modules.
- Prior to viewing a video or a movie, highlight the most important points (spoken or written).
- Make your material well organized (eg include capital summaries, glossaries, indexes).

6. Students with speech difficulties

- At the beginning of the semester, discuss with the students about the ways of communication they are using. Also, consider how they can work best in your lesson (eg if they can answer a question that will be asked orally if they can to ask questions and comments during the lesson, or whether they can complete oral presentations, etc.). If not, find alternative ways to help them show off their skills (for example, to work out an extra job).
- The student with speech problems has difficulty communicating. In your attempt to contact such a person, if you do not understand something do not pretend otherwise. Just ask to repeat or spell the words you do not understand.
- Have patience and dedicate as long as you need to communicate effectively.

7. Students with Attention Deficit Disorder - Hyperactivity Disorder (ADHD)

- In conjunction with the oral presentation, use visual material. Link the concepts to each other using visual and verbal methods (eg conceptual charts, charts).
- Use well-organized material that includes capital summaries, glossaries, indexes.
- When you teach new concepts, divide the teaching into steps. First indicate what the subject and topic are, then review the previous lessons and summarize.
- Organize your material in modules/chapters/lectures.

8. Students with autism spectrum disorders

- The requirements of the course should be determined from the start in the semester. Provide written and oral instructions for assignments, important dates and delivery deadlines.
- Pre-notify any changes
- Do not emphasize details but help students with autistic features to understand the substance. Be straightforward and clear.
- Do not expect that students with autistic disorders will automatically follow your instructions. Try to give simple instructions and ask the students to repeat the instructions you give to check their understanding.