Edu4ALL

Disability as diversity: The inclusion of students with disabilities in higher education

Deliverable D2.5.2	Developing Training Tutorials by UPV/EHU

Work Package (WP)	WP2: Establishing the Inclusive Education Unit at PC HEIs
WP Leader	National & Kapodistrian University of Athens
WP members	Palestine Technical University Kadoorie The University of the Basque Country Irbid National University Partners for Sustainable Development The University of Jordan Al-Ummah University College Palestine Technical College Int@E UG
Issue date	10 February 2022
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Palestine
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Greece

The University of the Basque Country
Spain

Irbid National University
Jordan

Partners for Sustainable Development
Palestine

The University of Jordan
Jordan

Al-Ummah University College
Palestine

Palestine Technical College
Palestine

Int@E UG
Germany

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Edurne Larraza Mendiluze,
Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

January 10, 2022

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- A culture that fills us with pride

- History

- Actual situation

- EHUAlumni

- Final video

https://youtu.be/StyyDO6kqms

The Basque Country

The Basque Country

The University of the Basque Country (UPV/EHU)
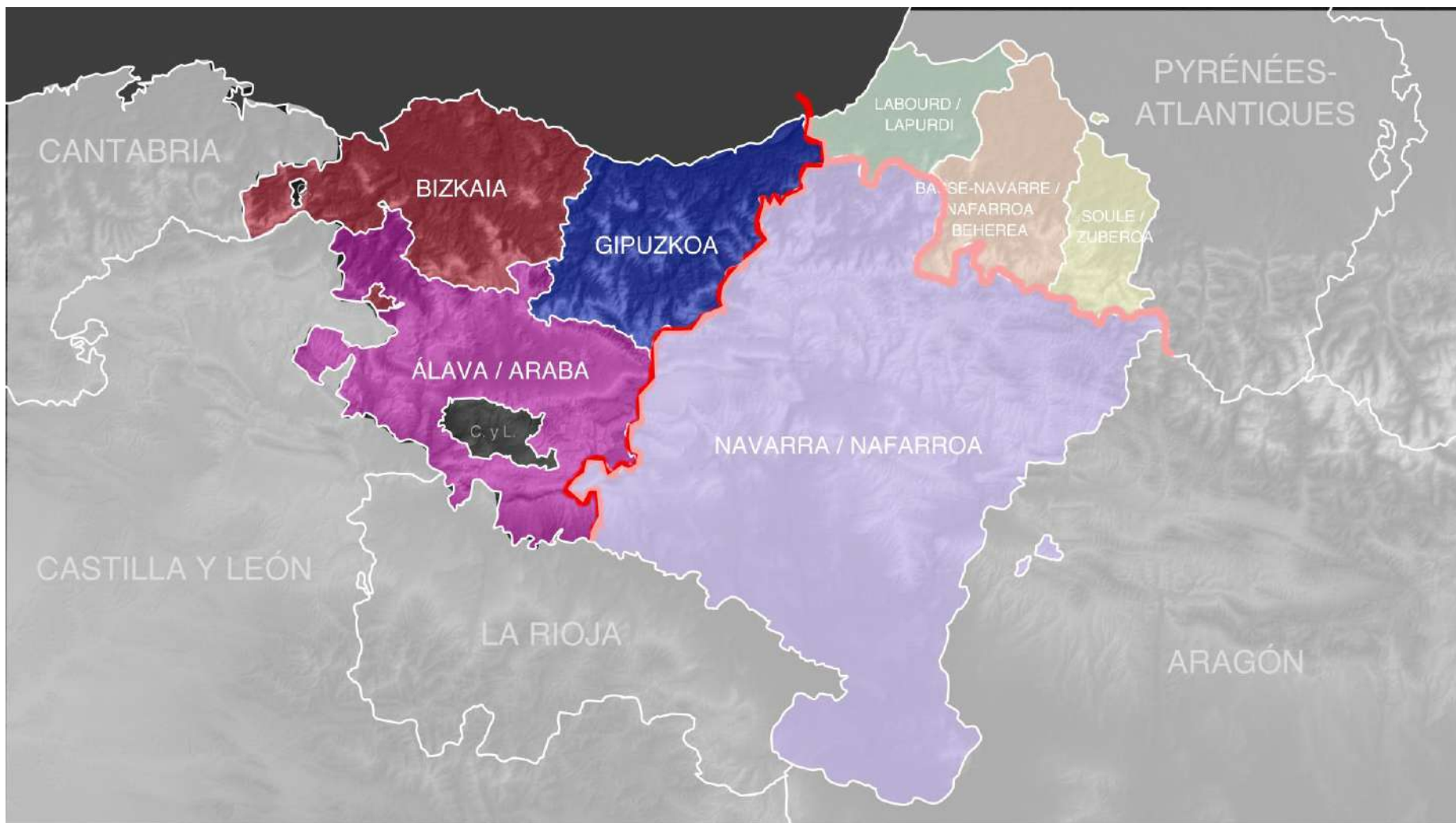
University of Oñati
1540 – 1842
1872 – 1876
1895 – 1901
Laws, Canons, Arts, Medicine and Theology
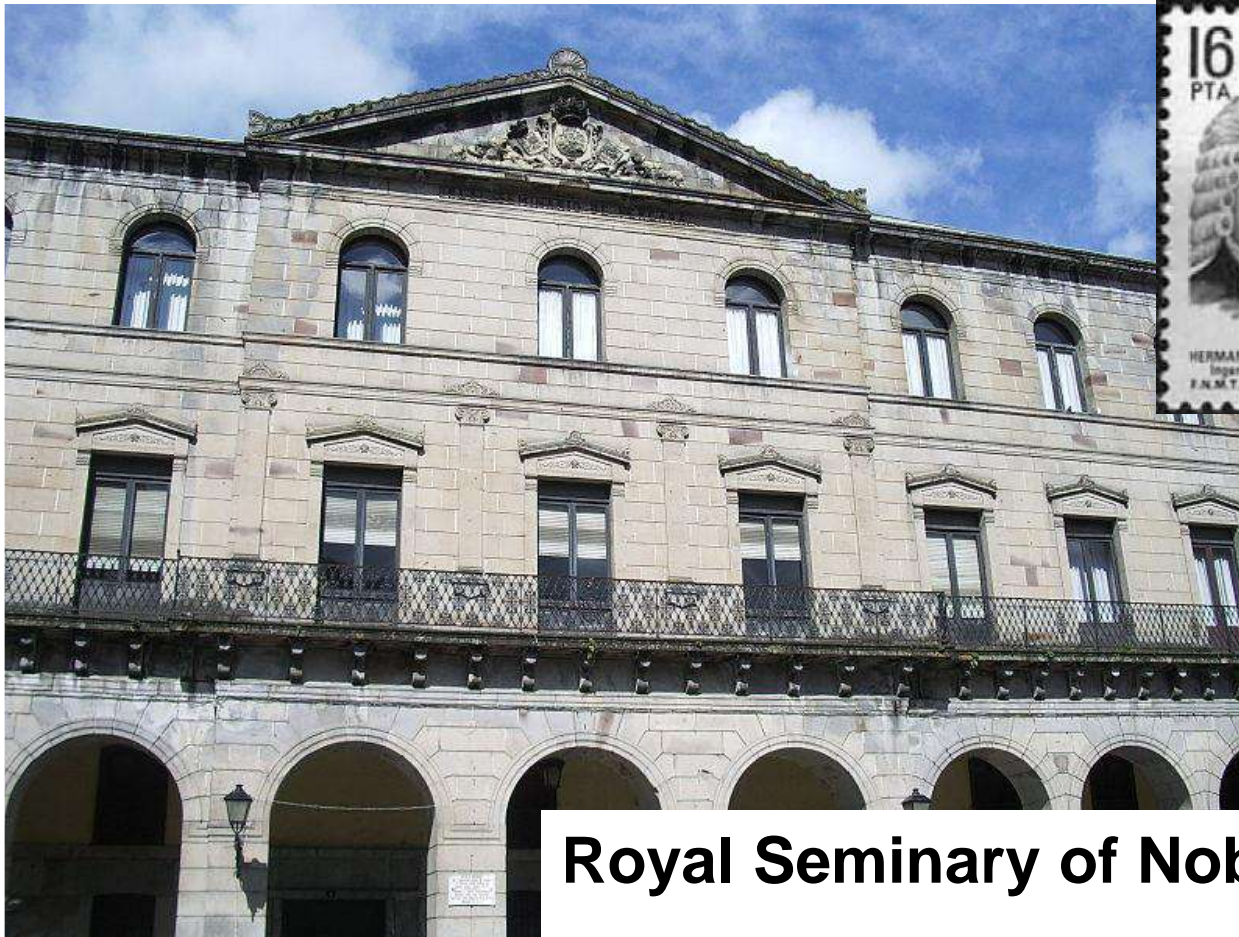
Elhuyar Brothers
firstly isolated
Wolfram in 1782

Royal Seminary of Nobles of Bergara
1776 – 1842
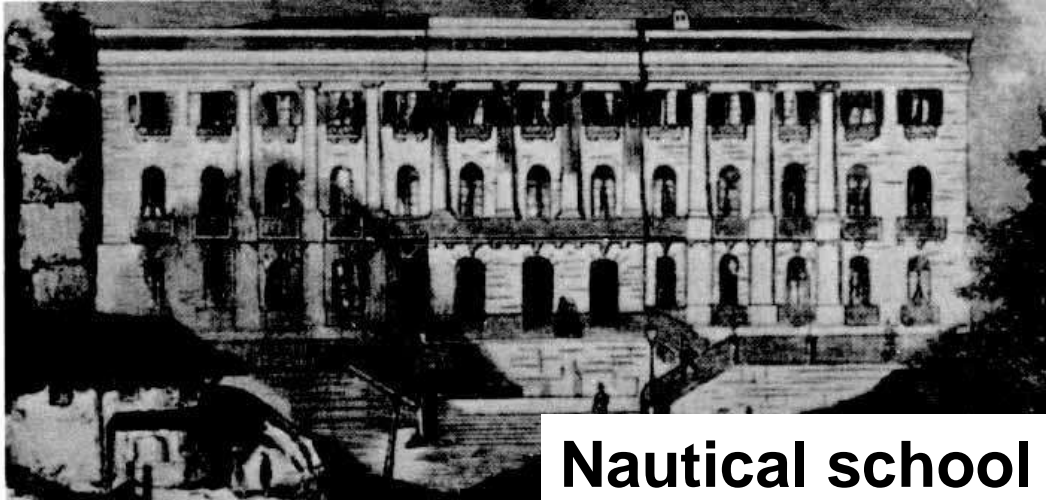
Nautical school of Bilbao
1740

Bilbao school of commerce
1818
1955 -> Faculty of economics of the University of Valladolid.

Technical School of Engineering
1898

BILBAO, FAC. DE MEDICINE 1936 AMADEO

Hospital of Basurto
12/1936 - 06/1937

The civil war and the posterior dictatorship left everything in stand by
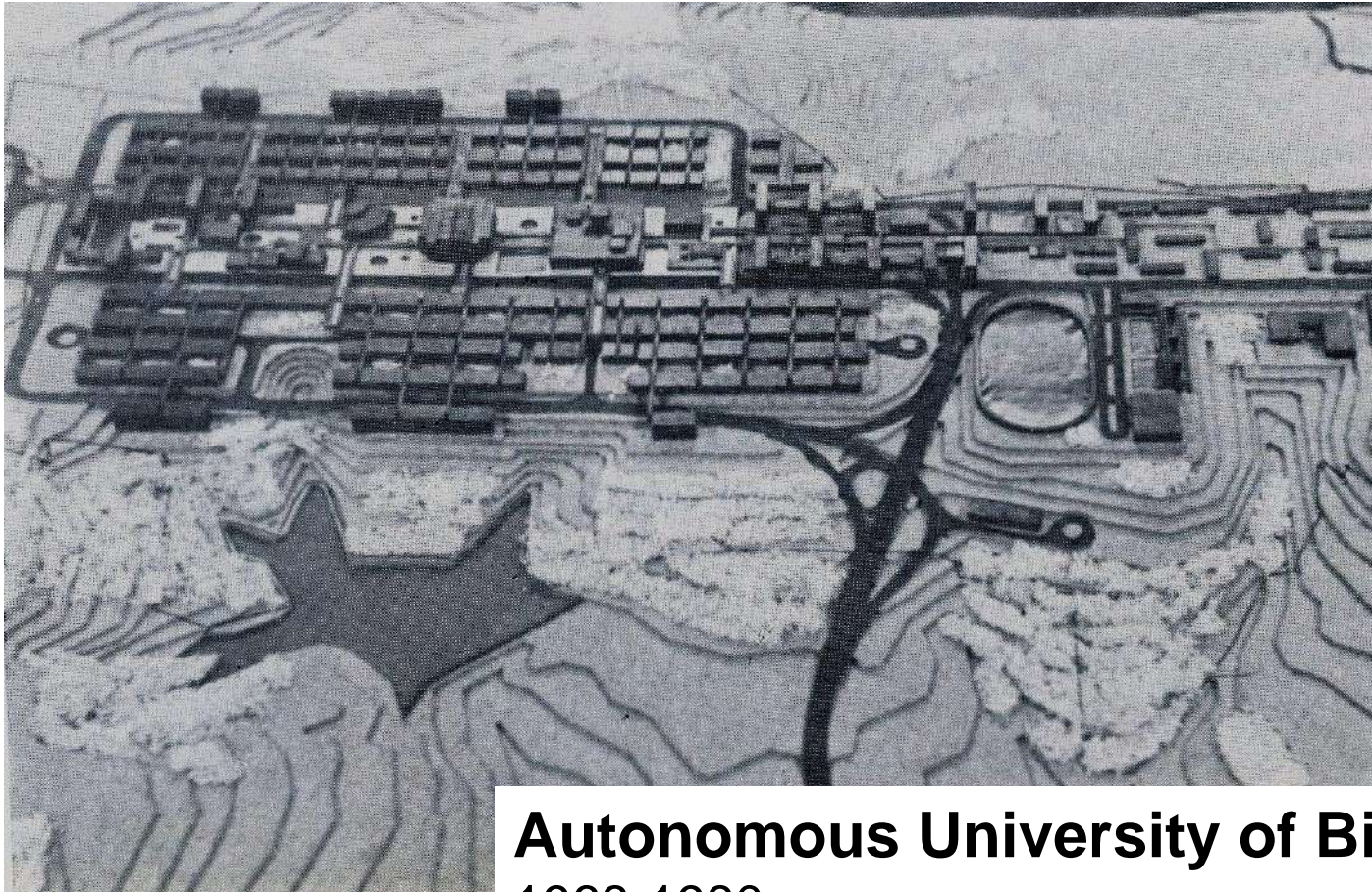
Autonomous University of Bilbao
1968-1980
Faculties of Medicine, Economics, and Sciences

Faculty of Law
University of Valladolid
1969/1970

Founded on February the 25th, 1980

Eman ta zabal zazu
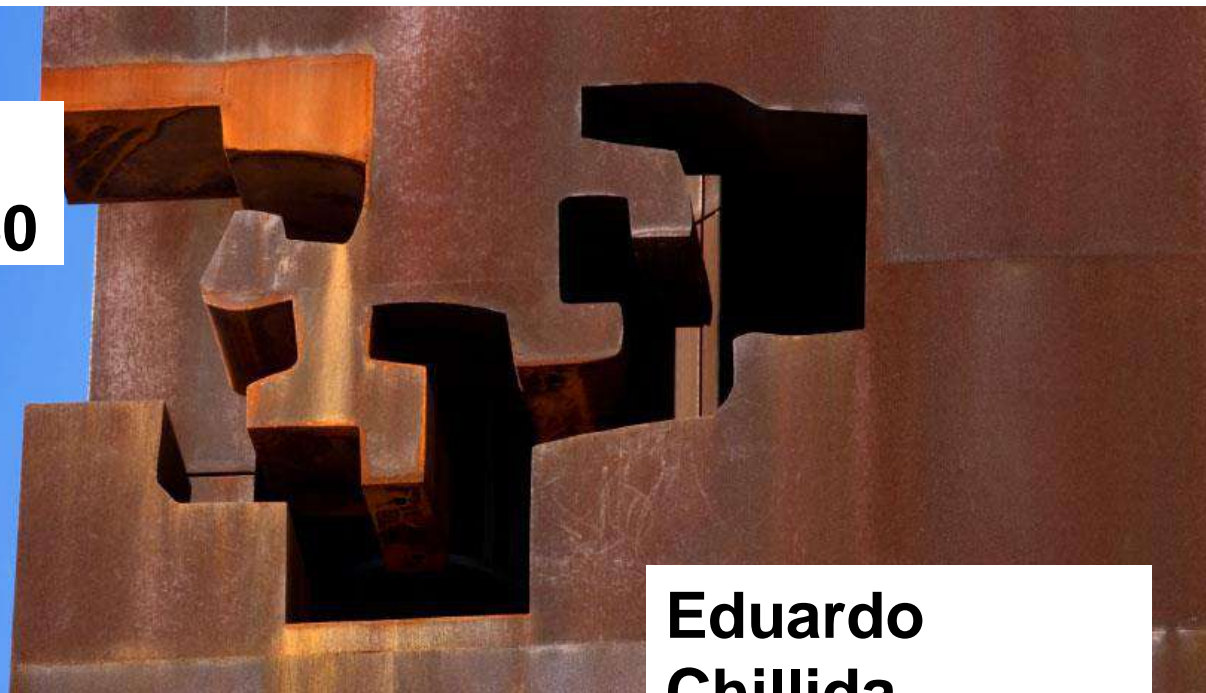
Eduardo Chillida

1886 by Society of Jesus
Campuses: **Venues:**
   Bilbo
     Vitoria-Gasteiz
Donostia

14174 students

1952 by Opus dei
Campus of Gipuzkoa
   Engineering

13849 students

1997 by Corporación Mondragón
Campuses: Mondragón, Eskoriatza, Aretxabaleta, Oñati, Donostia, Irún, Hernani, Bilbo, Querétaro (Mexico)

5890 students

- Quality training, allowing to respond adequately, ethically and creatively to local and global challenges.

- Enhance international research profile to face new social, cultural, economic and environmental challenges.

- Social commitment and cultural development of the Basque Country.

- Support the development of the professional career of the institution's teaching, research, administration and services staff.

- Maintaining the quality of public services and the well-being of the members of the university community.

- The UPV / EHU will guarantee equal opportunities for students and other members of the University Community with disabilities, proscribing any form of discrimination and establishing positive action measures aimed at ensuring their full and effective participation in the university environment.

- European, international and national funds.
- Around 5000 full-time or part-time researchers.

- 1673 active Agreements with Universities/Institutions from 49 countries world-wide.

- Erasmus, SICUE, UPV-EHU Latin-America and UPV/EHU-Others mobility programs.

Ranking	Worldwide	National
SCIMAGO Institutions Ranking [1]	270 (108 EU)	10
Webometrics Ranking Web of Universities [2]	1323 (369 EU)	42
«Performance Ranking of Scientific Papers for World Universities», National Taiwan University (2021) [3]	358	8
CWUR (Center for World University Rankings) (2021-2022) [4]	343	7

- **92 UPV/EHU researchers among the Top 2% scientist**

Félix Goñi (Biochemistry and Molecular Biology)

Iñigo Mujika (Sports Sciences)

Vadim A. Soloshonok (Organic Chemistry)

Konstantin Y. Guslienko (Applied Physics)

María Dolores Guillén (Food Sciences)

Juan Colmenero (Polymers)

Claudio Palomo (Organic Chemistry)

Martin Olazar (Chemical Engineering)

Marta Sánchez-Carbayo (Pharmacist)

Peter B. Pearman (Ecologist)

Basque Country (Euskadi)
Population: 2 220 000 inhabitants

Studies and Services:

- Undergraduate programs: 80
- Postgraduate programs: 173
- University Research Institutes: 9
- Museums:
* BASQUE MUSEUM OF THE
HISTORY OF   MEDICINE
AND SCIENCE

* MUSEUM OF EDUCATION

- **Faculty and Staff**
  - **4.321** Professors (all ranks)
  - **1.402** Research associates and other teaching, laboratory and technical staff
  - **1.922** Administrative staff
- **Students**
  - **36.063** undergraduates
  - **4.447** graduate students at Master level
  - **3.858** Ph.D. candidates
- **International Students**
  - **927** Undergraduates
  - **666** Graduate Students at Master level
  - **771** Ph.D.candidates
- **Erasmus+ Student Mobility**
  - **814** Incoming Students
  - **1.211** Outgoing Students

EHUalumni is the network of former students to promote and maintain the links that were born during the student period with the UPV / EHU and between people who shared studies and experiences.

Goals:

- Consolidate personal, social and professional relationships; create network and strengthen it.
- Promote social responsibility and strengthen ties between the University and society.
- Make known the pride of belonging to the UPV / EHU.
- Facilitate access to services related to employment, entrepreneurship and training.
- Collaborate in the dissemination of cultural, recreational, sports and academic activities organized by the University campuses.

EHUalumni II

Mentoring Program

Ambassador program

Training School

Cicerone program

Mentoring program:

Mentoring is a process in which an exchange of experiences, knowledge and skills is facilitated between a mentor person, and a person who needs to develop them, the people being mentored. In this way, long-term professionals are put in contact with other people with a shorter or new career path. The mentor will promote the personal, academic and professional development of those who are about to finish their studies or are beginning to live their first work or entrepreneurial experiences.

The process lasts 6 months, during this period the participants acquire the commitment to develop 4 sessions, if possible face-to-face.

Mentoring program:

EHUalumni as role models

Zigor Aldama: Degree in Journalism (2003). Asia Correspondent

EHUalumni as role models

María José García: Master in care: mental health problems (1994). President of the Nursing College of Bizkaia

EHUalumni as role models

Juan José Ibarretxe: Doctor of Economics and Business Sciences (2010). Former president of the Basque government (1999-2009)

EHUalumni as role models

Lara Izagirre: Degree in audiovisual communication (2007). Film director.
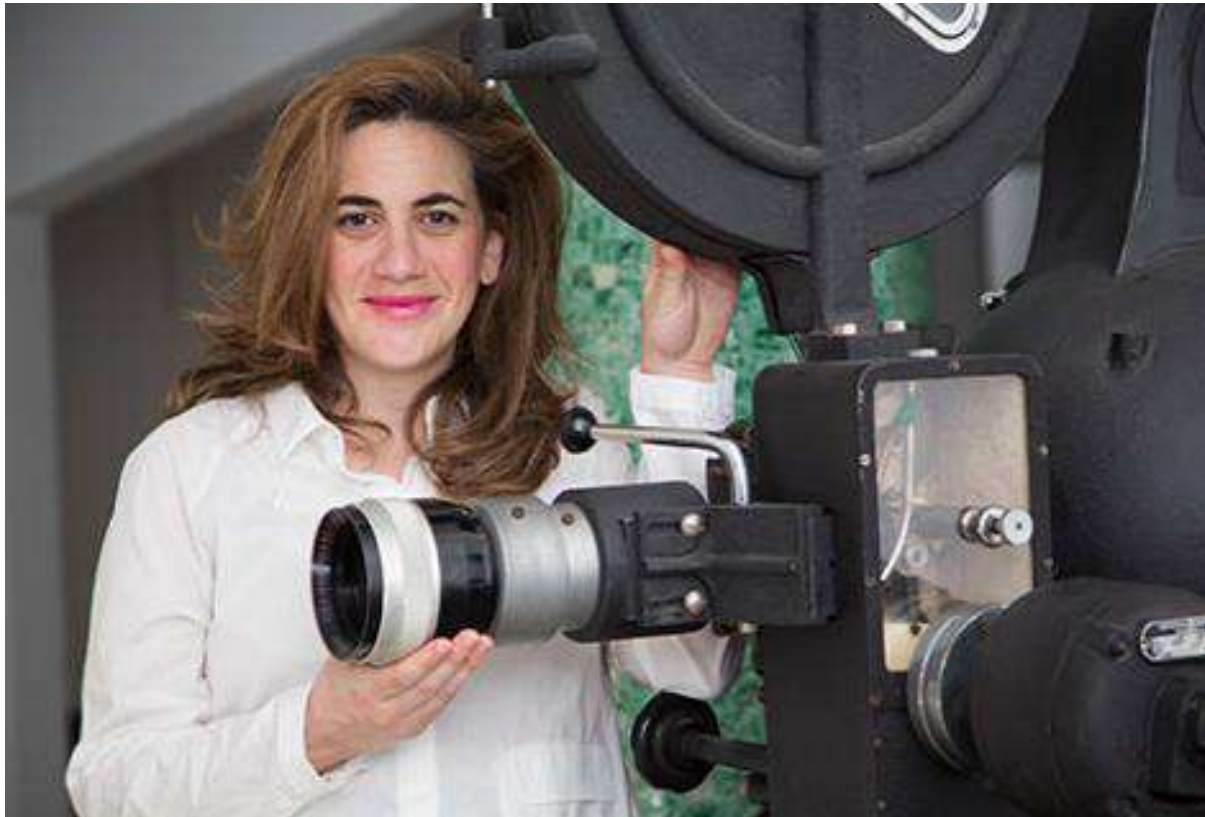
EHUalumni as role models

Fernando Baptista: Bachelor of Fine Arts (1990). Senior Infographic Editor at National Geographic.

EHUalumni as role models

Belen Frau: Degree in economics and business: business management (1997). General Manager IKEA Italia.

EHUalumni as role models

Xabier Leizea: Master of Science in Physical Activity and Sports (2014). Teacher of physical activity for people with disabilities and adapted sports at KIROLENE.

Porfirio Hernández: Licensed in medicine. President of the Basque Federation of Adapted Sports.

San Sebastian

Thank you for your attention

The images have been taken from:
- the UPV/EHU website
- Wikipedia
- Bilbaopedia

Edu4ALL
UPV/EHU Presentation

Edurne Larraza Mendiluze, Associate Professor

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

Universidad del País Vasco / Euskal Herriko Unibertsitatea

University of the Basque Country

January 10, 2022

Edu4ALL
Experiences of Students with Disabilities in EHU

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

Training Event Donostia-San Sebastián January 10-14, 2022

Telmo Irureta

His studies in EHU:

Degree in Primary Education

Degree in Pedagogy

Other studies and interests:

Scenic Arts in Donostia-San Sebastián

Current job:

He is an actor

Motto: "As he did not know it was impossible.. he did it"

Some information about Telmo

- Autobiographical film project "De Agua y Arena" crowdfunding

- Short film "Robarte una noche"

- TV shows "La que se avecina"

- Monologues, "Donostia Hiria Comedy" prize

- Theater "About Inclusion", "Striptease", etc.

- Performing Workshops, "Disability as an scenic tool", Escuela de Arte Dramático y Cine del Teatro Cervantes, Almería

- Conferences
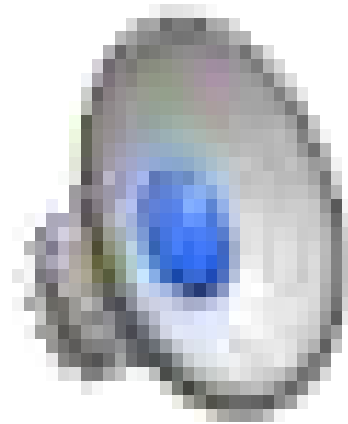
Cristina Marcos

Her studies in EHU:

     Degree in Biochemistry in 2005
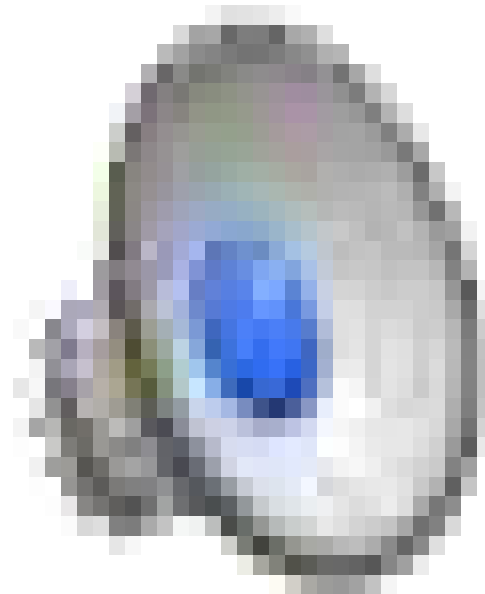
     PhD in 2011

Grants:

Predoc UPV/EHU, Postdoc "Oportunity for Talent" by Fundación ONCE, Postdoc MCIN, Her Royal Majesty Letizia Grant for Inclusion

Current job:

     She is a researcher and adjunct professor in the Dpt. of Medicine and Odontology in UPV/EHU

Summary

Elene Sorazu

Her studies in EHU:

 Degree in Social Education in 2015

 Master's degree in social education in 2016

Her project:

"Raising awareness about the adequacy of the response to the diversity of deaf students at the University of the Basque Country"

She interviewed 13 deaf students in UPV-EHU and 18 professors who worked with deaf students

"walk together, improve academic staff training and achieve inclusive education with equal opportunities"
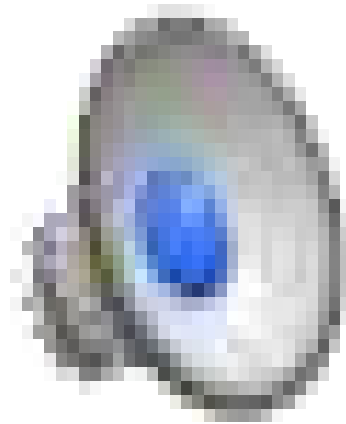
An interview with Elene

She suggests deaf students to direclty talk to academic staff in order to clarify their difficulties and ask for adaptation. They have available sign language interpreters, volunteers for taking notes, autocopy notebooks, FM signal, etc.

She had to overcome dependence on the support teacher she had until university: *"I remember that at the beginning the world came over me, but over time you gain autonomy and you start to manage"*
She values the help of friends taking notes.
"Sometimes You cannot acquire 100% of the information in class since parallel debates arise, there is noise, the battery of the station was over the professor did not know how it was used ".

Guidelines proposed:
"Do not turn your back when speaking, do not gesticulate excessively, speak slowly with some basic signs to make your presence known."
Use slides and have the material written beforehand *"because when they improvise it is an obstacle".*
Subtitle audiovisual material, *"because many times they forget to do so and these are lost class hours"*

Lur Carrera

Her studies in EHU:

  She is studying Philosophy

Her disability:

  She suffers social anxiety as a result of post-traumatic stress

She needs:

  More time to do the exams and projects

  Laptop for doing the exams

She is supported by the Psychological Service in EHU
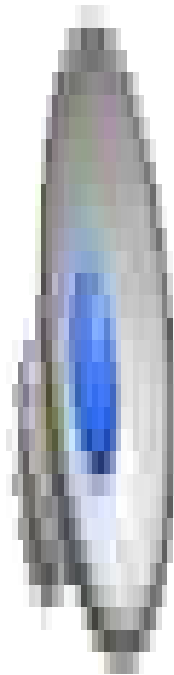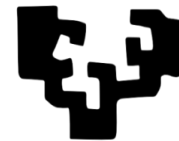
Edu4ALL
Experiences of Students with Disabilities in EHU

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

January 10, 2022

Edu4ALL
Spanish and Basque
Legislation

Myriam Arrue, Associate Professor

Universidad del País
Vasco / Euskal Herriko
Unibertsitatea

January 10, 2022

- Some information about Spain

- Selected Spanish legislation about universities and people with disabilities

- Some information about the Basque Country autonomous community

- Selected Basque legislation about universities and people with disabilities

Spain: one country, 17 (+2) autonomous communities

Some information about Spain

- Spain is a kingdom in Southwestern Europe (constitutional monarchy).

- **Population** (2020): around 47,450,000 people

  - Around 1,840,700 is people with disabilities (2018)

- The Spanish State is divided into 17 **autonomous communities** and 2 autonomous cities, both groups being the highest or first-order administrative division in the country.

- Autonomous communities are divided into **provinces**, of which there are 50 in total, and in turn, provinces are divided into municipalities.

- Each administrative division, including the state itself, has **its own legislation**.

  - The autonomous communities adjust the general Spanish legislation to the characteristics of each region.

CONSTITUCIÓN ESPAÑOLA

Aprobada por Las Cortes en sesiones plenarias del Congreso de los Diputados y del Senado celebradas el 31 de octubre de 1978

Ratificada por el pueblo español en referéndum de 6 de diciembre de 1978

Sancionada por S. M. el Rey ante Las Cortes el 27 de diciembre de 1978

Spanish Constitution

- Article 14.

Spaniards are **equal** before the law, **without any discrimination** based on birth, race, sex, religion, opinion or any other personal or social condition or circumstance.

- Article 49.

The **public services** will carry out a policy of **diagnosis, treatment, rehabilitation and integration of the physically, sensory and mental handicapped**, to whom they will provide the specialized attention they require and will protect them especially for the enjoyment of the rights that this Title grants to all citizens .

Royal Legislative Decree 1/2013, of November 29, General Law on the rights of people with disabilities and their social inclusion

- This law aims to:

  - a)**Guarantee the right to equal opportunities and treatment**, as well as the real and effective exercise of rights by people with disabilities on equal terms with other citizens, through the **promotion of autonomy personal, universal accessibility, access to employment, inclusion in the community and independent life and the eradication of all forms of discrimination**, in accordance with articles 9.2, 10, 14 and 49 of the Spanish Constitution and the Convention International on the Rights of Persons with Disabilities and international treaties and agreements ratified by Spain.

  - b) Establish the regime **of infractions and sanctions that guarantee the basic conditions in terms of equal opportunities, non-discrimination and universal accessibility** for people with disabilities.

Selected articles of the General Law on the rights of people with disabilities and their social inclusion: Education rights (I)

- Article 18. Content of the right.

  1. People with disabilities have the right to **free, quality and inclusive education**, on an equal basis with others.

  2. It is the responsibility of the educational administrations to **ensure an inclusive educational system at all educational levels** as well as lifelong learning and to guarantee a school place for students with disabilities in basic education, paying attention to the diversity of educational needs of students with disabilities, through the regulation of supports and reasonable adjustments for the care of those who require special attention for learning or inclusion.

  3. The schooling of these students in **special education** centers or substitute units of the same will only be carried out when **exceptionally** their needs cannot be attended within the framework of the measures of attention to the diversity of the ordinary centers and taking into consideration the opinion of parents or legal guardians.

- Article 19. Free teaching.

People with disabilities, in their educational stage, will have the right to **free education**, in ordinary centers and in special centers, in accordance with the provisions of the Constitution and the laws that develop it.

Selected articles of the General Law on the rights of people with disabilities and their social inclusion: Education rights (II)

- Article 20. Additional guarantees.

In order to guarantee the right to an inclusive education of people with disabilities and without prejudice to the measures provided for in education regulations, the following additional guarantees are established: (...)

c) People who are pursuing **university studies**, whose disability seriously hinders them from adapting to the regime of calls established in general, may apply and the universities will have to grant, in accordance with the provisions of their corresponding rules of permanence that, in any case they must take into account the situation of people with disabilities who study at the university, the expansion of the number of them to the extent that it compensates for their difficulty, without diminishing the required level. The **tests will be adapted**, where appropriate, to the characteristics of the disability presented by the interested party.

d) **Awareness, information and continuous training programs** will be carried out for management teams, teachers and education professionals, aimed at their specialization in attending to the special educational needs of students with disabilities, so that they can count on the knowledge and tools necessary to do so.

Selected articles of the General Law on the rights of people with disabilities and their social inclusion: Education rights (III)

- Article 21. Assessment of educational needs.

  1. The specific functions of **educational guidance services** are to support educational centers in the process towards inclusion and, especially, in the functions of guidance, evaluation and educational intervention, contributing to pedagogical dynamization, quality and educational innovation .

  2. For the purposes of participation in the control and management of educational centers provided for in Organic Law 8/1985, of July 3, regulating the right to education, and in Organic Law 2/2006, of May 3 , of education, the specialty of this law will be taken into account with regard to educational guidance services.

Selected articles of the General Law on the rights of people with disabilities and their social inclusion: Obligations of the public powers (I)

- Article 60. Specialized personnel.

  1.The care and provision of services required by people with disabilities in their process of personal development and inclusion must be guided, directed and carried out by **specialized personnel**.

  2. This process, due to the variety, breadth and complexity of the functions it encompasses, requires **the assistance of specialists from different fields** who must act together as a multidisciplinary team.

- Article 61. Staff training.

  1. Public administrations shall **promote the training of professionals and staff** who work with people with disabilities to adequately attend to the various services that people with disabilities require, both at the level of detection, diagnosis and assessment, as well as education and social services.

  2. The public administrations will establish **permanent programs of specialization** and updating, of a general nature and of special application for the different disabilities, as well as on specific modes of attention to achieve the maximum personal development, according to the scope of the various professions, in accordance with the different professional competences.

Selected articles of the General Law on the rights of people with disabilities and their social inclusion: Obligations of the public powers (II)

- Article 62. Volunteering.

  1. Public administrations will **promote and encourage the collaboration of volunteers in the care of people with disabilities and their families**, promoting the constitution and operation of non-profit entities, so that they can collaborate with professionals in such care. Likewise, they will promote and encourage volunteering among people with disabilities, favoring their **full inclusion and participation in social life.**

  2. The regime of volunteer personnel will be regulated in its specific regulations.

Organic Law 4/2007, of April 12, on Universities

- The Law is firmly committed to the harmonization of higher education systems within the framework of the European Higher Education Area and assumes the need for a profound reform in the structure and organization of education, based on three cycles: Bachelor's, Master's and Doctorate.

- It introduces the creation of **specific programs** on gender equality, to help victims of terrorism and the promotion of active policies to guarantee equal **opportunities for people with disabilities**.

Selected articles of the organic law on universities (I)

- Article 44.

  4. In order that no one is excluded from study at the university for economic reasons, the Government and the Autonomous Communities, as well as the universities themselves, will implement a policy of scholarships, aid and credits for students and, in the case of the **Public universities will also establish modalities of partial or total exemption from the payment of public prices** for the provision of academic services. In all cases, special attention will be paid to people with family responsibilities, victims of gender violence and people with dependency and disabilities, thus guaranteeing their access and permanence to university studies.

- Article 46.

  b) **Equal opportu**nities and non-discrimination for reasons of sex, race, religion or disability or any other personal or social condition or circumstance in accessing the university, entering the centers, staying at the university and exercising their academic rights.

Selected articles of the organic law on universities (II)

- Twenty-fourth additional provision. On the inclusion of people with disabilities in universities

  1. Universities will guarantee equal opportunities for students and other members of the university community with disabilities, proscribing any form of discrimination and establishing positive action measures aimed at ensuring their **full and effective participation in the university** environment.

  2. Students and other members of the university community with disabilities may not be discriminated against by reason of their disability, either directly or indirectly in access, entry, permanence and exercise of academic and other recognized qualifications.

  3. The universities will **promote actions** to favor that all members of the university community who present special or particular needs associated with disability have the means, **support and resources that ensure real and effective equality of opportunities** in relation to the other components of the university community.

  4. The **buildings, facilities and units of the universities**, including also virtual spaces, as well as services, procedures and the supply of information, **must be accessible to all people**, so that no member of the community is prevented university, due to disability, the exercise of their right to enter, move, stay, communicate, obtain information or others of similar significance in real and effective conditions of equality.

Selected articles of the organic law on universities (III)

- Twenty-fourth additional provision. On the inclusion of people with disabilities in universities (cont.)

  4. University **environments must be accessible** in accordance with the conditions and within the terms established in Law 51/2003, of December 2, on equal opportunities, non-discrimination and universal accessibility for people with disabilities and in its development provisions.

  5. All the **study plans** proposed by the universities must take into account that training in any professional activity must be carried out respecting and promoting Human Rights and the principles of **universal accessibility and design for all**.

  6. In accordance with the provisions of article 30 of Law 13/1982, of April 7, on the Social Integration of the Handicapped and its development regulations, students with disabilities, considering as such those included in article 1.2 of Law 51/2003, of December 2, on equal opportunities, non-discrimination and universal accessibility for people with disabilities will have the right to total exemption from public fees and prices in studies leading to obtaining a university degree.

Selected articles of the organic law on universities (IV)

- Fourth additional provision. **Specific aid programs**.

The competent public administrations, in coordination with the respective universities, will establish specific programs so that victims of terrorism and gender violence, as well as people with disabilities, can receive personalized help, supports and adaptations in the teaching regime.

Royal Decree 412/2014, of June 6, which establishes the basic regulations for admission procedures to official university degree courses

- The purpose of this royal decree is to establish the **access requirements** and the basic regulations regarding admission procedures to official university degree courses, in accordance with the criteria established in articles 38 and 69 and the thirty-third and thirty-sixth additional provisions of Organic Law 2/2006, of May 3, on Education.

- To make the claims and suggestions that they deem appropriate following the established procedure.

- To guarantee the confidentiality of the information and documentation received.

- To the other rights recognized by current regulations that affect this matter.

Selected articles of the basic regulations for admission procedures to official university degree courses (I)

- Article 5. General principles of admission to official university degree courses.

  1. **Admission to official university degree courses** will be carried out with respect for the principles of equality, non-discrimination, merit and ability.

  2. All university **admission procedures** must be carried out in conditions of **accessibility for students** with disabilities and in general with special educational needs. The educational administrations will determine the necessary measures that guarantee the access and admission of these students to the official university degree courses under conditions of equality. These measures may consist of the adaptation of the times, the elaboration of special exam models and the provision of the material and human resources, the assistance and support and the technical aids that the student needs to carry out the evaluations. and tests established by the Universities, as well as in the guarantee of accessibility of the information and the communication of the procedures and that of the premises or physical space where they are developed. The determination of said measures will be made, where appropriate, based on the curricular adaptations that were applied to the student in the previous educational stage, for which the educational administrations and educational centers must collaborate.

Selected articles of the basic regulations for admission procedures to official university degree courses (II)

- Article 21. People with some kind of disability.

  1. The organizing committees of the **entrance exams** will determine the appropriate measures to guarantee that students with any type of disability can take the exam under the proper conditions of equality. This possibility will be expressly indicated in the call.

  2. These measures may consist of **adapting the times, drawing up special exam models and making available to the student the material and human resources, the assistance and support and the technical aids that are required to carry out the the proof of access**, as well as in the guarantee of accessibility of the information and the communication of the processes and that of the enclosure or physical space where it takes place.

  3. The qualifying courts may require reports and **collaboration** from the competent technical bodies of the educational administrations, as well as from the **centers where students with disabilities have studied**, which must report the curricular adaptations made.

Selected articles of the basic regulations for admission procedures to official university degree courses (III)

- Article 26. Places reserved for students with disabilities.

  - At least **5 percent of the places offered will be reserved for students** who have a recognized degree of disability equal to or greater than 33 percent, as well as for those students with permanent special educational needs associated with personal circumstances of disability, who during their schooling above have required resources and support for their full educational normalization.

  - For this purpose, students with disabilities must **present a qualification certificate and recognition of the degree of disability issued by the competent body of each Autonomous Community.**

University Student Statute

- Actively **exercise and promote non-discrimination** based on birth, racial or ethnic origin, sex, religion, belief or opinion, age, **disability**, nationality, disease, sexual orientation and gender identity, socioeconomic, language or linguistic status, or political affinity and union, or for reasons of appearance, overweight or obesity, or for any other personal or social condition or circumstance, of the members of the university community, of the personnel of the collaborating entities or that provide services at the university.

Selected articles of the University Student Statute (I)

- Article 4. Non-discrimination.

All university students, regardless of their origin, have the right not to be discriminated against on the basis of birth, racial or ethnic origin, sex, religion, belief or opinion, age, disability, nationality, illness, sexual orientation and identity of gender, socioeconomic, idiomatic or linguistic condition, or political and union affinity, or for reasons of appearance, overweight or obesity, or for any other personal or social condition or circumstance, with the sole requirement of acceptance of democratic norms and respect to citizens, the constitutional basis of Spanish society.

- Article 12. Effectiveness of rights.
For the full effectiveness of the rights contained in articles 7 to 11, the universities:
  - a) Will inform the students about them and facilitate their exercise.
  - b) Will establish the necessary resources and adaptations so that students with disabilities can exercise them under the same conditions as other students, without this implying a decrease in the required academic level.
  - c) Will guarantee their exercise through adequate procedures and, where appropriate, through the actions of the university Ombudsman.

Selected articles of the University Student Statute (II)

- Article 15. Access and **admission** of students with disabilities.

  1. The access and admission procedures, within the norms established by the Government, the Autonomous Communities and the universities, will be adapted to the specific needs of people with disabilities, in order to guarantee equal opportunities and full integration. in college.

  2. In the same way, universities will make their spaces and buildings accessible, including virtual spaces, and will make available to students with disabilities material, human and technical means to ensure equal opportunities and full integration into the university community.

- Article 18. National and international **mobility of students** with disabilities.

The Administrations and the universities will **promote the participation in mobility programs, national and international, of students with disabilities**, establishing the pertinent quotas, guaranteeing sufficient financing in each case, as well as the information systems and **cooperation** between the units of attention to these students.

Selected articles of the University Student Statute (III)

- Article 22. Tutorials for students with disabilities.

  1. The **tutoring programs** and tutoring activities must be adapted to the needs of students with disabilities, proceeding the departments or centers, under the **coordination and supervision of the competent unit** in each University, to the precise methodological adaptations and, accordingly case, to the establishment of specific tutorials based on their needs. The tutorials will take place in accessible places for people with disabilities.

  2. The establishment of **permanent tutoring programs** will be promoted so that students with disabilities can have a tutor throughout their studies.

- In order to carry out **external internships**, the universities will promote the establishment of agreements with companies and institutions, encouraging them to be accessible to carry out internships for students with disabilities.

- Article 26. Students with disabilities.
The **evaluation tests must be adapted** to the needs of students with disabilities, with the centers and departments making the precise methodological, temporal and spatial adaptations.

- Article 29. Communication of qualifications.

  2. Along with the qualifications, the time, place and date on which the review of the same will be held will be made public. In the case of distance universities, the review may be carried out according to their methodology and communication channels. Such information, as well as the inspection sites, must be accessible to students with disabilities.

- Article 30. Review of exams.

  2. The review (...) will be carried out within the terms and procedures that are regulated in the regional regulations and those of the universities themselves. In any case, the review will be personal and individualized. **The review must be adapted to the specific needs of students with disabilities**, the departments proceeding, under the coordination and supervision of the competent unit in each university, to the precise methodological adaptations and, where appropriate, to the establishment of specific reviews based on your needs.

Selected articles of the University Student Statute (V)

- Article 35. Election of **representatives**.

  5. It will be promoted that student representation respects the principle of parity, with proportional participation of men and women. Likewise, the **participation of people with disabilities** in said student representation will be promoted.

- Article 36. Rights of the representatives.

  f) Provide physical spaces and electronic means to **disseminate information of interest to students**. In addition, their own and exclusive spaces will be guaranteed, not only for dissemination, but for their performance as representatives in general. It will be essential that such information be in an **accessible format and that such spaces are adapted to facilitate access and participation by students with disabilities**.

- Article 38. Student participation and promotion **of student associations, federations and confederations**.

  c) Promoting the **participation of students with disabilities**.

  5. The administrations with competence in university matters and the universities, will allocate in their budgets the corresponding items, which allow to subsidize the management of these associations and the participation in them of the students respecting the principle of equality and non-discrimination based on age, sex, race, religion, nationality, disability, sexual orientation or gender identity, or any other personal or social circumstance.

- Article 62. Physical and sports **activity of students**.

  5. Likewise, the universities will promote **physical and sports activity programs for students with disabilities**, providing the means and adapting the corresponding facilities in each case.

- Of the activities of **social participation and cooperation** for the development of students
  - 4. The participation of students with disabilities in development cooperation projects and social participation will be encouraged.

Selected articles of the University Student Statute (VII)

- Article 65. **Student care services**.

  5. The universities will promote and propose the **creation and maintenance of adapted transport services for students** with motor disabilities and / or mobility difficulties.

  6. Each university will promote the creation of **Attention Services for the university community with disabilities**, through the establishment of a structure that makes the provision of the services required by this group feasible.

  7. Spanish universities must **ensure the accessibility of tools and formats** so that students with disabilities have the same conditions and opportunities when it comes to training and accessing information.

  8. The **web pages and electronic media** of distance education and / or universities, in compliance with the Law on Services of the Information Society and Electronic Commerce, will be **accessible to people with disabilities** and will facilitate the downloading of information that contain.

- Article 66. Student **accommodation** services.

  4. The facilities of the **colleges and university residences must be accessible** to people with disabilities.

The Basque Country autonomous community

The Basque Country autonomous community

- Autonomous community in the north of Spain.

- Includes the provinces of Alava (capital: Vitoria-Gasteiz), Biscay (capital: Bilbao) and Gipuzkoa (capital: Donostia-San Sebastian).

- Area: 7,234 km^2; Population: near 2,200,000 people; Official languages: Spanish and Basque.

- Developed Government under constitutional monarchy; head of the government: Lehendakari.

- It has **statute of autonomy** since 25 October 1979 (the oldest one in Spain).

The statute of autonomy: statute of Gernika (I)

- Article 9.- 2- The Basque public powers, in the scope of their competence:

d) Shall adopt those measures aimed at promoting the conditions and removing obstacles so that the freedom and equality of the individual and of the groups in which they are integrated are effective and real.

- Article 10. The Autonomous Community of the Basque Country has **exclusive competence** in the following matters:

  - 12. **Social assistance**.
  - 13. Foundations and Associations of a teaching, cultural, artistic, charitable, welfare and similar nature, insofar as they mainly carry out their functions in the Basque Country.
  - 16. Scientific and technical research in coordination with the State.
  - 24. The Basque Country's own public sector insofar as it is not affected by other rules of this Statute.

The statute of autonomy: statute of Gernika (II)

- Article 16.

In application of the provisions of the first additional provision of the Constitution, it is the competence of the Autonomous Community of the Basque Country to teach in its entirety, levels and degrees, modalities and specialties. (…)

- Article 21

The law emanating from the Basque Country in matters of its exclusive competence is applicable with preference to any other, and only in its absence will State law be of supplementary application.

Social Services in the Basque Country
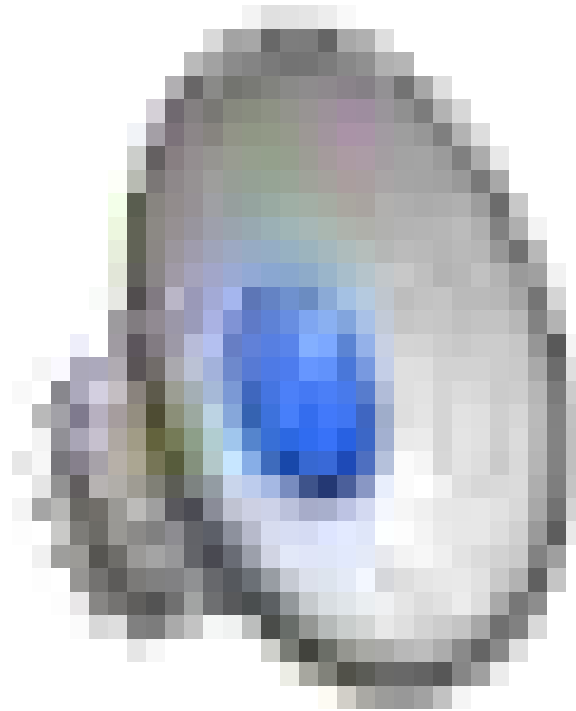
Social services improve people's quality of life.

They provide security, personal autonomy and social cohesion.

In addition, they help maintain healthy lifestyle habits and active aging.

There are Social Services Units in almost municipalities of the Basque Country

Social Services in the Basque Country

Services for people with Physical, Sensorial, Intellectual Disabilities

- Day/Night center to meet needs derived from limitations in autonomy

- Occupational service or center

- Residential centers for people with disabilities

- Breathing service

- Independent living support services

- **Technical aids service (support products)** and adaptation of the physical environment

- Adapted transport service

- Financial aid for the acquisition of non-recoverable support products

- Financial assistance to carry out adaptations in the habitual residence and in private vehicles

- Social intervention service in early care

Social Services in the Basque Country

- **Technical aids service (support products)** and adaptation of the physical environment

    a) informs and guides on existing **support products** and on adaptations of the physical environment that allow to improve accessibility;
    - support product is understood to mean any product, instrument, equipment or technical system, specially manufactured or existing on the market, intended to prevent , compensate, alleviate or eliminate limitations in autonomy.

    b) facilitates access, through a loan or temporary assignment system, to the recoverable support products necessary to carry out activities of daily living, both for people who are at home and in any accommodation or residential service;

    c) makes proposals for adapting the habitual residence aimed at improving its degree of accessibility and the degree of autonomy of the person within it.

    The service adjusts its offer of support products and its proposals for adapting the physical environment, as much as possible, to the approach of universal accessibility and design for all. Offers **basic training** on the technical aids.

Social Services in the Basque Country

- **Adapted transport service**

  a) Door-to-door transport service, aimed at people with limitations in their autonomy derived from mobility deficits.

  b) It is provided through vehicles adapted to the needs of people who use mobility support products (wheelchairs, stretchers, walkers, or others).

  c) It allows these people to make trips that they could not make through the public transport network.

Social Services in the Basque Country

- **Social intervention service in early care**

Early Care is understood as the set of interventions, aimed at the child population aged 0-6 years, their families and the environment, which, from an interdisciplinary health, educational and social perspective, aim to respond as soon as possible and comprehensively, to the transitory or permanent needs of children with developmental disorders or at risk of suffering from them.

Objectives:
- Reduce the effects of a deficiency or deficit on the child, considered as a whole.
- Avoid or reduce the appearance of a deficiency or deficit secondary or associated with a disorder or high-risk situation.
- Optimize, as far as possible, the development of the child.
- Introduce the necessary compensation mechanisms, elimination of barriers and adaptation to specific needs.
- Attend and meet the needs and demands of the family and the environment in which the child lives.
- These actions are planned by the Early Care Assessment Team (EVAT), of an interdisciplinary nature and made up of professionals from the health, educational and social fields, and developed by the intervention teams (EIAT).

LAW 3/2004, of February 25, of the Basque University System

- Considering the right of the Basque Country to have a national education system, the purpose of this law is to regulate the Basque university system, considered as part of the Basque educational system, within the framework of the European system of higher education, in development of the recognized competence in article 16 of the Statute of Autonomy of the Basque Country.

- The university system is made up of all the universities based in the territory of the Autonomous Community of the Basque Country, and it will include those that in the future are created or recognized by the Basque Parliament. (…) Priority relationships will be established with the rest of the universities located in the Basque Country.

Selected articles of the Law of the Basque University System (I)

- Article 8.- 2.- The Government, to guarantee that **no one is excluded from accessing the Basque university system for economic reasons, lack of freedom, health problems or disability or other circumstances**, will proceed to develop the corresponding regulations and promote equality policies through the offer of scholarships, grants and credits to male and female students, and through the development of a policy aimed at overcoming social, economic and geographical barriers.

- Article 11.- Use of languages
- 1.– Euskera, the language of the Basque Country, and Spanish have the character of official languages in the Basque university system.
- 6.– The department responsible for universities and universities will promote the knowledge of other languages in which science is developed and will include their use in the academic activities of the university.

- Article 37.– Access to the university
- 1.– It is up to the universities to admit the students.
- 2.- Access to the university must respect the principles of equality, merit and ability.

Selected articles of the Law of the Basque University System (II)

- Article 39.-Exemptions and reductions of public prices.

  1.- The students of the University of the Basque Country will enjoy, within the framework of the regulatory provisions, the following exemptions and price reductions referred to in article 95 of this law (...):
  a) **Total exemption**, when they belong to large families of honor and of the first category and **to families that have a disabled member**, as well as victims of terrorism and their relatives.

- Article 40:
  2.- No one may be discriminated against for reasons of race, gender, sexual choice, opinion, religion, language, nationality, belonging to minorities or any other personal, social or economic condition. Universities will establish specific programs that allow disabled people to fully exercise their right to a university education.
  3.- The statutes of the University of the Basque Country and the rules of organization and operation of non-public universities will develop the rights and duties of the male and female students, establishing the provisions, the measures and the most appropriate procedures for their guarantee and effectiveness.

Selected articles of the Law of the Basque University System (III)

- Article 41.- Basic rights. The students of the Basque university system have the following basic rights:

    n) To guarantee all their rights, through adequate procedures and, where appropriate, by formulating complaints or claims before the University Ombudsman.

- Article 42. – Basic duties. The students of the Basque university system have the following basic duties:

    c) Respect for fundamental rights and public liberties and other rights of all members of the university community, as well as respect for the fulfillment of their duties by others.

References

Royal Decree 412/2014, of June 6, which establishes the basic regulations for admission procedures to official university degree courses.
https://www.boe.es/eli/es/rd/2021/09/28/822

Organic Law 3/1979, of December 18, on the Statute of Autonomy for the Basque Country.https://www.boe.es/buscar/pdf/1979/BOE-A-1979-30177-consolidado.pdf

Law 3/2004, of February 25, on the Basque University System.
https://www.boe.es/buscar/doc.php?id=BOE-A-2011-18152

Royal Legislative Decree 1/2013, of November 29, approving the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion.
https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12632-consolidado.pdf

Social Services in the Basque Country.
https://www.euskadi.eus/gobierno-vasco/servicios-sociales/inicio/

Thank you for your attention

Edu4ALL
UPV/EHU
A new look at disability

Sandra M. Espín Tello,
Ph.D. researcher

Universidad del País
Vasco / Euskal Herriko
Unibertsitatea

January 10, 2022

Hello, as you know, my name is Sandra, and I am a posdoctoral researcher working at EGOKITUZ, Laboratory of Human-Computer Interaction for Special Needs, here at the University of the Basque Country.

Recommendations for Communicating with Persons with Disabilities

## THE INCORRECT - A new look at disability

To finish today's session, I would like to show you a nice video, developed by Fundación Prevent, a non-profit, private and independent entity that aims to promote and contribute to the labor inclusion of people with disabilities.

This video shows examples about how people with disabilities feel towards uncomfortable situations due to inadequate behaviors.
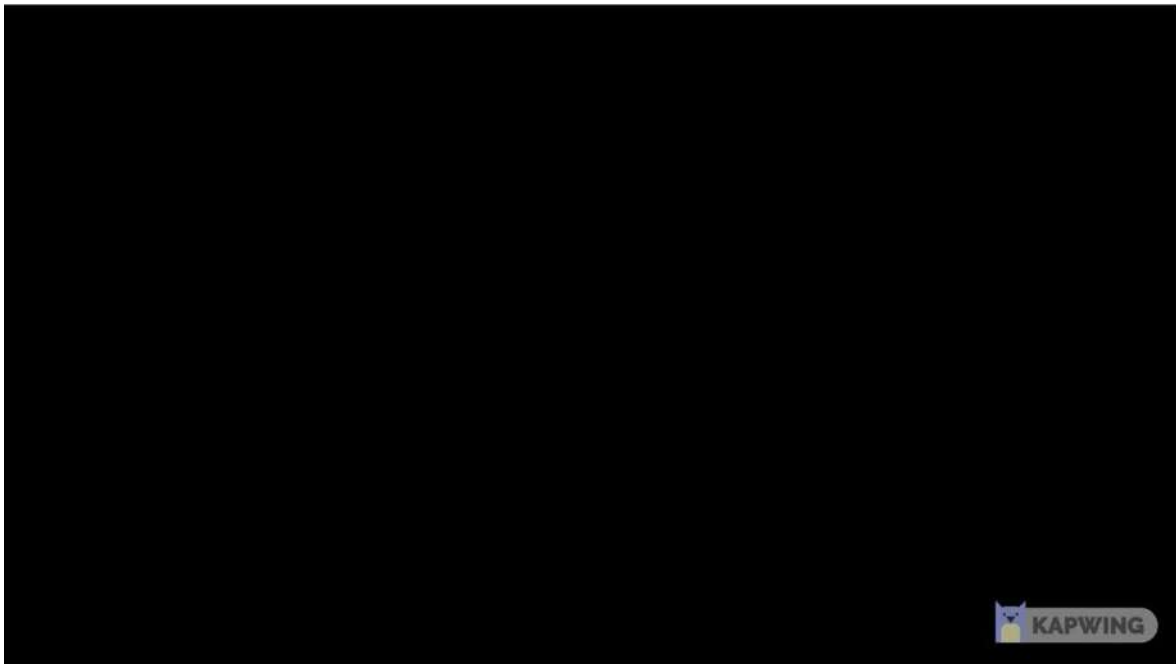
What we have just seen in this video is more frequent than it should be, and people with disabilities know that well.

What do you think? Have you seen this situation in others?

Thank you for your attention

Thank you very much for your attention. Any question, something you want to tell or discuss?

Edu4ALL
UPV/EHU Infrastructure

Edurne Larraza Mendiluze,
Associate Professor

Universidad del País
Vasco / Euskal Herriko
Unibertsitatea

January 11, 2022

- Campus Bizkaia

- Campus Araba

- Campus Gipuzkoa

- Infrastructure to cover special needs

- Other services

Campus Bizkaia schools

Faculty of Engineering Bilbao

- 13 departments
- 1 departamental section
- 12 undergraduate programs
- 21 postgraduate programs
- 12 PhD. programs

College of fine arts

- 4 departments
- 3 undergraduate programs
- 6 postgraduate programs
- 1 PhD. programs

Faculty of Science and Technology

- 4 departments
- 9+1 undergraduate programs
- 20 postgraduate programs

Faculty of Social Sciences and Communication

- 7 departments
- 5 departamental sections
- 8 undergraduate programs
- 12 postgraduate programs
- 5 PhD. programs

Law school

- 11 departments
- 3 undergraduate programs
- 8 postgraduate programs

Faculty of Economics and Business (Sarriko)

- 6 departments
- 6 undergraduate programs
- 17 postgraduate programs
- 4 PhD programs

Faculty of Economics and Business (Elkano)

- 1 department
- 7 departamental sections
- 2 undergraduate programs
- 17 postgraduate programs
- 4 PhD programs

Education Faculty

- 9 departments
- 4 departamental sections
- 3 undergraduate programs
- 3 postgraduate programs

Faculty of Medicine and Nursing

- 17 department
- 4 undergraduate programs
- 8 postgraduate programs

Faculty of Labor Relations and Social Work

- 3 undergraduate programs
- 6 postgraduate programs

Campus Bizkaia Research centers

Mikel Laboa Square

San Mamés

Arboretum

Heliosciametre

Exhibition pavilion

Wood of life

Aula Magna

**807 spaces
2 inductive
headphones**

Central library

Faculty of science and technology

Industrial building 1040 m^2

Faculty of Social Sciences and Communication

9 audiolabs

11 multimedia labs

TV set

Videolab Post-pro

Photo lab

GesellLab

Auditorium 135 spaces

Basque Museum of the History of Medicine

Campus Araba schools

Faculty of engineering

- 14 departments
- 7 undergraduate programs
- 4 postgraduate programs

Faculty of economics and business

- 3 undergraduate programs
- 2 postgraduate programs
- 4 PhD programs

Faculty of education and sport

- 4 undergraduate programs
- 4 postgraduate programs

Pharmacy faculty

- 5 undergraduate programs
- 4 postgraduate programs

Faculty of languages

- 7 undergraduate programs
- 8 postgraduate programs
- 7 PhD programs

Faculty of labour relations and social work

- 3 undergraduate programs
- 6 postgraduate programs
- 7 PhD programs

Research center for experimental and health sciences

Micaela Portilla Research center for social sciences and humanities

Central library

Entertainment room

Sports

2 courts

Climbing wall

weight room

tatami

Football field

Education

Drawing room

Music room
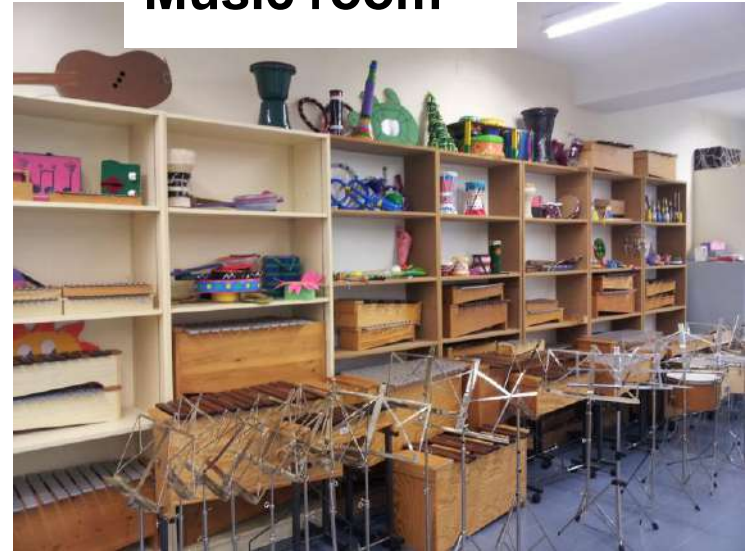
Science lab

Gym

Campus Gipuzkoa schools

Higher Technical School of Architecture

- 5 departments
- 1 undergraduate programs
- 8 postgraduate programs
- 2 PhD programs

Faculty of law

- 11 departments
- 3 undergraduate programs
- 8 postgraduate programs

Faculty of Informatics

- 3 departments
- 2 undergraduate programs
- 4 postgraduate programs
- 2 PhD programs

Faculty of chemestry

- 3 departments
- 1 undergraduate programs
- 4 postgraduate programs
- 4 PhD programs

Faculty of psychology
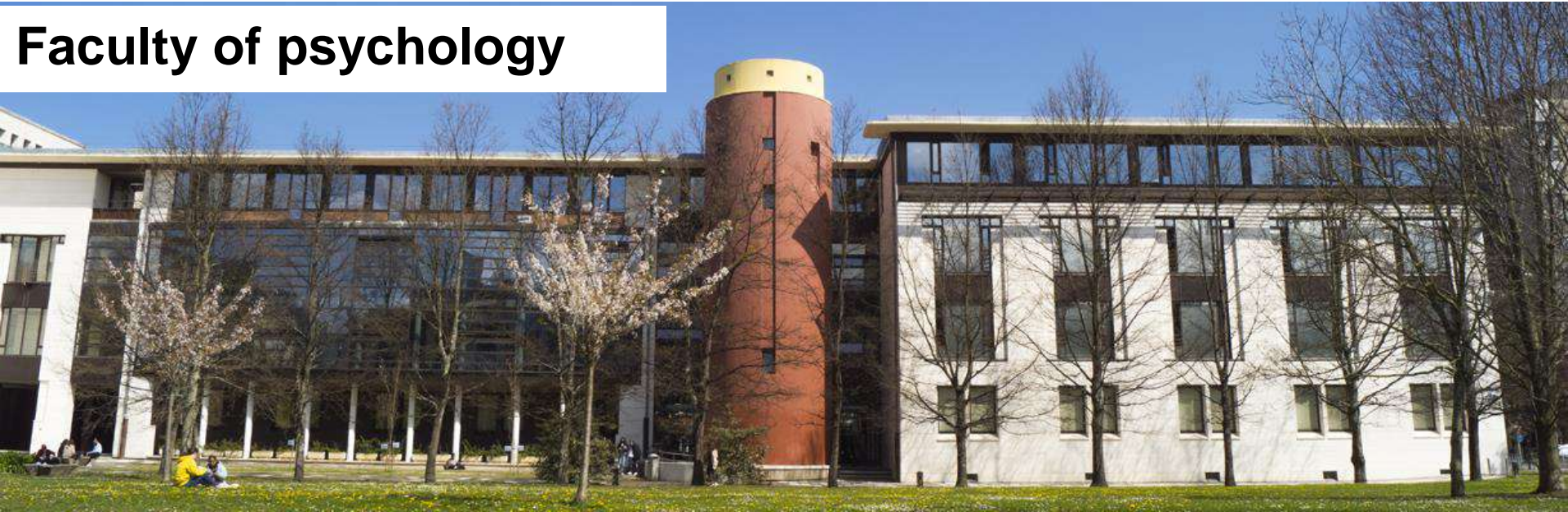
- 5 departments
- 1 undergraduate programs
- 6 postgraduate programs
- 1 PhD programs

Faculty of Economics and Business

- 5 departments
- 2 undergraduate programs
- 2 postgraduate programs
- 4 PhD programs

School of education, philosophy and anthropology

- 8 departments
- 6 undergraduate programs
- 10 postgraduate programs
- 4 PhD programs

Faculty of Medicine and Nursing

- 17 department
- 4 undergraduate programs
- 8 postgraduate programs

Joxe Mari Corta Research Center

Research groups

SGIker: Scientific and technological general services

Information services

Entrepreneurship

Materials Physics Center
Centro de Fisica de Materiales
Materialen Fisika Zentroa

Donostia International Physics Center

OÑATI INTERNATIONAL INSTITUTE FOR THE SOCIOLOGY OF LAW
INSTITUTO INTERNACIONAL DE SOCIOLOGÍA JURÍDICA DE OÑATI

Virtual hospitals

Central library

Central libraries
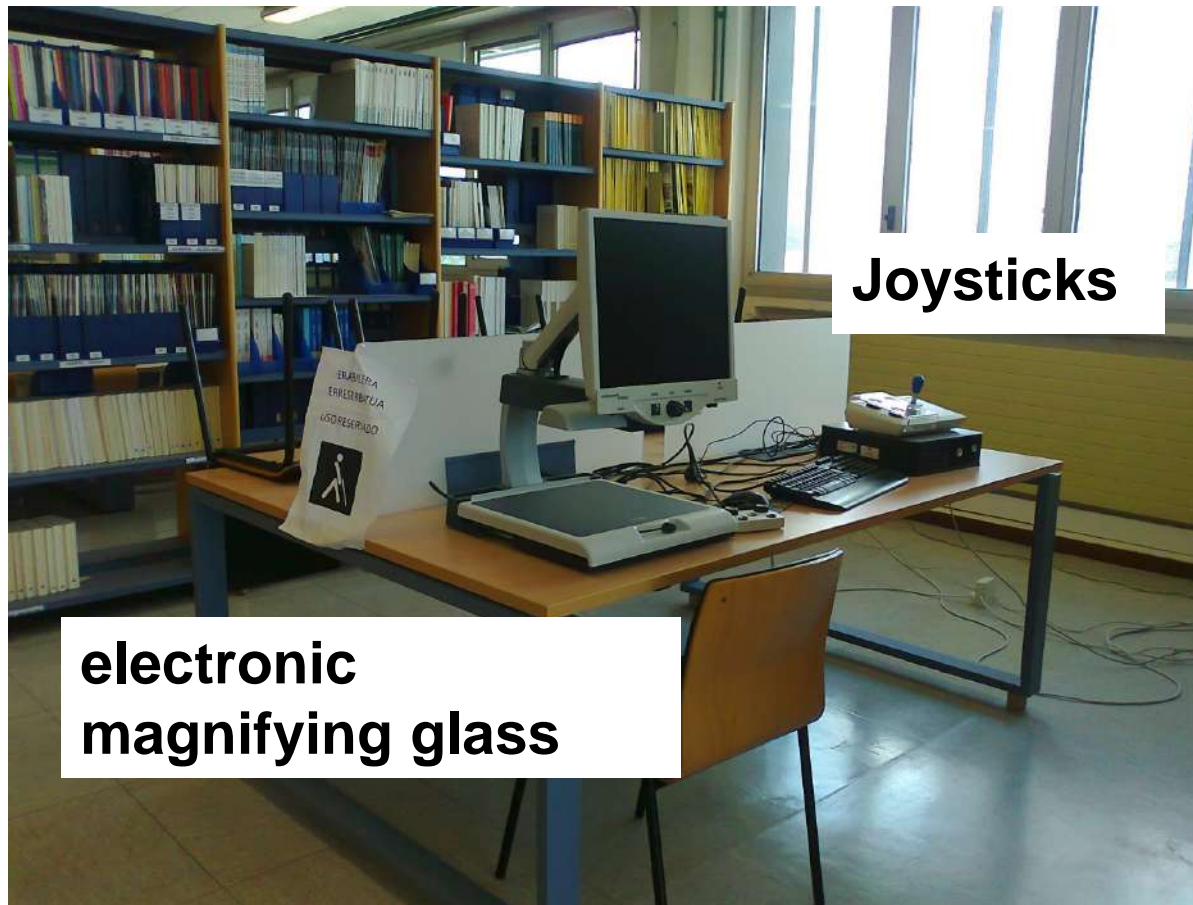
Joysticks

electronic magnifying glass

Zoomtext
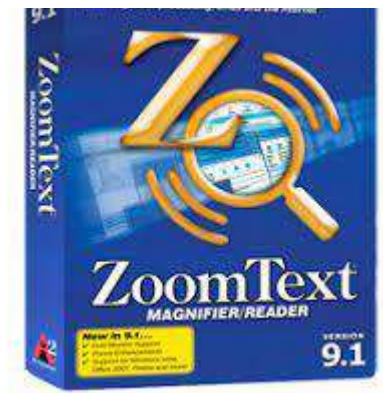
Bizkaia Campus

WC transfer crane

Akuakalda
Transfer from chair
to chair

Bizkaia Campus

Special tables and chairs

Magnetic loops

Provided by the ONCE foundation

Electronic fonendo

Computer

Electronic magnifying glass

Classrooms of Experience

Psychological Care Service

Dentistry service

Other services

Prevention services
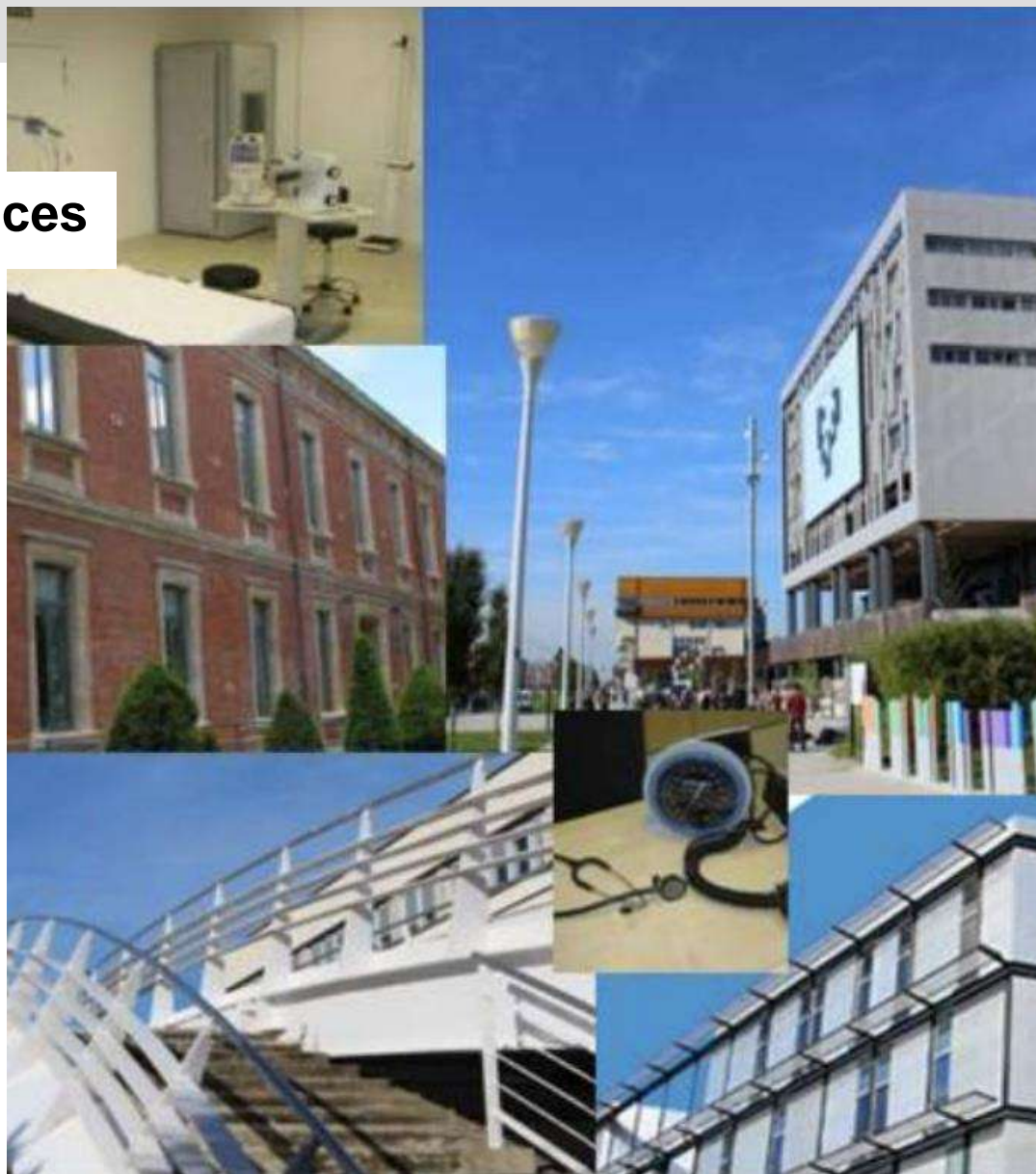
Culture services
Sports services

University Guidance Service

For pre-university students

- **University orientation fair**
- **Open days**
- **Practical activities**

Accommodation

Students' residence halls

Thank you for your attention

Most of the images have been taken from the website of the UPV/EHU

Edu4ALL
UPV/EHU Infrastructure

Edurne Larraza Mendiluze,
Associate Professor

Universidad del País
Vasco / Euskal Herriko
Unibertsitatea

January 11, 2022

Edu4ALL
UPV/EHU Legislation

Nestor Garay-Vitoria, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

January 11, 2022

- Statutes of the University of the Basque Country

- Regulation of Equal Opportunities in the Care of Students with Special Educational Needs of the UPV/EHU

- The III Plan of Inclusion of the University of the Basque Country

- Inclusion in the UPV/EHU: Guidelines for teachers

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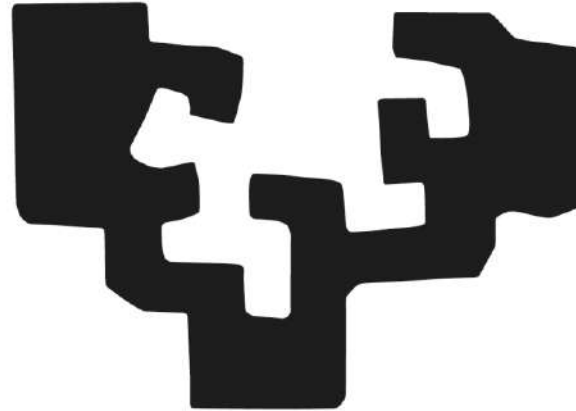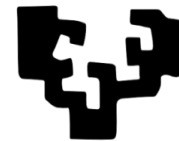
Universidad del País Vasco

Euskal Herriko Unibertsitatea

Statutes of the UPV/EHU (I)

- DECREE 17/2011, of February 15, approving the Statutes of the University of the Basque Country / Euskal Herriko Unibertsitatea.

- Article 1.– The University of the Basque Country/Euskal Herriko Unibertsitatea (UPV/EHU) is a Public Law Institution, at the service of society, which enjoys autonomy and is endowed with personality and legal capacity and its own assets, to provide, within the scope of its competence, with the unavoidable commitment to quality and excellence, the service of higher education through teaching, research, study, cultural and university projection, management processes and services that support its activities. Its activity will be aimed at satisfying the needs of Basque society as well as those derived from its history and its socio-economic, political and cultural transformations, disseminating knowledge of culture and universal science, paying primary attention to culture and the Basque language and exercising their daily activities in an economically, socially and environmentally sustainable way.

Statutes of the UPV/EHU (II)

- Article 2.–

  - 1.– The UPV/EHU is constituted as a multi-campus University. It is organized in a decentralized and functionally deconcentrated way and will progressively adapt and update its structure to the specific requirements of its different activities.

  - 2.- In carrying out its activities, the UPV/EHU will abide by the principles of legality, effectiveness, efficiency, transparency, quality and better service to society and the University Community.

Statutes of the UPV/EHU (III)

- Article 4.–1. The objectives of the UPV/EHU are: (...)
  - The creation, criticism and transmission of knowledge, contributing to the advancement of knowledge and social development through research and the transfer of its results to society.
  - Participation in the enrichment of the intellectual, humanistic, cultural and scientific heritage of Basque society and in its economic development and social well-being.
  - Quality higher education that contributes to the comprehensive training of its students and ensures their professional preparation for insertion into the world of work.
  - The continuous training of professionals and the permanent or lifelong training of other social groups that demand higher education.
  - The dissemination and projection of universities, oriented in particular to the reduction of social and cultural inequalities, and to the creation of the conditions that allow better participation in political, cultural and social life.
  - Contribution to international exchange and cooperation, with special attention to the European framework and development cooperation.
  - The establishment of relationships and agreements with institutions and public and private entities that allow improving the preparation of their graduates and, consequently, their incorporation into the market.

Statutes of the UPV/EHU (IV)

- Article 4.–2. UPV/EHU: (...)
  - Will seek the conditions that facilitate the personal and professional fulfillment of each and every one of the people who are part of it.
  - Will promote the integration into the University Community of people with special needs.
  - Will contribute to the promotion of democratic coexistence and is committed to the fair and sustainable development of Basque society, rejecting all types of terrorism and violence.
  - Will develop, with a vocation for intellectual and ethical leadership, an activity open to the world, plural, tolerant and supportive.

- 3. The UPV/EHU will guarantee the equality of women and men that make up the University Community and will adopt the necessary measures to prevent or eliminate any discrimination based on birth, ethnicity, sex, religion, opinion, language or any other personal or social condition or circumstance. For these purposes, the UPV/EHU will take into account the principles of equal opportunities, respect for diversity and difference, integration of the gender perspective, positive action, elimination of roles and stereotypes based on sex and balanced representation.

Several rights and duties of the people in UPV/EHU (Article 13)

- Rights: (…)

  - To equality and non-discrimination.
  - Respect for their privacy, self-image, dignity, sexual orientation and effective protection against harassment.
  - To be duly informed of university issues that affect them.
  - To receive effective protection in matters of health and risk prevention within the University Campuses.
  - To guarantee their rights, through adequate procedures and, where appropriate, with the action of the Aldezle.

- Duties: (..)

  - Respect the rights of other people and act in accordance with these Statutes and other legal regulations.
  - Treat other people with respect and without discrimination.
  - Do not accept any favorable treatment or unjustified privilege situation.

UPV/EHU Students

- Article 15.- UPV/EHU students are all the people who are enrolled in courses leading to official degrees, own teachings or in other specific life-long training courses.

- Article 17.– UPV/EHU students will have the following rights: (...)

  - To study at the UPV/EHU with equal opportunities and within the framework of current university regulations.
  - To have adequate facilities and materials for the normal development of their studies and cultural and sports activities.
  - To the exemption from public prices or legally recognized rates and to the aid provided with the conditions that, where appropriate, are established.
  - To defend their rights and to exercise their claims and academic protests in the terms regulated by the Student Regulations.
  - To care that facilitates combining studies with work activity.

Disabilities at the UPV/EHU (I)

- Article 67.– The UPV/EHU will promote actions to favor that all the people of the University Community who present special needs have the means, information, support and resources that ensure real and effective equality of opportunities in relation to the other components of the University Community.

- Article 68.– 1.– The UPV/EHU will guarantee equal opportunities for students and other members of the University Community with disabilities, proscribing any form of discrimination and establishing positive action measures aimed at ensuring their full and effective participation in the university environment.

- 2.- Students and other people with disabilities in the University Community may not be discriminated against because of their disability, either directly or indirectly in access, entry, permanence and exercise of academic and other recognized qualifications.

Disabilities at the UPV/EHU (II)

- 3.- When the circumstances of students with disabilities require, the University Departments and Centers will proceed to carry out non-significant curricular adaptations and establish specific tutorials based on the needs of these students.

- 4.– The university environment of the UPV/EHU must be accessible in accordance with the legally established conditions.

- 5.– The UPV/EHU will observe the normative provisions governing the reservation of employment in favor of people with disabilities, which will be applied in the personnel selection and hiring processes.

- Article 114.- 2.- To comply with its social responsibility policy, the UPV/EHU will promote equality between men and women, education in the values of peaceful coexistence and the defense of human rights, promoting the participation of the University Community, environmental values and sustainability criteria.

Regulation of Equal Opportunities in the Care of Students with Special Educational Needs of the UPV/EHU

Regulation of Equal Opportunities in the Care of Students with Special Educational Needs of the UPV/EHU

- AGREEMENT of April 30, 2015, of the Governing Council of the University of the Basque Country

- To ensure that people with special educational needs can access higher education and carry out their university studies on equal terms with other people is a moral and legal obligation for Universities

- Based on Spanish and Basque legislation, and also the University Statutes

- The UPV/EHU has been promoting this type of measure since 2003, when the Service for People with Disabilities was created, facilitating access to studies for these students as well as their full participation in the University.

- This Regulation develops the rights of students with special educational needs and the positive action measures included in the aforementioned regulations, specifying and regulating the procedures that allow students to access them within the scope of the UPV/EHU

Explanatory statement (I)

- Education constitutes an essential element for the development and personal and social fulfillment of citizens.

- Ensuring that people with special educational needs can access higher education and carry out their university studies on equal terms with other people, also an ethical imperative on the way to an inclusive education and society, and a legal imperative that universities must comply with.

- The UPV/EHU's own Statutes state, in their article 4.2.b), that the UPV/EHU "will promote the integration into the University Community of people with special needs" and in their article 67 that "The UPV/EHU will promote actions to favor that all the people of the University Community who present special needs have the means, information, support and resources that ensure real and effective equality of opportunities in relation to the other components of the University Community".

Explanatory statement (II)

- In the same sense, the UPV/EHU Student Regulation establishes that students with special educational needs in the University Community are not discriminated against and recognizes their right to accessibility and to have the necessary non-significant curricular adaptations.

- These regulations develop the rights of students with special educational needs and the positive action measures that are included in the regulations mentioned in the previous paragraphs.

- The procedures that allow students with special educational needs to access them are also specified and regulated in the UPV/EHU field.

Area of application (I)

- For the purposes of these Regulations,

  - The students enrolled in official degrees at the UPV/EHU,

  - Those incorporated to it, through mobility programs or other international programs, or

  - Those who are considered to be students with special educational needs and enroll in the university entrance exam,

- Provided that they prove their disability or special educational needs, according to current regulations and the provisions of this regulation.

Area of application (II)

- The UPV/EHU's Service for People with Disabilities shall be responsible for ensuring compliance with these regulations,

    - Guaranteing the principle of equal opportunities for students with disabilities and in general with special educational needs,

    - Facilitating access to studies,

    - The enjoyment of the Services and

    - Their full participation in the University.

Rights of students with special educational needs (I)

- To equal opportunities, avoiding any form of discrimination and establishing positive action measures aimed at ensuring their full and effective participation in the university environment.

- To receive information, guidance and technical advice on measures, resources, services and procedures for the care of people with disabilities in the university context, in a professional and personalized way.

- To exemption from public fees and prices in studies leading to the obtaining of official qualifications, according to current regulations on this matter. It is necessary to prove a degree of disability equal to or greater than 33%.

- To a reserve of 5% of the places available in all their official bachelor's degrees, for people with a degree of disability of 33% or higher according to current regulations on the matter.

- To an assessment of the needs to establish non-significant curricular adaptations, in teaching and in evaluation tests.

Rights of students with special educational needs (II)

- To be informed of the evaluation of the requests made.

- To have the means, support and resources that ensure equal opportunities in relation to the other components of the university community, according to current regulations on this matter, within the budgetary availability of the UPV/EHU.

- To the precise methodological, temporal and spatial adaptations of the evaluation tests, including the entrance tests to the UPV/EHU, carried out by the centers and departments.

- To universal accessibility to the buildings, spaces, facilities and dependencies of the UPV/EHU, including virtual spaces, as well as to services, procedures and information; according to current regulations on this matter and within the budgetary availability of the University.

Rights of students with special educational needs (III)

- To be informed of the results of the Service satisfaction surveys.

- To make the claims and suggestions that they deem appropriate following the established procedure.

- To guarantee the confidentiality of the information and documentation received.

- To the other rights recognized by current regulations that affect this matter.

Duties of students with special educational needs

- Provide all the necessary information for the definition of needs, presenting the required documentation, where appropriate.

- Use the procedures and deadlines established by the Service for People with Disabilities to make requests for adaptations.

- Act responsibly with assigned support staff.

- Take advantage of and make responsible use of the awarded Assistive Products.

- Use the established procedures to make complaints and suggestions.

Procedures of action of the Service for People with Disabilities

- To be explained in detail later, but in general:

  - Request for adaptations for the university entrance exams.

  - Request for adaptations for university studies.

  - Attention to UPV/EHU students who participate in mobility programs.

  - Attention to visiting students at the UPV/EHU through mobility programs.

Resources to ensure equal opportunities for students with special educational needs

- To request personnel or support products, the procedure established in the request for adaptations for university studies will be followed.

- To be explained in detail later.

Claim procedure

- The resolution of the request for adaptations and personnel or support products by students with special educational needs will be communicated through the same computer application used to process said request.

- In the case of applications that are totally or partially denied, the Vice-Rector of Student Affairs and Employability office will issue a reasoned resolution that will be notified to the affected person.

- Faced with said resolution, which puts an end to administrative proceedings, the interested person may appeal by two means, in no case simultaneously.

Data Protection

- In accordance with current legislation, the Service for People with Disabilities, attached to the Vice-Rector of Student Affairs and Employability office of the UPV/EHU, will adopt the necessary measures to guarantee that the personal data existing in it are used exclusively for the purposes and functions of public law entrusted to it.

The III Inclusion Plan of the University of the Basque Country

The III Inclusion Plan of the University of the Basque Country: Summary (I)

- The approval and implementation of the III Inclusion Plan (2019-2022) of the University of the Basque Country (UPV/EHU) is a consequence of our university's commitment to inclusion, equity and sustainability.

- From its status as a public institution of higher education, it must take into account the principles of equal opportunities and attention to diversity.

- The University of the Basque Country already has a long journey: it has generated structures and promoted initiatives aimed at achieving real inclusion.

- Thanks to this remarkable effort, our institution is a benchmark in the field of inclusion and equal opportunities. Proof of this is the committed work of the Service for People with Disabilities in the faculties and schools of the university.

The III Inclusion Plan of the University of the Basque Country: Summary (II)

- University training is, in itself, a very demanding activity. It is precisely for this reason that we must work so that its development is not hampered by added difficulties.

- In short, it is responsibility of the UPV/EHU to guarantee an inclusive, equitable and quality education, as well as to promote learning opportunities throughout life and for all people, as reflected in the 2030 Agenda.

- The strategic reflection carried out by the UPV/EHU during 2018 and the evaluation of the II Inclusion Plan (2012-2017) have created the conditions to prepare this third plan.

- In this sense, the Strategic Plan of the UPV/EHU 2018-2021, in its axis III (Relationship with Society) already sets the objective of turning the university into an institution that promotes sustainable development, inclusion and social commitment.

- Among its different actions, it proposes to strengthen the programs and calls to support groups with specific needs: refugees, groups in situations of social, economic and cultural vulnerability, among others.

Introduction (I)

- The UPV/EHU as a public university is committed to inclusion, respect for diversity and equality.

- Article 4.3 of its Statutes indicates that in addition to guaranteeing equality between men and women, it will adopt the necessary measures to prevent or eliminate any discrimination based on birth, ethnicity, sex, religion, opinion, language or any other personal or social condition or circumstance.

- From its status as a public institution of higher education, it must take into account the principles of equal opportunities, respect for diversity and difference, integration of the gender perspective, positive action, elimination of roles and stereotypes based on sex and balanced representation.

- The UPV/EHU's own Statutes state, in their article 67 that "The UPV/EHU will promote actions to favor that all the people of the University Community who present special needs have the means, information, support and resources that ensure real and effective equality of opportunities in relation to the other components of the University Community".

Introduction (II)

- And in article 68 the following sections are included:

  - The UPV/EHU will guarantee equal opportunities for students and other members of the University Community with disabilities, proscribing any form of discrimination and establishing positive action measures aimed at ensuring their full and effective participation in the university environment.

  - Students and other people with disabilities in the University Community may not be discriminated against because of their disability, either directly or indirectly in access, entry, permanence and exercise of academic and other recognized qualifications.

  - When the circumstances of students with disabilities require, the University Departments and Centers will proceed to carry out non-significant curricular adaptations and establish specific tutorials based on the needs of these students.

  - The university environment of the UPV/EHU must be accessible in accordance with the legally established conditions.

  - The UPV/EHU will observe the regulatory provisions governing the reservation of employment in favor of people with disabilities, which will be applied in the personnel selection and hiring processes.

Taken steps

- The path taken to achieve real inclusion in the Basque public university has materialized through the creation of different structures and plans:

  - In 2001 the Governing Council approved the I Inclusion Plan in the UPV/EHU of the University Community with Disabilities prepared by the University Guidance Service.

  - In December 2003, the Service for People with Disabilities was created, under the then Vice-Rectorate for Students (currently Vice-Rectorate for Student Affairs and Employability), which serves students with disabilities on the three campuses.

  - In 2012, reaffirming this commitment, the II Inclusion Plan of the UPV/EHU was approved for the period 2012-2017.

  - Both the aforementioned plans and the actions of the Service itself focus on serving students, as it is considered to be the group of the university community that requires the greatest need for specific support.

  - Taking into account the above, this proposal of the III Plan also focuses on the student body, promoting an inclusive education.

Staff with disabilities

- For the staff (Administrative and/or Teachers/Researchers) there is a higher level regulation that regulates the reservation of employment in favor of people with disabilities, applicable in the personnel selection and hiring processes.

- In addition, the UPV/EHU has in recent years made significant investments to facilitate and adapt the work environments of its staff and will continue to act in this way.

Working with the non-university educational system

- In these years the UPV/EHU has worked alongside the surrounding non-university educational system.

- It has taken important steps in this direction on this path, such as the Basque Country Special Education Plan (1982) and the Strategic Plan for attention to diversity within the framework of an inclusive school 2012-2016.

- Inclusive education is understood as an attitude and a commitment to the task of contributing to a quality, equitable and fair education for all students through the creation of inclusive cultures, the elaboration of inclusive policies and the development of inclusive practices.

Interaction with international entities (I)

- UNESCO in its Guidelines for inclusion: Ensuring Access to Education for All (2006) pointed out that inclusive education represents a perspective that should serve to analyze how to transform education systems and other learning environments, in order to respond to the diversity of students.

- At the same time, the International Convention on the Rights of Persons with Disabilities (2006), became the first legally binding instrument that included the concept of inclusive and quality education as a right that obliges the authorities to provide sufficient conditions for students' effective enjoyment.

- It is suggested to carry out policies that consider inclusive education as a process that identifies and removes barriers, promotes the participation of all students and places a particular emphasis on students at risk of marginalization, exclusion or low performance.

- Inclusive education it is now linked to the elimination of social exclusion.

Interaction with international entities (II)

- The relevance of this idea is also reflected in the United Nations 2030 Agenda.

- The fourth Sustainable Development Goal (SDG) aims to guarantee inclusive, equitable quality education and promote lifelong learning opportunities for all, as well as offer safe, non-violent, inclusive and effective learning environments for all people.

- The Incheon Declaration for Education 2030, approved on May 21, 2015 at the World Education Forum promoted and organized by UNESCO, agrees concrete commitments towards inclusive, equitable and quality education and lifelong learning for all people.

- The idea of leaving no one behind becomes the watchword of this SDG.

The 2018-2021 Strategic Plan of the UPV/EHU

- The 2018-2021 Strategic Plan includes in its antecedents that the UPV/EHU is a public university and, as such must promote the values of inclusion, equity and sustainability and recognizes that it has the potential to become a reference model in the field of social commitment.

- In axis III (Relationship with Society) aims to turn the university into an institution that promotes sustainable development, inclusion and social commitment.

- Among its different actions, it proposes that of strengthening the programs and calls to support groups with specific needs (refugees, groups in situations of social, economic, cultural vulnerability, etc.).

The III Inclusion Plan of the UPV/EHU: starting point

- It proposes operating from a more committed and global concept of inclusion, guided by the priorities of the 2030 Agenda.

- Starting point: the definition of equity – equal treatment of all people respecting and taking into account their differences and qualities.

- Inclusion means creating an environment that allows access to university studies and participation in the academic life of all students, regardless of their characteristics, conditions or personal circumstances and paying special attention to those who may find themselves in a position of marginalization and vulnerability.

- However, it is a job that is also addressed to all students and the entire university community.

- Inclusion is not possible as long as each and every person does not become active agents of inclusion.

The III Inclusion Plan of the UPV/EHU: involved groups

- It places particular emphasis on the following groups, understanding that they may be subject to a greater risk of exclusion, vulnerability and marginalization:

  - Students with lack of economic resources.

  - Family vulnerability.

  - Situation derived from disability or other similar personal circumstances.

  - Situation of asylum and refugee applicants.

  - Personal situations that require psychological assistance.

  - Personal situations linked to sexual and gender identity.

  - Situations of deprivation of liberty.

The III Inclusion Plan of the UPV/EHU: main objective and structure

- The ultimate objective is to guarantee equal opportunities to all students in vulnerable situations, considering aspects such as universal accessibility, both in terms of technology and communication, and promoting design for all people in all areas involved.

- The plan itself is built from a sequential logic, structured in four stages.

- **To guarantee a key information on social and educational inclusion so that pre-university students consider university studies as a real option and carry out a decision-making appropriate to their circumstances.**

- Publicize the access routes, the offer of studies, and the support measures and resources aimed at inclusion in the UPV / EHU.

  - Create common information systems on measures and support resources of the UPV/EHU, which respond to the diversity of students in pre-university orientation actions.

  - Identify and contact the social agents related to the different groups that are the object of this Plan.

  - Present the specific support services for students in vulnerable situations in the conferences and meetings that the UPV/EHU organizes with the educational agents of the pre-university stage.

  - Organize conferences and/or meetings with social agents on access routes, the offer of undergraduate studies and measures and resources to support inclusion in the UPV/EHU.

Axis I (II)

- **To guarantee a key information on social and educational inclusion so that pre-university students consider university studies as a real option and carry out a decision-making appropriate to their circumstances.**

- Facilitate decision-making by making students aware of their possibilities.

  - Encourage the exchange of experiences between university students and / or graduates in vulnerable situations and pre-university students in the same vulnerable situation.

  - Design and implement the ITZALA program where university students accompany pre-university students in vulnerable situations for a time to bring them closer to university reality.

Axis II (I)

- **To guarantee equal opportunities in access to university studies.**

- Guarantee accessibility to the entrance exams for all students.

  - Design a shared procedure for access / admission to the university sensitive to diversity in which all the services involved participate.

  - Strengthen coordination with entities external to the UPV/EHU to carry out the procedures for admission to the university according to the specific situation of the students.

  - Analyze the possibilities offered by new technologies for the adaptations of the entrance exams according to the specific needs of the students.

  - Provide information to the teachers participating in the Evaluation for Access to University on the application of adaptations to the different tests.

Axis II (II)

- **To guarantee equal opportunities in access to university studies.**

- Facilitate the administrative procedures for admission to the university.

  - Guide and advise in order to successfully complete the administrative procedures for access and enrollment to university studies and requests for financial and material aid.

- Carry out reception processes sensitive to diversity that support students to be located in the university.

  - Prepare a guide of good practices in attention to diversity, aimed at the personnel involved in the different services of the UPV/EHU, for the four stages (including internal directory).

  - Welcoming students, informing them about the different support services available to the UPV/EHU.

Axis III (I)

- **To favor the development of a university life from an inclusive perspective.**

- Facilitate the development of university studies for people in vulnerable situations.

  - Strengthen the care program for students with disabilities, promoting specific tutoring, training university groups in inclusion and coordination with university centers.

  - Extend the ARRAKASTA program to the three historical territories, protocolize the attention to the students receiving the program, as well as the management of support measures.

  - Efficiently articulate the collaboration of the Psychological Care Service with the rest of the programs that work on inclusion.

Axis III (II)

- **To favor the development of a university life from an inclusive perspective.**

- Facilitate the development of university studies for people in vulnerable situations (continued).

  - Strengthen the care program for refugees and asylum seekers, improving the linguistic training offer and coordination with the receiving entities.

  - Maintain the aid program so that students with financial problems can continue with their studies.

  - Maintain the care program for inmates in prisons, improving the tutoring system.

  - Explore the possibilities of serving students with gender identity problems.

Axis III (III)

- **To favor the development of a university life from an inclusive perspective.**

- Encourage the active participation of students in university life and promote the feeling of belonging to the UPV/EHU.

  - Support the creation of volunteer networks and self-managed volunteer projects that favor the accompaniment and participation of students in vulnerable situations.

  - Strengthen collaboration between the different services and units involved in promoting participation in social volunteering activities.

  - Promote activities that connect with the interests of the students and allow access to participation in equal opportunities.

Axis III (IV)

- **To favor the development of a university life from an inclusive perspective.**

- Extend the inclusive culture in the university community of the UPV/EHU and collaborate in raising awareness in society.

  - Promote awareness-raising and visibility actions with a transversal and inclusive vision, aligned with the Sustainable Development Goals of the 2030 agenda.

  - Train Teachers, Researchers, Administrative Staff and students in aspects related to inclusion to guarantee equal opportunities.

Axis III (V)

- **To favor the development of a university life from an inclusive perspective.**

- Promote the employability of students.

  - Increase the participation of students in situations of vulnerability in entrepreneurship programs such as Entreprenari ZITEK-ABIATU (https://zitek.eus/), EHU-Inizia (https://www.ehu.eus/es/web/inizia/), Etorkizulan IKD-GAZtE (https://ikdgazte.wordpress.com/).

  - Increase the number of specific extracurricular internships offered to students with disabilities.

  - Ensure in employment forums the presence of entities, organizations and companies that work with groups in vulnerable situations.

Axis IV (I)

- **To facilitate the transit to active life.**

- Facilitate decision-making once university studies are completed.

  - Provide specific training on inclusion to people who work in employment centers, entrepreneurship services and all those university centers who work in the field of employment.

  - Encourage a proactive approach towards vulnerable students from services that promote employability.

  - Study the ways in which employment centers can effectively manage inclusive job offers.

  - Promote mentoring programs through the EHUalumni network (https://www.ehu.eus/es/web/ehualumni/).

  - Organize meetings between EHUalumni members and recently graduated students to share vital experiences of diversity.

Axis IV (II)

- **To facilitate the transit to active life.**

- Strengthen the presence in the media and networking to facilitate the social inclusion of graduate students.

    - Design a communication strategy that makes visible the value of the graduates of these groups in society.

    - Promote the inclusion of these groups in EHUalumni.

List of indicators (I)

- Annual number of students registered and cared for, broken down by group (economic resources; vulnerability; disability or other similar personal circumstances; asylum and refugee applicants; situations that require psychological assistance; situations linked to sexual and gender identity).

- Number of training and awareness-raising actions related to inclusion for Teachers, Researchers, Administrative staff and students, managed by the services that serve the groups listed above.

- Number of participants in training and awareness-raising courses related to inclusion for Teachers, Researchers, Administrative staff and students managed by the services that serve the groups listed above.

- Number of specific places offered in extracurricular internships for students listed above.

- Number of agreements signed with social entities to work on inclusion.

List of indicators (II)

- Number of presences in the media.

- Number of presentations in educational forums (Congresses, conferences, ...) on the services/supports offered at the UPV/EHU for inclusion.

- Number of Teacher tutor or tutor to support students from groups in vulnerable situations.

- Number of graduated students registered and attended by the groups listed in previous slide.

- Number of own publications produced on the services/supports offered at the UPV/EHU for inclusion (guides, protocols, etc.).

- Number of students participating in volunteer programs related to inclusion within the UPV/EHU.

Inclusion in the UPV/EHU: Guidelines for teachers (I)

- The objective of this guide is to serve as support to teachers for the adequate response to the educational needs that the students in our classrooms may present.

- Intended to be a tool that allows teachers:

    - To have a basic knowledge of the characteristics and functional implications of each disability,

    - To know what general interaction guidelines should be taken into account depending on the circumstances of each student,

    - What adaptations and what teaching and learning strategies evaluation can be considered, and

    - A list of possible personal and technical support resources that can be used by students in each situation to alleviate the special educational needs that they may present.

Inclusion in the UPV/EHU: Guidelines for teachers (II)

- Ultimately, intended to be an aid to achieving a more inclusive university.

- But the objective of this guide will be useless if teachers are not willing to change their attitude, to direct their gaze to all the students, knowing and detecting their needs and taking responsibility for the curricular adaptations that are necessary in each case and situation.

Inclusion in the UPV/EHU: Guidelines for teachers (III)

- Teachers must understand and become aware that it is a right that assists all students, whatever their circumstances, and that their duty as teachers will be to give an adequate response to each of them equally, so that each student achieves the maximum professional development of what they are deserving, without their physical, mental or sensory limitations representing an obstacle in their academic itinerary.

- This guide represents, in short, a commitment on the part of the UPV/EHU to provide a quality public service to all people who want to enroll in the degrees we offer.

- Specifically, it means offering a series of recommendations aimed at guiding and supporting the university teacher to acquire the knowledge, strategies and resources that allow them to carry out their work with all university students with equal opportunities.

Universal Design: Design for All (I)

- Universal Accessibility is a philosophy that aims to ensure that environments, products, services and systems can be used by as many people as possible.

- It is a design model based on human diversity, social inclusion and equality.

- The term Design for All (Universal Design) is included in the Stockholm Declaration of May 9, 2004, which defined its objective as follows:

    - "… enable all people to have equal opportunities to participate in every aspect of society… [for which] the built environment, everyday objects, services, culture and information […] must be accessible and useful for all members of society and consistent with the continuous evolution of human diversity"

Universal Design: Design for All (II)

- The Universal Design or Design for All People applied to education promotes that all students (not only people with special educational needs) have access to the curriculum, instructional methodologies and evaluation in a completely inclusive way.

- According to UNESCO, through the Strategy of the International Office of Education (2008-2013) Universal and Inclusive Design would mean:

  - "a permanent process, whose objective is to offer a quality education for all, respecting diversity and the different needs and aptitudes, characteristics and learning expectations of students and communities, eliminating all forms of discrimination"

General recommendations: Teacher attitude

- Know the characteristics and needs of the students, paying special attention to students with special educational needs.

- Do not identify the student with a disability in the classroom, unless we have express permission from him/her to inform his/her classmates.

- Reduce anxiety regarding students with disabilities: know the ordinary and occasional symptoms, possible attacks and know how to react and what protocol to follow.

- People with disabilities know better than anyone what they can and cannot do. Never decide for them about their participation in any activity and, on the contrary, always ask them about their needs, about the adaptations that we could implement to facilitate access to the curriculum.

- Maintain a natural attitude, do not prejudge the person for certain physical or mental characteristics that they may present.

- Do not put limitations on the resources or technical aids that the students may need and use.

General recommendations: Classroom atmosphere

- Faced with the needs that students with disabilities may present, teachers must provide a supportive environment, establishing guidelines, shared responsibilities, promoting cooperative attitudes and personal and material help among their classmates.

- Achieve in the classroom an environment of respect for diversity and a fluid communication climate, taking into account the circumstances and needs that each student may present and fostering their confidence, personal autonomy and their participation in university life.

- Have the support of volunteer students: these are students who, in exchange for credits, join the "Accompaniment Program for students with disabilities" to participate in solidarity and cooperation activities aimed at colleagues with disabilities.

General recommendations: Curricular issues

- Apply the principles of Universal Design of Learning in the curricular design of the subjects, providing all students with access to the curriculum, instructional methodologies and evaluation, taking into account their diversity, whether or not they present special educational needs.

- This will largely avoid the need for subsequent curricular adaptations during the course.

- Favoring inclusion forces teachers to take into account all their students in the design of their subject.

- All of the above entails being able to organize tutorials that ensure continuous communication with students with disabilities, and in general, with special educational needs.

  - It is essential that the first tutorials be done before the start of the course.

General recommendations: Advice and coordination

- In this process, the teachers have the advice of the Service for People with Disabilities at all times.

- Both the center –through the person responsible for the students with special educational needs– and the teaching staff –in a personal capacity–, can have the mediation work of the Service for People with Disabilities to accompany and advise on the interpretation and adjusting the needs that the students may present.

- For this, co-responsibility and, especially, a proactive and flexible attitude of the teaching staff will be necessary in the search and proposal of the most appropriate solutions and adaptations throughout the process and in the face of each new need of the students.

Educational Response to the Different Needs of Students

- The guide also sets out some recommendations to take into account in the educational response to the needs that students with different disabilities at the UPV/EHU have raised in recent years:

  - Hearing disability.

  - Visual disability.

  - Motor disability.

  - Asperger syndrome.

  - Learning difficulties.

  - Mental disorders.

  - Organic diseases.

- To be explained in detail later.

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Thank you for your attention

Edu4ALL
UPV/EHU Legislation

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January 11, 2022

Edu4ALL
UPV/EHU Service for People with Disabilites

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January 11, 2022

Summary

- Service for people with disabilities UPV/EHU: Introduction

- Resources of the Service for people with disabilities UPV/EHU

- Scholarships

- Accompaniment program

- Universal accessiblity

- Formation for teaching and research staff

- Employability
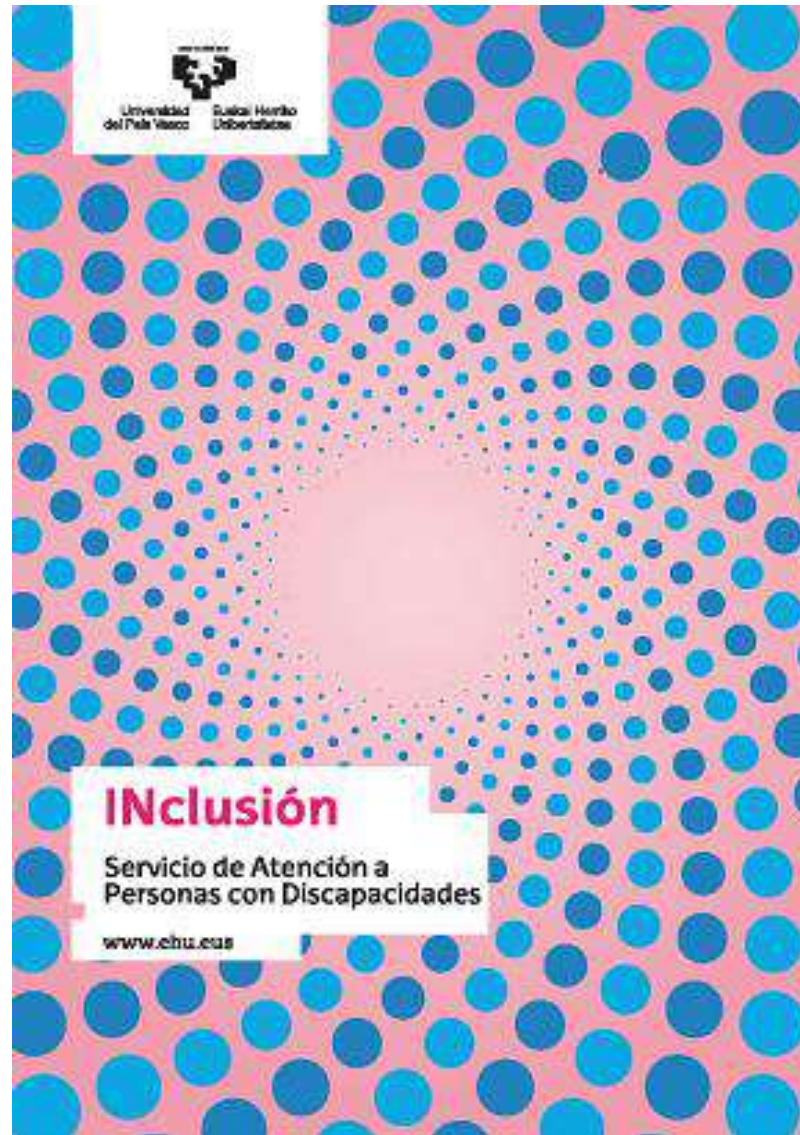
Service for People with Disabilities of the UPV/EHU (I)

- Set up in 2003 to ensure the principle of equal opportunities by facilitating students' access to studies and services and their full participation in the university.

- Depends on the Vice-Rector of Student Affairs and Employability.

- Has service units on the campuses of Araba, Bizkaia and Gipuzkoa.

- Leaded by the Students Director:

  - Two technical staff in Araba.

  - Five technical staff in Bizkaia.

  - Four technical and one administrative staff in Gipuzkoa.

Service for People with Disabilities of the UPV/EHU (II)

- They tend to closely monitor the student with disabilities (e-mail, phone, ...).

- They work closely with the Faculties and Schools.

- They also work with entities related to pre-university education, mainly to predict the needs of new students.

- They receive financial support from the University itself, and also from the Basque Government.

- They also work in a network of Services for People with Disabilities of the Universities in Spain to share experiences, information, criteria, policies, ...

A bit of history

- In 2001 the Governing Council approved the I Inclusion Plan in the UPV/EHU of the University Community with Disabilities, prepared by the University Guidance Service.

- As a result, in December 2003 the Service for People with Disabilities was created. They started in Gipuzkoa, but at the moment they work in the three Campuses.

- In 2012 the Governing Council approved the II Inclusion Plan of the UPV/EHU (2012-2017), motivated by the concern to improve the attention to students.

- In 2019 the Governing Council approved the III Inclusion Plan of the UPV/EHU (2019-2022), the current one.

Mission

- The mission of the Service for People with Disabilities is to guarantee the principle of equal opportunities for students with disabilities and in general with special educational needs, facilitating access to studies, the enjoyment of services and their full participation in the University.

- The response to the needs of students with disabilities is carried out through 4 strategic axes:

  - Information, Advice and Guidance.

  - Equalization of Opportunities.

  - Training and Awareness.

  - Universal Accessibility.

List of services (I)

Activities	Target population
Assess the needs and manage the resources that pre-university students will need in the University entrance exams.	Pre-university students with disabilities and, in general, with special educational needs
Inform about the Service and the procedure for requesting adaptations.	New UPV/EHU students with disabilities and, in general, with special educational needs
Assess the needs and manage the resources that university students will need during university studies.	UPV/EHU students with disabilities and, in general, with special educational needs
Inform about sources of support for the job search and mediate in job offers aimed at UPV/EHU graduate students with disabilities.	Graduated students with disabilities and, in general, with special educational needs

List of services (II)

Activities	Target population
Provide students with disabilities with human and technical resources that allow their access to the curriculum.	UPV/EHU students with disabilities and, in general, with special educational needs
Disclosure of the Service.	Berritzegunes. Post-compulsory Secondary Education Centers. Pre-university students with disabilities and, in general, with special educational needs. UPV/EHU students. Administration and Services Staff. Teaching and Research Staff.
Organize courses for the university community.	UPV/EHU students. Administration and Services Staff. Teaching and Research Staff.
Promote actions to improve architectural and communication accessibility.	UPV/EHU students with disabilities and, in general, with special educational needs

About human and technical resources

- It was difficult to hire technical staff to give support educational needs and also sign language interpreters.

  - Nowadays there are some people, but the expectations are that more people will be needed in the near future.

- There are several resources bought for solving several needs in each campus (cranes, furniture, laptops, ...).

- They have an agreement with Fundación ONCE (http://fundaciononce.es/en) for more specific assistive technology, depending on the involved students' needs.

- Anyway, they promote that the classmates would help students with special educational needs by sharing educational material.

Social Commitment

- Through this List of Services they show their commitment and responsibility with aspects that should be the hallmarks of a public administration.

- That is why they work to promote and guarantee the accessibility of groups with disabilities.

- Likewise, they adopt measures aimed at gender equality and environmental and occupational risk prevention measures to offer a sustainable, healthy and safe service.

- UPV/EHU understands that in its commitment to offering a quality service, the use of both languages (Basque and Spanish) must be especially taken into account.

Remedy measures

- In the event of non-compliance with some of the commitments assumed in the List of Services, the user may submit a claim for non-compliance with the commitments to the person responsible for the Service.

- The person responsible for the Service will send a response to the user by the same means and language that the claim has been received.

- If it is considered that any of the commitments has been breached, the sender will be apologized and will be informed of the measures taken to correct the deficiency observed.

Publication of Results

- The Lists of Services are instruments that must be subject to continuous review, as regards the correction of deviations with respect to the declared commitments.

- That is why the Service undertakes to carry out a continuous control of the degree of fulfillment of the declared commitments through the indicators established for this purpose.

- Likewise, they will analyze the claims for non-compliance of those and evaluate the satisfaction of the users.

- With the analysis of the data obtained, they will prepare an annual monitoring report on the degree of compliance with the commitments, the corrective measures that have been put in place to improve the provision of the Service and the remedial measures that have been taken, in their case.

- The degree of compliance with the commitments will be available on their website.

Commitment (I)

Activities	Commitment	• Indicator
Assess the needs and manage the resources that pre-university students will need in the University entrance exams.	Obtain a minimum score of 8 out of 10 on the management of students' needs in the entrance exam	Degree of satisfaction regarding the intervention of the Service with respect to the needs of the students in the university entrance exams
Inform about the Service and the procedure for requesting adaptations.	Establish the first contact of the Service with new students before the start of the course and within a period of no more than 15 calendar days for enrollments made from September.	Percentage of new students with whom the first contact is established within the established period
Assess the needs and manage the resources that university students will need during university studies.	The degree of satisfaction of the registered students in relation to the intervention of the Service will be a minimum of 7 out of 10.	Degree of satisfaction of the registered students in relation to the intervention of the Service
Inform about sources of support for the job search and mediate in job offers aimed at UPV/EHU graduate students with disabilities.	Send the job offers received in the Service to qualified students with disabilities within a period of less than 5 calendar days	Percentage of job offers that have been notified within the established period

Commitment (II)

Activities	Commitment	• Indicator
Provide students with disabilities with human and technical resources that allow their access to the curriculum.	Provide before the start of the course 100% of the resources requested before the end of July.	Percentage of resources granted by the Service within the established period
Disclosure of the Service.	The degree of satisfaction of users in relation to the dissemination of the Service will be a minimum of 7 out of 10.	Average assessment of the dissemination of the Service in the satisfaction surveys of students, centers and intervention in University entrance exams
Organize courses for the university community.	A minimum of 15 courses will be offered per year aimed at Administrative, Technical, Teaching and Research staff, and also students that favor good practices towards students with disabilities.	Number of courses offered to Administrative, Technical, Teaching and Research staff, and also students
Promote actions to improve architectural and communication accessibility.	Implementation of a minimum of one action to improve architectural and communication accessibility per year	Number of actions to improve architectural and communication accessibility implemented

How to participate

- The users of the Service can collaborate in the improvement in the provision of the service by contributing their opinions through the satisfaction surveys that are carried out and the presentation of suggestions, complaints and claims through the established means (fax, e-mail, via Web, filling in the forms in the Service attention units).

    - The person responsible for the Service will send a response to the user by the same means and language that the suggestion, complaint and/or claim has been received.

- Each academic year satisfaction surveys are sent to users in which they can express their opinion about the care offered.

- These surveys are also available in the Service's attention units on the three campuses.

- The results of these surveys will be made public annually.

Web of the Service

- On their website you have at your disposal useful information about the Service and content of interest: www.ehu.eus/discapacidad

  - III Inclusion Plan of the UPV/EHU (2019-2022).

  - Regulation of equal opportunities in the attention to students with special educational needs of the UPV/EHU.

  - Guide for teachers: Inclusion at the UPV/EHU.

  - UPV/EHU disability data.

  - Legislation and regulations.

  - Documentation of interest related to university and disability.

  - Links about universities, disability, associations and services of other universities.

- In addition, you can find news in relation to disability, calls for courses and scholarships aimed at university students with disabilities.

Resources

Support staff

- The support of this staff is conditioned by the responsible declaration that the student must sign assuming a good use of it.

    - Educational Support Specialists: students with reduced mobility may have access to this resource after the evaluation of the service.

    - Sign Language Interpreters: deaf students will have access to this resource after the evaluation of the service.

Assistive technology

- The endowment of these resources is conditioned by the responsible declaration that the student must sign assuming a good use of it.

  - Assistive Products Bank is a program of the Universia Foundation that, in agreement with the University of the Basque Country, makes various assistive products available to students with disabilities free of charge.

  - Other assistive products that the UPV/EHU makes available to its students.

  - Adapted places in Libraries.

  - Magnetic Loops.

Assistive Products bank

- Assistive product is "Any product (including devices, equipment, instruments, technologies and software) specially manufactured, or available in the market, to prevent, compensate, control, mitigate or neutralize deficiencies, limitations in activity and restrictions in the participation".

- The beneficiaries of the Assistive Products bank are students enrolled in the current academic year and recent graduates who are doing extracurricular internships with companies in agreement with the UPV/EHU and who prove a disability equal to or greater than 33%, or permanent disability.

- The loan of assistive products can be requested for flexible periods, from one day or up to a maximum of one academic year.

- It can also be requested in successive courses until completion of studies.

Procedure to get an assistive product (I)

- The application process will be carried out through the UPV/EHU Service for People with Disabilities and the process is presented here.

  - a) The student must formalize the request for accommodations in GAUR program and indicate the necessary resource.

  - b) The Service will evaluate the request and once accepted it will carry out the management with the Universia Foundation to request the product.

  - c) The student will be sent by email a form (Annex 1) to authorize the transfer of data to the Universia Foundation that she must sign and send it to the service.

Procedure to get an assistive product (II)

- d) Once the product has been received, the student will be notified so that they can go through the Service to pick it up.

- e) The student must pick up the product at the Service and first sign a receipt of the same (Annex 2) and a declaration of responsible use (Annex 3).

- f) The product must be returned to the Service at the end of the academic year.

Some products borrowed this academic year

- An electronic phonend.

- A portable computer.

- An electronic magnifying glass.

Assistive Technologies in the UPV/EHU (I)

- Here a list of the assistive technologies that are at the UPV/EHU is listed.

- Speech recognition programs:

  - Applications that allow control of the computer through voice commands.

  - Writing tasks, opening menus, creating macros, browsing the Web, etc. can be carried out.

  - The main objective is to provide an appropriate person-position interaction through spoken commands.

  - They require unaltered speech.

- Character enlargement software.

- Bookstands and/or bookends.

Assistive Technologies in the UPV/EHU (II)

- Ergonomic furniture (adapted chair, chair transfer systems).

Tripp Trapp® STOKKE®

- Akuakalda video: https://www.youtube.com/watch?v=3-7R33HiSS0

- Crane video: https://www.youtube.com/watch?v=feDekQPq7ro

- Ergonomic furniture (tables with inclination).

Assistive Technologies in the UPV/EHU (IV)

- Carbonless notebooks.

  - Notebooks to help you take notes.

- Talking notetakers such as spoken Braille: Spoken Braille, or Braille'n Speak.

  - Talking notepad that is commonly used by blind people who need to have a portable device, with a long battery life that allows taking notes, notes or carry text information for immediate access, that is, as soon as it is turned on it is available to work with it.

  - For writing texts and pressing commands, it has a 6-point Braille keyboard.

- Braille printer.

- Braille display.

- Documents in enlarged print.

- Screen magnifiers.

- Screen reviewers.

- Recorders.

- Frequency Modulated (FM) Systems:

  - Transmit the sound signal through waves.

  - They consist of a transmitter with a microphone worn by the transmitter and a receiver worn by the worker coupled to his hearing aids.

  - They can be very useful in training activities.

Adapted places in Libraries (I)

- There are adapted stations for students with disabilities.

- They can be found in the main buildings of the libraries at the UPV/EHU:

  - Araba Campus Library (Vitoria-Gasteiz).

  - Library of the Bizkaia Campus (Leioa). On the third floor, in the student room (reading and loan).

  - Library of the Faculty of Economics and Business (Bilbao-Sarriko).

  - Gipuzkoa Campus Library (Donostia-San Sebastián).

Adapted places in Libraries (II)

- Joystick:

  - Mouse adapted for the computer

  - When there are difficulties in moving the conventional mouse, we can use ball mice.

  - The common characteristic of these mice is that they place the ball in the upper part, allowing the cursor to be moved with movements of the fingers or the palm of the hand.

  - Some models differ from each other in the size of the ball and the number and arrangement of the buttons.

Adapted places in Libraries (III)

- Telescope:

    - Optical aid for people who have enough visual rest to allow them to access the enlarged letter.

    - The telescopes are based on a television screen and a camera to enlarge the text that we place under it.

    - They have a tray through which the text to be read slides.

Adapted places in Libraries (IV)

- Zoomtext:

  - Access tool for people with visual impairment composed of two adaptation technologies: Magnification and screen reading.

  - ZoomText lets you see and hear anything that appears on your computer screen, providing full access to documents, applications, email, and the Internet.

Magnetic loops

- Systems that facilitate hearing accessibility for people who use hearing aids and/or implants [https://www.youtube.com/watch?v=sttGh0lrBZk]

- There are several rooms in several buildings at UPV/EHU that have magnetic loops:

  - Four buildings in Araba campus.

  - Eight buildings in Bizkaia campus.

  - Five buildings in Gipuzkoa campus:

    - Ada Lovelace room at the Computing Faculty.

ehuZeinu

- It is a service offered by videoconferencing with a Sign Language Interpreter and deaf people can request it.

- This service allows the connection of audio and video in real time, in order to establish accessible communication between the UPV/EHU interlocutor and the deaf person through a Sign Language interpreter.

- This service is provided to guarantee accessibility in communication related to academic activity.

- Deaf students may require online tutoring, a consultation or procedure in the online secretaries, an online meeting at the Service for People with Disabilities and other situations.

How does ehuZeinu work?

- The interested person must complete the form and request an appointment and indicate the service they want to contact.

- This service works by webcam through the corporate videoconferencing platform.

- After requesting the appointment, they will receive an email with the link to access the video conference.

Some links about assistive products (I)

- Catalogue of the Assistive Products made by the Ceapat (State Reference Centre for Personal Autonomy and Technical Aid): https://ceapat.imserso.es/ceapat_06/cat_apo/index.htm

- EAST-IN worldwide search engine on Assistive Technology: http://www.eastin.eu/en-GB/searches/Products/Index.

- Assistive Products sellers such as BJ Adaptaciones: https://bjadaptaciones.com/

- Catalogue of typhlotechnology made by the Center of the Typhlotechnology and Innovation of ONCE (Spanish National Organization for the Blind): https://cti.once.es/

- Ergohobe catalogue: http://www.ergohobe.net/en/catalogo.php.

Some links about assistive products (II)

- Adapro word processor: http://adapro.iter.es/en/

- GRID-3 software: https://thinksmartbox.com/product/grid-3/.

- INTIC software: http://www.proyectosfundacionorange.es/intic/

- Azahar applications:
  http://www.proyectoazahar.org/azahar/ChangeLocale.do?language=en&country=US&page=/loggined.do

Some videos about assistive products

- The Arrieta method: https://www.elmetodoarrietafilm.com/en/

- Switch access video demonstration: https://www.youtube.com/watch?v=rAIXE6ilRQ0

- Magnifier: https://www.youtube.com/watch?v=xC7jpo81ssE

- Speech recognition: https://www.youtube.com/watch?v=6altVgTOf9s.

- Sign languages: https://www.youtube.com/watch?v=FMsZCzEVzS4

- Signing avatar: https://www.youtube.com/watch?v=A3B82XoZejc

Scholarships

Scholarships (I)

- There are calls for scholarships to help educate students with disabilities.

- We list here some of them:

  - Scholarships for university studies and other higher studies from the Department of Education of the Basque Government:
  https://www.ehu.eus/documents/2241153/6939118/CONVOCATORIA+2021-2022.pdf/747b7a73-8d95-5e40-e747-f877dc9f0688?t=1625464854884

  - Adapted transport scholarships:
  https://www.ehu.eus/documents/2241153/6939118/ANEXO+II+2021-2022.pdf/caad41f9-b2d4-6296-ee87-3511d62282db?t=1625464854290

  - Aid Program "Reina Letizia for Inclusion":
  https://www.ehu.eus/documents/2241153/2259633/CONVOCATORIA_PRLPI_21_22.pdf/5cf06dce-c7d7-5584-004d-bfe53db16ff5?t=1624345842400

Scholarships (III)

- We list here some of them (continued):

    - Scholarships "Opportunity to talent" (Fundación ONCE):
      https://becas.fundaciononce.es/Paginas/BecasOportunidadTalento.aspx#

    - Call for Adecco Foundation scholarships for university students with disabilities:
      http://fundacionadecco.org/becas-discapacidad/

    - Universia Foundation scholarships for university students with disabilities:
      https://www.fundacionuniversia.net/es/becas.html

Scholarships (IV)

- Some of the scholarships are related to mobility:

  - Erasmus + scholarship for special needs of students with disabilities: https://www.ehu.eus/es/web/nazioarteko-harremanak/-/ayudas-economicas-movilidad-2020-20-1

  - Santander Erasmus scholarship: https://www.becas-santander.com/es/program/beca-santander-erasmus-2021-2022

Accompaniment program for students with disabilities and/or special educational needs

Accompaniment program for students with disabilities and/or special educational needs (I)

- The students enrolled at the UPV/EHU may request academic recognition of credits for carrying out cultural, sports, student representation, solidarity and cooperation activities that they have carried out throughout their stay at the university, up to a maximum of 6 credits of the total of the study plan.

- In the Regulations on the recognition and transfer of credits in undergraduate studies, approved by the Governing Council on June 24, 2010. It includes: "Article 11.

  - For the recognition of solidarity and cooperation activities, the following will be taken into account:
  - 5b) Participation in activities of the "Accompaniment Program for students with disabilities" or similar managed or endorsed by the Vice-Rector's Office for Students and Employability of the UPV/EHU, granting one credit for every 30 hours of dedication.
  - The Vice-Rector's Office for Students and Employability, through the Service for People with Disabilities, will establish the follow-up of the students who participate in this accompaniment program, and will issue each student and/or student a certificate with the express indication of the credits that It corresponds to amortize, upon request of the interested party."

Accompaniment program for students with disabilities and/or special educational needs (II)

- Collaborating students at the end of the support must send the completed application form to the Service:

  - https://www.ehu.eus/es/web/discapacidad/eskaera-orria

SOLICITUD COLABORACION PROGRAMA DE ACOMPAÑAMIENTO A ESTUDIANTES CON DISCAPACIDADES

*Indica campos obligatorios

APELLIDOS *

NOMBRE *

CÓDIGO POSTAL *

LOCALIDAD *

DNI *

e-mail *

Tfno *

EXPONGO *

SOLICITO *

DATA *

__/__/____

FIRMA *

l/eskaera-orria

Solicitud - Servicio de Atención a Personas con Discapacidades - UPV/EHU

Texto de verificación *

Enviar

Universal Accessibility

Universal Accessibility (I)

- The UPV/EHU has a Campus Accessibility Plan that includes a diagnosis that includes accessibility barriers in the urban environment and public buildings, transport and communication.

- Based on it, improvement plans and actions are gradually designed and developed to guarantee access and non-discriminatory, independent and safe use of the built environment.

Universal Accessibility (II)

- Actions:

  - Adaptation and reorganization of spaces and furniture (classrooms, computer rooms, libraries, laboratories ...).

  - Search for accessible routes (ramps, elevators, ...).

  - Incorporation of accessibility elements (signage, handrails, indicators on the doors, floor markings, etc.).

  - Reserved parking spaces on campus.

  - Specific Evacuation Measures. Instructions for use of evacuation chair: https://ehutb.ehu.es/video/magic/58c66846f82b2b44468b456c.

GOGORATU!
APARKALEKU HAU EZGAITASUNAK DITUZTEN PERTSONENTZAKO ERRESERBATUA DAGO.

RECUERDA!
HAS APARCADO EN UN LUGAR RESERVADO PARA PERSONAS CON DISCAPACIDADES.

Specific courses for the Teaching and Research Staff

Specific courses for the Teaching and Research Staff

- Specific training actions are promoted for teachers, which in addition to helping them improve care and communication with students with disabilities, allow them to have tools so that they can use inclusive teaching methodologies.

A non-exhaustive list of the courses for the Teaching and Research Staff (I)

- "Accessible digital materials":

  - Online, free and open course: "Accessible digital materials", organized by the Fundación ONCE Channel at UNED.

  - The course lasts 5 weeks, no previous knowledge is required and each student has the possibility of obtaining accreditation for the merits achieved.

  - https://www.youtube.com/watch?v=JIQxilVXPSg&list=PLWfF6Dli9QCOpSmUYr1exdr8hfRRlwxx5&index=4

- "New perspectives for diversity":

  - The number of students with disabilities at the UPV/EHU is increasing and diversity is a reality in university classrooms.

  - Through this course, teachers will learn the perspective of diversity, in a situation of disability, functional diversity, special needs, knowing myths and prejudices and giving importance to inclusive education.

  - Barriers in classrooms and teaching will be identified.

A non-exhaustive list of the courses for the Teaching and Research Staff (II)

- "Design of accessible Educational Materials":

  - The purpose of this training is to promote and facilitate the learning necessary to design and develop teaching material complying with the criteria of accessibility and design for all people.

  - To understand the essential concepts about accessibility.

  - To prepare educational materials that meet standard accessibility criteria.

  - To transform non-accessible educational materials into accessible educational materials through Microsoft Office programs.

  - To check the accessibility of educational materials through different automatic testing programs.

A non-exhaustive list of the courses for the Teaching and Research Staff (III)

- "Communication strategies with deaf people":

  - Aimed at the Teaching and Research staff of university centers in which students with hearing disabilities are enrolled.

- "Learn Sign Language online for Teachers":

  - Courses aimed at UPV/EHU university teaching staff on the three campuses.

  - These courses are intended to publicize the main characteristics of deaf people and learn about communication strategies with deaf people.

  - Sign language is the resource and the language to promote good practices in responding to deaf students.

A non-exhaustive list of the courses for the Teaching and Research Staff (IV)

- "Online training session on tutoring university students with Asperger's Syndrome (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)":

  - The tutoring of students with Asperger syndrome (ASD) and attention deficit hyperactivity disorder (ADHD) will be specifically addressed.

- "Online training session on dyslexia for university teachers":

  - The aim is to improve the UPV/EHU teaching staff's understanding of dyslexia.

  - The neurobiological and genetic aspects will be addressed, as well as the main characteristics of university students with dyslexia.

  - Teaching and evaluation strategies that can be used in university classrooms to facilitate equal opportunities and the inclusion of students with dyslexia will be discussed.

- "Online training session on rare diseases for University teachers":

  - An approach to rare diseases.

  - Analysis of the situation and experiences of rare diseases at the UPV/EHU.

CENTROS DE EMPLEO UPV/EHU
UPV/EHUKO ENPLEGU GUNEAK

FONDO SOCIAL EUROPEO

Lanbide
Euskal Enplegu Zerbitzua
Servicio Vasco de Empleo

Universidad del País Vasco
Euskal Herriko Unibertsitatea

Employability (I)

- The university's employment centers provide information on existing resources for the access of graduates to the labor market.

- One of the centers is in Araba Campus, two in Bizkaia Campus (Leioa and Bilbao), and another in Gipuzkoa Campus.

- On the other hand, in order to access the employment exchange of the UPV/EHU employment centers, it will be necessary to register in advance.

- Every year the UPV/EHU Employment Center organizes Employment Forums in Araba, Bizkaia and Gipuzkoa, the aim of which is to promote the employability of students and people who have graduated from the UPV/EHU, and facilitate contact between them (young people) and companies looking for specific profiles.

Employability (II)

- There are other entities and/or institutions to give access people with disabilities to the labor market. Here we list some of them.

- EHLABE: Basque Employment Portal for people with disabilities. http://www.ehlabe.org/es/ofertas-de-empleo-y-formacion/

- GUREAK ITINERARY: Labor Orientation Service. Generates job opportunities for people with disabilities in Gipuzkoa. https://www.gureak.com/en/

- LANTEGI BATUAK: Labor Orientation Service. Generates job opportunities for people with disabilities in Bizkaia. https://www.lantegibatuak.eus/

- FEKOOR: Orientation and Labor Integration Service: it is an intermediation service in the labor market for people with disabilities. https://fekoor.com/empleo/

Employability (III)

- EUSKAL GORRAK: Basque Federation of Deaf People: employment advice service. https://euskal-gorrak.org/abian/

- FUNDACIÓN ADECCO: Job orientation and employment service. https://fundacionadecco.org/

- FUNDACIÓN ONCE: "Por Talento" employment management for people with disabilities. http://www.portalento.es/

- FUNDACIÓN UNIVERSIA: Employment portal. https://www.fundacionuniversia.net/es/empleo.html

Employability (IV)

- There are annual calls for scholarships and internships aimed at people with disabilities.

    - Scholarship program of the ONCE Foundation to promote the labor inclusion of university students with disabilities.
      https://becas.fundaciononce.es/Paginas/BecasOportunidadTalento.aspx

    - Call for scholarships for people with disabilities. Internship at Lantegi Batuak.
      https://www.ehu.eus/es/web/discapacidad/lantegi-batuak-en-praktikak-egiteko-beka

    - Gureak internship scholarships.
      https://www.ehu.eus/es/web/discapacidad/inf_becas_gureak

    - ONCE-CRUE Foundation Scholarships. Internships for university students with disabilities. https://www.ehu.eus/es/web/discapacidad/once-crue-beken-deialdia

    - 'Santander Start' training internship program at its corporate headquarters in Madrid for university students with disabilities.
      https://www.fundacionuniversia.net/actualidad/accede-a-tu-primera-experiencia-profesional-en-tu-entorno-innova.html

    - ...

References

- Service for People with Disabilities of the UPV/EHU Web site.
  https://www.ehu.eus/en/web/discapacidad/jardunbideak1

- List of services of the Service for People with Disabilities of the UPV/EHU.
  https://www.ehu.eus/es/web/discapacidad/zerbitzuen-karta

Thank you for your attention

Edu4ALL
UPV/EHU Service for People with Disabilites

Nestor Garay-Vitoria, Associate Professor

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

University of the Basque Country

Universidad del País Vasco / Euskal Herriko Unibertsitatea

January 11, 2022

Edu4ALL
UPV/EHU

Support Service Network for People with Disabilities at University (SAPDU)

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Universidad del País
Vasco / Euskal Herriko
Unibertsitatea

January 11, 2022

We are going to start the session, focused on the Support Service Network for People with Disabilities at University, also known as the SAPDU network.

Summary

National statistical data

What is the SAPDU network?

A little bit of history

Objectives

Team members & functioning

SAPDU network's professional ethics

https://www.ptuk.edu.ps/projects/edu4all/

2

We will talk first about the number of students with disability studying in the Spanish Universities, and then, about what is the SAPDU network and a little bit of history. Will continue with what are the objectives of the network, the team members that compose it, and how is its functioning, and we will finish with the network's professional ethics.

Summary

National statistical data

What is the SAPDU network?

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We will start with some national data.

	Total of students with disabilities	% Students with disabilities*
CRUE	21,435	1.5%
Public universities	19,252	1.5%
Private universities	2,183	1.2%
In-person modality	12,320	1.0%
Distance modality	9,115	4.1%
First- and second-cycle and Undergraduate studies	16,497	1.8%
Postgraduate and Master	1,504	1.2%
Doctorate	452	0.7%

*On the total number of students at universities who have provided data to the study.

Source: IV Study on the degree of inclusion of the Spanish university system with respect to the reality of disability 2018.

The most recent statistical data obtained in Spain on community with disabilities in the university comes from the "Forth Study on the degree of inclusion of the Spanish university system with respect to the reality of disability 2018". It was compiled by the Universia Foundation with the collaboration of other entities such as the Spanish Committee of Representatives of Persons with Disabilities (CERMI), ONCE Foundation, the Royal Board on Disability, and the Conference of Rectors of Spanish Universities (CRUE). This report was published in 2020.

As you can see in the table, the greatest percentage of students with disabilities attended university in distance modality, and the lowest percentage is represented by doctoral students.

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https://www.ptuk.edu.ps/projects/edu4all/

5

So, what is the SAPDU network?

What is the SAPDU network?

Constituted by all the Services of attention to people with disabilities of 59 Spanish Universities.

<u>Aim:</u> joining forces and seeking to establish common criteria.

https://www.ptuk.edu.ps/projects/edu4all/

As already explained by Txelo Ruiz, the previous Vice Rector of Students and Employability of our university and former coordinator of the of SAPDU network's technical secretariat:

The SAPDU Network is constituted by all the Services of attention to people with disabilities of the different Spanish Universities, that are members of the CRUE (Conference of Rectors of Spanish Universities).
At present, the SAPDU Network is made up of fifty-nine universities. The general objective is to a network of disability support services, at the national level, with the aim of joining forces and seeking to establish common criteria.

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Team members & functioning

SAPDU network's professional ethics

A little bit of history about the network.

Integration of students with disabilities began in Spanish universities.

inter-university consultation to respond demands for which no response had been planned

The Royal Board on Disability takes under its protection the development of these first meetings.

Since the early nineties, a process of integration of students with disabilities began in Spanish universities. Very soon the heads of the academic areas under whose competence these tasks fall, begin a process of inter-university consultation to respond to the demands that are posed and for which no response had been planned. The Royal Board on Disability takes under its protection the development of these first meetings.

Decree on the organization of undergraduate and postgraduate studies

Academic authorities more aware of the need to join forces and propose common strategies

Development of document establishing the need for the creation of a network of support services
(University of Valencia on 2008)

Agreement on the creation of the network
(University of Alicante, 2009)

Formally constituted
(Universitat Jaume I, 2009)

https://www.ptuk.edu.ps/projects/edu4all/
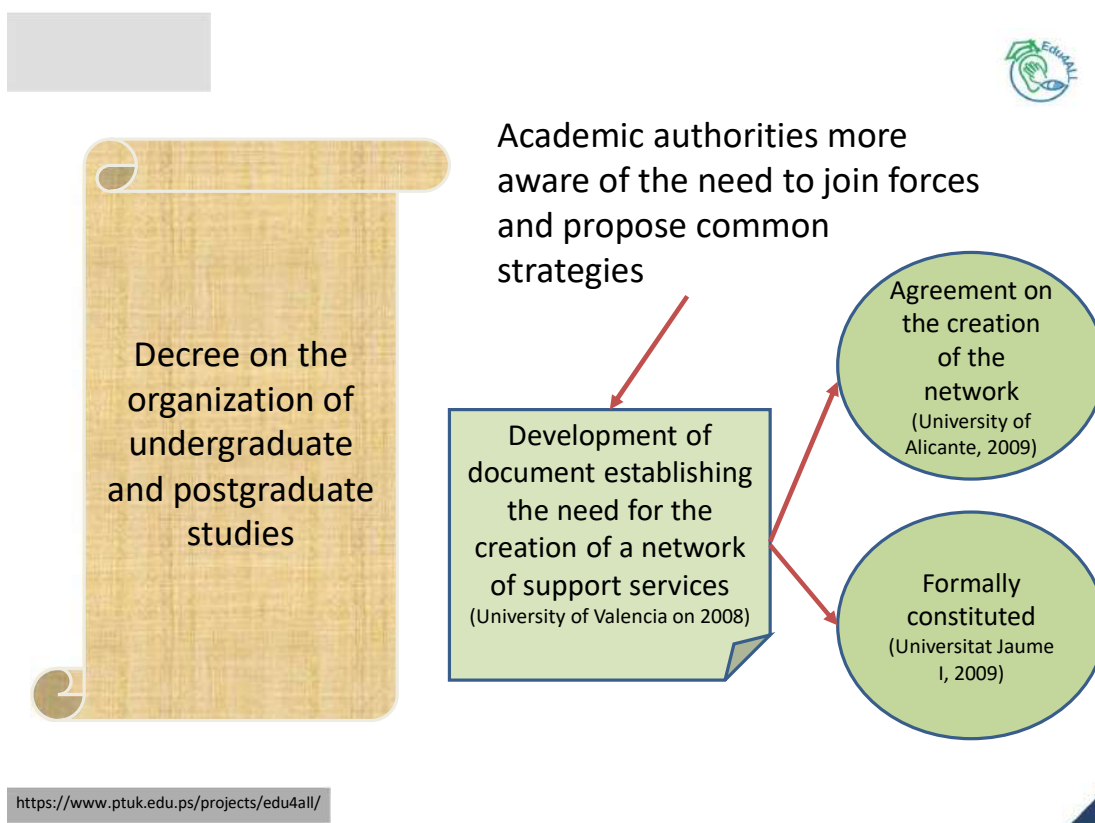
Since the publication of the Decree on the organization of undergraduate and postgraduate studies, academic authorities have become even more aware of the need to join forces and propose common strategies. The result of this awareness is the document prepared at the University of Valencia on December 11, 2008, under the auspices of the Area of Attention to Diversity of the University Network of Student Affairs. This same document establishes the need for the creation of a network of support services with the aim of combining efforts and criteria. In this direction, two meetings of the Diversity Attention Area of the University Network of Student Affairs have already been held. The first was held on May 7, 2009, during the celebration of the III Workshop of good practices of Disability Support Services, at the University of Alicante where those present unanimously agreed on the creation of the network and the second, held at the Universitat Jaume I de Castellón on December 14 and 15, 2009 where it was formally constituted approving, name, objectives, actions and working groups.

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What are the objectives of the SAPDU netwok?

Objectives

1. Collaboration of university services of attention to students with disabilities and specific needs of educational support (SNES).

2. Transversal actions that can be assumed by the different universities.

3. Adoption of measures for the effective fulfillment of the regulated in matters of disability, especially in the context of universities.

4. Guidelines for the incorporation of people with disabilities and SNES in the university life.

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As Txelo explained, the objectives of the SAPDU netwok are:
1. Promote the collaboration of the different university services of attention to students with disabilities and specific needs of educational support (hereinafter SNES).
2. Propose transversal actions in the field of disability that can be assumed by the different universities.
3. Propose, to the Educational Administrations, the adoption of measures for the effective fulfillment of the regulated in matters of disability, especially in the context of universities.
4. Propose guidelines that guide the effective and active incorporation of people with disabilities and SNES in the whole of university life, including teaching, research and management activities, as well as extra-academic ones, pursuing the normalization of their inclusion in universities, under the principles of equal opportunities, universal accessibility and design for all people.

Objectives

5. Good practices related to the activity of the services adhered to the network.

6. Presence of disability/diversity care services within universities.

7. Presence of diversity/disability as a value within universities.

8. Collaboration between the social aspects of the disability and universities.

5. Promote, disseminate and exchange good practices related to the activity of the services adhered to the network.
6. Promote and strengthen the presence of disability/diversity care services within universities.
7. Promote the presence of diversity/disability as a value within universities, encouraging the inclusion of evaluation indicators of both the teaching function, as well as the degrees and management of the university itself related to attention to diversity and disability.
8. Promote collaboration between the social aspects of the disability and universities, through joint actions.

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What are the team members and what is their functioning?

Team members & functioning

Network coordination

Permanent committee

Working groups

Commitments of the universities

In this point we will talk about the Network coordination, the Permanent committee, the Working groups, and the Periodicity of the network's meetings.

Team members & functioning

Network coordination

Permanent committee

Working groups

Commitments of the universities

Regarding the network coordination:

The **Technical Secretariat** of the
Network formed by the presidency +
the coordination of the network

PRESIDENCY

Vice-rector, appointed by the
Plenary of CRUE Student
Affairs

Coordination of the Network

Elected every
two years

The presidency of the network is held by the vice-rector, appointed by the Plenary of
CRUE Student Affairs. The coordination of the network is elected every two years in the
plenary of the meeting of the network, after the presentation of the corresponding
candidatures, the support service that is elected may renew this coordination only once.
The Technical Secretariat of the network is formed by the presidency and the coordination
of the network. Both sides work together.

Team members & functioning

Network coordination

Permanent committee

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What about the permanent committee?

Composition

Chair of the Working Group

Responsible for the Coordination of the network

5 persons who act as members

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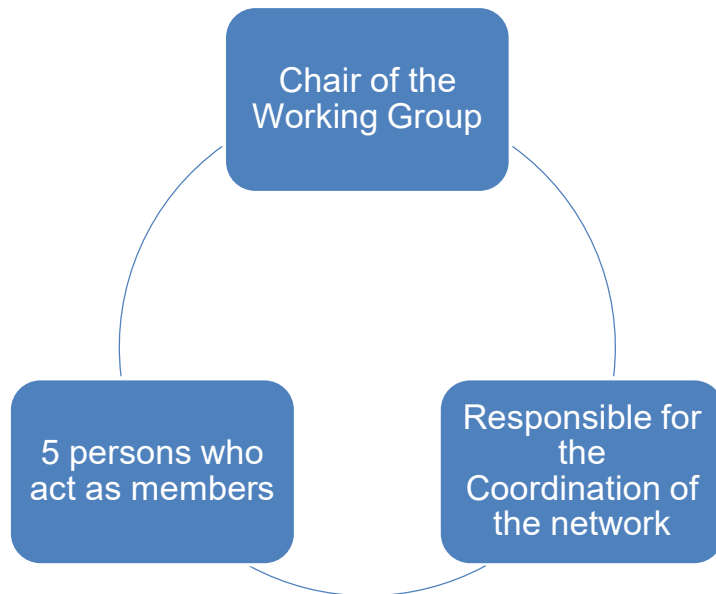
It is composed of:
− Chair of the Working Group, or person to whom s/he delegates, who will chair the meeting of the Permanent Committee.
− Responsible for the Coordination of the network, or person to whom it is delegated, acting as Secretary of the Permanent Commission.
− 5 persons who act as members, elected by the Plenary of the Network from among its members.

Election of people who act as members

Chosen from among the people who are part of the Network.

The candidacy for Member of the Permanent Commission is presented by the interested person, holding a nominal character on behalf of his/her University.

Each university adhering to the Network has the right to cast a single ballot paper.

In the first round, each ballot paper contains a maximum of five of the candidates presented.

The five most voted persons are elected.

a) They are chosen from among the people who are part of the Network, present at the Annual Meeting and ratified in the Plenary of the same.

b) The candidacy for Member of the Permanent Commission is presented by the interested person and, with the agreement of the Vice-Rectorate of the area corresponding to this matter in his/her university, holding a nominal character on behalf of his/her University.

c) Each University adhering to the Network has the right to cast a single ballot paper.

d) In the first round, each ballot paper contains a maximum of five of the candidates presented.

e) The five most voted persons are elected.

In case of a tie, a second round of voting is held, with the participation of the candidates who have been tied to be part of the Permanent Commission as a Member.

If, during the period of duration of their stay in the Permanent Commission, any person resigns, causes withdrawal or cannot continue with their functions, they are replaced.

f) In case of a tie, a second round of voting is held, with the participation of the candidates who have been tied to be part of the Permanent Commission as a Member. The procedure for the second round by reason of a tie is the same as in the first round, with the exception that each ballot may include a maximum of the number of candidates who are missing up to the 5 foreseen to complete the ordinary composition of the Permanent Commission.

g) If, during the period of duration of their stay in the Permanent Commission, any person resigns, causes withdrawal or cannot continue with their functions, they are replaced – in the first instance – by the next candidate who obtained more votes in the election of members to replace, temporarily, the vacancy produced and that will be ratified in the next Plenary of the Network.

Duration

4 years

Ordinarily, the permanence of the Members is 4 years, after which the President of the Network proposes to the Plenary its renewal. If during this period the President of the Network changes, the composition of the Permanent Commission is maintained for the expected period of duration, regardless of the change.

Functions

Support the organization and operation of the Network.

Propose the constitution of Working Groups.

Proposal of regulations and general principles related to the SAPDU Network.

Carry out studies, consultations, reports and / or opinions.

Regular monitoring of policies related to people with disabilities in the field of university studies.

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Among their functions, there are:
− Support the organization and operation of the Network.
− Propose to the Network the constitution of Working Groups or suppression of any of the existing ones for having achieved the objectives set.
− Assume competences related to the proposal of regulations and general principles related to the SAPDU Network.
− Carry out studies, consultations, reports and / or opinions on those matters that are determined in the SAPDU Network, or are formally requested by other institutions linked to this matter.
− Regular monitoring of policies related to people with disabilities in the field of university studies.

Participation and technical assistance in forums, meetings, professional meetings.

Analysis of the topics of interest to try to propose common positions in its Plenary.

Develop the instruction document for the universities that organize the annual meeting.

Resolve any procedural doubts that may arise during the Annual Meeting.

Propose the general guidelines of internal communication and external dissemination.

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− Participation and technical assistance in those forums, meetings, professional meetings, etc. in which it has been convened or invited, on behalf of the SAPDU Network, through one of the people who make it up, designated for this purpose.

− Analysis of the topics of interest of the SAPDU Network to try to propose common positions in its Plenary during the annual meeting.

− Develop the instruction document for the universities that organize the annual meeting of the SAPDU Network.

− Resolve any procedural doubts that may arise during the Annual Meeting, and with regard to the organization of the SAPDU Network.

− Propose the general guidelines of internal communication and external dissemination of the SAPDU Network. The Permanent Commission will inform through the website and social networks of the activities carried out on behalf of the SAPDU Network and, in turn, will coordinate and supervise the activities and / or news of the same.

− Any other function that is entrusted to it by the Plenary of the SAPDU Network.

Organization:

- One regular face-to-face meeting per year and as many extraordinary or virtual meetings as necessary.
  - ➤ Objective: organization of the annual and plenary meeting.
- Extraordinary meetings can be held if necessary.
- Call always made by the coordination, one month in advance.
- Resolutions are taken by a simple majority of the members of the Permanent Commission.
- Minutes of the meetings, are sent by the President General Secretariat of CRUE Spanish Universities for archiving.
  - ➤ Proceedings are published.

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Regarding the organization:
− The Permanent Commission has at least one regular face-to-face meeting per year and as many extraordinary or virtual meetings as it deems necessary.
− The objective of the regular meeting is the organization of the annual and plenary meeting of the Network.
− Extraordinary meetings can be held whenever the President and/or the coordination deems it appropriate or as a response at the request of 50% of the members of the same.
− The call is always made by the coordination of the Network, one month in advance.
− The resolutions of the Permanent Committee are taken by a simple majority of the members that compose it.
− The Permanent Commission draws up minutes of its meetings, which are sent by the President of the Network to the General Secretariat of CRUE Spanish Universities for archiving. These proceedings are published so that they are accessible to any university adhering to the network.

Team members & functioning

Network coordination

Permanent committee

Working groups

Commitments of the universities

Now we are going to talk about the working groups.

The Working Groups are constituted as permanent seminars.

The work and activities to be carried out are always related to the objectives of the Network and in coordination with the Permanent Committee.

Each Working group	is autonomous and, annually reports on its progress;
	has a coordinator;
	will write an Annual Report that is published on the SAPDU Network website.

− The Working Groups are constituted as permanent seminars in which different activities will be carried out in accordance with the objectives that give reason to the creation of the group itself.

− The work and activities to be carried out by the Groups are always related to the objectives of the Network and in coordination with the Permanent Committee.

− Each Group is autonomous in its operation and, annually coinciding with the annual meeting of the Network, reports on its progress to the plenary, as well as the proposal of objectives for the subsequent period.

− Each Working Group has a coordinator. The participants in each Group establish their objectives and work methodologies, the frequency of meetings and who is responsible for the different tasks, in coordination with the Permanent Committee.

− Each Working Group will write an Annual Report that is published on the SAPDU Network website to be consulted by any member university of the network.

Team members & functioning

Network coordination

Permanent committee

Working groups

Commitments of the universities

What are the commitments of the universities that make up the SAPDU Network?

Support the Network

Actively participate in the activities of the network

Pass to the Technical Secretariat any questionnaire to collect information on the member universities

Exchange relevant information about people with disabilities

Inform the Technical Secretariat of any study, research or report on disability

Participate in a common questionnaire on all topics of interest to the Network

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− Support the principles, objectives and goals of the Network.

− Exchange with each other relevant information about people with disabilities and / or SNES in the University, as well as participate in the Network and its activities.

− Attend the Meetings and / or Working Days or actively participate in the activities of the network. If, after three years, no member or representative of the service participates in these activities, the network will request the corresponding university to renew its membership document.

− Inform the Technical Secretariat of any study, research or report on disability where the participation of the Network as such is necessary.

− Pass to the Technical Secretariat any questionnaire to collect information on the member universities in order to unify the information and avoid the repetition of questionnaires on the same topics.

− Participate in a common questionnaire on all topics of interest to the Network and collect responses for future consultations.

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And, last but not least, we are going to talk about the SAPDU network's professional ethics.

Essential principles

1. Respect for personal dignity and individual autonomy.

2. Equal opportunities for all people.

3. Accessibility.

4. Respect for the right to preserve one's identity.

5. The freedom to make one's own decisions and the independence of individuals.

6. Inclusion and full participation in the community.

7. Solidarity, involvement in the achievement of an inclusive society, and the obligation to oppose social situations that contribute to social exclusion or stigmatization.

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The professional performance of the Network is based on the understanding that attention to diversity in universities is based on the values of human dignity, freedom and equality as contemplated in the Universal Declaration of Human Rights and the International Convention on the Rights of Persons with Disabilities.

Thus, their basic principles are:
1. Respect for personal dignity and individual autonomy.
2. Equal opportunities for all people.
3. Accessibility.
4. Respect for the right to preserve one's identity.
5. The freedom to make one's own decisions and the independence of individuals.
6. Inclusion and full participation in the community.
7. Solidarity, involvement in the achievement of an inclusive society, and the obligation to oppose social situations that contribute to social exclusion or stigmatization.
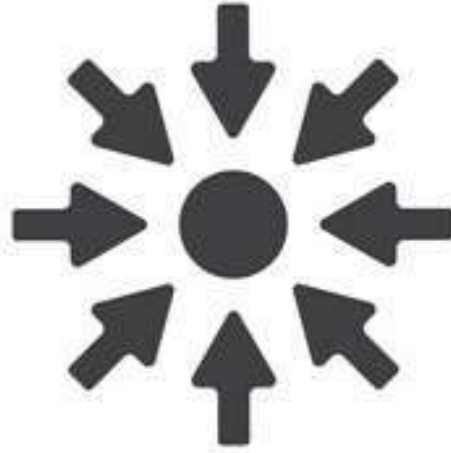
From these basic principles derive the following specific principles in professional practice in university support services:

Promotion of autonomy versus overprotective behaviors

1. Promotion of autonomy versus overprotective behaviors:
Under the principle of personal autonomy, the Law on the Promotion of Personal Autonomy and Care for Persons in a Situation of Dependency, according to which persons with disabilities have the right to make decisions that affect them.

Intervention for equal opportunities for all in all areas in which people participate

2. Intervention for equal opportunities for all in all areas in which people participate.

Equality of opportunity is understood as a way of conceiving social justice, according to which a system is socially just when all people have potentially the same possibilities of accessing social welfare and possess the same political and civil rights.

Put the value on the person, as an active subject in their teaching and learning process with rights and duties

3. Put the value on the person, as an active subject in their teaching and learning process with rights and duties.

People must be the main focus of the decision-making process, trying at all times to provide the tools and resources to favor that this process occurs in equal opportunities with respect to the rest of the student body and the general educational community.

Confidentiality and privacy in accordance with the provisions of the data protection law

4. Confidentiality and privacy in accordance with the provisions of the data protection law.

In accordance with the Organic Law on the Protection of Personal Data and guarantee of digital rights, keep the privacy of students as far as their personal, clinical or judicial information is concerned.

Promote networking in all areas. Inside the university and out as part of the university's commitment to society

5. Promote networking in all areas. Inside the university and out as part of the university's commitment to society.

Overcome partial, unilateral visions, as well as integrate the intervention through inter-professionality, joining forces to achieve the common objectives of social and educational inclusion. Give back to society part of the work that is done within the network, projecting inclusion as part of the social commitment of universities with the community that surrounds them.

Promoting universal design for learning by creating accessible environments for all people

6. Promoting universal design for learning by creating accessible environments for all people.

A society is accessible when it practices tolerance and respect for difference, valuing it as something positive within the framework of a democratic system. Reactive solutions, while necessary, are not the most appropriate approach to ensuring equal opportunities. Therefore, the network defends and promotes that the university community and, in particular, the teaching staff, adopt proactive approaches that respect difference and ensure equal opportunities in policies, services and curriculum design, including methodologies, educational resources, equipment and infrastructures.

Full participation of the student to make their educational inclusion visible

7. Full participation of the student to make their educational inclusion visible.

From the conviction that each person has capacities for a higher quality of life, promotion of their participation in cultural, academic, sports and / or leisure activities that can be carried out from the university environment. The support services will also promote student representation in university participation bodies and national and international mobility of students with disabilities and SNES.

Respect for diversity in the broad sense including all groups

8. Respect for diversity in the broad sense including all groups.

Acceptance of the person in terms of their singularities and differences, overcoming the categorizations derived from predetermined schemes.

Gender perspective in the actions, strategies and proposals for intervention of the support services of the universities

9. Gender perspective in the actions, strategies and proposals for intervention of the support services of the universities.

As models of professional intervention and in coordination with university gender equality policies.

Development of personal skills for job search and promotion of labor inclusion

10. Development of personal skills for job search and promotion of labor inclusion.

From a firm commitment to universal accessibility, in order to provide strategic skills and competences so that people can compete on equal terms in the labor market and establishing synergies and networking with collaborating entities.

See attached video "SAPDU Video - International Day of Persons with Disabilities 2021"

And now, to finish this session, I would like to share with you a video made by the SAPDU network, on the occasion of the International Day of Persons with Disabilities 2021, with testimonies of students with disabilities and specific educational support needs that have been attended in the support services and that have joined the labor market after finishing their university studies.

Thank you for your attention

Thank you very much for your attention. Any question, something you want to tell or discuss?

Edu4ALL
Recommendations for
for referring to and communicating
with persons with disabilities

Sandra M. Espín Tello,
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January 11, 2022

Summary

Inclusive **language** for referring to people with disabilities

Recommendations for **communicating** with persons with disabilities

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During this session we are going to treat two different topics:

Inclusive language for referring to people with disabilities; and

Appropriate and inappropriate behaviors towards a person with a disability, related to the topic we treated yesterday.

We can discuss about them at the end, and arise our related concerns, if any.

I know these topics may seem very basic, and it is right, but just because it is basic, I wanted to make sure we are all in the same page.

Inclusive language

Changing how we talk about disabilities:
https://www.youtube.com/watch?v=ONQ9O_RF_iQ

We will start with the inclusive language.

Why this topic? Because the words we use and the way we portray individuals matters, specially those with disabilities.

Although there is not a monolithic language style preference shared across all the people who have a disability, it remains important to use respectful and inclusive language when communicating with or talking about people with disabilities.

Let's see this video entitled "Changing how we talk about disabilities", from YourAlberta, where they deal with this topic in reference to the students.

Inclusive language

Ask to find out if an individual is willing to disclose their disability

Emphasize abilities, not limitations

Refer to the person first and the disability second

- However, always ask to find out an individual's language preferences

4

As we saw, to portray individuals with disabilities in a respectful and balanced way we must use language that is accurate, neutral and objective. Some important aspects we need to consider are:

Ask to find out if an individual is willing to disclose their disability: Do not assume that people with disabilities are willing to disclose their disability. While some people prefer to be public about their disability, such as including information about their disability in a media article, others choose to not be publically identified as a person with a disability.

Emphasize abilities, not limitations: Choosing language that emphasizes what people can do instead of what they can't do is empowering. For example, use "Person who uses a wheelchair" instead "confined to a wheelchair", or "Person who uses a communication device" rather than "Is non-verbal; can't talk".

Refer to the person first and the disability second: People with disabilities are, first and foremost, people. Labeling a person equates the person with a condition and can be disrespectful and dehumanizing. A person isn't a disability, condition or diagnosis; a person has a disability, condition or diagnosis. This is called Person-

First Language. For example, we must use "Person with a disability, people with disabilities, Man with paraplegia, or Student receiving special education services" rather than "Disabled person, Paraplegic, or Special education student".

However, always ask to find out an individual's language preferences: People with disabilities have different preferences when referring to their disability. Some people see their disability as an essential part of who they are and prefer to be identified with their disability first – this is called Identity-First Language. Others prefer Person-First Language.

Inclusive language

Neutral language

Language that emphasizes the need for accessibility rather than the presence of a disability

Do not use condescending euphemisms

Do not use offensive language

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Use neutral language: Do not use language that portrays the person as passive or suggests a lack of something: victim, invalid, defective.

Use language that emphasizes the need for accessibility rather than the presence of a disability: Use "Accessible parking o Accessible restroom" rather than "Handicapped parking or Disabled restroom".

Do not use condescending euphemisms: Terms like differently-abled, challenged, handi-capable or special are often considered condescending.

Do not use offensive language: Examples of offensive language include freak, retard, lame, imbecile, vegetable, cripple, crazy, or psycho.

Inclusive language

When talking about people both with and without disabilities, do not use words that imply negative stereotypes of those with disabilities

People with disabilities are not patients

People with disabilities ≠ not as heroic or superhuman

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When talking about people both with and without disabilities, do not use words that imply negative stereotypes of those with disabilities: For example, don't refer to people without disabilities as normal healthy, or able-bodied.

Remember that disability is not an illness and people with disabilities are not patients: People with disabilities can be healthy, although they may have a chronic condition such as arthritis or diabetes. Only refer to someone as a patient when his or her relationship with a health care provider is under discussion.

Portray successful people with disabilities in a balanced way, not as heroic or superhuman: Do not make assumptions by saying a person with a disability is heroic or inspiring because they are simply living their lives. Stereotypes may raise false expectations that everyone with a disability is or should be an inspiration. People may be inspired by them just as they may be inspired by anyone else.

References

Disability-inclusive language guidelines – United Nations

- https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf

Guidelines for Writing About People With Disabilities – National Network Information, Guidance, and Training on the Americans with Disabilities Act

- https://adata.org/factsheet/ADANN-writing

Disability Language Guide - Stanford Disability Initiative Board

- https://disability.stanford.edu/sites/g/files/sbiybj1401/f/disability-language-guide-stanford_1.pdf

https://www.ptuk.edu.ps/projects/edu4all/

And here there are some references of guidelines of inclusive language to communicate with or talk about people with disabilities:

As the Disability-inclusive language guidelines, from the United Nations

The Guidelines for Writing About People With Disabilities, from the National Network Information, Guidance, and Training on the Americans with Disabilities Act; and

The Disability Language Guide from the Stanford Disability Initiative Board

Recommendations for Communicating with Persons with Disabilities

Talk to persons with disabilities in the same way and with a normal tone of voice as you would talk to anyone else.

Avoid being self-conscious about your use of wording such as "Do you see what I mean?" when talking to someone with vision impairment.

Talk to people with disabilities as adults and talk to them directly rather than to an accompanying person.

Now, we are going to talk about how to interact or communicate with people with disabilities.

• First, talk to persons with disabilities in the same way and with a normal tone of voice (not shouting) as you would talk to anyone else.

• Avoid being self-conscious about your use of wording such as "Do you see what I mean?" when talking to someone with vision impairment.

• Talk to people with disabilities as adults and talk to them directly rather than to an accompanying person.

Recommendations for Communicating with Persons with Disabilities

Ask the person with a disability if assistance is needed; do not assume that help is needed until you ask.

Use "people-first language": refer to "a person with a disability" rather than "the disabled person" or "the disabled".

When communicating with a person with a disability, it is important to take steps to ensure that effective communication strategies are used. This includes sitting or standing at eye level and making appropriate eye contact.

Now, we are going to talk about how to interact or communicate with people with disabilities.

• Ask the person with a disability if assistance is needed; do not assume that help is needed until you ask.

• Use "people-first language": refer to "a person with a disability" rather than "the disabled person" or "the disabled".

• When communicating with a person with a disability, it is important to take steps to ensure that effective communication strategies are used. This includes sitting or standing at eye level and making appropriate eye contact.

References

RespectAbility

- https://www.respectability.org/inclusion-toolkits/etiquette-interacting-with-people-with-disabilities/

National League for Nursing

- http://www.nln.org/professional-development-programs/teaching-resources/ace-d/additional-resources/communicating-with-people-with-disabilities

https://www.ptuk.edu.ps/projects/edu4all/

And here there are some references of guidelines about how to communicate with persons with disabilities in a respectful way, like the published in RespectAbility, or the published in the National League for Nursing.

Thank you for your attention

Thank you very much for your attention. Any question, something you want to tell or discuss?

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Access to University

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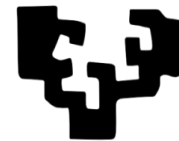
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January 12, 2022

Summary

- Goals

- Actions

- Adaptations

- Procedure for requesting adaptations

- Guidelines for inclusion

- Adaptations explained

- Numbers

Attention to students with special needs in entrance exams

Goals:

- Establish **communication channels** to guide, inform and advise on **access to the University** and in the **entrance exams**.

- **Assess the needs** and **manage the resources** that students will need at the University.

Actions I:

- **Inform about the procedure** for requesting adaptations for the Entrance Exams to **Berritzegunes**, **Post-Compulsory Secondary Education Centers** and **Adult Education Centers**.

- **Answer the queries** made by Berritzegunes, Post-Compulsory Secondary Education Centers and Adult Education Centers.

- **Manage requests for adaptations** of pre-university students with **disabilities**, and in general with **special educational needs**, in the evaluation tests for access to university.

Actions II:

- **Advise the courts** of the evaluation tests for university access in the care of students with disabilities, and in general with special educational needs.

- **Inform, advise and guide on the degrees** to which students with disabilities, and in general with special educational needs, wish to access.

Adaptations I:

Adaptations for students with **motor disabilities**:

- Time extension (15 more minutes)
- Adapted furniture
- Accessible classroom
- Educational Support Specialist
- Transcription
- Classroom apart
- Computer (in subjects where it is possible)

Adaptations II:

Adaptations for **visually impaired** students:

- Letter enlargement

- Time extension (15 more minutes)

Adaptation of the exams carried out by the IBT-CRI (resource center for the inclusion of students with visual disabilities)

- Separate classroom with specific equipment

- Computer, magnifying glass, braille keyboard, etc.

Adaptations III:

Adaptations for **hearing impaired** students:

- Time extension (15 more minutes)

- Sign Language Interpreter

- Seat reservation in the front rows

- Custom instructions

- Deafness Guidelines for Correctors

Adaptations IV:

Adaptations for Students with **Other Disabilities**:

- Time extension (15 more minutes)

- Permission to go to the bathroom or leave the classroom

- Instructions in case of crisis, permission to take food, medicine or use meters or other devices, etc.

- Classroom apart

Adaptations V:

Adaptations for students with **Specific Learning Difficulties** and/or **ADHD I**:

- Time extension (15 more minutes)

- Initial reading of the exam aloud by the teacher

- Report on the structure of the exam to organize the time and emphasize the instructions in a personalized way to the students to organize the time

- At the end of the exam, check that the writing is understandable and that the students has answered all the questions

Adaptations VI:

Adaptations for students with **Specific Learning Difficulties** and/or **ADHD II**:

- Computer (in subjects where it is possible)
- Seat reservation to avoid distractions
- Discreet calls for attention if distracted
- Indicate the time remaining to finish the exam
- Dyslexia Guidelines for Correctors

Adaptations VII:

Adaptations for students with **Autism Spectrum Disorder** (ASD):

- Time extension (15 more minutes)

- Permission to go to the bathroom or leave the classroom

- Inform about the structure of the exam to organize the time and emphasize the instructions in a personalized way to the students

- Computer (in subjects where it is possible)

- Seat reservation or separate classroom

- Visit the facilities where the exam will be held in advance

Procedure for requesting adaptations I:

February	Secondary schools will have to appoint a person responsible for managing and monitoring requests for adaptations.
Before February 28	The center will send to discap@ehu.eus the following information about the responsible person: Name and Surname, ID, Date of birth, Email address (not shared account), Center name, code and telephone number.
On February 29	The Service will send the person in charge the access codes and the instructions to make the request for adaptations. These keys are specific for processing entrance exams adaptations.

Procedure for requesting adaptations II:

From March 1 to 12	Term established for making requests for adaptations. In order to apply, students have to have completed the pre-registration. The responsible person must have the following scanned documentation in pdf or word format to be able to formalize applications according to the situation of the students. ***Students registered in the Specials Educational Needs list of Berritzegunes:***

Students registered in the Specials Educational Needs list of Berritzegunes:

- Report of adaptations of the Berritzegune, CRI or Coordination of the Deaf that must be sent to the center.

- Recognition of the degree of disability, in its defect, a medical report or psycho-pedagogical report.

Students not registered in the list of Educational Needs Berritzegunes Specials:

- Report of adaptations of the center of study.

- Recognition of the degree of disability, in its defect, medical report or psychopedagogical report.

Procedure for requesting adaptations III:

From March 15 to May 14	The Service will evaluate the requests and communicate the acceptance in the application itself. Only if it is necessary, the service will contact the person responsible for the center.
From May 17 to 28	The person responsible for the center as soon as they know the results, will send an email to <u>discap@ehu.eus</u>, informing whether the students have passed their studies or not to determine in which call to manage the request.

Ordinary call

June 2	The Directorate of the Access Tests will inform the service, about the places where the tests will be held and the composition of the courts.
June 3 and 4	The Service will inform the courts about the necessary adaptations.
June 4 an 7	The Service will confirm to the person responsible for the center that the court is informed of the adaptations.

Procedure for requesting adaptations IV:

Extraordinary call

June 16 to 24	The person responsible for the center as soon as they know the results, will send an email to discap@ehu.eus, informing whether the students have passed their studies or not to determine if the request must be attended.
June 30	The Directorate of the Access Tests will inform the service, about the places where the tests will be held and the composition of the courts.
July 1 and 2	The Service will inform the courts about the necessary adaptations.
July 2 and 5	The Service will confirm to the person responsible for the center that the court is informed of the adaptations.

Good practice guide for UPV/EHU 2021 access exams

JARDUNBIDE EGOKIEN GIDA UPV/EHUko SARBIDE PROBETARAKO 2021

www.ehu.eus

Guidelines for inclusion I:

1.– Disabilities are not always visible. It is therefore necessary to identify the student requesting the adaptation with name and surnames.

2.– The characteristics of students with special educational needs are diverse and the possible adaptations can vari, so they should be analyzed in each case.

3.– Members of the courts present in the classroom shall be aware of the adjustments and practices.

Guidelines for inclusion II:

4.– Prudence and confidentiality are basic and indispensable actions, therefore, nor names neither the adaptations that pupils with special needs require should be made public in the classroom.

5.– The members of the Court present in the classroom shall make the adjustments without waiting for the request of the pupils, but they shall not be applied in the case of rejection.

6.– At the beginning of the study it is important to approach the student with caution in order to inform him about the application of the adaptations.

7.– It is essential to keep silence in the classroom and avoid distracting elements during the exam; leaving the room, external noise, ...

8.- The service manages the adjustments with the Court and in case of incidents, please contact the President or Secretary.

1.– **Extension of time:**

Each examination shall last up to **15 more minutes**. In the event of exceptional circumstances, it shall be expressly indicated.

2.– **Computer use**:

The computer shall not have an Internet connection and the spelling corrector may be activated according to the circumstances. It will be placed in the last row so that no one can see what appears on the screen. It is essential that it is plugged, so to have the battery loaded it has to be near the plug. At the end of the exam it will be recorded on a pendrive for printing and delivered on paper.

Adaptations explained III:

3.– **Exam in braille**:

The blind students will have the tests in braille, in a separate room and will use the computer, the braille line, Jaws, etc. We will have the help of the teachers of IBT-CRI (Resource Center for Students with Visual Impairment). These exams will be given on paper for assessment.

4.– **Accessible texts**:

The service for people with disabilities will provide the Court with specific and necessary studies with larger text size, format, interlineate and contrast images.

5.- **Technical means**:

It will be possible to use magnifying glass, online sheets, hearing aids, atril or other specific means, if indicated by the service.

6.– **Appart rooms**:

It is previously managed and there will always be a caregiver in this room agreed between the Court and the the service for people with disabilities.

7.– **Transcription of the exam**:

Some students need help in writing the test. It is carried out in a separate classroom and the Service is responsible for the placement of the assistant, except in specific subjects such as mathematics, physics, chemistry, etc., which is usually performed by the court.

8.– **Seat reservation**:

When the students enters the room, their places should be indicated to them. When requested in the front row they are usually visual, auditory or other situations. In other cases it is important to avoid distractions in the reserved seats (conversations, movement of people, far from the door).

Adaptations explained IX:

9.– **Adapted furniture**:

Adapted tables and chairs, or high chairs, will be pre-prepared in the classroom.

10.– **Organisation of examination time**:

Indicate the time to finish the exam (30 minutes before) to give them time to complete the examination and facilitate its review.

11.– **Initial reading: specific instructions**:

• Read the exam to the students to check that they have understood the questions correctly. This measure consists of avoiding reading errors in the order of letters, syllables or words in the case of students with reading disorders.

• Provide students with personalized exam information and highlight the number of questions and options they have.

12.– **Final reading: specific instructions.**

• Check that they have answered all questions of the exam. If so, indicate that they can complete the exam in time. This measure is very important because, due to impulsivity, there may be situations where the exam is delivered without reviewing.

• Read the exam to check that the writing is intelligible. If there is something written that is not understood, instruct the student to correct it, always within the examination time.

12.– **Final reading: specific instructions.**

• Read the exam to verify that writing is understandable. The aim is not to correct the content, but to check that there are no errors due to the order of the components of the sentences. In case of having to correct something, indicate it to the student, but always within the examination time.

• Read aloud at the end of the exam so that the student can review and correct the written. This measure is used to review the examination by students with writing and reading difficulties, always within the examination time.

13.– **Human resources**:

• Sign Language Interpreters: they will have a seat to be next to the sign language user student. The service is responsible for managing this resource.

• Education Specialist Assistant: The student with motor disabilities and dependency will have the following means throughout these exams: custody, transcription, assistance to the bathroom and others. The service is responsible for managing this resource.

14.– **Other adaptations**:

Members of the Court shall take into account, during the course of the exam, the following circumstances:

• In cases of crisis specific information is provided.

• Special authorization for food, glucose meter and insulin.

• Permission to leave the room to rest, take medication or go to the bathroom.

• Discreete call for attention to keep the concentration.

15.– **Specific information for reviewers**

• <u>Dyslexia</u>: It is a disorder in the development of the reading ability that often accompanies dysphthography (disorder of writing, which can lead to writing errors: reversals, rotations, no-phrases, substitutions and spelling faults). Therefore, it is requested to take into account that correction spelling errors are a consequence of dyslexia.

15.– **Specific information for reviewers**

• <u>Discalculus</u>: it is a disorder that affects skill acquisition in the management of quantitative relationships; it affects mathematical or arithmetic operations. Spatial and temporal coordination difficulties may arise and affect to mathematical operations. It is therefore requested to prioritize the approach and take into account the development of the exercise.

Adaptations explained XVIII:

15.– **Specific information for reviewers**

• <u>Deaf</u>: Deaf students, in general, can present difficulties in written expression and systematic grammatical errors. This situation is due to the fact that, in the case of deaf people, they present a greater or lesser degree of sensory dissatisfaction to naturally collect the oral language of the environment. Also, to be expressed in abstract terminology or metaphorical or poetic language

They have difficulties and tend to write in a more specific way.

15.– **Specific information for reviewers**

• <u>Examination codes</u>: they are anonymous but the court will provide the correctors with the examination codes of the students in the three previous situations, identifying them in this way and establishing correction guidelines.

Numbers I:

EVOLUTION OF PREUNIVERSITY STUDENTS WITH DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS

	2016			2017			2018			2019			2020		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Students	145	182	**327**	155	198	**353**	174	209	**383**	186	211	**397**	200	239	**439**
Requests	128	174	**302**	147	186	**333**	161	190	**351**	170	197	**367**	189	218	**407**
Students to the entrance exam	117	156	**273**	132	153	**285**	150	172	**321**	145	173	**318**	190	206	**396**
Students that get in UPV/EHU	36	50	**86**	41	63	**104**	53	60	**113**	47	62	**109**	59	74	**133**

Universidad del País Vasco Euskal Herriko Unibertsitatea

EZGAITASUNAK DITUZTEN PERTSONENTZAKO ZERBITZUA
SERVICIO DE ATENCIÓN A PERSONAS CON DISCAPACIDADES

Numbers II:

EVOLUTION OF THE CENSUS OF STUDENTS WITH DISABILITIES AND/OR SPECIAL NEEDS

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Female	Male	Total	Female	Male	Total	Female	MAle	Total	Female	Male	Total	Female	Male	Total
VISUAL	16	6	**22**	16	7	**23**	12	11	**23**	14	15	**29**	9	17	**26**
AUDITORY	14	15	**29**	15	11	**26**	15	9	**23**	12	9	**21**	14	8	**22**
MOTOR	35	31	**66**	26	37	**63**	23	34	**57**	27	34	**61**	25	30	**55**
OTHER**	74	91	**165**	93	104	**197**	114	129	**243**	137	142	**279**	169	153	**322**
TOTAL	139	143	**282**	150	159	**309**	164	183	**347**	190	200	**390**	217	208	**425**

* Of the 390 students enrolled in the 2018-2019 course, 51 have graduated and 55 have dropped out of studies. In the course 2019-2020, 141 new students have been incorporated.

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Numbers III:

EZGAITASUNAK DITUZTEN PERTSONENTZAKO ZERBITZUA
SERVICIO DE ATENCIÓN A PERSONAS CON DISCAPACIDADES

EVOLUTION OF THE CENSUS OF STUDENTS WITH DISABILITIES AND/OR SPECIAL NEEDS BY CAMPUS

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Female	Male	Total	FEmale	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
ARABA	21	25	46	22	27	49	28	32	60	36	41	77	42	41	83
BIZKAIA	71	84	155	84	90	174	89	102	191	95	109	204	110	115	225
GIPUZKOA	47	34	81	44	42	86	47	49	96	59	50	109	65	52	117

Thank you for your attention

Edu4ALL
SAPD Tracking Students

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

SAPD

Coordination between SAPD and University Centers

Tracking of Students with Disabilities

Guidelines for online assessments

Service Action Protocol with University Centers: Census

- Each academic year the Service prepares a census where the information about the students with disabilities, and in general with special educational needs by centers, is collected.

- This census is available to the management of the centers through the GAUR application and only the person responsible for the students with special educational needs of the center, as well as the head of administration, will have access to it.

- The information received in this census is confidential and is protected by the law on the protection of personal data.

- This census is valid to know which people have declared their disability and allows to know the special educational needs that students present throughout their university studies.

- The response to the needs will be carried out as long as the students have made a request through GAUR authorizing the Service to do so.

Service Action Protocol with University Centers: Students characteristics

- One of the characteristics that most differentiates the group of people with disabilities is its heterogeneity.

- Disabilities can be overt or covert, congenital or supervening, mild or severe, temporary or permanent.

- Not all students with disabilities have special educational needs.

- There are students who, although they do not have a recognized disability, have special educational needs that must be addressed, such as those derived from specific learning difficulties and some disorders or illnesses.

- The special needs presented by students with disabilities are specific in each case.

- It is necessary to consider both the limitation of the student and the environment.

Classification of the Special Educational Needs of Students: Teaching

- Help in taking notes.

- Inform teachers about disability.

- Note-taking and work with supports (typhlotechnical devices, optical media, computer, ...).

- Accessible texts (font and size, spaces, graphics, ...).

- Extension of time in the realization of works.

- Adaptation of access to the curriculum.

- Adaptation of audiovisual material.

- Adaptations in external practices.

- Adaptation of the teacher evaluation survey.

Classification of the Special Educational Needs of Students: Exams

- Time extension.

- Accessible texts (font and size, spaces, graphics, …).

- Technical resources (adapted software, typological devices, optical media, computer, …).

- Adapted furniture.

- Inform teachers about disability.

- Transcription.

- Accessible classroom.

- Classroom apart.

- Initial and/or final reading.

- Seat reservation

Classification of the Special Educational Needs of Students: Accessibility

- Adapted transportation scholarship.

- Adaptation of spaces (organization of classrooms, entrance, elevator, WC ...).

- Furniture adaptation (specific furniture).

- Reserved parking space.

- Spatial orientation for low vision students.

- Specific evacuation measures. e.g. https://ehutb.ehu.eus/video/5d98b729f82b2b221b8b49de

- Adapted university residences.

Classification of the Special Educational Needs of Students: Orientation

- Orientation to new students.

- Information to colleagues.

- Help in planning studies.

- Orientation for students of Exchange Programs.

- Job orientation.

Classification of the Special Educational Needs of Students: Human resources

- Educational Support Specialists (teaching, exams and tutorials).

- Sign Language Interpreter (teaching, exams and tutorials).

- Tutor.

- Volunteer students.

Classification of the Special Educational Needs of Students: Technical resources

- Assistive technology.

- Adapted software.

- Adapted hardware.

Classification of the Special Educational Needs of Students: Others

- Alternative menu (allergies and food intolerances, hypertension ...).

Coordination between the Service and the Centers: Service interventions (I)

- The Service staff will coordinate with the person responsible for the students with special educational needs of the center for the response and management of special educational needs.

- It will evaluate the requests made by students with special educational needs and will propose the type of intervention to the center.

- It will facilitate through GAUR the census of students with disabilities, and in general with special educational needs of the center.

- It will inform and advise teachers through reports that can be accessed in the section "class lists" in GAUR. The reports will contain guidelines for teaching performance both for teaching and for taking the exams.

Coordination between the Service and the Centers: Service interventions (II)

- In coordination with the center and the teaching staff, it activates an accompaniment plan for the student (accessibility measures, materials and supports; organization; specific tutorials; adaptation of exams; adaptation of practices;…).

- Performs the adaptation of audiovisual materials by subtitling the teaching support material.

- It organizes awareness-raising and training activities on equal opportunities and inclusive education aimed at students, teachers, and administration and services staff.

Coordination between the Service and the Centers: Center interventions (I)

- Each center nominates a member of the management team as responsible for students with special educational needs.

- The person responsible for the students with special educational needs of the center will be made known to all the students, teachers and Administrative staff of the center.

- The responsible person will coordinate with the Service to respond to the needs of students with disabilities, and in general, with special educational needs.

Coordination between the Service and the Centers: Center interventions (II)

- The person in charge of the center will identify the training needs of the center and will collaborate in the awareness-raising and training actions that are organized.

- The head of administration and/or administrator of the center will coordinate with the Service to respond to accessibility needs.

- It is necessary to inform the Self-Protection Committee of the center of the specific evacuation measures, whenever there are students who require it.

Coordination between the Service and the Teachers (I)

- From the beginning, the Service for People with Disabilities collects the needs of students to make them reach the teachers so that they take them into account and facilitate the development of an inclusive design of the subjects they teach.

- It also represents a fundamental support for teaching, both in its advisory role for the possible implementation of curricular adaptations, and in its mediation role between teachers and students with special educational needs.

- Next the fundamental points of intervention of the Service in its relationship with teachers and students with special educational needs are presented.

- The Service, after evaluating the needs of university students, manages the measures and resources that students with disabilities and/or special educational needs require during university studies, guaranteeing the response to these needs and providing the human resources and technicians who facilitate their participation in university activities and learning.

Coordination between the Service and the Teachers (II)

- It informs and advises teachers through reports that can be accessed in the "class lists" section of the GAUR application. The reports contain teaching guidelines for both classes and practices, as well as for exams.

- It offers a work of mediation between teachers and students continuously throughout the course. This work of accompaniment of the Service fulfills the function of advising in the interpretation and adjustment of the needs of students with special educational needs, fostering, at all times, an attitude of co-responsibility.

- Advises teachers and administration and services staff in the care of students with special educational needs.

SAPD Tracking Students

- In the management application (GAUR) it can be found a report of adaptations for the student with disabilities.

- At the beginning of the semester the corresponding academic staff is contacted by email and asked to read the report for students with disabilities in GAUR.

- An email is sent in Basque and Spanish to all academic staff involved in the education of each student with disability.

SAPD Tracking Students

The message says:

Dear Professor,
The Service for People with Disabilities is contacting you to inform the adaptations required by students with special needs to take the exams.

Subject: 26210-Online Services and Applications
Group: 31
Degree: Degree in Computer Engineering

The report with the needs is at your disposal in the GAUR application, in Group and List Consultation.
To see the report, click on the international disability icon next to the student's photograph.
If you have any questions, you can contact the Service.
The identification of the icon in the list and the information contained in the report are of a personal nature and are protected by Organic Law 3/2018, of December 5, on the protection of personal data and guarantee of digital rights.
It cannot be disseminated or used for any other purpose than making the necessary adjustments in the evaluation process.

Thanking you in advance for your collaboration, receive a cordial greeting.

Araba Campus: Natalia Ortiz. T. 945014343
Bizkaia Campus: Kepa González. T. 946012258
Gipuzkoa Campus: Ane Amondarain. T. 943018137 / Mamen López. T. 943015184

SAPD Tracking Students

SAPD Tracking Students

SAPD Tracking Students

SAPD Tracking Students

The report says:

Dear Professor,

The Service for People with Disabilities of the UPV / EHU's is contacting you to inform that a student with disabilities needs adaptations for the exams.

Student XXXXXXXX is enrolled in the Degree in Computer Engineering in the academic year 2021-2022.

The student has a reading and writing disorder. Therefore, it needs the following adaptations, in accordance with current regulations.

- Needs more time for the exam so add 25% to the test time.
- Because he/she has bad writing, he/she will ask you before the exam if you can understand his/her handwriting (asking you for an appointment and showing the exercises done in your lectures) and decide whether or not doing the exam with a computer.
- Requires writing only in one side of the pages in exams, so he/she will need more pages.
- When he/she finishes the exam, the teacher is asked to review the exam.

We encourage you to contact the student to confirm that you have received the report and to make adjustments if necessary.

I would like to inform you that the Service for People with Disabilities is coordinated with YYYYYYYYY, Vice-Dean of the Faculty of your school.

We facilitate an interactive guide with good practices that we believe will be useful "Inclusion at the UPV / EHU: a guide for teachers"

Contact 943015184 / discap@ehu.eus for information

Best regards Mamen López Lizarralde

Guidance Technician

The information contained in this report is personal in nature and is protected by Organic Law 3/2018 of 5 December on the protection of personal data and the guarantee of digital rights. The data contained therein are intended for the teaching-evaluation process and may not be disseminated or used for other purposes.

SAPD Tracking Students

- SAPD published guidelines to be considered when students with disabilities have to be evaluated online:

"ASSISTANCE TO STUDENTS WITH DISABILITIES IN THE ONLINE ASSESSMENT TESTS"

- The document contains some practical advice for academic staff on the application of adaptations in the online modality assessment tests.

- Adaptation of assessment tests are a recognized student right in EHU, and this right is included in the current regulations of the university and its inclusion plan.

- All requests for adaptations are managed through the Service for People with Disabilities of the UPV / EHU.

- The service evaluates and validates the procedures to apply.

SAPD Tracking Students

- Once the request for adaptations is accepted, the academic staff will have the report of the required adaptations in the student profile of the management application (GAUR).

- The objective of this document is to provide the academic staff with some keys to good practices for preparing the online tests for the student with disabilities.

- The characteristics of students with disabilities are diverse and heterogeneous. Therefore, the adaptations are different and specific in each case.

SAPD Tracking Students

The exam modality may alter the adaptations indicated in GAUR.
The student with disabilities continues to need adaptations in the online tests.
The online tests will be implemented using online platform Moodle called eGela in UPV/EHU.

SAPD Tracking Students

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SAPD Tracking Students

SAPD Tracking Students

SAPD Tracking Students

- It is important to discreetly contact the student with disabilities to adjust the necessary issues for the evaluation and confirm that the adaptations are being implemented well.

- Sometimes some of the proposed adaptations will not be necessary in this online modality.

- It is suggested to carry on a test previous to the exam to confirm that all the necessary adaptations are implemented.

- Discretion and confidentiality are basic principles and must be always considered. Therefore, in the virtual classroom, the names and surnames should not be made public, nor the adaptations for the students with disabilities.

- In case of any difficulty or doubt applying the needed adaptations professors should contact the service {discap@ehu.eus).

SAPD Tracking Students

- The most widely used automatic grading assessment tool in eGela is the questionnaire. And in the case of manual evaluation, it is usually the tasks.

- In both cases the time can be limited both to the group as a whole and to individual students.

- To assign a specific time to a student or a subgroup of students there is the option of "access restrictions". When we use this option, all students visualize in eGela that there are certain people with different times.

- In order to preserve anonymity, it is recommended to use another option, specifically the "user exceptions" option applicable for questionnaires and tasks, and which is explained below about a created questionnaire. In this way, only the teachers and the specific student will visualize their situation.

SAPD Tracking Students

Adjusting the extra time for online tests:
Click directly on the questionnaire created for the whole group

SAPD Tracking Students

Click on the configuration wheel that will appear on the screen

SAPD Tracking Students

Assign the particular time limits in the exceptions section of Username

- EGela Task: when the questionnaires are not suited to the needs of the students, the eGela "Task" option can be used. This resource makes it possible to facilitate the evaluation test in a file with the appropriate format and with an access restriction where you can establish from when the statement should be accessible and until when the answer can be uploaded.

- Screen reader: blind students use a screen reader to access the questionnaire. In case of accessibility or usability difficulties, it is recommended to use the "Task" option available in eGela.

- Accessible texts: adaptations that require specific formats must attend to the font, contrast and line spacing requested. Issues such as the enlargement of images or letters will not be necessary because the students will be able to adjust them on their device. If the format of the questionnaire in eGela does not meet the needs, it is recommended to use the "Task" option available in eGela.

SAPD Tracking Students

- Sign Language Interpreter: deaf students who use sign language will have this resource during the exam and it is necessary to coordinate with the interpreter prior to the exam to establish the means to be used.

- Educational Support Specialists: students with reduced and dependent mobility will have this resource during the exam and it is necessary to coordinate with the Educational Support Technician prior to the exam to establish the means to use.

- Correction guidelines: the use of devices with the spell checker activated can help reduce spelling, syntax and narration errors in students with dyslexia. To do this, the questionnaire must be configured with the copy and paste option activated. Even so, there may be expressions and phrases that show the difficulties in reading and writing. It is recommended to take these limitations into account in the correction.

- Crisis or situations that occurred in the exam: students with seizures caused by both organic reasons (epilepsy, Crohn's disease, hypoglycemia) and psychological disorders may present difficulties of an adaptive nature (anxiety and stress).

- It is very important that teachers know that this difficulty is not related to their attitude but to their health situation. It is important to agree before the exam how to proceed if this situation occurs: notify the teachers, stop and retake the exam, end the exam with an assistant, abandon the exam, etc.

SAPD Tracking Students

- Instructions and configuration of the questionnaires: Description of the type of test: ensure that all instructions and clarifications are given in writing prior to the day of the test (time, structure, number and format of questions, correction criteria and other clarifications).

- Review of the test: it is recommended to configure it with free navigation, since sequential navigation does not allow going back. The free navigation option would allow students a better organization and review of the test when they have more time.

- Initial reading: students who require the use of this measure to confirm that they have read the test correctly, may be suggested to use text readers on their devices. To do this, it will be necessary to facilitate the configuration of the questionnaire with the copy and paste option activated or use the "Task" option available in eGela.

SAPD Tracking Students

- Final reading: When the use of this measure is required to verify that the wording is understandable and to confirm that no questions have been forgotten, free navigation should be configured in the questionnaire.

- Once the test is finished, the student should notify the teacher to review the test before pressing the end button. The teacher will review it and confirm if the test can be concluded.

Thank you for your attention

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

Training Event Donostia-San Sebastián January 10-14, 2022

Edu4ALL
The inclusion in the UPV/EHU:
A teachers' guide

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Vasco / Euskal Herriko
Unibertsitatea

University of the Basque Country

January 12, 2022

Summary

General recommendations

Response to the students' needs

Good practices in the employability

2

We will see general recommendations regarding the teachers' attitude, classroom climate, curricular aspects, as well as guidance and coordination; the specific responses to the different needs of the students with Hearing, Visual, and Motor difficulties, Asperger's syndrome, Learning difficulties, Mental disorders and Organic diseases; and Good practices in the employability.

Summary

General recommendations

Response to the students' needs

Good practices in the employability

https://www.ptuk.edu.ps/projects/edu4all/

3

We will start with the general recommendations.

Teachers' attitude

To know the characteristics and needs of students	Not to identify the student with a disability in the classroom	Reduce anxiety with respect to students with disabilities
Never decide for them about their participation in any activity and always ask them for their needs	Not prejudge the person by certain physical or mental characteristics	Do not put limitations on the resources or assistive technology devices that students may need and use

https://www.ptuk.edu.ps/projects/edu4all/

Regarding the teachers' attitude, it is important…

• To know the characteristics and needs of students, paying special attention to students who have special educational needs.
• Not to identify the student with a disability in the classroom, unless you have had permission from the student to inform their classmates. In addition to common sense, an Organic Law (15/1999, of December 13), on the Protection of Personal Data, obliges us to the confidentiality of the information we have about our students.
• Reduce anxiety with respect to students with disabilities: know the regular and occasional symptoms and needs, like needs for postural change, to go to the bathroom frequently, existence or not of pain, need for medication, possible seizures, and know how to react and what protocol to follow.
• People with disabilities know better than anyone what they can or cannot do. Never decide for them about their participation in any activity and, on the contrary, always ask them for their needs, for the adaptations that we could implement to facilitate access to the curriculum.
• Maintain a natural attitude, not prejudge the person by certain physical or mental characteristics that may present. The association of such characteristics with developmental difficulties or delays in development and cognitive ability should not necessarily be assumed.
• Do not put limitations on the resources or assistive technology devices that students may need and use: Sign Language interpreter, guide dog, subtitles, notes in advance, computer, communicator...

Classroom climate

Teachers must enable solidarity, establishing guidelines, shared responsibilities, promoting cooperative attitudes, and personal and material help among peers

Environment of respect for diversity and a fluid climate of communication, promoting confidence, personal autonomy, and participation in university life

Volunteer students: these are students who, in exchange for credits, are enrolled in the "Accompaniment Program for Students with Disabilities" to participate in solidarity and cooperation activities aimed at classmates with disabilities

Regarding the classroom climate:

• Given the needs that students with disabilities may present, teachers must enable solidarity, establishing guidelines, shared responsibilities, promoting cooperative attitudes, and personal and material help among peers. In this sense, the teaching figure, the relationships established, and the attitude adopted towards students with special educational needs will be decisive.

• Achieve in the classroom an environment of respect for diversity and a fluid climate of communication, taking into account the circumstances and needs that each student may present, promoting their confidence, personal autonomy, and participation in university life. For this, it will be essential both the involvement of teachers and students, as well as students with disabilities themselves.

• There are also Volunteer students, who, in exchange for credits, are enrolled in the "Accompaniment Program for Students with Disabilities" to participate in solidarity and cooperation activities aimed at classmates with disabilities. The program is managed by the Vice-Rectorate for Students and Employability of the university through the Service for People with Disabilities.

Curricular aspects
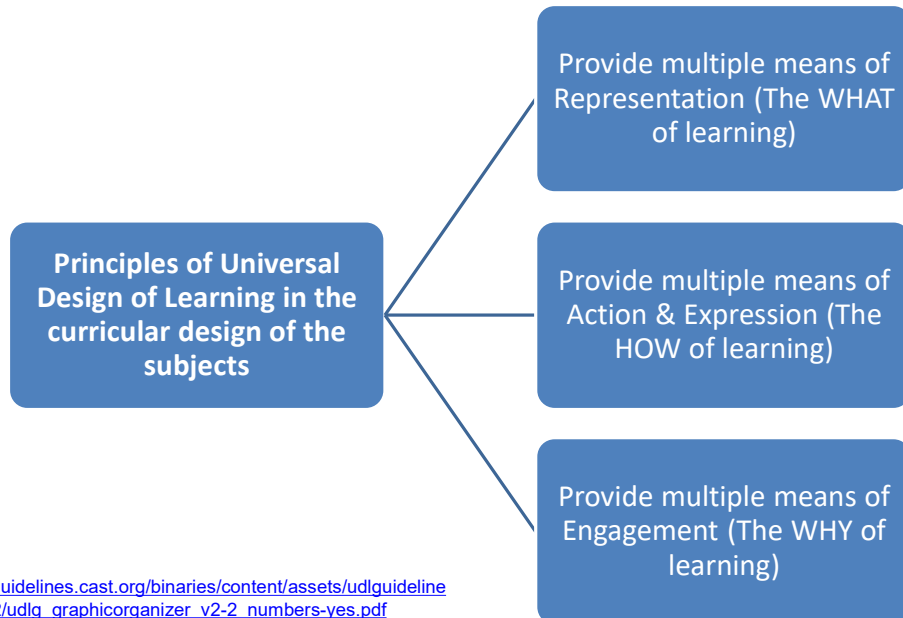
Principles of Universal Design of Learning in the curricular design of the subjects

Provide multiple means of Representation (The WHAT of learning)

Provide multiple means of Action & Expression (The HOW of learning)

Provide multiple means of Engagement (The WHY of learning)

An important curricular aspect is the:

Application of the Principles of Universal Design of Learning in the curricular design of the subjects, that ask to:

- Provide multiple means of Representation (The WHAT of learning), including:

    - options for Perception (for example: Offer ways of customizing the display of information, alternatives for auditory and visual information)

    - options for Language & Symbols (such as: Clarify vocabulary and symbols, syntax and structure, support decoding of text, mathematical notation, and symbols, illustrate through multiple media, etc.) or

    - options for Comprehension (like Activate or supply background knowledge, Highlight patterns, critical features, big ideas, and relationships, Guide information processing and visualization, Maximize transfer and generalization).

- Provide multiple means of Action & Expression (The HOW of learning), including:

    - options for Physical Action (for example: Vary the methods for response and navigation, Optimize access to tools and assistive technologies)

    - options for Expression & Communication (like Using multiple media for communication, multiple tools for construction and composition, Build fluencies with graduated levels of support for practice and performance) or

- options for Executive Functions (such as Guide appropriate goal-setting, Support planning and strategy development, Facilitate managing information and resources, Enhance capacity for monitoring progress)

- Provide multiple means of Engagement (The WHY of learning), including:

  - options for Recruiting Interest (for example: Optimize individual choice and autonomy, Optimize relevance, value, and authenticity, Minimize threats and distractions)

  - options for Sustaining Effort & Persistence (like Vary demands and resources to optimize challenge, Foster collaboration and community, Increase mastery-oriented feedback) or

  - options for Self Regulation (such as Promote expectations and beliefs that optimize motivation, Facilitate personal coping skills and strategies, Develop self-assessment and reflection)

Guidance and coordination

Center

Staff

Service for People with Disabilities

Student

Student
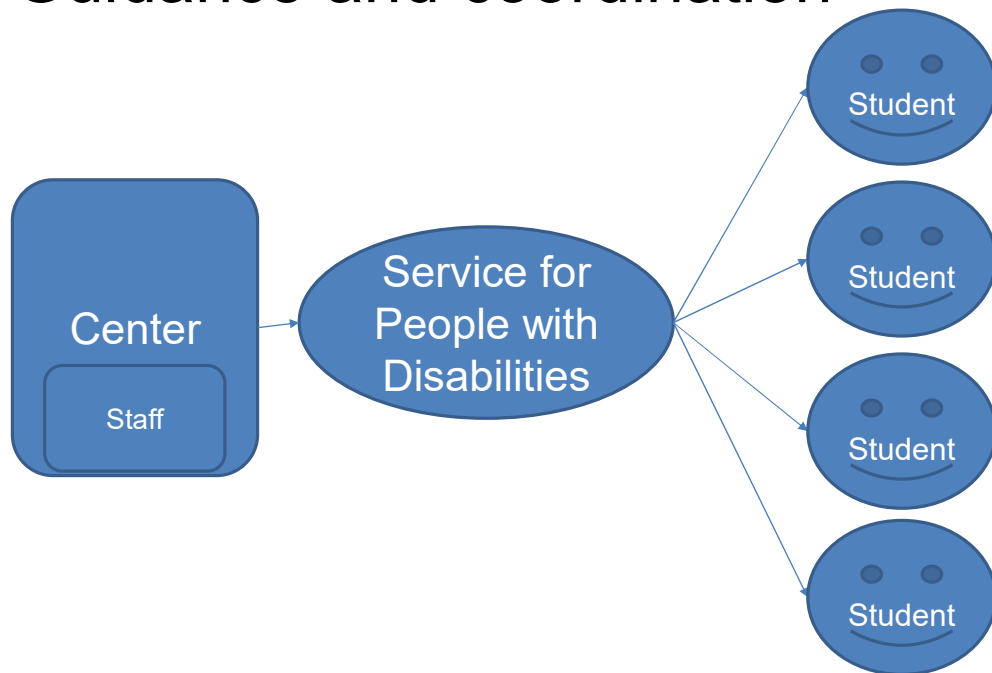
Student

Student

Here in our university, the teaching staff has the advice of the Service for People with Disabilities at every moment.

The Service assumes the role of mediator between the center and the new students, first, and the teaching staff and the students, later, throughout their entire academic journey.

It is an essential support for teaching, carrying out a bridge work between students and teachers, providing solutions to the different educational needs that may arise at any time, making known to teachers the disability characteristics of the of students, advising on possible curricular adaptations, managing both personal resources and technical aids necessary for each situation, etc.

In this regard and before the start of each academic year, the Service prepares a report in which the needs and guidelines for teaching action and evaluation presented by each student are collected and accessed through the class lists in a university specific application (GAUR), thus guaranteeing the principle of protection of personal data.

Summary

General recommendations

Response to the students' needs

Good practices in the employability

Now we will talk about the specific responses to the different needs of the students with different conditions.
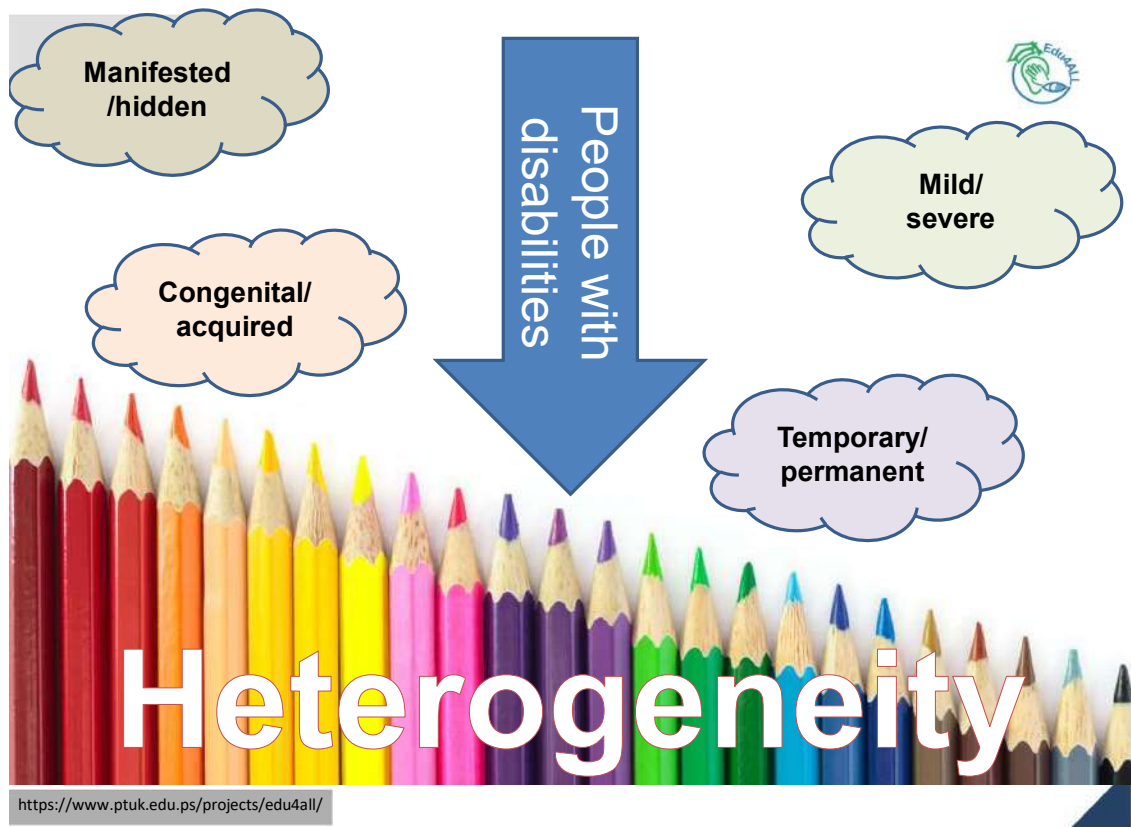
Manifested /hidden

Congenital/ acquired

People with disabilities

Mild/ severe

Temporary/ permanent

Heterogeneity

https://www.ptuk.edu.ps/projects/edu4all/

One of the characteristics that most differentiates the group of people with disabilities is their heterogeneity. Thus, disabilities can be manifested or hidden, congenital or acquired, mild or severe, temporary or permanent.

Likewise, personal and/or environmental needs or limitations are unique in each case, and it will be necessary to contemplate both.

Hearing difficulties

We will start with the guidelines for students with Hearing difficulties

Hearing difficulty is a total (deafness) or partial (hearing loss) deficit in auditory perception that fundamentally affects access to information and communication.

Forms of communication

- Oral
  - Cochlear implant
  - Word or lip-facial reading...
- Sign Language

Difficulties in class

- Literacy difficulties
  - Lack of technical vocabulary
  - Difficulty understanding abstract concepts
  - Errors in written expression...
- Behavioral specificities
  - Alteration of cognitive flexibility
  - Rigidity
  - Susceptibility...

People with hearing difficulties use two different forms of communication:

• Oral communication, either by having a cochlear implant or having developed bimodal strategies such as, for example, word or lip-facial reading, or perceiving speech through a hearing aid in the case of partial hearing difficulty, or

• Signed communication, mainly through the use of Sign Language.

In the university environment, students with hearing difficulty may face some of the following:

• Literacy difficulties: lack of technical vocabulary; difficulty understanding abstract concepts; errors in written expression: problems in the structuring of sentences, problems in the conjugation of verbs... or

• Behavioral specificities: alteration of cognitive flexibility, rigidity, susceptibility...

Interaction guidelines

How to interact with a student with a hearing difficulty?

In general

- Knowledge of communication system the student interacts with
- Speak to the students face-to-face, slowly and articulating properly but without raising the voice
- Ensure good lighting to facilitate communication
- Not to cover the mouth with any object
- Use short, correct, and simple sentences
- Make sure the student is looking when asking questions
- Touch lightly the student's back or shoulder if it is necessary to get the attention.
- Address the student and not the person who accompanies him/her
- Lip-reading produces ambiguities, and difficulties for people with hearing difficulties to understand figurative language as jokes, double meanings

https://www.ptuk.edu.ps/projects/edu4all/

In general, the teacher should:
• Know what communication system the student is going to interact with.
• Always speak to the students face-to-face, slowly and articulating properly but without raising the voice.
• Ensure good lighting of his/her face to facilitate communication.
• Must be careful not to cover his/her mouth with any object (hand, pen ...).
• Try to express with short, correct, and simple sentences. If necessary, uses gesture support to improve understanding and communication.
• Make sure the student is looking at his/her when asking questions.
• Touch lightly the student's back or shoulder if it is necessary to get him/her attention. If s/he is far away, turns the light off and on intermittently.
• Address the student and not the person who accompanies him/her at that time (Sign Language Interpreter, classmates ...). and
• Keep in mind that lip-reading produces ambiguities, as well as the difficulty of people with hearing difficulties to understand figurative language as jokes, double meanings ..., which can produce problems in communication.

In the classroom

- Avoid noise and poor acoustics
- When does not understand what is expressed by student, asks to repeat it
- Respect the pace
- Always respects speaking turns
- Not interrupt or finish student's sentences without consent
- Not move much around the classroom → the student can read the lips and follow the classes
- Alternate the stimuli that support the information that is transmitted in class (oral, visual)

In the classroom, the teacher:

• In general, avoids noise and poor acoustics, as it greatly hinders communication and understanding of the message.

• When not understand what is expressed by the student with a hearing difficulty, asks him/her to repeat it. Not act as if s/he had been understood.

• Also, if necessary, repeats the information in another way to make sure the information was understood.

• Respects his/her pace: giving time to both make sure s/he understands the information and express his/herself.

• In a conversation with other students, always respects speaking turns.

• When the student has difficulties in expressing his/herself orally do not interrupt or finish his/her sentences without consent.

• Does not move much around the classroom so that the student can read his/her lips and follow the classes. As far as possible, stands in front of the student, no more than four meters.

• Alternates the stimuli that support the information that is transmitted in class (oral, visual): Do not write on the blackboard while is giving oral explanations. The student will not be able to read the lips or perceive the oral explanation.

In the classroom

- Students placed in the first rows
- Space in a U-shape or a circle
- Confidence in the classroom
- Visual support documents in oral explanations
- Subtitled movies or videos (if applicable)
- Allow the use of other support resources in class, such as laptops, communicators...
- Use of transmitter-microphone if the student uses the Frequency-Modulated (FM) equipment
- Collaborate with the Sign Language Interpreter

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• It is convenient that the students are placed in the first rows so that they can follow the explanations.

• Organizes the space in a U-shape or a circle, so that all students can see the interventions of their peers.

• Promotes confidence in the classroom so that the students are encouraged to ask for something that they have not understood to be repeated. Like the rest of the classmates, asks him/her from time to time if s/he follows the explanations.

• Uses visual support documents in oral explanations (PowerPoint...).

• Whenever possible, uses subtitled movies or videos. In the case of not having it, requests the subtitling to the Service for People with Disabilities.

• Allows the use of other support resources in class, such as laptops, communicators...

• Uses the transmitter-microphone in the class explanations if the student uses the Frequency-Modulated (FM) equipment as support for auditory reception.

• Collaborates with the Sign Language Interpreter, who must be placed next to the teacher and in front of the student.

Adaptations, and teaching and evaluation strategies

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Adaptations, and teaching and evaluation strategies for students with hearing difficulties

Methodology

- Deliver in writing any material that will be used in class

- Advance the scripts of the films and videos that do not have subtitles

- If Sign Language Interpreter → advance the most common technical vocabulary

- Learning situations more favorable, such as working in small groups

- Provide other ways of access to the objectives and contents of the subject, as well as its evaluation

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Some methodology that it is important to follow:

• Deliver in writing any material that will be used in class during the course (documents, readings, bibliography, outlines, slides ...).

• Advance the scripts of the films and videos that are going to be used in class and that do not have subtitles.

• If the student has a Sign Language Interpreter, it will be necessary to advance to him/her the most common technical vocabulary, as well as any other material that will be worked on in class, so that he/she can adapt a translation as adjusted as possible to the subject treated.

• Promote those learning situations more favorable for people with hearing disabilities, such as working in small groups.

• If necessary, provide other possible ways of access to the objectives and contents of the subject, as well as its evaluation.

Classwork

- **Communicate** well in advance the schedule of the type of work to be carried out and deadlines

- **Individual work:** ensure access to documents necessary for the preparation of the work

- **Group tasks:** in general, they will be able to participate in the same way as their colleagues, using the supports they may need

- **Fieldwork:** some adaptations may be needed for communication

During classwork:
• Communicate well in advance the schedule of the type of work to be carried out and the completion dates so that they have enough time to organize and participate on equal terms.
• In individual work: ensure access to documents and other resources necessary for the preparation of the work. In some cases, they will need to be given more time to complete the task. Likewise, allow them more time when it comes to oral presentations or defenses.
• In the group tasks: in general, they will be able to participate in the same way as their colleagues, both in the realization and in the exhibition of the works, using the supports they may need (technical resources or Sign Language Interpreter).
• In fieldwork: some adaptations may be needed for communication since third parties may be involved.

Tutoring meetings

Virtual campus

Forums

email

For tutoring meetings, technologies such as virtual campus, email, forums, etc., are especially important tools for personalized communication with students with hearing difficulties.

Evaluation criteria and procedures

- Same evaluation techniques but with the adaptations to ensure the understanding of the instructions
- Provide the student in writing with all the information that can be given orally
- To solve doubts, explain the content with other words, vocalizing clearly and making sure the understanding
- Exams with development questions → focus on content rather than form.
- Allow the use of assistive technology devices
- Allow the Sign Language interpreter to be present during the exam (if needed)
- Grant students more time to take the test (if needed)

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For the evaluation, it is recommended to:

• Use the same evaluation techniques that are applied to the rest of the students but use the necessary adaptations to ensure the understanding of the instructions for the realization of the different tests.

• Provide the student in writing with all the information that can be given orally: evaluation criteria, time to do it, or other clarifications or comments that may arise during the test.

• To solve his/her doubts, explain the content with other words, vocalizing clearly and making sure s/he has understood.

• In the exams of development questions and, in the works in general, they can present morphosyntactic errors in their writing. Focus on content rather than form.

• Allow the use of assistive technology devices (FM stations, computer ...) in both written and oral exams. The Service for People with Disabilities manages and facilitates the computer for the realization of the exams.

• If the student requests it, allow the Sign Language interpreter to be present during the exam. It will be essential in the oral exams of the signatory students.

• When necessary (difficulties of written expression and/or reading comprehension), grant them more time to take the test.

Resources for personal and technical support

What resources use to be needed for students with hearing difficulties?

• Sign Language Interpreter: Staff of the university managed by the Service for People with Disabilities.

• Volunteer students: for supporting students with hearing difficulties in taking notes.

• Hearing aids: individual electronic devices that capture, process and amplify speech and environment sounds by adjusting them to the user's hearing loss.

• Cochlear implant: a hearing aid that transforms acoustic signals into electrical signals that stimulate the auditory nerve.

• Frequency- Modulated (FM) equipment: a system composed of a portable transmitter and a receiver connected to the hearing aid or cochlear implant. It improves the intelligibility of oral messages, alleviating the difficulties derived from the distance of the speaker, reverberation and noise from the environment.

Resources for personal and technical support

• Magnetic loop: device that transforms sound into magnetic waves that are picked up by the hearing aid. A microphone picks up the voice of the speaker and transmits it in a modulated way through the magnetic cable. It requires the pre-installation of the loop that creates the magnetic field in space (classroom, conference room, etc.).

• Warning systems: information panels (devices on which the information that is being transmitted acoustically at that time appears in written form) and light signals (devices that are illuminated to report an incident of which, generally, it is alerted audibly).

• Subtitling service of audiovisual material, managed by the Service for People with Disabilities.

• Self-copying paper notebooks for note-taking.

• Computer for taking exams.

Visual difficulties

Now, we are going to talk about students with Visual difficulties. Visual difficulty may consist of a total loss of vision (blindness) or a partial loss when the person retains some type of visual remains (visual deficit).

However, this classification is extremely simple for the diversity of students that can reach the classrooms. As always happens under the label of "disability" there is a great heterogeneity of diagnoses and, of course, of the symptomatology that can present, which will vary in relation to the multiple circumstances of each person (diagnosis, causes and scope of the deficit, time of onset of the deficit, stimulation and training received...).

Characteristics

- Access to information is through the ear, touch and proprioception → more descriptive-narrative oral information is needed
- If not → information may be limited to the closest, to nearby objects and situations, with a slow and fragmentary exploration of reality

Having in mind the previous slide, these would be some of the characteristics that students with visual disabilities can present and teachers should take into account:

• In persons with blindness, access to information is through the ear, touch and proprioception, so multisensory integration is essential. This means that they need more descriptive-narrative oral information about the events that happen around them, the graphic presentations, the images or the texts that are used in teaching.

• If this multisensory integration does not occur, the information may be limited to the closest, to nearby objects and situations, with a slow and fragmentary exploration of reality.

Characteristics

- Needs with respect to the accessibility of the environment, displacement and spatial orientation.

- Limitations in accessing printed material

- Persons with blindness use the Braille system or audiobooks → reading in Braille is slower than the usual linguistic process of reading

- Students may face difficulties in the understanding, acquisition and conceptual development

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• The assistive technology devices and adaptations that each student requires will be determined by the type of difficulty and/or by their visual functionality. Generally, they will require adaptations of access to the curriculum, methodology and evaluation.

• They may also present needs (especially new students) with respect to the accessibility of the environment, displacement and spatial orientation.

• They may have limitations in accessing printed material or doing so in a slow manner.

• Persons with blindness use the Braille system or audiobooks. Teachers must have in mind that reading in Braille is slower than the usual linguistic process of reading.

• Students with visual difficulties may face issues in the understanding, acquisition and conceptual development, especially of abstract terms and/or with great visual influence.

Interaction guidelines

How to interact with a student with a visual difficulty?

In general

- Know visual limitations and specific adaptation needs
- Make sure that the students know properly the areas of the center
- Describe the immediate space
- Take care that the classrooms are well lit, avoiding placing them in front of the light
- Enable large spaces in classrooms
- Avoid obstacles such as chairs or tables that are mislocated
- Doors and windows must be completely closed or open
- Ensure that most subjects take place in the same classroom

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In general, it is important to
• Know what visual limitations and specific adaptation needs the student presents.
• Make sure that the students know properly the areas of the center through which they usually have to visit to carry out the different university activities.
• Describe the immediate space for them so that it can be located.
• Take care that the classrooms are well lit for the students with some visual remainder, avoiding placing them in front of the light.
• Enable large spaces in classrooms, for example, sufficiently wide corridors between rows of tables. Avoid obstacles such as chairs or tables that are mislocated.
• Doors and windows must be completely closed or open, never partly open.
• Ensure that most subjects take place in the same classroom to facilitate access and familiarity with the distribution of furniture.

In general

- Notify in advance of any variation in the distribution of classroom furniture
- Address the student and not the person who accompanies him/her
- Avoid the use of generic or indeterminate exclamations that may cause anxiety or insecurity to the student, such as "alas!", "be careful!", etc.
- To address the student, call by name.
  - Teachers must identify themself so that the student knows with who is relating.
- Before offering help, ask if they need it
- No impediments to the presence of the guide dog

• Notify them in advance of any variation in the distribution of classroom furniture. Indicate the different spaces taking their position as a reference.
• Address the student and not the person who accompanies him/her at that time (Orientation Specialist, volunteer, classmate...).
• Avoid the use of generic or indeterminate exclamations that may cause anxiety or insecurity to the student with visual difficulty, such as "alas!", "be careful!", etc., replacing them for example with "stop!".
• To address the student, call him/her by name. Teachers must identify themself so that the student knows with whom s/he is relating. The teacher has to let the student know when leaves or moves away from his/her side.
• Before offering help, ask if they need it. If yes, offer the arm, or indicate where your shoulder is, so the student can use it as support. Never catch him/her by surprise as it can be dangerous.
• Do not put impediments to the presence of the guide dog, as it is a right. Never distract the dog, it could destabilize his/her user.

In the classroom

- Avoid noisy media and poor acoustics
- Respect pace
- In a class conversation, always respect the speaking turns
- Students should be located in the first rows for better visual and/or auditory access
- Students must have enough space for the deployment of the adaptations they may use
- Teachers should promote confidence in the classroom to encourage students to ask for something to be repeated that they have not understood

In the classroom
• In general, avoid noisy media and poor acoustics, as they greatly hinder communication and understanding of the message.
• Respect his/her pace: gives time his/her to both make sure s/he understands the information and express his/herself.
• In a class conversation, always respect the speaking turns. In question times, debates, etc., we must understand that blind students do not see if other classmates have raised their hands, so sometimes it may seem that they do not respect the order of speech, participating spontaneously when they have something to contribute or ask.
• Students with some type of visual deficit should be located in the first rows for better visual and/or auditory access.
• The students must have enough space for the deployment of the adaptations they can use (Braille books, keyboard, recorder ...), as well as for the guide dog if they have it.
• Teachers should promote confidence in the classroom so that the students are encouraged to ask for something to be repeated that they have not understood. Like the rest of the classmates, ask them from time to time if they follow the explanations.

Adaptations, and teaching and evaluation strategies for students with visual difficulties

Methodology

- Students with blindness can take notes with a device and keep up with the class without great difficulty; however, students with remnants of vision either cannot or they may be able to collect only the most significant ideas
- Offer in advance and in electronic format any material that will be used in class, always in an accessible format
- Alternatively, give indications of where they can find it

Methodology
• Students with blindness can take notes with a device (Braille'n Speak, laptop, tablet ...) and keep up with the class without great difficulty; however, students with remnants of vision either cannot or, if they do, they may be able to collect only the most significant ideas.
• Offer in advance and in electronic format any material that will be used in class (notes, documents, readings, bibliography, slides, diagrams, diagrams, figures, films and videos). Always in an accessible format so that they can access the documentation through the reading programs they use. Alternatively, give indications of where they can find it, to give them enough time to convert it to accessible electronic format, sound, or Braille. This management should be processed through the Service for People with Disabilities of the university with the collaboration of other bodies that care for people with low vision. The Service prior to the start of the course, requests the teaching staff involved in each subject, the bibliography and material to be used in class, these bibliographic references and/or materials, are sent to the ONCE (National Organization of Spanish Blind People) so that the adaptations of material are made and the students can have it, before the beginning of the course or semester.

Methodology

- Photocopies must be of good quality
- Explanations must be descriptive and very specific
- When reading a document in class, it must be done slowly and clearly, avoiding making summaries or comments on it during the reading
- Spatial references such as "here", "there", "that", that lack meaning for the person with blindness will be replaced by more concrete verbal references, taking their position as a reference such as, for example: "to your right", "in front of you", "about you", etc.

• If photocopies of any printed material are provided, they must be of good quality, both for better readability by students with low vision, and to enable an optical reader to scan and subsequent recognition by voice synthesis by students with blindness.
• Explanations must be descriptive and very specific. Teachers must offer precise and clear verbal descriptions, both of the situations and circumstances of everything that happens in class and of the used materials, especially when their content is preponderantly visual: what is written on the board, what appears in the different types of visual supports (presentations, videos ...).
• When reading a document in class, it must be done slowly and clearly, avoiding making summaries or comments on it during the reading.
• Spatial references such as "here", "there", "that" ... that lack meaning for the person with blindness, will be replaced by more concrete verbal references, taking their position as a reference such as, for example: "to your right", "in front of you", "about you", etc.

Classwork

- **Communicate** in advance the schedule of the works and the deadlines
- **Individual works:** ensure access to documents and other resources necessary for the preparation of the work.
- **Group tasks:** may be able to participate in the same way as colleagues using the technical support they may need
- **Fieldwork:** may need the help of someone to guide them and verbally describe the unknown scenario or a guide dog

For classwork
• Communicate well in advance the schedule of the type of work to be carried out and the completion dates so that students with visual difficulties have enough time to organize and participate on equal terms.
• In individual works: ensure access to documents and other resources necessary for the preparation of the work. Keep in mind that reading through the Braille system is slower than usual.
• In the group tasks: in general they will be able to participate in the same way as their colleagues, both in the realization and in the exhibition of the works, using the technical support they may need. The use of bookstands in class exhibitions is of great help, especially when support material is used in the exhibitions.
• In fieldwork: depending on the space in question, the students may need the help of someone to guide them and verbally describe the unknown scenario (volunteer, companion ...) or a guide dog.

Tutoring meetings

Virtual campus

Forums

email

Tutoring meetings
• As for students with hearing difficulties, technologies such as virtual campus, email, forums, are especially favorable tools for personalized communication with students with visual difficulties, given the existence of computer programs that make this type of media accessible.

Evaluation criteria and procedures

- Adaptations to ensure that students understand the instructions
- Adapt written exams to the Braille system or make sure that they are accessible documents
- Use of assistive technology devices in exams
- Oral exam format
- Evaluations with high visual component → provide adaptations of images, graphs, diagrams... When this is not possible (or sufficient), replace the visual sections with other questions of non-visual content and that evaluate similar skills and abilities
- Grant the students more time for the test to be carried out

In the evaluation of students with visual difficulties:
• Use the necessary adaptations to ensure that students with visual difficulties understand the instructions for the correct performance of the different tests.
• Adapt, with sufficient time, the written exams to the Braille system or make sure that they are accessible documents, taking into account different adaptations in their presentation: font, size, separation, contrast, enlargement of characters to which the student will access through a reader installed (Jaws, NVDA...) on an adapted computer (management processed through the Service with the collaboration of ONCE).
• Allow the use of assistive technology devices in exams. The Service for People with Disabilities will manage the provision of these resources.
• Enable the oral exam format.
• In the case of evaluations that contain a high visual component, provide adaptations of images, graphs, diagrams... When this is not possible (or sufficient), it will be necessary to replace the visual sections with other questions of non-visual content and that evaluate similar skills and abilities. The use of three-dimensional objects may also be recommended.
• Due to the slower pace imposed by visual limitations and the use of specific materials, it will be necessary to grant the students more time for the test to be carried out.

Resources for personal and technical support

https://www.ptuk.edu.ps/projects/edu4all/

• Supports for orientation and moving around: guidance specialist, guide dog, cane, floors with different textures...
• Volunteer students for support in taking notes.
• Adaptation of texts.
• Assistive Technology Products: on-screen character enlargement programs (Zoom-Text, Magic) and screen readers (Jaws, Voice devices, Braille Lines); instruments that allow reading printed texts (Magnifying Glass-TV, Scanner and Optical Character Recognition Programs; autonomous equipment for storing and processing information (Braille'n Speak, Sonobraille, PCMate); braille typewriters and printers.
• Self-copying paper notebooks for note-taking.
• Calculation: an adapted scientific, financial and statistical calculator with voice (Audiocalc); calculation program (Multical)...
• Positive drawing templates, embossed illustrations and three-dimensional models (Thermoform, FusertOven), adaptation with textures...
• Spyglass/Monocle: hooked to the glasses, they allow to see in an augmented way in the distance (whiteboard) or very close (computer screen).
• Lectern, desk-lectern.
• Adapted study spots in the campus' libraries.

Motor difficulties

Now, we are going to talk about students with motor difficulties.
Persons with motor difficulties presents permanent or temporary alterations in his/her motor system, due to an affectation of the nervous and/or musculoskeletal system. It can limit in different degrees the performance of some activities of daily living.

Characteristics

Origin	Etiology	Onset/evolution	Topography	Degree
• Brain • Spine • Muscles • Bones	• Genetic • Microbial • …	• Congenital • Acquired • Chronic • Degenerative	• Mono • Hemi • Para • Di • Tetra	• Mild • Moderate • Severe

https://www.ptuk.edu.ps/projects/edu4all/

The following would be some of the general characteristics that students with motor difficulties can present:
• They present a great heterogeneity, depending on their origin:
Brain: (cerebral palsy, cranioencephalic trauma, multiple sclerosis, tumors ...),
Spine: (spina bifida, injuries and spinal trauma ...),
Muscles (myopathies ...) or
Bones: (arthrogryposis, rheumatism, deviations of the rachis ...);
According to its etiology (genetics, microbial ...);
On their area of the body affected (monoplegia, hemiplegia, paraplegia, diplegia, tetraplegia, or paresis...);
depending on the degree of alteration (mild, moderate, or severe);
its onset and evolution (congenital, acquired, chronic, degenerative ...); etc

Characteristics

- Associated conditions:
    - Communication and language
    - Sensory
    - Intellectual,
    - Emotional and social aspects
    - Others: epilepsy, digestive, respiratory, pain, contractures, incontinence

- Main limitations:
    - Mobility and displacement
    - Postural control and manipulation

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• In addition, associated conditions may also be present: related to the communication and language (difficulty breathing, phonation, articulation, alteration of the praxis, synkinesias, dysarthria ...); sensory (auditory, visual, perceptual disorders); and sometimes to the intellectual, emotional and social aspects. Other associated conditions can be epilepsy, digestive, respiratory, pain and contractures, incontinence ...
• For all these reasons, in some cases it is common for them to have to attend periodic medical visits, physiotherapy sessions, hospitalizations, etc., which can affect their attendance and academic performance.
• The main limitations of this heterogeneous group would be mobility and displacement, especially due to the architectural barriers that prevent accessibility; postural control and manipulation, palliated with different adaptations and assistive technology devices, including alternative communication systems in some cases.

Characteristics

- Curricular adaptation must be foreseen, both with respect to educational intervention and evaluation
- Do not prejudge
- Greater number of resources and assistive technology devices

• Mobility, manipulation and communication problems do not have to interfere with the teaching-learning process, but disability could make it difficult to acquire the knowledge and objectives established for the subject. For this reason, curricular adaptation must be foreseen, both with respect to educational intervention and evaluation, as a response to the special educational needs they present.
• Do not take for granted the association of certain physical characteristics that may be presented by students with some motor disabilities (slowness, speech difficulty, drooling ...), with delays in cognitive development. Do not prejudge.
• In general, it is a group that will need a greater number of resources and assistive technology devices that will be fundamental to them to be able to enjoy the same opportunities as the rest of the students to pursue university studies.

Interaction guidelines

How to interact with a student with a motor difficulty?

In general

- Know physical limitations and specific adaptation needs
- Ensure that the classrooms and other spaces are accessible
- Enable large spaces in the classrooms
- Show willingness to collaborate if help is needed
- Address the student and not the person who is accompanying

In general
• And as always, know what physical limitations and specific adaptation needs the student presents.
• Ensure that the classrooms and other spaces of the center or campus (library, copy shop, computer rooms, coffee shop, etc.) that are going to be used are accessible: located on the ground floor or with elevator, doors wide and light enough, accessible bathrooms nearby ...
• Organization of the classrooms: enable large spaces in the classrooms, for example, sufficiently wide corridors between the rows of tables, wide doors, information boards, switches and material cabinets, accessibility to the platform and the blackboard, etc.
• Keep in mind that sometimes they will need help (to photocopy, have a drink in the coffee shop, reach for a book from a high shelf...). Show your willingness to collaborate.
• Address the student and not the person who is accompanying him/her at that time.

In general

- If speech difficulties, respect rhythm and give time to express
- If something is not understood, politely ask to repeat it
- To interact with a person in a wheelchair, be at their height
- Not move or touch wheelchair excessively. It may be considered as an invasion of the personal space
- Not prejudge
- Not decide for them about their participation in any activity.

• If the student has speech difficulties, respect his/her rhythm and give s/he time to express his/herself. If the teacher does not understand something, politely ask him/her to repeat it; the teacher never pretends that s/he has understood the student.
• Students with the impossibility of expressing themselves orally will use an alternative communication system and will need more time to express themselves. The teacher must be patient and make an effort to understand them.
• To interact with a person in a wheelchair, it will be necessary to be at their height, if possible sitting before them. If it can't be, it's a good idea to move away from a little so that the student is not forced to strain his/her neck too much when looking at the teacher during the conversation.
• Do not move or touch his/her wheelchair excessively, since, if there is no close relationship, it may be considered as an invasion of his/her personal space.
• Do not prejudge the person for certain physical characteristics that may occur (slowness, difficulty speaking, drooling ...).
• People with disabilities know better than anyone what they can or cannot do. Do not decide for them about their participation in any activity.

In the classroom

- Not leave students' field of vision when moving around teaching, as they will sometimes have difficulty turning their necks and directing their gaze towards the emitting source
- Respect the turns of speech
- Never interrupt by finishing their sentences

In the classroom,
• Teachers do not have to leave the students' field of vision when moving around the classroom while teaching, as they will sometimes have difficulty turning their necks and directing their gaze towards the emitting source.
• In a conversation, always respect the turns of speech. In question time, debates, presentations, etc., respect the students' rhythm whether their oral expression is slow and difficult or if they use an alternative communication system (board, communicator ...). To facilitate the understanding of the message, the teacher looks at the students from the front and leans on their gestures.
• Never interrupt them by finishing their sentences (even if it is with the good intention of speeding up communication) without their express consent or has not been previously agreed between the interlocutors.

In the classroom

- Students located in seats next to the aisle closest to the door
- Enough space for adapted furniture and adaptations
- Flexibility and understanding when arriving late
- Promote confidence in the classroom to encourage them to ask for something to be repeated if not understood

• It is convenient that the students who use wheelchairs, walkers, crutches ..., are located in seats next to the aisle closest to the door, to facilitate greater autonomy in their movements (within the same classroom, to leave and enter, etc.).
• They should also have enough space if they need to use adapted furniture and for the deployment of the adaptations they can use (computer, communicator ...).
• Teacher should show flexibility and understanding whether they enter the classroom later (for scarcely accessible transport, slow movement, architectural barriers...) as if they come out of it at some point during the class (due to incontinence, need for grooming, taking medication ...).
• It is important to promote confidence in the classroom so that they are encouraged to ask for something to be repeated that they have not understood. Like the rest of the classmates, ask them from time to time if they follow the explanations.

Adaptations, and teaching and evaluation strategies for students with motor difficulties

Methodology

- Offer advance and in electronic format any material that will be used in class or indications of where they can find it
- Colleagues can provide them with notes with the use of self-copying notebooks
- Place teaching material and objects used in class at the height and within reach of wheelchair users

Regarding the methodology, teachers should:
• Offer well in advance and in electronic format any material that will be used in class (notes, documents, readings, bibliography, outlines, slides, films and videos ...), or indications of where they can find it.
• Note-taking will be almost impossible in some cases of severe manipulative limitation. A colleague can provide them with the use of self-copying notebooks.
• Place the teaching material and objects used in class at the height and within reach of wheelchair users.

Classwork

- **Communicate** in advance schedule of the type of work to be carried out and the deadlines
- **Individual works:** ensure access to documents and other resources necessary for the preparation of the work
- **Group tasks:** when alternative communication system, it will be convenient for the members of the group to become familiar with the system to improve the quality of communication within them. Working in small groups is advised
- **Fieldwork:** if accessibility conditions are not met the Service for People with Disabilities will collaborate in the adaptation and management of the necessary resources. It must be considered allowing longer deadline for the submission of results

For classwork
• Communicate well in advance the schedule of the type of work to be carried out and the completion dates so that they have enough time to organize and participate on equal terms.
• In individual works: ensure access to documents and other resources necessary for the preparation of the work. In many cases, they will need to be given more time for the presentation of documents, etc.
• In the group tasks: in general they will be able to participate in the same way as their colleagues, both in the realization and in the exhibition of the works, using the technical support they may need. When students use an alternative communication system, it will be convenient for the members of the group to become familiar with the system to improve the quality of communication within them. They may have greater difficulty talking in large groups, so working in small groups is advised.
• In fieldwork: depending on the place, if accessibility conditions are not met (transport, irregularity of the terrain, stairs ...), the Service for People with Disabilities will collaborate in the adaptation and management of the necessary resources (adapted transport, support staff, alternative itineraries, etc.). Given the obstacles and difficulties it has to overcome, it must be considered allowing them a longer deadline for the submission of results.

Tutoring meetings

Virtual campus

Forums

email

Tutoring meetings can be a good resource to recover and cope with the subject in cases of absenteeism due to different hospitalizations or treatments

Tutoring meetings
• Technologies such as virtual campus, email, forums, etc., are especially favorable tools for personalized communication with students with motor difficulties, given the existence of computer programs that make this type of media accessible.
• In cases of absenteeism of the student, for example, due to different hospitalizations or treatments, tutoring meetings can be a good resource to recover and cope with the subject.

Evaluation criteria and procedures

- Use the same assessment techniques that apply to the rest of the students but use the necessary adaptations to ensure the understanding of the instructions
- Use accessible spaces and allow the use of assistive technology devices
- Enable the exam to be carried out in a separate classroom with specific material equipment, especially if this material could disturb the classmates

For the evaluation:
• Use the same assessment techniques that apply to the rest of the students but use the necessary adaptations to ensure that students with disabilities understand the instructions for the correct performance of the different tests.
• Use accessible spaces, and allow the use of assistive technology devices (adapted material and furniture). The Service for People with Disabilities manages and facilitates the computer with the specific software, if necessary, necessary for the realization of the exams.
• Enable the exam to be carried out in a separate classroom with specific material equipment, especially if this material could disturb the classmates.

Evaluation criteria and procedures

• Due to the slower pace imposed by manipulative and/or communicative limitations and the need for the use of specific support materials → grant more time (if needed)

• Objective tests or questions that require short answers could be a good option

• In cases where the student has eased for oral communication and important manipulative limitations for handwriting or typing, enable the option of the oral exam.

• The impossibility of some students to write, will need the help of another person who writes what they dictate

• Due to the slower pace imposed by manipulative and/or communicative limitations and the need for the use of specific support materials, it will be necessary to grant them more time for both written and oral tests.

• Objective tests or questions that require short answers could be a good option.

• In cases where the student has eased for oral communication and important manipulative limitations for handwriting or typing, enable the option of the oral exam.

• In some cases, given the impossibility of students to write even with the use of assistive technology devices, they will need the help of another person who writes what they dictate. The management of these support staff is carried out through the Service for People with Disabilities.

Resources for personal and technical support

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Students with motor difficulties may require:
• Educational Support Specialist: University staff managed by the Service for People with Disabilities, whose function is the accompaniment of students with a mobility difficulty that need it.
• Volunteer students for support in taking notes.
• Accessibility adaptations: adapted transport, reservation of parking space, wide and light doors or with an automatic opening card, ramps, elevator, non-slip floor, adapted bathroom, signs placed at an accessible height (spacious, with support bars, single-lever tap, low mirror, space under the sink, etc.).
• Assistive technology devices for mobility: wheelchairs, walkers, crutches...
• Adaptations for postural control: low height of elements such as shelves, switches ..., adapted furniture (lecterns, appropriated height of the table ...), different orthoses to fix the posture(standing frame, splints ...).

Resources for personal and technical support

• Assistive technology devices for writing and communicating: pencil thickeners, signaling and typing pointers (hand, foot, head wands, optical pointer), adaptations to access the computer (adapted keyboards and mice, switches, keyboard emulators, touch screen, etc.).

• Augmentative and alternative communication systems, used as an alternative to communication when the student's speech is intelligible or is not possible in any way: communication boards (manual signaling, by sweeping, by optical or visual pointer), communicators (mobile phone, tablet, computer) with voice output.

• Other resources: self-copying paper notebooks for a colleague to provide notes.

• Adapted study posts in the libraries of the campuses.

• Locker to store the material.

• Computer for exams and note-taking.

BREAK

Asperger's syndrome

Asperger's Syndrome. This is a form of Autism Spectrum Disorder that involves, fundamentally, a limitation of socio-emotional skills, both verbal and non-verbal communication and lack of cognitive flexibility, which can lead to an alteration of certain behaviors that come to limit the ability to function effectively in different contexts.

Characteristics

Possible difficulties:
- In the **social** field
- In the **communicative** field
- With **cognitive** flexibility
- Others

People with Asperger's Syndrome have no lower intelligence levels, but the aforementioned difficulties can affect their social life and academic performance. Sometimes the disorder can go unnoticed. As always happens in the world of disability, there is also a great heterogeneity in students with Asperger's Syndrome, whose symptoms and characteristics will be different and specific to each student.

Here we enunciate some of the difficulties and qualities that they may present, taking into account that, naturally, they do not always have to converge or manifest all of them in each case:
- Difficulties in the social field
- Difficulties in the communicative field
- Cognitive flexibility difficulties
- Other associated problems

Difficulties in the social field

- Interacting socially.
- Integrating into the group, making friends and deepening social relationships.
- Sharing enjoyments, interests and goals.
- Understanding others and the social keys that help them regulate their behavior.
- Expressing feelings.
- Social-emotional reciprocity.
- Anticipate people's behaviors and reactions.

Regarding the social field, they may present difficulties:
• interacting socially. Rigidity to adapt their behavior to social situations.
• integrating into the group, making friends and deepening social relationships.
• spontaneously sharing enjoyments, interests and goals with others.
• in understanding others and in understanding the social keys that help them regulate their behavior. Problems detecting emotions and feelings of others. They don't know how to be empathetic.
• expressing their feelings.
• Absence of social-emotional reciprocity. Sometimes they seem disinterested or even rude because of their attitude or talking only about what interests them, apparently not taking into consideration the mood or interests of others.
• They do not know how to anticipate other people's behaviors and reactions, so they often feel confused.
• Although in general, they show little social initiative, they participate and integrate into activities if others propose it.

Difficulties in the social field

- Elementary rules that govern social life.
- Difficulties in facing new situations and lack of strategies to adapt to environmental changes.
- University environment and organization of the teaching itself.
- Working in a team.

> They tend to be aware of their difficulties and a clear perception of their differences, which often leads to anxiety and depression.

• They often seem to ignore the elementary rules that govern social life: how to greet, give thanks, how to address others, what is appropriate to say or ask in each context, how to act, etc.

• They may have difficulties in facing new situations and lack of strategies to adapt to environmental changes.

• Students with Asperger's Syndrome can find especially problematic the university environment and the organization of the teaching itself, with changing academic activities (quarterly organization, choice of subjects, different teaching staff, variable schedules, classes in different classrooms and spaces, different activities, groups of changing classmates, etc.) that force them to make multiple decisions autonomously when organizing their own time and activities. In this sense, the Service of Attention to People with Disabilities of the university takes a preponderant role in the support and adaptation of new students to the new situation, advising them in their first contact and facilitating their integration into the dynamics of the University. This work will require a planned and continuous follow-up that adjusts to the specific demands and needs that arise each time the student changes course, subjects, activities, practices ...

• May have difficulty working in a team, and

• They ,may tend to be aware of their difficulties and a clear perception of their differences, which often leads to anxiety and depression.

Difficulties in the communicative field

- Lack of knowledge of the mechanisms of communication.
- Alteration of non-verbal communication that hinders social interaction.
- When interest, spontaneous approach that may be unconventional or inappropriate.
- Difficulty in understanding non-literal language and its intentionality

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They may also have very limited interaction and social communication capabilities, such as:
• Lack of knowledge of the mechanisms of communication.
• Alteration of non-verbal communication that hinders social interaction. They use few and atypical gestures of support for language (eye contact, facial expression, body postures, etc.).
• When they show interest, sometimes opt for a spontaneous approach that may be unconventional or inappropriate. It can also seem, at times, that they are distracted or that they have no interest and yet be attentive, although their gestural attitude does not seem to indicate it.
• Misunderstandings due to the difficulty in understanding non-literal language and its intentionality: double meaning phrases, metaphors, jokes, etc. Likewise, they may not understand or misinterpret the gestures with which people express their emotions.

Difficulties in the communicative field

• Little/strange sense of humor.
• May repeat certain phrases, comments or questions whose answer already know.
• Insistence on talking about their interests.
• Monotonous speech, empty of intonation.
• Language excessively formal.
• More comfortable interacting with colleagues through social media than doing it personally.

• Have little or strange sense of humor.
• They may repeat certain phrases, comments or even questions whose answer they already know.
• Insistence on talking about their interests.
• Sometimes their speech is monotonous and empty of intonation.
• Their language is often excessively formal, and even pedantic, a fact that can hinder social relations, and
• They may feel more comfortable interacting with colleagues through social media than doing it personally.

Cognitive flexibility difficulties

- Rigid cognitive and behavioral style.
- Negative reaction to changes.
- More comfortable with routine and a structured environment.
- Preference for scheduled activities.
- Adherence to specific non-functional customs and rituals.
- Perfectionist attitudes that lead to slowness in the execution of tasks.

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They may also present cognitive flexibility difficulties, such as
• A rigid cognitive and behavioral style that may be reflected in limited, repetitive, and stereotyped behaviors, interests, and activities.
• Negative reaction to changes, which can create great suffering.
• They may feel more comfortable with routine and a structured environment.
• Prefer for scheduled activities.
• Adhere to specific non-functional customs and rituals, and
• They may present perfectionist attitudes that lead to slowness in the execution of tasks.

Other associated problems

- Stereotyped and repetitive motor rituals.
- Sensory hypersensitivity.
- Difficulty concentrating attention on a task.
- Difficulty integrating data from different sources and following abstract reasoning.
- Problems planning and organizing time, tasks and their future based on realistic projects.
- Decision-making problems.
- Impulsivity.
- Obsessive-compulsive disorders.
- Anxiety and depression.

Other associated problems they may present are:
- Stereotyped and repetitive motor rituals that are triggered in specific situations and beyond their control.
- Sensory hypersensitivity.
- Difficulty concentrating their attention on a task, easily distracting themselves.
- Difficulty integrating data from different sources and following abstract reasoning.
- Problems planning and organizing time, tasks and their future based on realistic projects.
- Decision-making problems.
- Impulsivity.
- Obsessive-compulsive disorder.
- Anxiety and depression.

Interaction guidelines

How to interact with a student with Asperger's syndrome?

In general

- Know difficulties and specific adaptation needs.
- Understand the way of being and acting of students.
- Allow communication.
- Encourage personal autonomy and participation.
- Respect the moments in which they prefer to be alone or away from the group.

In general
• It is important to know what difficulties and specific adaptation needs students present.
• It is important to understand the way of being and acting of students with Asperger's Syndrome, their different way of perceiving and interpreting the world around them.
• Teacher must be patient, allow them to communicate, and make an effort to understand them.
• Should encourage their personal autonomy and participation in university life, helping them to enter different contexts, making them understand the rules of operation implicit in each new situation and mediating, if necessary, in the conflictive situations that may arise.
• And respect the moments in which they prefer to be alone or away from the group.

In the classroom

- Ensure a stable and predictable environment avoiding unexpected changes.
- Sit in the same place in class.
- Promote confidence in the classroom
- Respect communication turns, offering them enough time to ask questions.

In the classroom
• It will be necessary to ensure a stable and predictable environment in which they feel safe, avoiding unexpected changes.
• They may feel more comfortable when always sitting in the same place in class.
• It is important to promote confidence in the classroom so that they are encouraged to ask for something to be repeated that they have not understood. They have difficulties requesting help. When they have a question, they are likely to not ask. Like the rest of the classmates, ask them from time to time if they follow the explanation, and
• Respect communication turns, offering them enough time to ask their questions.

Adaptations, and teaching and evaluation strategies for students with Asperger's syndrome

Methodology

- Offer in advance, in electronic format, any material that will be used in class, or indications of where they can find it.
- Predictable environment in the classroom.
- If manipulative difficulties in taking notes: provide them or have the help of a classmate who provides them (self-copying paper).
- If difficulty maintaining sustained attention due to the stress: the information they receive can be fragmented.

Regarding the methodology used:
• Offer well in advance and in electronic format any material that will be used in class (notes, documents, readings, bibliography, outlines, slides, films and videos ...), or indications of where they can find it.
• Create a predictable environment in the classroom. Indicate at the beginning of each class session what will happen in it (activities, duration of them, whether they will be individual or in a group, etc.). Follow the indicated structure and avoid unexpected changes.
• In some cases they may present manipulative difficulties in taking notes. Given this, the teacher can provide them, or have the help of a classmate who provides them (self-copying paper). They may require the use of a computer.
• They may have difficulty maintaining sustained attention due to the stress they put on the activity. Therefore, the information they receive can be fragmented.

Methodology

- Use visual supports, since they process, understand and assimilate much better the information visually presented.
- Breaking down tasks into smaller, more sequenced steps can alleviate difficulties in implementing certain executive functions in long and complex tasks.
- Online courses: personalized learning, material is accessible and organized, concepts can be reviewed again and again at the desired pace, facilitate personalized consultations, etc.

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• It is advisable the use of visual supports (figures, graphs, diagrams, tables, concept maps...) since they process, understand and assimilate much better the information that is visually presented. It will be also advisable to provide them in advance with copies of the presentations and all kinds of graphic material that will be used in class to support the subject.
• Difficulties in implementing certain executive functions can hinder performance in long and complex tasks. Breaking down tasks into smaller, more sequenced steps can alleviate these limitations.
• They use to perform well in online courses, as they enhance personalized learning, the material is accessible and organized, concepts can be reviewed again and again at the desired pace, facilitate personalized consultations, etc.

Classwork

- **Communicate** in advance the schedule of the type of work to be carried out and the deadlines.
- **Individual tasks:** ensure access to the documents and other resources necessary for the preparation of the work, to provide them with precise guidelines of what they are asked to do, how they should present the work…
- **Group tasks:** work in a group may be very difficult: Teachers should encourage their participation in group activities. Smaller groups better.

For the classwork
• Communicate well in advance the schedule of the type of work to be carried out and the deadlines, so that they have enough time to organize.
• In individual tasks: in general they perform better than working in a group. Even so, it will be necessary: to ensure access to the documents and other resources necessary for the preparation of the work, to provide them with precise guidelines of what they are asked to do, how they should present the work, etc. They may require more time for the presentation of works, practices, etc.
• In group tasks: some students will be able to participate in the same way as their peers, both in the realization and in the exhibition of the works, performing well in cooperative learning situations, contributing to the group with their most outstanding skills (reading, vocabulary, memory, storage of information, etc.). However, for others, to work in a group will be very difficult: they will not be able to coordinate with their colleagues; it will be a great effort to control what they have to do, when and where the meetings will be; they will not be able to keep up... Teachers should encourage their participation in group activities. In general, they will perform better in smaller groups.

Tutoring meetings

Single teacher tutor

Intensify tutoring meetings

Virtual campus, email…

• With students with Asperger's Syndrome, it may be advisable to assign a single teacher tutor to act as a reference throughout the academic stage.
• Intensify tutoring meetings for more individualized follow-up, attention and support (clarify their doubts, organize tasks in detail, etc.).
• Technologies such as virtual campus, email, forums, etc., are especially favorable tools for communication with students with Asperger's Syndrome.

Evaluation criteria and procedures

- Same assessment techniques that apply to the rest of the students.
- Clear guidelines from the beginning of the course on the type of assessments.
- More time to take the test.
- If difficulties in carrying out objective tests: replace them with questions that require short answers. Avoid questions with double meaning.
- If manipulative or graphomotor difficulties: written exam on a computer.

For the evaluation
• Use the same assessment techniques that apply to the rest of the students. When in doubt, it may be convenient to know in advance in tutoring meetings if any evaluation method is not recommended specifically for that student.
• Provide them from the beginning of the course with clear guidelines on the type of assessments to be performed and maintain them.
• Given the possibility that they are blocked in stressful situations, it will be convenient to let them know that they can have more time to take the test, both written and oral.
• They may show difficulties in carrying out objective tests (test exams), due to their difficulties in analyzing information, synthesis and choice. One option may be to replace them with questions that require short answers. Avoid questions with double meaning, since their language is literal and they have great difficulty in understanding.
• If the student has any type of manipulative or graphomotor difficulty, allow him/her to take the written exam on a computer.

Resources for personal and technical support

Specific tutor

Self-copying paper notebooks for note-taking

Volunteer students to take notes
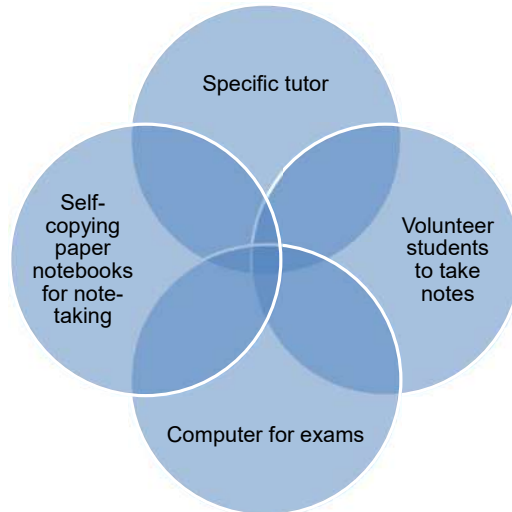
Computer for exams

Resources for personal and technical support may be:
• Specific tutor in the center.
• Volunteer students, for support in taking notes.
• Computer for taking exams.
• Self-copying paper notebooks for note-taking.

Learning difficulties

Dyslexia

Attention Deficit Hyperactivity Disorder

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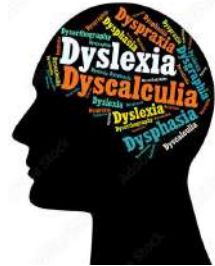
Now I would like to tell you a little bit about two common learning difficulties that may affect university students: Dyslexia and Attention Deficit Hyperactivity Disorder

Learning difficulties

Dyslexia

Attention Deficit Hyperactivity Disorder

Let's start with the Dyslexia

Types

Acquired dyslexia:

- After having achieved a certain reading level, lose some of the necessary skills after suffering some type of brain injury

Developmental dyslexia:

- From childhood and for no apparent reason

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There are two types of dyslexia:

• Acquired dyslexia: it manifests itself in those people who, after having achieved a certain reading level, lose some of the necessary skills after suffering some type of brain injury (cerebrovascular disease, tumor, an accident ...). And

• Developmental dyslexia: manifests itself from childhood and for no apparent reason.

Difficulties in students with dyslexia

Reading	Writing	Calculation	Other
Identifying, segmenting or combining syllables and phonemes	Arbitrary spelling errors in writing (v/b, g/j)	Difficulties in the acquisition of mathematical vocabulary	Distraction issues.
In the rules of phoneme-grapheme and grapheme-phoneme conversion	Irregular word typing errors	Difficulty identifying and decoding mathematical signs	Poor functioning of short-term memory
Extracting the meaning and main ideas from the text	Inadequate union and fragmentation of words and phrases	Confusions of mathematical concepts	Problems of laterality and spatial orientation
Confuse orthographically similar words	Difficulty organizing ideas and constructing the structure of a written text	Reversion of figures in numbers over one digit (36/63)	Frustration and loss of self-esteem
Greater errors with functional and unknown words	Dysgraphia	Difficulty understanding the meaning of numbers	

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These are some of the difficulties that students with dyslexia may present:

In Reading

• Difficulty identifying, segmenting or combining syllables and phonemes.

• in the rules of phoneme-grapheme and grapheme-phoneme conversion: omissions, additions, substitutions and reversion of graphemes or syllables.

• Difficulty extracting the meaning and main ideas from the read text.

• Confuse orthographically similar words.

• Greater errors with functional and unknown words.

In writing

• Arbitrary spelling errors in writing (v/b, g/j).

• Irregular word typing errors.

• Inadequate union and fragmentation of words and phrases in written texts.

• Difficulty organizing ideas and constructing the structure of a written text.

• Dysgraphia: difficulties in the ability to write, primarily handwriting.

With Calculation

• Difficulties in the acquisition of mathematical vocabulary: position, size and relationships.

• Difficulty identifying and decoding mathematical signs.

• Confusions of mathematical concepts: before/after, plus/minus, half/double...

• Reversion of figures in numbers over one digit (36/63).

• Difficulty understanding the meaning of numbers: the ability to quickly understand, approximate and manipulate numerical quantities.

Other

• Sometimes, poor attention span, distraction issues (usually due to fatigue).

• Poor functioning of short-term memory.

• Sometimes they present problems of laterality and spatial orientation.

• There is often a propensity for frustration and loss of self-esteem.

Interaction guidelines

How to interact with a student with dyslexia?

In the classroom

- Know, understand and value the educational needs.
- Placed in the first rows.
- Promote confidence in the classroom.

In the classroom
• It is important to know, understand and value the educational needs presented by students.
• They should be placed in the first rows in class, and
• It is important to promote confidence in the classroom so that they are encouraged to participate and ask questions. Like the rest of the classmates, ask them from time to time if they follow the explanations and give them from time to time the opportunity to arrange a tutoring meeting.

Adaptations, and teaching and evaluation strategies for students with dyslexia

Methodology

- Audiovisual supports in talks and written texts.
- Provide or ask them to draw up outlines of the summaries of each topic or activity.
- Provide the material in advance or have the help of a classmate or volunteer to provide them (self-copying notebooks). Let use a computer.
- Use of calculators, computers and word processors with spell checkers.

• As far as possible, it is advisable to use audiovisual supports in talks and written texts: figures, graphs, diagrams, tables, concept maps, videos...
• Provide or ask them to draw up outlines of the summaries of each topic or activity. In the second case, supervise it.
• They may have difficulty taking notes, as well as copying what is written on the board, as they have difficulty listening and writing at the same time. Given this, the teacher can provide the material in advance or have the help of a classmate or volunteer to provide them (self-copying notebooks). Likewise, they may be allowed to use a computer.
• Allow and enhance in the classroom the use of calculators, computers and word processors that include spell checkers.

Classwork

- **Communicate** in advance the schedule of the work to be carried out and the deadlines.
- **Individual tasks:** they may require more time for the presentation of works, practices, etc.
- **Group tasks:** depending on the type of activity and the specific work, performance can be affected.

Regarding the classwork
• Communicate to them well in advance the schedule of the work to be carried out and the deadlines so that they have enough time to organize. Make sure they have the information in mind and notify them personally of any changes or developments.
• In individual tasks: this shouldn't be a problem. However, they may require more time for the presentation of works, practices, etc.
• In group tasks: they do not present any problem both in the realization and in the exhibition of group tasks. Although depending on the type of activity and the specific work assigned to them, performance can be more or less affected (or at least, require more or less effort). In general, they will perform well in cooperative work situations.

Tutoring meetings

Intensify tutoring for more individualized follow-up and support

Technologies such as virtual campus, email, forums, etc., are favorable tools for tutorial communication

• Intensify tutoring for more individualized follow-up and support. If necessary, insist on their particular abilities.

• Technologies such as virtual campus, email, forums, etc., are favorable tools for tutorial communication with students.

Evaluation criteria and procedures

- Provide clear guidelines on the type of assessment tests to be performed.
- Know in advance if any evaluation method is not recommended or the specific difficulties that may involve and agree on the necessary adaptations.
- Increase the time of completion of written tests.
- Make sure they understand the questions and what is being asked of them.

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Regarding the evaluation criteria, it is important to:
• Provide them from the beginning of the course with clear guidelines on the type of assessment tests to be performed and maintain them.
• When in doubt, it may be convenient to know in advance in tutoring meetings if any evaluation method is not recommended specifically for that student or the specific difficulties that may involve and agree on the necessary adaptations.
• Increase the time of completion of written tests.
• In general, it will reassure them to know that they have extra time to read the statements and think about the answers. Make sure they understand the questions and what is being asked of them. If necessary, the teacher can read the exam to the student before the start of the test.

Evaluation criteria and procedures

- At the conclusion of the test, review it to make sure you understand what is written.
- Allow them to use a computer.
- Allow the use of spell checker, calculator and other resources as necessary.
- In the correction of written exams, prioritize the content to the form of written expression and the inevitable spelling mistakes.
- Short-question or multiple-choice test exams can be an alternative, as well as in oral format.

• At the conclusion of the test, review it to make sure you can understand what is written, or for any doubt that the student needs to clarify.
• Allow them to take written exams with a computer. • Allow the use of spell checker, calculator and other resources as necessary.
• In the correction of written exams, prioritize the content to the form of written expression and the inevitable spelling mistakes.
• Short-question or multiple-choice test exams can be an alternative, as well as in oral format.

Resources for personal and technical support

Volunteer students for taking notes

Computer for taking notes and taking exams

Computer programs for reading texts

Self-copying paper notebooks
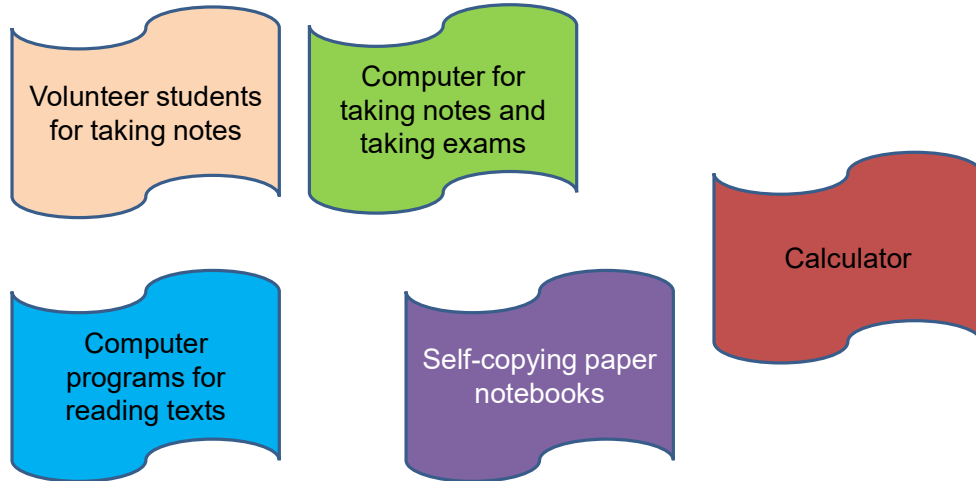
Calculator

Some Resources for personal and technical support are:
• Volunteer students for taking notes.
• Computer for taking notes and taking exams.
• Computer programs for reading texts.
• Self-copying paper notebooks.
• Calculator.

Learning difficulties
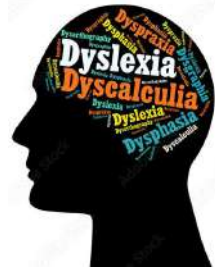
Dyslexia

Attention Deficit Hyperactivity Disorder

Let's talk now about the Attention Deficit Hyperactivity Disorder.

Characteristics

Symptoms:
- Attention deficit
- Impulsivity
- Hyperactivity

Subtypes:
- Inattentive and distractible
- Impulsive-hyperactive
- Combined
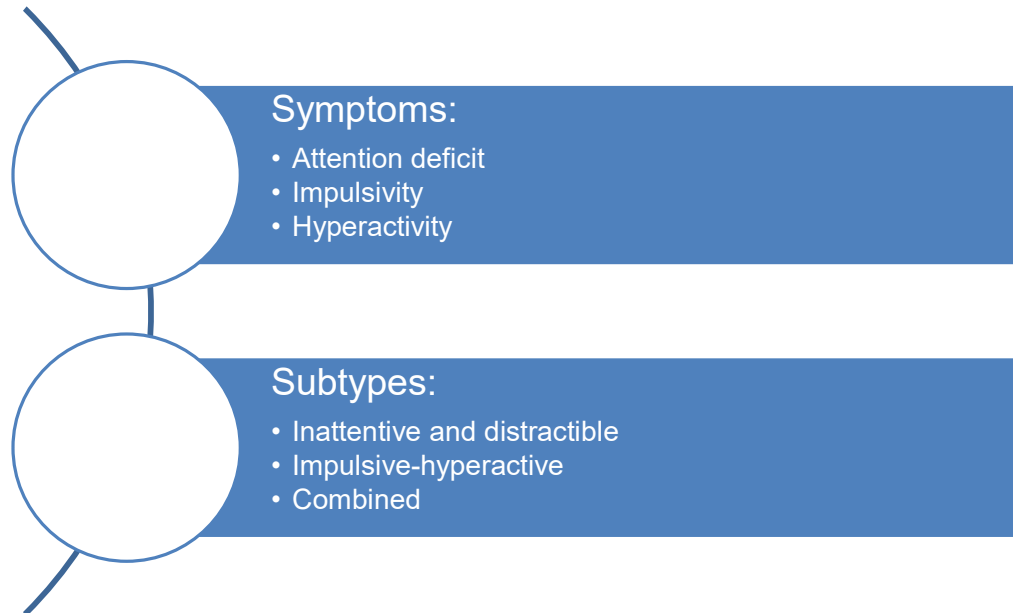
The Attention Deficit Hyperactivity Disorder is characterized by three primary symptoms: attention deficit, impulsivity and hyperactivity. Each of them can occur in different intensities and frequencies, and interfere negatively with learning and/or behavior. These symptoms may manifest together, or only one of them may predominate. From their combinations are derived the three basic subtypes of ATTENTION DEFICIT HYPERACTIVITY DISORDER:
• Inattentive and distractible type: This type is characterized predominately by inattention and distractibility without hyperactivity.
• Impulsive-hyperactive type: This, the least common type and it is characterized by impulsive and hyperactive behaviors without inattention and distractibility.
• Combined type: This, the most common type, is characterized by impulsive and hyperactive behaviors as well as inattention and distractibility.

Comorbidity

- Learning difficulties.
- Alteration in motor skills.
- Mood disorders.
- Behavioral disorders.
- Tics and obsessive disorders
- Etc.

Likewise, Attention Deficit Hyperactivity Disorder can be accompanied by other disorders, such as:
• Learning difficulties (literacy and mathematical calculation).
• Alteration in motor skills (like graphomotor difficulties).
• Mood disorders (depression and anxiety).
• Behavioral disorders (oppositional-defiant disorder, aggressive behaviors of a defensive-impulsive nature...), or
• Tics and obsessive disorders.

Possible difficulties

Maintaining attention	Retention and working memory	Controlling impulsivity
Simple and monotonous tasks	Impulsive and precarious strategies in the solution of problems	Low frustration tolerance
Losing or forgetting material, dates, commitments...	Completing a task	Insecurity and low self-esteem.
Planning and organizing	Following instructions in complex tasks	Mismatch between the effort made and the results

From this alteration of executive functions, various behavioral, emotional and cognitive difficulties are derived, such as:
• Difficulty maintaining attention.
• Errors in simple and monotonous tasks.
• Losing or forgetting material, dates, commitments...
• Difficulty planning and organizing.
• Difficulty following instructions in complex tasks.
• Difficulty completing a task if it is not supervised.
• Impulsive and precarious strategies in the solution of problems, without analysis of the different possibilities of response.
• Retention and working memory difficulties.
• Difficulty controlling impulsivity: responding without thinking.
• Low frustration tolerance.
• Insecurity and low self-esteem.
• Mismatch between the effort made and the academic results.

Interaction guidelines

How to interact with a student with Attention Deficit Hyperactivity Disorder?

In general

- Know difficulties and specific adaptation needs.
- Understand the way of being and acting of students.
- Maintain a natural, tolerant and respectful attitude without prejudging.

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In general
• And as always, know what difficulties and specific adaptation needs the student presents. Tutoring is a good opportunity to talk personally with him/her.
• It is important to know and understand the way of being and acting of students with ATTENTION DEFICIT HYPERACTIVITY DISORDER.
• Maintain a natural, tolerant and respectful attitude without prejudging the person by certain characteristics or manifestations.

In the classroom

- Ensure a structured and predictable environment.
- If attitude is not adequate or jobs do not offer the desired performance, avoid criticizing in front of classmates.
- It is advisable referring to the job rather than to the person.
- Use extinction techniques in challenging behaviors.
  - Stand firm and offer alternative solutions.
  - Use of reinforcements.

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In the classroom
• It will be necessary to ensure a structured and predictable environment in the classroom.
• If their attitude in class is not adequate or their jobs do not offer the desired performance, avoid criticizing them in front of their classmates so as not to damage their self-esteem. In this sense, it is advisable referring to the job rather than to the person (for example, instead of saying "you are messy", use the phrase "your work is messy").
• If there is a challenging behavior, it is recommended to use extinction techniques. Do not judge, confront, attack, enter into power struggles... Stand firm and offer alternative solutions. Use of reinforcements. Treat the subject individually, in a tutoring meeting.

In the classroom

- Placed in the first rows in class.
- If an urgent need to move: be permissive.
- Include functional breaks during the session or between different activities

• Propose the students to be placed in the first rows in class to facilitate eye contact with teachers and avoid as much as possible distracting elements such as doors and windows.
• In some cases, students may have an urgent need to move. The teacher must be permissive in this regard and understand and not censor their attitude. Include functional breaks during the session or between different activities.

Adaptations, and teaching and evaluation strategies for students with Attention Deficit Hyperactivity Disorder

Methodology

- Electronic format any material that will be used in class or indications of where they can find it.
- Take into consideration problems arising from alterations in executive functions.
- Offer personalized instructions to make sure they understood.
- Take care of aspects of organization and planning of tasks
- Breaking down tasks into smaller, more sequenced steps can help.

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• Offer well in advance and in electronic format any material that will be used in class (notes, documents, readings, bibliography, outlines, slides, films and videos ...), or indications of where they can find it.
• Take into consideration the problems arising from alterations in executive functions.
• Offer them personalized instructions to make sure they have understood them.
• Take care of aspects of organization and planning of tasks, emphasizing the deadlines and deadlines of work, presentations, exams, etc.
• May perform poorly on long and complex tasks. Breaking down tasks into smaller, more sequenced steps can alleviate these limitations, helping them plan, finalize, and check.

Methodology

- Reduce the number of activities.
- Feedback is essential.
- Use visual supports, to facilitate the resolution of problems and the overcoming difficulties to abstract concepts.
- Provide outlines of the summaries of each topic or activity.
- Provide in advance the notes, or have the help of a classmate (self-copying paper).
- Allow the use of a computer.

• Sometimes it will be convenient to reduce the number of activities, without renouncing the achievement of competencies, objectives and contents and prioritizing quality and significance.
• With students with ATTENTION DEFICIT HYPERACTIVITY DISORDER, the feedback on the tasks will be essential to develop self-correction skills.
• It is advisable to use visual supports in the explanations: figures, graphs, diagrams, tables, concept maps... As well as the handling of materials that facilitate the resolution of problems and the overcoming of their difficulties to abstract concepts.
• Provide them with (or ask them to elaborate it) outlines of the summaries of each topic or activity.
• Either because of the inconsistency of attention or because of literacy problems, they may have difficulty taking notes. Given this, the teaching staff can provide them in advance, or have the help of a classmate who provides them (self-copying paper). Likewise, they may be allowed to use a computer.

Classwork

- **Communicate** in advance the schedule of the works to be carried out and the deadlines.
- **Individual tasks:** remind access to the documents and other resources necessary for the preparation of the task, provide precise guidelines
- **Group tasks:** in general, they will be able to participate in the same way as their peers. Difficulties may lie in organizing and remembering and respecting dates and places of meetings, planning their tasks and controlling deadlines, etc.

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For the classwork
• Communicate well in advance the schedule of the works to be carried out and the deadlines so that they have enough time to organize. Make sure they have the information in mind and notify them personally of any changes.
• In individual tasks: they do not need to have problems. However, sometimes it may be necessary to remind them of access to the documents and other resources necessary for the preparation of the task, to provide them with precise guidelines of what they are asked to do, how they should present the work, etc. They may require more time for the presentation of works, practices, etc.
• In group tasks: in general they will be able to participate in the same way as their peers, both in the realization and in the exhibition of the works, performing well in situations of cooperative learning, contributing to the group their most outstanding skills (creativity, innovation, generosity, tenacity, enthusiasm, etc.). If they occur, their difficulties will lie in organizing and remembering and respecting dates and places of meetings, planning their tasks and controlling deadlines, etc.

Tutoring meetings

- Assign a single tutor to act as a reference throughout the academic period.
- Intensify the tutoring meetings for a more individualized follow-up, attention and support.
- Technologies such as virtual campus, email, forums, etc., are favorable tools for communication.

• With students with Attention Deficit Hyperactivity Disorder, it may be advisable to assign a single tutor to act as a reference throughout the academic period.
• Intensify the tutoring meetings for a more individualized follow-up, attention and support (clarify their doubts, organize and plan in detail the tasks and activities, review the general organization of the subject, etc.). It is very important to maintain fluid communication and make sure that they retain the information of the tasks and activities to be carried out, deadlines, the type and date of the evaluation, etc.
• Technologies such as virtual campus, email, forums, etc., are favorable tools for communication with students with Attention Deficit Hyperactivity Disorder.

Evaluation criteria and procedures

- Provide clear guidelines on the type of assessment tests to be performed
- Know in advance if any evaluation method is not recommended specifically for that student or the specific difficulties that may involve.
- Continuous evaluation is especially suitable.
- Some students have difficulty calculating and organizing the time to perform the exam, others show fatigue that deconcentrates them and that can cause them not to perform at their level, etc.
- Increase the time of completion of the test.

For the evaluation it is important to
• Provide them from the beginning of the course with clear guidelines on the type of assessment tests to be performed and maintain them.
• When in doubt, it may be convenient to know in advance in tutoring meetings if any evaluation method is not recommended specifically for that student or the specific difficulties that may involve.
• Continuous evaluation is especially suitable for this group. Due to their characteristics and difficulties in executive functions, the feedback of each test can be of great help to improve their performance.
• Some students have difficulty calculating and organizing the time they need to perform the exam, others show fatigue that deconcentrates them and that can cause them not to perform at their level, etc.
• Increase the time of completion of the test.

Evaluation criteria and procedures

• Two-parts exam to be carried out on different days.
• Reduce the number of questions, combine different formats of questions in the same test.
• Perform oral exams.
• Allow to take the written exam on a computer if the student has problems with dyslexia or dysgraphia.
• Reduce distracting stimuli in the classroom.
• Make sure questions are understood.
• Remind them that they may have time to review the exam before submitting it.

• Divide the exam into two parts to be carried out on different days.
• Adapt the exam: reducing the number of questions, combining different formats of questions in the same test (development, short answers, multiple-choice...).
• Perform oral exams.
• Allow them to take the written exam on a computer if the student has problems with dyslexia or dysgraphia. • Reduce distracting stimuli in the classroom.
• In general, it will reassure them to know that they have extra time to read the statements and think about the answers. Make sure they understand the questions and what is being asked of them.
• Remind them that they may have time to review the exam before submitting it.

Resources for personal and technical support

Specific tutor

Computer for taking notes and taking exams

Volunteer students for taking notes

Self-copying paper notebooks

Regarding the specific Resources for personal and technical support, they could be:
• Specific tutor in the center.
• Volunteer students for taking notes.
• Computer for taking notes and taking exams.
• Self-copying paper notebooks for note-taking.

Mental disorders

Now I'm going to talk about Mental health disorders. They can be defined as a state of significant limitation in adaptive activity or relationship derived from temporary or permanent cognitive-emotional and/or behavior alterations, in which basic psychological processes such as emotion, motivation, cognition, consciousness, behavior, perception, sensation, learning, or language, may be affected.

Consequences

Difficulties for interpersonal relationships and social inclusion

Difficulties in adapting to new and changing situations

Missed classes due to treatments, hospitalizations

Decrease in academic performance caused by pharmacological treatments

Not necessarily permanent and irreversible and do not imply an intelligence affectation

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Heterogeneity is an important factor to take into account in people with mental health disorders. Some students have the same disorder and whose characteristics are totally different, hence the importance of not stereotyping. The main consequences of mental health disorders are related to:
• Difficulties for interpersonal relationships and social inclusion (due to difficulties in externalizing their feelings, isolation, etc.).
• Difficulties in adapting to new and changing situations; anxiety about common and potentially stressful events (losses, exams...).
• Decrease in academic performance caused by pharmacological treatments (concentration problems, lack of interest and motivation, etc.).
• Missed classes due to treatments, hospitalizations, etc. It is necessary to have in mind that if students with a mental health disorder do not come on their own initiative to inform about their situation or condition to the Service for People with Disabilities, their circumstances will be hidden from the teaching staff.

It should be taken in mind that mental health disorders are not necessarily permanent and irreversible and do not imply an intelligence affectation.

Interaction guidelines

How to interact with a student with a mental disorder?

In general

- Know difficulties and specific adaptation needs.
- Understand the way of being and acting of students → Discard stereotypes and focus on the individual characteristics.
- Maintain a natural, tolerant and respectful attitude without prejudging.
- Keep eye contact when talking with them.
- Respect their style and rhythm of communication and behavior.

In general
• And, again, know what difficulties and specific adaptation needs the student presents will be of great help. Tutoring meetings are a good opportunity to talk personally with them.
• It is important to know and understand the way of being and acting of students with mental health disorders. Their stigmatization as violent people does not conform to reality. Discard stereotypes and focus on the individual characteristics of each student. Avoid labels.
• Maintain a natural, tolerant and respectful attitude without prejudging the person by certain characteristics or manifestations. The greatest difficulty that these students can encounter is the fear of rejection that their condition usually causes, almost always due to ignorance.
• When talking with them, keep eye contact, avoiding any attitude of mere courtesy, so that they lose their fear of rejection and make them feel accepted and heard.
• Respect their style and rhythm of communication and behavior. They may have difficulties in processing information in the environment and adapting to it.
• Sometimes, they have little expressiveness or distant appearance. It is not due to a lack of understanding but to their slowness of response or structuring of language.

In the classroom

- Transmit tranquility, ensuring a stable and predictable environment.
- Respect the tendency to social isolation.
- Encourage a positive attitude of respect, flexibility and understanding.
- Promote confidence in the classroom.
- Respect communication attempts, offering them enough time to ask their questions, to answer or make their decisions.
- Avoid addressing them in public if this causes situations of stress or anxiety.

In the classroom
• Transmit tranquility, ensuring a stable and predictable environment in which they feel safe, avoiding stressful situations.
• Respect the tendency that students may show to social isolation when they do not approach either the teachers or the classmates.
• Encourage in peers a positive attitude of respect, flexibility and understanding towards the student with a mental health disorder, without ever falling into overprotection.
• Promote confidence in the classroom so that they are encouraged to ask for something to be repeated that they have not understood. They have a lot of difficulties when it comes to requesting help. When they have a question, they are likely to not ask it. Like the rest of the classmates, ask them from time to time if they follow the explanations and give them from time to time the opportunity to arrange a tutoring meeting.
• Respect communication attempts, offering them enough time to ask their questions, to answer or make their decisions.
• Avoid addressing them in public if this causes situations of stress or anxiety.

Adaptations, and teaching and evaluation strategies for students with mental disorders

Methodology

- Offer in advance and in electronic format any material that will be used in class or indications of where they can find it.
- During the class activities, clearly and simply state the steps to be performed.
- Give enough time to answer. Guide them in their choices and decision-making.

• Offer well in advance and in electronic format any material that will be used in class (notes, documents, readings, bibliography, outlines, slides, films and videos ...), or indications of where they can find it.
• During the class activities, clearly and simply state the steps to be performed.
• Give them enough time to answer or make up their minds. Guide them in their choices and decision-making.
• They may have a different pace of study from the rest of the students.

Methodology

- Enhance strengths.
- Pharmacological treatment can significantly reduce academic performance due to a possible functional/cognitive slowing.
- If needed, provide notes and allow the use of a computer.
- Breaking down tasks into smaller, more sequenced steps.

• Enhance their strengths (skills and tasks). Academic achievements are important to them, as in some cases they can be a means of compensating for their personal and social limitations.
• The pharmacological treatment they receive can significantly reduce academic performance (study, work, etc.) due to a possible functional and/or cognitive slowing.
• In some cases they may have difficulties in taking notes. Given this, they can be provided by the teaching staff, or have the help of a classmate who provides them (self-copying paper notebook). If necessary, allow the use of a computer.
• Difficulties in implementing certain executive functions can hinder performance in long and complex tasks. Breaking down tasks into smaller, more sequenced steps can alleviate these limitations.

Classwork

- **Communicate** in advance the schedule of the type of work to be carried out and the deadlines.
- **Individual tasks:** it will be necessary to ensure access to the documents and other resources necessary for the preparation of the work, to provide precise guidelines of what are asked to do, how should present the work.
- If anxiety, give the opportunity to expose alone with the teacher.
- **Group tasks:** some of them will perform better the smaller the group.

For Classwork
• Communicate well in advance the schedule of the type of work to be carried out and the deadlines so that they have enough time to organize.
• In individual tasks: in general they do well, feel safer and more comfortable than working in a group. Even so, it will be necessary: to ensure access to the documents and other resources necessary for the preparation of the work, to provide them with precise guidelines of what they are asked to do, how they should present the work, etc. Some students may need more time for the presentation of documents, etc.
• They may manifest anxiety or stage fright in the oral presentations of the works before their colleagues. If so, provide them with the opportunity to expose it alone with the teacher.
• In group tasks: most students will be able to participate in the same way as their peers, performing well in cooperative learning situations. However, for a small number of students, due to their problems of insecurity and the poor ability to interact socially, working in a group will be very difficult, especially if it is numerous. They will perform better the smaller the group.

Tutoring meetings

- Assign a single tutor to act as a reference throughout the academic stage.
- Agree on the tutoring meetings how to act in the classroom to reduce stress level as much as possible.
- Technologies such as virtual campus, email, forums, etc., are favorable tools for communication. Offer the alternative of online tutoring meetings.

• With students with mental health disorders, it may be advisable to assign a single tutor to act as a reference throughout the academic stage.
• Agree on the tutoring meetings how to act in the classroom to reduce their stress level as much as possible. As far as possible, respect their proposals regarding the suitability or not of public interventions, carry out or not carry out group activities, etc.
• Technologies such as virtual campus, email, forums, etc., are favorable tools for communication with students with a mental health disorder. Offer the alternative of online tutoring meetings.

Evaluation criteria and procedures

- Provide from the beginning of the course with clear guidelines on the type of assessment tests to be performed and maintain them.
- Use the same assessment techniques that apply to the rest of the students. Know in advance if any evaluation method is not recommended for that student.
- Suitable alternatives would be: continuous evaluation, oral exams, complementary works, etc.
- Let them know that they can have more time.
- Let take the exam alone.
- Either due to the symptoms of some conditions or to the side effects of the medication, performance can decrease significantly.

For the evaluation
• Provide them from the beginning of the course with clear guidelines on the type of assessment tests to be performed and maintain them.
• Use the same assessment techniques that apply to the rest of the students. When in doubt, it may be convenient to know in advance in tutoring meetings if any evaluation method is not recommended specifically for that student.
• Suitable alternatives would be: continuous evaluation, oral exams, complementary works, etc.
• Given the possibility that they can feel blocked in stressful situations, it will be convenient to let them know that they can have more time to take the test, both written and oral. In case of crisis during an exam, allow them to leave the classroom or take a break. Some students may show excessive anxiety in oral exams, so it would be advisable to provide them with an alternative.
• Some students may not take the exam due to the excessive and uncontrollable stress it entails. Sometimes they may feel more comfortable taking the exam alone, in a separate classroom or the teachers' office.
• Keep in mind that, either due to the symptoms of some conditions or due to the side effects of the medication, performance can decrease significantly.

Resources for personal and technical support

- Volunteer students for taking notes.
- Specific tutor in the center.
- Computer for conducting exams.
- Self-copying paper notebooks for note-taking.

Some resources for personal and technical support could be
• Volunteer students for taking notes.
• Specific tutor in the center.
• Computer for conducting exams.
• Self-copying paper notebooks for note-taking.

Organic diseases

If the heterogeneity in the groups treated before is great, the casuistry that we can encompass in this group is even greater. There are many diseases with different symptoms (some of them very disabling) and that will make it necessary for each student to receive personalized attention, adapted to the specific educational characteristics and needs they present.

We refer to long-term diseases and/or special treatment such as diabetes, kidney insufficiencies, severe heart disease, epilepsy, inflammatory bowel diseases (ulcerative colitis, Crohn's disease ...), fibromyalgia, etc.

Interaction guidelines

How to interact with a student with an organic disease?

In the classroom

- Know difficulties and specific adaptation needs.
- Maintain a natural, tolerant and respectful attitude without prejudging the person by certain characteristics or manifestations.

In the classroom,
• Know what difficulties and specific adaptation needs they present.
• Maintain a natural, tolerant and respectful attitude without prejudging the person by certain characteristics or manifestations.

Adaptations, and teaching and evaluation strategies for students with organic diseases

Methodology

- May have difficulty maintaining sustained attention or cannot carry out certain practices or activities → explore other possible ways
- Can often miss classes (medical visits, treatments, hospitalizations, etc.).
- May need an extension in the works' delivery times.

• Keep in mind that they may have difficulty maintaining sustained attention (because of pain, discomfort, incontinence, physical limitations, etc.) or cannot carry out certain practices or activities. In these situations, explore other possible ways of acquiring the competencies, objectives and contents of the subject, as well as for the evaluation.
• They can often miss classes (medical visits, treatments, hospitalizations, etc.).
• They may need an extension in the works' delivery times.

Tutoring meetings

- Tutoring meetings as an educational strategy to support the training process.
- Technologies such as virtual campus, email, forums, etc., can be favorable tools for teacher/student interaction.

• Use tutoring meetings as an educational strategy to support the training process. The contact with students with symptoms that make it impossible for them to carry out some type of activity or temporarily attend classes will allow the teacher to clarify the specific difficulties and, between them, look for ways to overcome them to be able to study the subject with a guarantee of success.
• Technologies such as virtual campus, email, forums, etc., can be favorable tools for teacher/student interaction.

Evaluation criteria and procedures

• Provide, from the beginning of the course, with clear guidelines on the type of assessment tests to be performed.

• Know in advance if any evaluation method is not recommended specifically for that student.

• Allow written exams on a computer.

• Allow breaks to rest or to take food or drink, to go to the bathroom, etc. according to needs.

• If needed, enable the exam to be carried out in a separate classroom.

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For the Evaluation
• Provide them from the beginning of the course with clear guidelines on the type of assessment tests to be performed.
• It may be convenient to know in advance in tutoring meetings if any evaluation method is not recommended specifically for that student.
• Allow them to take the written exam on a computer if the student has any type of manipulative difficulty.
• Allow breaks to rest or to take food or drink, to go to the bathroom, etc. according to needs.
• If needed, enable the exam to be carried out in a separate classroom.

Resources for personal and technical support

- Volunteer students for taking notes.
- Computer for exams and note-taking.
- Adaptations for postural control: adapted furniture...
- Self-copying paper notebooks for note-taking.

Some resources for personal and technical support could be
• Volunteer students for taking notes.
• Computer for exams and note-taking.
• Adaptations for postural control: adapted furniture...
• Self-copying paper notebooks for note-taking.

Reference

The inclusion in the UPV/EHU: A teachers' guide:

https://www.ehu.eus/documents/2241153/12524430/LA+INCLUSI%C3%93N+EN+LA+UPVEHU+Gu%C3%ADa+para+el+profesorado.pdf/37854f93-59a6-02e9-35b0-512eaa9932c7
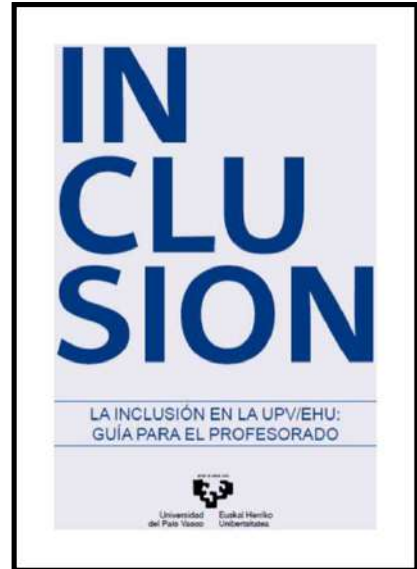
All the information provided on this presentation comes from this document.

Summary

General recommendations

Response to the students' needs

Good practices in the employability

And, to finish, we are going to briefly see some good practices in the employability by the Service for People with Disabilities.

- Service for People with Disabilities promotes inclusion in the labor market
- Socio-labor orientation accommodated to the individual characteristics of the student or graduate user
- Important to know the nearby business network and its ability to incorporate university graduates

• The Service for People with Disabilities shall ensure the development and implementation of provisions on legal matters to promote the participation and standardization of persons with disabilities in their inclusion in the labor market.
• Socio-labor orientation actions will not only be adapted to the peculiarities of the collective to which the student belongs but will also be accommodated to the individual characteristics of the student or graduate user. The Service for People with Disabilities should therefore be familiar and up to date on the diversity of job-seeking techniques and methods.
• It will be necessary to know the nearby business network and its ability to incorporate university graduates, and check about double adequacy of the jobs: the one between the content of the job and the discipline from which the graduate comes; and the suitability that the physical job may need when it is to be developed by a graduate (employee already) with disabilities.

Thank you for your attention

Thank you very much for your attention. Any question, something you want to tell or discuss?

Edu4ALL
Inclusive Leisure in EHU

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

Training Event Donostia-San Sebastián January 10-14, 2022

Summary

Sports Service

Students can get a maximum of:

6 ETCS credits by degree

3 ETCS credits by course

Adapted Sports for Students with Disabilities

Inclusive Cultural Activities

Sport Service

- The Sports Service of the Campus caters for the sports needs of students with disabilities.

- For this, it informs about the sports offer and offers guidance and support based on the needs of the students.

- Students with disabilities with a grade equal to or greater than 33% have priority in their enrollment in sports activities.

- EHU coordinates with local sport facilities providers for supporting Inclusive Sports for students with disabilities.

- EHU offers an Adapted Sports Program in all campuses (Leioa, Gipuzkoa and Araba) and has agreements with sports facilities of main cities.

- Motivation: "We want an inclusive, egalitarian and cohesive society, and we are confident that adapted sports will help us achieve this goal."

EHU Campus Leioa

In coordination with Fekoor (Coordinating Federation of People with Physical and/or Sensorial Disabilities of Biscay):

- Table tennis
- Paddel tennis in wheelchair
- Boccia: https://www.youtube.com/watch?v=VrUlfb_KviU

EHU Campus Leioa

Basket in wheelchair

EHU Campus Araba

In coordination with Zuzenak (Sports for all):

- Rugby in wheelchair
- Basket in wheelchair
- Adapted physical activity

In coordination with Itxaropena (Association of People with Low Vision)

- Inclusive Goalball (paralympic discipline)

Sport Service

EHU Campus Gipuzkoa

In coordination with Bera Bera:

- Basket in wheelchair
- Adapted Martial Arts (International Competition in nov 2021)

In coordination with Fortuna:

- Adapted fencing

In coordination with Hegalak:

- Adapted physical activity
- Inverse Inclusion
- https://www.youtube.com/watch?v=xVLMxDloNBo

Thank you
for your attention

Myriam Arrue, Associate Professor

Training Event Donostia-San Sebastián January 10-14, 2022

Summary

Cultural Activities in EHU

Students can get a maximum of:

1 ETCS credit per 25 hours of cultural educational activity

3 ETCS credits by course (6 credits maximum)

Cultural Activities Unit in each campus

Inclusive Dance

Cultural Activities

General EHU cultural Activities:

- EHU Chorus

- EHU Symphonic Orchestra

Activities in each campus:

- Languages courses (french, english)
- Literature (reading groups, workshops, short story literary contest)
- Scenic arts (cultural association of research on theater)
- Photography courses
- Cinema (club, Human Rights Cinema Festival in Donostia, Festival of short films)
- Exhibitions
- Conferences
- Musical Contests
- Opinion articles competition

Thank you for your attention

Myriam Arrue, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

Training Event Donostia-San Sebastián January 10-14, 2022

Edu4ALL
Barriers to University Educational Inclusion of People with Disabilities in Spain

Nestor Garay-Vitoria, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea
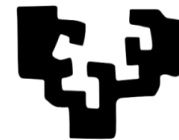
January 13, 2022

- Barriers prior to access to university

- Barriers to entry and permanence

- Barriers to job placement after studies

- The gender variable

- Intersectional discrimination

Introduction (I)

- CERMI (Spanish Committee of Representatives of People with Disabilities) published a report in 2020 about "University and disability. The inclusion of people with disabilities in the Spanish university".

- In this presentation, we summarize chapter 2 of the report: "Barriers to University Education Inclusion of People with Disabilities"

- As they refer, although the statistical data show an improvement in the access of people with disabilities to university education, progress occurs much slower than could be expected.

- The access of people with disabilities to non-compulsory educational levels, as the statistics well reflect, continues to be much lower than would be expected.

- Higher education is an opportunity for social mobility through prestige, recognition and economic remuneration that protects against unemployment and precariousness.

Introduction (II)

- The possibility of accessing the higher academic instance gives students with disabilities relevant elements for their development as a person and as a future worker, since it raises the consideration, reputation and social perception of a historically undervalued group.

- However, the magnitudes of the presence of this population in the university education system are minimal, so it is essential to analyze the barriers that students with disabilities have to overcome both in the transition to this educational stage, and on the way to reach a qualification at this level that allows them to acquire better positions in the world of work.

- Likewise, the obstacles faced by the rest of the university community with disabilities to achieve full inclusion is analyzed.
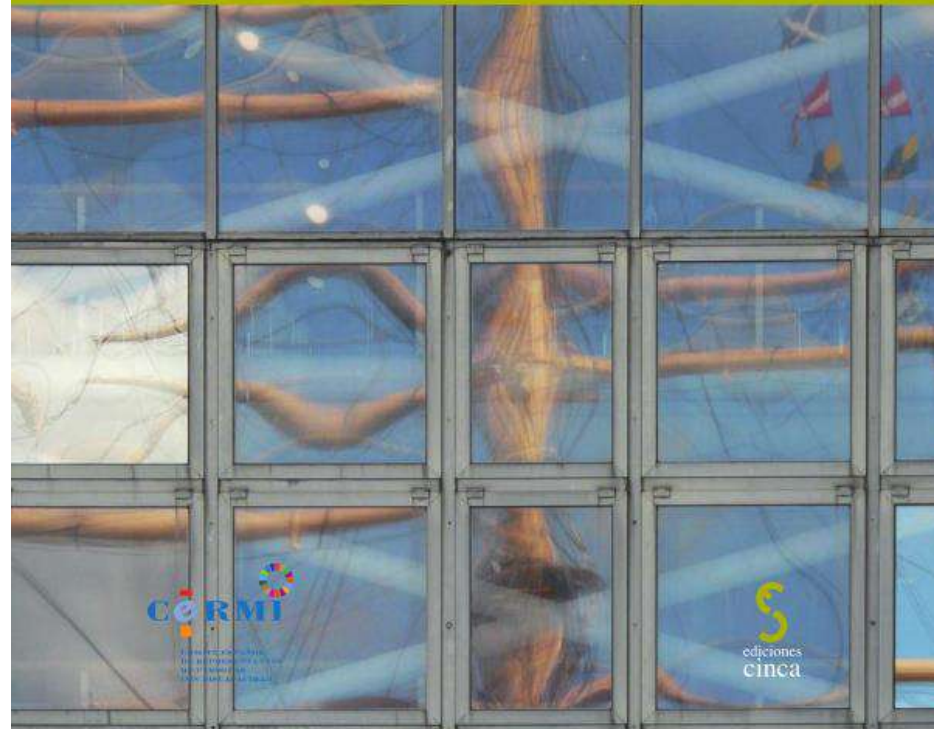
- https://sid-inico.usal.es/wp-content/uploads/2021/01/universidad-y-discapacidad-1.pdf

Barriers prior to access to university

Colección CERMI.es

Universidad y discapacidad

La inclusión de las personas con discapacidad en la Universidad española.

Informe del CERMI Estatal de reforma normativa en materia de inclusión de las personas con discapacidad en el sistema universitario español.

2020

Lack of curricular adaptation (I)

- In a generalized way, Spanish educational centers present problems of curricular adaptation, or what is the same, they do not develop modifications or adjustments in the didactic components of the curriculum to attend to the diversity of aptitudes, interests and learning rhythms that converge in the classroom.

- Any lack of curricular adaptation translates into a problem to develop the capacities of each student with disabilities and achieve the purposes of teaching.

- Curricular inflexibility prevents this from being enriched and expanded to make it more manageable in different situations and contexts, discourages teachers from carrying out a series of curricular decisions to adapt them to students with disabilities who require them, and stops the participation of all the actors involved in the educational process.

Lack of curricular adaptation (II)

- Building a flexible enough curriculum would respond to the needs of all students. A curriculum that must be structured and taught in such a way that all students can access it.

- In the current Spanish educational system, normally, those students with curricular adaptation do not obtain the same educational qualification or certification as the rest of the students.

- Here we must pay attention to the modality that Spanish legislation has called special education, a schooling in a non-ordinary modality, or what is the same, in a parallel modality (segregated, in the terminology of international organizations of rights of people with disabilities) and under a non-inclusive structure.

- The possibility of incorporating the more than 37,000 students with disabilities enrolled in special education centers into the general education system represents a complex challenge that permeates multiple elements, among others, the development of a flexible curriculum in the scope and achievement of the objectives learning according to the needs of each and every one of the students..

Lack of training and motivation of teachers (I)

- The non-existence of psycho-pedagogical training for teachers with respect to students with disabilities also becomes a methodological obstacle and a huge educational barrier.

- Teachers are largely unaware of pedagogical strategies and specific tools for working with these students.

- For most teachers, disability continues to be a great unknown and a situation that in their view can mean, in addition to a work overload, a burden on the emotional level, generating anguish, anxiety and frustration.

- Behind these sensations that teaching produces to students with disabilities is a traditional pedagogical model focused on generality and homogeneity in order to standardize teaching, making it difficult for learning processes to reach the entire student community with disabilities.

Lack of training and motivation of teachers (II)

- The lack of well-prepared and motivated teachers has a negative impact on the schooling, participation and achievements of students with disabilities in the different educational stages, as they need more stimulation or more assistance to reach their educational potential.

- Inclusive education cannot be seen as the fashionable pedagogical methodology. In this sense, despite the fact that teacher training in Spain is free, it is not compulsory, and there are no incentives to train.

- There is also a general lack of support teachers.

- The disappearance of the specialties in Hearing and Language and in Therapeutic Pedagogy in the Teaching degree is an added problem.

Weak transition process to university (I)

- Educational transitions are crucial periods that occur in people's academic lives and that can mark their future as a student.

- These are periods in which it is essential to have a series of adequate, systematic and coordinated orientation actions and activities, so that the student's educational progression does not suffer, and that it does not cause a setback, or, where appropriate, abandonment within the system educational.

- Regarding the transition to university, Spanish educational legislation provides how to work the change in all educational stages except the one referred to the jump to university.

- This legal vacuum is an added difficulty for students with disabilities who want to achieve university studies since they do not have specific actions that inform and guide them about this academic destination.

Weak transition process to university (II)

- The transition to university is a complex process that involves numerous, significant and unexpected personal and life changes for students with disabilities.

- In higher education, the content and competences are increased, the development of the classes has a faster pace and with less feedback from the teachers; Students know that they need to dedicate themselves more specifically to learning tasks and that they need to acquire skills to manage time efficiently to achieve academic success.

- Likewise, it is a new environment with a considerable number of students, which means that the specific needs required by the student body are not always taken into consideration.

Weak transition process to university (III)

- For these reasons, students with disabilities who want to access university training must have sufficient guidance and support that allows them to assess what it means to be a university student, know the context of the university and the characteristics of the training model that they are followed, examine whether the choice of studies they have made is adequate, consider the skills they will need to face higher education, prepare to adapt to the new methodology and training dynamics currently being followed in higher education, etc.

- It will be the orientation in this stage a bridge of connection between secondary and university education, so that the student with disabilities prepares for the transition, developing those adaptability skills that allow them to integrate into university studies thus avoiding possible situations of failure and abandonment.

The management of perceptions

- In addition to the contextual factors already mentioned, the move towards university studies has profound implications for the personal and social identity of the person.

- The unwanted isolation in which some of the students with disabilities are plunged into the educational stages prior to university, who suffer discrimination derived from their disability, often even harassment, is a relevant condition that influences their academic continuity in higher education.

- In general terms, the educational system lacks evaluations that refer to the level of inclusion of students with disabilities in relation to their socialization with their peers, not only during school hours, but also in extracurricular activities.

- Their confidence and self-esteem is diminished and, if they do not have guidance and empowerment tools that allow them to develop skills to define their personal identity, break with fears and uncertainties and clarify their interests, it will be difficult for them to build a training project that will allow them in the future. join an active socio-labor life.

- The family is a relevant piece in the educational process and, therefore, of social inclusion of the person with disabilities, especially of young people with disabilities, at such a decisive stage in their lives as is the change to the university that is going to determine their future work and the possibility of finding a job with higher qualifications that in turn allows them to have a better quality of life.

- It is essential that their families be included in the knowledge of the resources and services available to them, as well as the conditions of access to them.

- It is the family that compensates or mitigates the needs of all kinds that the member with disabilities must face in their educational process when the system does not provide stable and continuous supports.

- The economic factor plays an important role when it comes to accessing university studies.

The family factor (II)

- It is necessary to support these families so that they have the financial resources to help them overcome the economic barriers that represent the basis of many of the difficulties of accessing and completing university studies for their members with disabilities.

- It is necessary for the family itself to analyze the active role that it must play as an agent of inclusion so that the family member with a disability reaches the highest possible educational levels and, consequently, quality of life.

- In some cases, family attitudes represent an added obstacle in this stage of transition to university (for example, overprotective families).

- Hence, the orientation is extended to aspects of emotional well-being and training in personal empowerment that provide skills to the family to allow it to dispel doubts and fears, and to recognize the importance of continuing the studies of the descendant with disabilities, and believe and stimulate their abilities.

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Universidad y discapacidad

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2020

CERMI

ediciones cinca
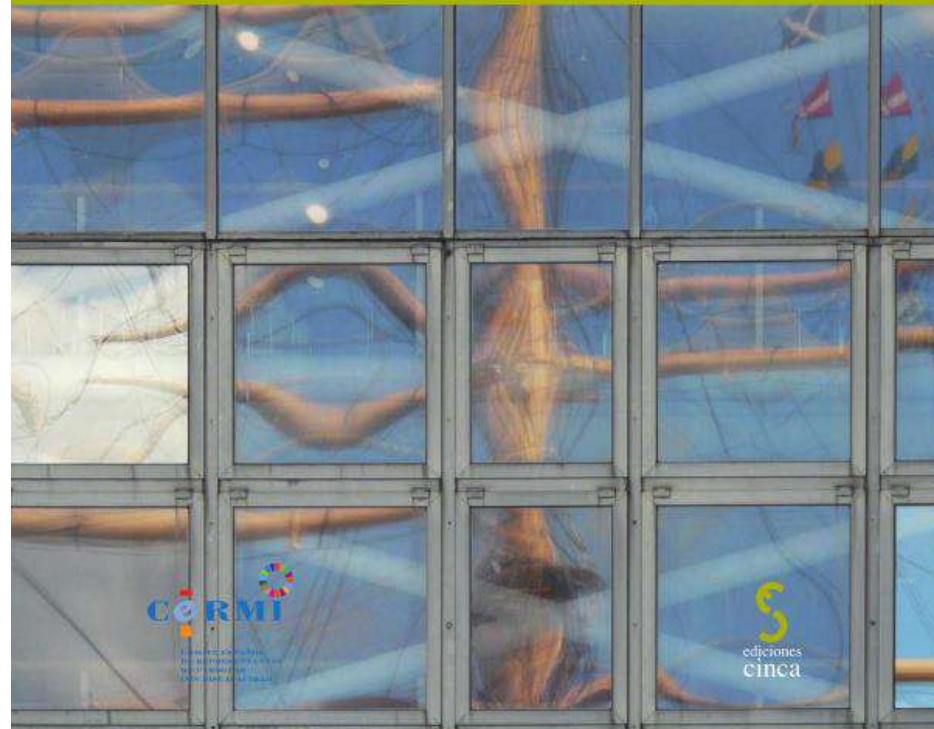
Lack of guarantees in the entrance exams and the university entrance process (I)

- The university entrance exams are an important source of tension and concern both when facing the preparation of the contents and at the moment of examining oneself.

- The burden and pressure of many situations around academia are very difficult for people with disabilities to handle.

- The conditions for access to university education and the admission procedures require the preparation of specific exam models and the provision of all the material, technical and support means required to present the tests, as well as the guarantees of accessibility of the information and communication of the processes, and of the physical spaces where they are developed; in addition to the adaptation of the duration, methodology or typology of the evaluation.

Lack of guarantees in the entrance exams and the university entrance process (II)

- There are many students with disabilities who have difficulties in getting the necessary adaptations to be made, or who have the perception of their insufficiency or poor implantation.

- Universities generally have instructions when a need for accommodations and support services is recorded in entrance examinations, but these vary by university center and not all provide reasonable accommodations and adjustments or guarantee equal opportunity access to students with disabilities who come forward.

- Access test courts made up of personnel insufficiently trained in disability and inclusion, university access offices that operate in a generalized way without having specific programs for university candidates with disabilities, or care services for people with disabilities that do not cover all adaptations are obstacles that hinder the entrance of students with disabilities to the university in all its phases.

Skip custom plans (I)

- Students with disabilities who enter university have to face changes that require adaptation, transformation, personal, family and social reorganization.

- It is a difficult stage in which he is forced to move from a known environment that provides security to a more individualistic and unknown world, in which he must assume new ways of facing life, thinking about how to study, learn, and other ways of relating to knowledge and the people that make up this new environment that has a certain infrastructure, with operating rules that regulate their activities.

- The introduction to university life of students with disabilities requires support to overcome these challenges and demands with guidance on how to articulate this process.

Skip custom plans (II)

- It is necessary to establish a common action protocol that is articulated around the knowledge and opinions of all the educational agents involved so that the success of the process is guaranteed through the design of personalized plans, tailored suits, in which preferences, needs and interests of each student with a disability prevail.

- It is individualized interventions that will make it possible to avoid the loss of students from a group with up to a 95% chance of dropping out of university studies.

Incomplete accessibility (I)

- The precariousness or null accessibility of the university center directly influences expectations and the choice of career and university, causing a large part of the student body with disabilities to renounce certain careers or continue their studies at certain universities.

- The accessibility of university institutions encompasses the variety of physical and technological, cognitive and attitudinal conditions, as well as the services and processes that must be deployed and characterize the university environment in fulfillment of its functions.

Incomplete accessibility (II)

- The university environment is a broad concept that encompasses:

  - the spaces and infrastructures;

  - the access to them;

  - the equipment of these facilities;

  - the activities carried out between the teaching and administrative staff and the students, or the services offered in them;

  - as well as the behavior and attitudes that are established among the people who make up the university community.

Incomplete accessibility (III)

- The Universities have frequently opted for the implementation of their own global accessibility management systems, although some of them have also implemented global accessibility management systems certified through the UNE 170.001-2 standard, or the Bequal certification, which distinguishes entities that are socially responsible for disability.

- The lack of accessibility plans leads to the absence of:

  - accessibility audit practices,

  - the person responsible for universal accessibility and design for all, and

  - quality certificate accreditations that guarantee that the spaces, materials and services of all kinds offered from the university comply with the accessibility parameters necessary for the development of training and complementary activities and, in general, for the enjoyment of a dynamic and full university life by students with disabilities.

Adapting to university studies

- While in secondary and high school a content-based approach to teaching prevails, due to the importance of university entrance exams; in this educational instance another model prevails, supported by the development of diverse competences (specific, generic and transversal).

- The contrast between these training scenarios is so great that many students with disabilities do not have enough time to adapt to this reality, they give in to pressure and end up dropping out of their studies.

- From the beginning of the studies, they must know the characteristics and conditions in which the teaching and learning process will take place, so that they can achieve a good adaptation and permanence in the studies that are beginning.

- This requires that in the previous stages all the necessary supports are provided to take care of their preparation for access to university classrooms and to allow an adjustment between their own skills and the requirements of the degree.

Absence of "design for all people" in the training curriculum of the degrees (I)

- Among the obstacles faced by university students with disabilities is the curriculum of careers.

- This can be a great didactic barrier if it is not designed, developed and implemented taking into account the diversity of the classroom and the design parameters for all people in education, which aims to make it possible for all students to have equal opportunities to participate in every aspect of the educational process.

- A tool with a flexible approach that adjusts to the individual needs of each student is the Universal Design for Learning (UDL), a set of principles for the development of the curriculum that gives equal opportunities to learn to all people, providing a plan for creating teaching objectives, methods, materials, and assessments that work for everyone:
https://www.cast.org/impact/universal-design-for-learning-udl

Absence of "design for all people" in the training curriculum of the degrees (II)

- The truth is that in the university education system, the curricular material continues to be standard and rigid, not favoring the progression of students with disabilities by omitting curricular adaptations to the specific needs of each student with disabilities, thus preventing them from completing their training cycles.

- There is still a decisive will of the universities and their government teams to expand the range of training offerings and introduce learning methodology adapted to each person that would not only benefit the student with disabilities, but also the quality of the university center.

- Therefore, it is necessary to guarantee that the entire university community is aware of the methodological and curricular modifications that are necessary to guarantee equality for all students, avoiding discrimination based on disability in the academic field.

Teaching work (I)

- At the university level, teacher training is voluntary, not requiring special training skills of a pedagogical nature to teach. Therefore, the educational response of many teachers does not conform to the principles of inclusive education, which makes it difficult for students with disabilities in the training process and in achieving personal, academic and professional goals.

- Lack of knowledge and lack of training in disability matters on the part of university teachers constitutes a major obstacle to identifying the specific needs required by students with disabilities and prevents them from developing psycho-pedagogical strategies that help them to become aware, gain experience and make adjustments essential for the inclusion of these students in university classrooms.

- The vast majority of teachers are unaware of the university regulations on disability that regulate the rights of students, the obligations of teachers with respect to these and the reasonable accommodations that they can and should make. Likewise, they are not aware of the existence in the university of offices or departments that provide disability support services, aimed at both students and faculty.

Teaching work (II)

- A teacher trained in knowledge, skills and tools is needed to allow them to adequately meet the demands of these students.

- Learning related to the modification of the curriculum, the elaboration of accessible materials, the different types of adjustments to be applied in these materials, measures of practical behaviors to facilitate the learning of the student with disabilities, are fundamental to design and develop educational projects that provide a quality educational response to students with disabilities.

- But in addition to knowledge about disability, it is imperative to prepare for an inclusion approach that responds positively to the diversity of people and individual differences, which would benefit not only students with disabilities but the entire university community, since inclusion contributes to quality and to the promotion of social cohesion by assuming a leading role in human development processes, designing and developing strategies that contribute to the construction of a more equal and just society.

Disability awareness

- The need for greater empathy and awareness about disability by the teaching and administration and services staff, as well as with their peer groups, is a claim of university students with disabilities who notice a drastic change between the environment of the high schools, in which it is common to feel more sheltered and in which bonds of friendship are generated with classmates, and the university environment, in which they can feel quite isolated, especially when taking certain careers and in specific educational centers that promote individualized learning and competitiveness.

- Social exclusion within the classroom is complex and varied and requires awareness to eradicate a negative perception of disability loaded with prejudices, stereotypes and practices.

Barriers to job placement after studies

Abandonment of the job promotion function (I)

- The transition from the university to the job market is also difficult for people with disabilities who, even with a university degree, tend to be at a disadvantage compared to their peers in accessing personnel selection processes.

- The erroneous beliefs regarding disability (with a higher incidence in intellectual, developmental and psycho-social disability) lead to this being associated with limitations, and to believe that there are incompatibilities between the capacities, competencies and work expectations of the person with a disability, and the expectations, needs and trends of the labor market.

- These are stigmatizing ideas that influence the rejection of candidates with disabilities for the job, to offer them jobs of a lower level than their training with negative expectations of promotion, and to offer them a lower salary by attributing them an alleged low performance.

Abandonment of the job promotion function (II)

- Beyond an ordinary job bank, it is a priority that universities have services to guide graduates with disabilities at the time of employment through measures such as the design of information and advice programs on job search techniques, and another aimed at companies on the benefits of hiring people with disabilities; develop protocols for graduates with disabilities who wish to carry out professional practices; offer of scholarships after graduation; or orientation programs on the rights of people with disabilities in public employment calls (reservation fee, adaptation of tests, obtaining suitability opinions, reasonable accommodations, etc.).

- In addition, universities must ensure that these supports respond to the needs of graduates with disabilities by designing personalized insertion itineraries with the aim of promoting a coherent and adequate transition to active life.

Breach of reservation quota

- Spanish public universities are not complying with the legal obligation that stipulates that 2% of their total staff are people with disabilities, for which they must reserve a quota of not less than 7% of places in the calls for access to public employment that they carry out.

- Neither do private universities comply with the obligation to establish a reservation quota for jobs for people with disabilities until at least two percent of their staff are people with disabilities.

- In this regard, the CERMI proposal can be cited, among others, for universities to adopt as their own regulations an internal regulation that regulates access and positive action measures that ensure compliance with the quota between teaching and research staff, and that establishes the support, resources and precise adjustments that they would have at their disposal for the proper performance of their functions and tasks.

The gender variable

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Universidad y discapacidad

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2020
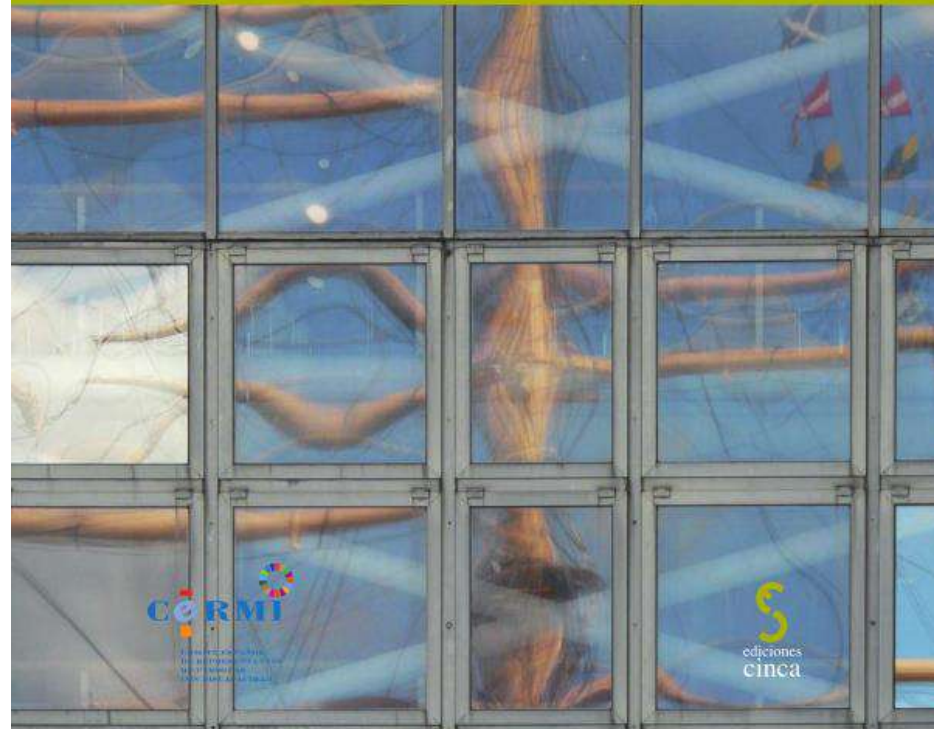
The gender variable (I)

- Statistics show that there is a lower proportion of women with disabilities who study at university compared to men and, in addition, those who manage to reach this educational level face more difficulties in the development of their studies or have perceived more discrimination or exclusion than that of their male peers.

- This is a disadvantage that carries a greater risk of social exclusion and poverty and has a long-term impact on their ability and opportunities to participate in the labor market.

- The accumulation of gender and disability situations is still a matter little developed by the Spanish university education system, and therefore requires that the gender perspective be included in university regulatory aspects that are relevant to people with disabilities.

The gender variable (II)

- Including the gender perspective means operating simultaneously with two major social constructs such as gender and disability, giving visibility to very specific forms of inequality that are generally not taken into account by the vast majority of initiatives focused on improvement. situations of social exclusion.

- The International Convention on the Rights of Persons with Disabilities itself echoes this circumstance of greater vulnerability of women with disabilities and exposure to violence, and in its preamble recognizes that "women and girls with disabilities are often exposed to a greater risk, inside and outside the home, of violence, injury or abuse, abandonment or negligent treatment, mistreatment or exploitation "and stresses" the need to incorporate a gender perspective in all activities aimed at promoting the full enjoyment of rights human rights and fundamental freedoms for people with disabilities".

Intersectional discrimination (I)

- Intersectionality is an approach that results from the interaction of several factors that, together, produce a specific form of discrimination that is different from any other discrimination of a single type, and that implies that these factors cannot be analyzed separately.

- The possible reasons for intersectional discrimination are multiple, to mention a few: the economic or patrimonial situation, the migrant status, sexual orientation or gender identity, residing in a rural area geographically distant from the educational institution, health status derived disability, being in a prison, etc.

- In order to measure the experience of a university student with a disability, it is necessary to understand that all the factors interact, almost always, strengthening each other to create greater obstacles to their rights and perpetuate experiences of discrimination of greater proportions.

Intersectional discrimination (II)

- In this situation, a particular, more complex and especially intense discrimination occurs, which has a different dimension as it is a specific type of discrimination given by the intersection, and which can nullify or impair the recognition, enjoyment or exercise of the right to education under conditions of equality.

- Intersectional is an approach that is still far from being operative in the university educational system where disability is the only axis taken into account without paying attention to many others that are interrelated.

- The challenge, then, lies in its application in university policies and practices as a tool to combat discrimination.

- "University and disability. The inclusion of people with disabilities in the Spanish university". [In Spanish, "Universidad y discapacidad. La inclusión de las personas con discapacidad en la universidad española"] CERMI, Madrid, Spain, 2020. ISBN: 978-18433-08-5. https://sid-inico.usal.es/documentacion/universidad-y-discapacidad-la-inclusion-de-las-personas-con-discapacidad-en-la-universidad-espanola/

Thank you for your attention

Edu4ALL
Barriers to University Educational Inclusion of People with Disabilities in Spain

Nestor Garay-Vitoria, Associate Professor

Universidad del País Vasco / Euskal Herriko Unibertsitatea

January 13, 2022

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CON DISCAPACIDADES
www.ehu.eus

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del País Vasco
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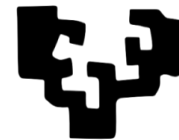
PRIMER PREMIO-CONCURSO DE CARTELES-UPV-EHU 2021-
"Kanona, Haustura, Loturak/canon, rotura, enlace"
Unai Mugarra Fernandez
Máster en Arquitectura
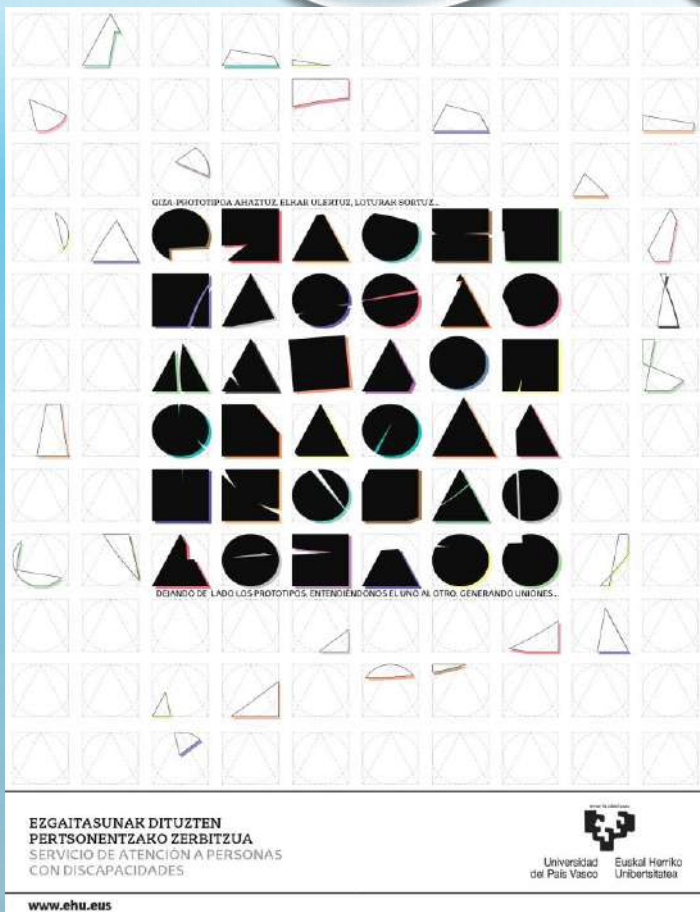
ALIANZAS ENTRE LA UNIVERSIDAD PUBLICA DEL PAÍS VASCO Y EL ENTORNO SOCIAL Y DEPORTIVO: DEPORTE ADAPTADO E INCLUSIVO EN GIPUZKOA

Donostia-San Sebastián. 13 Enero-2022
Alicia Figueroa de la Paz
Directora técnica de la FGDA (FEDERACIÓN GUIPUZCOANA DE DEPORTE ADAPTADO)
Patrona de la Fundación Hegalak Zabalik (ALAS ABIERTAS)

Hegalak Zabalik Fundazio
deporte adaptado

Universidad
del País Vasco
Euskal Herriko
Unibertsitatea

GKEF FGDA

KIROL
BARRERAK

0- INDICE

MISIÓN

ES LA **ENTIDAD PRIVADA SIN ÁNIMO DE LUCRO**, CON LA PERSONALIDAD JURÍDICA Y CAPACIDAD DE OBRAR, QUE REÚNE A DEPORTISTAS, AUXILIARES, TÉCNICOS Y TÉCNICAS, JUECES Y JUEZAS, CLUBES Y AGRUPACIONES DEPORTIVAS PARA **LA PRÁCTICA, PROMOCIÓN Y ORGANIZACIÓN DEL DEPORTE PARA PERSONAS EN SITUACIÓN DE DISCAPACIDAD EN EL TERRITORIO HISTÓRICO DE GIPUZKOA.**

❑ 1- PRESENTACIÓN DE LA FGDA

WEB: FGDA

www.kirolbarrerak.eus

VISIÓN

LA FEDERACIÓN GUIPUZCOANA DE DEPORTE ADAPTADO PRETENDE SER UNA REFERENCIA EN EL DEPORTE Y LA ACTIVIDAD FÍSICA ADAPTADA/ INCLUSIVA.

ORIENTADA A LA CALIDAD DE VIDA Y LA INTEGRIDAD DE TODAS LAS PERSONAS CON DIVERSIDAD FUNCIONAL Y SU ENTORNO.

MEDIANTE LA PRESTACIÓN DE SERVICIOS DE CALIDAD, EL IMPULSO DE PROYECTOS, LA DOCENCIA E INVESTIGACIÓN Y
LA TRANSMISIÓN DE VALORES.

CREEMOS QUE EL DEPORTE PUEDE SER UNA GRAN HERRAMIENTA DE TRANSFORMACIÓN SOCIAL.

VALORES

EQUIDAD

EMPATIA

ESFUERZO

SOLIDARIDAD

IGUALDAD DE OPORTUNIDADES

CERCANÍA

COMPROMISO

OBJETIVOS GENERALES

✔ **Organizar** el deporte adaptado en Gipuzkoa junto a los clubes del entorno.

✔ **Orientar a las personas** que quieran realizar deporte

✔ **Promocionar y divulgar** el deporte entre las personas en situación de discapacidad.

✔ **Tecnificar y profesionalizar** la actividad que se presta al deportista con discapacidad.

✔**Conseguir una red de personas:** alumnado de prácticas y personas voluntarias, que cooperen y trabajen para mejorar los servicios que se prestan a las personas en situación de discapacidad.

✔**Facilitar la formación** continua a todas las personas que quieran formarse.

✔ **Buscar formas de financiación** para la consecución de los proyectos.

MARCO GENERAL

- COMPUESTA ACTUALMENTE POR 30 CLUBES DEPORTIVOS

- ACTUALMENTE CON 611 LICENCIAS FEDERADAS

- DAMOS SERVICIOS A UNAS 4.500 PERSONAS AL AÑO PARTICIPANTES DE TODOS LOS PROGRAMAS (ESTIMULACIÓN TEMPRANA, DEPORTE ESCOLAR, READAPTACIÓN FUNCIONAL, ESCUELAS DEPORTIVAS, TECNIFICACIÓN,PROGRAMA DE SENSIBILIZACIÓN, SERVICIO DE PLAYAS...ETC). y UN IMPACTO INDIRECTO DE 15.000 PERSONAS AL AÑO.

- ACTUALMENTE CON UNA PLANTILLA DE TRABAJADORAS/OS de 35 persones contratadas y 8 alumnos/as de prácticas al año.

- ES UNA ENTIDAD DE PRESTACIÓN DE SERVICIOS A LA COMUNIDAD CON FINANCIACIÓN 60% PÚBLICA Y 40% PRIVADA

PERSONAS CON...

- Discapacidad física
- Discapacidad visual
- Discapacidad auditiva
- Discapacidad intelectual
- Trastornos del Espectro Autista
- Trastorno mental
- Parálisis cerebral
- Pluridiscapacidades

ALUMNADO DE PRÁCTICAS EN LOS ÚLTIMOS 10 AÑOS

- En los últimos años hemos recibido una media de 8 alumnos por año de prácticas.
  - Modalidades de prácticas de la UPV: PRÁCTICAS VOLUNTARIAS, PRÁCTICAS OBLIGATORIAS Y PRÁCTICAS DE TRANSICIÓN LABORAL

- Se han realizado 12 Trabajos de Fin de Grado, 4 Trabajos de Fin de Masters en colaboración con nuestras organizaciones y 3 Trabajos de investigación.

- ALUMNADO DE PRÁCTICAS CON SITUACIONES DIFERENTES:

- ESTUDIANTE CON DISCAPACIDAD AUDITIVA (UPV- EDUCACIÓN FÍSICA-)
- ESTUDIANTE CON BAJA VISIÓN (UN. HUESCA- EDUCACIÓN FÍSICA-)
- ESTUDIANTE CON RETRASO INTELECTUAL (CENTRO NAZARET-INTEGRACIÓN SOCIAL)
- ESTUDIANTE CON SINDROME DE ASPERGER (PRÁCTICAS TRANSICIÓN LABORAL)
- ESTUDIANTE CON DISCAPACIDAD FÍSICA
- ESTUDIANTE CON DISCAPACIDAD VISUAL (PRÁCTICAS EMPRESARIALES)
- ESTUDIANTE CON DAÑO CEREBRAL (PRÁCTICAS TRANSICIÓN LABORAL)
- ESTUDIENTE CON PARÁLISIS CEREBRAL (TRABAJO SOCIAL)
- ESTUDIANTES CON BAJA AUTOESTIMA

DATOS GENERALES DE PERSONAS CON VALORACION DE DISCAPACIDAD - BEHAGI GUIPUZCOA

COMARCAS	POBLACIÓN TOTAL	POBLACIÓN CON DISCAPACIDAD VALORADA	PORCENTAJES
Donostialdea	331.702	27.925	8,42 %
Urola kosta	76.098	6.068	7,97 %
Bidasoa	79.229	5.730	7,23 %
Goierri	69.906	7.428	10,63 %
Tolosaldea	48.125	4.449	9,24 %
Debagoiena	62.707	6.773	10,8 %
Debabarrena	55.809	4.717	8,45 %
Datos Totales	723.576	63.090	8,96 %

DATOS 2019

723.576 HAB GIPUZKOA   (8.96 POBLACIÓN TOTAL)

DATOS 2019

63.090 PERSONAS VALORADAS EN GIPUZKOA

DATOS GENERALES DE PERSONAS CON VALORACION DE DISCAPACIDAD · BEHAGI GUIPUZCOA

COMARCAS	POBLACIÓN TOTAL	POBLACIÓN CON DISCAPACIDAD VALORADA	PORCENTAJES
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Debagoiena	62.707	6.773	10,8 %
Debabarrena	55.809	4.717	8,45 %
Datos Totales	723.576	63.090	8,96 %

DATOS DE PERSONAS CON VALORACIÓN DE DISCAPACIDAD DE GIPUZKOA
(BEHAGI: Observatorio social de Gipuzkoa 2019)

01 DONOSTIALDEA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	69	591	14.475	7.972	4.818	27.925
Población total	15.861	37.822	202.195	52.115	23.709	331.702

02 UROLA KOSTA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	26	128	2.959	1.749	1.206	6.068
Población total	4.454	10.400	46.359	10.439	4.446	76.098

03 BIDASOA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	11	118	3.147	1.664	790	5.730
Población total	3.779	9.688	48.439	12.065	5.258	79.229

04 GOIERRI

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	17	134	3.470	2.124	1.683	7.428
Población total	3.908	9.243	41.667	9.982	5.106	69.906

05 TOLOSALDEA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	11	65	2.187	1.366	810	4.449
Población total	2.733	6.534	29.007	6.864	2.987	48.125

06 DEBAGOIENA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	16	142	3.135	1.928	1.552	6.773
Población total	3.246	7.574	37.216	9.893	4.778	62.707

07 DEBABARRENA

	0 a 5 años	6 a 17 años	18 a 64 años	65 a 79 años	80 y más años	TOTAL
Nº de pers. con disc	22	97	2.298	1.351	949	4.717
Población total	2.959	6.765	33.063	8.567	4.455	55.809

07 DEBABARRENA
Nº de pers. con disc
4.717
Población total
55.809
8.45%

02 UROLA KOSTA
Nº de pers. con disc
6.068
Población total
76.098
7.97%

03 BIDASOA
Nº de pers. con disc
5.730
Población total
79.229
7,23%

01 DONOSTIALDEA
Nº de pers. con disc
27.925
Población total
331.702
8,42%

05 TOLOSALDEA
Nº de pers. con disc
4.449
Población total
48.125
9,24%

06 DEBAGOIENA
Nº de pers. con disc
6.773
Población total
62.707
10,8%

04 GOIERRI
Nº de pers. con disc
5.730
Población total
79.229
10.63%

+ INFO
Paseo de Anoeta, nº 5, 20014 Donostia
943 462 514
www.gkef-fgda.org - info@gkef-fgda.org

Lunes - Jueves
09:00 - 14:00
15:00 - 18:00

Viernes
09:00 - 15:00

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gipkirolegokitu

EXPERIENCIAS ADAPTADAS E INCLUSIVAS

1. Actividades acuáticas (0-6 años)

ÁMBITO: ESTIMULACIÓN TEMPRANA / PSICOMOTRICIDAD   (0-6) AÑOS)

Pin de Navidad. Andoain

DEPORTE ESCOLAR ADAPTADO
2. Deporte Escolar (6-12 años)

MULTIDEPORTE:

-ATLETISMO-ORIENTACIÓN-REMO-SURF-SOFBAL-SENDERISMO-BICICLETA-RUGBY-
ESCALDA- MUSICA Y MOVIMIENTO-ESGRIMA-TENIS DE MESA- JUDO-RUGBY ETC-

EXPERIENCIAS DE SENSIBILIZACIÓN

3. Programa Vivir la diferencia (Ed. Física)

5. Colonias y campus de verano: (8-12 y +12...)

OFERTA DE DEPORTE ADAPTADO EN GIPUZKOA

DEPORTES INDIVIDUALES
ATLETISMO
NATACIÓN
PELOTA
TENIS DE MESA
TENIS
TIRO CON ARCO
TIRO CON CARABINA
BOCCIA
KARATE
JUDO
CICLISMO
ESGRIMA
SLALOM

DEPORTES COLECTIVOS
BALONCESTO
FUTBOL
PELOTA
GOALBALL
REMO

DEPORTES EN LA NATURALEZA
SURF
PADEL SUB
NORD WALKING
SENDERISMO
SKY
BICICLETA DE MONTAÑA

OTRAS ACTIVIDADES:
- CREATIVIDAD Y MOVIMIENTO
- DANZA CONTEMPORANEA
- MULTIDEPORTE SALUDABLE

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deporte adaptado

GKEF FGDA
Gipuzkoako Kirol Egokituen Federazioa
Federación Gipuzcoana de Deporte Adaptado

Universidad del País Vasco
Euskal Herriko Unibertsitatea

KIROL BARRERAK

CLUBES GUIPUZCOANOS:

EXPERIENCIAS DEPORTIVAS INCLUSIVAS y/o ADAPTADAS
CARRERAS POPULARES-

EXPERIENCIAS INCLUSIVAS
. Club Berdin Berdinak

DEPORTE INCLUSIVO-COMPETICIÓN

DEPORTE INCLUSIVO-COMPETICIÓN
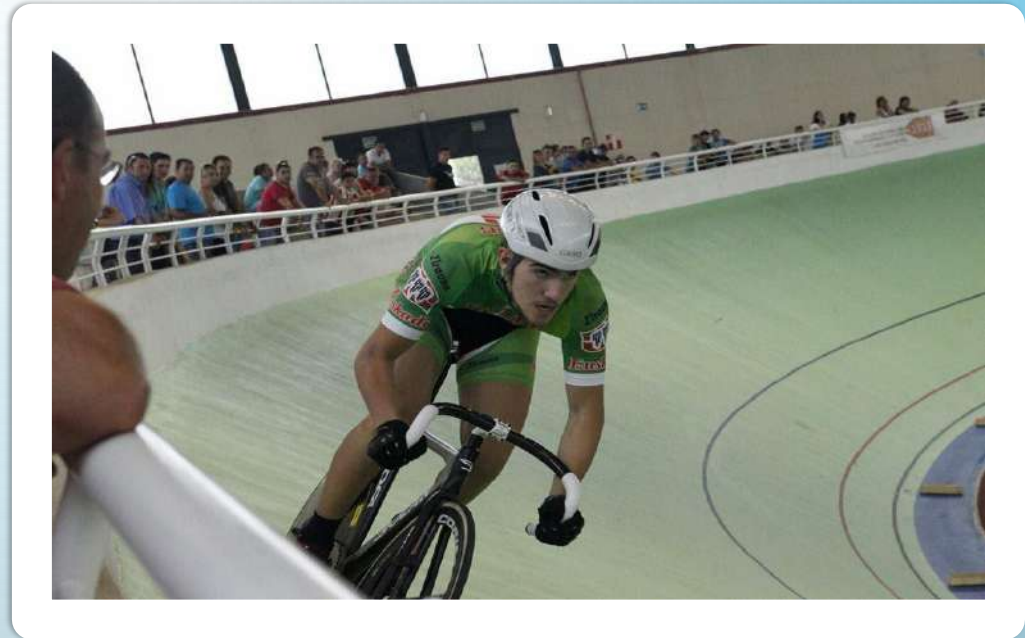
PROYECTOS SOCIO-SANITARIOS-DEPORTIVOS
Política social
BAÑOS SIN BARRERAS- HONDARRIBIA, OSPIKIROLAK Y VOLUNTARIADO

OSTOPORIK GABE

PROGRAMA DE DEPORTE ESCOLAR ADAPTADO (ACTIVIDADES EN SALA Y PISCINA)

ACTIVIDADES INCLUSIVAS EN LA NATURALEZA

SENDERISMO PARA TODAS Y TODOS

PATROCINADORES Y COLABORADORES

GKEF FGDA

Gipuzkoako Kirol Egokituen Federazioa
Federación Guipuzcoana de Deporte Adaptado

GABINETE COMUNICACIÓN

GIPUZKOA **KIROLAK**

GIPUZKOA ETORKIZUNA ORAIN

GKEF FGDA

Gipuzkoako Kirol Egokituen Federazioa
Federación Guipuzcoana de Deporte Adaptado

gipuzkoa kutxa solidarioa

kutxa FUNDAZIOA

Teléfono: 943462514

Dirección: Anoeta Ibilbidea 5, 20014 Donostia-San Sebastian Gipuzkoa

Correo electrónico: info@gkef-fgda.org

Servicio: Lunes a jueves: 9h a 14h / 15h a 18h
Viernes: 9h a 15h (julio y agosto: 9h a 15h)

2- PRESENTACIÓN DEL CENTRO DEPORTIVO HEGALAK (ALAS)

LA EXPERIENCIA DE SOÑAR Y CREAR UN CENTRO DEPORTIVO ORIENTADO A LA SALUD. 2007-2012

BAJO LOS CRITERIOS DE ACCESIBILIDAD UNIVERSAL Y DISEÑO PARA TODAS LAS PERSONAS
APERTURA: 2012-2022

MUCHO MÁS QUE UN CENTRO DEPORTIVO
Un centro de referencia a nivel europeo

UBICACIÓN DEL CENTRO DE DEPORTE ADAPTADO

CENTRO DEPORTIVO HEGALAK -KIROL ZENTROA HEGALAK:
INAGURACIÓN 25 de JUNIO de 2012......2022
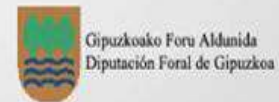
Promotores del proyecto

El Centro Deportivo HEGALAK

Nace de la necesidad de disponer de un espacio en el que desarrollar actividades físico-deportivas relacionadas con el Deporte y la Salud.

ES UN CENTRO DEPORTIVO pensado para que no hayan BARRERAS ni FÍSICAS NI MENTALES.

Se ha construido pensando en TODAS LAS PERSONAS TENGAN O NO ALGÚN TIPO DE DIFICULTAD DE ACCESO A LA PRÁCTICA DEPORTIVA y que el deporte les proporciona un medio de recuperación, socialización y readaptación a su situación personal.

LA FEDERACIÓN GUIPUZCOANA DE DEPORTE ADAPTADO solicitó un espacio al ayuntamiento de Donostia-San Sebastián que cedió 4.000m2 a la FUNDACIÓN HEGALAK ZABALIK por 50 años dentro del parking de la Plaza Cervantes de Donostia-San Sebastián.

CENTRO DEPORTIVO ORIENTADO A LA SALUD Y LA ACTIVIDAD FÍSICA. CONSTRUIDO DESDE LA PERSPECTIVA UNIVERSAL Y EL DISEÑO PARA TODAS LAS PERSONAS.

INNOVADOR Y REFERENTE EN EL CAMPO DEL EJERCICIO FÍSICO Y SALUD. CON EL RECONOCIMIENTO DE ACCESIBILIDAD DE AENOR

UBICADO EN LA ZONA MÁS PRIVILEGIADA DE LA CIUDAD DE DONOSTIA-SAN SEBASTIÁN, EN PRIMERA LÍNEA DE LA PLAYA DE LA CONCHA.
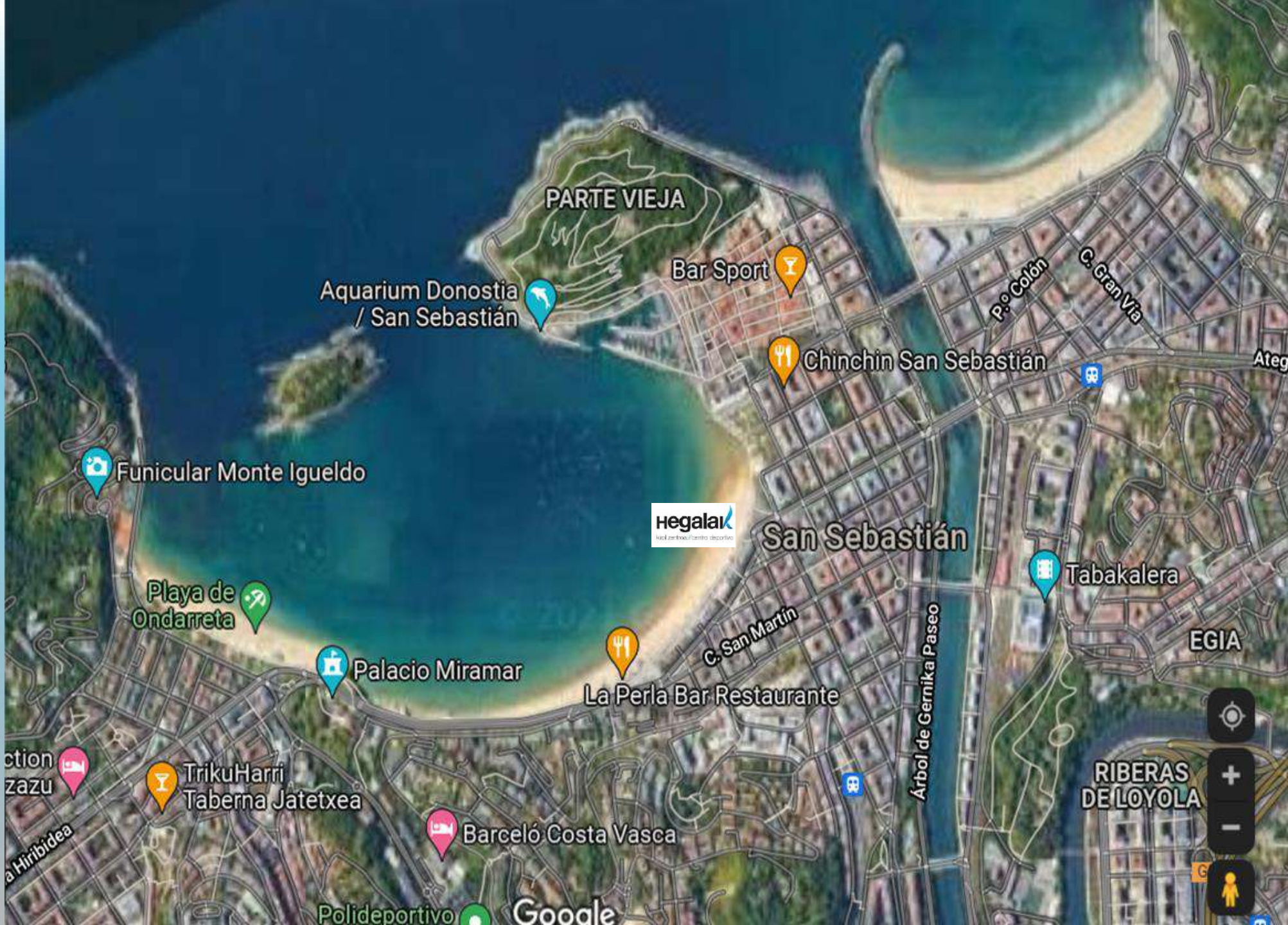
ES UN CENTRO DE....

- **CONVIVENCIA** Lugar en donde personas de toda índole pueden encontrarse llevando a cabo actividades adaptadas e inclusivas. **Espacio para compartir y para relacionarse.**

- **CONFLUENCIA** Personas con y sin patologías, con y sin discapacidad podrán confluir unidos en una serie de programas que compartirán en igualdad de condiciones, en algunas ocasiones de forma individualizada o colectiva.

- **VISIBILIDAD** Por primera vez una ciudad apuesta por la solidaridad con aquellos que más pueden necesitarlo en un ámbito de tal fuerza en el futuro como es la actividad física y salud, **en el sitio más visible y céntrico de la ciudad.**

- **TECNOLOGÍA** Espacio construido con el concepto de **diseño universal** en que las personas con y sin discapacidad podrán utilizar las **nuevas tecnologías orientadas a la salud.**

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del País Vasco   Euskal Herriko
Unibertsitatea

EFICIENCIA ENERGÉTICA El Centro utilizará la **energía geotérmica** proveniente de las paredes, de la tierra y del flujo del mar. Se obtendrá el 100% de la energía necesaria para la refrigeración del centro y el 45% para la energía de calefacción y ACS.

EMPLEABILIDAD. Un 25% de los trabajadores del centro son personas en situación de discapacidad.

SOSTENIBILIDAD. En todo momento se ha partido de proyectos de viabilidad que permitirán que dentro de la gestión privada, el centro sea sostenible sin perder lo OBJETIVOS con el apoyo de la **FUNDACIÓN HEGALAK ZABALIK.**

BIENESTAR Y TURISMO. Este centro es un referente en **turismo accesible** en nuestro territorio desde el punto de vista del bienestar.

Entendemos que TODAS LAS PERSONAS deben disponer de las mismas oportunidades que los demás para disfrutar de espacios para la práctica deportiva.

Este centro posibilita QUE TODAS LAS PERSONAS tengan las características que tengan PUEDAN acceder a programas y elegir la actividad que mejor se ajuste a sus necesidades, preferencias o posibilidades. En PROGRAMAS ESPECÍFICOS E INCLUSIVOS.

Un SERVICIO ESPECIALIZADO Y PERSONALIZADO DE ACTIVIDAD FÍSICA, contribuirá a MEJORAR LA SALUD Y LA CALIDAD DE VIDA a demás de acelerar la recuperación DE TODAS LAS PERSONAS QUE LO NECESITEN.

ELEMENTOS DIFERENCIALES:

CONSTRUCCIÓN
- ACCESOS
- VESTUARIOS
- SUELOS-PAVITEC
- ESPACIOS DEPORTIVOS SALAS, GIMNASIOS, COMPL. ACUATICO
- COMPLEJO ACUÁTICO MYRTA
- GEOTERMIA
- SALIDA DIRECTA A LA PLAYA

- EQUIPAMIENTO DE ACCESO UNIVERSAL
  SEÑALÉTICA: PUNTODIS
- AYUDAS TÉCNICAS (GRÚAS, CAMILLAS ANCHAS SECO/ AGUA, SILLAS...)
- GIMNASIO: KRANNING, HUR, MOTO-MED, HANDBIKES, REMO ADAPTADO, SPINING, BICICLETAS DIFERENTES, ETC

ELEMENTOS DIFERENCIALES:

- **GESTIÓN DIRIGIDA A LAS PERSONAS**

  (VALORACIÓN CLIENTES, NIVEL DE SATISFACCIÓN...MEJORAS CONTINUAS.)

- **ATENCIÓN PERSONALIZADA:** RECEPCIÓN, SERVICIO MÉDICO, SERVICIO DE READAPTACIÓN FUNCIONAL, FISIOTERAPIA ACTIVA
  (ACTIVIDADES EN SECO, EN AGUA, EN PLAYA, EN LOS PASEOS, ETC)

- **RECONOCIMIENTO MÉDICO INICIAL:**
  (VALORACIÓN INICIA, FUNCIONAL, PRUEBA DE ESFUERZO SALUDL).

- **SERVICIOS DEPORTIVOS ESPECIALIZADOS, SERVICIO DE ACOMPAÑAMIENTO..**
- **APOYO VESTUARIOS, ACCESIBILIDAD UNIVERSAL. (DENONTZAT)**
- **SERVICIOS COMPLEMENTARIOS DESDE LA FUNDACIÓN. (AYUDAS ECONÓMICAS, NUEVOS PROGRAMAS, NUEVOS SERVICIOS, ETC.)**

VISITA VIRTUAL CENTRO DEPORTIVO HEGALAK

VIDEO PRESENTACION

AREA DE MEDICINA DEL DEPORTE

ÁREA DE REHABILITACIÓN ACTIVA

ÁREA DE REHABILITACIÓN ACTIVA

ÁREA DE TERAPIA OCUPACIONAL
ESTIMULACIÓN E INTEGRACIÓN
SENSORIAL Y COGNITIVA

SALA SNOEZELEN

GIMNASIO

GIMNASIO
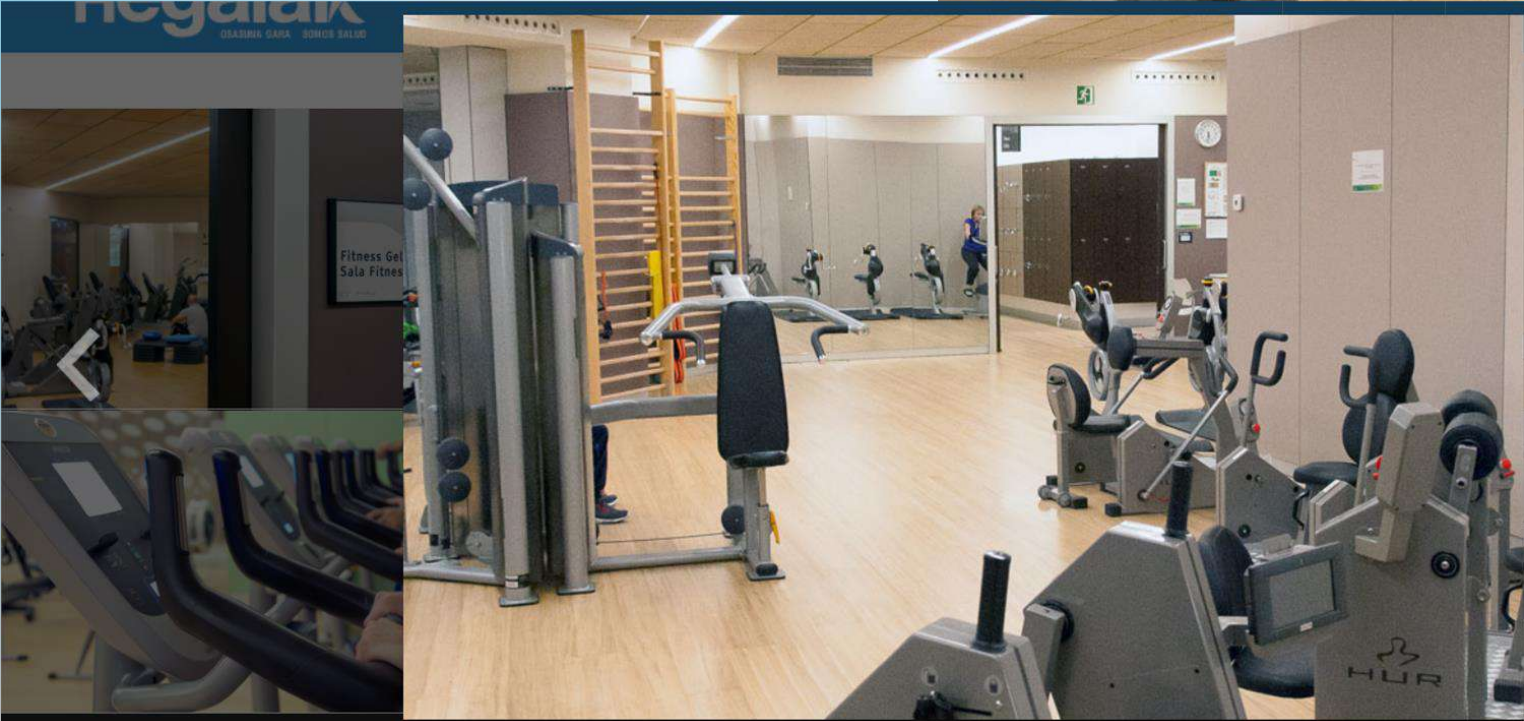
SALA DE SPINING VIRTUAL TRAINING
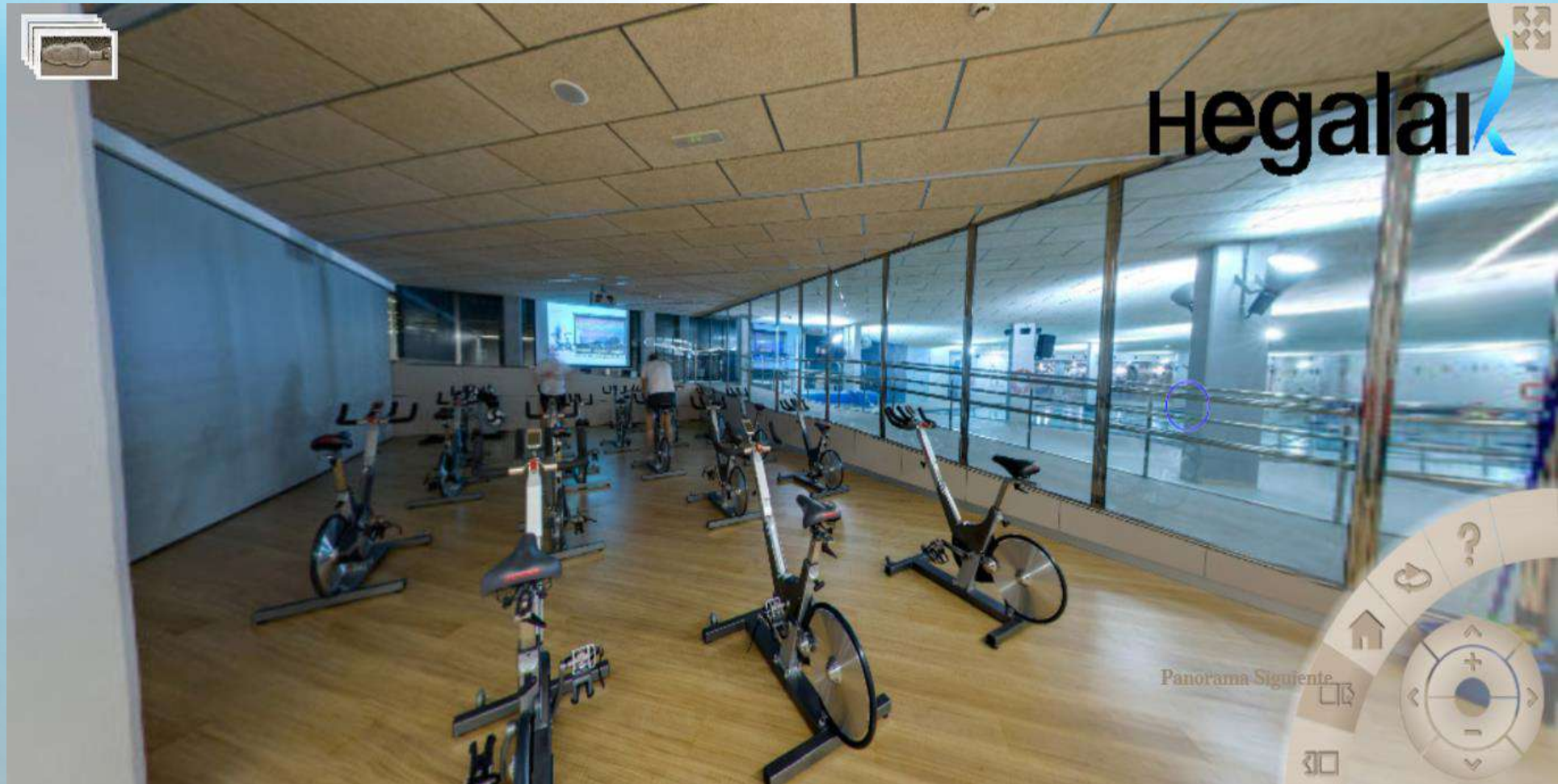
SALA DE ACTIVIDADES

-ÁREA ACUÁTICA DEPORTIVA

AREA ACUATICA BIENESTAR

5- GESTIÓN DEL CENTRO DEPORTIVO HEGALAK

- **EQUIPO DE GERENCIA:** GESTIÓN Y DIRECCIÓN TÉCNICA.

- **GESTIÓN DE LOS ESPACIOS:** GIMNASIO, CENTRO ACUÁTICO, SALAS DE ACTIVIDADES, SALAS DE READAPTACIÓN ACTIVA, SPA, ETC

- **SERVICIO DE ORIENTACIÓN A LA ACTIVIDAD FÍSICA**

- **RECONOCIMIENTO MÉDICO INICIAL**
- **VALORACIÓN DEL EQUIPO INTERDISCIPLINAR**
READAPTACIÓN FUNCIONAL
EQUIPOS DE REHABILITACIÓN (NEUROLÓGICA Y TRAUMATOLÓGICA, OSTEOPATÍA, TÉCNICOS, ETC)

- **CARTERA DE SERVICIOS:**
- ACTIVIDADES ESPECÍFICAS
- ACTIVIDADES INCLUSIVAS
- ACTIVIDADES SOCIALES: CHARLAS Y EVENTOS

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deporte adaptado

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Federación Gipuzcoana de Deporte Adaptado

Universidad del País Vasco
Euskal Herriko Unibertsitatea

KIROL BARRERAK

hegalak.com

6-FUNDACIÓN HEGALAK ZABALIK (ALAS ABIERTAS) DEPORTE ADAPTADO.
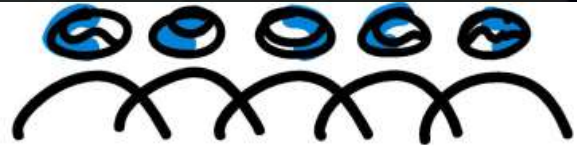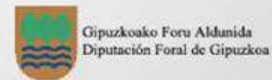
El hecho de poder coger
un autobús urbano,

FORMACIÓN.

INVESTIGACIÓN

DIVULGACIÓN Y SENSIBILIZACIÓN

TECNOLOGÍA APLICADA AL DEPORTE

TURISMO ACCESIBLE

SERVICIOS EN RED:

RED DE PROFESIONALES
RED DE SERVICIOS Y PROGRAMAS
RED DE ESPACIOS ACCESIBLES
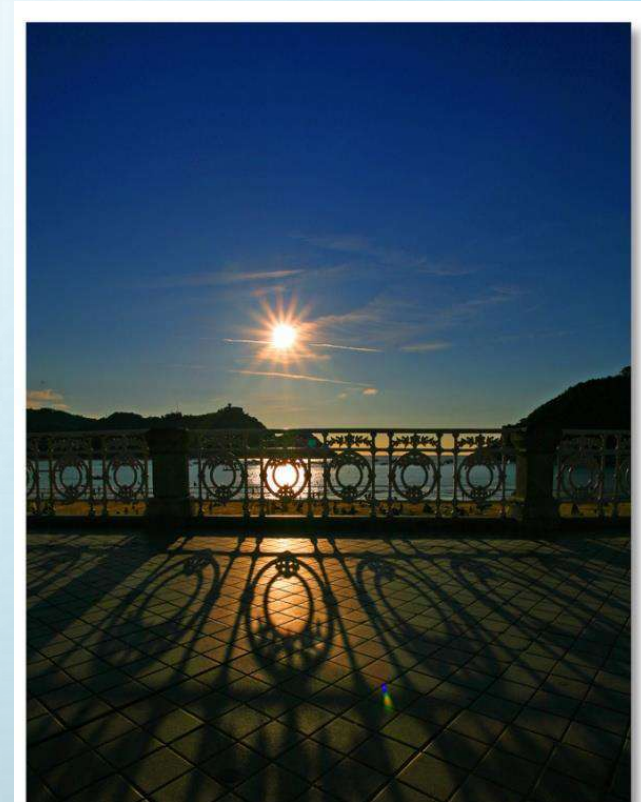
Punto de partida para la CREACIÓN DE UNA RED DE SERVICIOS

SOCIO-SANITARIOS-DEPORTIVOS EN GIPUZKOA - EUSKADI

ALGUNOS PROYECTOS EN MARCHA:

- PROYECTO HOBESEGI (SEGUIR BIEN)
- PROYECTO DE BAÑOS SIN BARRERAS- DENUR (TODAS-OS AL AGUA)
- PROYECTO DE SENSIBILIZACIÓN (IKUS NAHI)

- PROGRAMA DE TECNIFICACIÓN-NERGRUP
- PROYECTO MUJERES EN MOVIMIENTO
- PROGRAMA DE FORMACIÓN
- COLONIAS DE VERANO

- PROGRAMA DE MUJERES EN RIESGO DE EXCLUSIÓN (SEGI EZAN)
- PROGRAMA DE ESTIMULACIÓN EN EL AGUA (NIÑAS/OS).
- SERVICIO DE ORIENTACIÓN Y ACOMPAÑAMIENTO
- VISITAS AL CENTRO DEPORTIVO HEGALAK DESDE LA FUNDACIÓN HEGALAK ZABALIK

- PROGRAMA DE INVESTIGACIÓN

- APOYO A DIFERENTES EVENTOS: COLABORACIÓN Y ALIANZAS.

FACEBOOK-FUNDACIÓN HEGALAK ZABALIK
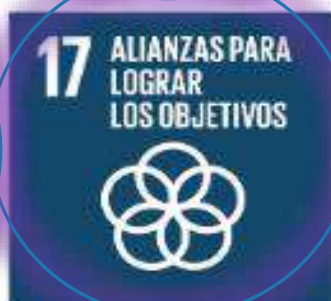
THANK YOU
ESKERRIK ASKO
GRACIAS
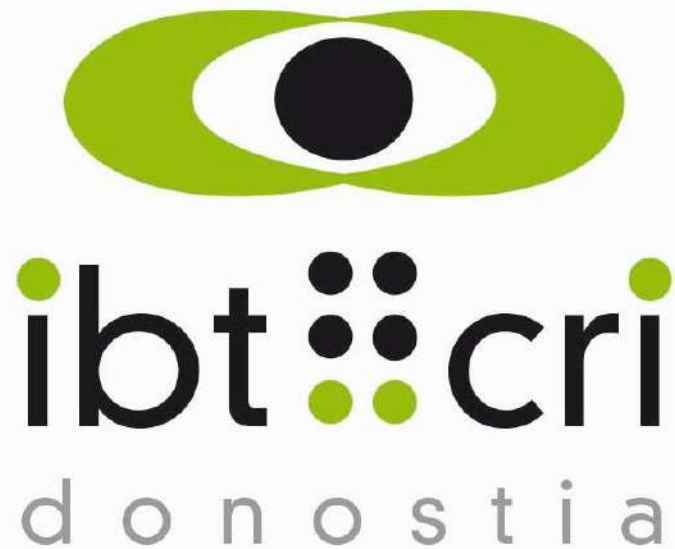
CENTRO DE RECURSOS PARA LA INCLUSIÓN EDUCATIVA DEL ALUMNADO CON DISCAPACIDAD VISUAL

1982

DEPARTAMENTO DE EDUCACIÓN DEL GOBIERNO VASCO

Ubicación / Itinerancia
Edades / Atención temprana / CICLOS FORMATIVOS / EPA / EOI
Formación de los técnic@s: educación especial
Relación con ONCE / Osakidetza - SANIDAD / Servicios Sociales

guiainfantil.com

OBJETIVO

AVANZAR EN LA CREACION DE UN A **ESCUELA INCLUSIVA** QUE GARANTICE LA IGUALDAD, LA EQUIDAD, EXCELENCIA, CALIDAD Y ACCESIBILIDAD EDUCATIVA, LO QUE EXIGE **OFRECER A TODO EL ALUMNADO OPORTUNIDADES** PARA QUE PUEDAN HACERSE COMPETENTES EN LA CONSTRUCCIÓN DE SU PROYECTO PERSONAL, PROFESIONAL Y SOCIAL.

AUTONOMÍA

AMBITOS DE ATENCIÓN

Apoyo y asesoramiento
a las familias.

Apoyo al alumnado con
ceguera o discapacidad visual

Asesoramiento a la
comunidad educativa

DIAGNÓSTICO VISUAL

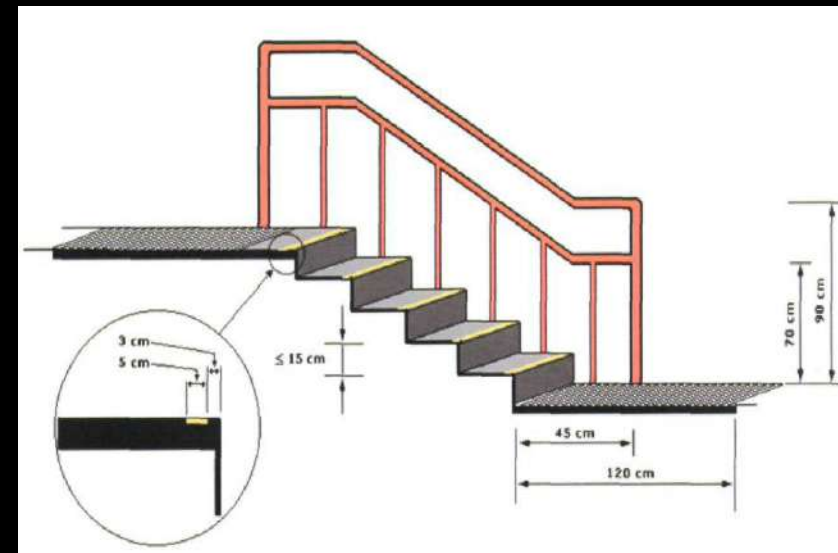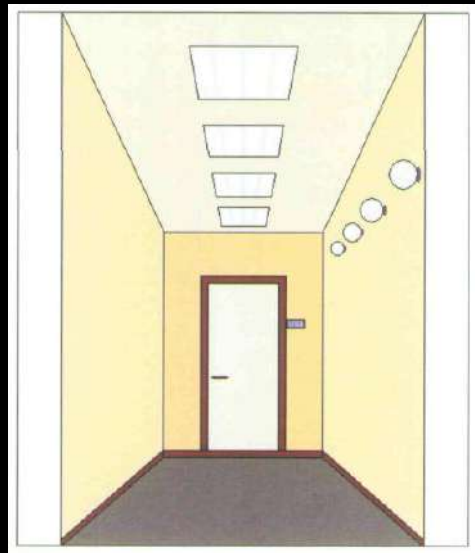OFTALMOLOGÍA

VALORACION FUNCIONAL

↓

NECESIDADES

↓

MODIFICACIÓN DEL CONTEXTO

INTERVENCIÓN EN EL CENTRO

ACCESIBILIDAD DE LOS ESPACIOS

SENSIBILIZACIÓN DEL PROFESORADO

INTERVENCIÓN EN EL AULA

ASESORAMIENTO Y COORDINACIÓN CON EL PROFESORADO (TUTOR, ESPECIALISTA DE ÁREA, PT, TÉCNICOS ESPECIALISTAS DE EDUCACIÓN ESPECIAL,...)

INTERVENCIÓN CON EL ALUMNADO

ACCESO AL CURRICULUM ORDINARIO (adaptación de materiales siempre en coordinación y adaptación de espacios)

CURRICULUM ESPECÍFICO:
- **CODIGO BRAILLE**
- **HABILIDADES DE LA VIDA DIARIA**
- **ORIENTACION Y MOVILIDAD**
- **AJUSTE / RELACIONES SOCIALES**
- **APRENDIZAJES ESPECÍFICOS**

DISEÑO UNIVERSAL DE APRENDIZAJE (DUA).

El alumn@ no tiene porqué cumplir los objetivos del adulto,
es el adulto el que tiene que adaptarse a las necesidades
del niñ@ para que pueda evolucionar.

CONTEXTO QUE DISCRIMINA

DIS-CAPACIDAD
Versus
DIS-CRIMINACIÓN

COMPETENCIAS ESPECIFICAS DEL ALUMNADO CON DIFICULTAD VISUAL PARA AFRONTAR ESTUDIOS SUPERIORES Y AMBITO LABORAL

Definir y relatar los aspectos que le hacen vulnerable

Definir y relatar a un "superior" los errores que ha cometido contra sus derechos

Conocer y saber utilizar las tecnologías que le favorecen el acceso a la información

Capacidad de valorar los "sacrificios" en pro de las relaciones sociales

ESKERRIK ASKO

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