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Edu4ALL

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

Deliverable D1.3.1	Edu4ALL – The Committee of Practice Accommodating a 10-Year-Old Student with Apert Syndrome: Committee of Practice Meeting Report and Action Plan
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Task members	Al-Ummah University College/ Palestine. National and Kapodistrian University of Athens/Greece Irbid National University/ Jordan. Palestine Technical College-Deir Elbalah/ Palestine. Palestine Technical University -Kadoorie/ Palestine. The University of the Basque Country/Spain The University of Jordan/ Jordan. Int@E UG Germany
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List of Acronyms

This table shows the acronyms used in this deliverable in alphabetical order.

Acronym	Description
EC	European Commission
EU	European Union
HE	Higher Education
HEI	Higher Education Institution
PC	Partner Countries

1 Executive Summary

The Committee of Practice at PTUK convened to discuss and identify the appropriate accommodation for a 10-year-old student with Apert syndrome from a primary school. The PTUK committee, as part of its community service efforts, seeks to help this student. The primary objective was to ensure equitable access to digital content and a conducive learning environment for students with disabilities. The committee reviewed the current situation of students with disabilities at PTUK in general, explored the challenges faced by the student, and evaluated the available lab equipment. Based on these discussions, the committee concluded that a wireless Braille display with screen reader compatibility would be the most suitable solution for enhancing the student's ability to access and navigate digital content.

2 Introduction

The purpose of this report is to provide a detailed account of the Committee of Practice meeting held on January 10, 2024, at PTUK. The meeting aimed to discuss and identify the accommodation needs of a 10-year-old student with Apert syndrome from a primary school who wants to use the facilities of the Edu4ALL lab. This report covers the discussions and findings from the meeting, including the challenges faced by the student, potential solutions, and the evaluation of available lab equipment to determine the most suitable accommodation solutions.

3 Objective of the deliverable

The objective of this report is to document the findings and decisions made during the Committee of Practice meeting concerning the 10-year-old student with Apert syndrome who wishes to use the Edu4ALL lab facilities. It aims to outline the challenges encountered by the student, assess the suitability of available lab equipment, and determine the most appropriate accommodation solutions to facilitate a seamless learning experience. Additionally, this report will highlight the action items and next steps necessary for implementing the accommodation solutions.



4 Committee of Practice Meeting Report

Date: 10-1-2024 **Time:** 10:00 AM **Location:** PTUK – Library Building – room G101

Attendees:

- [Eman Daraghmi], Chairperson/PTUK
- [Yousef Daraghmi], Committee Member/ PTUK
- [Hasan Daraghmi], Committee Member/ PTUK
- [Thafer Hassona], Committee Member/ PTUK
- [Amani Mohammed], Committee Member/ PTUK
- [Rania Ahmad], Committee Member/ PTUK
- [Saja Sous], Committee Member/ PTUK
- [Areej Jaber], Committee Member/ PTUK
- [Tuqa Hanoun], Committee Member/ PTUK
- [Rami Yossef], Committee Member/ PTUK
- [Nesreen Azzam], Committee Member/ PTUK
- [Yousef awwad], Committee Member/Guest Member/Parent
- [Eman Yasser], Committee Member/Guest Member/Parent
- [Mahmoud Hamdan], Committee Member/General Union of Disabled
- [Nadia Allan], Guest Committee Member/A charitable association to support people with disabilities
- [Yazeed Ahmad], Guest Committee Member/A charitable association to support people with disabilities
- [Ahmad Yasser], Guest Committee Member/A charitable association to support people with disabilities
- [Fadi Droubi], Guest Committee Member/A charitable association to support people with disabilities
- [Lyan Ahmad], Guest Committee Member/A charitable association to support people with disabilities

- [Sara Naser], Guest Committee Member/A charitable association to support people with disabilities
- [Feda Naser], Guest Committee Member/A charitable association to support people with disabilities
- [Zeana Naser], Guest Committee Member/Volunteer Student

5 Agenda:

1. Introduction and welcome
2. Review of current situation of students with disabilities (SwD) at PTUK
3. Identification of challenges faced by SwD
4. Discussion of potential solutions and interventions for a student with Apert Syndrom who would like to join PTUK
5. Review and discuss the student's accommodation needs.
6. Evaluate the available lab equipment for suitability.
7. Determine the appropriate accommodation solutions.
8. Action items and next steps.

6 Introduction and Welcome

The Committee of Practice at PTUK convened to review the current situation of students with disabilities (SwD) at PTUK, identify the challenges they face, discuss potential solutions, and evaluate the available lab equipment for suitability. The goal is to provide a comprehensive accommodation solution tailored to the needs of a 10-year-old student with Apert syndrome who wishes to use the facilities of PTUK.

7 Review of Current Situation of SwD at PTUK in general

In the review of the current situation of students with disabilities (SwD) at PTUK, the Committee of Practice discussed the diverse needs and challenges faced by these individuals. The committee

emphasized the importance of creating an inclusive and equitable learning environment that accommodates various disabilities, such as visual and motor difficulties. They examined the extent to which lab equipment and teaching materials are accessible and tailored to the specific requirements of SwD. The committee's focus was on ensuring that each student's unique circumstances are considered, fostering a supportive academic environment that facilitates equal opportunities for all.

8 Identification of Challenges Faced by 10-year-old student with Apert syndrome

In discussing the challenges faced by the 10-year-old student with Apert syndrome, the Committee of Practice highlighted several key issues. The student experiences fine motor control difficulties, which can impact their ability to use traditional keyboards and navigate digital devices effectively. Visual difficulties were also mentioned, as the student has a trouble reading standard print and distinguishing certain details on screens. Additionally, due to the fusion of fingers and toes, the student faces mobility challenges, affecting their overall interaction with the physical environment and lab equipment. These challenges necessitate the implementation of specialized assistive technology and adaptive tools to ensure the student's successful engagement and participation in educational activities.

9 Discussion of Potential Solutions and Interventions

In discussing potential solutions and interventions for the 10-year-old student with Apert syndrome, the Committee of Practice emphasized the importance of using specialized lab equipment and assistive technology to enhance the student's learning experience. Some of the proposed solutions include:

1. **Wireless Display:** This tool, with screen reader compatibility, would enable the student to access digital content more effectively and facilitate navigation through various digital platforms.

2. **Specialized Keyboards:** Keyboards with key guards and larger keys can accommodate fine motor control issues, allowing the student to interact with computers and other digital devices more comfortably.
3. **Speech Synthesis and Magnifier Software:** Utilizing screen readers and magnifiers can help the student access and comprehend digital materials, overcoming visual difficulties.
4. **Adaptive Input Devices:** Joysticks, head mice, and touchpad switches offer alternative ways for the student to engage with digital devices, considering their mobility challenges.
5. **Wireless Assistive Technology:** A set of wireless joysticks, switches, and trackballs can provide a more flexible and adaptable means for the student to navigate and control digital content.

These interventions aim to create a supportive and accessible learning environment, allowing the student to participate fully in the educational experience at PTUK.

10 Review and Discuss the Student's Accommodation Needs

During the meeting, the Committee of Practice reviewed and discussed the accommodation needs of the 10-year-old student with Apert syndrome. The committee emphasized the importance of providing tailored solutions to meet the student's specific requirements, such as:

1. **Assistive Technology:** The student requires assistive technology that accommodates visual and fine motor control challenges. This includes specialized software tools and input devices, such as screen readers, magnifiers, and speech synthesis applications.
2. **Adaptive Lab Equipment:** The student needs access to adaptive lab equipment, such as a wireless Braille display with screen reader compatibility, to facilitate the efficient reading of digital content and improve overall accessibility.
3. **Customized Input Devices:** Specialized input devices, including large key keyboards with keyguards, head mice, and touchpad switches, can accommodate the student's mobility and fine motor control issues.

4. **Supportive Software:** Utilizing software tools that offer speech-to-text and text-to-speech functions can further assist the student in interacting with digital materials and enhancing their learning experience.

These accommodations are designed to foster an inclusive learning environment where the student can participate fully in all educational activities and enjoy equitable access to learning resources.

11 Determine the Appropriate Accommodation Solutions

Based on the student's accommodation needs and the available lab equipment, the committee concluded that the wireless Braille display with screen reader compatibility would be the most suitable solution for the student to access digital content more effectively.

12 Action Items and Next Steps:

- The student will be provided with a wireless Braille display with screen reader compatibility.
- Review and install any necessary software tools to ensure seamless integration and functionality.
- Monitor the student's progress and any further accommodation needs.
- Conduct follow-up meetings to assess the effectiveness of the provided accommodation solutions.

This meeting minute report captures the key points discussed during the meeting and outlines the next steps to ensure the student receives suitable accommodations for their learning needs.

13 Photos





Figure 1. 10 years student with apert syndrome

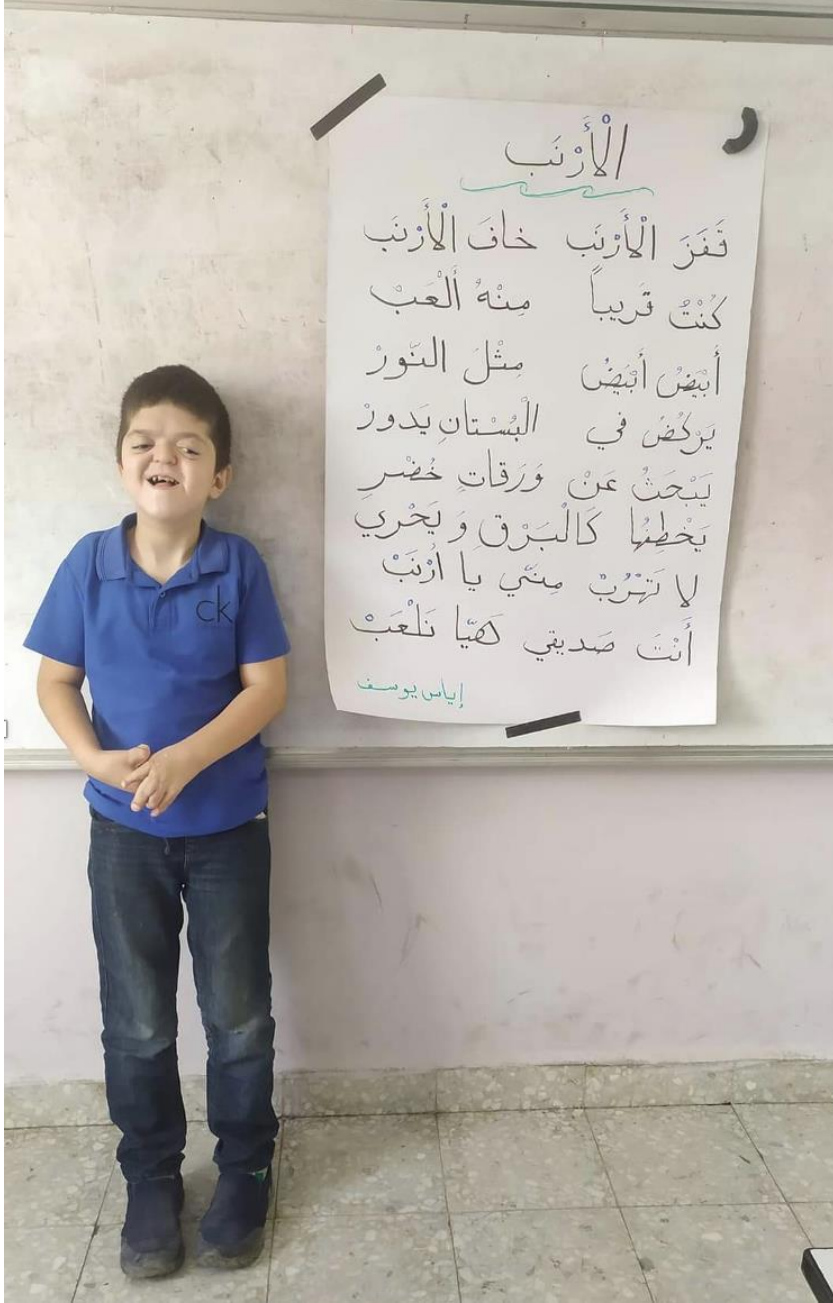


Figure 2. 10 years student with Apert Syndrome



Figure 3. Committee of practice meeting



Figure 4. Committee of practice evaluating the student case