

Supporting students with various types of disabilities

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General Education Foundation Programme,
Office of University General Education

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Outline of this session

- About GEF program
- Statistics of students with Disabilities attending GEF program
- Sharing of cases
- Comments & Challenges
- My reflection



General Education Foundation Programme

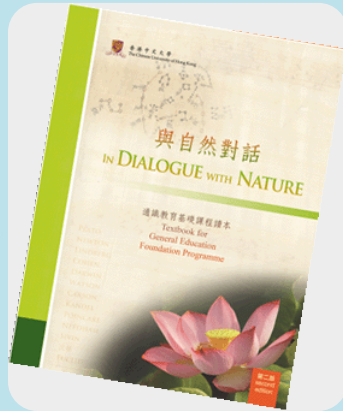
UGFH1000 In Dialogue with Humanity UGFN1000 In Dialogue with Nature

- Discuss core questions brought up by the classics put in modern context
- Compulsory for ALL undergraduates admitted after Sept 2012
- Mon-Thu: Interactive tutorial (2 hours)
- Fri: Lecture (1 hour)

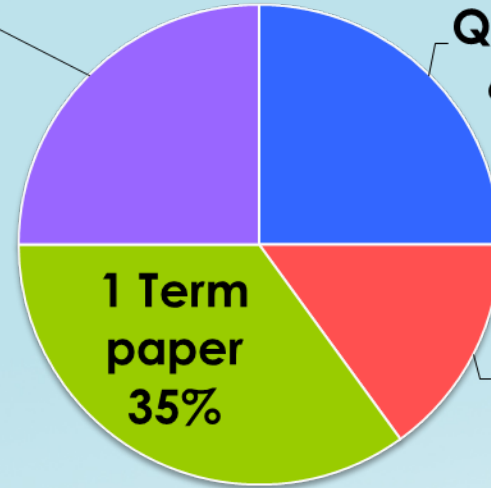


Assessments:

UGFN1000



Participation
(in-class &
online)
25%



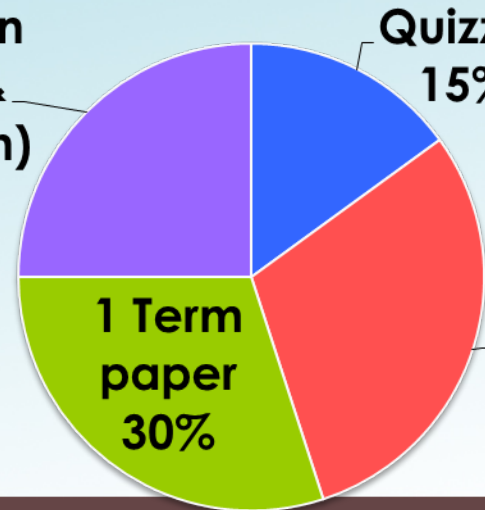
Quizzes on 4-
6 selected
texts
25%

1 Reflective
journal
15%

UGFH1000



Participation
(in-class &
presentation)
25%



Quizzes
15%

2 Reflective
journals
30%


Statistics of Students with Disabilities attending UGFH/UGFN



Nature of Disabilities		Total	2012-13 T2	2012-13 SS	2013-14 T1	2013-14 T2	2013-14 SS	2014-15 T1	2014-15 T2	
Invisible	Attention deficit/ hyperactivity disorder	6	1		1	2	1	1		
	Specific Learning Difficulties (dyslexia)	8				2		2	4	
	Specific Learning Difficulties	4	2	1	1					
	Mental illness (generalised anxiety disorder)	2				1		1		
	Autism	0								
Visible	Hearing impairment	(left ear, moderately severe)	2				1		1	
		(left ear, severe)	2				1		1	
		(both ears, mild-moderate)	1							1
		(both ears, severe)	2	2						
		(both ears, profound)	1							1
		(both ears, deaf)	2							2
	Multiple disabilities (including blindness)	2				1		1		
	Physical (non-wheelchair-bound)	2							2	
	Physical (wheelchair-bound)	6	1		1	1			3	
	Speech impairment (poor articulation and hoarse voice); social phobia	2	1		1					
	Visual impairment (low vision, both eyes)	1							1	
	Total Number*	43	7	1	4	9	1	7	14	

Hearing impairment (both ears, deaf)





- **Before class:** Provide lecture notes for the sign language interpreter 1 day in advance
- **During class:**

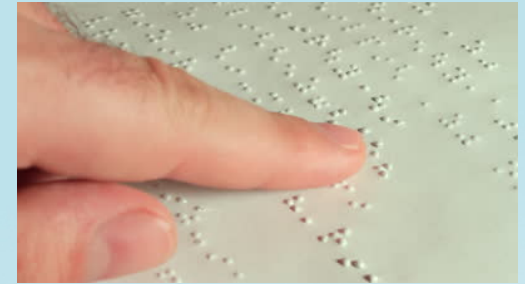
- Use  to capture the screen and record the interpretation simultaneously
- Group discussion - Students try not to speak too fast

- Keep in contact through  
- Arrange follow-up consultations
- **Challenge:** Medium of instruction



Multiple disabilities (including blindness)

- **Before class:** Provide lecture notes a few days in advance for Braille translation
- **During class:**
 - Provide an extra table & a front seat
 - Quizzes: Read out the questions
 - Group discussion: Students try not to speak simultaneously
- **Written assignments:** Discuss for a feasible submission deadline
- **Keep in contact through**  
- **Challenge:** Technical problem of the e-learning system for blind students



Autism (Asperger syndrome) / Anxiety disorder (Social phobia)

- Reported & non-reported cases (!)
- Class participation may be exempted, substituted with more written assignments
- Quizzes: Conduct in the teachers' office
- Audio recording of tutorials
- Keep in contact through



- **Challenges:**

Guidelines for handling non-reported/suspected cases?

Late intervention



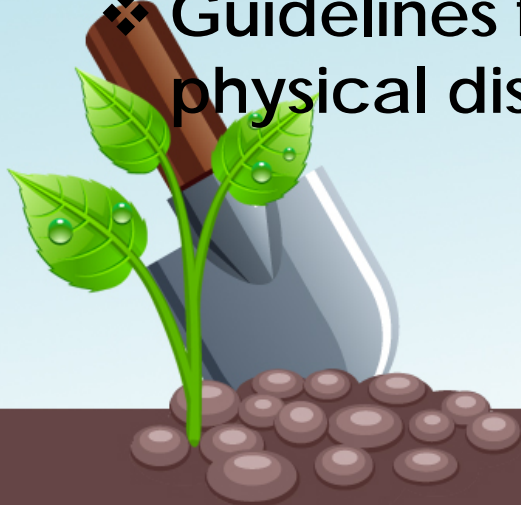
Dyslexia

- **During class:**
 - Quizzes: May provide 20-25% extra time
- **Written assignments: Discuss for a feasible submission deadline**



Comments & Challenges


- ☺ Clear guidelines for teachers about **reported cases** before the start of a semester
- ☺ Good coordination & communication among departments
- ☺ Proper learning & teaching assistance
- ❖ Technical problem of the **e-learning system** for blind students
- ❖ Guidelines for handling **non-reported cases** of non-physical disabilities



My reflection

- Effective communication



- Be supportive  and have confidence in them
- We are actually learning together!



Acknowledgement

- Office of Student Affairs
- Centre for Sign Linguistics and Deaf Studies
- Office of University General Education



~ The End ~
Thank you for your
attention! 😊