

Slide 1

Supporting students with various types of disabilities

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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

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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)

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Assessments:

UGFN1000:

Participation (in-class & online) 25%

Quizzes on 4-6 selected texts 25%

1 Reflective journal 15%

1 Term paper 35%

UGFH1000:

Participation (in-class & online) 25%

Quizzes 15%

2 Reflective journal 30%

1 Term paper 30%

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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 | |

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Hearing impairment (both ears, deaf)

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

During class:

- Use Echo 360 to capture the screen and record the interpretation simultaneously
- Group discussion - Students try not to speak too fast

Keep in contact through e-mail and WhatsApp

Arrange follow-up consultations

Challenge: Medium of instruction

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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 phone and e-mail

Challenge: Technical problem of the e-learning system for blind students

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

1 Reported & non-reported cases (!)

2 Class participation may be exempted, substituted with more written assignments

3 Quizzes: Conduct in the teachers' office

4 Audio recording of tutorials

5 Keep in contact through e-mail and Facebook

Challenges:

- Guidelines for handling non-reported/suspected cases?
- Late intervention

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Dyslexia

1 During class:

Quizzes: May provide 20-25% extra time

2 Written assignments: Discuss for a feasible submission deadline

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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

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My reflection

1 Effective communication

2 Be supportive and have confidence in them

3 We are actually learning together!

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Acknowledgement

Office of Student Affairs

Centre for Sign Linguistics and Deaf Studies

Office of University General Education

~ The End~

Thank you for your attention!

end