

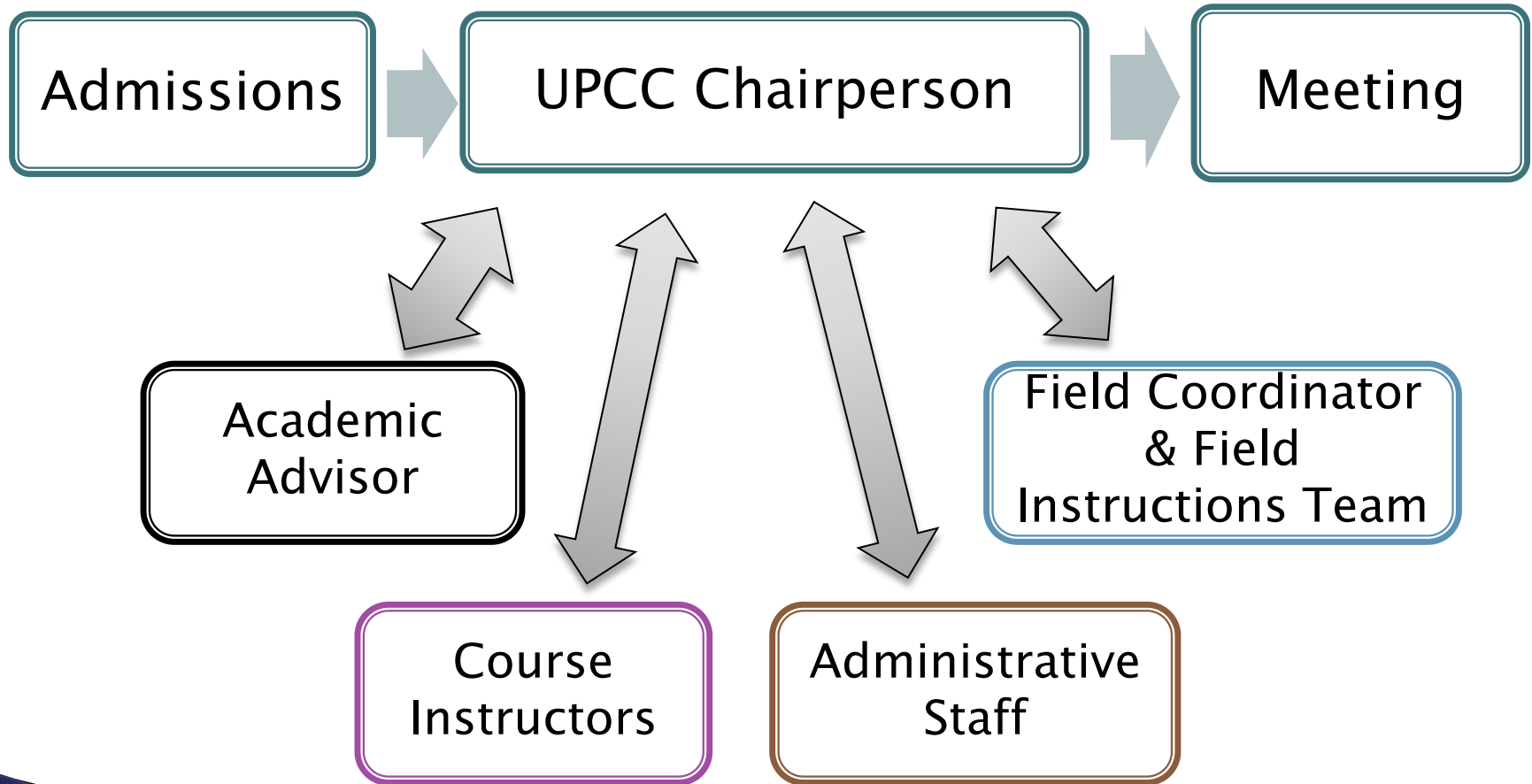
Support for Students with Disabilities in studies

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Department of Social Work

Experience of our Department in supporting students with disabilities

- The first wheelchair student graduated in 1987
- The second wheelchair student graduated in 2007
- Student with visual difficulty admitted in 2012

Department support



Role of Academic Advisor

- Key person to support the student
- Is the STOT teacher of student's first and final year of studies
- Provide academic counseling and support throughout the 3/4 year of undergraduate studies
- Mobilize peer support

Course work level

Course outlines, lecture power point, reading materials and textbooks would be sent to Ka Ho and his student helpers earlier to allow sufficient time for preparation.

Student helpers are responsible to convert the texts into braille (點字).

Teachers are advised to arrange Ka Ho and his helper in same tutorial group.

Role of Field Coordinator and Field Instructions Team

- Meet with student to understand his learning needs
- Select suitable placement unit for student
- Coordinate with placement agency to facilitate student's placement learning
- Provide assistance for student during field placement

Role of Administrative Staff

- Coordinate between course instructors and student plus student helpers
- Help collecting course materials for student
- Channel student's situation and needs to course instructors

General Support–Service Guidelines by the University

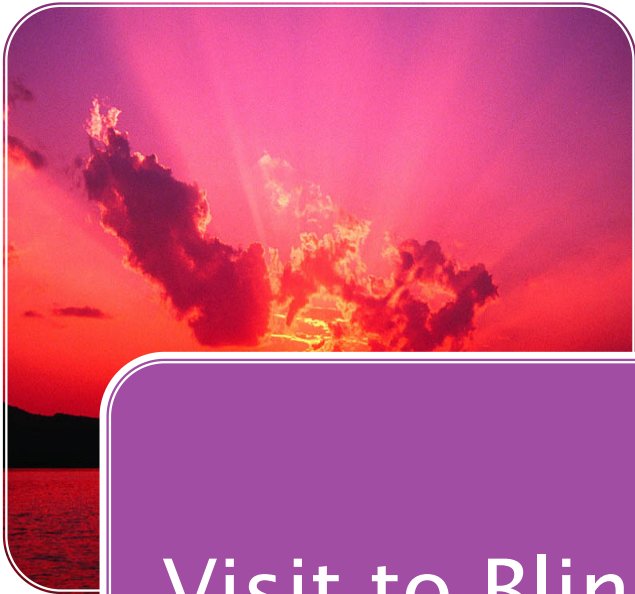
- To enable disabled students to actively participate in campus life and to facilitate their learning, the following special services and facilities are advised to be arranged according to individual needs:
 - **Learning aids and equipment**
 - **Special lecture or examination arrangement**
- Transportation
- Accommodation
- access to buildings
- access to library facilities
- access to computer and information facilities
- general medical care
- psychological counselling
- career counselling

} Department
al Level

Special Arrangements for Examination (as Stipulated by RES)

- Extra time allowance be given
- Use of computer, with screen reading software installed, be allowed in producing answers to all questions
- Use of student's own Braille display be allowed for all examinations (the computer will be set up at CC Library)
- An individual room be arranged for examinations
- A larger desk be provided at the examination room
- Text-based and soft copy of question papers be provided for all examinations
- Text descriptions on images/symbols/charts be arranged
- Invigilator be arranged for reading calculation results when using calculators as necessary

What we have done to prepare ourselves?



Visit to Blind Union



Experiencing
“Dialogue in
the Dark”

Difficulties

Advanced preparation on the part of course instructors – possibility of last minute change or additional information

Occasionally unaware of the needs of the students

Unfamiliar with the resource and software

Use of visual materials in course teaching

On the student side, it is possible that there are constraints in taking elective courses or to have other learning experience

Our gains

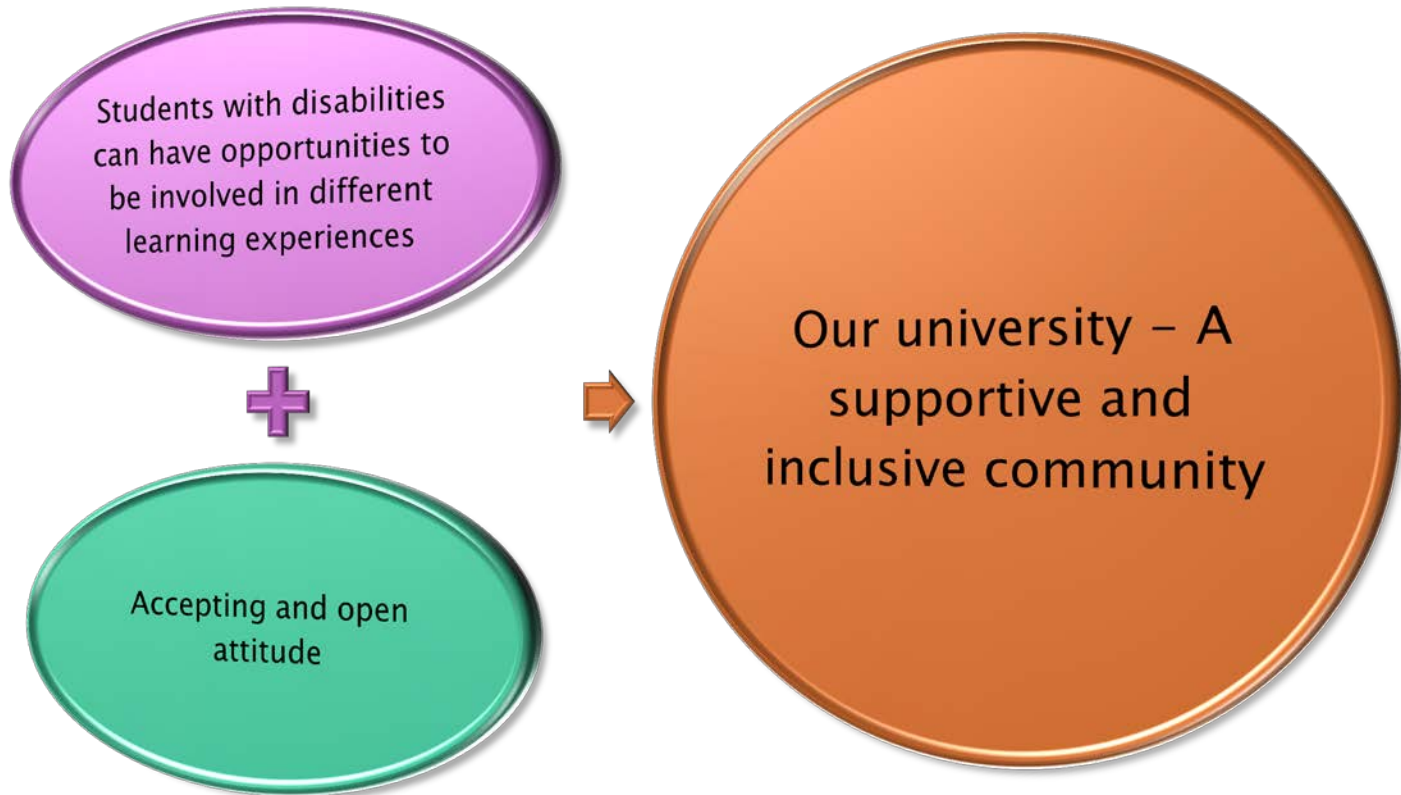
We can learn from these experiences

The experiences help us to improve in sensitivity to needs of others

The experience help our students developing accepting attitude

The experience helps us to actualize social work principles and values

Our expectation





Thank you