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| Transcript for HE/Public Sector Update: Addressing Autism, Dyslexia, and Neurodivergence in education and work webinar – March 2022. |
| ANNIE: Hello everyone. |
| Welcome to today's webinar. |
| It is just 1.00. |
| I will just give everyone a chance to join. |
| Feel free to drop in the Q&A box and say hi. |
| We've disabled the chat feature as we discovered it can cause problems for |
| some people using screen readers. |
| I will leave a few more moments for people to arrive and then we'll get |
| started. |
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| ANNIE: Hi, from gorgeous sunny, south Wales. |
| It is gorgeously sunny here in Hastings, as well. |
| So be, I can see lots more people have arrived I'll just give it a few more |
| minutes. |
| ANNIE: Okay. Glad you could all make it today. |
| Give it a start now. So, hi. |
| HE/Public Sector Update: Addressing Autism, Dyslexia, and Neurodivergence |
| in Education and work. |
| It is neurodiversity celebration week, which is a worldwide initiative that |
| challenges stereotypes and misconceptions about Autism and learning disabilities, so it is a |
| really perfect time to run this session. |
| My name is Annie Mannion, and I'm the Marketing Manager at AbilityNet. |
| I will run through what you can expect today. |
| Just to go through a bit of housekeeping we have live captions |
| provided by MyClearText. |
| Thank you, Kim, who is doing those in the background. |
| You can turn those on, using the closed caption option on the control |
| panel and additional captions are available at StreamText.Net/player? Event AbilityNet. |
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| And slides are available at SlideShare and on our website. |
| If you have any technical issues or you need to leave early, don't worry. |
| You'll receive an E-mail with the recording, the transcript, and the |
| slides on Thursday afternoon you will find a request Q&A window. |
| If you would like to ask the speakers any question. |
| Do drop those in the Q&A area. |
| We'll address those later on or if we don't get to them after today's |
| session on the website And finally we have a feedback page directed at the end. |
| Please, do complete that. |
| Next slide, please, Kelly. |
| So, for those of you, who aren't yet familiar with AbilityNet. |
| We support people of any age, living with any disability or impairment to |
| use technology, to achieve their goals at home, at work and in education. |
| We do this by providing specialist advice, services, free information, |
| resources, like this webinar. |
| I'll share a little more about our services at the end. |
| So, today, we're joined by Rob Howe, who is Head of Learning Technology at |
| the University of Northampton And Jennie Dettmer, be at the University of Bedfordshire. |
| And Helen Wickes, education Manager at AbilityNet |
| And providing on the accessibility regulations and we also have Teresa Loftus, Assessment Team Manager at |
| AbilityNet. |
| She will discuss the disabled students allowances and highlighting the issues |
| that some people may face, in the transition from education to work. |
| Looking at reasonable adjustments that may need to be provided, as well. |
| Just before Helen kicks off today's webinar content. |
| I will just start with a poll. |
| So we can have a bit more understanding who is joining us today. |
| Can you tell us who are you? |
| A digital professional? |
| University professional? |
| , public sector professional, non university. |
| Student with Neurodivergent condition. |
| o the student. |
| Not depending on how you joined the webinar. |
| You may not be able to see the poll, but you can respond in the Q&A panel. |
| I will just leave it a bit longer for everyone to vote |
| ANNIE: A few more moments for everybody. |
| Okay, just going to end the poll now. |
| If I share the results fairly broad cross section. |
| Most people are University Professionals, 58%. |
| Then Public sector employees, non-university, 18%. |
| Professional with a Neurodiversity condition, 9%. |
| And digital professional 6%. |
| And students 1%. |
| And at the moment we don't have any students with a Neurodivergent |
| condition noted on et session today. |
| I will stop sharing and hand over to Helen to share a bit more about |
| digital accessibility regulations. |
| HELEN: If anyone joined us on the |
| last webinar we were talking about a report that would be published. |
| The Accessibility managing mobile apps 202021 report was published on the |
| 20th of December 2021. |
| I don't know how many people may have managed to have looked at the report. |
| We will share the link for it, as part of the follow-up and the Q&A. |
| So you can have a look, if you haven't done so already. |
| But just wanted to pull out some of the key points that they mentioned in |
| there, for people to be thinking about and being aware. |
| Obviously, most people are aware the regulations came into force over the |
| last, couple of years. |
| They've been monitoring, since then. |
| It they said access built were found on almost all of the web sites. |
| They send a report giving them time to fic the issues 59% had issues found or |
| short-term time lines in place, when the website would be fixed. |
| It is just important to share they are doing the monitoring. |
| They are sending out those reports to make sure those fixes are being made. |
| Some of the main issues they found. |
| Lack of visible focus. |
| That's something really important for keyboard users. |
| Also, Low colour code contrast. |
| It is effective for visually impaired users. |
| They were a couple of main issues they found on the websites, they were |
| testing. |
| The next thing they discovered was around accessibility statement. |
| It was something new, when the regulations came into place and a new |
| requirement. |
| Whilst had accessibility most had information that wasn't quite correct |
| and didn't have all of the required information within them. |
| So 90% of the websites had statements. |
| Only 7% actually were fully compliant, within their statements of everything |
| that needed to be in there. |
| So, it is just to remember that the statements due need to be kept up to |
| date. |
| Lots of the statements were written, when the regulations came into force. |
| They do need to be monitored and kept, as time goes on. |
| Obviously, things are changing, with everything you're doing. |
| Just need to keep aware of those. |
| Go back, especially if it hasn't been reviewed, since the regulations came |
| into place in 2018. |
| For new websites and September 2019 for remaining sites. |
| It is work going back and making sure they are compliant still, with how you |
| are now. |
| Just if you haven't looked at the report, we will send the link through. |
| There's three, different types of testing that they do. |
| There there's simplified testing covering a sample of pages. |
| They did go into detailed testing. |
| And the mobile app testing. |
| As I said, in the report they tell you how they're doing those testings. |
| What they're looking at. |
| What they're doing. |
| And what the processes, in terms of sending the report and the time frame |
| to rectify those. |
| It is definitely having a look at the report, if you haven't done so already. |
| Just to think of the key issues that they have found, when doing that |
| monitoring. |
| They haven't said maybe when the next report will come out. |
| We'll keep you updated on that, as well I just wanted to let you know about |
| some training that we have coming up. |
| Some of you may have joined us for the Don't Disable Me webinar. |
| We have training that follows on the don't disable me series of training. |
| Within this training we have a AbilityNet inclusion experts. |
| They provide a deep-dive into the experiences of people living with |
| different disabilities and impairments. |
| Each are led by individuals, with lived experiences. |
| They're sharing the common barriers that people encounter, at work, in |
| study, in the day-to-day life. |
| The kinds of assistive technologies and tools that people use to over come |
| these barriers. |
| The steps everyone can take to avoid creating barrier in the first place. |
| We have the physical barrier session taking place tomorrow. |
| We have all of the others ones coming up over the next, few weeks. |
| And our neurodiverse one is on the fourth of May. |
| Please do check those out on our web sites. |
| They're quite useful for people to talk about those different barriers |
| people are facing. |
| Also, similarly if you're looking at things for your full staff to try to |
| make them aware, of teaching staff about accessibility and inclusion, our eLearning options are a great way to |
| look at those, as well To get across all of your staff the business case, the legal, and the |
| morale reasons forgetting things right. |
| Then we touch on the languages dos and don'ts, common accessibility issues. |
| The person-centred, real-life experience of what people experience. |
| How you can help overcome those for them. |
| Assistive technology used. |
| And practical advice not to create the barriers in the first place. |
| And step by step guides, how to create accessible content. |
| Just those two things together, to look at those. |
| Just wanted to make you aware of some of those services we have. |
| I will pass you over now to Jennie and rob. |
| ROB: Hi. |
| I'm Rob Howe, I'm joined with Jennie Dettmer, the Acting senior |
| professional and Academic tutor at the University of Bedfordshire and talk about Neurodivergence and learning |
| through the pandemic. |
| We will talk about the session that we actually ran last year, as part of the |
| East England group and what is the Neurodiversity and Neurodivergence and pick out some of the key points |
| hopefully you will find useful and some of the tips and recommendations, for other teams supporting. |
| neurodivergent students. |
| And further resources. |
| So the session that we hosted was planned really through the old East, |
| England group and held it on the 10, June, 2021. |
| We had five students with Neurodivergent needs. |
| We wanted to focus on the impact of COVID on them |
| And to look at their experiences at the different institutions. |
| And the de agree, to which those helped the students through that, |
| particular requirements at that time. |
| JENNIE: First, what do we mean by the term, Neurodiversity? |
| The term, Neurodiversity was originally attributed to Autism. |
| It was coined in the late 1990s, by Judy Singer. |
| Singer believed Autism should be viewed more positively within the |
| Ethos of the social model of disability where many of the barriers for autistic people are caused by society, |
| itself. |
| Nowadays. |
| Neurodivergence is used to refer to a range of conditions, including Autism, |
| Dyslexia, dyspraxia, ADHD, dyscalculia and Tourette syndrome. |
| We know there's a increasing number of Neurodivergent students entering |
| education in the UK. |
| And under the 2010 Equality's Act, Neurodivergent students should expect |
| equal access to their learning. |
| Additionally, in support of the Neurodiversity movement. |
| Neurodivergent individuals should be included in how best to be supported |
| at higher education institutions, as they are experts in their own conditions. |
| What this diagram shows is that a particular Neurodivergence often |
| shares features of others. |
| Apologies if aspects of this slide are too small to read at the moment, but |
| you can, of course refer back to the diagram after the webinar, in the slide deck. |
| It is also interesting to note that there is a high rate of |
| co--occurrence, within an external to Neurodivergence. |
| And interestingly, none of the five students, who participated in our |
| Event presented with just one difference. |
| ROB: Some key findings from the session itself. |
| We've picked out six that we're going to just talk about today. |
| The first of these is the responsiveness of tutors. |
| Students often found that tutors were more responsive to questions and |
| queries on-line. |
| Especially the use of environments such as Microsoft Teams made it |
| easier to contact tutors in real-time and then talk to them. |
| The additional means to communicate, and reach the tutors beyond E-mail |
| was highlighted as a well benefit for on-line learning for the students we were speaking to. |
| The second item, is about working with peers on-line. |
| For some of the students the move to learning on-line, changed the way |
| they were engaging with peers. |
| The student with Asperger’s found it easier to engage with small groups of |
| students N virtual break out rooms. |
| While often working in isolation, when they were in large face-to-face |
| lectures and group work. |
| So for them it was a real change it. |
| Was the first time in their studies that this student was able to interact |
| with other students. |
| To enable the interaction it was important for the student that, |
| participation in the breakout room, switch on their cameras to actually put a face to a name. |
| This enabled them to connect and get to know each other. |
| However, the debate about switching the cameras on and off S still contentious. |
| One student with dyslexia and ADHD noted the sharing of cameras should |
| be optional. |
| However, it was acknowledged it was essential, for those who relied on |
| lipreading. |
| The use of cameras tended to be more successful, where students were |
| already comfortable working together. |
| Students did appreciate that, the choice of cameras may be also down to |
| personal situations. |
| In some cases, students may not be comfortable sharing their home |
| environment. |
| In other cases, there may be a technical reason. |
| Such as poor wi-fi, that prevents the camera from being on. |
| One student with the Asperger’s, dyspraxia and assessed for |
| Dyslexia noted it was distracting if the video feeds I know stable and impacted on the value of the whole |
| session. |
| However, the on-line environment, requires students to adopt, and |
| sometimes develop new learning and coping strategies for processing and pre-taking information. |
| Through the on-line learning and interaction, one student with |
| Asperger’s and ADHD, for example found their retention for information was different, when learning on-line. |
| They actually found it more difficult to explain and feedback, what they actually knew. |
| The third item, is around increased control over their time and |
| environment. |
| When moving to an on-line learning environment, Neurodivergent students |
| report that had they had more flexibility over their routine. |
| Especially for students with ADHD and anxiety. |
| Studying at home lowered necessity for mentally preparing every step. |
| From getting up. |
| Planning the journey to campus And moving between different locations |
| on campus. |
| The benefit of choice, flexibility, also carried over, where courses |
| changed from traditional to on-line and open-book exams. |
| One of the of the students with Asperger’s and ADHD noted moving to |
| on-line assessments. |
| Meant it easier to work in the place of their choice over a long period of |
| time. |
| Another student with ADHD reflected on the fact they were able to select when |
| they start the time-based assessment, which lowered stress levels and allowed for better planning of time |
| and breaks. |
| And helped them concentrate more fully on assessment. |
| The ability to work in their own location, also reduced the stress of |
| trying to find the exam hall. |
| And become familiar with the new environment. |
| One of the students with Asperger’s and dyspraxia were able to see |
| improvements in their grades post pandemic as open book nature was more suited to their way of working. |
| The fourth item on the slide is around the ability to focus when studying on |
| line. |
| The challenge of maintaining focus is a major characteristic of conditions |
| such as dyslexia, and ADHD and dyspraxia they found it easier to concentrate it if also sketching |
| working alone on be line meant they felt less inhibited especially if their webcam was turned off. |
| Studying in a physical environment, normally associated with relaxation |
| was difficult transition for a student with ad half especially with personal distractions such as Netflix. |
| Social cues with the Ray to know whether students are listening. |
| Students with ADHD it is an important part of conversing with others. |
| The fifth item on the slide is around lack of physical presence. |
| And the lack of physical presence made one student with depression, and panic |
| disorder, uncertain and uncomfortable, about gaining the opportunity to speak to lecturers. |
| In addition, Students who studied practical subjects felt they were disadvantaged, |
| because the digital adjustments were inadequate. |
| One student said they chose a specific course because they preferred hands on |
| learning and the student felt they had a lesser experience learning in the digital realm due to the lack of |
| kineticist and the practical adjustments suitability was most start with assessment. |
| The change to certain types of assessment, for example timed essays |
| was not always seen as supporting those with Neurodivergence. |
| One of the students with ADHD noticed institutions seem to measure how fast |
| a student can write down facts, when for them, using the timing productively and structuring the |
| essays in a reduced time was problematic. |
| One student with Panic disorder and anxiety interestingly note that had |
| institutional policies for adding extensions to every assessment gave them more time to be stressed, and |
| aggravated their panic disorder. |
| These students would have preferred adaptions like a no detriment policy and |
| just have the option for extension, if they actually chose it. |
| Two students with ADHD noted issues in dealing with their institution. |
| On some occasions. |
| Institutional replies regarding accommodating specific needs on an |
| assessment were being sent out after the actually deadline. |
| On other occasions broken personal laptops and isolation issues were not |
| considered as reasons to grant an extension. |
| As the students were already seen as having accommodations for their |
| learning disabilities. |
| From the information, that we actually got from the student itself. |
| We came one a number of tips and recommendations for other teams on |
| supporting Neurodivergent just based on our findings particularly. |
| The first one of these. |
| Students should make institution as wear of their Neurodivergence, using |
| the recognised channels. |
| Ideally this should be done on their UCAS forms apply for place in |
| university so, the university can contact them, regarding their needs. |
| However, students may not choose to disclose their differences on the form |
| as they believe it will effect their chances of being accepting on a course. |
| Additionally, students needs change overtime. |
| So, when filling in the form. |
| They may or may not be accurate. |
| The next point is around institutions should insure that all relevant staff |
| are aware of students, who have declared, specific needs. |
| This allows the staff to adjust their inclusive teaching practices, |
| accordingly. |
| Students may also have complex needs, based on the Neurodivergence and staff |
| need to be aware of the best ways to support them. |
| Training should be available at institutions so, that staff can |
| support students effectively, within their lectures and tutorials. |
| Finally, institutions need to anticipate that students may not have |
| declared the needs, but actually just manage sensible adaptations, which benefit the whole, student cohort. |
| This is why inclusive teaching practices, are important. |
| And all staff should be aware what they are and how to include them in |
| their sessions. |
| JENNIE: If you are interested in reading the findings from this |
| everyone. |
| You can read about it in the three block posts, which we had published |
| from ALTC And it can be found on the useful link section of the webinar, on the |
| AbilityNet website. |
| Of the three blog posts, the first blog posts looks at what is Neurodiversity Celebration Week. |
| The second on. |
| Neurodivergent and the third centres on recommendations from the support |
| perspective. |
| If you're interested in finding out more about the Association of learning |
| technology East England group is it group will be on the webinar page and the Association of higher |
| development inclusive community of practice that I co-chair. |
| Again the link to further information and expression of interest form can be |
| found in the useful links section of the Web page. |
| So thank you for listening to our summary of the ALT East England |
| event where five students focused on the impact of covid and their experiences at their different |
| institutions. |
| That brings us to the end of our input today. |
| If you do have any questions. |
| There will be time for them, at the end of the session some thank you for |
| listening. |
| ANNIE: Thanks Rob and Jennie we have had loads of questions. |
| We'll cover them at the end of the webinar. |
| Do continue to put near questions in the Q&A panel, if you would like to |
| post them to any of the panel. |
| Now over to Teresa. |
|  |
| TERESA: My name is Teresa Loftus a DSA and workplace Accessor. |
| My screen went into a bit of a hiccup. |
| I have sorted myself out. |
| I'm going to speak to you about the barriers and solutions for people with Neurodivergent conditions when |
| studying or working. |
| Really assessors, when someone comes along for an assessment rely on a |
| diagnostic or consultant, pre-assessment information. |
| They also rely on speaking with a student when they're conducting the |
| DSSA assessment as well. |
| Some of the information is true, when you're doing a workplace assessment. |
| Although we don't always have access to the medical information or |
| diagnostic report. |
| We're just relying on speaking to the client at that time. |
| So, when we think about DSA assessments and discussions, there's |
| 10 areas we tend to cover. |
| And those I'm going to speak a little about. |
| Some are things like reading and research, writing and reviewing your |
| work, note taking and lectures, and managing time and organising work. |
| Things practical’s and social interaction and communication, then |
| travel too. |
| So, we'll have a little look at the types of barriers and solutions that |
| might come up. |
| Our assessments actually are very in formal and often students expect there |
| to be a test, and there isn't. |
| So quite often they turn up, and they're very nervous about having a |
| chat with us. |
| And so, they are actually really friendly. |
| And we realise that it can be difficult for some people, due to the |
| feelings of anxiety, for instance when they come along. |
| So through discussion and demonstrations we identify what the |
| student feels most comfortable with, to help minimize the barriers when studying. |
| These may be solutions on their computers. |
| Or DSA-funded tech and speak about other forms of help, such as |
| non-medical help and travel support too. |
| So, firstly thinking about reading and research. |
| So barriers often spoke about of poor focus, being easily distracted and |
| rereading or jumping lines of text. |
| Reading but not taking anything in, feeling overwhelmed poor note taking |
| strategies reading more than needed and following a line of interest, to the detriment of keeping on track with the |
| course work. |
| So, where we, where someone would find it easy to listen, rather to read. |
| The software such as text to speech that can be really helpful. |
| Quite often people aren't aware of the free solution here. |
| In Microsoft Office 365 you might be able to access some basic information, |
| with text to speech solutions. |
| But also, that immersive reader in Office 365 is really useful. |
| It can convert the text that you're reading and open into a new window. |
| It will make lines shorter if you want them or longer. |
| It will make that reading a little more accessible for you. |
| It could also be about changing the background colours as well to reduce |
| some social fatigue some you could choose a colour or adapt a cooler to suit your specific need and there's a |
| line focus so that create a bit of a letter box for you on your screen. |
| That means that information is less overwhelming you have a decluttered |
| screen that you can look at. |
| And the speech option, actually allows you to speed up the speech or slow it |
| down. |
| As and when you want to. View a few options of different |
| voices. |
| You can also use some of these solution was an edge, when you're |
| searching the internet and accessing PD F documents. |
| That's really useful, because you can convert some of the text into speech. |
| You can also, write and annotate and save that for different documents |
| those are a great stepping-stone there. |
| Of course, if they don't work, you need something a little bit more. |
| That's where DSA can come in and step in and provide some help. |
| So there's some good options there for you. |
| That go a little further. |
| They provide text to speech. |
| Organisation of research and predictive text and dictionaries |
| highlighting and extraction of key points and converting text into audio files. |
| All within one piece of software. |
| Things like text up and Clara to do things for you |
| And often these solutions work across multiple platforms and devices that means you can access where and when |
| you want to. |
| It is not always about access to text, through alternative formats it. |
| Might be about organisation of your notes. |
| And again, free solutions such as One Note is great. |
| Organising through colour coded tabs and allows you to draw or type and |
| write and record information, you can actually record your voice, against some of your notes to, refer back to |
| later. |
| Moving on there's the DSA-funded option that allows you to integrate |
| some of those solutions across sort of other assistive software that's being recommended for you some you can |
| combine two solutions together. |
| So things like using, ProStudy with Mind Maps, for instance. |
| ProStudy to recap is organisational piece of software DSA-funded just one |
| step up on the One Note option that I've just spoken about. |
| It might also be that switching in between screens is quite difficult or |
| looking at your keyboard. |
| Looking up at the screen is quite detail some you might want to think |
| about dictation software, which can again be really helpful, in reducing that impact of bopping up and down in |
| between screens , because you lose where you are when you're typing or lose your train of |
| thought and want to get your ideas out really fast some dictation is a really good way of doing that |
| There's in-built solution there's, which are tree, which is Dictate, in Microsoft Office, when you have a look |
| on Microsoft Word. |
| You can see the dictate function on the screen. |
| If you're using, lots of different types of software T might be that you want to consider using Dragon |
| Naturally Speaking it depends on what you're doing, and the accessor will talk to you to try to identify what |
| works for you And they will give you demonstrations of that too. |
| So the next areas of writing and reviewing your work. |
| Organising your ideas, and breaking assignments down into manageable |
| chunks. |
| It would make essay writing feel a little less overwhelming. |
| Mind maps are great for this. |
| And they are solutions that also convert your mind mapping to a word |
| document so, that process of writing an assignment is stream lines for you. |
| It makes it feel a lot more manageable. |
| We wills remind students about the editor function in Word. |
| That's the in-built solution to check for your spellings and also for your |
| grammar, clarity and conciseness too. |
| And there's more that it does there. |
| And you know, it will also help you with looking at inclusive language |
| some do, have a look at the settings to see if there's more you want to be doing. |
| Within the Editor function in Word. |
| So note taking and lectures. |
| So, again, that can be quite anxiety-inducing. |
| Only with designation with what's being said it. |
| Might be the area that you're working in. |
| Or the sensory overload you might feel with the environment you're in. |
| That affects the way N which you actually listen to information and |
| take notes. |
| So during the pandemic it was really helpful. |
| A lot of universities went on-line. |
| You could access information in your own room. |
| Or lectures were record. |
| So you could listen for that. |
| A lecture in your own time. |
| Because they were recorded some it is really helpful. |
| You can top stop, it and pause it, and get become where you want. |
| To is not always possible that those lectures recordings are available to |
| you or it is not being applied for whatever reason, and then so, DSA can fund a different solution there for |
| you, as well. |
| Those solutions could be in the form of a digital voice recorder, |
| depending on the environment that you're working in. |
| Or it could be an app that goes on your phone. |
| Or on your laptop. |
| Or a mixture of both. |
| So, when we think about sort of the software that could support you |
| through DSA-funding. |
| There's some really good Chris choices there |
| good choices combining the lecture and with the power point and pinpoint to get back to specific points to be able |
| to review them in your own time. |
| And it saves you having to go back through a whole lecture in one session. |
| So you can actually identify where you need to get back to very, very quickly. |
| So managing time and organise work And this is where students can find |
| their overwhelmed with deadlines. |
| And their ability to prioritise tasks may be diminished and anxiety |
| exacerbated by the constant need to keep on track. |
| It is not always about using tech. |
| As reminder set on the phone can be easily swiped away. |
| It is often something said during assessments, that they just swipe it |
| away and don't worry about it. |
| Although it does clear anxiety later on. |
| Because they're not keeping up. |
| So students very often say they want a visual reminder. |
| As they walk this and out of their room. |
| Academy academic DSA fundable. |
| And out look calendars provide a solution and can colour code. |
| Free solution and connect with to do lists and alternatively you might want |
| to look at an app that allows you to hide some tasks And highlight others. |
| So you can prioritise what you need. |
| But don't feel overwhelmed by the large amount of tasks that are ahead |
| of you. |
| So again, assessors will demonstrate the one that best suits the individual |
| and the barriers that they're experiencing. |
| Think about social interaction and communication. |
| This can pose, a sort of like a spike in anxiety. |
| When someone feels really anxious, they can't sort of get the ideas |
| together that they want. |
| To or it mite might effect their communication as well |
| And speaking fluently in public could pose a problem. |
| We can think of like group work or presentations. |
| So when we think about presentations. |
| The free solution that's really helpful is something like rehearse |
| with coach in PowerPoint It is a place where you can practice your presentation and go back, and |
| review it. |
| And, that will software will actually analyse what you've been saying when |
| it is actually ape copurification of what's on the slide. |
| So have a look at coach rehearse with coach and power-point. |
| It is a good one to work. |
| Traveling to and from university and those late changes, as well. |
| When we've got room changes, so if we're traveling to and from university. |
| You might be traveling on train. |
| There might be something that happens that causes anxiety, and you can't |
| collect your thoughts well. |
| In the way that you would like to. |
| And it means that you freeze, and can't, contact anybody that you would |
| normally speak to. |
| And there's some good solutions there to overcome those barriers. |
| And I think, it is very helpful. |
| In fact it provides you with a traffic-light system of support. |
| Where by you can escalate the strategies from working through the |
| solutions through solutions you have come up before. |
| Or, actually going to like the red I need to contact someone. |
| Via E-mail, text or phone. |
| So it is a good DSA fundable solutions that works well. |
| Quite a few areas there. |
| And there's an awful lot to take on board. |
| And, whilst I have spoken about the assistive technology. |
| The free solutions and the DSA-funded solutions there's also nonmedical help. |
| You could access study skills on the one-to-one basis or specialist |
| mentoring if you required it you would need to discuss what the barriers are. |
| In order for that to be supported for you. |
| The all the mat goal is get south to work. |
| And that transition can feel quite daunting. |
| We have spoken about all of the solutions here. |
| There's an opposition of access to work. |
| And the assessor would talk through all of the barriers experienced in the |
| workplace and identify some of the solutions very similar to what's been provided for you. |
| Within the DSA funded solutions. |
| AbilityNet have a fact sheet, so please do have a look at it. |
| If it is something feel would be useful on our AbilityNet website. |
| So Helen spoke to you briefly about some of the series that AbilityNet run. |
| And such as the lived experience. |
| And again, that's really useful to go to. |
| It is good for employers, tutors and lecturers for instance. |
| They're led by our individuals, who share common barriers encountered in |
| work, study and the day-to-day life And the kinds of assistive technologies and tools that they use |
| to overcome the barriers and the steps that everyone can take to avoid creating the barriers in the first place. |
| Really do recommend that those are accessed to create a bit of empathy, |
| and allyship, in supporting people within work, and within education. |
| And again, we have our eLearning modules to support that workplace and |
| transition. |
| They take sort of a broader look at the types of support that can be |
| implemented. |
| I've covered quite a lot here. |
| And taken you through some of the DSA-funded solutions and Access to |
| Work and our AbilityNet tools and training and hopefully that's been quite useful to you. |
| I'm going to hand you back now to the safe hands of Annie. |
| ANNIE: Thank so much, Teresa for sharing that valuable resource. |
| Lots to digest there. |
| We've had loads of questions through. |
| If I could ask Jenny and Rob, and Helen to come back on as panellists. |
| That would be great. |
| ANNIE: We have lots to have a look at. |
| . |
| Bill: Do you haves to help students that don't have the proper paperwork |
| to get DSA funding. |
| For many minority groups there's a lot of inequality when it comes to getting |
| a correct diagnosis? |
| I don't know if anyone is able to answer that question? |
| Or if it is one we come back to? |
| TERESA: I think we would have to come back to that one and need to know the |
| specifics on that, as well. |
| I wouldn't be able to answer that one at the moment, I'm very sorry. |
| ANNIE: That's fine. |
| Q. |
| Are there examples of staffing policy on Neurodivergent that anyone is able to share some information about? |
| Or a similar question, about internal training options for Neurodivergent. |
| Neurodiversity within workplaces. |
| HELEN: Staff and policy is something I can have a look into and see if we |
| have any guidelines. |
| We don't have anything specification but I can look into something we have |
| a look at pulling together. |
| Training options, again as we have spoken from an AbilityNet side we have |
| our Lived Experience, the eLearning options, be that specifically focus on Neurodiversity. |
| Those are some of the options that we have. |
| And some of our past webinars, as well, I think that we could link to as |
| well. |
| Some of our other past free webinars that we have done have touched on |
| Neurodiversity as well. |
| They might be having a look at. |
| Especially the Don't Disable Me had our colleague Ren be a who delivers |
| our neurodiverse training webinar about the barriers that she faces and some examples and stuff that she gave. |
| That was definitely worth a watch back and a listen to as well. |
| I would add to that. |
| TERESA: We have a lovely one within the hearing impairment and dyslexia |
| Those conditions are not separate. |
| There's other disabilities that co-occur as well. |
| Yeah, have a look at quite a few of those. |
| Hearing impairment with Dyslexia, which is worth investigating as well. |
| ANNIE: We can share lots of the useful link within the Web page that |
| you'll be sent on Thursday afternoon, as well. |
| You will able to access the recordings, the slides, the |
| transcript, and Q&As and useful links. |
| We'll include those, as well. |
| I think there are a few people asking for any recommendations or suggestions |
| of accessible Mind mapping tools. |
| Mind Map tools until. |
| Something you can share now or further down in the Q&As? |
| . TERESA: When you talk about accessible Mind Mapping software, if |
| depends on what you're wanting to use it with. |
| You probably want to have aleukia VPAC statement of software to see whether |
| it is accessible with the types of software being used. |
| We know that there are quite a few funded through DSA. |
| We look at Mind View and inspiration as a couple of them and also others as |
| well. |
| Mind View is a accessible piece of software from |
| Looking at the statement, I haven't looked at inspiration. |
| It is also well, worth looking at that one as well. |
| Because it is also working out whether it is something that meets your needs |
| needs, with regards to the way of it being aid out and presented to you. |
| As well, because they have two, very different views. |
| And ways of working when you're using those different bits of software. |
| ANNIE: Fantastic Thank you. |
| A question for Jennie and Rob, for everyone, really. |
| Q. |
| Is the incretion number of Neurodivergent due to widening access? |
| Or students feeling more comfortable disclosing? |
| Wonderer what your impressions were from the people that you work with? |
| JENNIE: It can be a mix. |
| It depends on students previous experiences really. |
| If they've had a really, positive experience at school, then they are |
| happy disclosing when they come to university. |
| You know the opposite is also true. |
| If they haven't had a positive experience at school, then they tend |
| not to wants to disclose. |
| They also think that, maybe they won't be accepted within their peer group at |
| university. |
| And also, issues around admissions on to the course. |
| Especially for students, who are applying for professional courses, |
| like nursing, and teaching, and there's still a lot of stigma around disclosing for Neurodivergence. |
| I think it has had a positive impact on the number of Neurodivergence |
| students coming into HE. |
| And also, the access to the DSA, as well. |
| That students have been able to receive financial support, at |
| university has also had a big impact. |
| There's been better support in the compulsory education sector and once |
| they come into higher education as well. |
| Everything has really had a positive impact on improving the numbers coming |
| in. |
| But the numbers we see in higher education don't reflect the numbers in |
| the general population some there are still people coming into higher education that aren't, saying that |
| they have a Neurodivergence. |
| So it is really important. |
| I know some people were saying in the chat as well. |
| What do you do, if you haven't got paperwork. |
| If you haven't got the diagnosis? |
| Is this why it is really important that we do have, the inclusive |
| teaching practices present in our higher education institutions. |
| And, students can always access support from their support teams. |
| I know at the University of Bedfordshire we support students as |
| well, without a diagnosis. |
| Whether that be in a one-to-one or a drop in situation. |
| So, there should always be support available to students. |
| Whether or not they have a diagnosis. |
| ANNIE: A related question. |
| Jennifer has asked in the Q&A. |
| And we're finding several members of staff self-diagnosing as daughter |
| through increased awareness. |
| Neurodivergent, through increased awareness do you have any information how to be diagnosed? |
| That might be one for Teresa. |
| TERESA: I think if you go to Dyslexia Association to have a look. |
| Often people don't really need to go for a diagnostic assessment, because |
| they know the barriers they're experiencing. |
| Some of the solutions you might find helpful in the workplace are free |
| solutions within your computer settings. |
| If you have a look on the AbilityNet. |
| We have My Computer My Way or our website on the fact sheets. |
| Again T can pinpoint you in the right direction. |
| To get some ideas of how you can adapt your computer to suit your specific |
| needs some there's an awful lot out there. |
| That you can do. |
| Just to overcome some of the barriers. |
| It is not always about getting that diagnostic report, just to support you. |
| And know that you feel you have those conditions and those difficulties. |
| But it is actually finding some solutions that would work for you as |
| and have our interim. |
| And you can drop a message to AbilityNet to ask some questions there |
| too. |
| And we'll sort of ask all of the assessors, I suppose in a sense and we |
| can all put in an ideas F we need to from there. |
| ANNIE: There's a comment that someone has seen students receive excellent |
| support in academic environments through Disabled Students Allowances but they have not been able to take |
| their equipment or technology with them N the transition to the workplace. |
| Is there any support available for students transitioning that you're |
| aware of? |
| TERESA: DSA-funded equipment, once you've got that equipment, it's yours. |
| I'm not quite sure why you can't use that equipment. |
| But having that software installed ton your laptop, you quite often have that |
| installed into the workplace. |
| So that's where the Access To work Might be supportive to you. |
| Depending on the organisation or the organisation's size. |
| It depends where the funding from that comes from. |
| It is well worth having a look at the Access to Work fact sheet of |
| AbilityNet. |
| As it is a Government Funded scheme it is on the government web sites as |
| well And you would likely get all of that equipment, in place for you, within |
| the workplace. |
| So have a look at it and raise your awareness about Access to Work. |
| Yes, you wouldn't be able to take that license into the new software. |
| There might be a whole host of issues. |
| It might be to do with security. |
| It is something that you would speak to with, with regards to the HR your |
| On boarding when you're going into work as well. |
| Discuss that with your employer and have a look at the Access to Work. |
| HELEN: Sorry, I was just going to add. |
| That's the kind of thing as well. |
| There's that disconnect between DSA and Access to Work and moving into the |
| workplace. |
| And, being able to approach that with your employers |
| And hopefully employers are moving towards that more inclusive environment |
| And people able to disclose and being able to have that kind of, processes already in place through their |
| recruitment and on boarding processes. |
| Maybe they've already got a suite of software and different thing within |
| the organisation. |
| That people can have and yeah, just that kind of awareness of thinking |
| about removing barriers across the board And people not having to disclose all |
| the time. |
| And yeah, just thinking about that inclusive work practices. |
| Rather than always having to think about an individual's-- |
| It become by the way, I need this. |
| Or X, Y, z or something. |
| Just for employers to start thinking about it in that way as well. |
| Because there is that bit of disconnect between DSA and Access to |
| Work, and moving through, at the moment. |
| ANNIE: Fantastic. |
| Thank you. |
| Just looking at the time. |
| I think we have time for just one, quick question. |
| This is probably for Jenny, and Rob someone has asked what are your three, |
| top tips for university lecturers in terms of accessible education and supporting Neurodivergent students? |
| JENNIE: If you're looking at the reasonable adjustments, write mostly |
| made for students that you can bring into the classroom I would say they would be making your lecture notes or |
| an outline available before the session. |
| That would be at least 24 hours beforehand. |
| So that students, who need to make accommodations to that can do. |
| And so that they're not also having to make notes, read, and listen, at the |
| same time. |
| So that there's not having an information overload. |
| Not having an information overload in the lectures. |
| That's really important. |
| I think that's probably the top one. |
| If you're going to do anything. |
| That is extremely helpful. |
| And, as with all of these inclusive teaching practices. |
| It is not just useful for Neurodivergent or disabled students. |
| They're helpful for all students. |
| Mature students. |
| International students. |
| And home students, for whom English is not their first language. |
| That's the great thing about inclusive teaching practices. |
| They work well for all students. |
| The second point would be to have personal recordings available for |
| students. |
| Now, we saw when we went into on-line teaching. |
| They were readily available for students. |
| And now we've gone back to the classroom. |
| It depends on the IT systems that we've got in place. |
| And you know in making sure that if we are recording live sessions to, make |
| sure that captions are also available. |
| Available for those sessions, within two weeks of them being made available |
| to students. |
| And the third point would be around reading lists some prioritising |
| reading lists. |
| What are the, what's the core reading. |
| What's supplementary? |
| So students can really focus in on what they need to be reading. |
| And making them available prior to a course, as well. |
| So students, who need more time around reading, have got that opportunity to |
| do that. |
| So that would be my three, top tips. |
| That's excellent advice. |
| Did you want to add anything, as well? |
| ROB: The only thing I would add one of the things we picked out anything |
| reducing anxiety is particularly useful and one of the things that, I think I picked up when I was talking to the |
| students. |
| It was exam halls. |
| I know a lot of institutions are debating the whole nature of exams and |
| whether they're needed and the stress they actually give all students And Jennie was talking Universal |
| design are they measuring what they need to measure or unnecessarily put people under stress. |
| Where they need to go in the new environment such as an exam hall. |
| Can we prepare students N terms of environment they will face, when they |
| walk in there? |
| For some students that will be the first time they've been into that |
| particular location. |
| And they won't necessarily have any of the things, which make it a normal |
| environment for them. |
| Actually, so instantly that can raise the stress level as above that of |
| potentially other students. |
| So I think anything that helps the students in terms of making them feel |
| more comfortable with that environment. |
| Inning it would really useful. |
| I think all of the thing like Jennie mentioned were important for most |
| institutions. |
| I would add, sort of just to add on those. |
| Terse those are really, great points. |
| TERESA: If the student comes and raises those of some of the barriers |
| we experience. |
| We're not allowed to actually recommend what types of things that |
| the university puts in place. |
| But we can definitely put into the report, the barriers that are |
| experienced And for you to then go ahead and have the discussion with the Disability |
| Advisor at the university. |
| It is something that we can add to prompt that conversation to go forward. |
| ANNIE: Fantastic. |
| Just looking at the time, I'm afraid it is time to end there. |
| But thank so much Jennie Rob, Teresa, Helen and perfecter timing for. |
| Neurodiversity Celebration Week this week. |
| Just finally to close. |
| Just to let you know we run some fantastic on-line training sessions on |
| digital accessibility you can find out more at AbilityNet original. |
| original. |
| UK/training. |
| And you can use AbilityNetWebinar10 for a 10% discount. |
| This week. |
| Don't Disable Me. |
| Then, we also have How to develop accessible inclusive collaboration and team work. |
| A new course on Digital Accessibility Legislation |
| And next week how to deliver and sustain accessible digital learning for HE and F E professionals. |
| We also have a number of eLearning modules for hiring further education |
| institutions you can find out more at/eLearning modules. |
| And we wills have some HE and-F E-focused services including the free |
| McNaught AbilityNet maturity model and accessibility services and finally you can sign up to our newsletter |
| at/newsletter. |
| And don't forget about our next free webinars at webinars. |
| On the next at 26 of April and looking at COVID and reasonable adjustments |
| that Will be available to register for next week. |
| So thanks again. |
| Think that has joined us. |
| We'll be in touch with you soon. |
| Please do fill out the feedback form that will appear at the end of the |
| webinar. |
| Thank a lot. |
| Bye, everyone. |