MAKING TEACHING ACCESSIBLE.

Guidelines for teachers at institutes of higher education in Mecklenburg-Vorpommern

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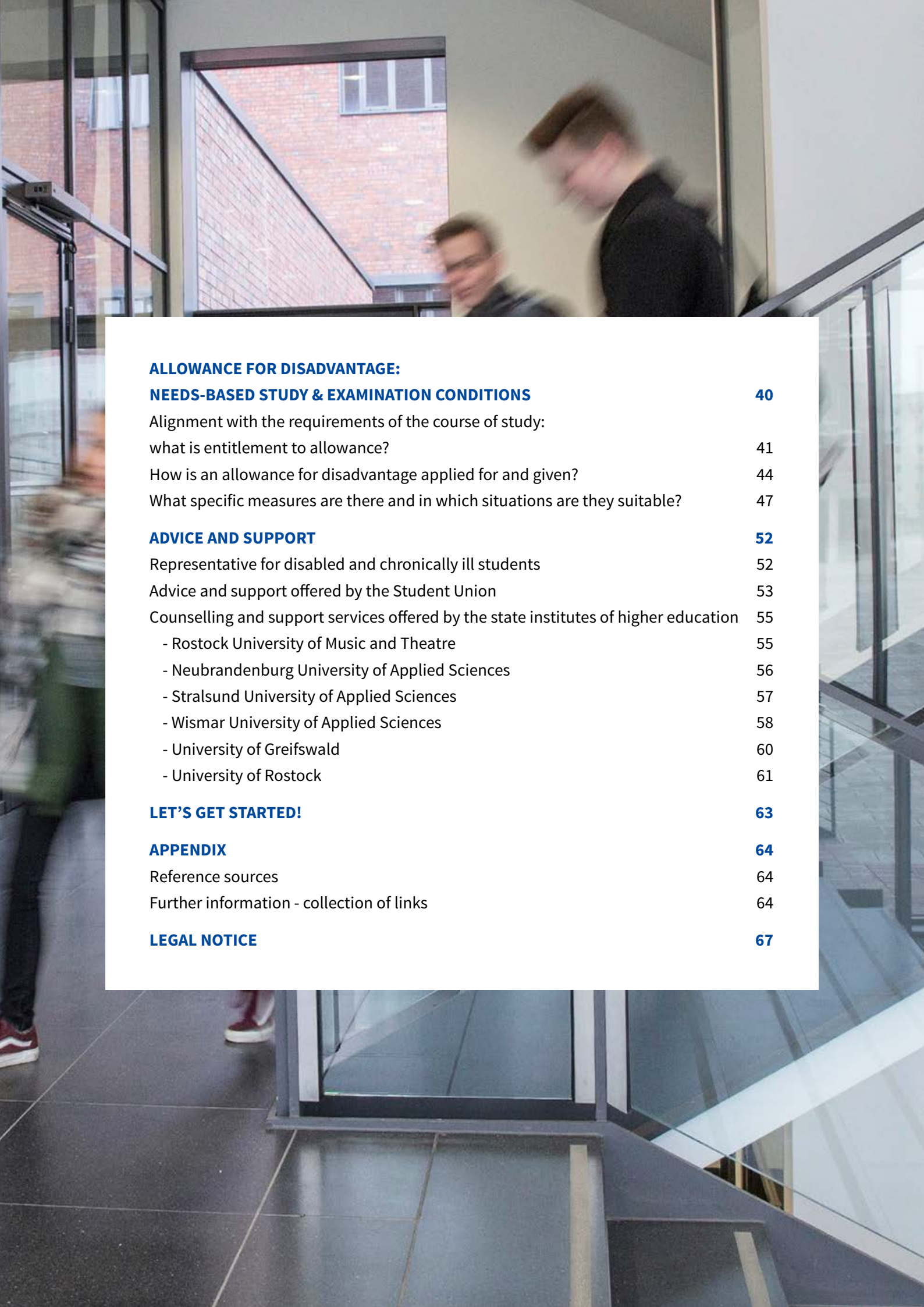


A WORD OF WELCOME

An important document lies in your hands. It gives advice, information and reassurance to those who play a decisive role in shaping the everyday lives of all students - the teachers at our institutes of higher education. These include ALL women and men, those with stronger and weaker faculties, Germans and foreigners - not to mention students with and without disabilities. Including the latter in your thoughts and activities is what the following pages are all about.

Inclusion means that our society adapts to those who go through life with an impairment, so that everyone can participate and create on an equal basis. This participation also includes access to knowledge and education. Recognising this as a right means that we must strive to make schools, vocational training, adult education and higher education as open and available as possible to all.

These guidelines aim to implement accessible teaching at our institutes of higher education. On the basis of the UN Convention on the Rights of Persons with Disabilities and the State Higher Education Act, the institutes are obliged, firstly, to ensure that students with disabilities are not disadvantaged and, secondly, that their needs are taken into account in everyday student life.

There are many ways of achieving this. These range from accessible buildings and technology to a broad base of advisory services, employee awareness and academic discussion on the topic of inclusion.

One thing is clear: inclusion means work, because it will not happen through lip service. The University of Rostock, with the support of the state government, has addressed this issue in order to turn intention into reality. Through the “Inclusive Higher Education” project, the University of Rostock, in cooperation with the other institutes of higher education, has explored how this can work for Mecklenburg-Vorpommern - and do so uniformly, to a large extent, because we don't want different pieces of the inclusion puzzle spread throughout the state, but an identical picture at every higher education site. The progress towards such accessible study and academic work in Mecklenburg-Vorpommern are set out in these guidelines.

Inclusion thrives on action; it needs to be implemented. Guidelines can help with this. But something else also needs to be established - the idea of inclusion as a task for society as a whole. Our goal must be to recognise and exploit the potential of all. We should not allow ourselves be impeded in doing so.

Birgit Hesse
Minister for Education, Science and Culture

INTRODUCTION

Dear Colleagues,

Students with disabilities and/or chronic conditions are a natural part of every institute of higher education. The proportion of students who feel themselves to be impaired in their studies due to a disability and/or chronic condition - 11% - is much higher than many assume. This may also be due to the fact that, with almost 95% of these students, the impairment is not apparent at first sight. It is therefore very likely that every teacher will encounter students with disabilities and/or chronic conditions with increasing frequency in the course of their work, even if this is not obvious at first glance. Impairments may be of a physical nature; however, psychological impairments and/or chronic conditions can also create all sorts of barriers and impede educational pathways.

In order to provide "**Higher Education for All**", Mecklenburg-Vorpommern's institutes of higher education will have to continue to address the barriers that still exist for this group of students. This includes, firstly, creating the appropriate structural conditions and providing the necessary technical capabilities.

Secondly, the interests of students with disabilities and/or chronic conditions must also be systematically incorporated into the very structure of teaching in higher education. For this purpose, the possibilities of structural adjustment, such as measures to compensate for disadvantage during courses and examinations, must be applied. At the heart of higher education, however, are the bread-and-butter courses. This is why you, as a lecturer at an institute of higher education, are being addressed in particular when it comes to ensuring that the study basis for this group of students is accessible.

But what does "accessible" mean with regard to the design of **courses, materials and examination requirements**? How can learning opportunities be designed so that all students benefit from them? How can examination requirements be designed to compensate for the disadvantages resulting from disability and illness? What rights do students with disabilities have?

Both nationwide and state-wide surveys show that the vast majority of teachers are very keen to adapt their courses to the needs of students with disabilities and chronic conditions, even though they still have little experience in this area. This is where these guidelines come in. They are intended to provide advice on how to take individual needs into account and how to make courses accessible. To achieve **accessible teaching and education**, you will rarely have to make substantial adjustments and changes. Most of the hints and tips you will find in these guidelines are no more than elements of **good teaching practice** and will therefore benefit all students.

Nevertheless, different forms of disability and/or chronic condition result in very **individual needs** that go beyond the general requirements of good teaching. For this reason, you will also be introduced to frequently-occurring **types of impairments** and given practical tips and advice. In the final section of the guidelines you will find the **counselling and support services** available to teachers and students at the individual higher education sites in Mecklenburg-Vorpommern.

Of course, in view of the relevance of the topic and the variety of questions arising from it, the current format of the guidelines has clear limitations. Guidelines cannot cover the topic comprehensively, nor do the tips provided claim to be complete. Therefore, from September 2018, there will be a state-wide **web tutorial** as a supplement, with the help of which all those interested can pick up the basics of **creating accessible documents** of their own. A support service via email and telephone is planned (subject to financing). At the same time, all institutes of higher education in the state are offering the opportunity of contacting you through the advice and support centres for teachers mentioned in the booklet with questions regarding the design of accessible courses or the design of measures to compensate for disadvantages.

Last but not least: The difficulties that can result from disabilities and chronic conditions are manifold and specific to the individual. Good individual solutions can best be found in consultation with those affected. Therefore, please remain sensitive and approachable to the problems of individual students, and indeed talk to them yourself.

We would like to thank you for your efforts in improving the teaching of, and thus the opportunities for, students with disabilities and/or chronic conditions.

These guidelines were developed under the Inclusive Higher Education project in collaboration with all the institutes of higher education in the state of Mecklenburg-Vorpommern.

8 Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

I had difficulty concentrating due to medication, pain and lack of sleep. This results in poorer performance and more work following up on the teaching material. [Rheumatism]

I take a variety of medications daily, some of which have severe side effects, such as fatigue, weakness, vomiting, dizziness and concentration problems.

At the beginning of my illness, Hashimoto's Thyroiditis [thyroid disease], I had lengthy panic attacks and considerable problems with concentration until I finished taking my medication.

When changing the medication or dosage, I experienced discomfort and difficulty seeing and concentrating.

WHAT DO “disability” and “chronic condition” MEAN?

Two characteristics in particular are crucial to the definition of “disability” and “chronic condition”: the **duration of the impairment** and the restricted **participation in society**. In contrast to shorter-lasting conditions, such as influenza or broken bones, these are long-term impairments.

*“People are **disabled** if their **physical function, mental ability or mental health** is highly likely to deviate **for more than six months** from the condition typical of **their age, and their participation in society is therefore impaired**. They are threatened by disability if impairment is to be expected”*

(Art. 2 para. 1 of the German Social Code IX).

*“People with disabilities include those who have **long-term physical, mental, intellectual or sensory impairments** that, in interaction with various barriers, may hinder their **full and effective participation in society on an equal basis with others**”*

(Art. 1 p. 2 of the United Nations Convention on the Rights of Persons with Disabilities).

These definitions include **chronic conditions**, i.e. **persistent** and/or **episodic** conditions. They are the result of prolonged processes of **degenerative changes in the somatic and mental state. If a condition does not heal** or cannot be eliminated, this is referred to as **chronification**. Examples include Crohn’s Disease, heart disease, epilepsy, migraine, diabetes, autism and psychological disorders. Chronic conditions are a disability if they lead to a significant impairment to social participation - even if many of those affected do not describe themselves as being “disabled” (German Student Union, 2013).

Summary definition of illness and disability (according to Gattermann-Kasper 2014):

		SOCIAL SECURITY AND HEALTH INSURANCE LAW	RIGHT OF EXAMINATION
ILLNESS		**"Illness"** means a state of health that leads to the need for treatment and/or an inability to work. A distinction is made between acute and chronic illness.	
	acute	**Inability to work:** As a result of the illness, work can no longer be performed, or can only be performed at the risk of aggravating the illness.	**Ineligibility for examination:** The informative value of an examination for determining the actual performance of the person being examined is considerably limited due to an acute health impairment; the forthcoming examination no longer serves the purpose of providing information about suitability.
	chronic	**Need for treatment:** Long-term conditions that are difficult to cure are considered chronic. They are defined as serious if they have been treated at least once every quarter for at least one year (Art. 62 of Social Code Book V).	**Long-term complaints** are considerable health impairments that, despite medical treatment or medical technology aids, lead to a permanent reduction in performance. They are relevant to the content of the examination if they represent a general impairment of the performance to be determined by the examination and are justified in the person being examined for an indefinite period of time.
DISABILITY		**People with disabilities** include those with **long-term conditions** that, when interacting with attitudinal and environmental barriers, are likely to prevent them from **participating equally** in society for more than **six months**.	

FORMS OF IMPAIRMENT

Disabilities can affect all essential functional areas of the body:

- **Impairment of mobility** (e.g. paralysis, malpositioning of the extremities, etc.),
- **Visual impairments** (e.g. cataracts, glaucoma, visual field impairment, blindness, colour vision impairment, etc.),
- **Hearing impairments** (e.g. hardness of hearing, hearing loss, tinnitus, etc.),
- **Speech and language impairments** (e.g. stuttering, speech inhibition, etc.),
- **Chronic conditions** (e.g. diabetes, migraine, Crohn's Disease, multiple sclerosis, epilepsy, etc.),
- **Psychological illnesses** (e.g. depression, anxiety disorders, schizophrenia, borderline personality disorder, eating disorders, obsessive-compulsive disorders, psychoses, addictions, post-traumatic stress disorders, etc.),
- **Partial performance disorders** (e.g. dyslexia, dyscalculia, etc.),
- **other conditions** (e.g. ADD/ADHD, autism, etc.).

Disabilities should not be understood as a purely individual health deficit due to physical disability - **being disabled** - but as the result of exclusionary social conditions and structures - **being impeded**.

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

It takes a lot of energy to observe the obligation to be in attendance despite lack of sleep due to asthmatic coughing, pain, the side-effects of medication or important appointments with specialists (which usually have to be made months in advance and cannot be postponed at short notice).

It is difficult for me to attend events due to regular and lengthy dialysis times.

I cannot sit in seminars for long due to a herniated disc and the resulting back pain.

I have severe asthma and am often ill, which is sometimes difficult to reconcile with the obligation to be in attendance.

Sudden migraine attacks with nausea led me to cancel an activity. Therefore, it is problematic to be absent at activities where attendance is compulsory.

HOW MANY STUDENTS ARE AFFECTED?

Young people with disabilities and/or chronic conditions are studying in all disciplines. In 2016, the 21st Social Survey of the German Student Union, **11 %** of the students surveyed stated that they were limited by health impairments in their studies. This means that, in a seminar comprising 30 people - statistically speaking - three students will probably be affected. The following estimates are based on the number of students at the state institutes of higher education in Mecklenburg-Vorpommern:

However, 94 % of the impairments are not visible or not visible at first glance.

The following estimates are based on the total number of students at the state institutes of higher education in Mecklenburg-Vorpommern (reference date 01/12/2017):

Institute	Total no. of students	Students with an impairment
Rostock University of Music and Theatre	533	58
Neubrandenburg University of Applied Sciences	2.169	228
Stralsund University of Applied Sciences	2.173	239
Wismar University of Applied Sciences	8.406	924
University of Greifswald	10.247	1.127
University of Rostock	13.812	1.519
Total for Mecklenburg-Vorpommern	39.137	4.305

Thus, at the universities and universities of applied sciences in Mecklenburg-Vorpommern, there is a statistically significant number of students who are evidently impaired in their studies. Disabilities and chronic conditions are therefore a substantial element of our shared higher education everyday life. Consequently, every teacher will sooner or later come into contact with students who have long-term or permanent physical or psychological impairment.

DO DISABILITIES AND CHRONIC CONDITIONS AFFECT STUDIES?

Clearly they do! In the 21st Social Survey of the German Student Union in 2016, more than one in two students with disabilities (57%) stated that they felt strongly to very severely impaired. Numerous studies, such as the “Student Survey” or “Studying with Impairment”, show that students with disabilities and chronic conditions

- change subjects (28% vs. 16%),
- change their place of study (22% compared to 16%), which means that they have to rebuild their support network,
- interrupt their studies more often (27% vs. 8%) and for longer
- or cancel them altogether.

significantly more frequently than students without disabilities. Numerous obstacles make it difficult for these students to complete their education. Some difficulties result from the impairment itself, e.g. pain and relapses, lack of concentration and sleep as a side-effect of strong medication, medical treatment and long waiting times. Other difficulties are institutional: Firstly - and not infrequently - (infra)structural conditions represent barriers, e.g. the lack of accessibility in buildings or the respective (non-existent) technical equipment in rooms, as well as bureaucratic requirements. Secondly, the institute's teaching operations themselves often constitute a hurdle, both in the particular way that they are organised and in the field of methodology and didactics.

And this is exactly where **you as a teacher can act**, supporting students with disabilities and chronic conditions in successfully completing their studies.

INCLUSIVE TEACHING: PARTICIPATION AND INCLUSION

Institutes of higher education have a statutory mandate to take into account the needs of students with impairments and to ensure that they "can make use of the services of the institute as far as possible without outside help" (Art. 2 para. 4 of the Higher Education Framework Act, Art. 3 para. 4 of the Higher Education Act of the State of Mecklenburg-Vorpommern). They must therefore be given **unrestricted access** to everyday student and campus life. In addition to participation in courses, this also includes the use of other services and infrastructures, such as public events, sports and language courses, trips abroad, online services, etc. This is associated with a broad understanding of **inclusion**.

The term **inclusion** describes a continuous process of reflection and the full involvement of all people in all areas of life. An inclusive society is designed **from the outset** in such a way that every person can **participate** actively and **on an equal footing** in all processes - irrespective of individual abilities, ethnic and social origin, gender, sexual orientation and age.

WHAT DOES "ACCESSIBILITY" MEAN?

Accessibility is a **cross-cutting issue and a concept for society as a whole**. In addition to structural accessibility, this also includes product design, tourist service chains, entertainment media and information transmission, events and higher education didactics. DIN standards on the implementation of structural accessibility largely set out binding **protection objectives** introduced into building law and leave it to users to decide how and by what means they are to be met. In this way, greater **scope** is created and innovative, generally practical solutions are promoted. These do not meet all specific needs in every case; however, they allow **non-discriminatory access** that corresponds to the state of the art and social discourse.

Due to the diversity of the impairments and the associated individual needs, accessibility can only be achieved through a **variety of combinations** and always means **weighing up different requirements**. Responding to the needs of a person or group can mean building a barrier for someone else at the same time: For example, the darkening of a room during a slide or power point presentation can benefit visual impairment by increasing contrast, and at the same time make it more difficult for a deaf person to recognise sign language interpretation if the speakers are not illuminated selectively. Another example is floor guidance systems that point people with visual impairments in the right direction, but which use grooves and studs that can be disturbing for people with walking disabilities and even dangerous for people with brittle bone disease.

The examples show that **complete accessibility cannot** be achieved; rather, it is necessary to **create** the **prerequisites** that make it possible to respond to individual needs. And just as structural solutions differ from building to building, so too the measures for accessible teaching need to be differentiated into different didactic contexts.

Structural and other facilities, vehicles, technical tools, information processing systems, acoustic and visual information sources and communication facilities as well as other designed areas of life are **accessible** if they **can be found, accessed and used** in principle by people with disabilities - regardless of the form of impairment - in the usual manner, **without particular difficulty** and **without outside help**. The use of aids made necessary as a result of a disability is permitted (based on Art. 4 of the Act on the Equal Treatment of Persons with Disabilities).

WHAT DOES "ACCESSIBLE TEACHING" MEAN?

Courses are a fundamental part of university life and an accessible or low-barrier format for the teaching is an essential contribution to a university that offers real opportunities, which every teacher can and should provide. If the interests of students with impairments are taken into account in advance when **planning teaching and learning goals and contents**, the **organisational form, teaching methods** and forms of **knowledge retrieval** can be easily adapted.

Accessible teaching means taking into account the needs of students with disabilities and/or chronic conditions resulting from their specific impairments, when **planning, designing** and **organising** courses.

16 Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock.
Survey of students and teachers.

Lifts are being used by other students, so that people with disabilities have to put up with longer waiting times.

It is sometimes difficult for me to attend lectures because the buildings are far apart and poorly connected to the public transport network.

I react to chemical substances. Perfume gives me severe headaches and aching limbs and I have to leave the room. I am bothered by incomprehension. Most people can't imagine that something like this actually exists.

Sitting on university chairs is often very strenuous and distracts the concentration.

It is sometimes difficult for me physically to attend some lectures because the buildings are far apart and poorly connected to the public transport network. A bicycle only works for me to a limited degree and I am therefore dependent on a car (which is sometimes a problem with parking).

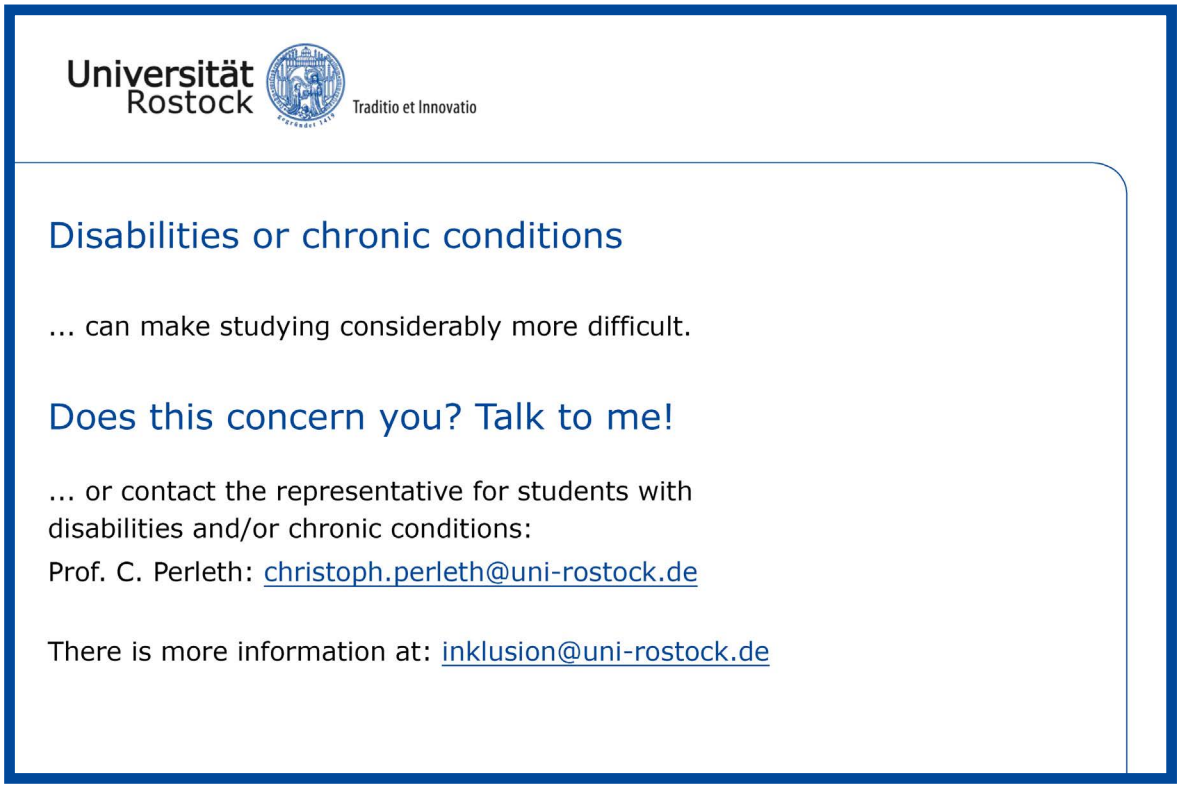
INCLUSIVE TEACHING – GENERAL INFORMATION

In the following chapters you will learn how **you can support students with disabilities and chronic conditions with simple activities**, so they can take control of their everyday study routine and successfully complete their studies and examinations.

According to surveys carried out at Wismar University of Applied Sciences and the Universities of Greifswald and Rostock in 2017, students with disabilities particularly want accessible rooms, the option of flexible study organisation with regard to attendance requirements, examination deadlines/formats, digitised teaching services and teacher awareness.

AT THE BEGINNING OF THE SEMESTER: HIGHLIGHT OPENNESS

Highlight from the outset that you are approachable and that counselling services exist at your institute of higher education. For this purpose, it has proven useful to distribute a leaflet at the beginning of the semester or to display a slide that deals with disability and chronic conditions and indicates the support measures. In just a few minutes you can demonstrate your openness towards students with disabilities and tell them who they can turn to. Many affected students find this much easier to do after such an invitation.



Powerpoint slide for the beginning of the semester following the example of the University of Rostock

18 CONSULTATION CLINIC: FINDING SOLUTIONS EASILY

In the hustle and bustle before or after the courses, there is generally a lack of time and the necessary discretion for an open, confidential discussion. Publicise your consultation clinic for discussing disability-related problems and finding solutions together. There are a few points to consider in a conversation:

- **Accessibility:** Is your office accessible or is an alternative location needed? Give directions. Students with visual impairments can be helped by being picked up from a place they know. Remove obstacles from the corridor or office and make room for mobility aids.
- **Communication:** Students with impairments will come to you with sensitive topics, especially in the case of mental illness. Create an undisturbed environment for conversations and avoid interruptions caused by intervening conversations and telephone calls. Define a time-frame and ask for any requirements, e.g. notes on the content of the conversation in the event of mobility restrictions. Also make sure, e.g. in the case of hearing impairments, that you have been understood and see what can make understanding easier.
- **Content of the conversation:** Encourage the addressing of barriers and ask about existing limitations. Stay study-related and respect boundaries: your consultation clinic is not a therapy session. Clarify
  - » the situations in which difficulties arise in the course work or examination,
  - » which technical and personal aids are available to the person and what support from you as a teacher is desirable or essential, and
  - » whether an allowance for disadvantage should be granted and what options exist.

Students & teachers say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Since I often, very suddenly fall asleep in seminars or lectures, I do not always understand everything taught and thus lack vital knowledge, posing a problem which I have to solve on my own. The main issue is that I feel no different when writing or learning in the library and I always depend on medications that I don't want to take all the time so as not to jeopardize my health. Frequently falling asleep leads to prejudices towards me, so I talk to my lecturers to educate them about my illness. But it is more difficult with other students, with whom I only talk about it when we have to deal with each other more often.

For me, a personal relationship with the students is very important, so that I am aware of problems and can react accordingly. This applies not only to disabilities, but also to other things that can otherwise affect your studies, such as the death of or caring for relatives, etc.

BEHAVE RESPECTFULLY: COMMUNICATE ON EQUAL TERMS!

Language conveys and reflects values - both on the part of the speaker and on the part of those being addressed. And it influences our thinking about people with and without disabilities. Use of inclusive language means addressing people with disabilities neutrally and is an expression of appreciative communication. Colloquial phrases such as “having a screw loose”, “as blind as a bat” and similar expressions contain stigmatisations. Such phrases, and words such as cripple, spastic, blockhead etc., should of course be avoided. It is also inappropriate to use the word “autistic” as a synonym for “stubborn”. On the other hand, it is absolutely okay to say “See you soon” to a person with visual impairment or to “go for a walk” with a person with reduced mobility or to ask how things are “going”. Again, people with wheelchairs are not “confined” to them, they use them. After all, you yourself call this kind of locomotion “rolling along”.

Formulations	Alternatives
Person xy suffers from...	Person xy has/lives with ...
Person xy is confined to a wheelchair.	Person xy sits in/uses/operates a wheelchair.
Handicap/handicapped	Disability/disabled
mentally handicapped	cognitively impaired
deaf and dumb	hearing-impaired, deaf
despite his/her disability...	with his/her disability...
healthy/normal versus sick	not disabled versus disabled, without impairment versus with impairment

The Federal Commissioner for the Affairs of Persons with Disabilities provides further information on wording (www.behindertenbeauftragte.de) and the Coordination Office for the Promotion of Equal Opportunities at Universities and Colleges of Higher Education in Saxony (www.chancengleichheit-in-sachsen.de). The Wohlfahrtsverband Landesverband Hessen e. V. (Hessen Association of Welfare Organisations) has published general tips on dealing with people with impairments (www.paritaet-hessen.org).

COURSE ORGANISATION: ROOMS AND EXCURSIONS

Not all **lecture and seminar rooms** are equally suitable for students with disabilities. Stairs, enclosed corridors, door frames that are too narrow, tables that are too low and cannot be wheeled under or those with permanently attached seats, lack of space for aids, boards and projection screens that cannot be seen from every seat, darkness, glare from the sun, a lack of microphones, sound, building and street noise all constitute barriers. They prevent students from reaching the room, understanding the teachers, identifying the illustrations on the board, following discussions and taking notes.

Different forms of impairment lead to different requirements with regard to the size of room, the layout, arrangement of furniture, equipment, acoustics and lighting conditions. Check the rooms for accessibility before or at the beginning of the course and, if necessary, swap rooms with colleagues or via the relevant authorities.

You should also discuss with your colleagues and room managers whether it is known from previous semesters that students with disabilities are studying the subject and are likely to attend your courses. You can also include a note to this effect in your course description: **"Please notify me by email or telephone of any needs for assistance and any special requirements."** This way you can react in good time and change the room allocation.

Block events represent a particular challenge for many students with disabilities. Book an additional adjacent (seminar) room as a retreat and **rest room.**

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Full lifts and climbing stairs trigger my asthma, leading to headaches and shortness of breath for the rest of a seminar. In addition, stuffy rooms are very difficult.

In rooms with poor ventilation, I get sleepy and drastically lose the capacity to absorb information.

Übersicht über barrierefreie Räume an den Hochschulstandorten M-V:

Institute	Accessible rooms
Rostock University of Music and Theatre	With the exception of the rectorate corridor, all classrooms are accessible.
Neubrandenburg University of Applied Sciences	All buildings are equipped with automatic doors or ramps and are accessible.
Stralsund University of Applied Sciences	Stralsund University of Applied Sciences is basically accessible. All seminar buildings in the faculties, the administration office (Building 1) and Building 7 are equipped with lifts. The upper floor of Building 3 (Audi Max) and Building 2 (library) are not freely accessible.
Wismar University of Applied Sciences	"Low Barrier Campus Plan" (version 07/2017): www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Campusplan_Wismar_Inklusion_170720_A4.pdf, www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Standort_Warnemuende/Campusplan_Warnemuende_150415_web.pdf, www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Standort_Malchow/Campusplan_Malchow_A5h_141110.pdf).
University of Greifswald	A list is available from the Representative for Disabled and Chronically Ill Students: www.uni-greifswald.de/universitaet/organisation/beauftragte/behindertenbeauftragte-fuer-studierende/.
University of Rostock	A list can be found in the brochure "Studying with disabilities and chronic conditions" (pp. 21-34): www.uni-rostock.de/studium/studienorganisation/studieren-mit-behinderung-und-chronischer-erkrankung/. Detailed room descriptions can be found in the online portal for teaching, studies and research (https://lsf.uni-rostock.de).

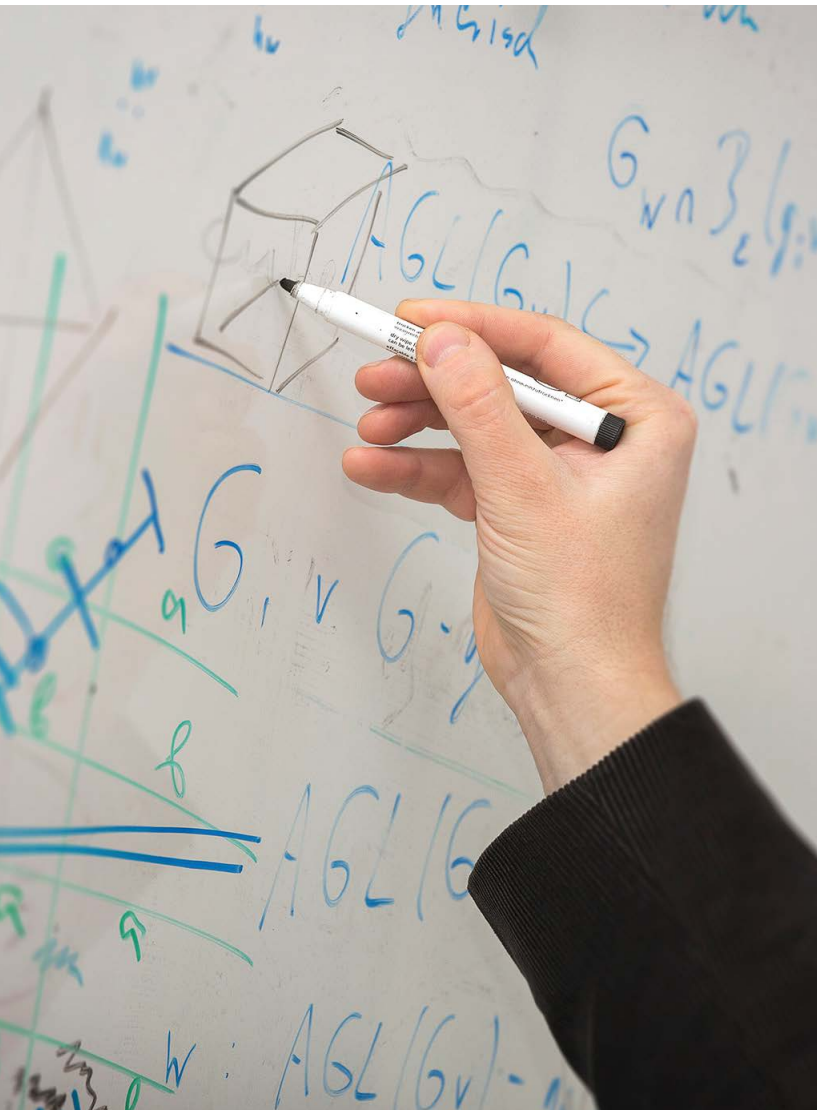
With **excursions**, it must be clarified how participation for students with disabilities is to be ensured. It is advisable to involve students at an early stage in the planning of excursion destinations and access routes and to determine requirements, e.g. regarding accessibility, break regulations, etc. In particular, students with chronic conditions, mobility, visual impairments and autism need more time to prepare for excursions and to organise travel and arrangements.

Also consider the infrastructure! Is the venue accessible (route, building accessibility)? Are accessible sanitary facilities available? Are break rooms or rest rooms available? **Checklists for accessible events** offered by the Federal Competence Centre for Accessibility (www.barrierefreiheit.de) and the Information and Counselling Office of the Student Union (www.studentenwerke.de).

22 A BENEFIT TO ALL STUDENTS: DIVERSE TEACHING METHODS AND WELL-STRUCTURED CONTENT

Students with and without disabilities benefit from the use of **diverse teaching methods**. **Mixing different forms of work**, e.g. plenary and small group discussions, not only appeals to different types of learners, but also enables students who cannot benefit from specific forms of learning due to disabilities to compensate for this in other forms. The same applies to the **preparation of information**: If teaching content is taught in both written and spoken form, in accordance with the **two-sense principle**, it is easier for students with different impairments to absorb the entire subject matter. Consider all the tools and media available for use - from the good old blackboard, to the digital and overhead projector, the flip chart and the whiteboard.

It also benefits all students if the **content of the course is well-structured** and there is always a direction or thread. Present your structure clearly (in advance) and put the material into context regularly - both during your lectures and in your scripts and slides. Create a visual representation of the content structure and the current status of your presentation, including numbering and slide titles. Include subsections, enumerations, cross-references, and paragraphs as short as possible. **Highlight the key messages summarised** in your courses and materials. This makes it easier for students who have difficulty with concentrating or with cognition due to disability, a chronic condition or medication, to follow the content.



LECTURES AND PRESENTATIONS IN COURSES

In lectures, seminars and tutorials, it is particularly important that you, as a teacher, enable concentration and understanding as a prerequisite for successful learning through your style of delivery and presentation.

With **lectures**, which are still the most common form of teaching, the following points are important:

- ✓ **Speaking behaviour:** Speak clearly, not too quickly and not with your back to the students; do not explain the blackboard while standing with your back to the auditorium.
- ✓ **Volume:** Use a microphone for your presentation and, if necessary, repeat contributions from the plenum - this will help everyone hear better; if someone is using a hearing aid or a cochlear implant, your input will be transferred directly to them via the induction loop.
- ✓ **Comprehensibility:** Speak High German, avoid unnecessary foreign and filler words and explain technical terms; this is of particular benefit to deaf people who are learning German as a foreign language.
- ✓ **Speed:** Take breaks - students with mobility, visual and hearing impairments as well as concentration difficulties cannot follow a lecture at the same time as looking at the blackboard and taking notes.
- ✓ **Two-sense principle:** Verbalise visual information such as photographs, drawings, graphs, sketches and tables; write down the results of a discussion - digitally as well; when showing videos, offer subtitles and audio descriptions or explain the content being displayed.
- ✓ **Lighting conditions:** Make sure that you are not standing backlit in front of light sources such as windows and lights; ensure that your face is clearly visible. Also, switch the lights back on if you stop or come to the end of an overhead or projector presentation. Students with hearing impairment in particular extract a great deal of information from your gestures and facial expressions.

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When presenting the subject matter by means of **blackboard illustrations and projections**, please note the following points:

- ✓ **Recognisability:** Blackboards and whiteboards should be clean and well lit; reduce reflection by using ceiling lights and blinds, and avoid animations, background images and patterns with PowerPoint presentations and transparencies for overhead projectors; avoid Roman numerals if possible as they are output as letters by text recognition software.

- ✓ **Content:** Visualise the most important things; slides with significantly more than six points appear overloaded and are difficult to take in for those with visual impairment and concentration difficulties.

- ✓ **Font:** Sans serif fonts such as Arial, Calibri, Helvetica, Tahoma, or Times New Roman are easier to read; type left-aligned rather than justified; for presentation slides, use a font size of 20 to 24 points and clear line spacing; use a maximum of two fonts and colours.

- ✓ **Use of colour:** Use only one background colour and only a few colours overall; avoid combinations of red-orange-green; eight percent of all people are affected by colour vision defects and cannot recognise colour markings in the text; use formatting for highlighting; **boldface** is better than *italicisation*.

- ✓ **Contrast:** The stronger the contrast between the text and the background, the more recognisable the text is; with PowerPoint presentations, dark text against a light background are more suitable for well-lit rooms and light text against a dark background for darkened rooms.

Test the legibility of your presentations by simply standing at the other end of the room.

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock.
Survey of students and teachers.

The room acoustics could be revised in many places, as hearing and understanding are very difficult, especially with lecturers who speak unclearly or in courses that are heavily attended.

Microphones and speakers should be used in all (larger) lecture halls and also as standard. This not only helps students with hearing impairments, but also those who do not understand German or English well and where teachers have poor pronunciation.

TEACHING MATERIALS: ACCESSIBLE DOCUMENTATION

Providing accessible teaching materials means designing them in such a way that users can adapt them flexibly to their needs. This is especially important for students with visual impairments, since they use special software for voice output. These so-called screen readers read text from top left to bottom right. To ensure that content is reproduced correctly and in a meaningful order, the following points must be observed when designing your Word, PowerPoint and PDF documents:

- ✓ **Structure using format templates:** Structure your document by marking titles, headings, lists, highlights, quotations, footnotes, etc. as such using style sheets; headings marked in this way are turned into bookmarks (tags) when converted into PDF documents; screen readers recognise these text elements in the respective file formats and read them out correctly.

- ✓ **Images and graphics:** Screen readers are text-orientated and cannot read scanned content, images, photographs or graphics; describe their content and purpose using alternative text; anchor these objects; avoid graphic watermarks.

- ✓ **Tables:** Make table structures as simple and clear as possible, with linear text flow and no nesting, so that the voice output reflects the correct order; avoid empty cells; with multi-page tables, mark the header lines that are to be repeated on each printed page.

- ✓ **Voice output:** In order for screen readers to output language phonetically correctly, the respective standard language must be defined for each paragraph, especially for foreign-language text sections, and language changes must be marked; the reproduction of e.g. German text using English pronunciation rules would not be understandable.

- ✓ **Zoom option:** Activate the text wrapping option so that line breaks can be shifted when the text is zoomed and cumbersome scrolling to the right is avoided.

- ✓ **Document checking:** Use the software's own document checking function in Microsoft and Adobe under [File => Check for Problems => Check Accessibility]. The more accessibly your source file is designed e.g. in Word and PowerPoint, the less effort there will be in post-processing PDF files. You can check websites online using the W3C Markup Validation Service (http://validator.w3.org/).

Detailed **instructions and checklists** for creating accessible documents can be found **online** at:

- University of Rostock Web Tutorial:
  www.uni-rostock.de/universitaet/vielfalt-und-gleichstellung/barrierefreiheit/inklusive-hochschule/barrierefreie-dokumente-tutorial/

- Aktion Mensch:
  www.einfach-fuer-alle.de/arikel/checkliste-barrierefreie-pdf/Checkliste-Barrierefreies-PDF.pdf

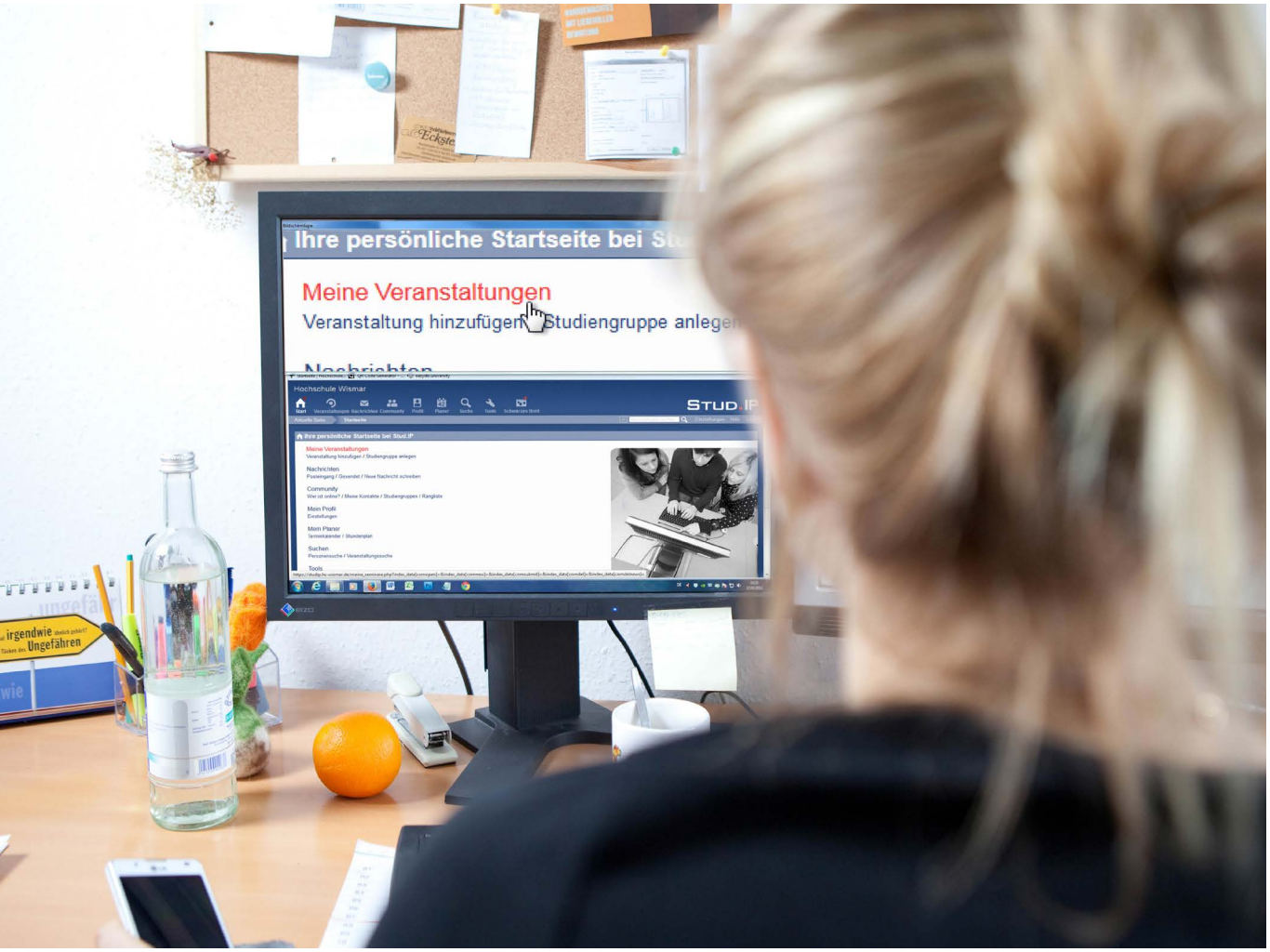
- TU Dresden:
  https://elvis.inf.tu-dresden.de/dokumente/upload/01473_anleitungword_2013.pdf und
  https://elvis.inf.tu-dresden.de/dokumente/upload/01473_anleitungpowerpoint_2013.pdf

- Microsoft:
  https://support.office.com/de-de/article/Erstellen-von-barrierefreien_Word_Dokumenten-d9bf3683-87ac-47ea-b91a-78dcacb3c66d

- Adobe:
  www.adobe.com/de/accessibility/products/acrobat/ oder www.adobe.com/de/accessibility/products/acrobat/pdfs/BRO_HowTo_PDFs_Barrierefrei_DE_2005_09_abReader7.pdf.

Make your materials available: Scripts and handouts that have been produced in advance or sent by email enable students to prepare better; minutes and notes will help them with their follow-up work. For **printouts**, matt paper increases contrast, while glossy paper reflects light. The option of preparing and following-up using the teaching materials provided is **advantageous for all students, but indispensable for some**. Students with mobility and sensory impairments in particular need to have teaching materials at an early stage, preferably in digital form, in order to adapt them to their personal needs. Use e-learning services and online platforms such as ILIAS and Moodle.

Many of these measures distinguish good teaching overall and benefit all students!



HOW CAN I DEAL WITH THE VARIOUS DIFFERENT TYPES OF IMPAIRMENT IN MY TEACHING?

The various forms of disability and/or chronic condition result in specific individual needs that go beyond the general requirements of good teaching. Below you will find tips and advice on how to deal with individual types of impairment in your teaching.

28 MOBILITY IMPAIRMENTS

Restrictions in mobility are usually recognisable at first glance and are therefore most strongly present in the consciousness of society. These include damage to the musculoskeletal system such as paralysis, malformation/loss of limbs, as well as neurological, muscle and joint diseases. Mobility restrictions require the use of mobility aids such as wheelchairs, walking aids and prostheses.

Mobility impairments can make everyday student life considerably more difficult: Permanent therapies (e.g. physiotherapy) take up a lot of time. Even if the senses of perception are not affected, limited mobility can have an effect on social interaction, e.g. with the attention of others, and thus hinder participation in conversational situations. In addition, more time is needed for most activities, such as writing, which affects the preparation of notes and term papers and taking written exams. It also takes longer to get hold of and process literature and to get around. Sometimes even lengthy distances have to be covered, since accessible entrances are often at the far end of buildings. The main problems for students with mobility impairments are the existing structural barriers and inadequate entrances/access roads, enclosed entrances and corridors, a lack of, or non-functioning, lifts, furniture that cannot be adjusted, e.g. laboratory tables that are too high or workstations that cannot be wheeled under, a lack of accessible sanitary facilities and insufficient space for mobility aids.

	Tips and advice
Teaching sessions	✓ Accessibility: accessible rooms, door signs and information material at readable or reachable heights, adapted seating arrangements, adapted workstations ✓ Sufficient time between sessions, tolerance for latecomers ✓ Summary of the core statements and main subjects ✓ Permit recording technology ✓ Enable teamwork and participation in group work/discussions
Materials	✓ Early announcement of literature and presentation subjects ✓ Early distribution of scripts/handouts to facilitate the taking of notes
Exams, allowance for disadvantage	✓ Change in examination formats, capacity for substitution, term papers / presentation ✓ Time extensions for the completion of presentations, term papers, written examinations ✓ No marking down for typeface and spelling mistakes ✓ Permit technical aids such as laptops/voice computers that convert input via keyboard or input devices into spoken or written language, standing desks, and personal assistance with writing

Visual impairment means the restriction of visual perception with regard to visual acuity, visual field and/or colour perception. The gradations range from colour vision defects to various degrees of visual impairment and blindness. Also, the loss of an eye can occur and a vision prosthesis ("glass eye") can be present. Visual impairment is not always perceptible from the outside, especially if the persons concerned are turned towards their discussion partner. Eye diseases can be congenital or occur in the course of life as a sign of ageing, as a side effect of medication or as a result of accidents and other conditions, including autoimmune or tumour diseases, diabetes, multiple sclerosis, migraine and traumatic brain injury.

Visual impairments mean that non-verbal signals, such as gestures and facial expressions, nodding and smiling are barely perceptible or cannot be perceived at all. It is therefore more difficult for those concerned to get involved in discussions and working groups. A direct approach using names facilitates involvement. Pictures should also be explained and actions should be verbalised, e.g. “Let me shake hands with you. I’ll place the book directly in front of you.” Speak clearly and face-on when doing so. Provide orientation: where there are unoccupied seats, where the exit is, etc.. Offer your arm and accompany them to familiar points. And avoid using vague references such as “back there”.

Not only will those concerned have to find their way around unfamiliar rooms, they will also need considerably more time for most study-related tasks, such as getting hold of and putting together literature. Additional effort is required, in particular, if materials are not available in digital form and if the translation of literature, e.g. into Braille, needs to be organised. Students with visual impairments often have visual and technical aids at their disposal, e.g. dictation machines, screen readers and notebooks with voice input/output or with Braille displays as keyboard supplements. Nevertheless, the abundance of printed texts and visually prepared content represents the biggest hurdle. For students with visual impairments, the preparation of study materials in a form they can read, e.g. digital or large print, is indispensable. The early provision of scripts, bibliographies and presentation topics enables them to prepare well and organise their study affairs early on, which, in turn, creates assuredness in everyday student life.

	Tips and advice
Teaching sessions	✓ Accessibility: Remove obstacles from enclosed rooms / corridors ✓ Provide orientation with specific location information, accompaniment to familiar places ✓ Verbalise actions, address directly and face-to-face, use names ✓ Tolerance for latecomers ✓ Well-lit workplaces/blackboards/presentations; avoid glare ✓ Help with seat selection, address those present directly using names ✓ Speak clearly to compensate for missed gestures/ facial expressions ✓ Allow sound recordings
Materials	✓ Early announcement of presentation subjects and reading lists ✓ Early provision of teaching materials, including in alternative forms: digital texts, large and landscape printouts, audio descriptions ✓ Use sans serif fonts and customised font sizes ✓ Be aware of strong contrasts, avoid certain colour combinations, highlighting using bold lettering ✓ Explain images/graphics orally or use alternative text to add writing
Exams, allowance for disadvantage	✓ Exam modification: replacement of written examinations with oral examinations ✓ Allow technical aids and personal assistance ✓ Deadline and time extensions for the processing of tasks

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

I could not read PowerPoint slides, writing on the blackboard and text in books, or they appeared blurred, and I got headaches and sore eyes due to overexertion and excessive strain on the eyes. I also needed more time than others.

It is very important for people with visual problems, and also for dyslexics, to receive seminar slides in advance as pdf files. Of course, people with visual problems can also sit in the front row, as long as they don't mind neck problems and their friends also like to sit right at the front.

The effects of glare are a distraction. Changing different viewing distances between worksheets and the blackboard takes longer for me.

Hearing impairments result in varying degrees of hearing loss. The severity cannot be recognised by outsiders. A distinction is made between deafness, loss of hearing and being hard of hearing according to the degree and time of occurrence. Deafness exists from birth; spoken language is learned like a foreign language; the understanding of terms, range of vocabulary and speech are severely limited. With loss of hearing that has occurred in the course of life, speech has usually been learned, so that the controlled use of articulation and voice volume has usually been mastered. For both hearing impairments, communication is primarily via sign language.

Hardness of hearing, on the other hand, is accompanied by somewhat distorted and fragmentary hearing, in which background noises such as rustling, street noise and background conversations cannot be distinguished from words. It can be a consequence of age and diseases such as brittle bone disease. With hardness of hearing, technical aids are usually used, e.g. hearing aids that amplify sounds but do not compensate for lack of hearing, microport systems and induction loops in which sounds are sent directly from the signal source to a receiver.

The greatest difficulty for students with hearing impairments is communication and the (non-) understanding of spoken contributions, especially in seminars and lectures. It is virtually impossible to follow a lecture and capture blackboard illustrations or take notes at the same time. It is particularly important in classroom sessions to make verbal teaching content and discussion contributions understood. This requires a quiet environment with little disturbance and ambient noise, clear use of gestures, facial expressions and voice articulation, as well as good lighting and visibility conditions with a clear view of the speakers. Make sure that you have been understood, especially when handing out work assignments. Allow students with hearing impairments to speak at their own rate, without finishing their sentences for them.

	Tips and advice
Teaching sessions	✓ Save front-row seats; in the event of discussions, arrange seating in a semicircle ✓ Use a microport system; repeat plenary contributions via a microphone ✓ Face-to-face, gesture-rich communication with visible facial expressions and gestures ✓ Clear articulation and modulation of the voice ✓ Summarise the core statements in the spoken teaching content
Materials	✓ Provide teaching materials at an early stage; visualise and adapt audio teaching content; provide text versions and subtitles ✓ When using sign language interpreters, provide them with materials at an early stage as well so that they can familiarise themselves with technical terms ✓ Write down the results of discussions, provide notes
Exams, allowance for disadvantage	✓ Exam modification: replacement of oral examinations with written examinations and of individual work with group work ✓ Allow technical aids, e.g. speech computers, to be used to convert input from the keyboard or input devices into spoken/written language ✓ Allow written interpreting/writing assistance ✓ Deadline and time extensions for the processing of tasks ✓ Do not mark down spelling mistakes

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock.
Survey of students and teachers.

I often cannot understand my fellow students' spoken contributions.

I can only hear with one ear. I compensate for the resulting disadvantage by, for example, finding a suitable seat in the classroom. Also helpful are small rooms with carpets, more eye contact with lecturers, and no walking around (otherwise it's not possible to lipread) and more information on the slides, so a deaf person can follow the lecture better or at least follow it up better.

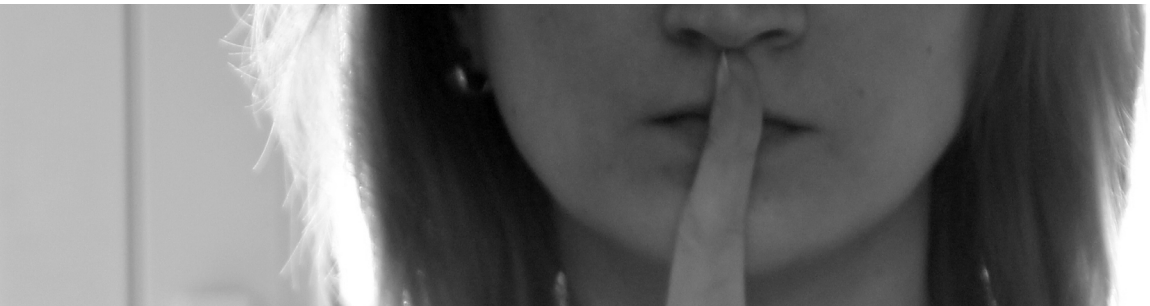
The group of speech and language impairments includes voice, speech and swallowing disorders such as stuttering, cluttering and aphasia. The causes are manifold, e.g. accidents, traumatic brain injury, muscular dystrophy, tumour diseases and reduced hearing ability. With speech and language impairments, speaking is less fluent than thinking. This is experienced as stressful, especially in communication situations, and increases the pressure in group discussions, presentations and oral examinations. The students concerned have often experienced discrimination, e.g. not being taken seriously or considered cognitively impaired. Mockery, exclusion and put-downs in turn increase the fear of speech and lead to the avoidance of communication situations and verbal input. It is helpful and integrating if the students with a speech or language impairment are given the time they need to formulate their input and answers. Let people speak, listen quietly and cooperate openly help to overcome fears of speaking.

	Tips and advice
Teaching sessions	✓ Avoid time pressure/hurriedness, impatience, irony and advice ("speak slowly", "breathe calmly") ✓ Paraphrase verbal input, but do not interrupt / complete sentences ✓ Work in small groups
Materials	✓ Early provision of scripts and handouts before the start of the session
Exams, allowance for disadvantage	✓ Exam modification: Replacement of oral examinations with term papers and written examinations, and of individual work with group work ✓ Allow alternatives to verbal input: presentation in a smaller group, read or played as an audio file, presentations as group work, without all participants having to present. ✓ Allow technical aids, such as speech computers, to convert keystrokes into spoken language ✓ Time extensions for presentations and oral examinations

Teachers say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

*I found it difficult to deal with **stuttering**. I didn't know whether it was uncomfortable for the student to be invited to speak etc. Being considerate could be interpreted as disinterest.*



34 CHRONIC CONDITIONS

Chronic diseases include allergies, asthma, intestinal diseases such as Crohn's Disease, diabetes, epilepsy, skin diseases such as neurodermatitis, heart disease, multiple sclerosis, neurological diseases, kidney diseases, rheumatism, mental illness and many more. Chronic conditions have a lasting influence on lifestyle and thus on everyday student life. "Good" phases alternate with disease relapses, which are evident throughout the course of study. The state of health often deteriorates in stressful phases, such as at examination times or when facing deadlines. Chronic conditions are usually not visible or not visible at first glance. They can lead to eating and/or medication being taken during lectures, environmental irritants being avoided or rest periods having to be taken. Concentration problems can also occur due to pain attacks, lack of sleep and side-effects of medication. In addition, long periods of illness and treatment can reduce physical resilience and impair learning speed and performance. There may be interruptions in studies, a longer period of study than the standard period of study, or discontinuation of studies. Many affected students are reluctant to discuss their illness or its effects with lecturers or fellow students. This can be caused by feelings of shame or fear of disadvantage.

	Tips and advice
Teaching sessions	✓ Take into account a higher need for breaks, especially for blocks of teaching and excursions; book additional break rooms if necessary; end on time ✓ Ventilate rooms regularly ✓ Avoid time pressure; relax the requirement to be present; tolerate absenteeism and allow it to be compensated for by alternative activities ✓ React objectively and without incredulity
Materials	✓ Provide teaching materials at an early stage in order to be able to compensate for absences due to illness through good preparation and follow-up work ✓ Early announcement of literature and presentation subjects
Exams, allowance for disadvantage	✓ Modify examinations: individual study and examination plans to equalise studies, flexible deadline regulation, individual breaks and study speed, change to examination sequence ✓ Coordination of examination time and medical treatment ✓ Extension of times for working on term papers and presentations ✓ Recognition of alternative activities to compensate for lack of attendance or if laboratory experiments cannot be carried out due to allergies

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Hypoglycaemia and hyperglycaemia impedes my concentration and therefore also the possibility of following lectures or exercises. This usually lasts 40 minutes, it doesn't go away immediately.

Psychological disorders include depression, neuroses, psychoses, schizophrenia, borderline syndrome, addictions, post-traumatic stress disorders as well as anxiety, eating and obsessive-compulsive disorders. The manifestations of psychological disorders are so different that it is almost impossible to give general tips on how to deal with them. Those referred to here are long-term illnesses involving (outpatient and/or inpatient) therapy, as opposed to temporary crises.
In any case, it is important to note that psychological disorders are the most taboo form of impairment. The affected students have often experienced discrimination such as lack of recognition of the disease or derogatory remarks. The disorders are mostly hidden out of shame or fear of stigmatisation. This means that energy is spent on "keeping up appearances".
Psychological disorders often occur episodically, especially in stressful periods such as at examination times or before deadlines for relevant study performance. Performance often depends on the course of the disorder: During an acute relapse, those affected are barely or not at all capable of study and examination; however, their performance can be completely restored with successful psychotherapy and amendment of the medication. However, medication can be accompanied by severe side-effects such as a change in personality, poor concentration, memory problems, sleep disorders and abnormal fatigue.

	Tips and advice
Teaching sessions	✓ Avoid overload and time pressure; relax the requirement to be present; tolerate absenteeism and allow it to be compensated for by alternative activities
Materials	✓ Provide teaching materials at an early stage in order to be able to compensate for absences due to illness through good preparation and follow-up work ✓ Early announcement of literature and presentation subjects
Exams, allowance for disadvantage	✓ Modify examinations: set customised study speed and examination sequence; flexible deadline regulation; split into partial activities; change of forms of examination, e.g. written examination instead of oral examination ✓ Extension of times for working on term papers and presentations ✓ Recognition of alternative activities to compensate for lack of attendance ✓ Allow the presence of a person of trust during exams and tests

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Shame - I don't like to mention my illness. The fact that a psychological disorder is not visible is precisely why it's usually received with scepticism.

In a letter I was accused of exploiting my illness [psychosis] in order not to have to take part in the examinations.

PARTIAL DYSFUNCTIONS: DYSLEXIA AND DYSCALCULIA

Dyslexia and dyscalculia are recognised learning impairments based on neurobiological brain dysfunction according to current knowledge. They affect perception, attention and memory. In both cases, the technical ability to reproduce one's own knowledge is limited, but not logical thinking or intelligence. With dyslexia, for example, there is confusion between letters and their order, which leads to difficulties in comprehension when reading and in translating spoken language into written language. Dyscalculia has comparable effects on mathematical skills in terms of numerical concepts and arithmetic operations. Students with a partial dysfunction find it difficult to follow content, or to record, process and reproduce written and spoken information or numerical information.

	Tips and advice
Teaching sessions	✓ Avoid time pressure and distractions ✓ Create a calm working atmosphere that promotes concentration ✓ Apply a range of teaching methods, use different channels and media such as audio/video, mix up forms of work, work in small groups
Materials	✓ Early provision of scripts and handouts before the start of the course, so that notes do not have to be written during the lecture ✓ Use larger fonts; visually clearly structured blackboard illustrations/ worksheets ✓ Allow sound recordings
Exams, allowance for disadvantage	✓ Read the assignment out loud in written and oral examinations ✓ Modify exams: Replace/supplement a written examination with an oral examination, adapt the task types (e.g. multiple choice, gap texts) ✓ Extend working times in exams ✓ Allow exams to be taken in a separate room with separate supervision ✓ Allow exams to be written on a laptop using word processing programs with automatic spell checking ✓ Ignore spelling performance in written exams and, if applicable, other written evidence of performance

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Dyslexia is often thought to be stupidity.

Presentations, term papers and other written examinations are expected to be spelt correctly. With dyslexia, it is not always easy to meet these requirements.

According to current knowledge, attention deficit disorder is a neurobiologically caused metabolic disorder of the brain. It can occur with or without hyperactivity (ADHD/ADD). With ADD/ADHS, external stimuli are difficult to ignore; perception is selective and the concentration period is short. People with ADD/ADHD are easy to distract, find it difficult to focus on people and content, are nervous, restless and excitable. Hectic environments, busy rooms and noisy groups increase stress and concentration difficulties. Impulsive behaviour and mood swings can occur in combination with this sensory disorder of unfiltered perception. The daily routine of studies is made more difficult by the limited sense of time often associated with ADD/ADHD, an unsystematic working method combined with postponing and forgetting tasks, as well as problems with self-organisation, e.g. “getting bogged down” and digressing. In order to organise everyday study life in a meaningful way and to meet deadlines, students with ADD/ADHD need structures that provide stability and manageability, specific requirements, clear plans and routines. Working groups help to learn in a targeted and disciplined way.

	Tips and advice
Teaching sessions	✓ Regular and punctual breaks ✓ Reduce noise levels and other stimuli by closing doors/windows and ban background conversations ✓ Reserve front row seats to reduce social distraction ✓ Use a direct approach to draw attention to yourself and to the topic ✓ Clearly set performance expectations ✓ Work in small groups and study groups ✓ Uninterrupted consultation clinic
Materials	✓ Early announcement of seminar plans, literature and presentation subjects ✓ Early distribution of scripts/handouts ✓ Help with structuring by categorising, highlighting, summaries, subdivision of tasks into sections - including in examination tasks ✓ Provision of notes and records
Exams, allowance for disadvantage	✓ Extended working times in exams with individual break regulation ✓ Allow written exams to be taken in a separate room with separate supervision to avoid distraction ✓ Ignore poor typefaces, permit word processing programs

38 AUTISM

Autism is a form of impairment in which the processing of information and perception is disturbed. Increased sensitivity can easily lead to sensory overload from light and sound, so that people with autism quickly get stressed, have difficulty concentrating and are easily distracted. People with autism usually find it difficult to recognise gestures and facial expressions, to interpret social and emotional signals, and to transmit these themselves. Sometimes they react surprisingly and shyly to behavioural manners such as shaking hands. However, restraint should not be considered rude. Since unforeseen situations are very challenging for people with autism, they need a longer preparation time. Fixed structures and early information, which enable detailed planning, have a very supportive effect here.

Autism is often accompanied by psychological problems such as anxieties, phobias, and sleep and eating disorders, which in turn can have an effect on everyday student life and must therefore be taken into account. People with autism often have a high level of specialist knowledge and an extraordinary memory. These skills can also enrich courses.

	Tips and advice
Teaching sessions	✓ Stick to planned procedures and do not change them spontaneously, allow for early involvement with extracurricular events (e.g. field trips) ✓ Facilitate routines, e.g. sitting in the same seat ✓ Individual workplace organisation, separate storage with labelling ✓ Reduce external stimuli such as light reflections and the noise levels ✓ Avoid touching, and body and eye contact ✓ Avoid social forms of work such as group work ✓ Use clear language with no room for interpretation, avoid irony ✓ Take even strange requests seriously ✓ Give clear instructions, use special interests as motivation
Materials	✓ Early announcement of literature and presentation topics, plus early distribution of scripts/handouts for better preparation/planning ✓ Help with structuring by categorising, highlighting, summaries, subdivision of tasks into sections - including in examination tasks
Exams, allowance for disadvantage	✓ Modify exams: Replace oral examinations with written examinations ✓ Extended working times in exams with individual break regulation ✓ Separate examination room to prevent distraction ✓ Allow the presence of a person of trust during exams and tests ✓ Ignore poor typefaces, permit word processing programs

Teachers say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

E.g. ***autism****: It is not always easy to meet the needs and demands and to answer questions in such a way that the individual feels sufficiently informed and supported. Not all disorders or limitations can be handled without prior knowledge.*

A student who suffers from ***autism*** *was in my consultation clinic. Even the greeting was wrong!*

40 ALLOWANCE FOR DISADVANTAGE: needs-based study & examination conditions

Allowance for disadvantage is a legal entitlement for students with disabilities and chronic conditions for study and examination conditions to be adapted to suit their needs. It does not aim to relax performance requirements, but to **compensate for difficulties arising from a disability or chronic condition**. It is therefore not about individual preferences or lowering the performance requirements for a person, but about creating **inclusive and equitable conditions** in order to provide a service. The ability to compensate for disadvantages on a case-by-case basis allows **flexible adaptation to different situations and requirements**.

ALIGNMENT WITH THE REQUIREMENTS OF THE COURSE OF STUDY: WHAT IS ENTITLEMENT TO ALLOWANCE?

In principle, all students, with or without impairment, are subject to the **same performance evaluation standards**. The purpose of compensating for disadvantage is to enable those with disabilities to perform their studies and examinations under conditions that take into account their individual needs and, at the same time, come as close as possible to the conditions that apply to their fellow students. The allowance for disadvantage should only **eliminate the condition-related examination disadvantage** compared to students without an impairment; it should not lead to overcompensation or unfair advantage.
However, the vast majority of students with impairments do not claim allowance for disadvantage due to ignorance, but also due to the fear of stigmatisation and the desire not to receive special treatment and to be “normal”.

The following questions must be clarified in each individual case in order to establish a disadvantage allowance scheme:

1. Which **skills** should be tested?
2. What **type of examination** is planned and in which way could the acquisition of the skills to be measured still be tested?
3. What is the **impairment-related disadvantage** to the test to be completed?
4. Is the disadvantage in need of some allowance, i.e. is it a **consequence of the impairment**?
5. With which measures can the specific **disadvantage be sensibly compensated for** - in relation to the content to be tested and the restriction due to the condition?

Example - dyslexia:

» **In a scientific subject**, a reading and spelling disorder does not lead to any disadvantage in a purely mathematical examination and therefore does not justify any claim to allowance for disadvantage. If the knowledge interrogation is carried out by way of a written text, an extension of the processing time can be granted for a term paper or a laboratory report, for example, or in the case of a written examination the non-observance of spelling mistakes can be granted.

» **In a foreign language test**, where literacy is the focus of an exam, non-observance of spelling mistakes would lead to overcompensation. In this case an extension of the composition time would be appropriate.

42 Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

Problems with lecturers cannot be addressed because you are dependent on their opinion.

The compulsion to undergo a bureaucratic application procedure has made me shy away. I don't want to be put on record everywhere as being ill. I would rather clarify this, if necessary, in confidential individual discussions.

I had a bad experience with a lecturer. In an aside, he said: "Assuming it's actually true about your illness." It's better to close your eyes and get through it as fast as possible.

I battled my way through it. I didn't want everyone to know. I don't want to be judged.

I almost would have had to postpone a semester because of a surge in my illness. But I have spoken to the responsible teachers and was then able to choose suitable dates to which I am able to attend. Since I am very determined, I have left the clinic in order to participate in the compulsory events.

I don't want to be pushed into a role as an extra. I have always tried to study "normally".

I say nothing for fear of ridicule. Migraine is still dismissed as a weak excuse.

I try very hard not to demonstrate my difficulties outwardly, on show to all. For me it's important to appear 'normal'.

I have left hospital to participate in seminars, sometimes without authorisation, sometimes with approval. I wore more clothing to cover up where lines had been inserted into my arms.

Once a lecturer learned of my condition, he excluded me from his seminar. I just hope he did it so that I could get more rest, etc. Since then I have only talked to lecturers and professors about my condition in exceptional cases.

Not every disability and/or chronic condition leads to a disadvantage and thus justifies the right to allowance for disadvantage.

Thanks to the tablets, my heart failure has no effect on my mental abilities.

I have a limited field of vision, but as long as I don't sit in the back row, I get along OK.

Not everything leads to a disadvantage. I have diabetes type 1 and can hypoglycaemise (which would be bad for exams), so I have to inject myself. In this way I can usually avoid hypoglycaemia. If it occurs at university, I drink apple juice or leave the room. I don't need to compensate for any disadvantages.

44 HOW IS AN ALLOWANCE FOR DISADVANTAGE APPLIED FOR AND GIVEN?

According to the Higher Education Framework Act and the State Higher Education Act (Landeshochschulgesetz [LHG], Art. 38 para. 4), the internal higher education study and examination regulations govern allowance for disadvantage (Art. 18 General Examination Regulations [Rahmenprüfungsordnung, RPO], University of Rostock, Art. 24 RPO University of Greifswald, Art. 14 RPO Wismar University of Applied Sciences, Art. 14 RPO Stralsund University of Applied Sciences, Art. 12 RPO Neubrandenburg University of Applied Sciences, Art. 15 para. 7 RPO Rostock University of Music and Theatre). The prerequisite for authorisation is the existence of a disability and/or chronic condition. In principle, applications must be resubmitted **every semester**. In the case of a permanent impairment, however, a **permanent arrangement** can also be made.

Please note: In the case of acute illness and unscheduled episodes of illness leading to acute incapacity to work or take examinations, a sick note is required. This entitles the holder to withdraw from an examination. On the other hand, the entitlement to measures to compensate for disadvantage results from prolonged disabilities and/or chronic conditions.

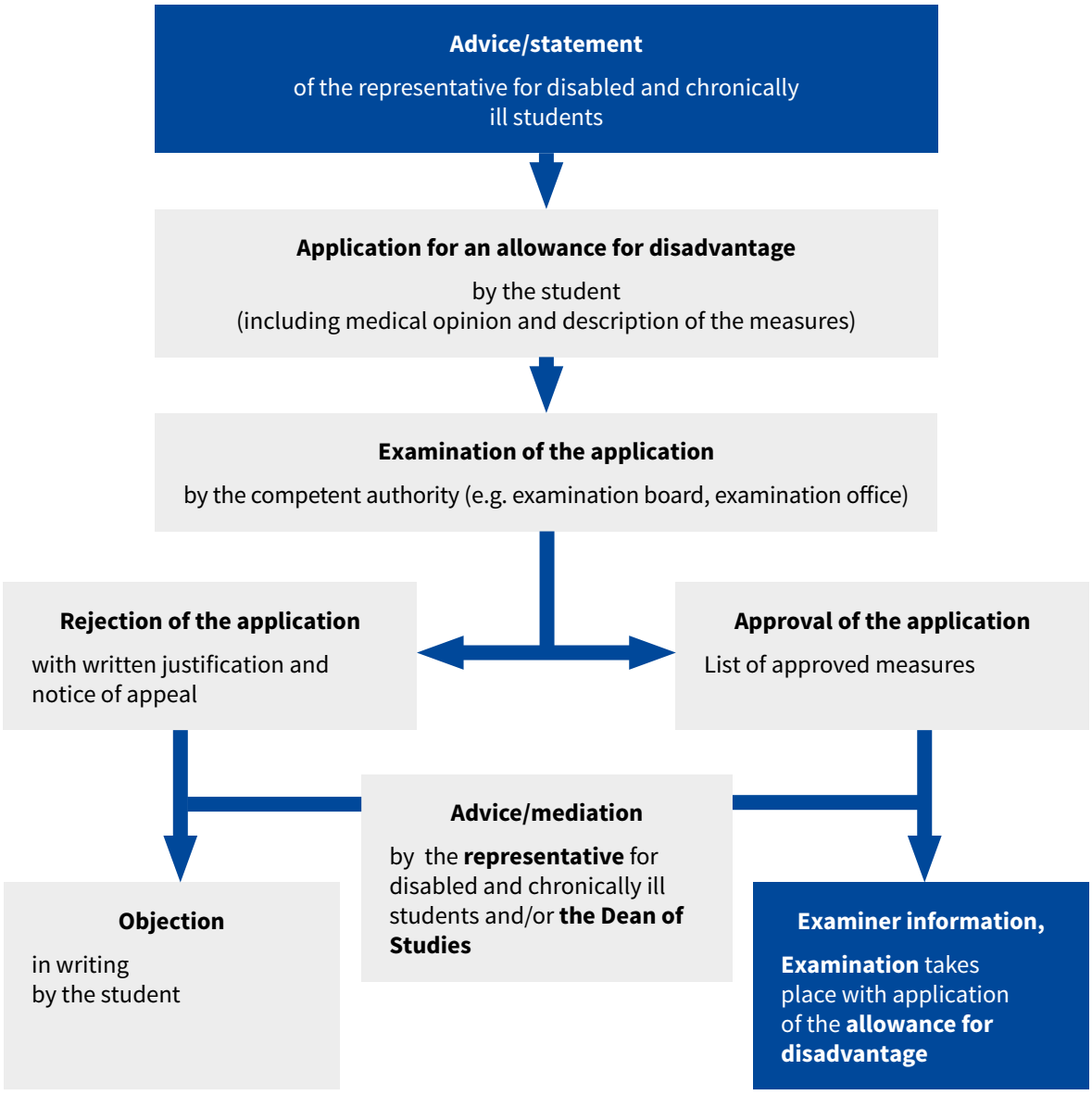
The **application for allowance for disadvantage** must be:

- ✓ submitted by students **in good time**, at the latest at registration for the respective examination
- ✓ submitted **in writing** to the relevant **examination board** or, in the case of state examinations, to the state **examination office**
- ✓ In addition, the appropriate measures to compensate for disadvantage must be described and,
- ✓ in exceptional cases that must be justified, a current **specialist doctor's certificate** regarding the condition and its effects or, in individual cases, the **severely disabled person's identity card** must be enclosed as proof of impairment.

Students may **seek advice** from the **Representative** for Disabled and Chronically Ill Students at the University or Faculty before or during the process of applying for and developing the allowance for disadvantage. The representatives **supervise** the process and issue a **statement** in which the effects of the impairment are explained to the relevant examination offices and recommendations are made on how to compensate for the disadvantage. As a rule, the examining board follows this opinion.

Due to data and privacy protection, the diagnosis or type of impairment need not be disclosed to the examiners!

In accordance with the applicable examination regulations, the body responsible for the allowance for disadvantage shall examine the documents submitted, decide on the applications and inform the applicants **in writing** of the decision. A positive **decision** sets out in detail the means decided upon of compensating for the disadvantage and is presented by the students to the relevant teachers, so that the approved regulations are implemented by appropriate organisational measures. In complex cases, the university's legal department is consulted concerning questions of examination law. A negative decision must contain a written statement of reasons and an attached notice of appeal. A appeal can be lodged in writing against the rejection of a claim for allowance for a disadvantage. Under certain circumstances, the dean's offices or the representatives for the disabled will also mediate between the students and the lecturers and other offices involved.



A problem when granting allowances for disadvantage is that students with disabilities often only present themselves once considerable examination problems have already arisen.
Hint: Pay attention to **any anomalies in the course of the studies**. Talk to students if they repeatedly withdraw from an examination.

Students say:

University of Rostock (2017) Studying with disabilities at the University of Rostock.
Survey of students and teachers.

I couldn't take exams due stays in hospital and rehab. Due to the many operations my attention span is limited, so I often have difficulties with written exams.

Working on long-term projects such as term papers involves specific risks, for example, with organisation and structuring, as well as getting "lost" in the topic. Lectures are also a big problem, since my own passivity leads to switching off. Seminars are much more suitable, but listening, writing and discussing in equal measure is not possible.

It is sometimes difficult for me to concentrate due to my diabetes. Before written exams I am distracted, trying to keep the levels stable during the exam. My nervousness increases because I am worried that time will be lost during the examination period due to blood-sugar measurements, eating and lack of concentration.

It would be very helpful if you could deviate from the curriculum. We have a big requirement for follow-up modules.

In most cases I was allowed to be the first to be tested in the exams so that I did not have to wait a long time, and there was a danger of encountering chemical substances.

Most lecturers are very amenable when I leave the room during the seminar to eat or take measurements. My equipment also beeps sometimes. During examinations, I am allowed to keep my therapy device on the table.

WHAT SPECIFIC MEASURES ARE THERE AND IN WHICH SITUATIONS ARE THEY SUITABLE?

In principle, allowances for disadvantage can be granted not only for examinations but for all proofs of performance during studies - presentations, reports, practical exercises, written examinations, oral examinations, term papers and final theses, etc. The compensatory measures must be necessary and suitable to compensate for any disadvantage in the specific situation. They must always be arranged on a case-by-case basis, because the same impairment can lead to a different need and form of allowance for disadvantage depending on the subject of study and the purpose of the examination. Since the individual case is decisive, no binding specifications can be made.

A **package of measures** is often agreed upon: For example, it makes sense to organise a separate room with separate supervision if a writing-time extension is granted for an exam, in order to make concentration possible.

The following, non-exhaustive **catalogue of measures** indicates possible and proven **allowances for disadvantage**. Some forms of adaptation also overlap in terms of content:

Organisational adjustments

✓ Preparation of individual study, lesson and/or examination plans: An individual timetable that deviates from standard dates and given event sequences reduces the examination load, especially where there is a large number of examinations in a short period of time. Such equalisation of studies may also include exceptions, e.g. the extension of module and examination registration deadlines. Exams may also be brought forward, postponed, taken during the course of study or split into partial examinations. In addition, students may take further courses subject to reservation without having to prove that they have passed the examination, but this must also be decided upon on the basis of subject-specific criteria.

✓ **Consideration of students' wishes based on impairment-related needs** with regard to date, location and seating: In the case of chronic conditions, necessary medical treatment such as dialysis and medication intake or side-effects can mean that examinations cannot be taken or can only be taken to a very limited extent on certain days of the week or at certain times of the day. Some types of disability, such as mobility, hearing and visual impairments, require the choice of a particular seat, e.g. near the door, near or far from light sources, right at the front, etc.

✓ Allow for **short-term scheduling and rescheduling of oral examinations** and **disregarding of disability-related examination withdrawals**: Such flexibility is of particular benefit to students with chronic and/or mental disorders if unexpected relapses occur.

48 Temporal and spatial modifications

✓ **Time extensions:** The extension of processing times is a suitable option for many forms of performance delivery - for term papers, written examinations, oral examinations and final theses. The amount of time added must be calculated on a case-by-case basis. In the case of written examinations, it should be noted that a separate room with separate supervision should also be organised. The extension of preparation and writing times helps students with reading and spelling disabilities, those with motor impairments, especially when they need assistance, as well as those with chronic conditions in which regular interruptions are to be expected, e.g. dialysis or patients with migraine. Here, too, it is advisable to have a separate room with separate supervision so as not to disturb other exam participants. Severely visually impaired, blind, severely hearing impaired or deaf students also benefit greatly from time extensions, especially if materials and relevant literature are not available in a prepared format.

✓ **Breaks and interruptions:** Some impairments lead to frequent or prolonged visits to the toilet and/or the need to take medication or food at certain times. In such cases separate breaks are required. The resulting time disadvantage arising for written exams can be compensated for by not including these interruptions in the examination time and by extending the examination time by the length of the actual breaks. If longer regeneration phases are necessary, an examination can be split into a number of subtasks. Here, too, it is advisable to have a separate room with separate supervision so as not to disturb other exam participants.

✓ **Transferring the place of examination:** Students with anxiety disorders, dyslexia and concentration disorders, e.g. as a side effect of medication, benefit particularly from this measure. In general, a separate room with a separate exam supervisor is a useful supplement to other compensatory measures, both for extending the writing time and for approving aids such as dictation machines and readers. In some cases, the choice of examination room must guarantee certain infrastructure, e.g. direct proximity to an accessible toilet or rest room, as well as equipping workstations for blind students. The German Student Union recommends that in special individual cases examinations outside of the university - in hospital or at home - be made possible if the examination location cannot be attended due to the impairment.

Modifications to the examination format

✓ **Replacement of, or addition to, an examination format:** If the testing of learning objectives is not related to the technique of knowledge reproduction, written examinations can be replaced by oral examinations and vice versa. The same applies to presentations and term papers. Transformation of group work into individual work and vice versa is also conceivable. However, if specific skills are being tested using specific examination formats, these cannot easily be replaced. In this case, it is advisable to supplement an oral examination with written statements and written papers with a submission interview. The former is used, for example, for hearing, speech and language impairments, the latter for dyslexia or autism as well as chronic and psychological conditions, e.g. a diagnosed anxiety disorder. Also consider other forms of examination such as learning diaries or learning portfolios.

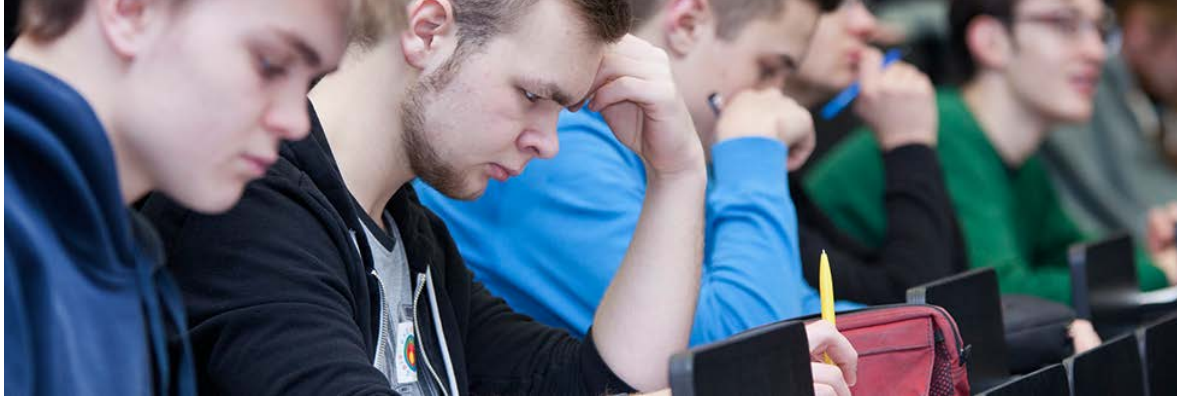
✓ **Adaptation of regulations on internships and practical exercises/examinations:** If students have only limited employability, it should be possible to split compulsory work placements lasting several months or to take into account other professional experience in order to avoid interruptions to studies as far as possible. Students with movement or sensory impairments should be allowed to change, shorten or replace practical part-performances with equivalent other performances.

Approval of aids and assistance

✓ **Adapted examination documents:** In general, legibility of the assignment must be ensured. Students with dyslexia or blindness need accessible digital documents and/or audio files. Severe visual impairment can be compensated for by large print documents (at least 36 point and line spacing of 1.5). If perception is impaired, images and graphics should not be used in the assignments. Also helpful is highlighting keywords in bold.

✓ **Approval of technical aids:** If a learning objective can only be tested by way of a written examination, blind students as well as students with dyslexia, mobility and severe visual impairments will require technical aids such as a dictation machine or a notebook with voice input and appropriate conversion software. In order not to disturb the other candidates by speaking, a separate room is advisable here again. In addition, an appropriate time extension should be granted to allow for correction of transmission errors in the speech conversion software. Students should be able to familiarise themselves with the technical aids in advance, either by testing the equipment provided or by using their own equipment. In this case, the devices must be tested by the university to exclude the use of unauthorised aids. The examination body must plan for a corresponding lead time.

✓ **Approval of personal assistance:** Students with mobility and visual impairments as well as dyslexia can also use reading and writing assistants in exams. In the case of speech and hearing impairments as well as deafness, a communication assistant can be used in oral examinations, e.g. for translation into sign language. If students also require personal assistance for personal needs, this must also be permitted in examinations. With mental disorders and autism, the presence of a trusted person in an exam can be very helpful.



Dealing with partial performance disruptions

✓ **Non-consideration of spelling mistakes:** Not judging spelling and punctuation errors in exams helps students with dyslexia as well as students with very severe visual impairments and deaf students for whom German is like a foreign language. For example, automatic spell-checking in word processing programs helps with term papers and final theses, so that no allowance for disadvantage is necessary.

✓ **Repetitions:** For speech impairments as well as mental illnesses and concentration disorders, e.g. due to the side-effects of medication, it is advisable to be tolerant when dealing with trouble finding words or stuttering in oral examinations. It is also appropriate for questions and statements to be repeated several times without any bias.

If you have any questions on how to apply for and arrange allowances for disadvantage, please contact the Representatives for Disabled and Chronically Ill Students at your university. They will be happy to help and advise you.

Teachers say:

University of Rostock (2017) Studying with disabilities at the University of Rostock. Survey of students and teachers.

I agreed with a chronically ill student that she could compensate for her numerous missed appointments with an additional oral test. I supervised the final thesis of a student with dyslexia and included this partial examination disorder in the assessment of the thesis.

According to the examination regulations, texts for listening comprehension may be listened to twice. The student was allowed to listen to the texts three times. Depending on which option made the exam easier, the student could take the exam with or without headphones.

I had the restrictive conditions described to me and, together with the student, thought about how the study and examination situation would have to be adapted so that she could cope with the contents in line with the order of the modules.

ADVICE AND SUPPORT

REPRESENTATIVE FOR DISABLED AND CHRONICALLY ILL STUDENTS

The tasks, rights and duties as well as the appointment procedure and the duration of the term of office of representatives for disabled and chronically ill students are regulated in Art. 89 of the Higher Education Act of the State of Mecklenburg-Vorpommern (LHG M-V) as well as in the basic regulations of the state institutes of higher education (including Art. 17 of the basic regulations of the University of Greifswald, Art. 23 of the basic regulations of the University of Rostock, Art. 17 of the basic regulations of Neubrandenburg University of Applied Sciences).

"The Senate shall elect a Disability Officer to represent the interests of disabled members of the institute of higher education for a term of two years. The Disability Officer shall strive to ***eliminate disadvantages for disabled people****. In particular, he or she shall participate in the* ***planning and organisation of the teaching and study conditions*** *for members and associates of the institute of higher education, insofar as the tasks are not performed by the severely disabled representative body in accordance with Art. 95 of the Ninth Book of the Social Code. Within this framework, he or she has the* ***right to obtain relevant information, to participate in committee meetings in an advisory capacity, to make statements and to submit proposals****" (Art.89 LHG M-V).*

The representatives mainly advise students with impairments on the course of studies and examinations as well as on possibilities of compensating for disadvantages. They can obtain medical certificates and inform the examination boards of the effects of a condition without disclosing the diagnosis. On the basis of the certificates and the students' applications for allowances for disadvantage, they draw up a corresponding statement and forward it to the responsible bodies, such as the examination boards, their chairpersons, the dean's offices and, if necessary, the room managers. The chairpersons of the examination boards are obliged to consult the representatives, unless the applicant students explicitly waive this requirement. If allowances for disadvantage (e.g. individual study plans) lead to a prolongation of the course of study, the representatives shall refer the persons seeking advice to the Student Union social counselling service, where questions concerning the financing of studies beyond the standard period of study are clarified.

Representatives for disabled and chronically ill students at the Mecklenburg-Vorpommern institutes of higher education:

- **Rostock University of Music and Theatre:**
  Prof. Dr. Nicolai Petrat, Beim St. Katharinenstift 8, 18055 Rostock, Telefon: +49 381 5108167, nicolai.petrat@hmt-rostock.de, www.hmt-rostock.de/hochschule/lehrende/institut-fuer-musikwissenschaft-und-musikpaedagogik/musikpaedagogik-schulmusik/prof-dr-nicolai-petrat-musikdidaktik-und-psychologie, www.nicolai-petrat.de

- **Neubrandenburg University of Applied Sciences:**
  Britta Tammen, Brodaerstraße 1, Haus 1, 17033 Neubrandenburg, Telefon: +49 395 5693 5511, tammen@hs-nb.de, www.hs-nb.de/studium-weiterbildung/vor-dem-studium/studieren-und-leben-in-neubrandenburg/barrierefreies-studieren/

- **Stralsund University of Applied Sciences:**
  Veronika Packebusch, Zur Schwedenschanze 15, Haus 1, Raum 202, 18435 Stralsund, Telefon: +49 3831 45 6529, Veronika.Packebusch@hochschule-stralsund.de, www.hochschule-stralsund.de, www.hochschule-stralsund.de/host/gremien-und-vertretungen/interessenvertretungen/behindertenbeauftragte/

- **Wismar University of Applied Sciences:**
  Dr. Antje Bernier, Philipp-Müller-Str. 14, Haus 1, Raum 208, 23966 Wismar, Telefon: +49 3841 753 7185 / 7465, behindertenbeauftragte@hs-wismar.de, www.hs-wismar.de/hochschule/einrichtungen/inklusion-barrierefreiheit/

- **University of Greifswald:**
  Prof. Dr. Christine Stöhr, Soldmannstrasse 15, 17489 Greifswald, Telefon: +49 3834 420 4104, stoehr@uni-greifswald.de, www.uni-greifswald.de/universitaet/organisation/beauftragte/behindertenbeauftragte-fuer-studierende/

- **University of Rostock:**
  Prof. Dr. Christoph Perleth, August-Bebel-Str. 28, 18055 Rostock, Telefon: +49 381 498 5742, christoph.perleth@uni-rostock.de, www.barrierefrei.uni-rostock.de, Fakultätsvertretungen: www.uni-rostock.de/studium/studienorganisation/studieren-mit-behinderung-und-chronischer-erkrankung/

ADVICE AND SUPPORT OFFERED BY THE STUDENT UNION

At the **federal level**, the **Information and Counselling Centre for Studies and Disability (IBS)** of the Student Union provides information and advice to all prospective students and students with disabilities, as well as to their relatives, plus the representatives for students with disabilities and chronic illnesses and advisers at the institutes of higher education, on all questions concerning studying with a disability. The IBS offers a monthly newsletter on this subject.

In close cooperation with the institutes of higher education, the branches of the Student Union also offer **on-site** advice. In the **social counselling service**, students with disabilities and/or chronic conditions are helped with information on everyday student life. The aim is to exchange information and jointly to develop orientation, clarification and decision-making aids through discussion. **Legal advice** is available for legal questions or difficulties in connection with the respective study situation or private life. Possible topics for legal advice include contracts (rent, purchase, insurance, gainful employment), social laws, family law, visa law or legal proceedings. **Psychological counselling** in turn helps students cope with everyday and/or study stress. Subjects that can be addressed include concentration problems, examination anxiety, coordination difficulties, addictive behaviour and psychosomatic symptoms. If necessary, students can be referred to therapists, since the Student Union itself does not provide a therapy service. The counselling services are available to all students and are confidential and anonymous upon request.

54 Student Union advice centres:

Location, Contact(s)	Contact details
Berlin: Information and Counselling Centre for Studies and Disability (Informations- und Beratungsstelle Studium und Behinderung; IBS) Dr. Christiane Schindler, Ursula Jonas und weitere	Monbijouplatz 11 10178 Berlin Telephone: +49 30 297727-64 studium-behinderung@studentenwerke.de www.studentenwerke.de/behinderung
Greifswald: Christin Rewitz, Daniel Herz Office hours: Tue 9.00–12.00 / 14.00–17.00 Uhr und Thu 9.00–12.00 / 14.00–16.00 Uhr	Am Schießwall 1–4 17489 Greifswald Telephone: +49 3834 861704 beratung@studentenwerk-greifswald.de http://studwerk.fh-stralsund.de/soziales-beratung/ansprechpartner/
Neubrandenburg: Daniel Herz Office hours: Wed 9.00–12.00 Uhr und 13.00–16.00 Uhr	Brodaer Str. 2 (Room 371, Main Building) 17033 Neubrandenburg Telephone: +49 395 56939109 beratung@stw-greifswald.de http://studwerk.fh-stralsund.de/soziales-beratung/ansprechpartner/
Rostock: Anke Wichmann Office hours: Thu 15–17 Uhr und Do 10–12 Uhr	Erich-Schlesinger-Straße 19 (1st Floor, Room 1) 18059 Rostock Telephone: +49 381 4592-640 a.wichmann@studentenwerk-rostock.de www.studentenwerk-rostock.de/de/studienfinanzierung/bafoeg/beratung-sprechzeiten.html
Stralsund: Christin Rewitz Office hours: Wed 9.00–12.00 Uhr / 13.00–15.00 Uhr Thu 9.00–12.00 Uhr	Zur Schwedenschanze 15 (Building 1, Room 145) 18435 Stralsund Telephone: +49 3831 456879 beratung@stw-greifswald.de http://studwerk.fh-stralsund.de/soziales-beratung/ansprechpartner/
Wismar: Anke Wichmann Office hours: (14-day cycle, every other week): Wed 9–11.30 Uhr und 12–13.45 Uhr	Hochschule Wismar, Hauptgebäude (Room 129) Philipp-Müller-Straße 14 23966 Wismar Telephone: +49 3841 7537267 a.wichmann@studentenwerk-rostock.de www.hs-wismar.de/hochschule/einrichtungen/inklusion-barrierefreiheit/

hmt
Hochschule für Musik und Theater Rostock

Rostock University of Music and Theatre

Accessible rooms:
With the exception of the rectorate corridor, all classrooms are accessible.

Technical aids:
none currently available

Rest rooms and sanitary facilities:
The common room for lecturers is located in the south wing on the 1st floor. The rest room for students in the south wing is on the 2nd floor.

Service vehicle:
none currently available

Additional assistance services:
Support is provided individually by the main subject teachers and by the registrar (Heike Gesk, heike.gesk@hmt-rostock.de, Tel.: +49 381 5108224).

Neubrandenburg University of Applied Sciences

Accessible rooms:
All buildings are equipped with automatic doors or ramps and are accessible.

Technical aids:
none currently available

Rest rooms and sanitary facilities:
none currently available

Service vehicle:
Neubrandenburg University of Applied Sciences has three service vehicles including a minibus. Contact: Edeltraud Köpcke, Telephone: +49 395 5693 1301, koepcke@hs-nb.de.

Additional assistance services:

- Person of trust for severely disabled persons: Holger Hecht, Telephone: +49 395 5693 1408, sbv@hs-nb.de, (www.hs-nb.de/hochschule/ueber-uns/interessenvertretungen/schwerbehindertenvertretung/).
- Inclusion Workshop: As part of the Teaching in Mecklenburg-Vorpommern Quality Offensive ("Qualitätsoffensive Lehrerbildung LEHREN in M-V"), the Inclusion Workshop offers information, advice, training and subject-related workshops, and inclusion-orientated media and methods (Telephone: +49 395 - 5693 5203, www.hs-nb.de/fachbereich-soziale-arbeit-bildung-und-erziehung/forschungen-und-projekte/projekte/inklusionswirkstatt-mv/).

HOST
Hochschule Stralsund

Stralsund University of Applied Sciences

Accessible rooms:
Stralsund University of Applied Sciences is basically accessible and certified accordingly. All seminar buildings in the faculties, the administration office (Building 1) and Building 7 are equipped with lifts. The upper floor of Building 3 (Audi Max) and Building 2 (library) are not freely accessible. However, the library's range of literature on the 1st floor and in the basement is made available by the staff.

Rest rooms and sanitary facilities:
In every building with a corresponding need, there are rest and first aid rooms as well as disabled toilets. An up-to-date list is available from : Adrian Stahl (Central Services and Real Estate Department), Telephone: +49 3831 45 6586, dezernent.liegenschaftenzentraledienste@hochschule-stralsund.de, www.hochschule-stralsund.de/host/einrichtungen-und-verwaltung/dezernate-und-stabsstellen/dezernat-i/#

Technical aids:
The library has a screen reader with autofocus. For examinations, notebooks and installed software can be provided via so-called “virtual machines” following individual consultation with the examiners. Contact: Lecturers and DP managers in the faculties.

Service vehicle:
Several service vehicles are available for the members of the university, including a minibus. Contact: Adrian Stahl (Central Services and Real Estate Department), Telephone: +49 3831 45 6586, dezernent.liegenschaftenzentraledienste@hochschule-stralsund.de, fahrdienst@)hochschule-stralsund.de, www.hochschule-stralsund.de/host/einrichtungen-und-verwaltung/dezernate-und-stabsstellen/dezernat-i/#

Additional assistance services:

- **Employer's inclusion representative under Art. 181 of the Social Code Book IX:** Prof. Dirk Engel (temporary), Zur Schwedenschanze 15, Building 21, Room 222, 18435 Stralsund, Germany, Telephone +49 3831 45 6605, dirk.engel@hochschule-stralsund.de
- **General study counselling:** Telephone +49 3831 45 6532/ 45 7078, Studienberatung@hochschule-stralsund.de
- Greifswald Student Union social counselling: Christin Rewitz, Telephone: + 49 3831 45 6879, sb_hst@studentenwerk-greifswald.de, http://studwerk.fh-stralsund.de/soziales-beratung/

Wismar University of Applied Sciences

Accessible rooms:
The "Accessible Campus Plan" (version 07/2017) provides information on entrances suitable for the disabled, fixed bollards and barriers, WCs suitable for the disabled, parking spaces, lifts and bus stops suitable for the disabled:

- Wismar Main Campus: www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Campusplan_Wismar_Inklusion_170720_A4.pdf,
- Warnemünde Campus: www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Standort_Warnemuende/Campusplan_Warnemuende_150415_web.pdf,
- Malchow/Poel Island Campus: www.hs-wismar.de/fileadmin/hs-wismar/HSW_zentral/Campus_und_Standorte/Standort_Malchow/Campusplan_Malchow_A5h_141110.pdf.

Rest rooms and sanitary facilities:
none currently available

Technical aids:
Available are:

- **Hearing loops available to loan:** two Sennheiser 840S - Wireless TV LISTENING System sets: The stereo TV hearing system for hearing aid wearers enables wireless hearing (induction) at customised volume levels by transmitting a radio signal from the receiver to the hearing aid; this can be connected to televisions, audio systems in lecture halls, PCs or, via headphones and induction couplers, to the clip-on receiver. The equipment can be borrowed from Building 1, Wismar Campus: Telephone switchboard or teaching materials loans, Room 116 (Nico Schreiber, Telephone: +49 3841 753 7483, nico.schreiber@hs-wismar.de);
- **permanently installed induction loop systems:** Wismar Campus Building 1 (lecture halls 131 and 221) and Building 6 (2nd floor lecture hall Room 310) and Warnemünde Campus Building 2 (lecture hall 2361c);
- **mobile tables** for use by wheelchair users inside for rooms with fixed seating; additional tables can be provided. Contact: Ellen Heitmann (Department 1 Construction and Real Estate Affairs - Space Management and Construction Maintenance, Building 1, Room 406), Telephone: +49 3841 753 7275, ellen.heitmann@hs-wismar.de.

Service vehicle:
Service vehicles are available. Contact for vehicle matters and key management: René Stieger, Building 1, Room 405, Telephone: +49 3841 753 7588, rene.stieger@hs-wismar.de.

Additional assistance services:

- **Inclusion Working Group:** www.hs-wismar.de/hochschule/einrichtungen/inklusion-barrierefreiheit/arbeitskreis-inklusion/;
- **General Students' Committee (AStA) Social Affairs Unit:** Campus Hochschule Wismar, Haus 20, Telefon: +49 3841 753 7234, soziales.asta@hs-wismar.de;
- A1 **beginners' courses** in German **Sign Language:** This offer is also open to employees. (www.hs-wismar.de/hochschule/information/presse-medien/medieninformation-detail/n/lautloser-kurs/).
- **Teaching materials:** An age simulation suit and a wheelchair are available for teaching purposes. **Contact:** Dr. Antje Bernier (Disability Officer), Telephone: +49 3841 753 7185 / 7465, behindertenbeauftragte@hs-wismar.de, www.hs-wismar.de/hochschule/einrichtungen/inklusion-barrierefreiheit/.
- **Consultation:** Connie Fischer (Student and Academic Affairs Department), Telephone: +49 3841 753 7267, connie.fischer@hs-wismar.de, www.hs-wismar.de/studium/beratung-und-information/studium-mit-behinderungen-oder-chronischen-erkrankungen/.
- **Representative Body for Severely Disabled Persons:** Nico Schreiber, Telephone: +49 3814 753 7483, nico.schreiber@hs-wismar.de, www.hs-wismar.de/hochschule/organisation/interessenvertretungen/schwerbehindertenvertretung/.

University of Greifswald

Accessible rooms:
A list is available from the Representative for Disabled and Chronically Ill Students (www.uni-greifswald.de/universitaet/organisation/beauftragte/behindertenbeauftragte-fuer-studierende/).

Rest rooms and sanitary facilities:
A list of first aid rooms is available from Marcus Lange (Department of Construction and Spatial Planning), Telephone: +49 3834 420 1263, marcus.lange@uni-greifswald.de.

Technical aids:
Height-adjustable tables for wheelchair users and hearing loops are available. The university library offers various services for the disabled such as workstations for the disabled, self-check-out systems and scanners, user services as well as designated workrooms and wardrobes (https://ub.uni-greifswald.de/serviceangebote/benutzung/behindertengerechte-services/).

Service vehicle:
The fleet has six excursion buses with up to nine seats as well as a number of self-drive cars. **Contact:** Volker Lange (Traffic Controller), Telephone: +49 3834 420 3030, Mobile +49 151 14808093, fuhrpark@uni-greifswald.de, (www.uni-greifswald.de/universitaet/organisation/verwaltung/plan/zentraledienste/fuhrpark/).

Additional assistance services:

- **Central Student Advisory Service:** Stefan Hatz (Dept. 1.4), telephone +49 3834 420 1297, stefan.hatz@uni-greifswald.de, (www.uni-greifswald.de/universitaet/organisation/verwaltung/studangel/referat-zentrale-studienberatung/)
- **Employer's inclusion representative under Art. 181 of the Social Code Book IX:** Eva Hälke-Plath (Head of Personnel and Appointments), Domstrasse 14, 17489 Greifswald, Germany, Telephone +49 3834 420 1139, eva.hp@uni-greifswald.de, fscholz@uni-greifswald.de
- **Representative Body for Severely Disabled Persons:** Dr. Martina Wurster (Steward), Institute of Biochemistry, Telephone +49 3834 420 4167, sbv-hs@uni-greifswald.de, www.uni-greifswald.de/universitaet/organisation/leitung-gremien/personalvertretung/schwerbehinderte/.

University of Rostock

Accessible rooms:
In the online **portal for teaching, studies and research** (LSF) at the University of Rostock you can check whether the building and the room in which your teaching activity is taking place are accessible (https://lsf.uni-rostock.de). For each room, the portal contains a detailed description of the space (number of seats, type of seating, wheelchair accessibility, technical equipment (e.g. projector and microphone system), other equipment such as a lectern, boards, dimming options, air conditioning). A **list of accessible rooms** can be found in the brochure "Studying with Disabilities at the University of Rostock" (pp. 21-34) by the Representative for Disabled and Chronically Ill Students (www.uni-rostock.de/studium/studienorganisation/studieren-mit-behinderung-und-chronischer-erkrankung/). The buildings are equipped with WCs for the disabled, but not on all floors.

Rest rooms and sanitary facilities:
Contact: Holger Kotermann (Department D3.1 Construction and Land Management), Telephone: +49 381 498 1381, holger.kotermann@uni-rostock.de. There are four first aid rooms:

- University Main Building: Universitätsplatz 1, Room 040 (Ground Floor)
- Sports Hall: Justus-von-Liebig-Weg 3, Room 113 (1st floor)
- University library: Albert-Einstein-Strasse 6, Room 009 (Ground Floor),
- Physics Research Building: Albert-Einstein-Strasse 23, Room U55 (basement)

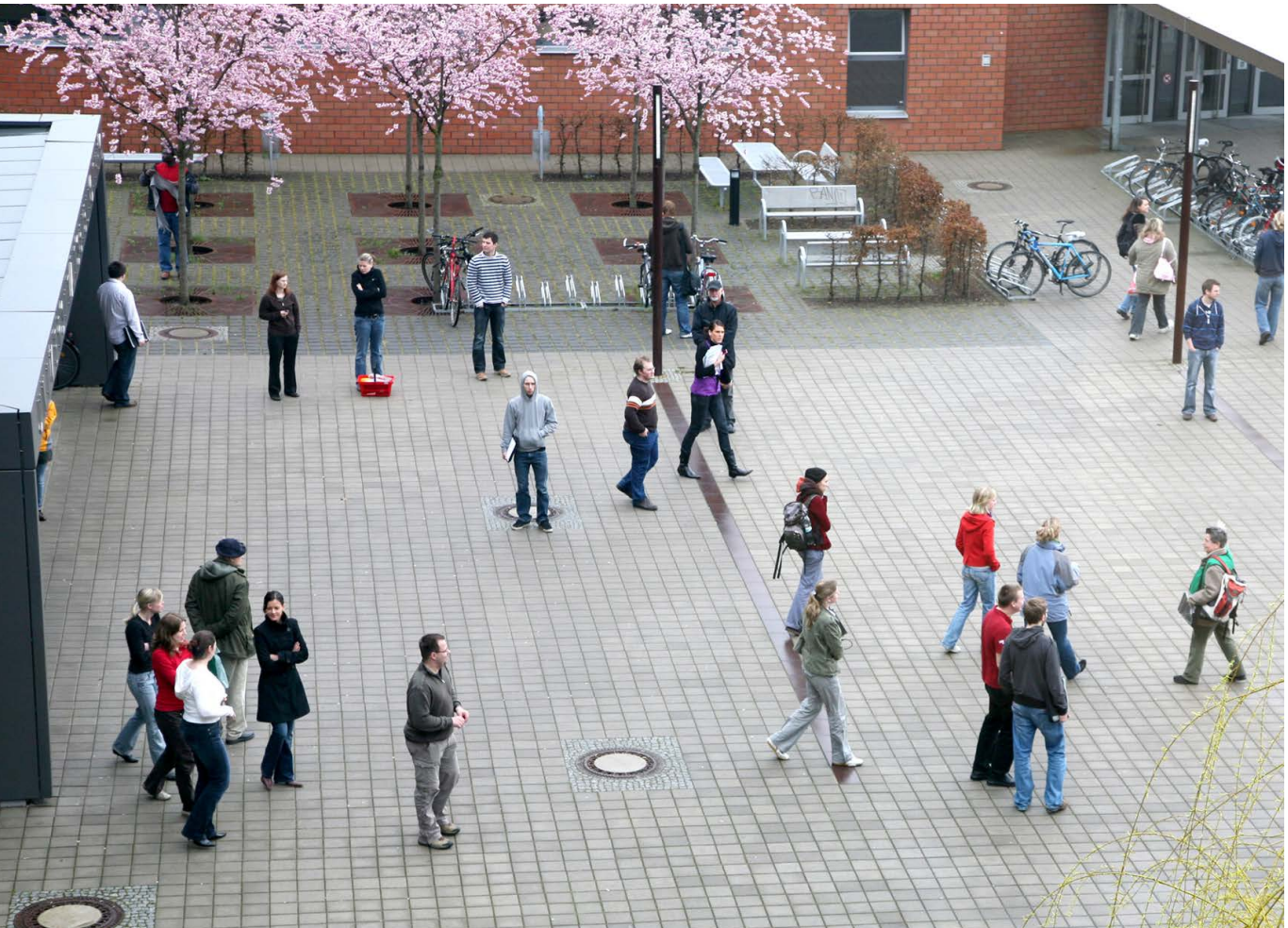
Technical aids:
Lecture halls and seminar rooms that have been renovated or set up in new buildings are equipped with hearing loops and wheelchair spaces as well as mobile furniture. The university library buildings in Südstadt, Schwaanschen Strasse 3a and August-Bebel-Strasse 28 are accessible; there is a disability-friendly workplace on the ground floor of August-Bebel-Strasse 28. To obtain non-accessible literature, please contact the information counters in the library sites.

Service vehicle:
The university's vehicle fleet comprises around 60 vehicles, including cars, trucks, vans, tractors, trailers and other specialist vehicles. **Contact:** Peter Wickboldt (Department 3 Engineering, Construction and Real Estate, Industrial Engineering and Logistics Unit D3.3), Telephone: +49 381 498 1397, peter.wickboldt@uni-rostock.de. Use of the vehicles is organised locally by the divisions. Information for the fleet managers of the divisions as well as on the fleet management procedure can be found in the process platform (www80.prozessplattform.de/uni-rostock/apps/v3.1.17/viewer.html?entry=5fd8861b-fc2f-4d35-a4e6-7ca01cc23eaa&shareToken=f90a21da-79c7-4e6d-8046-fdc11efd0049).

Further support services

for teachers and students on the subject of studying with disabilities:

- Project Inclusive University: inklusion@uni-rostock.de, www.uni-rostock.de/universitaet/vielfalt-und-gleichstellung/barrierefreiheit/
- Representative Body for Severely Disabled Persons: Jutta Türr, Telephone: +49 381 498 5337, sbv@uni-rostock.de, www.uni-rostock.de/einrichtungen/vertretungen-und-beauftragte/schwerbehindertenvertretungen/
- Officer for Accessibility in the University Library: Dr. Petra Herden, Telephone: +49 381 498 8745/ 8685; petra.herden@uni-rostock.de
- Employer's Inclusion Representative: Christine Radtke (Personnel Services Department D4.1), Telephone: +49 381 498 1284, christine.radtke@uni-rostock.de
- AStA (www.asta-rostock.de): Social Affairs and Anti-discrimination Unit, Telephone: +49 381 498 5601, soziales@asta-rostock.de and gleichstellung@asta-rostock.de.



LET'S GET STARTED!

The more you focus on studying with disabilities and inclusive teaching, the more you will find that impairment is very diverse and it is always a question of taking individual needs into account. There is a high probability that students with disabilities will be included on your course. The earlier you act, the more options you have for accompanying them through to successful completion of their studies. You will not always be able to fulfil every wish. Accessibility is not 100%, somebody will always be disadvantaged. What is important, however, is how you deal with this dilemma. Participation begins with the way we behave towards each other. Social belonging is an essential prerequisite for successful study - and you can contribute to this. Pay attention to any anomalies and talk to the students.

INCLUSION BEGINS IN YOUR HEAD!

APPENDIX

REFERENCE SOURCES

- Federal Ministry of Education and Research (issued 2017): Study Situation and Student Orientation. 13th Student Survey at Universities and Universities of Applied Sciences (www.bmbf.de/pub/Studierendensurvey_Ausgabe_13_Hauptbericht.pdf).
- Federal Ministry of Education and Research (issued 2016): The Economic and Social Situation for Students in Germany in 2016. 21st Social Survey of the German Student Union (www.bmbf.de/pub/21._Sozialerhebung_2016_Hauptbericht.pdf).
- German Student Union (issued 2012): Studying with Impairment. Data collection on the situation of students with disabilities and chronic conditions 2011. Berlin (www.best-umfrage.de/PDF/beeintraechtigt_studieren_2011.pdf).
- Wismar University of Applied Sciences (2017): Studying with Impairment at Wismar University of Applied Sciences - survey of students, teachers and administrative staff.
- Gattermann-Kasper, Maike (2014): Definition of Illness and Disability. Hamburg (www.uni-hamburg.de/studieren-mit-behinderung/infos-lehrende/krankheits-u-behinderungsbegriff.pdf).
- Gattermann-Kasper, Maike (2016): Allowances for Disadvantage - All OK... or is it? Critical view of an established instrument in the light of the UN-CRPD. On: Klein, Uta (issued): Inclusive Higher Education. New Perspective for Practice and Research. Weinheim, 104–122.
- University of Greifswald (2017): Studying with Impairment at the University of Greifswald - survey of students and teachers.
- University of Rostock (2017): Studying with Impairment at the University of Rostock - survey of students and teachers.

FURTHER INFORMATION - COLLECTION OF LINKS

(last access date for all link information: 15 March 2018)

Types of impairment

- Autism: www.aspies.de
- Dyslexia and dyscalculia: www.bvl-legasthenie.de/ausbildung-beruf/legasthenie-studium.html
- Psychological disorders: www.irrsinnig-menschlich.de/angebot/programme/psychisch_fit_durchs_studium.html

- Red-green colour-blindness:
  www.eyesyde.de, www.color-blindness.com/coblis-color-blindness-simulator/

General teaching

- German Student Union. Information and Counselling Centre (2013): Studies and Disability: www.studentenwerke.de/sites/default/files/studium_behinderung_didaktische_hinweise_fuer_lehrende.pdf

- EADHE European Action on Disability in Higher Education: Needbox: www.eadhe.eu/index.php/needbox and Toolbox www.eadhe.eu/index.php/toolbox

- German Rectors' Conference HRK (2009): Higher Education for All. Recommendation of the 6th General Assembly (www.hrk.de/uploads/tx_szconvention/Entschliessung_HS_Alle.pdf)

- VdK welfare organisation:
  www.weg-mit-den-barrieren.de/main-navigation/was-ist-barrierefreiheit/

- Technical University of Munich: www.prolehre.tum.de/handreichungen/

- University of Cologne and RWTH Aachen: "Testing and expanding diversity skills" e-learning tool: http://divers.uni-koeln.de/Das_Self-Assessment-Tool.html

Language and Communication

- Federal Commissioner for the Affairs of Persons with Disabilities (www.behindertenbeauftragte.de/SharedDocs/Publikationen/DE/AufAugenhoehe.pdf?__blob=publicationFile)

- Coordination Office for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony (www.chancengleichheit-in-sachsen.de/fileadmin/Sensible_Sprache/171213_Gender-_und_Diversitysensibler_Sprachleitfaden.pdf).

- Wohlfahrtsverband Landesverband Hessen e. V. (Hessen Association of Welfare Organisations)(www.paritaet-hessen.org/fileadmin/redaktion/Texte/Aktuelles__Slider_/Zehn_Knigge-Tipps_Web_bfkp20130926__2_.pdf).

Accessible courses

- Federal Competence Centre for Accessibility: www.barrierefreiheit.de/handreichung_und_checkliste_f%C3%BCr_barrierefreie_Veranstaltungen.html

- German Student Union: www.studentenwerke.de/sites/default/files/Checkliste_barrierefreie_Veranstaltungen.pdf

- Global Public Inclusive Infrastructure: https://gpii.net/ and http://gpii.eu/leitfaden/vorwort/

- Adobe: www.adobe.com/de/accessibility/products/acrobat/ or www.adobe.com/de/accessibility/products/acrobat/pdfs/BRO_HowTo_PDFs_Barrierefrei_DE_2005_09_abReader7.pdf
- Aktion Mensch: www.einfach-fuer-alle.de/artikel/checkliste-barrierefreie-pdf/Checkliste-Barrierefreies-PDF.pdf
- Microsoft: https://support.office.com/de-de/article/Erstellen-von-barrierefreien_Word_Dokumenten-d9bf3683-87ac-47ea-b91a-78dcacb3c66d
- Technical University of Dresden: https://elvis.inf.tu-dresden.de/dokumente/upload/737e1_anleitungword_2013.pdf?menuid=44 and https://elvis.inf.tu-dresden.de/dokumente/upload/01473_anleitungpowerpoint_2013.pdf
- World Wide Web Consortium: http://validator.w3.org/

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