

SPECIAL ACCOMMODATIONS (2020-21)

Department of Special Educational Needs

IE UNIVERSITY

The following is a comprehensive list of the special accommodations that IE University offers to students in class and during written and oral examinations. The accommodations available during the 2020-21 academic year are specified according to the type of disorder, disability, or difficulty.

Content

DYSLEXIA	2
DYSGRAPHIA.....	3
DYSORTHOGRAPHY	4
ATTENTION DEFICIT DISORDER WITH OR WITHOUT HYPERACTIVITY (ADD/ADHD).....	5
DYSCALCULIA.....	6
DYSPRAXIA	7
NON-VERBAL LEARNING DISORDER.....	9
HEARING IMPAIRMENT	10
VISUAL IMPAIRMENT.....	11
ORAL LANGUAGE DISORDERS	12
EMOTIONAL DIFFICULTIES.....	13

At IE University, offering equal learning opportunities to our students takes priority. Providing the necessary means for an adequate expression of knowledge is fundamental in how we approach diversity.

With this aim in mind, the University offers a range of accommodations that facilitate the access to academic curricula to students with SEN (Special Educational Needs), which include cognitive difficulties, learning disorders, emotional difficulties, or sensory or physical disabilities that may hinder their learning and challenge their academic achievement.

To request special accommodations at IE University, students have to fill out an online questionnaire upon their acceptance to IE University. The questionnaire allows students to upload digital copies of the medical documentation relevant to their special educational needs. Next, our department of SEN evaluates the submitted documentation and issues a provisional list of accommodations. The list is formalized through a resolution after a personal interview with our Special Educational Needs Coordinator (SENCO) at the start of the academic year. IE University reserves the right to request additional documentation or supplementary information during the personal interview with the SENCO before the issuance of the final resolution. The information that students provide is handled confidentially and is used for the intended purposes, only.

DYSLEXIA

DEFINITION:

Dyslexia is a learning disorder that poses significant challenges in reading skills in the absence of sensory or psychological disorders and under conditions of appropriate academic opportunities.

The disorder results in difficulties in developing proper phonological awareness, slowness in and a lack of reading fluency, reading comprehension, and other related problems that may hinder learning. (In most cases, difficulties in writing are also present.)

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.
- Providing the student with more time to complete written assignments or giving him/her advance notice.
- Providing the materials in writing with larger font size, double-spacing, and a particular font for individuals with dyslexia.
- Not asking the student to read out loud unless he/she volunteers to do so.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Providing the materials in writing with larger font size, double-spacing, and a particular font for individuals with dyslexia.
- Allowing the use of a laptop computer with a spell checker.
- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Allowing the student to make use of additional time to complete written exams (25% extra time).

DYSGRAPHIA

DEFINITION:

Dysgraphia is a learning disorder that affects written expression. It includes a wide range of difficulties, including the ability to hold a pen adequately, express ideas in writing, or spell words correctly.

It is a particular difficulty in translating thoughts into written form and includes basic to complex processes.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.
- Providing the student with more time to complete written assignments or giving him/her advance notice.

ACCOMMODATIONS FOR WRITTEN EXAMS:

(Depending on the type of dysgraphia, the student may have varying needs.)

- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Allowing the student to use a laptop computer with voice recognition software in a separate classroom.
- Allowing the use of a laptop computer with a spell checker.
- Providing lined sheets of paper for those activities in which the student may need to write by hand.
- Allowing the student to make use of additional time to complete written exams (25% extra time).
- Allowing the student to make use of a pen or pencil adaptor.
- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.

DYSORTHOGRAPHY

DEFINITION:

Dysorthography is a learning disorder marked by difficulties with the use of spelling rules and the internalization of phoneme-grapheme rules. It may be associated with dyslexia or dysgraphia.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer with a spell checker.
- Not taking into consideration spelling mistakes when correcting projects or classwork.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Allowing the use of a laptop computer with a spell checker.
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.
- Allowing the student to make use of additional time to complete written exams (25% extra time).

ATTENTION DEFICIT DISORDER WITH OR WITHOUT HYPERACTIVITY (ADD/ADHD)

DEFINITION:

ADD is a neurological disorder characterized by the inability to focus or maintain the attention span. It hinders the ability to organize the information that is necessary to carry out multi-sequence tasks, and it affects the individual's time management skills.

It is frequently accompanied by hyperactivity and impulsivity (ADHD), which results in high motor restlessness and significant difficulties in controlling impulses.

IN-CLASSROOM ACCOMMODATIONS:

- Reserving a place in the front rows of the classroom.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 25% extra time to complete written exams and 35% extra time for oral exams (including the oral defense of the Thesis Project). It is also important to guide the student with time management with the help of a clock.
- Allowing the student to take exams in a separate classroom, controlling the different stimuli around him/her. The said classroom may be shared with other students with similar difficulties.
- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.

DYSCALCULIA

DEFINITION:

Dyscalculia is a learning disorder associated with mathematical skills. It affects the ability to understand and work with numbers and mathematical concepts, including the comprehension and solution of math problems or concrete number operations.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a calculator in all those classes in which working with numerical data is required.
- Allowing the use of paper sheets that may help with the spatial organization.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Allowing the use of a calculator.
- Allowing the student to make use of additional time to complete written exams (25% extra time).
- When correcting an exam, taking into consideration the whole process and not only the result. The answer might be wrong, but the student may be able to solve it correctly.
- Providing the student with graph paper. It will help the student to place the numbers.
- Allowing him/her to draw or make schemes to solve math problems (graphic representation).
- Providing him/her with the mathematical formulae needed to solve the problems. The professor of the subject gives them in writing at the time of the exam.

DYSPRAXIA

DEFINITION:

Dyspraxia is a psychomotor disorder that affects coordination, which generates slowness, clumsiness, and a lack of coordination in those activities that imply a motor response, including writing. It often affects speech, as well.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability). For some people, the oral language may be affected too, so it would be necessary to evaluate the best option for each student.
- Providing lined sheets of paper (template) for written exams.
- Allowing the student to use a laptop computer with voice recognition software in a separate classroom.
- Allowing the use of a laptop computer.
- Allowing the student to make use of additional time to complete exams (25% extra time if it is a written exam and 35% extra time if it is an oral exam).

NON-VERBAL LEARNING DISORDER

DEFINITION:

Non-verbal learning disorders mainly affect abilities related to motor skills, perception, orientation, and spatial organization, which cause difficulties when carrying out activities such as drawing, getting dressed, or writing.

Socialization and communication are frequently compromised, as well. It is due to the lack of skills to interpret all the non-verbal cues that often accompany speech, e.g., facial expressions or tone of voice.

IN-CLASSROOM ACCOMMODATIONS:

- Allowing the use of a laptop computer in class to take notes.

ACCOMMODATIONS FOR WRITTEN EXAMS:

- Allowing the student to make use of additional time to complete written exams (25% extra time).
- Allowing the use of a laptop computer during written exams.
- Providing the student with the opportunity to ask for oral examinations (applicable depending on the professor's availability).
- Providing all the materials needed for the exam already printed to avoid copying or writing from dictation.
- Providing lined or graph paper (template) for the exam to make the spatial organization easier for the student.

HEARING IMPAIRMENT

DEFINITION

Hearing impairment refers to the alteration of the quality or quantity of the information perceived auditorily. Its subtypes are classified according to when and how much of the hearing capacity was lost.

IN-CLASSROOM ACCOMMODATIONS

- Reserving a seat in the front row, away from the windows and doors.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing the student with the list of materials and questions for the exam in writing (especially in oral exams).
- The accommodations approved for dyslexia and oral language disorders may apply to those cases in which the acquisition of verbal or written language has been affected.

VISUAL IMPAIRMENT

DEFINITION

Visual impairment refers to the alteration of the quality or quantity of the information perceived visually. Its subtypes are classified according to when the individual suffered visual loss and how much of it was preserved.

IN-CLASSROOM ACCOMMODATIONS

- Enlargement of visual materials: enlarged photocopies (larger paper –A3- and larger font size).
- Reserving a place in class adapted to the student's needs.
- Digitalizing all the possible material so it can be provided to the student by e-mail, virtual campus, or pen-drive.
- Allowing the use of electronic devices or physical support material that might help follow the class (computer, magnifying glass, or a book rest, for example).
- Allowing the use of a guide dog, walking stick, or any other mobility aid.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Providing the student with the materials and questions for the exam in writing. All the materials needed for the exams will be given to the student in a digital or printed format, depending on the student's needs.
- Providing the student with the opportunity to request oral examinations (applicable depending on the professor's availability).
- The accommodations approved for dyslexia and oral language disorders may apply to those cases in which the acquisition of written language has been affected.
- Allowing the use of electronic devices or physical support material to complete exams (computer, magnifying glass, or a book rest, for example).
- Allowing the use of a guide dog, walking stick, or any other mobility aid.
- Reserving a place in class adapted to the student's needs.
- Allowing the use of a reading/dictation software if needed.
- Additional time adapted to the student's needs (up to 50% extra time).

ORAL LANGUAGE DISORDERS

DEFINITION:

Oral language disorders may include a wide range of difficulties. Both verbal language comprehension and expression may be compromised.

Examples of these difficulties may include:

Stammering (stuttering): Marked by involuntary interruptions when speaking, which affect fluency.

Dysphasia: Marked by difficulties to speak coherently, find the correct words, or understand speech.

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 35% extra time when delivering an oral presentation or exam (including the oral defense of the Thesis Project).
- The accommodations approved for dyslexia may apply to those cases in which the acquisition of written language has been affected.

EMOTIONAL DIFFICULTIES

ACCOMMODATIONS FOR WRITTEN AND ORAL EXAMS:

- Allowing the student to make use of 25% extra time to complete written exams and 35% extra time for oral exams (including the oral defense of the Thesis Project).