

GENERAL INFORMATION	
Title	Special Needs Education: Support Manual for Teachers
Key words	Special Needs Education; Higher Education; Teachers
Objectives	<p>Present the main characteristics of Special Educational Needs (SEN) with higher prevalence in IPLeiria students.</p> <p>Organise guidelines with several intervention strategies that aim to help Higher Education teachers to deal more effectively with students with SEN.</p> <p>Contribute to the inclusion and academic success of students with SEN.</p>
Phase of studies (<i>Choose all phases it applies</i>)	Access <input checked="" type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input checked="" type="checkbox"/> Transition to work-life
Type of degree (<i>Choose all degrees it applies</i>)	Bachelor's <input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/>
Level (<i>Choose all levels it applies</i>)	International <input type="checkbox"/> National <input checked="" type="checkbox"/> Institutional <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/>
Name of the institution	Polytechnic Institute of Leiria (IPLeiria)
Location (<i>City and country</i>)	Leiria - Portugal
Target group/s	School Board, Course Coordinators, Teachers, Staff, Students
Stakeholders involved	<p>Student Support Service (SSS)</p> <p>Center for Digital Inclusion (CRID)</p> <p>Social Services (SS)</p> <p>Distance Learning Unit (DLU)</p> <p>IPLeiria Libraries Service</p> <p>Inclusion & Accessibility in Action Research Unit (iACT)</p>
Description of the organisational process	Student Support Service in collaboration with other Services/Units from IPLeiria organized a set of important

<p><i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>information and suggestions for helping teachers dealing more effectively with SEN students. The Manual provides guidelines on how to cope with specific situations related to SEN and Inclusive Education.</p> <p>The Manual “Special Needs Education: Support Manual for Teachers” is a free online resource and it is also available in an inclusive version with screen reader compatibility. It was also created a smaller and simpler version for students containing information on rights and internal procedures.</p>
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A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>http://sape.ipleiria.pt/manual-apoio-docentes/ http://sape.ipleiria.pt/nee/ http://sape.ipleiria.pt/manual-apoio-estudantes/</p>												
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>The project began in 2012 when 7 thematic <i>flyers</i> were published and used in teacher training about inclusion education and SEN. It became important to provide more complete information and to develop other important sections. This task was completed in January, 2014.</p> <p>Therefore, we consider this practice to be in an advanced level of maturity, although we can increase the level of dissemination.</p>												
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>Indirectly all IPLeiria students (around 10.000). We aim to empower teachers to support students in IPLeiria with SEN.</p>												
<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>In order to assess its impact it was placed in the IPLeiria online repository making it also available in the National Scientific Open Access Repository - https://www.iconline.ipleiria.pt/</p> <p>The downloads and views, in 25/5/2016, are as follow:</p> <table border="1" data-bbox="774 1545 1197 1803"> <thead> <tr> <th>Year</th> <th>Downloads</th> <th>Views</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>168</td> <td>271</td> </tr> <tr> <td>2016</td> <td>128,0</td> <td>15</td> </tr> <tr> <td></td> <td>296</td> <td>286</td> </tr> </tbody> </table>	Year	Downloads	Views	2015	168	271	2016	128,0	15		296	286
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2015	168	271											
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<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>The Manual can be adapted and translated to different context and languages, for instance: Braille transcription, SPC, etc..</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>It was not evaluated, although there are some informal positive references coming from internal and external sources. These recognize its relevance and importance in Higher Education context.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>Graça Seco – graca.seco@ipleiria.pt Luís Filipe – luis.filipe@ipleiria.pt Patrícia Pereira – patricia.pereira@ipleiria.pt Sandra Alves – sandra.alves@ipleiria.pt</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>
<p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p>It is intended to disseminate relevant information to teachers and other professionals related to SEN. This set of information was collected from students and other scientific and technical sources.</p>			

<p>B1.2 Rights Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>	<p>The main goal is to ensure that the SEN students' rights are protected and, that the most relevant information promoting equality of opportunities and inclusion is provided.</p>
<p>B1.3 Access Rate and Justify (max. 70 words)</p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>	<p>The Manual “Special Needs Education: Support Manual for Teachers” is a free online resource and it is also available in an inclusive version with screen reader compatibility.</p>
<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>	<p>The goal of the Manual is to ensure that potential socially and academically excluded students, are treated as equal.</p>
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input checked="" type="checkbox"/></p>	<p>Very well <input type="checkbox"/></p>	<p>By increasing teachers knowledge on the subject it is expected an enhancement in students sense of belonging and connectedness.</p>
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>	<p>The different IPLeiria services involved share frequently useful information that can be used in further updates.</p>				
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>	<p>There is no evidence for this item.</p>				

<p>B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i></p>	<p>The knowledge of teachers on inclusion issues allow better interaction and support for the specific needs of students, in particular with regard to social and academic support, classroom physical conditions and architectural barriers (e.g.: access to canteens, libraries and residences). The fact that students can benefit from these different resources, feel understood by their teachers and their peers, empowers them by promoting equal opportunities and psychological, social and academic well-being.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>It is the only identified tool directed specifically for the higher education teachers with specific information about SEN.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>Only computer and internet access.</p>
<p>Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i></p>	<p>Difficult dissemination; the need for regular updating; and it is directed to specific groups. The main challenge is to turn the Manual in a more regularly and popular tool.</p>

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)