



A guide for university staff

# An Accessible University

A guide for university staff autumn 2019/spring 2020



Stockholms universitet

This guide, **which is divided into two main parts**, contains information for staff who come into contact with students with long-term disabilities at Stockholm University. This includes teachers, directors of studies, study counsellors, and other staff.

Students with different long-term disabilities may face different – and similar – obstacles in their study environment. Many obstacles can be removed with good accessibility in both the physical and the virtual environment, with foresight in course planning, and with good pedagogy. Other obstacles can be overcome or reduced through various types of pedagogical support.

**The first part of the guide** covers the Discrimination Act and the Plan for Equal Rights and Opportunities. It also describes the student's path to support and adaptations, as well as common forms of special pedagogical support.

**The second part of the guide** is primarily aimed at teaching staff and covers accessible teaching. Common disabilities are briefly described, and the guide provides suggestions for measures to facilitate the study situation.

We hope that the guide will help you in your interactions with students with various disabilities, so that you can provide the support they need in order to carry out their studies in the best way possible.

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# Part 1

- Discrimination Act
- Plan for Equal Rights and Opportunities
- Special pedagogical support
- The student's road to support and adaptations
- Common types of special pedagogical support



## Discrimination Act

The Discrimination Act (SFS 2008:567) aims to combat discrimination and promote equal rights and opportunities. The President has delegated the responsibility for issues related to health and safety, discrimination and equal treatment to the head of department or equivalent. This means that the head of each department is responsible for preventing discrimination.

The Discrimination Act states the following: *A persistent physical, mental or intellectual limitation of a person's functional capacity that has arisen or can be expected to arise as the result of an injury or an illness present at birth.* The term “persistent” should be interpreted in relation to the terms “temporary” and “permanent”. The disability does not have to be permanent, but quickly passing injuries and conditions (e.g. a broken arm or rehabilitation after illness) are not covered.

Similar to, for example, the Equality Ombudsman and the Swedish Agency for Participation, Stockholm University uses the term disability to describe limitations of a person's functional capacity. However, functional limitations arise in an environment that is inaccessible. In our efforts to increase accessibility, it is important to consider people's different needs in different study situations.

## Plan for Equal Rights and Opportunities

Stockholm University aims to promote equal treatment and equal opportunities. The aims of the University's work on equal rights and opportunities for students are described in more detail in the Plan for Equal Rights and Opportunities 2017, which states that Stockholm University should be an open and accessible study environment that utilises the resources that students with different backgrounds, life situations and skills bring to the University. All students should be treated equally and with respect without facing prejudice and stereotypes. The plan is available at [su.se/jamlikhet](https://su.se/jamlikhet)



# Special pedagogical support

A student with a documented long-term disability should be able to study in a situation comparable to that of a student without this disability. The University should implement measures to allow for this, in the form of so-called special pedagogical support.

The special pedagogical support should be:

- of a simple nature (prop. 2013/14:198, p. 79);
- appropriate and reasonable;
- part of the studies and constitute help to self-help.

When assessing a measure, the department should consider:

- the financial and practical conditions;
- the duration and extent of the relationship or contact between the operator and the individual;
- other relevant circumstances.

## Who decides whether to grant support?

It is always the department/teacher/examiner that decides what types of adaptations to instruction and examinations are possible to implement in relation to the intended learning outcomes and other course requirements.

The support measures mentioned under recommendations are support measures deemed to provide as similar a study situation as possible, compared to that of a student without a similar disability. It is always the department's responsibility to find reasonable solutions and implement the support in practice.

A decision and recommendation does not constitute a right to receive support, but means that the department/examiner should grant the support if it is practically possible to implement, and if it is possible on the basis of the intended learning outcomes and other requirements specified in the syllabus. A rejection from the department should be justified in writing. (From the appendix to Certificate regarding special pedagogical support).



# The road to support and adaptations

## Coordinator

Student Services has coordinators for special pedagogical support who, based on documentary evidence of a long-term disability and a meeting with the student, will issue a certificate regarding granted/recommended support measures to the concerned student. Moreover, the coordinators provide advice and support to department staff in their efforts to make the support, teaching and examinations more accessible.

## Contact person

Each department should have a contact person who is responsible for collaborating with students in need of special pedagogical support. This is typically the department's study counsellor. It is the student's responsibility to establish contact and consult with the contact person about the support already at the start of the course.

Students who have not previously been in contact with the coordinators at Student Services should be referred there to receive an overall assessment and, where applicable, a certificate that details the recommended support measures.

## Certificate regarding special pedagogical support

A student who needs individual adaptations in the study situation should submit a digital application for special pedagogical support at [nais.uhr.se](https://nais.uhr.se). Documentary evidence of the disability should be enclosed with the application. The student will then be contacted in order to schedule a meeting to discuss the need for support as well as an individual review.

The student can also submit the application together with the coordinator.

The student will then meet with a coordinator, and based on the meeting and the student's documentation of his/her disability a certificate will be issued which details the recommended support measures. These may include note-taking support, access to resource rooms, adapted examinations, etc. The certificate also specifies the student's obligations and what is expected of the department. The certificate thus provides a service to the department staff, who do not have to see any of the student's certificates from doctors, dyslexia assessments, etc. Moreover, it protects the student's integrity.

The student will submit the certificate to relevant staff at the department, typically the contact person. The student and the contact person will discuss how the educational support will work in practice. The department decides whether the recommended support measures relating to examinations and teaching are feasible based on the current syllabus and course requirements, and is responsible for making sure that invigilators are available to students who complete their examinations in a separate room or with extra time. Treat the certificates recommending support and any information about the student's situation with confidentiality. Information about health and personal circumstances is confidential under the Secrecy Act.

## Support during studies abroad

For outgoing students who, due to a disability, are in need of support and adaptations during their exchange studies, the International Office at Student Services and the international coordinator at the student's department can provide information about available opportunities to study abroad. The coordinator at Student Services can give advice on how the student can find information about pedagogical support at the host university. The coordinator can issue a certificate in English regarding granted/recommended support at Stockholm University. The student should send this certificate to the host university in good time. It is primarily the home university that will cover the costs of any support provided during the studies abroad. However, this must be arranged with the responsible administrator at Stockholm University in good time. It is also possible to apply for additional ERASMUS funding to cover the costs of support for outgoing students at a host university.

## Common types of support

This section describes a few common types of support. The list is alphabetical.

### Adaptations of the physical indoor and outdoor environment

At Stockholm University, we aim to make our facilities fully accessible. If the University's indoor and outdoor environment needs to be adapted, please contact the Property Management Office, e-mail: [fastighet@su.se](mailto:fastighet@su.se).

### Digital study tools

All students at Stockholm University can download and install digital study tools on their home computers for free: Stava Rex (spelling program in Swedish), Spell-Right (in English) and Claro, which includes a variety of features, including text-to-speech (ClaroRead Plus) and a mind-mapping tool (ClaroIdeas). The programs can be installed via the site Instructions on the University website. The licenses are only valid for one year.

### Educational interpreting

Students in need of sign-language interpreting, speech-to-text interpreting, or deaf-blind interpreting will be offered interpreting services in all study-related contexts, such as lectures, seminars, and group work. Students should report their interpreting needs to Student Services already in the application to Stockholm University. Read more at [su.se/utbildningstolkning](http://su.se/utbildningstolkning) or contact Sektionen för utbildningstolkning by e-mail: [tolksamordning@su.se](mailto:tolksamordning@su.se).

## Examination

Students with disabilities may need to take an examination in a different way than what is typical. Some students have the need to write examinations separately, in which case they may be able to take the examination individually in a separate room, or together with a small group of students in the same room. This may be an option for those who, for example, have allergies, need to move around during the examination, or have difficulties concentrating. The resource rooms at Student Services are often used in such situations. The rooms are always booked by the students, who should notify the department in good time. Invigilators are booked by the department, while their salary is paid via Student Services.

If needed, students may be offered extended time or an alternative examination upon consulting with the examiner, who decides on such matters. Examples of alternative examinations include digital examinations with technical study tools, or supplementary oral examinations.

**In order for the examiner to be able to formally make an exception from the forms of examination prescribed in the syllabus and decide on adapted or alternative examinations, the following wording (or a variant thereof) can be inserted in the current syllabus:**

**"If the student has a certificate regarding granted/recommended special pedagogical support from Student Services due to a disability, the examiner, or a person appointed by the examiner, has the right to adapt the examination or allow the student to take an alternative examination." (UKÄ 2017, Rättssäker examination)**

## Hearing loops

Students with hearing impairments may need hearing aids. For information about hearing loops, please contact Lokalservice via e-mail: [lokalservice@su.se](mailto:lokalservice@su.se). As a teacher, you can borrow portable hearing loops.

## Mentor support

A mentor is typically a student who has come a long way in their studies and acts as a coach. The mentor can provide an introduction to good study habits and demonstrate tools that can facilitate the planning and organisation of studies. Mentors are recruited, trained and remunerated by Student Services.

## Note-taking support

A student who is unable to take notes during lectures because of a disability can receive help with this. The student can arrange note-taking support on their own

by asking one of their fellow students. Sometimes, the student may need help finding someone, in which case they can turn to the study counsellor who can ask the students via e-mail or advertise on the department's website or learning platform (e.g. Mondo, Athena, Fastreg). A person taking notes for someone else will be compensated for their work via Student Services (who will only pay for one note-taker per course). The support will only be provided if the receiving student is present.

In case of difficulties recruiting a note-taker in a course, note-taking support can be provided in the form of allowing the student to record lectures and classes in audio format for personal use.

## Resource rooms

There are twelve resource rooms available to students with disabilities in Studenthuset. The rooms have computers that are equipped with text-to-speech software, spell-checking software, scanners, dictionaries, etc. All rooms have height-adjustable desks. The rooms can be booked and used for studies or individual examinations.

In order to use the resource rooms, the student needs access to the booking system, as well as an access card that can be ordered through the coordinator. The student has to reactivate their access card before each new semester. The contact person for resource rooms will help with this. Information about the equipment in the rooms is available at [su.se/funktionsnedsattning](https://su.se/funktionsnedsattning). If all the resource rooms are booked, the department will book a separate examination room if necessary.

The University Library also has resource rooms for students with disabilities, as well as an allergy room. However, these resource rooms cannot be used for examinations. More information is available at [su.se/biblioteket](https://su.se/biblioteket).

## Talking book service

Some students need to use adapted course literature, which is produced by the Swedish Agency for Accessible Media (MTM). MTM only adapts books that constitute obligatory course literature. It can take about two to four months to produce a new talking book, two months for a Braille book or e-textbook, and about one month for magnifications. More information about MTM is available at [www.mtm.se](https://www.mtm.se).

Information about course literature should be provided to Stockholm University Library and be available at the coordinating department's website at least two months before the start of the course. (1.2.4 Course literature and other teaching materials, Regulations for first- and second-cycle education and examinations at Stockholm University. 2015-08-18.)

New talking books are produced in Daisy format, which means that students can use reading software to browse, search and add bookmarks. E-textbooks are books with digitally stored text. They are read on a computer screen using the program TextView and accessibility tools such as text-to-speech, screen magnification, or a Braille display. Texts that MTM does not produce (e.g. compendia, articles and parts of books) can, if necessary, be recorded for the student by a publisher's reader via the University Library. If the texts are available in e-format, students can sometimes read the text using text-to-speech. Stockholm University has the text-to-speech software ClaroRead installed in all computer rooms.

For talking books, the student should contact the University Library in order to receive a download account and information on how to order and download the course literature as a Daisy talking book or as an MP3 file. The student can book a time via e-mail: [lasstod.sub@su.se](mailto:lasstod.sub@su.se), or visit during the drop-in times found here: [su.se/biblioteket/lana](http://su.se/biblioteket/lana).

If the student needs the course literature in Braille, as an e-textbook, or needs to scan a few documents in order to translate them into Braille or editable text, the student should contact a coordinator at Student Services (e-mail: [studentstod@su.se](mailto:studentstod@su.se)).

It is also possible for the department to order the production of talking books in advance. This applies to obligatory course literature that has not already been recorded, and the order has to go through the library. The library may suggest that MTM records titles that:

- are obligatory on a course;
- were printed this year or the previous year;
- have not yet been recorded or are not yet available as e-materials or e-books.

Write to the library to suggest advance production: e-post: [lasstod.sub@su.se](mailto:lasstod.sub@su.se)

## Thesis supervision

Sometimes, it is possible for the student to receive additional thesis supervision. This measure will be discussed with the coordinator and the contact person at the relevant department.

## Subtitling of visual teaching materials

Stockholm University has a subtitling contract that should be used to make videos and streamed lectures used in teaching accessible. The contract can also be used to make accessible materials that are used in other contexts than teaching. The full contract can be found in Stockholm University's contract catalogue.

The contact person for matters relating to the contract is Tord Rådahl, unit manager at Sektionen för utbildningstolkning at Student Services. For more information, see [su.se/utbildningstolkning](http://su.se/utbildningstolkning) or contact Sektionen för utbildningstolkning by e-mail: [tolksamordning@su.se](mailto:tolksamordning@su.se).

# Other student support

## Stockholm Student Health Services

The Student Health Services is a complement to other health-care services with a special student profile. Medical advice is provided at the walk-in reception (drop-in) in Studenthuset. Appointments with a psychologist can be booked through the web portal. The main clinic is located in Studentpalatset, Norrtullsgatan 2. Most pre-booked appointments take place here. In addition to advice, psychologists and nurses offer shorter contacts individually and in groups. All appointments are free of charge.

## Study and career counselling

General study and career counselling is available in Studenthuset, Universitetsvägen 2 B, floor 3. Students can go there with general questions about studies, careers, and choices of education. More information is available at [su.se/studievagledning](https://su.se/studievagledning).

## Studie- och språkverkstaden

Studie- och språkverkstaden helps students develop their academic writing skills (both in Swedish and in English), study techniques, and oral presentations. Students can attend seminars and lectures, as well as book appointments for individual tutoring. Additional support is available to students with disabilities. Read more at [su.se/sprakverkstaden](https://su.se/sprakverkstaden).

## Relaxation rooms

A relaxation room is available in Studenthuset. The key can be collected at Info-center in Studenthuset. The room cannot be booked in advance. Relaxation rooms are also available in Södra huset, and to gain access to these rooms, please contact the Service Centre in Södra huset, building D, floor 4.

## Contact

The Group for Special Pedagogical Support can be found at Student Services. Visiting address: Studenthuset, house Beta, Universitetsvägen 2 B. If you are using mobility services, give the address Universitetsvägen 10 A.

For direct numbers to coordinators, dyslexia pedagogues and ICT pedagogues, and for more information: [su.se/medarbetare/service/undervisning/undervisa-tillgangligt](https://su.se/medarbetare/service/undervisning/undervisa-tillgangligt)

Application: Students with long-term disabilities should apply for special pedagogical support through Nais: [nais.uhr.se](https://nais.uhr.se).

Drop-in for coordinators, ICT pedagogues, and the contact person for resource rooms and special software, as well as for help with applications in Nais: Tuesdays at 2-4 pm in rooms 234-240.

Telephone: Telephone number 08-16 17 80, Wednesdays at 1-2 pm. E-mail: [studentstod@su.se](mailto:studentstod@su.se),  
Questions about resource rooms: [resursrum@su.se](mailto:resursrum@su.se)

The drop-in times and telephone hours apply during the semesters. Different times apply during the summer and Christmas holidays. See the website for potential changes and more information: [su.se/funktionsnedsattning](https://su.se/funktionsnedsattning)

## Part 2

- Accessible teaching
- Common disabilities



# Accessible teaching - what does it mean?

All people have different circumstances and acquire knowledge in different ways. This guide provides support to you as a teacher in your interactions with students, and addresses important considerations regarding the most common disabilities. It gives solid advice on how to work to make your teaching more accessible to all students at Stockholm University.

Accessible teaching means that you take the different needs of students into account in your teaching. Most of the time, pedagogical adaptations that are absolutely necessary for a single student with a disability will benefit the entire group of students, and may also lead to pedagogical development.

A reception characterised by openness and respect in a generally well-adapted learning environment will result in fewer demands for individual solutions.

## Students' individual needs

Students with the same disability may have completely different needs. Each student must thus be treated individually, and generalisations should be avoided. For example, students using a wheelchair do not always need the same type of adaptations, and students with dyslexia and neuropsychiatric disorders may have different capabilities when it comes to meeting the reading and writing requirements on a course. Similarly, students who stutter do not have the same capacity to deal with oral course aims. How students with different disabilities interact in groups also differs from person to person.

Many disabilities are not visible on the outside. Students are not required to reveal or discuss their disabilities with a teacher or other department personnel. However, most students choose to have a dialogue about the obstacles they face and the adaptations they need. Do not hesitate to ask questions about adaptations to the student, who knows best what works and what does not. Be open-minded and responsive, and consider the student's right to personal integrity.

Mutual respect facilitates communication between the student and the teacher and is a prerequisite for the student to perform at their best.

# Accessible teaching benefits everyone

It is a pedagogical challenge to design a learning environment that is accessible to all students at Stockholm University.

The university environment is of the utmost importance to ensure that a disability does not become a functional limitation. The functional limitation arises only when the environment, be it physical, pedagogical, or social, constitutes an obstacle.

You need to consider different aspects of accessibility already when planning your course. As a teacher, a conscious choice of teaching strategies is a key factor for accessibility. The foundation of these strategies is to understand in what ways you can adapt your teaching to make it accessible to all students, e.g. when adapting or choosing rooms and designing teaching materials.

Please consult with other teachers and staff with teaching experience. The coordinators at Student Services can give advice regarding alternative solutions for adapted examinations or alternative ways to carry out various course activities.

## Reception

Remember that it is always the student who has the best and most knowledge about their own disability. The student is responsible for handling their certificate with decisions and recommendations from the coordinators at Student Services, which can be a good starting point in the conversation.

You can already inform students with certificates regarding special pedagogical support ahead of the course/semester that they are welcome to schedule a meeting to discuss the adaptations that have been recommended by the coordinator for special pedagogical support.

Always speak directly to the student, not to the student's interpreter or assistant. Also keep in mind that not all disabilities are as easy for the student to talk about, and that the student therefore chooses to be anonymous.

# Checklist regarding reception and forward planning

## Digital material

Remember to make as much teaching material as possible available digitally. PowerPoint presentations should be available before each lecture in order to allow students to use screen readers or text-to-speech, magnification, etc., on their computers.

## Forward planning

The reading lists have to be done a couple of months before the course starts. The recording of obligatory course literature, which is done by the Agency for Accessible Media, takes about two months. The schedule, complete with rooms, also has to be available in good time.

## Audio in the room

Is there a fixed hearing loop in the room so that students with hearing impairments can take part? Portable hearing loops can be borrowed from Lokalservice.

## Lighting in the room

Keep in mind that there must be good lighting in the room. Never turn off the lights completely during a movie screening or similar. Students with sign-language interpreters must be able to see the interpreter.

## Schedule breaks

Schedule frequent breaks. Many students with disabilities have a lower ability to concentrate, which takes a lot of energy.

## Clear instructions

Give as clear instructions as possible, preferably both written and spoken. This makes it easier for students with, for example, cognitive difficulties and neuropsychiatric disorders.

## Avoid schedule and room changes

Try to avoid late changes, as this may cause stress and anxiety in students with psychological and cognitive disorders. This may result in the student not attending those sessions at all, as the structure is broken.

## Encourage recordings

Be positive towards students recording lectures. Just ask them to delete the recording when they are done listening.

## Repeat

Repeat questions and comments from the group in the teaching situation so that everyone can hear what is being said.

## Face the group

Do not speak with your back against the group while you are writing on the board. Many students with hearing impairments read lips, but other students may need to see your face as well in order to understand the information correctly.

# Adaptations of audio-visual teaching materials

New technology and new learning environments allow for new forms of instruction and new teaching materials. A variety of materials can increase motivation, and thus increase learning. However, new teaching materials, e.g. visual course materials, may pose a challenge to student groups with visual or hearing impairments. An awareness of the importance of adapting audio and video to make the material accessible even to these groups is of great importance. Here is some simple advice:

## How to facilitate the study situation

- Never stand in backlight; video-recorded faces must be well illuminated in order to allow for lip reading.
- Always look straight into the camera while talking.
- Only one person should talk at a time, and at a moderate pace.
- Ensure good sound quality and always speak into the microphone.
- Use precise verbal descriptions – not “As we see on the map here ...”; describe what is happening, read text from a PowerPoint shown in the video out loud, etc.
- Record with subtitling in mind so that the subtitles do not obscure anything.
- Subtitle visual course materials or publish a transcribed manuscript.



# Disabilities

The most common disabilities and common adaptations are briefly described below.

## Reading and writing difficulties/dyslexia

Students with dyslexia have difficulty reading and writing. There are great individual variations, and there is no connection to intelligence. For more information, see Dyslexiförbundet FMLS: [dyslexi.org](http://dyslexi.org).

Dyslexia has a major impact on learning, and students often have to use more time-consuming alternative methods of learning.

### How to facilitate the study situation

- Recorded textbooks (via the library and Legimus)/compendia and course materials in electronic formats for use with text-to-speech software.
- Provide lecture material in advance, preferably in digital form.
- Reading instructions.
- Various adaptations of examinations, e.g. extended time, computer-based examinations with digital study tools, supplementary oral examinations, etc.
- Opportunities to discuss assignments with the teacher.
- Teacher visits during examinations in order to provide clarifications.
- Larger text, at least 14 points on printed materials.
- Always read aloud what is written on the board, PowerPoint, etc.
- Provide both written and spoken information.
- Opportunities to record lectures. (Ask the student to delete the recording when they are done listening).
- Alternative forms of examination.

## Neuropsychiatric disorders

There are various types of neuropsychiatric diagnoses, e.g. ADHD, ADD, and Autism Spectrum Disorders (ASD). The symptoms of these diagnoses are very individual, but there are a number of core symptoms.

The core symptoms of ADHD are problems with attention, impulsivity, and hyperactivity. The core symptoms of ADD are problems with attention, impulsivity, and lower levels of activity than normal. Common to all autism spectrum disorders are limitations in social communication and social interaction, as well as restricted, repetitive patterns of behaviour, interests, and activities.



## How to facilitate the study situation

Students with **ADHD/ADD** usually have difficulty blocking out sounds and other impressions, which can make it very difficult to focus on a task or sit still for a long time during a lecture.

- Recorded textbooks (via the library and Legimus)/compendia and course materials in electronic formats for use with text-to-speech software.
- Extended time for examinations and written assignments.
- Concrete instructions – both spoken and written.
- Frequent breaks.
- Clear reading instructions and schedules – pay attention to time and location.
- Continuously summarise during meetings/teaching. Remind the students of what was discussed at the previous meeting/teaching session.
- Open questions (describe, how, etc.) usually do not work. Use concrete alternatives.
- Alternative forms of examination.

**Autism Spectrum Disorder (ASD)** is a collective name for several diagnoses and manifests itself very differently in different people. The core problem often concerns relationships and communication with others, and they also have difficulty understanding communication/information that is not very clear, which in social contexts demands a lot of energy from the student.

- Clear structure of the teaching situation.
- Be flexible with dates in relation to written assignments.
- Frequent breaks.
- Communicate clearly – both in speech and in writing.
- Avoid metaphors and similes.
- In good time, provide clear guidelines and concrete descriptions of what is involved in group work, laboratory work, etc. Occasionally use alternative forms of work.
- Clear reading instructions and schedules – pay attention to time and location.
- Alternative forms of examination.
- Alternative examinationsformer.

## Physical disabilities

Physical disabilities are usually caused by illness or injury, congenital or acquired. Neurological disorders and mobility, visual, and hearing impairments are examples of physical disabilities that may affect the study situation. Many injuries give rise to chronic pain conditions that affect attention and concentration. Medication may lead to fatigue. For more information, see Förbundet för ett samhälle utan rörelsehinder, [dhr.se](http://dhr.se) och Synskadades Riksförbund [srf.nu](http://srf.nu).

The symptoms of neurological disorders will often make the student have “better and worse” periods, and the student may need to take sick leave from their studies for a certain period. The student will often have chronic pain, which can make it difficult to sit down for an entire lecture or examination.

## How to facilitate the study situation

### In the case of visual impairment

- Recorded literature or Braille, e-textbooks.
- Note-taking support.
- Opportunities to record lectures for their own listening.
- Recorded or magnified examination questions.
- Good contrast and logical layout of text for increased readability.
- Access to course literature in digital form during examinations where all students have access to the literature.
- Advance access to lecture materials in digital form.
- Extended time for examinations and written assignments.
- Use of compensatory software, e.g. screen magnification software.
- Alternative forms of examination.

### In the case of chronic pain

- Extended time for examinations and written assignments.
- Regular breaks.
- Access to, for example, a height-adjustable desk and an ergonomic chair or seat cushion.

## How to facilitate the study situation

### In the case of hearing impairment/deafness

The inability to hear properly in the study situation affects students negatively, as increased concentration and listening effort are needed in order to keep up. There is also a risk of misunderstandings. In addition to stress and fatigue, the strain may lead to headaches, neck pain and shoulder pain.

Deaf students have sign language as their first language, which means that in an environment with people who are proficient in sign language, deafness is not a disability. Functional limitations arise in communication with people who are using a different language. Sign-language interpreters are required in order for deaf people to be able to study. For more information, see Hörselskadades Riksförbund: [hrf.se](http://hrf.se) and Sveriges Dövas Riksförbund: [sdr.org](http://sdr.org).

- Use a microphone.
- Repeat questions and comments from the students.
- Always speak directly to the student, not to their sign-language interpreter.
- Find a suitable placement so that the student sits facing the lecturer, the interpreter, and the board, while also having contact with the group.
- Grab the student's attention before the lecture begins.
- Speak clearly and face the group/student the entire time. Many students need to read lips. Do not stand in backlight.
- Read aloud all information provided in writing (e.g. on a whiteboard or PowerPoint).
- Take regular breaks.
- Visual teaching materials should be subtitled.
- Offer students with hearing impairments a peaceful environment during group work.



## Mental health problems

Mental health problems can manifest themselves in many different ways. The problems are often persistent and recurrent. Examples of such manifestations include obsessive-compulsive disorder, social anxiety, self-harm, and eating disorders.

Anxiety disorders, such as generalised anxiety disorder and obsessive-compulsive disorder, cause feelings of worry and anxiety, dejection, weariness, concentration difficulties, tension symptoms, etc., which may affect the ability to function in the study situation.

Fatigue syndrome affects the student both mentally and physically. Symptoms may include body aches, dejection, impaired performance, and problems with memory and concentration.

Depression usually affects thoughts, feelings, and the physical well-being. Students who are depressed experience a lack of joy and reduced interest. Trouble sleeping, a lack of energy, memory loss, and a reduced ability to concentrate and think can make studies more difficult for the student.

## How to facilitate the study situation

### In the case of mental health problems

- The student's needs and opportunities are in focus.
- The student is involved in the decisions regarding what support is needed.
- Clarity and structure.
- Regular breaks.
- Opportunities for individual studies, individual study plan.
- Clear instructions for group work.
- Extended time for examinations and written assignments.

## Speech impediments

Speech impediments are either congenital or acquired, and may be caused by a variety of factors. A speech impediment may be the result of an injury or illness in the brain that affects the motor function in the speech muscles, e.g. cerebral palsy, an acquired brain injury, or a neurological disorder. Speech impediments affect the planning or execution of an utterance. Stuttering and other speech impediments may make it difficult for the student to participate in discussions, oral examinations, and presentations. For more information, see Stanningsförbundet [stamning.se](http://stamning.se).

Stuttering involves uncontrolled disruptions of the normal flow of speech. The extent of the stuttering problem may be much greater for the individual than what is perceived by those around them. Some people may avoid stuttering by being quiet, swapping words, or avoiding certain situations.

### How to facilitate the study situation

- The student's needs and opportunities are in focus.
- More time for presentations.
- Alternative examination, e.g. in a smaller group, individually for the teacher, or by using a voice recorded in a quiet environment.
- Different type of examination, written assignment instead of oral presentation.



## Suggested reading

Branting, Y. & Wallin, A. (2015). "Att göra studiesituationen tillgänglig för vuxna med funktionsnedsättning": övergripande information. (Ny omarb. utg.).  
Härnösand: Specialpedagogiska skolmyndigheten Tillgänglig på:  
<https://webbutiken.spsm.se/att-gora-studiesituationen-tillganglig-for-vuxna-med-funktionsnedsattning/>

Elmgren, M. & Henriksson, A-S. (2016). Universitetspedagogik. Stockholm: Norstedts.

Gustafsson, Å. (2014). "10 tips för tillgänglighet: hur er organisation blir mer tillgänglig för personer med funktionsnedsättning. Stockholm": Sveriges förenade studentkårer (SFS).

Henriksson, A-S (2012). "Undervisa tillgängligt! Pedagogiska strategier för att funktionsnedsättning hos studenter inte ska vara ett hinder för att genomföra studierna". Uppsala: Uppsala universitet.

Melin, M. & Johansson, E. (red.) (2012). "Inkluderande möten i högskolan". Lund: Studentlitteratur.

Specialpedagogiska skolmyndigheten (2012). "Möjligheter till högre studier – för studenter med psykisk eller neuropsykisk funktionsnedsättning".  
<https://webbutiken.spsm.se/mojligheter-till-hogre-studier/>

Sveriges förenade studentkårer (2013). "10 tips för tillgänglighet. Hur er organisation blir mer tillgänglig för personer med funktionsnedsättning". [www.sfs.se/10-tips-tillganglighet](http://www.sfs.se/10-tips-tillganglighet)

1177 Vårdguiden (Care guide) - read about health and diseases  
[www.1177.se](http://www.1177.se)



# Checklist for accessible teaching

## Prepare the course

- Clarify the intended learning outcomes, what knowledge and skills will be assessed, and how they will be examined.
- Make syllabi, schedules, and other materials available on the department's website in good time.
- Make reading lists made available at least two months before the course starts.
- Vary the forms of examination so that students with different circumstances can come into their own.
- Check lifts, thresholds, access to hearing loops, and ensure that the teaching room is accessible to everyone.
- Think about how course elements such as field excursions, study trips, work placement, and laboratory work can be carried out for students with different types of disabilities.
- Order subtitling of visual course materials.
- Make course and lecture materials available in good time to a sign-language interpreter who will interpret in a course.
- Make course materials available in an accessible format, e.g. for the use of text-to-speech.
- Provide information regarding changes to the schedule, rooms, and course structure in good time in a way that reaches everyone concerned.
- Aim to produce common templates within the subject, and present information and course materials with uniform layout and clear headings.

## Lectures and seminars

- Publish handouts on the learning platform in advance.
- Always use a microphone in rooms where such are available.
- Present the structure of the lecture, go through key concepts, and finish with a summary of the lecture.
- Provide both oral and written instructions.
- Repeat questions and comments from the audience so that everyone has a chance to hear what is being said.
- Always speak facing the group so that mouth movements and facial expressions can be read.
- Be positive towards students recording lectures for their own use.

- Write clearly on the board, overhead, and PowerPoint – also read aloud!
- Write down key words on the board; this provides structure and helps with memory.
- People with speech anxiety may be permitted to present first, in a smaller group, or individually for the teacher. Not having to speak is not always the best support.
- Give proper breaks.

## **Group work**

- Create contracts with rules for how the group should work.
- Decide on group divisions and collaboration partners.
- Be aware that some students need teacher guidance when working together.
- Practical course elements may be critical to some students.
- Offer a calm and safe alternative for those who have a hearing impairment or experience high levels of stress being in focus.

## **Examination**

- Aim to produce common templates for examination tasks.
- Use font size 14 or larger, and 1.5 line spacing.
- Present the questions clearly, logically, and consistently.
- Avoid long sentences with one or more negations.
- If multiple-choice questions are used, make sure there are clear differences between the possible answers.
- Teacher visits for clarifying questions.
- Clear layout (separate background information from the question).

The university environment is of the utmost importance to ensure that a disability does not become a functional limitation.

This brochure is intended to provide support for you as a teacher in the meeting with students, and covers what is important to consider in relation to the most common disabilities.

All students benefit from accessible teaching, since everyone has different circumstances and acquire knowledge in different ways.

## Student Services

Visiting address: Studenthuset, house Beta, Universitetsvägen 2 B.  
Telephone: 08-16 20 00, e-mail: [studentstod@su.se](mailto:studentstod@su.se)  
[su.se/medarbetare/tillganglighet](https://su.se/medarbetare/tillganglighet)



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