

Procedure for Managing Learning Disability Support

1. Purpose and Goals

- **Purpose:** To ensure that all students with specific learning needs, such as those with DSA (Disturbi Specifici di Apprendimento), ADHD, and BES (Bisogni Educativi Speciali), receive adequate support to succeed in their academic programs.
- **Objectives:**
 - Facilitate the completion of studies by implementing personalized learning support and accommodations.
 - Comply with legal and institutional standards for equality, accessibility, and inclusivity.
 - Foster a learning environment that promotes the autonomy and well-being of all students.

2. Responsibilities

- **Head of Department (HoD):**
 - **Overall Oversight:** Manages the learning support procedure in collaboration with various stakeholders.
 - **Student Engagement:** Serves as the primary point of contact for communication with students regarding their support needs and progress.
 - **Student Meeting:** Meets student at the beginning and after exam sessions, in order to implement the Personalized Learning Plans (PLP)
 - **Learning Agreement** Oversees the definition, development, and documentation of Personalized Learning Plans (PLP) or learning agreements tailored to each student's needs.
 - **Performance Monitoring:** Tracks and assesses the student's progress, ensuring that the support measures align with their academic development.
- **Recruitment and Admissions Office:**
 - **Student Needs Assessment:** Engages with students at the admission stage to identify any specific learning support needs early in the process.
 - **Support Initiation:** Coordinates with the Head of Department to facilitate the initial assessment of support requirements.
- **Program Leader (PL) and Clinical Education Coordinator (CEC):**
 - **PLP Implementation:** Collaborate with the Head of Department to finalize and implement the PLP.
 - **Staff Communication:** Serve as liaisons between the Head of Department and the teaching staff to ensure that all support plans and accommodations are clearly communicated and understood.

- **Administrator:**
 - **Documentation Management:** Responsible for collecting, organizing, and maintaining the necessary documentation, including diagnostic records and any updated medical certifications from students.
- **Teaching Staff:**
 - **Compensatory Support Approval:** Review and approve compensatory aids (e.g., conceptual maps) as outlined in the PLP to ensure their alignment with the course objectives.
 - **Educational Consistency:** Ensure that teaching methods and materials comply with PLP requirements while maintaining academic integrity.
- **Students:**
 - **Documentation Provision:** Responsible for supplying current and accurate documentation of their needs and ensuring updates are provided when necessary.
 - **PLP Adherence:** Expected to follow the accommodations and strategies set out in the PLP to optimize their learning experience and success within the program.

3. Steps of Managing Learning Disabilities Support

1. Document Collection and Verification:

- **Documentation:** At enrollment or as needs are identified, students must submit valid diagnostic documentation (e.g., medical certificates for DSA, ADHD, etc.).
- **Certification:** Diagnosis must be up-to-date, especially if originally made before the age of 18, as it needs regular revalidation as per university guidelines.

2. Needs Analysis and Initial Consultation:

- **Analysis:** HoD review the diagnostic data to assess the specific type of compensative and dispensative interventions required.
- **Student Meeting:** The student is invited for a one-on-one consultation to discuss their specific learning requirements and preferences, promoting active engagement in designing their support plan.

3. Preparation of Personalized Learning Plan (PLP):

- **Drafting:** A proposed PLP is created, detailing compensative tools (like note-taking aids, recording of lectures, extra exam time, etc.) and dispensative measures (such as modified assessments).
- **Approval:** The draft is reviewed by an authorized faculty member (PL and CEC) and the HoD before being finalized.

4. Implementation of Support Measures:

- **Assigning Codes:** Each support measure is categorized (e.g., A for dispensative measures, B for compensative measures, C for additional services).
- **Resources Allocation:** Measures like providing digital learning resources, technology access (assistive software), and classroom adjustments are facilitated as required.

Category	Measure	Description
A1) Compensative	30% Additional Time	Allows students an extra 30% of the allotted time for completing exams.
A2) Compensative	Use of Personal Device for Written Exams (Digital)	Permits the use of personal computers or tablets for digital assistance during exams.
A3) Compensative	Conceptual Map (Approved and Available During Exam)	Provides access to a pre-approved conceptual map to support understanding and recall.
B) Dispensative	Modified Exam Type (where applicable)	Adjusts the format of the exam, for instance from written to oral or vice versa, to better suit the student's learning profile.
C) Additional Service	Based on certification needs	

5. Student Agreement and Awareness:

- **Signing and Distribution:** The student signs the PLP, agreeing to the proposed accommodations. Copies are provided to both the student and faculty to ensure consistent application.
- **Faculty Notification:** Faculty involved in teaching and assessment are informed about the required accommodations to align the educational approach with the PLP.

6. Monitoring and Adjustments:

- **Ongoing Review:** The effectiveness of the PLP is periodically reviewed, especially if the student's learning needs evolve. Adjustments are made as necessary to align with both academic goals and student development.

- **Feedback Mechanism:** Students and faculty are encouraged to provide feedback on the accessibility and efficiency of support measures, which can be used for continuous improvement.

7. Annual Update and Re-Evaluation:

- **Re-assessment:** Each academic year, or sooner if needed, the PLP is reviewed and updated to reflect any changes in the student's condition or academic requirements.
- **Deadline Compliance:** New students are encouraged to complete their PLPs early in the academic year (by October), ensuring that all necessary accommodations are available for exams and coursework.

Procedure Step	Role	Responsibility
1. Initial Identification of Support Needs	Recruitment & Admissions Office	Assess and flag support needs at the admission stage and notify relevant staff about any documented needs.
2. Collection of Documentation	Administrator	Collect, verify, and organize all required diagnostic and support documentation from the student.
3. Initial Consultation and Needs Analysis	Head of Department	Meet with the student to discuss specific needs, goals, and preferences for personalized support.
4. Development of Personalized Learning Plan (PLP)	Head of Department in collaboration with Program Leader and Clinic Coordinator	Define, draft, and finalize the PLP or learning agreement with the student, specifying compensative and dispensative measures.
5. Communication of PLP Requirements	Program Leader and Clinic Coordinator	Ensure teaching staff are fully informed of the PLP details relevant to their courses and responsibilities.
6. Implementation of PLP	Teaching Staff	Integrate approved compensative and dispensative measures into course delivery and assessment.
7. Monitoring and Performance Tracking	Head of Department	Track student progress, review the effectiveness of the PLP, and make adjustments as needed in coordination with staff.
8. Student Engagement and Compliance	Student	Provide updated documentation as needed, follow the PLP, and communicate any challenges or needed adjustments.
9. Review and Adjustment of PLP	Head of Department in collaboration with Program Leader and Clinic Coordinator	Conduct periodic reviews and updates to the PLP based on student feedback and academic performance.