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Univerzita Palackého  
v Olomouci



# **SUPPORT TO PALACKY UNIVERSITY STUDENTS WITH HEARING IMPAIRMENT AND SPECIFIC LEARNING DISABILITIES**

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# TODAY'S PLAN

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Support to  
Palacky  
university  
students  
with  
hearing  
impairment

1:00–1:20 p.m. (4:00–4:20 p.m. g.t.) – basic information about the Centre and support for students with hearing impairment

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1:20–1:30 p.m. (4:20–4:30 p.m. g.t.) – a deaf former student with a sign interpreter will join us. This student will share his experience from his studies.

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1:30–2:00 p.m. (4:30–5:00 p.m. g.t.) – discussion (questions to the student)

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# TODAY'S PLAN

Support to  
Palacky  
university  
students  
with  
specific  
learning  
disabilities

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2:00–2:20 p.m. (5:00–5:20 p.m. g.t.) – basic information about students with specific learning disabilities and the support of the Centre.

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2:20–2:30 p.m. (5:20–5:30 p.m. g.t.) – a student with specific learning disabilities will join us to share his experience

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2:30–3:00 p.m. (5:30–6:00 p.m. g.t.) - discussion (questions to the student)

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# PALACKY UNIVERSITY OLMOUC

Consists of:

- 8 faculties (Sts Cyril and Methodius Faculty of Theology, Faculty of Medicine and Dentistry, Faculty of Arts, Faculty of Science, Faculty of Education, Faculty of Physical Culture, Faculty of Law, Faculty of Health Sciences)
- 4022 staff (academic and non-academic)
- 840 accredited study programmes
- 21 824 students
- 191 academic staff at the Faculty of Education

(Data from 2020)

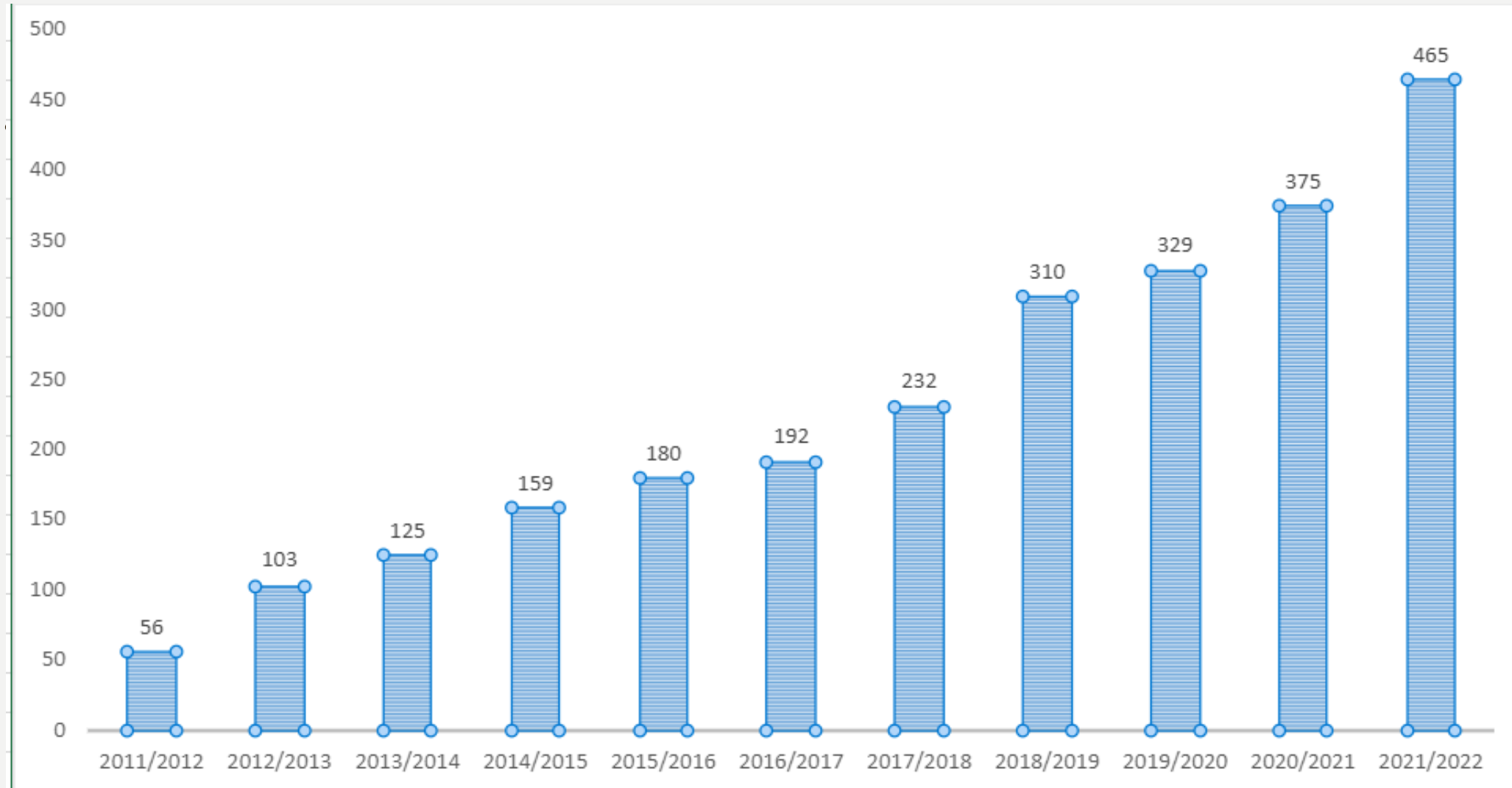
# THE SUPPORT CENTRE FOR STUDENTS WITH SPECIAL NEEDS

- Founded in 2012
- The Centre provides support to all faculties and all students with special needs.
- The services are free of charge to the students.

<https://cps.upol.cz/en/>

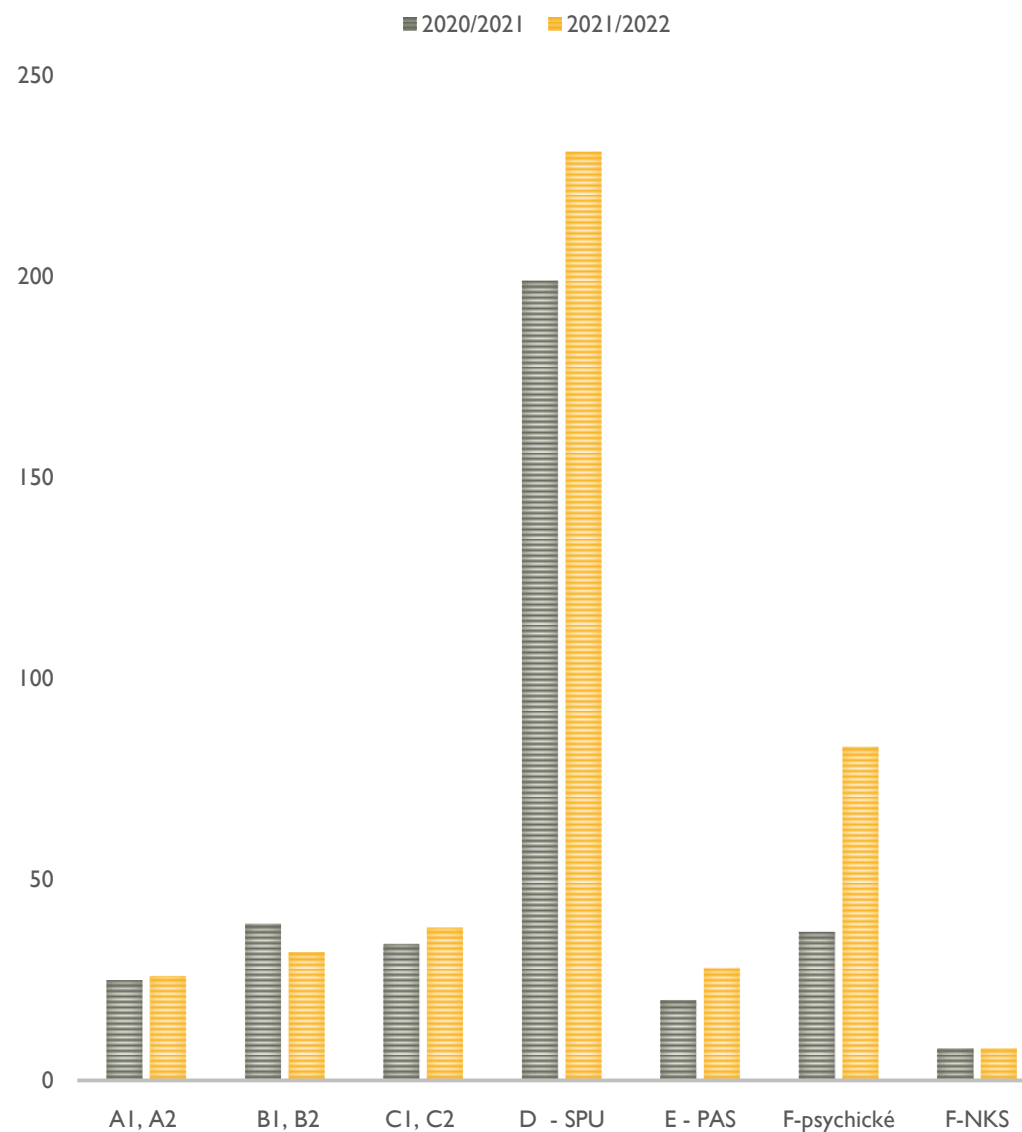
<https://cps.upol.cz/>

# THE NUMBER OF REGISTERED STUDENTS WITH SPECIAL NEEDS OVER THE YEARS



# THE NUMBER OF STUDENTS IN EACH CATEGORY

- A – visual impairment
- B – hearing impairment
- C – physical disability
- D – specific learning disabilities
- E – autism spectrum disorders
- F-psychické – mental illness
- F- NKS – impaired communication skills



# STUDENTS WITH HEARING IMPAIRMENTS

- For registration in the Centre – a proof of a medical report needed.
- The coordinator will conduct a functional diagnosis, interview the students and find out what needs the students have and what services they are interested in.



# OFFERED SERVICES

- Time compensation
- Interpreter Services
- Simultaneous transcription
- Content notation
- Subtitling or transcribing teaching videos
- Language editing (proofreading)
- Individual foreign language lessons

# TIME COMPENSATION

- Exams, testing, test preparation, and state exams.
- The percentage of increased time is always decided by the coordinator based on the student's diagnosis.
- Time increase of 25 % , 50 % or 100 % - recommended for students with hearing impairments.
- This information is entered into the university system for the teachers' use.
- At the beginning of each semester, all coordinators write an email to the teachers' who have such students in their classes and list any recommendations.
- The recommendation can be:
  - 50 % increase in time for written and oral exams,
  - use of a sign language interpreter,
  - presence of a note taker in class, etc.

If the teachers have any questions, they can contact the coordinator to discuss specific recommendations.

# INTERPRETER SERVICES

- Students are entitled to have a sign language interpreter provided during a lecture, as well as during exams, tests, state exams, or when consulting with the teacher.
- Interpreters always contact the teacher by email before the lesson and request materials for the lecture so that they can prepare in time. Sometimes it is more difficult when the teacher does not communicate and does not provide any materials.
- The Centre employs 3 interpreters in total and the other interpreters are external workers.
- The Centre also offers oral interpretation to students - this is a repetition of the speaker's speech but with clear articulation.
- In order to educate the teachers, the Centre has produced several videos showing what mistakes teachers make and how they should do it correctly. The Centre filmed several topics such as sending the interpreter out of the classroom, speaker and interpreter pacing, deaf people's written text ...

<https://www.youtube.com/watch?v=iDrAFAixujc&list=PLBD2IkxJG0G8UF1fwNcxVF3y5CTxoa-Xb&index=3>

<https://www.youtube.com/watch?v=i4H9jJ7HEjM>

- In 2014, the Centre published publications about all categories of students with special needs - e.g., a student with a hearing impairment in college
- <https://cps.upol.cz/novy/wp-content/uploads/2020/12/Student-se-sluhovym-postizenim-na-vysoke-skole.pdf>

# SIMULTANEOUS TRANSCRIPTION

- Simultaneous transcription is the verbatim transcription of spoken speech into written form of the same language so that a student with a hearing impairment can read the information in real time (or with only a minimal time delay).
- Since simultaneous transcription involves the verbatim transcription of the Czech language, this method of communication is intended for those persons with hearing impairments who are fully linguistically competent in the Czech language and have no problems understanding the written text. These are generally persons with acquired deafness or hard of hearing persons.

# CONTENT NOTATION

- If a student with a hearing impairment has to receive information from a communication partner (directly or through an interpreter), he/she cannot at the same time write down (on paper or in a notebook) notes from a speech, lecture, consultation, etc.
- In order to balance the learning conditions of students with hearing impairments and students without special needs, it is therefore advisable to provide these students with a note-taking service so that they can concentrate fully on receiving information from the speaker.
- Note-taking is a service that does not interfere in any way with the communication or teaching itself and is relatively easy to organise. The note-taker should prepare study notes according to the student's wishes (they should be designed in terms of content and graphics so that they are understandable to the student and usable for subsequent study).

# CAPTIONING OR TRANSCRIBING TEACHING VIDEOS

- The Centre also offers the possibility of inserting subtitles into videos or transcribing instructional videos for students.
- These are situations, especially in the context of covid, where teachers have recorded videos of lessons and sent them to students.
- A student with a hearing impairment can choose whether he/she wants a transcript of the teaching or an interpretation of the teaching into Czech sign language. He/she can only choose one option, he/she cannot choose both as it is very costly and time consuming.

# LANGUAGE EDITING (PROOFREADING)

- Deaf students come into contact with the Czech language very often when studying at university, which is usually solved by providing interpreting services.
- However, there are still many situations and activities that require a deaf student to work with a text (e.g. writing written papers, written tests, term papers, qualification papers, etc.). If a student is not sufficiently competent in working with (mostly technical) text because of his/her hearing impairment, he/she can use special services to help eliminate this disadvantage.
- The Centre offers grammar, spelling and stylistic correction to students with hearing impairments.
- As with any speaker working with a text in a foreign language (e.g., a Czech working with an English text), more errors occur in the production of that text than in passive work with it.
- People with hearing impairments make a number of characteristic errors when writing Czech text. Therefore, deaf students usually make use of assistance services that consist of linguistic (not content) proofreading of the produced text. The time required for the final preparation and processing of such a text is then usually longer than in the case of hearing students.



- It is advisable to take these aspects into account when assigning text–based tasks or evaluating texts produced by deaf students:
  - The Czech language (and possibly other languages) is a foreign language for congenitally deaf students, which is usually the cause of their reduced competence in working with text.
  - When deaf students work with text, the evaluation of which depends on a detailed written analysis of the text, it is advisable to look for alternative way of checking comprehension of the text (e.g. oral feedback) with an interpreter.
  - Deaf students make a large number of characteristic errors when producing written text.



**TIME FOR A DEAF STUDENT**  
**TOMÁŠ JELÍNEK**

# **DISCUSSION**

# **STUDENTS WITH SPECIFIC LEARNING DISABILITIES**

This category includes students with dyslexia, dysgraphia, dyscalculia, and other disorders.

# OFFERED SERVICES

- Time compensation
- Content notation
- Individual foreign language lessons
- Training of study strategies (The "I've got it" programme)
- Proofreading of texts
- Diagnosing specific learning disabilities with DysTest

# TIME COMPENSATION

- The student may be given extra time for entrance examinations, written examinations, preparation for oral examinations, state examinations, general work with the text.
- For the category of specific learning disabilities – increase the time by a maximum of 25 %.

# CONTENT NOTATION

- If a student has dysgraphia, he/she is entitled to a content record.

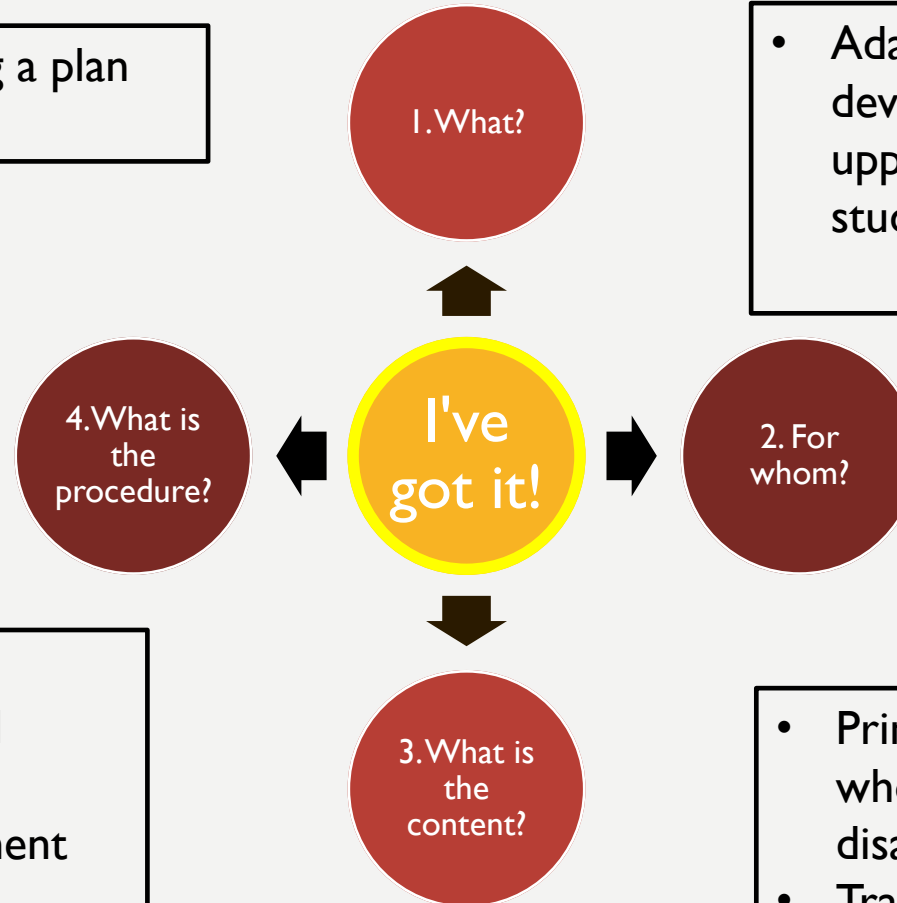
# **INDIVIDUAL FOREIGN LANGUAGE LESSON**



# THE PROGRAMME: I'VE GOT IT!

- Mapping needs and preparing a plan for joint work

- Adapting a learning strategies development programme for upper-secondary school students with dyslexia



- Work with texts
- Developing verbal skills and precise expression
- Planning and time management
- Memory strategies
- Orientation in space

- Primarily university students who have specific learning disabilities
- Training some of their study skills and habits

- Input record sheet (individual student needs)
- Interview
- Selection of topics (approx. 1-2, max. 3)
- Final essay

## Individual needs of the student - Input record sheet

### INDIVIDUÁLNÍ POTŘEBY STUDENTA – VSTUPNÍ ZÁZNAMOVÝ ARCH

Student (jméno, příjmení): ..... Datum: .....

	Okruhy, otázky headings, questions	Reflexe studenta / komentáře lektora student reflections/lecturer's comments	Poznámky lektora (co je zapotřebí novat, co lze využít jako silné stránky)
work with texts Práce s texty	Co čte? (časopisy, internet, souvislé texty odborné, beletrie)?		
	Čtení - preference hlasitého/tichého, tempo, chybovost, plynulost, porozumění (při hlasitém/tichém čtení)		
	Tvorba textu (zápisky, eseje, seminární práce)		
	Využívá alternativní zpracování textů (myšlenkové mapy, grafy, nákresy, tabulky...)? Jsou pro studenta užitečné? Umí s nimi pracovat?		
	Umí používat moderní technologie (TTS, STT, PC, chytré telefony)?		
Plánování	Příprava do školy		
	Plnění termínů		
	Práce s diářem/mobilem/kalendářem		
Verbální dovednosti	Výbavnost slov, práce s pojmy		
	Vysvětlování, popis, prezentování		
Prostorová orientace + práce s mapou			
Paměť	Jaké strategie zapamatování/vybavování používá? Kdy pokládá svoji paměť za efektivní? V čem vnímá rezervy?		
Silné stránky a kompenzační strategie	Co pomáhá, co záměrně dělá pro zefektivnění práce?		
	Co se daří? Co umí?		

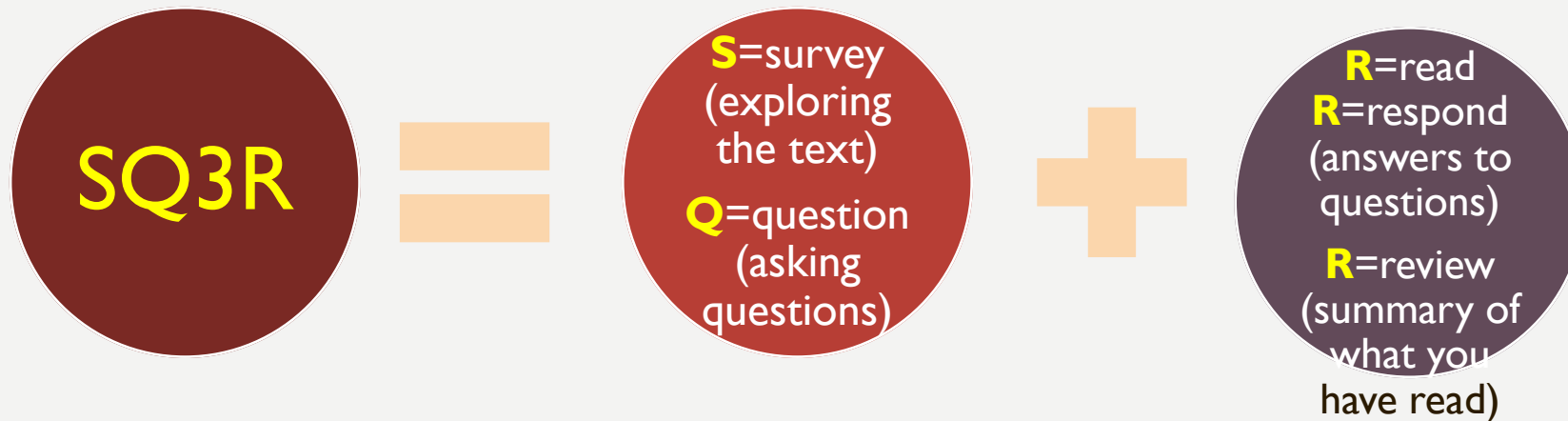
Input record sheet. Source DYS-centrum (2019)

# CIRCUITS

## I. Work with texts

Difficulties e.g. with word processing, comprehension and using information effectively.

Strategies for working with texts - SQ3R method

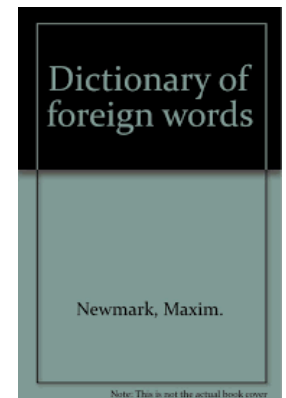
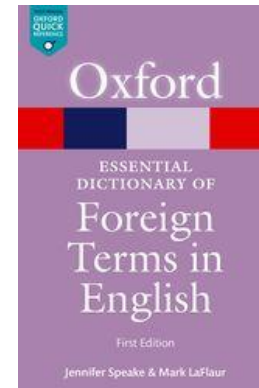


# CIRCUITS

## 2. Verbal skills

Developing vocabulary, encouraging accurate and appropriately comprehensive expression

Reasoning about words, concepts - fixation, active use in spoken and written form



# CIRCUITS

3. Memory training - memorization strategies, optimal technique for learning
4. Planning - planning activities, prioritizing, short and long term goals
5. Spatial orientation - thinking about space, considering context

# PROOFREADING OF TEXTS

- If a student has dysorthography, he/she is entitled to have his/her term papers and final papers proofread to correct grammatical and spelling errors.

# DYSTEST

- If the student does not have any documentation or it is over two years old, DysTest is implemented.
- This is a standardized test battery that was developed in the Czech Republic at Masaryk University in Brno and is therefore valid in the Czech Republic, as it is administered in the Czech language. It is an electronic application.
- The DysTest takes approximately 3 hours to administer.
- The test consists of 15 parts.

# DYSTEST

- 1. Screening questionnaire, which determines the student's subjective feelings - what area causes him problems.
- 2. Perception of familiar graphemes - the student has two groups of similar or identical phrases and must note whether they are same or different.
- 3. Perception of familiar phonemes - the student listens to individual words and has to spell them or say the whole spelled words.
- 4. Reading aloud - recording errors during reading....



# DYSTEST

- The test is designed with different tasks, so the student reads, listens, writes dictation....
- Once the student has completed the test the coordinator can evaluate it. The application automatically generates a report after the evaluation, where numerical cut-off values are given. Values below the norm are marked in red.
- The coordinator also sees the overall result - the estimated probability of specific learning disabilities must be at least 0.5. If the result is less than 0.5 The coordinator cannot confirm the student has specific learning disabilities. Based on the protocol and the course of the test, the coordinator will write a final report for the student where describe each value in all areas and also conclude with educational recommendations.

## VÝSLEDKY SCREENINGU - Screening results

SCREENING QUESTIONNAIRE	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Screeningový dotazník (1)	<b>42</b>	52	2	33
Obsahuje souhrn odpovědí na otázky screeningového dotazníku formálně přepočtených na body.				

## PROFIL SCHOPNOSTÍ - Skills profile

READING SKILLS INDEX	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Index čtenářských dovedností	<b>66,79</b>	69,97	13	72
Obsahuje souhrn výsledků z testů Hlasité čtení, Tiché čtení, Čtení pseudoslov a Resumé.				
LANGUAGE COMPETENCE INDEX	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Index jazykových kompetencí	<b>51,85</b>	64,94	4	33
Obsahuje souhrn výsledků z testů Syntaktická kompetence, Diktát, Resumé, Fonologická kompetence, Lexikální fluence a Morfologická kompetence.				
VISUAL PERCEPTION INDEX	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Index zrakové percepce	<b>88,64</b>	92,05	15	37
Obsahuje souhrn výsledků z testů Vnímání známých grafémů a Vnímání neznámých grafémů.				
AUDITORY PERCEPTION INDEX	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Index sluchové percepce	<b>80,28</b>	82,89	19	55
Obsahuje souhrn výsledků z testů Vnímání známých fonémů a Vnímání neznámých fonémů.				
WORK RATE INDEX	Hrubý skór	Mezní skór	Percentil intaktní	Percentil SPU
Index pracovního tempa	<b>50,01</b>	55,02	16	53
Obsahuje souhrn výsledků z testů Vnímání známých grafémů, Hlasité čtení, Syntaktická kompetence, Tiché čtení, Čtení pseudoslov, Resumé a Vnímání neznámých grafémů, v rámci kterých je měřen čas potřebný k vypracování testu.				

## CELKOVÝ VÝSLEDEK - Overall result

Příslušnost do skupiny osob se specifickými poruchami učení	Škála: 0-1
Predikční model zařazuje probanda do skupiny osob se SPU, pokud je odhadnutá pravděpodobnost alespoň 0,5.	0,74

# RECOMMENDATIONS

- Increasing the time limit by 25 % for both written and on-line exams and tests.
- Increasing the time limit for preparation for the oral examination by 25 %.
- Increasing the time limit for the reading paper by 25%.
- Increasing the time allocated to formulating an accurate speech for the oral examination and minimising time pressure when possible.
- Students are not forced to read longer texts aloud in front of other students.

# RECOMMENDATIONS

- Suggestion - taking into account possible spelling errors that may occur in written Czech and English.
- If possible, the coordinator suggests allowing the student to write tests, exams individually in a separate room without distractions.
- If possible, it is recommended to provide the course materials in e-form.
- Due to dysgraphic difficulties, the coordinator recommends allowing the student to write term papers and other written work on a computer or laptop.
- If possible, the coordinator suggests allowing the student to record lectures and exercises on a dictaphone (repeated listening to the recording helps the student to learn the topic better).

# UNIVERSITY'S STAG SYSTEM

- These recommendations are also entered into the university's STAG system, which is also accessible to teachers.
- The teacher can open a list of all students for each course. For students with special needs, they will see „red cross“, which they can click on to read the educational recommendation and the contact details of the coordinator who prepared the recommendation.
- In given example, the student is a student with specific learning disabilities, and the recommendation is for a 25 % increase in exam time and exam preparation. ....

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Doporučení z důvodu specifických potřeb studenta:

Studentka se specifickými poruchami učení  
 Návrh servisních opatření:  
 - navrhuje navýšit časový limit o 25 % u písemných i ONLINE zkoušek a testů  
 - doporučujeme navýšit časový limit na přípravu k ústní zkoušce o 25 %  
 - doporučujeme navýšit časový limit na zpracování čteného textu o 25 %  
 - doporučujeme navýšit čas určený k formulaci přesné promluvy při ústní zkoušce a minimalizovat časový tlak, bude-li to možné  
 - navrhuje zohlednit případné chyby dysortografického charakteru, které se mohou objevit v psaném jazyce českém i anglickém  
 - pokud je to možné, doporučujeme poskytnout materiály z výuky v elektronické podobě  
 Kontakt na koordinátora: Mgr. Zuzana Melounová (zuzana.melounova01@upol.cz).

- The teacher has access to the proposed recommendations, but it is always up to the teacher to accept the recommendations.
- In addition to the STAG system, at the beginning of each semester, each teacher of a student with special needs is contacted by email, where the coordinator directly writes out the individual recommendations for the student's education.
- If the teacher does not understand anything or wants to inquire further, he/she can contact the coordinator. Together they can then discuss appropriate measures. This system is valid for all categories of students with special needs.

# HOW THE CENTRE WORKS

- As part of the application process for the entrance exams, students have the option to choose which specific needs they have and state it in application form.
- Once the application process is closed, the study departments from all faculties send to the Centre a list of students with specific needs. That is, those students who have ticked this option as part of their application form.
- Each coordinator will then send an email to these students requesting health documentation in order to adjust their admission.
- Students can thus be supported already during the entrance exams. For this category (specific learning disabilities) this is a 25 % increase in time. For students with hearing impairment, e.g. provision of an interpreter, for other categories a personal assistant can be provided, etc.
- Therefore, in order to register a student with specific learning disabilities at the Centre, the Centre needs documentation from the educational and psychological counselling centre from the upper-secondary school. The documentation cannot be more than two years old.
- The students also undergo a functional diagnosis, where the coordinators evaluate the students' documentation and interview them about their health problems, educational difficulties whether they can learn and know appropriate learning strategies, what would help them most during their studies, etc.



**TIME FOR A STUDENT**  
**MARTIN NEPEVNÝ**



# **DISCUSSION**

**THANK YOU FOR YOUR ATTENTION**