

Studying with a Disability (SMF)

What facilities do you need to be able to study?

If you report to the general student counsellor before the start of your study programme, we will see to it that you get off to a good start.

You're really not the only one! 14% of all students have a disability.

Discuss the available options!

Do you have AD(H)D, Autism (ASD), psychological issues, a chronic illness and/or a physical disability? Windesheim supports all students by providing them with the best possible study facilities and thereby increasing their chances of getting their Bachelor's degree. A good start is essential to prevent unnecessary delays in your studies.

Why should I report my disability?

The choice whether or not to report your disability is yours. Some students hesitate because they are afraid of prejudice or a label. But in practice it turns out that reporting your disability has far more advantages than disadvantages.

- People understand you better.
- They appreciate your qualities more.
- You get a lot of interest, care and counselling (if necessary).
- Windesheim is happy to help you start your study programme successfully.

Your privacy is always our primary concern in this.

How can I report my disability? Apply for admission to the programme in Studielink. After submitting your application in Studielink, you will receive an invitation for an online questionnaire.

Indicate here that you have a disability. You will then be sent information. If necessary, Windesheim will invite you for an intake interview.

*I thought that by this time I would be ready for the "world of adults" and decided not to mention my disability. But I soon got into trouble with certain things and couldn't get as much done as others. They thought I was lazy until I told them about my disability. I wasn't lazy, I just found it difficult! From that moment on there was understanding and my studies went much better. I felt understood. Looking back, I should have mentioned it right away". **Engineering student***

What happens after I have reported my disability? Your privacy is always our primary concern. All information you entrust to the general student counsellor is treated confidentially. Information may be shared with others only with your permission.

Intake interview

After your notification, the general student counsellor of your study programme will invite you for an intake interview. The interview will be conducted together with a representative of the study programme. Your parents, school supervisors and/or special education counsellors are also welcome. The interview is intended to identify your qualities and possible limitations. On the basis of this inventory, we will discuss which facilities Windesheim may be able to arrange for you to enable you to study as successfully as possible.

Facilities

When it comes to suitable facilities, there are a lot of possibilities, for example:

Additional exam time;

- use of reading software;
- extra counselling at the start of the study by a (student) coach.

Would you like to see an overview of available facilities? See the list below.

Studying with dyslexia

Do you have dyslexia and would you like to qualify for additional exam time only? Then all you have to do is return the completed form 'Disability Report Form' and you will not be invited for an intake interview. This form will be sent to you if you follow the application procedure as described above. Do you need any other facilities? Please specify in the 'Disability Report Form' and you will be invited for an intake interview.

Want to know more?

If you have any questions, or if you would like to make an appointment for an intake interview, please contact Windesheim's General Student Counsellors' Office.

✉ decanaat@windesheim.nl

☎: 088-469 9100

I always thought I was on my own, but now I know I'm not. I also really appreciated being told during the intake what options were available"

Student of Health Care and Social Work

Information about disabilities

There are so many different types of disabilities. Below you will find the most common limitations and the most obvious solutions. Do you have another limitation that requires support? Please let us know. Facilities are always arranged through the general student counsellor.

AD(H)D

Students with AD(H)D can suffer from concentration problems, impulsive behaviour and hyperactivity. Because they are struggling to shut out stimuli from their environment, these students find it difficult to concentrate on one thing. Someone with ADHD is easily distracted and mobile. On the other hand, someone with ADD does not suffer from hyperactivity, but often comes across as dreamy.

Limitations relating to ADD and ADHD

- Limited concentration
- Limited energy level/fatigue (difficulty getting to sleep)
- Mood changes
- Difficulty keeping appointments/obeying rules
- Difficulty with planning and structuring
- Procrastination behaviour

Possible additional limitations with ADHD:

- Mobile, noisy, talking a lot
- Impulse control is limited
- Chaotic

Help options with AD(H)D:

- Extra tutoring
- For exams: extra time and quiet room
- Extra time for entire study
- Low-stimulus room

Anxiety disorder

Students suffering from an anxiety or panic disorder are the most likely to drop out among all students with a disability. The fears these students have are excessive and unrealistic, which (severely) hinders them in their daily lives.

Limitations

- Absence from educational activities (afraid to attend)
- Concentration problems
- Limited load capacity
- Fearful situations are avoided
- Misunderstanding due to invisibility and unfamiliarity of disorder

Help options

- For exams: extra time and quiet room
- Other types of assignments (e.g. home assignments) after consultation and expert advice
- Extra support for presentations
- Presentations for a small group/letting them read aloud
- Individual trajectory or training with the student psychologist

Facilities are always arranged through the general student counsellor. Ask the general student counsellor about conditions and options!

Auditory impairments

There are several auditory impairments, including deafness and different types of hearing impairment. Tinnitus and hypersensitivity to sound are also auditory impairments. Not being able to hear (well) is the best known consequence of an auditory impairment, but a poorer command of the Dutch language and limited social skills are also possible. It is important to know that lip reading, a hearing aid and/or a CI (cochlear implant) do not mean that the student no longer has any communicative limitations.

Limitations

- limited command of Dutch language
- Limited social skills, suspicion
- Among students who are deaf: cultural gap (deaf community is safe environment)
- Limited listening capacity
- Taking notes cannot be done at the same time as lip-reading/interpreting sign language
- Early deafness: in many cases students are difficult to understand: presentations and discussions are difficult
- Difficulty communicating in large groups
- Video without subtitles is not understood and/or costs a lot of energy

Help options

- Alternative presentation, via video, in a small group or with image support
- Telecoil: electronic system in large rooms to which hearing aids can be tuned
- Solo equipment: microphone that amplifies sound through a hearing aid
- Recording equipment in combination with voice recognition software
- Sign interpreter
- Speech-to-text interpreter
- Additional language support (analogous to support for students with NT2 problems)

Autism Spectrum Disorder (ASD)

Autism is a developmental disorder in which the stimulus and information processing area in the brain is impaired. As a result, students with an autistic disorder are limited in their social skills, have difficulty understanding non-literary language and have limited imagination. In many cases, students with ASD only have a limited number of topics that they find interesting. ASD is a generic term for various disorders in the autistic spectrum. In higher education, Asperger syndrome and PDD-NOS are the most common autism spectrum disorders.

Limitations

- Difficulty recognizing non-literary language, irony and jokes
- Group work, especially in changing groups
- Separation of main and side issues
- Study planning
- Too many stimuli and impressions: causing stress and fatigue
- Inadequate social and communicative skills
- Flexibility: unexpected changes

Help options

- Study buddy (counselling by senior student)
- Working together with a permanent partner / group
- Additional tutoring on planning and communication
- Support in finding an internship post
- Extra time and quiet room for tests and exams

Borderline

Borderline is a personality disorder. The term originated to designate a border area between neuroses and psychoses. The key word is crisis. People suffering from borderline are unstable and impulsive. They suffer from extreme and rapid mood swings and black-and-white thinking. They can vent anger on themselves by inflicting self-harm. Suicide threats and high-risk behaviour have been known to occur. Borderliners frantically try to avoid being abandoned by

exhibiting claiming behaviour. They have many changing relationships and friendships but find it hard to be alone.

Characteristics

- Strong mood swings
- Impulsive behaviour
- Identity problems: many do not know what to do with their lives
- Thinking in extremes
- Excessive stress, which may lead to self-mutilation or thoughts of suicide
- Psychotic symptoms; short periods of suspicion, confusion or hearing voices

Possible limitations

- Commitment and motivation fluctuate because of extreme mood swings
- Less present or strange pattern of presence
- Quick to panic at criticism, no confidence in oneself
- Poor study results
- Dropping out or interrupting the study programme frequently (for a longer period of time)

Help options

- Provide structure in your daily schedule. Plan your homework, leisure time and also moments of rest.
- Learn to recognize your feelings and moods, keep a diary, for example. Find out what circumstances at school made you angry, gloomy or sad, and when you had (negative) thoughts. This gives you more control over your emotions and moods.
- Regularly dwell on your thoughts and try to apply nuances.
- Call for help on time if it looks like things are going wrong, for example from your student counsellor or general student counsellor.
- Learn to recognize factors within the study programme that trigger a crisis and talk about them.
- Make sure that those involved (e.g. classmates) are aware of your situation.

Chronic illnesses

The 'chronic illnesses' category is very large and highly diverse. They are often not visible. Well-known examples are: diabetes, back problems, respiratory diseases (e.g. asthma), kidney problems, cancer, intestinal diseases (e.g. Crohn's disease), heart problems, cystic fibrosis and chronic fatigue syndrome (CFS). The complaints are variable and fatigue, hospital visits and medication use can influence the study results. Because studying is often slower than with other students, the student has to constantly adapt to a new group of classmates.

Limitations

- Absence due to complaints, hospitalization or use of medication
- Energy and concentration problems due to pain and fatigue
- Reduced load capacity
- Lack of understanding for study problems because the disease is often invisible
- No awareness that lower study performance is caused by chronic illness and not by low commitment or motivation

Help options

- Creating a rest area
- Timetable adjustments/attending classes with another group
- Extra time for study programme (spread)
- During exams: extra time, quiet room or separate room

Depression

A slump is not diagnosed as a depression until a person's life has been dominated by feelings of severe gloom for at least 2 weeks. This may involve listlessness, loss of interest and pleasure, fatigue, physical pain, difficulty concentrating, a negative image of oneself and one's surroundings, sleep problems and suicidal thoughts. 7 % of young people between the ages of 18 and 24 are depressed. It also happens that students do not (yet) meet the criteria of depression, but their depressive symptoms do present the same limitations as described below.

Limitations

- Absence from educational activities
- Low commitment and motivation
- Dropping out of study programme (temporarily)
- Reduced load capacity and fatigue

Help options

- Adjustments in study schedule (extra time / pause)
- Individual counselling with the student psychologist
- Extra time for exams
- Extra time for assignments
- Study buddy for keeping in touch

Dyslexia

43% of students with a disability have dyslexia. These students have a persistent problem with reading or spelling. In addition, they may have difficulty with text lay-out, with distinguishing between details and broad outline, and with planning in general. These limitations vary from student to student. Some of these students have been called 'stupid' or 'lazy' in their school careers, even though they worked hard, which has been known to cause fear of failure in some cases.

Limitations

- Difficulty reading while studying professional literature
- Jargon and professional terminology are often misspelled and learned with difficulty.
- Difficulty reading something quickly
- Reading and spelling skills are not automated
- A lot of time needed for assignments and tests (reading and writing)
- Poor written performance (spelling, structure, sentences)
- Difficulty learning foreign languages
- Difficulty combining tasks (e.g. listening and taking notes)
- Concentration problems, especially in reading and writing
- Problems with planning and organizing
- Difficulty performing under pressure
- Lack of self-confidence and fear of failure

Possible facilities

- Extra time for exams
- Exams in enlarged font
- Use of aids, such as reading software
- Attending group meetings with information on the use of specific aids and how they work
- Short-term individual help and advice from a dyslexia expert, after referral by the general student counsellor

Motor-skills impairments

Motor-skills impairments include disabilities and illnesses that limit the student's movement. A motor-skills impairment can be caused, for example, by muscle dystrophy, rheumatism, multiple sclerosis (MS), amputations, a spinal cord injury or spasms.

Limitations

- Relating to computer use (load capacity, operation)
- Writing: notes, tests and commands
- Reduced attendance due to limited load capacity and/or pain
- Limited energy
- Levels of concentration vary widely

Help options

- Adjustments inside the building: elevators, automatic doors, adapted toilet, low handles and coat racks, adapted furniture
- Rest room
- Timetable adjustments (due to limited load capacity)
- Use of laptop during exam
- Extra time during exam
- Writing aid (for notes, assignments and exams)

Visual impairments

Students with a visual impairment see less or nothing at all. There are many different types of visual impairments, for example with regard to sharpness, field of vision, light intensity and colour perception. Watching can be very tiring and can cause headaches or other complaints.

Limitations

- Texts on a board / screen are difficult or impossible to read
- No visual overview of environment
- Writing is difficult / impossible
- Non-verbal information is missed
- Internet, intranet and digital learning environment are not always accessible
- Limited energy (everything costs more energy)
- Getting lost (no insight into building layout)

Help options

- Spoken books
- Digital syllabi / books
- Adapted lighting
- Magnifier / magnifying glasses / screen reader
- Oral or digital exams
- Large-print exam
- In building: brightly coloured markings (e.g. steps and walkways)