

INTRODUCTION TO TAFE ACCESSIBILITY FOR STUDENTS WHO HAVE A DISABILITY

Students who have a disability should have a fair and equal chance to obtain the same study materials as those who are non-disabled and should feel safe and confident participating in their course without any discrimination.

By taking appropriate measures in finding solutions in relation to Victorian students undertaking TAFE courses and providing them with a wide selection of work and future career opportunities, the Victorian Education Department must recognise and acknowledge that disabilities in students fall under many different categories each student progresses at a different rate.

Depending on the student, they may have problems in one or all categories:

- Linguistics - such as interpretations and using Vocation and comprehension skills, capability to spell generic words and interaction with others by speech
- Behavioural issues such as controlling emotions, dealing with situations that they may disagree with and forming relationships with others in their course
- General schoolwork such as following instructions, completing tasks on time and understanding what is required to complete the coursework.

It should also be acknowledged that some students may have concurrent disabilities (dual disabilities) and may need further assistance that can support them complete their course and hold a job that they feel satisfied with without having to undergo any prejudices and discernments.

CREATING MANAGEABLE GOALS FOR STUDENTS

Each student, disability and emotional response is unique. It would be idealistic for the organisation to understand that each student works and absorbs information differently and requires different levels of attention and support. Some students work best independently, some work best with a support tool that helps them remember content and some rely on many resources and tools to understand what is required of them in order to complete the coursework.

Teachers should have a general idea of what career students are seeking to obtain after completion of their course. Teachers should help the student achieve their goals and ambitions while also instilling confidence within the student. If teachers are supportive, the student would be more engaged with the course and may even develop other interests which would further provide a range of choices after the student has completed their course.

Teachers should focus on helping students improve their:

- **SELF DETERMINATION**
- **SELF DETERMINATION**
- **GOALS AND AMBITIONS**

Students who are struggling to keep up with their assessments should have the option to receive additional support from teachers where they can teach them one-on-one and help break down any content that they do not understand. By working with the student one-on-one, the teacher will be able to identify the student's learning method and can teach the student by demonstrating the content in a way that the student understands.

If a certain method does not work with the student, the teacher can review the material and see what areas the student may struggle with and reteach the material in a variety of ways and see which one the student feels confident with the most. By regularly reviewing the content, the student will find what they need to improve upon, thus they will feel more confident in their course when it comes to future marked assessments.

In regards to the student participating in outdoor activities, the organisation should be able to provide the student the same experience as those who are non-disabled. The organisation should allow the student to participate in real life experience. This could encourage the student to be inspired to work in a particular field and enjoy working and observing in a controlled environment.

WHAT CAN TEACHERS DO TO SUPPORT THE STUDENT

Teachers should have a general understanding of the conditions and disabilities that students may have. By the teacher not being aware and keep giving the student tasks that they cannot comprehend. With this lack of knowledge from the teacher, they could unknowingly affect the student's results and future- as they could be scored unfairly or the teacher may give off a negative aura which could impact the student's mental wellbeing. The relationship between the teacher and student is also important to the students accessibility in receiving fair and impartial education. It is also cardinal that teachers build a positive rapport with the student as it could impact the student's future and influence/inspire them in picking a career that they are interested in. If the teacher is distant and reclusive, the student may become dejected and lackadaisical in their course which could result in them finding it difficult to be motivated for their future.

What teachers can do to support a student who has a disability is:

- Provide the student with access to as many tools as possible (materials, resources, etc) to help them satisfy their course outcome
- Discuss with the student how they are coping with the course and if they need any extra support or comfort
- Discuss with the student on how they are finding the work that they are given and ask them if the work is getting easier, is the same or if it is getting harder
- Break down learning content into manageable segments and document the timeframe for each
- Identify what learning method and tool works best with each student
- Incorporate student's preferred modes of learning
- Get personal feedback by asking student what they like about the course, what they do not like, what would they would change and what they wish happened in the course
- work alongside the student if they need extra help or if they are stressed.
- Value students' unique learning style and make them feel reassured that their skills are adequate and useful in the workforce and encourage students by highlighting their strengths and talents to ensure they do not doubt their abilities -which can manifest into self-sabotage- therefore teachers should demonstrate to the student why their strengths and talents are useful in the workforce
- Determine how long student takes to complete work and if they are struggling or are affected by extraneous factors, teachers should condense work for them or give them a lengthier time frame to complete the given work
- Observe the student from afar without interrupting them and see if there are any signs of trouble or struggle. If there are signs of stress, ask the student what they find the most difficult thing is involving the work or if there is anything that is stressing them in their home environment- if they are having problems in their personal life, ask them if they would like to talk about it
- Identifying students' stress indicators and help them stay focused and engaged in the course

The teacher should also integrate real life scenarios and situations into the work to help prepare the student for real work experience.

HOW TAFE INSTITUTIONS CAN GET STUDENTS THE BEST POSSIBLE RESULTS AND PREPARED FOR A CAREER

The following is a range of ways Tafe Institutions can help support students with disabilities to receive a fair education, feel confident and motivated to obtain a job that they are highly interested in:

1. STUDENTS WHO PERFORM POORLY ON THEIR TESTS AND ASSESSMENTS SHOULD HAVE THE OPPORTUNITY TO RECEIVE A REDEMPTION *WITHIN REASON*

If a student performs poorly on their test but it is clear that the student has put in all their effort and has worked to the best of their abilities, the teacher can ask the student to elaborate on why they answered a particular question in a certain way and listen to their response with full attention. This can help identify what learning strategy works best for them. By getting them to explain their thought process of the answer, the teacher may determine that the student has a good idea about the information that was on the test but just use a different formula. By understanding how the student thinks, the teacher can alter the course and provide their work in a way that works the best for them. This way, the student has the opportunity to receive the same education opportunities as those who are non-disabled. In certain cases, teachers should support the student's method of answering the test by allowing them to re-sit a modified version of the test that suits the students capabilities. Another option is to go through the answers with the student and show them different methods of getting the correct answer. By doing it this way, the student has multiple ways that they are exposed to and one method may work with them. In this case, the student should be given the opportunity to use any extra materials and resources that the teacher has provided for them and re-sit the test.

A more approachable method that the organisation can create a Mnemonic system where the student has the ability to remember what is in the course. This would help students remember the content with less difficulty and be able to be more confident when completing tests.

2. STUDENTS SHOULD BE ALLOWED TO TAKE A DAY OFF TO FOCUS ON THEIR WELLBEING

It would be appropriate if students had the opportunity to have 1 day per semester to take a day off and work on their mental health. Students with mental disabilities can feel socially, emotionally or mentally exhausted and may need a day to focus on their mental state.

This would not increase truancy- instead students would feel more reassured that the organisation understands their emotions and respect them for it. Knowing that the organisation wants to support them in their recovery, students would feel more engaged in their course and would be more focused and relaxed. It would also work in favour of the organisation- by giving the student 1 day off, the student feels more motivated to learn and would maintain their focus on the course work. Alternatively, by not allowing the student to have 1 day off, the student will become more uninterested in the course, therefore no longer paying attention to the content and begins to resent the course.

If missed a lesson due to sickness or mental health day, the teacher can send the material and resources via online and the student can review the material in their own time when they feel more relaxed and motivated to do well in their course.

3. STUDENTS WITH DISABILITIES SHOULD HAVE A MANDATED BREAK DURING CLASS

Students should be able to have a 5-10 minute break during their class to help them clear their mind, allow them to de-stress and be more focused when they come back to do their work.

TRANSPORTATION FOR STUDENTS WITH DISABILITIES

Students who may find it difficult travelling to and from school should have the ability to receive:

- Bus passes and an allowance from their organisation
- A monetary donation from their organisation to help the student and their family purchase a specialised vehicle to help the student and any equipment transported with them (e.g. wheelchair) to school *applies to those who have physical disabilities*
- Financial Aid from the organisation to help alleviate any financial stress from the students family in regards to petrol, repairs and upgrades to their vehicle

TAFE Institutions should help families of students who are disabled by making the student's parents' life more flexible while simultaneously helping the student receive an education that they can access and give them the ability to maximise their chances of learning and getting a job.

OPPORTUNITY PROGRAM TO HELP AID STUDENTS AND THEIR FAMILIES WHO ARE FINANCIALLY STRUGGLING

TAFE Institutions should provide a program where they can offer extra financial support to students and help them receive an education. This program would be targeted at students who are determined to receive a certificate and find a career that interests them but their disabilities are hindering them from receiving the same education as those who are non-disabled.

STUDENTS DIAGNOSED WITH A MENTAL DISABILITY

There are many different categories pertaining to mental disabilities. The complexity of students with mental disabilities and completing work varies on each student and their personal life. Despite their past performances, some students with mental disabilities have exceptional talents but cannot demonstrate them due to their emotional state of mind.

Mental disorders can appear at any age for the student or if there has been a traumatic event that has occurred in someone's life. Each case is different and people handle their emotions and process things differently.

Many students who have been diagnosed with mental disabilities might have sporadic changes in their behaviour where their emotions may become unpredictable to others. In relation to the student, mental disabilities can make the student feel a sense of ennui, viewing themselves as inadequate. This would therefore affect the student's attention, which could make them become disorganised in their work space or may give them the inability to articulate what they would like to say to those in their environment and could feel isolated from their surroundings.

EXAMPLES OF COMMON MENTAL DISABILITIES

There are many mental disabilities that students could be diagnosed with. With certain mental disabilities, they can affect the students wellbeing, determination, motivation and can cause disturbed mood patterns. Many students that have a mental disability like to keep to a routine and do not like sudden change in their life, and by being in a course that is ever-changing, students may find it difficult to adapt to new changes and environments.

In common cases, mental disabilities can impact the students ability to make decisions, be independent and have a sense of direction with their future.

It is best to identify what common mental disabilities that students may be faced with in order for students to feel accepted, socially included and not judged by their peers. If a student suddenly becomes:

- Reclusive and hermetic
- Loses motivation. Focus and lacks attention
- Refuses to participate in social situations
- Frequent and unexplained crying

- Not wanting to be present

Then the student may have one of the following common disorders:

ANXIETY DISORDERS

Students who have been diagnosed with an anxiety disorder will have difficulties in being in social situations. When assimilating with others, the student may become stressed, have a sudden inability to speak in coherent sentences and feel like everyone is judging them. Students could also develop social phobias and in severe cases, the student may undergo a panic attack and when it comes to their work ethic, the student may overthink their answers and feel inadequate.

MOOD DISORDERS:

Students who have been diagnosed with mood disorders may have unpredictable behaviour and factoring in the environment, their attitude may change drastically and the student may have unexpected outbursts. There may also be a sudden change in the student's attention, perception and thought process. The student might also become disorganised in their work as their focus is directed on something else.

DEPRESSION:

Students who have been diagnosed with depression may have a vulnerable anterior cingulate cortex may find it difficult to retain any information in the course as their anterior cingulate cortex has forced the student's attention on a particular bad experience, which could influence the student in feeling empty and withdrawn from the course. The student might also have overactivity in their Lateral prefrontal lobe - which retains any unfortunate experiences and sad memories. The student may also have overactivity in their Amygdala- which creates negative emotions and makes a person feel fatigued.

Depression can cause a range of noticeable changes within the students ability to learn. This could involve the following:

- Memory loss
- Lack of concentration on school work
- Withdrawal from activities
- Anxiety and isolation from peers in their course
- Develop stutters and have trouble with enunciation
- Have trouble with public speaking skills
- Lacks motivation + has a lack of interests

By having more context to a student's mental state, teachers can support the students' learning endeavours and assist the student in how they can improve their work ethic, maximise their skills and become prepared and engaged with the work environment.

OPPORTUNITIES FOR STUDENTS WHO ARE CHRONICALLY SHY OR HAVE BEEN DIAGNOSED WITH A MENTAL DISABILITY

Students who have a mental disability should be given the opportunity to complete their tasks in ways that would cater to their comfortability.

A selection of opportunities for students with mental disabilities are listed below:

1. Students should be able to work in a separate classroom away from other students and be able to work on their outcome without having to see their peers that may make them feel intimidated or uncomfortable. This method may give students the opportunity to excel as their focus is now directed at the work presented to them rather than observing their surroundings, which could result in lowering their stress levels and making them not feel self-conscious.
2. In severe cases, the student should be able to have the option to complete any tests at home via online. For this to be a considered method, the organisation would create a link to the test where it takes the student to a page where they cannot switch tabs- and if they do decide to switch tabs, the test finishes and the student cannot access the page again and the results will be sent to the organisation. There would also be a timer set where once the time is up for the test, the page that showed the test would switch off and self save. This way, the student would receive the same education as their peers but would be completing their work with more comfort.
3. Students would not need to do oral presentations. Instead, the student can send their speech to the teacher and be assessed based on linguistic merits or if they are willing to present to just the teacher, they have the option to do that. It would be recommended that teachers do not force students to do an oral presentation in front of their peers as it could cause the student to resent the class and the course and become even more reserved and isolated.
4. Students should be able to bring in objects that dissolves their stress and makes them calm. For example, de-stress balls, anxiety reducing toys and objects. Anything that the student has an attachment to or has a comfort object, they should be able to bring it to their course. In severe cases, students should have the ability to bring in their support dog *only if the other students do not have any allergies to dogs. Be conscious of other students and if they have allergies*
5. Allow students to listen to music during assessments. Some students are more focused when they listen to music, therefore this could increase the results of the student and give them more opportunities in obtaining a job.

IMPROVING STUDENT ENGAGEMENT AND MOTIVATION

Acknowledging that the ventral tegmental nucleus provides a person with mental energy and the ability to be ambitious and driven, it should be considered that in some mental disorders, the blockage of the ventral tegmental nucleus could be what interrupts the student's motivation and engagement in their course. It should also be considered a possibility that some student's current efforts are a dichotomy to their true capabilities, however due to their emotions causing turmoil for them (especially when emotion, motivation and personal situations are involved) the student is unable to be as productive as they actually could be. The organisation should recognise students strengths and talents by trying to improve the student's motivation by incorporating their interests or hobbies into the course work for them. By sparking interest in the student, they will become more engaged with the content and will be more inclined to finish their course work as they feel more confident. This could potentially improve the student's assessment results and make them try harder to satisfactorily complete their course. This would also positively affect the student's confidence and chance in getting a job after completing their education.

WHAT TO DO IF A STUDENT CONFIDES TO A TEACHER

Anything the student shares with the teacher should be kept on record but should stay between just the two of them and kept in confidence. By breaching the student's trust, it could make the student view people as dishonest, unpredictable and not to be trusted. Most students who have a mental disability fear talking about their mental health with faculty members as they are afraid that the personal things they entrusted someone who they thought they could rely on will be exploited, have their parents involved (which could negatively impact the student) or have third parties know what they shared in confidence, such as other teachers and their peers. By a student telling a teacher the things that are affecting them in a negative way, the student would have felt that this teacher was a trustworthy person, therefore if a student has chosen to open up to a teacher, it is best that they keep all the information that has been shared just to themselves. This way, the student will gradually trust the teacher more and more and will be more inclined to give more insight to their life and feel assured that there is someone in their life that they can depend on.

It is advised that teachers should not have an abrasive attitude towards students or be intimidating. Teachers who have a student in their course that may have a disability should be encouraging the student to work to the best of their abilities, be calm and approachable. By the teacher creating a good rapport with the student, they will feel more inclined to discuss any personal problems that are currently happening in their life. With the student being able to trust the teacher, the teacher can find a solution that will help the student put effort into their work, making them no longer stagnant in their learning. It would be best if the teacher has a

naturalistic tone and supports the student with whatever they are willing to divulge. It is also good to remember that each student has different ways of interpreting tone and body language, which could affect the fluidity of the conversation and if the student will/will not share anything else that may be disturbing them in their personal life. The conversation between the student and the teacher could affect the emotions of the student permanently, and if the conversation is rather hostile, the student will further withdraw themselves from any social interactions and may feel further ostracised.

STUDENTS WITH BRAIN INJURIES, NEURO- DEVELOPMENTAL ISSUES AND NEUROCHEMICAL IMBALANCES

Students who have had any injuries that have had a tumultuous effect on the brain should be entitled to extra support, tools and devices that would help enhance their skills and ability to be productive, thus finishing their coursework that satisfies all the course outcomes.

WHAT HAPPENS IF AN AREA OF THE BRAIN HAS BEEN DISRUPTED

If an area of the student's brain has been disrupted, the student would not be able to understand specific aspects of the course.

CARDINAL AREAS OF THE BRAIN

Wernicke's area - Linked with Language comprehension

Broca's area - Linked with Generating speech production and grammar modules

By a student having one or both of these areas damaged, the student may find it difficult to receive the same education as those who are non-disabled and would find it arduous to complete certain parts of their course (e.g. comprehending content, articulating their thoughts and trouble with writing sentences).

By becoming aware of the different types of limitations to the brain that students may have, TAFE Institutions can help students by evaluating what the student is capable of doing and can modify the course assessments and help the student complete their course.

DAMAGE TO THE MEMORY SYSTEM

Students that have had an injury impacting their memory system may have:

- **Trouble recalling information**
- **Memory problems**
- **Difficulties in communicating**
- **Difficulties in thinking**
- **Hardships in retaining linear sequences and events that have occurred**

Students that have a disability pertaining to their memory may have developed the disability or had an accident that has resulted in their brain counteracting with the

memory system. In order to help aid those with disruption to the brain, TAFE faculty should have a brief idea on how the interference with the memory system affects the student.

The effects on the brain if injured

FRONTAL LOBE DISORDERS

The Frontal Lobe pertains to an individual's memory, judgement, linguistic skills and problem-solving skills.

Damage to this area could result in an individual developing the following:

- **DEPRESSION**
- **MANIA**
- **ATTENTION DEFICIT DISORDER (ADD)**

ORBITO-FRONTAL CORTEX

The Orbito-Frontal Cortex subjugates any harmful actions and any urges an individual may have.

Damage to this area could result in an individual developing the following:

- **BORDERLINE PERSONALITY DISORDER**
- **PANIC DISORDERS**
- **OBSESSIVE-COMPULSIVE DISORDERS (OCD)**

TEMPORAL LOBE

The Temporal Lobe relates to long-term memory that involves the Anterior Cingulate cortex, which gives the individual the ability to focus and pay attention.

Damage to this area could result in an individual developing the following:

- **TEMPORALI ARTERITIS**
- **ATTENTION DEFICIT DISORDER (ADD)**
- **EPILEPSY**

DORSOLATERAL PREFRONTAL CORTEX

The Dorsolateral Prefrontal Cortex controls any outbursts of emotions and impedes individuals from saying what they are thinking out loud.

Damage to this area could result in an individual developing the following:

- **ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)**
- **SCHIZOPHRENIA**
- **DEPRESSION**

By understanding some of the effects in relation to *the Memory System* being damaged, TAFE Institutions can consider appropriate methods in ways to help the student to have the opportunity to receive an education despite their disadvantage. By identifying what ways students could be affected by their disability, the organisation can evaluate students' weaknesses and work on ways to help the student become confident in their abilities and enhance the skills they might be weak in.

The organisation should also be familiar with what communicative function the student is most comfortable with. For example, does the student communicate most by using facial expressions, gestures and limb movement, pictorial cues or verbally.

STUDENTS WITH A VISUAL IMPAIRMENT

Organisations should provide students who have visual impairments with materials and resources with auditory recordings so the student is able to access the information and be able to perform required tasks to the best of their abilities. When completing required assessments, the student should be allowed to complete their work by sending an auditory recording of themselves articulating their work. This way, students can still complete the required assessment without any disadvantages.

Students who are completely blind should receive worksheets that incorporate Braille on them. This would help the student to be able to receive the same education as though who can see and gives them the opportunity to pursue a career that interrelates with the course that they are taking. By providing the student with work that they can read, the student will not have any limitations or disadvantages and can obtain the same degree of education as their peers.

Students who have a more mild visual impairment, the organisation should provide the student with worksheets that are printed in a bigger font and that the text is in bold. This gives the student access to read the material and have the ability to progress through the course.

It would be in the student's best interest if the student was familiar with the teacher's voice and were comfortable around the teacher. When the teacher talks to the student, the student should be able to easily recognise the teacher's voice and understand what they are asking them. When in conversation with a student with visual impairments, the teacher should provide meticulous oral instructions to ensure that the student comprehends what is being required of them.

STUDENTS WITH HEARING IMPAIRMENTS

Organisations should provide students who have hearing impairments with visual cues (diagrams, pictures to support text, etc.) or written instructions to help the student complete tasks and not miss out on any information that may be beneficial to them. If the student is deaf, their interpreter should be able to assist them in school, helping them to get the most value out of their class and ensure that they can receive the same education as those who are not deaf.

Students who have hearing impairment should have the chance to receive any auditory information written down or delivered through e-communication (such as email) where the student has the opportunity to write to their teacher what they may need help with or what they would like further clarified. Students who have hearing impairments should also be exempt from doing any oral presentations and do their presentations by writing and using Powerpoint to demonstrate their work.

It is also recommended that TAFE faculty should acknowledge that some students could have auditory problems with volume. This would mean that staff would need to speak at an appropriate volume rate, enunciate words as clear as possible to further accommodate students who have hearing impairments.

STUDENTS WITH A SPEECH IMPAIRMENT

Organisations should provide students who have a speech impairment by giving the student the opportunity to communicate by using visual cues or write information down on paper or on a device that can speak on their behalf.

Another option that the organisation can take into consideration is by accommodating students with specific language impairments (e.g. difficulties with enunciating words, have trouble with linguistics, has a severe stutter) is that staff members could role play with the student and use visual cues to encourage the student to communicate with them and understand what they are what they are trying to communicate. This would encourage positive relationships with the student and teacher and make the student more confident in relation to their interpersonal skills and communicative skills as the student feels that their gestures are easy to interpret, therefore when the student is in the workforce they would use the same gestures to indicate what they are trying to say and would not need to feel self-conscious that other people do not know what they are trying to say.

STUDENTS WITH PHYSICAL DISABILITIES

Students with physical disabilities have not received the same education as students who are non-disabled. This could be due to many different factors such as they have been in hospital, at home, etc. This has put a strain on their ability to learn and receive an education compared to those who can go to school voluntarily. By having check-ups and support for their disabilities, it has prevented them from developing skills, therefore causing stagnation in their education. By being unable to attend TAFE and participating in the practical tasks, the student has an unfair disadvantage as they would not receive and build upon the skills or qualifications as someone who has no/minor disabilities.

Students should be able to participate in practical tasks and be immersed in the working environment and be involved and can still help in a way and observe, therefore they are retaining information while visually seeing how their course applies to real word scenarios.

STUDENTS WHO ARE IN HOSPITAL OR NEED FREQUENT CHECK-UPS

Students who are often in hospitals and need to get tests done regularly (eg; an echocardiogram) should have the opportunity to conduct their work via online, or if they prefer to write their notes, students can get the content delivered to them in a pack and complete the work at home in the comfort of their home. If the student is adamant for a learning area and a way to practice their work skills, teachers can make calls online (through Zoom, Google Classroom/chat and Skype) and talk to the student to ensure that they are receiving as much information about the course as they can and help clarify any information that they may not understand. The main goal is to ensure that the student's education and ability to learn is not jeopardised due to them not being present in class and it is ideal that TAFE faculty are there to support the student in any way they can, such as if the student needed extra time to complete their assessments. It would be best if TAFE faculty could reduce any stress from the student and ensure that they have time for themselves to get better and take care of themselves first.

ASSISTIVE TECHNOLOGY FOR STUDENTS WITH A PHYSICAL DISABILITY

Students that have a physical disability and need support from assistive technology should be able to use the technology within their course.

Assistive Technology that could be involved:

- **Collaborated and Touch Screen Devices (e.g. iPads)**
- **Keyboards**
- **Speech + language software (e.g. text to speech and Braille translation)**
- **Voice Output Devices**

If there is a system error in technology, the staff member who is supervising the student teacher must remain calm and not make the student concerned. What the staff member should do is contact the parent in front of the student and explain to the parent what has happened and ask what is the next step to help the student. By calling the students parents in front of the student, the student would be reassured that they will receive the help they need and will have the opportunity to get back to their education once the dilemma is fixed.

ACCOMODATION FOR PARALYSED STUDENTS

If a student is immobilised, the student should have first priority to sit in an area where they have access to see, hear and have their equipment available to them if needed. If the student is able to see, hear and comprehend what information the teacher is saying and providing, then they will have more accessibility to retain and store information, take down notes, be more engaged in the class and feel more confident when completing assessments.

Students who are immobile should also have any equipment that they require easily available to them when they are learning.

Physical disability equipment that may be used:

- **Standing frame**
- **Mobile stander**
- **Prone stander**
- **Wedge**
- **Side lyer**
- **Corner chair**
- **Bolster chair**
- **Activity chair**

Completing Marked Assessments

In reference to students who have are paralysed completing marked assessments, students -depending on the severity and what physical disability they are eligible for- should be given

the opportunity to orally do their assessments by going into another room with the teacher and verbalise their answers and elaborate on their answers if they did not provide enough evidence when they have explained their answers to the teacher. While the student is providing answers to the teacher, another teacher would be supervising the rest of the students to ensure that their learning is not disrupted from the teacher being absent.

STUDENTS SUFFERING FROM PARTIAL CAUDA EQUINA SYNDROME OF SIMILAR DISABILITIES *UNABLE TO SIT FOR A LONG PERIOD OF TIME*

In regards to students who find discomfort when sitting on a chair, they should have the option to substitute a chair for a beanbag or a pillow. By eliminating the student's discomfort, they will be able to concentrate better on their work.

IF STUDENT SPEAKS A DIFFERENT LANGUAGE

Victorian TAFE Institutions should establish a concrete foundation for students who are disabled and speak a language other than English. Students should not miss out on content due to them not knowing English skills, instead it would be better if TAFE Institutions provide adequate support and help the students receive the same education as those who understand English.

What can be useful to accommodate students with disabilities and speak another language is that TAFE Institutions should allow students to have an interpreter present with them in their course to help them understand what is going on in their course and what the teachers are expecting them to do. If a translator is present, the student can ask the interpreter for further clarification and would not feel intimidated as they can ask as many questions and feel confident in their course as they are receiving the information but with a clearer way of obtaining the information in which they understand. If a student has limited English skills, an interpreter can help them conduct strategies in order to remember certain key terms and have a greater chance of learning, finding interest in the course and not feel intimidated by their teacher and pretending that they understand the content when they do not.

Any worksheets given to the student should be printed in a big font, where the information is easy to read, concise and uses simplified language. Another method that could be considered is that any information that is complex to explain should have pictorial imagery (diagrams, graphs and visuals) incorporated to help the student visually understand what the information is about. Students should also receive worksheets that include basic ENGLISH-to- LOTE text translation to help the student have an idea what is happening within the course.

Students who speak another language should also have the opportunity to have translation software available to them. This would help enhance the student's problem-solving skills and communication skills as they are using the device to interact with other persons. It would also help the student develop independence skills in case they do not have an interpreter present in their future career. This would allow the student to develop confidence in their linguistic and communicative abilities which could encourage them to be more determined and prepared for a job.

By developing methods that help eradicate any existing language barriers, disabled students who do are not fluent in English can still receive a fair education where they can succeed in a career that interests them.

It is notable that not all students who have a disability need specialised assistance, in fact some students may not need specialised help as they may be extremely capable of learning, are independent and even have an eidetic memory may only require support in moving (e.g leaving the class). However in particular cases where the student has the following, they may need assistance and support from a secondary person, such as a paraeducator:

- limited proprioception and spatial awareness
- Severe damage inflicted upon the brain (eg; damage to or beyond the prefrontal vortices -such as the motor cortex- and tegmentum)
- damaged acetylcholine receptors (eg; causing myasthenia gravis which affects the skeletal muscles by making the muscles weak and difficult to move)

ROLE OF PARAPROFESSIONAL EDUCATOR

Students who require assistance from a Paraprofessional educator should have the ability to have them present when they are at TAFE and participating in practical work.

The Paraprofessional educator should have the necessary qualifications, such as having a working with childrens check and should go above and beyond in the standard of care in consideration of the student.

The Paraprofessional educator should also have the appropriate attitude to be assisting the student. If the attitude from the Paraprofessional educator has a brusque nature, the student may have a disadvantage in obtaining an education as their attention is drawn to their Paraprofessional educator, which could result in the student not obtaining any information and missing out on key information. The Paraprofessional educator must also have extensive knowledge in knowing about the student's disability and should know how to handle unexpected situations with diligence and pacify any resentment from the student.

The Paraprofessional educator must accommodate the personal and physical needs of the student (depending on severity of the student's condition). This would include feeding, dressing, hygienic duties (e.g. taking them to the bathroom, changing, cleaning) and ensuring that they are in a safe environment and out of reach of anything that could injure them. Paraprofessional educators would be by the student's side for the whole time the student is at TAFE. The Paraprofessional educator would also need to inform the student's teachers when the student needs to take pills, eat and when they need to leave the class for any external factors.

If a student has any skin conditions, the Paraprofessional educator must have experience of what to do in order to keep the student safe and know when to prescribe them any medication they may need. Any medication that was not consumed by the student should be recorded and the Paraprofessional educator should contact the students' parents and also show the document in person or via e-communication. The Paraprofessional educator should also document where they track what time and where the student takes their medication and what the student had consumed before their medication.

The Paraprofessional educator should have a timetable of when the student needs to eat, know what prescriptions the student has, when the student must take their medication and where they take it. When handling the students' medication, the Paraprofessional educator must also be informed by the student's parents if the medication that they take affects the students mood and behaviour. By the Paraprofessional educator understanding the student's mood and behaviour after taking their medication, the Paraprofessional educator can provide for the student and conduct a strategy that engages the student while keeping them safe.

The Paraprofessional educator must always have the student's emergency contacts on them at all times in case the student's health is at risk or if the student refuses to take their medication. The Paraprofessional educator should document the behaviour of the student prior to taking any medication and their behaviour after taking their medication. By documenting the student's behaviour, parents and teachers of the student can have an indication of what could be affecting the student's mood if medication normally does not affect the student's mood and behaviour.

When assisting the student with taking medication, the Paraprofessional educator should wait with the student for 10-15 minutes to see if the student's mood or behaviour changes. If the

student's behaviour remains the same, the student should be free to return to class and learn. If the student behaviour changes, the student's parents should be contacted and updated on their child's behaviour and ask them if there is anything they can do to support the student. If a student becomes resistant, signs of aggressive behaviour or violence becomes apparent, the Paraprofessional educator should distance themselves from the student, confirm that there is nothing dangerous in the environment and wait half an hour for the student to calm down. During this time, the Paraprofessional educator should communicate to the student (verbally, visually, with cues, etc), and ask the student questions about school and how they are finding it as the student may become emotionally distressed due to something in their work environment. If a student talks/motions to the Paraprofessional educator, they can identify the root cause of what is affecting them emotionally and let the teacher know what is happening in regards to the student's learning experience. In doing this, the teacher can have an insight to the student's emotions and find a way to support the student by adjusting the course to suit their needs.

This could include:

- Improve task lengths for student by either decreasing the content, shortening/ expanding the amount of words in course task (depending if student does not understand what is being said or if student needs more clarification)
- Assess their strengths and weaknesses and find what learning strategy works best for them.
- Alter materials, resources and break down content to help the student be less stressed and flexible in their school and home life
- Limit any distractions that may cause the student to focus their attention on
- Discuss in basic terms what the task is asking/requiring
- provide clear and simple outcomes
- Incorporate students interest where applicable
- when handing out schedules and work, if the student is a visual learner incorporate pictorial images to make the student better understand what is being required of them. If the student is an aural learner, provide them with an auditory recording of the outcome so they understand what they need to do.

The responsibility of a Paraprofessional educator is to ensure that the student is in a safe environment where they have the opportunity to have an education with as many minimal

disruptions as possible. The Paraprofessional educator must provide as much support to the student in order for them to successfully satisfy and complete all the course's outcomes, receive their certificate and be prepared for the workforce.

PROVIDE CHANGING STATIONS FOR STUDENTS WITH DISABILITIES

Students who have physical disabilities should have an area dedicated to them and have the ability to be clean and comfortable while receiving an education.

HOW TO RESOLVE INVOLUNTARY GRABBING FROM STUDENT AND LOSS OF ATTENTION

Students who may have a physical impulse to grab and attach themselves to objects (e.g. Magnetic apraxia) should have the ability to bring in something that comforts, relaxes and makes the student's emotions positive. In such instances, TAFE faculty should contact parents and find out what pacifies the student and makes them focus the best. If however, there is nothing the student has an attachment to, staff should provide the student with something that cannot harm the student -preferably a stuffed animal- therefore the student will not be involuntarily reaching out to grasp something and lose focus on the lesson. If the student holds something that they are comfortable with, their focus will be maintained in the lesson and they will have the opportunity to learn and retain information, giving the student the same opportunity at learning as those who are non-disable.