

Special Needs Unit (SNU)

compensatory measures

for students with SpLD and disabilities



Politecnico
di Torino



Le misure compensative

Compensatory Measures are **tools/strategies** to allow the **overcoming of difficulties** related to one's personal characteristics in situations of study and checking of acquired competences.

They are **personal**, defined for each student by the **Special Needs Unit** in the first instance on the basis of:

- the **certification** submitted;
- the **experience** of the operators in relation to the specific university environment.



Compensatory measures study

Educational support	A specific tutoring (educational or sign language) is offered to the student to help him/her organize the study process and foster the relationship with the teaching staff
Attention to language	Use linear and direct communication, avoid implicit messages and double negatives in both oral and written interactions
Consulting	Provide frequent and/or periodic individual advisory (in-person or remote)
Careful inclusion in group work	During group work: put the student in a small group, supervise the group and foster inclusion
Additional course/examination details	Clearly illustrate the exam structure and explain how to manage the extra time (do not take for granted any basic information on the course)
Lip-reading facilitation	Allow lip reading during the lessons: talk in front of the group, with clear and slow diction or using the microphone
Video lectures	Provide video lectures
Accessible material	Provide accessible learning materials ahead of the lessons (presentations, course handouts, exercise books), if requested by the student
Recorder	Use of recorder
Customised deadlines	Customize deadlines for turning in exercises and projects
Digital texts	Use of digital texts
Video magnifier	Use of video magnifier in the classroom

Compensatory measures exam (first part)

Authorisation for glycaemic control	Allow the student to keep a glucometer. If the student needs to use it, allow time to resume the exam and give a new deadline to turn in the exam paper
Headphone/noise-cancelling earplugs authorisation	Allow use of noise-cancelling earplugs/headphones and text markers, for in-person exams
HW/SW authorisation	Use of PC /Exam Reader / graphic tablet / speech synthesis ...
Teacher interaction authorisation	Interaction with the teaching staff during the exam, if requested
Exit authorisation	Allow the student to go to the toilet during the exam and give extra time to make up for the toilet break
Calculator	Use of calculator
Legibility criteria	Legibility criteria (Arial, font size 12, line spacing 1,5, unjustified text, expanded spacing)
Care in oral interactions	Carefulness during oral interactions: make sure that the student has understood the question, avoid putting pressure, give more time to process the question and answer it, be patient and wait for the answer
Alternative examination	In the event that a written exam is strictly necessary, check if the exam format (e.g. multiple-choice questions, close-ended questions, etc.) may be a barrier and consider replacing it with a different type of assessment
Online examinations	Possibility to take the exam online (if necessary proctored by the staff of the Special Needs Unit)
SNU space examinations	If requested by the teaching staff/student, the student can take a proctored exam in the rooms of the Special Needs Unit, delivered at the same time of the other students

Compensatory measures exam (second part)

Formulary	Use of formulary (for both written and oral exams)
Concept maps	Use of concept maps (diagrams that depict relationships between concepts)
Orals quiet environment	Oral exams in a quiet, silent and non-crowded space (or alternatively in the rooms of the Special Needs Unit), with breaks
Oral vs. written	Prefer oral exams rather than written exams
Dedicated workstation	Specific desk / workstation in the classroom or, alternatively, in the rooms of the Special Needs Unit; exam proctored by the SNU staff delivered at the same time of the other students
Tutor presence	A tutor of the Special Needs Unit (a person who reads out the questions and/or helps the student use the PC and/or takes dictation)
Exam division	Exam divided in several modules
Extra time	30% extra time to take the exam; alternatively, for written exams, a lower number of questions (reduce quantity but not quality)
Enlarged track	Paper-based exam: prepare the exam questions on A3 paper size, font: 14 Computer-based exam: check if it possible to zoom images and adjust brightness
Content vs. form evaluation	Assess content rather than style and spelling
Written legibility check	At the end of written paper-based exams, make sure that the student's answers are legible. If necessary, ask for clarifications of non-legible handwriting

«Watch out for those two!»

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Concept maps	Use of concept maps (diagrams that depict relationships between concepts)

If the **form** is included among the compensatory measures, you must **upload it in the Computerised Reporting Procedure** to obtain its validation (well in advance of the examination date and no later than 10 days before the first appeal date of the session).



Concept Maps are a very personal tool, remember to show them to the professors as you make them, bringing them to the classroom and asking for advice on how to structure the various topics: only in this way can you study on a useful material also in the exam, **agreed and shared in advance.**