



# International Students and Disability

Developments, Diversity and Duty

Heather Symonds  
LCC 2008

# Disability under the Disability Equality Duty 2006

A disability is defined under legislation as  
**‘a physical or mental impairment that has  
a substantial and long-term (12 months  
or more) adverse effect on a person’s  
ability to carry out normal day-to-day  
activities’**

At every level – a duty of care towards all  
students

# Dyslexia and Disability

‘Dyslexia is a specific learning difficulty that is neurological in origin. It is characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.’

(International Dyslexia Association 2008)

# Dyslexia

- Keira Knightley



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# Research

- Creative Arts and Design subject areas attracted the highest percentage of dyslexic students at 5.59%- HESA 2004
- HESA stats indicate- an increase in disabled international students entering British HE (38.24%) 2001-2007
- This exceeds both disabled domestic students (37.02% increase) and non-disabled international students (31.38% increase).
- No designated organisation responsible
- Skill & UKCOSA (Council for International Education get most enquiries

**Armineh Soorenian –(PhD) University of Leeds**

# Agencies for assistance

- Students with Disabilities (SWD) @ National Union of Students (NUS)
- Council of International students (CIS).  
Non-disabled international students

# I have a disability; can international students claim DSA?

- No, you cannot apply for DSA if you are an EU or International student. An Advisor at Learning Support can still assess you. If additional support is recommended we can arrange for this to be paid through University funds. Contact Learning Support for more details.

[http://www.mmu.ac.uk/academic/studserv/learningsupport/location\\_of\\_services.php](http://www.mmu.ac.uk/academic/studserv/learningsupport/location_of_services.php) Authored by: [MMU](#)

- ***This question has been viewed 426 times so far.***

# International Dyslexia Association

- **A Deletion in Intron 2 of DCDC2 Regulates Protein Expression in Developmental Dyslexia**

Haiying Meng, M.D., Ph.D., Yale Child Health Research Center, New Haven, CT

(Project in progress)

**2004-2005**

**2003-2004**

## **Dyslexia in Chinese**

Dr. Yin Wengang, Institute of Psychology, Chinese Academy of Science, Beijing, China

Dr. Weng Xuchu, Chinese Academy of Science, Beijing, China

Brendan Weekes, Ph.D., School of Biological Sciences, University of Sussex, Falmer, Brighton,

Heather Symonds

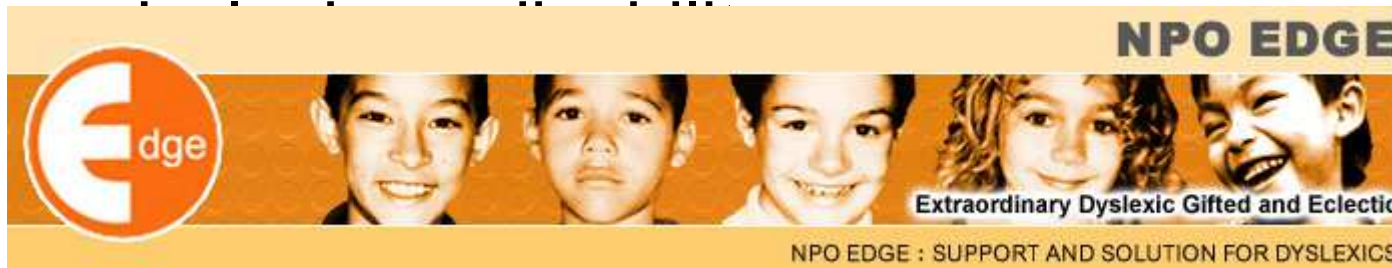
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# Conferences to CLTAD 2002

- BDA Multilingualism and Dyslexia took place in the U.K June 1999
- Multilingual and Cross-Cultural Perspectives on Dyslexia  
June 27-29, 2002  
Washington, DC
- CLTAD Multilingualism sessions in 2002  
(Symonds, H)
- Changes 2008/09

# Identifying dyslexia

- Keep up to date – things change e.g. 2002 Japan did not recognise dyslexia in 2004 they did – symposium in Kobe
- Know the country's latest government position



- Try to obtain formal evidence of dyslexia before applications
- <http://www.icdri.org/Dyslexia/wdnf.htm>

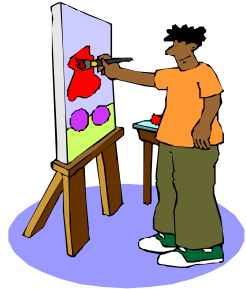
# Identification and practice

- Oral fluency is not the measure of language acquisition but reading and further listening and reading- can ascertain . Geva,& McLoughlin, Ryan and Kirk 2000)
- Self referral as ‘poor English’ = False Positive –  
*‘whereby the reality is that a student has not yet mastered the conventions of the English language or perhaps had an interrupted or limited educational experience’.*



# Language acquisition

- Sparks and Ganshow (1999) illustrate:
- the manner of tuition,
- where and how strategies have been learned
- false assumptions about language



# IELTS and language accommodations for dyslexia

- The Language Centre allow extra time and consider lower score offer at entry for applicants with a disability. This follows the Schwartz Report guidelines on widening participation.
- If the University is art led, then ultimately the art and the quality of the applicant to meet the central learning outcomes is the issue. What do the universities' policies and literature state about the services they provide for disabled international students?

# Study/Specialist Support

- Was once central and is now college funded- this needs monitoring as a new initiative for quality assurance and diversity
- Margaret Herrington style study may enhance experiences- CLIP/CETL bid to get an international students to shadow the student with a disability

# Multilingualism and dyslexia

- <http://www.icdri.org/Dyslexia/wdnf.htm>
- The World Dyslexia Network Foundation  
Ian Symthe

# Enhancing the student experience and enhancing satisfaction

- Orientation/signage
- Information - Accessible formats BDA 2008/9
- The selection and admission of students- Schwartz report
- Enrolment, registration and induction of students- Support
- Specialist support – walk in my shoes..

# Impact Assessment and the Disability Equality Duty

What do the universities' policies and literature state about the services they provide for disabled international students?

# Teaching, Learning and Assessment

- What improvements could be made?

# Suggested strategies

- Staff Awareness of their curriculum – what went before (Manga only in last year)
- INSEA from primary to HE
- Exchanges for teachers NOT researchers
- Validations –International agenda
- Delivery- experiment in another language
- Using technology
- A community of disability – on line see Leeds