



UNIVERSITY *of*
TASMANIA

An emerging model for cross- team collaboration: Student Learning and Disability

Amelia Dowe, Carol Devereaux and Alexis Smith

Pathways15 Online: Advancing Inclusion in 2020 and Beyond



Hello!

Amelia Dowe

Student Learning Adviser

- Writing
- English language
- Academic skills

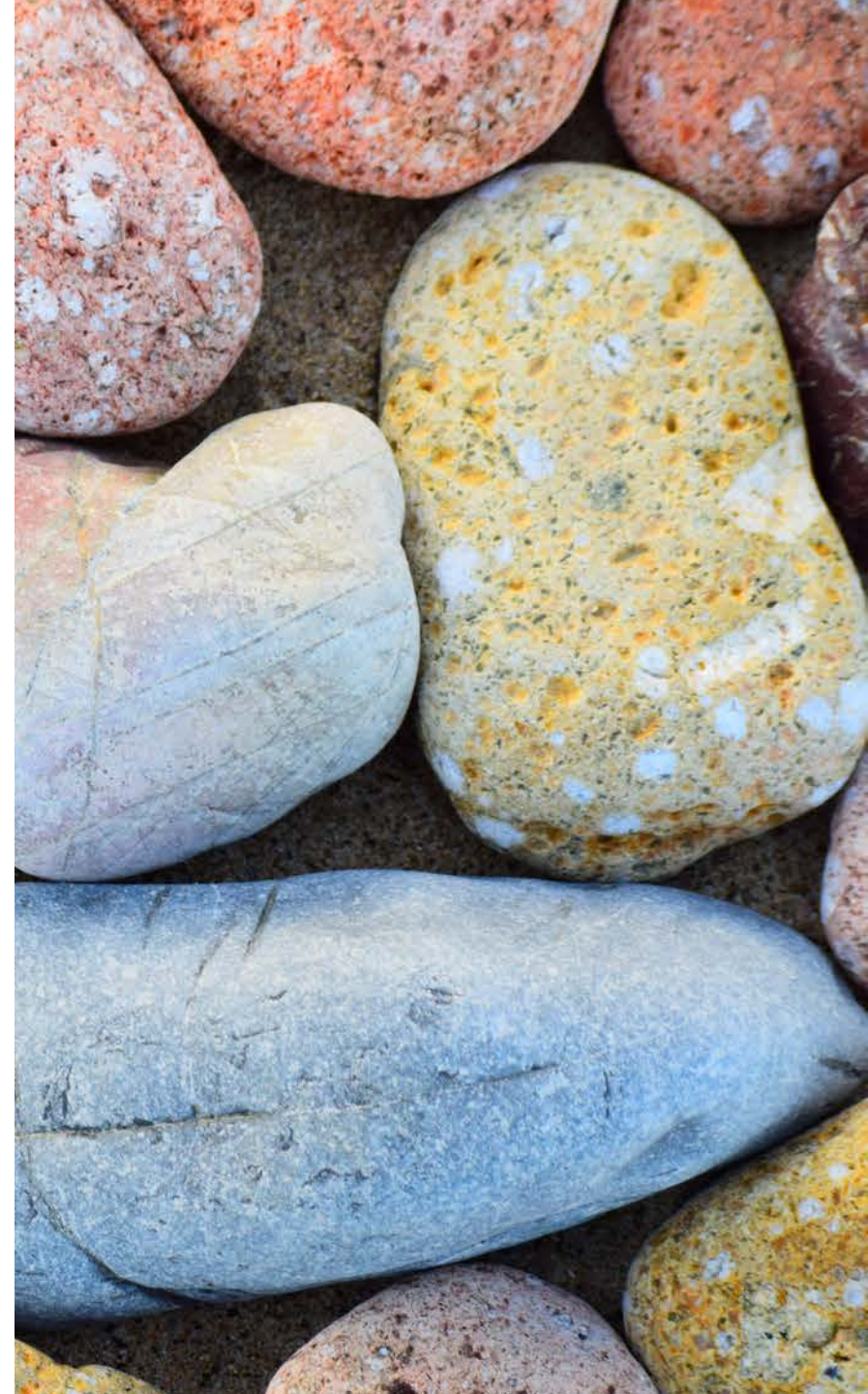


Hello!

Carol Devereaux

Disability Adviser

- Unpacking individual student needs
- Learning Access Plans
- Linking with other services



Hello!

Alexis Smith

Accessibility Liaison Officer

- *Access Super User*
- Disability-related admin



Overview

- Disability team's perspective
- Student Learning team's perspective
- Solutions
- Case Study
- Discussion



Disability team's perspective



Complex issues

- Students present with a range of problems
- LAP doesn't meet all needs
- Refer to other teams for support and expertise
- Student with Specific Learning Disabilities
 - Emerging as key cohort
 - Area of growth between teams

Complex issues

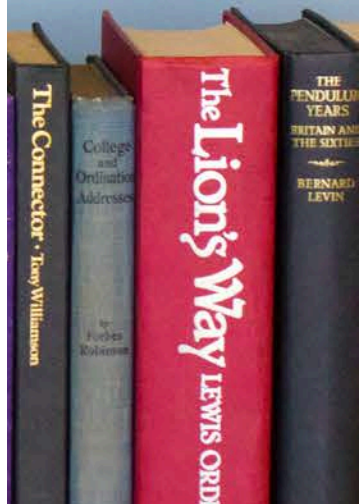
- Students can get lost in the processes
 - Adjustment and transition for students
 - Often a new model of support
- Don't always get the help they need
- Creating connections is essential
 - Explanations to students
 - Providing a personalised link to services

Student Learning team's perspective



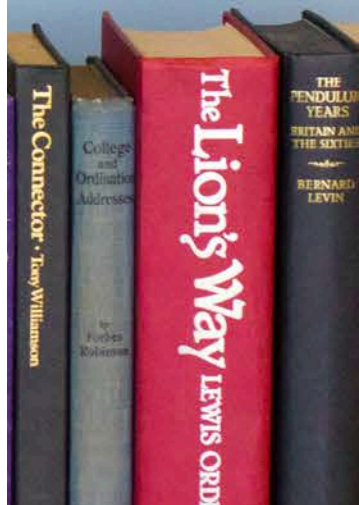
Complex issues 2

- Students with Specific Learning Disabilities
 - Didn't know how to help
 - Didn't know what tools were available
 - Often felt we hadn't helped
- Referrals didn't always have context
 - Unsure why the student has come
 - Disclosure can be difficult for students
 - Trust building takes time



Complex issues

- University communication processes between teams
 - Add complexity
 - Time consuming
- Culminated in reactive approach to support



Solutions



Proactive approach

- Collaborative approach to common issues
- Improving communication
- Personalised referral process
- Knowledge sharing and capacity building



Joining the dots

- Referral process
 - Hard or soft
 - Non-prescriptive
 - Suit the practitioners and students
- Joint appointments
- Email introductions
 - Reciprocal acknowledgement helps
- Staying in touch where necessary



Building capacity

- Training for Student Learning team
- Formal and informal
 - Attended Assistive Technology Day
 - ADCET resources and webinars
 - Connecting with skilled individuals
 - Social Inclusion Community of Practice
- Sharing practice



Workshops and consultations

- Student Learning embedding info in mainstream programs
- Proactively sharing information in consults
 - Referral pathway goes both ways
 - Support available without diagnosis
- Include info in workshops and webinars program
 - Read&Write
 - MS Office
 - Disability team



Creating student networks

- Connecting students
 - LD Legends Group
 - Now a TUU Student Society
- Supporting their ideas
- Helping to build a framework and link in new students



Future steps

- Move away from point-dependent to strategic
- Review ways of working with student groups
- Role of technology
 - New system and capabilities



Case Study



Student with Dyslexia

- International Masters student
- Referred to Student Learning from Disability via email
- Linked in with a range of supports, including UTAS LD Legends





**We want to learn from
you as well!**

**How do you work with
other services?**



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