

Educational Counseling Programs for Students with Disabilities during the Pandemic

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Abstract

The present empirical and descriptive study aims to highlight the contribution of educational programs to the academic progress of adult students with Special Educational Needs and disabilities (SENs/Ds) during the pandemic period (World Health Organization, 2020 b). The main hypothesis investigated whether these interventions for learning problems helped them to manage the personal difficulties that hinder the smooth process of obtaining the degree. Data were collected with empirical descriptions according to the observation and the intervention methodology for SENs/Ds and were recorded with some protocols with physical presence or by distance learning. The pedagogical tool for the Special Educational Programs was applied with emphasis on the Targeted Individual Counseling Structured, Differentiated, Didactic Intervention without Exclusion interventions. The recordings followed the linear layout of the interventions that students receive at the University upon their request. The results showed that educational programs can temporarily relieve students in dealing with academic difficulties in work exams. Isolation, social distance and emotion management also proved to be extremely difficult for most students.

Keywords

students; disabilities; pandemic; special education and training



I. Introduction

The problem of educating students with disabilities at the University is timeless and modern. Of course, the human resource development is still supported by education and lifelong learning, meeting the challenges posed by the course of study and the COVID-19 period. The Faculty of Teacher Training and Education, Universities Samudra, in Indonesia has study the character of students towards the understanding of Covid-19 in the digital age and the terminology relating to Covid-19 in the digital age such as another problem for the students (Syahputra, A., Nuraini, B. & Ulfa, M, 2020). According to the World Bank for Reconstruction and Development, which addresses the issue of International Integration, "every student's important and we are decompressing the learning crisis for students with disabilities" (Cheshire L, 2019). Also, the reports on the disability and development from the International Alliance on Disability, funded by the United Kingdom Department for International Development (DFID) and the Inclusive Futures discussed the meaning of " what does it mean for students with disabilities, without exclusions, fair, quality education " (Report Of The International Disability Alliance, 2020).

The COVID-19 pandemic has dramatically changed the way we work and provide services to students with disabilities at the University, who are called upon to learn how to navigate information systems previously unknown to them (World Health Organization, 2020 a; b). It is seen as an opportunity for both students and faculty at the University to

encourage and use this knowledge to design more effective and intelligent educational interventions ensuring that everyone has access to the good of education. Data on the number of people with disabilities have increased, and are estimated at one billion people, according to the World Health Organization, before the pandemic. The disability is approached with "the general term for injuries, activity limitations and participation limitations, referring to the negative aspects of the interaction between a person with a health condition such as Covid-19 and environmental factors and personal factors."

In the pandemic, the WHO supports people with disabilities and related illnesses to recover and provides guides with self-management advice for adults who are seriously ill and hospitalized with COVID-19. Specifically provides basic exercises, starting exercise, getting back to functional activities, mental health and after intubation symptoms such as voice weakness, eating, drinking and attention and memory deficits. (WHO/Europe, 2020 c).

So, almost six months after the government's first announcement of the lockout, it is interesting to look at how this shift to virtual work at the University has affected the provision of services, in particular the way counseling and training sessions for students with disabilities are conducted. The individual questions focus on the pandemic period, looking for content on what we have lost from non-physical attendance at the University and what we have gained from transferring educational counseling programs to students with disabilities to a virtual platform.

In this context, the active counseling support of special education for the care of students at the University with disabilities and special educational needs is declared necessary despite the fact that it is not supported by a financial program. The advisory support of the Agricultural University of Athens started in 2002 (Drossinou, M, 2005) and continues until the current academic year 2019 -2020, on a weekly basis (once a week) discreetly taking care and at the request of the students. Themselves present a series of diagnosed with special educational needs or disabilities (according the Greek Law 3699/2008) in cooperation with the structures of the University. The information and visibility of the provided action is part of the program entitled the act on social work intervention student support started in 2018. This has come from the continuum of teaching skills in increasing student learning interest and has been applicate to small group laboratories and individuals (Gultom, S., Hutauruk. A. F.& Ginting, A.M, 2020). Thus, the University community before a health crisis had agreed with the pedagogical principles of special education as a cultural ordination focusing on improving the quality and efficiency of the education system in higher education. At the same time, the counseling support for special education and training of students' academic progress had been developed at the School of Humanities and Cultural Studies at the University of Peloponnese since 2014 and continued during the COVID -19 period. The feasibility of this service operates according to the universal design in the context of the special education courses offered in accessible teaching and learning with the support of the academic progress of students - users during the study and management of personal difficulties. It is pointed out in the present study that the support in learning issues with small groups and individuals. So, the counseling interventions of special education and training, aim to assist in the best way in the academic development of the adult's students. The emphasis is on the COVID- 19 period for those with disabilities, such as special educational needs, specific learning difficulties. According to the above, the topics negotiated by the special education and training consulting service refer to mnemonic techniques, memory functions, cognitive maps and metacognitive skills focused on the individual study of the courses. The special advisory service on the management of special educational needs and disability is developed according to the humancentric and educational model of special education.

II. Research Methodology

The study is empirical and descriptive and uses a mixed methodology based on a series of protocols with which it recorded educational counseling programs for students with disabilities, both quantitatively and qualitatively. The observation methodology for people with special educational needs noted the number of participants and the request for help. Methodology of intervention of the Special Education Programs was recorded by the pedagogical tool of the Targeted Individual Structured, Without Exclusions, Teaching Sessions. These recordings followed the linear sequence of interventions accepted by students at the University upon request submitted in two periods before and during the pandemic. In the present study we focus on the pandemic period. In the present study we focus on the pandemic period. In this attended by forty (40) students with individual sessions, eighteen (18) men and twenty-two (22) women, with a mean age of 24 years. Of these twenty-four (24) were from the Agricultural and sixteen (16) from the School of Human Sciences and Culture Studies Peloponnese (Drossinou - Korea, M, 2020).

Table 1. Educational programs with individual counseling interventions of special education (October 2019 - August 2020)

Students	October 2019 -January 2020	February - August 2020	Total
men	11	18	29
women	16	22	38
Total	27	40	67

Even participated three hundred forty (340) students with small group sessions of special education, one hundred and twenty-eight (128) men and two hundred and twelve (212) women, with an average age of 24.6 years. Of these, eighty-two (82) were from the Agricultural and two hundred and fifty-eight (258) from the School of Humanities and Cultural Studies in the Peloponnese. The thirty-eight (38) students were diagnosed with Special Educational Needs (SENs) and they have obtained reports adduced by Centers for Differential, Diagnostic Evaluation and Support (KEDDY, in Greek) from Center of Educational and Counseling Support (KESY, in Greek), from Mental Health Centers, from child guidance Centers and by Child Psychiatry Departments of University clinics of general, and regional hospitals. Ten (10) students had certified disabilities from the Disability Rate Certification Centers.

The data from the educational counseling programs for students with disabilities in the period of the pandemic COVID -19 compared with data collected before the pandemic. The study presents quantitative and qualitative data from the individual and the small group counseling interventions of special education and training with emphasis on the mnemonic techniques, produced from October 2019 to July 2020. It is pointed out that due to the coronavirus COVID-19 most of the special educational consulting services were developed remotely online through a certain platform and by e-mail in daily communication and 24 hours a day.

Table 2. Small group laboratories of mnemonic techniques (October 2019- August 2020)

a / a	students	October 2019 - January 2020 / Physical presence	February 2020 - June 2020 / Physical presence and Tele -sessions	Total
1	Men	16	128	144
2	Women	40	212	252
3	Total	56	340	396

The small group special training sessions lasted 180 minutes, while the individual sixty minutes each time. The subject matter of the small group mnemonic techniques workshops utilizes timeless interdisciplinary and empirical references in cognitive psychology (Porpodas, 2002, 44-49), focusing on the basic cognitive processes and applications in the field of special education according to the Ministry of National Education and the Pedagogical Institute 1996. The topics examine mnemonic functions and efficient study at the University by discussing key terms and functions, with an emphasis on decoding, coding, and comprehension (Jamieson & Morgan, 2008). Specific reading difficulties (Porpodas, 1981) and memory functions (Siegler, R, 1998) are approached based on the structure of memory, short-term memory and its characteristics (Porpodas, K, 2002, pp. 183-199).

Another thematic unit approaches the mnemonic techniques regarding the preparation of students in the study of the courses under consideration (Cooper, 2009). Emphasis is placed on exercises to realize the characteristics of long-term memory (Reid, 1998). Cognitive maps and the model of working memory are approached with exercises of mnemonic mental mapping techniques. Also, forgetfulness and memory failures are approached according to the basic cognitive processes. Individual course notes (handwritten / electronic) are discussed according to cognitive psychology and assisted memory retrieval (Stasinou, D, 2015, pp. 130-137).

The autobiographical memory is utilized to study mnemonic techniques exercises where the student is asked through cognitive experiences to recognize the degree of difficulty in the study of the course fine mobility, learning disabilities according to the psychodynamic view of mnemonic processes (Drossinou - Korea, M, 2017). The search for the personal study method is related to the neurobiology of memory (Cooper, R, 2009) and the organization of knowledge. In addition, the examination program, taking electronic notes, creating tasks with the computer, are discussed with some mnemonic techniques that facilitate the mapping and analysis of information (Roussos, P., L, 2011). Finally, the mobilization of individual memory processes is discussed in relation to the concentration of attention in a certain course (Jamieson, C. and Morgan, E, 2008). In a certain time and calendar recording of the individual study method through which the student realizes his cognitive competence in the exams (Christakis, K, 2012).

III. Results and Discussions

The results of special education and training were discussed in two periods from October 2019 to January 2020 and from February 2020 to August 2020. The training programs were examined as individual consulting interventions and such as small group workshops mnemonic techniques with emphasis on the support of individual study method in academic courses. References of students with SENs/Ds, we were notified in accordance with the law on higher education: a) Article 35 of Law. 3794/2009 as amended and supplemented by Article 39 of N.4186 / 2013 and Article sixth of L.4218 / 2013 and article 13 of L.4452 / 2017, b) Article 7 of L.4485 / 2017 and the legislation for special education and training 3699/2008 (Ministry of National Education and Religions-Pedagogical Institute, 1996).

3.1 Educational Counseling Programs of Special Education and Training for Students with Disabilities before the Pandemic Period

a. The period from October 2019 until the January 2020 before the pandemic, participated in the individual counseling interventions with protocols from the Targeted, Structured, Differentiated, Didactic Inclusive Special Educational Programs (TCISDISEP), twenty-seven (27) students: eleven (11) men and sixteen (16) women with an average age (average 24

years). They were supported by individual physical presence and by individual communication via email in daily communication and 24 hours a day.

More specifically, the students who contacted by e-mail, attended thirteen (13) individual sessions and were supported with special education counseling and training programs in their attempt to manage the academic difficulties in the courses of the academic program, which were recognized as follows:

1. Specific learning difficulties – ‘‘Dysgraphia’’ (Porpodas, K. , 1981)
2. Great psychological burden, immature behavior and emotion, great difficulty concentrating and more (67% disability rate)
3. Special learning difficulties and severe emotional difficulties - inability to express language
4. Specific learning difficulties - and diffuse developmental disorders
5. Specific learning difficulties – ‘‘Dyslexia’’
6. ADHD- Combined type with hyperactivity and difficulty in concentrating
7. Special type learning disability (Dyslexia)
8. ADHD - Combined type with hyperactivity - impulsivity and difficulty in concentrating,
9. Learning Disability Special Type (Dyslexia)
10. Mild Mental Retardation-Generalized Learning Disabilities and Dysgraphia, ADHD,
11. Secondary Emotional Difficulties-Anxiety Manifestations and Good Behavior, Generalized learning difficulties, low learning motivation
12. Special learning difficulty - Dyslexia (Jamieson, C. and Morgan, E, 2008)
13. Psychosis
14. Symptoms within the spectrum of diffuse developmental disorders (DSM-IV 299.00, autistic disorder)
15. Serious diseases (deafness with code 03)
16. Anxious depressive disorder with panic attacks and obsessive thought
17. Specific Developmental Disorder School abilities- dyslexia and dysorthografia (F81, in ICD-10) while the cognitive potential according to psychometric assessment was performed with WISC-III, the range on the upper level of normal intelligence.

It is noted that out of the twenty-seven (27) students, seven (7) are receiving medication.

The individual counseling interventions of special education and training before the pandemic were fifteen (15) and are distributed five (5) in October 2019, four (4) in November 2019 from three (3) in December 2019 and January 2020, respectively. Thirty (30) hours were also offered with daily counseling interventions in the individual study of the courses by e-mail. In the educational programs with the individual meetings, the students were supported with certain protocols that refer to the Targeted Counseling Individual Structured, Differentiated, Didactic Inclusive Educational Programs of Special Education Intervention (TCISDIEP).

b. Also, in the same period from October 2019 to January 2020, before the pandemic four (4) small group workshops of mnemonic techniques were held in order to address the learning problems encountered by students in the academic curriculum. Fifty-six (56) students with physical presence participated, of whom sixteen (16) were men and forty (40) were women. More specifically, the small group educational programs with special education counseling interventions in the pandemic worked with the following topics: -in October 2019 we worked on the topic of special reading difficulties and memory functions with emphasis on experiential exercises with the awareness of short-term memory learning. -in November 2019 we worked with the theme of mnemonic techniques and preparation of the study of test

courses emphasizing experiential exercises around the realization of long-term memory, -in December 2019 we worked with their cognitive maps and working memory. Emphasis given to experiential exercises around the mnemonic techniques of mental mapping. Finally, in January 2020 we worked on "forgetting and assisted memory recalls" with emphasis on individual course notes. Students were trained to "memorize" individual handwritten and electronic notes in class and to control the forgetfulness curve.

3.2 Educational Counseling Programs for Students with Disabilities during the COVID-19 Pandemic

During this period, according to the National Committee of Public Health against the coronavirus COVID-19, all special educational services of student social counseling were developed remotely as individual and small group tele- services of Special Education and Training. These were supported a) online through a certain platform in which for each individual session the student's last name and the date of tele- support and educational care were included in Latin characters, b) by e-mail in daily communication and 24 hours a day.

a. Individual consulting special education and training interventions with Targeted, Structured, Differentiated, Didactic Inclusive Special Educational Programs (TCISDISEP), the period pandemic COVID-19

The period from February 2020 to August 2020 in the personal tele Special Education services involved thirty-six (36) students, eighteen (18) men and twenty-two (22) women with a mean age condition (average 24 ,6 years). They have attend Targeted, Structured, Differentiated, Didactic Inclusive Special Educational Programs (TCISDISEP). Fourteen of them were diagnosed with specific learning difficulties (dyslexia) (Cooper, R, 2009). The individual counseling interventions for special education and training in the pandemic were twenty-four (24) and are distributed from three in February and May 2020, two in April 2020 and from four for March, June, July and August 2020, respectively. Thirty (30) hours were also offered with daily counseling interventions in the individual study of the courses by e-mail.

More specifically, in February 2020 the students were six (6), four (4) men and two (2) women. Fourteen educational programs were offered in the individual sessions of special education and training and daily counseling interventions in the individual study of the courses but also in COVID-19. Thirty (30) hours of e-mail support were recorded in recording and realizing the degree of difficulty in understanding the courses in view of the examination period and the difficulties they encountered.

In March 2020 the students were eight (8), four (4) men and four (4) women. boys and two (2) girls. Of these, four were diagnosed with autism spectrum disorders. In the scheduled regular weekly meetings, the reduced attendance at individual sessions of special education and training was observed due to the lock down and because one student tested positive for COVID-19 and was hospitalized. Thirty (30) hours of e-mail support were recorded in recording and realizing the degree of difficulty and in understanding her lessons from a distance, as well as the difficulty they encountered in order to wear the mask and wash their hands frequently with water and antiseptic.

In April 2020 we face the lock down and the students who attended individual teleconferences were four (4), (2) men and two (2) women. Of these the one had autism and other schizophrenia. In the scheduled regular weekly meetings, the reduced attendance at individual sessions of special education and training was observed due to the lock down and the Orthodox Easter holidays. Thirty (30) hours of e-mail support were recorded in recording

and realizing the degree of difficulty in studying her courses from a distance of teaching but also in the uncertainties they experienced for their lives due to the coronavirus COVID-19.

In May 2020 we face the lock down and the students who attended individual teleconferences were eight (8), four (4) men and four (4) women. Of these, two were diagnosed with autism spectrum disorders, one with schizophrenia and one with psychotic syndrome, and a brother with autism. Particularly important was the difficulty they encountered in order to wear the mask and wash their hands frequently with water and antiseptic, which they stated with indirect denial. Increased attendance at individual special education and training sessions was observed in the scheduled regular weekly meetings (Reid, G, 1998). Thirty (30) hours of e-mail support were recorded in the recording and the degree of difficulty in studying her courses from a distance of teaching but also in the uncertainties they experienced for their lives due to the coronavirus COVID-19.

In June 2020 the students were ten (10), four (4) men and six (6) women. Of these, four had dyslexia, three were diagnosed with Autism Spectrum Disorder, one depressive disorder with panic attacks and obsessive-compulsive disorder, and one was a student with Special Developmental Disorder (F81, ICD-10). In the scheduled regular weekly meetings, there was an increased attendance at individual sessions of special education and training due to the lifting of the restrictive measures of the lock down. Particularly important was the difficulty they faced in order to put on the mask and wash their hands often with water and antiseptic which they declared by coming to the beaches without precaution for swimming in the sea and coffee. Thirty (30) hours were recorded with the e-mail in the recording and the degree of difficulty in the study of her courses from a distance of teaching but also in the uncertainties they experienced for their life due to the coronavirus COVID-19. Three (3) of the students stated that they prefer to be examined exceptionally by participating in the scheduled exams of the courses in the September exam, in case they fail in the distance exams.

In July 2020 the students were eight (8), four (4) men and four (4) women. Of these, two were diagnosed with dysgraphia and ADHD, two with autism spectrum disorders, two with mild mental retardation and generalized learning difficulties and two secondary emotional difficulties and attendant anxiety manifestations.

Particularly important was the difficulty they faced in order to put on the mask and wash their hands often with water and antiseptic, which they stated by coming to the beaches without precaution for swimming in the sea and coffee. Increased attendance at individual special education and training sessions was observed in the scheduled regular weekly meetings. Thirty (30) hours were noted by e-mail in the individual method of studying the courses in view of the examination period and the difficulties they faced in addition to the distance teaching. Three (3) of the students stated that they prefer to be examined exceptionally by participating physically in the scheduled examinations of the courses.

In August 2020 the students were four (4), three (3) men and one (1) woman. They brought the following diagnoses: learning difficulties and severe emotional manifested by failure linguistic expression, learning difficulties and pervasive developmental disorders, learning difficulties-dyslexia, attention deficit disorder with hyperactivity (ADHD) of combined type, manifested by restlessness and difficulty in concentration.

Particularly important was the statement that 'there is no crown shall COVID-19' and congregate unprotected beaches for swimming in the sea and in the coffee with their friends. In the scheduled regular weekly meetings, the reduced attendance at individual sessions of special education and training due to the summer holidays was observed. There were twenty (20) hours by email to individual study method courses in view of the examination period of September and the difficulties faced in addition to distance learning. Three (3) of the students stated that they prefer to be exceptionally examined by participating physically in the

scheduled examinations of the courses in September. In the training programs with the individual meetings, the students were supported with certain protocols that refer to the Targeted Counseling Individual Structured, Differentiated, Teaching Inclusive Special Education Intervention and Training Programs (TCISDISEP), with emphasis on COVID-19.

b. Small group laboratories of mnemonic techniques in the COVID-19 pandemic

In the same period from February 2020 to August 2020, held five (5) small group workshops of mnemonic techniques to address learning problems encountered by students in the academic curriculum and thirteen tele lectures. Three hundred and forty (340) students with virtual presence participated, of which one hundred and twenty-eight (128) men and two hundred and twelve (212) women, with an average age of 24.6 years. The small-group mnemonic technique workshops in the COVID-19 pandemic were conducted mainly online by teleconferencing through a certain platform and by e-mail.

In more detail, in February 2020 we worked on the subject of mnemonic study techniques and autobiographical memory with emphasis on experiential exercises related to mnemonic recalls in the writing of a CV. The students practiced in the understanding of the episodic memory and its utilization in the "orality of the biography" and the narratives of the individual academic study. The students who attended in person were twelve (12), eight (8) women and four (4) men, because the lock down had not taken place. Two of the participants were supported via email with individual special education and training interventions in the following weeks and months. In March 2020 we worked on "the degree of difficulty in studying the course". Emphasis was placed on experiential exercises regarding the psychodynamic view of mnemonic processes. The workshop was held with physical appearances and video conference. In April 2020 we worked on "the search for the personal method of study" with emphasis on experiential exercises regarding the neurobiology of memory. It was attended by thirty (30) students, twenty-three (23) women and seven (7) men only by teleconference because restrictive lock down measures had been taken due to coronavirus COVID-19. In May 2020 we worked on "the examination program and the systematic use in the study of the computer" with emphasis on experiential exercises in mnemonic techniques. Exercises for mapping and analyzing information that flow from the study of a certain course were given. Students practiced mapping and analyzing information by personalizing their study objects with exercises they received via e-mail. In June 2020, we worked on the topic "mobilization of individual memory processes" in order to gain cognitive competence in the exams. Two teleconferences were held on two different days on the same subject because there was a problem in connecting several students who had registered. Three students from this workshop relied on the individual study method to address their memory difficulties via email by the end of the spring exam period, ending July 2020.

In July and August 2020, no group workshops were held with teleconferences on mnemonic techniques.

The feedback from the students themselves, teachers and mental health professionals who contacted were consistently positive indicating that it is more of the profits than they seemed to have been lost in the distance. A key benefit for students from the Humanities and Cultural Studies Faculty of the Peloponnese was the elimination of time spent on travel from the main house who lived in the region than it was the seat of the university faculty. This time was used in the systematic study and preparation of the courses but also in the tele-meetings by providing a suitable space so that the meetings can be organized in much less warning with the people who are present. Eliminating the trip also had a financial benefit for students with disabilities themselves and their families, as it was easier for students to integrate virtual meetings into their busy student lives by scheduling them even from their smartphones. Also,

mental health professionals could attend more easily if they wished to educational programs and contribute more effectively cooperating between the commitments and the precautionary measures against coronavirus COVID-19.

IV. Conclusion

In the educational programs with the individual and small group meetings, the students in the University were supported with certain protocols that refer to the Targeted Individualized Counseling Structured, Differentiated, Instructive Inclusive Special Education Intervention Training Programs (TCISDISEP). These, in addition to the academic and emotional feedback they provided to students with disabilities, also contributed to another important positive outcome such as an increased sense of equality among participants. So, all participants could be at home, which minimizes the sense of hierarchy and social distance created by the educational authority. Students and teachers seem to enjoy a cup of tea from a personal mug that connects them as people on a different level. Students in the University reported feeling more empowered to speak in this less formal setting and to try to organize their study in order to "reach" the coveted degree.

Also, the discussion about the WHO has been recognizing that, in terms of health policies, a one-size-fits-all approach is not always the most effective for the education. So, the WHO/Europe identified behavioral and cultural insights as a flagship area for the Region in the coming years (WHO/Europe, 2020). It established the Insights Unit to collaborate with partners and across sectors, academic disciplines and technical areas by 4 key principles such as the evidence and disseminate good practices, the context with the culturally sensitive and student-centred health insights, the scale support of interventions with proven impact and the partnership with experts, transformers, colleagues and critics (Hennan, D. & Birrell, D, 2018).

In closing this paper, we consider that further research is needed on the problem raised by the students in the University who stated that they wish to be examined exceptionally by participating in the scheduled exams with physical presence. In addition, we know that concerns have been raised by the educational community about the loss of the natural flow of conversation and impersonal communication that precludes verbal cues. This is especially true if the platform used does not allow the simultaneous visibility of all participants. Sharing the screen to view documents may further impede the visibility of participants. Participating students in the University with disabilities are trained in communication skills to be shorter and more effective when speaking. Despite the fact that educational programs become inadequate when the important human connection is lost, it seems that students in the University with disabilities are gain time to study with virtual platforms when certain criteria are met. These are articulated in specific advantages such as when the platform used is easily accessible to students with disabilities with minimal design required.

Given that downloading an application or creating an account can create barriers, all participating students in the University with disabilities are trained to use the same platform and ideally one that allows everyone to be visible. Any sense of equality gained with the facilities of communication with the phone, and others on the screen could be negate in the 24 hours a day. If students in the University with disabilities do not have access to the same technology such as the professors they will be at a particular disadvantage because they will not be able to "see" the other "hidden" behind initials participants. Ensuring that students have access to technology is vital when setting up any special education counseling program meeting. Thus, in addition to technology, it is useful for students in the University participating in the academic curriculum to have documents that will be communicated

before the counseling session in order to minimize the need for "screen sharing", which then makes it more difficult to view many people on the screen. Of course, the way of educational work continues to change and none of us knows what will happen in the future. There have been many challenges in adapting to new ways of teaching and supporting students' cognitive competence and skills in the University. Virtual meetings with TCISDISEP training programs seem to have many benefits, and therefore in our opinion it is worth considering their place in the future provision of special educational services.

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