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Persons with Autism and Dyslexia in the Tertiary Education: The Targeted Individual Structured Integrated Intervention Program (TISIPfS-A/D)

Maria Drossinou Korea

University of Peloponnese, Kalamata, GREECE
School of Humanities and Cultural Studies, Department of Philology

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Abstract

Introduction: The Europe's legal framework is full of predictions about the right treatment of people with disabilities as the autism by the state services in all the levels of education. In the present study, it is examining the tertiary education through the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D). **Methods**: In the methodology, it is used the study of bibliographic texts for the disability of autism and for the specific learning difficulties as the dyslexia. Also, it is integrated the action research through the pedagogical tool as the TISIPfS-A/D with the case study to a student 28 years old with autism from the Agricultural University of Athens (AUA). The same person, in the primary education he had been diagnosed with dyslexia and in the fifth year of AUA courses, he has took a diagnosis as Asperger from Aigenetion hospital. The survey lasted for four years (2012-2016). The central hypothesis in all the corpus of this work research is the question of student: - Is it better for my future the diagnosis of autism or the diagnosis of dyslexia, trying to give some security answer points? **Results**: The nature of the reflection from this action research through the pedagogical tool as the TISIPfS-A/D was positive. Because first of all helped the student to understand the differences between the dyslexia and autism into the everyday behavior with others, but and the same self. However, the protected environment was occasional because the University did not developed enough supporting services for the employment transition as a graduate. **Implications**: The example of AUA could be a good practice of special education in tertiary level for the people who suffer from autism.

Keywords: autism, tertiary education, action research, TISIPfS-A/D.

1. Introduction

The European legal framework is full of predictions about the right treatment of people with disabilities as the autism by the state services in all levels of education. This article presents the first comprehensive study of the Persons with autism and dyslexia in the tertiary education. The Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (SET) created according the Greek inclusive education system launched nationwide in 2008. The Salamanca Statement and the UN Convention on the Rights of Persons with Disabilities (CRPD) (United Nation: UN, 2006) introduced a new vision for the education of persons with special needs in primary, secondary and higher education. The Salamanca Statement became the

Correspondence: Maria Drossinou Korea, University of Peloponnese, School of Humanities and Cultural Studies, Department of Philology, Kalamata, GREECE. E-mail: drossinou@hotmail.com.

baseline for the acknowledgement of a more inclusive philosophy of education in all the levels and for all the life for the Persons with autism and dyslexia. An inclusive education model grounded in social theory for these the Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (TISIPfSET) emphasizes an individual student's strengths in the university and rejects earlier medical/deficit models. The pedagogical tool as the TISIPfSET (Drossinou, 2017) (Drossinou Koreas & Periferakis, 2018) suggests changes in the social environment as a primary goal and challenges the notion that the problem lies within the individual with special educational needs, thus challenging the earlier special education model that was primarily based on the medical approach (UNESCO: United Nations Educational, Scientific and Cultural Organization, 2001). Changes in the social environment of persons with autism, as well as perceptual changes in the majority of the population's understandings and attitudes towards people with the dyslexia – are seen as critical factors in promoting inclusion in the university. Also, forms of inclusive education policy for the higher education and implementation differ from country to country and cover a wide range of models. Hence, inclusive tertiary education practices and action plans in different Universities vary despite the common underlying conventions and statements. Questions related to divergent definitions, University policies and practices in all the European systems are discussed in many studies (Florian, 2014); but there not enough space for the discussion for the students with autism and dyslexia and "What they do in the tertiary education?"

This question approaches to inclusion that can be divided into six steps of the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D) on the basis of implementation strategies in the higher education (EASPD: European Association of Service Providers for Persons with Disabilities, 2011).

Targeted (T- ISIPfS-A/D) is one-track approach, where University policy and practice facilitate the process of full inclusion of students with autism and Dyslexia, regardless of their abilities and where the different types of services are provided. "The Targeted" and the quality of higher education should be discussed simultaneously, because both of them influence the development of society in all its diversity (EADSNE: European Agency for Development in Special Needs, 2009). The European Commission recommends using the following indicators for quality education: (a) information on attainment levels, educational success and transition, and (b) monitoring of education and educational resources and structures (Smith, Shevlin, Buchner, Biewer, Flynn, Latimier, Šiška, Toboso-Martín, Rodríguez Díaz & Ferreira, 2014). In Greece, the Targeted, in the inclusive University education was declared as one of the priorities of educational reform in 2008, and since then it has remained a compulsory component of the state policy. Inclusive education has been made binding on academic institutions and Universities at the general education level and at the level of secondary vocational education by the corresponding laws and orders. It is important to mention that the launch of the Targeted, inclusive University education was initially supported by different Universities with the active involvement of non-governmental organizations and parents of persons with special educational needs, and this influenced the development of the inclusive education model (CIPPA: Coordination Internationale de Psychothérapeutes, Psychanalystes et membres associés s'occupent de personnes Autistes, 2019).

Individual (T- I - SIPfS-A/D), with a multi-track approach, where students are placed in different systems, from full inclusion to special education, according to their individual needs and strengths and where a variety of services are embedded in existing systems of SET. As reported by different experts and parents of children with special needs in interviews and articles (Drabble, 2013) there are many obstacles to the effective application of the inclusive university education model and the provision of quality education. The most commonly discussed obstacles are the lack of specialists and funds, and sometimes negative attitudes toward diversity. Parents would refrain

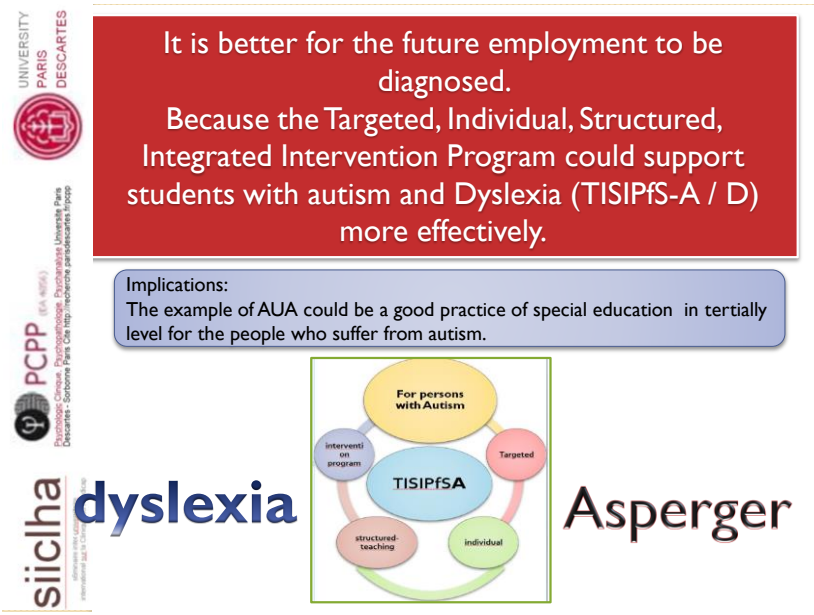
from showing their children with autism publicly as it was considered a shame to have such a child. These attitudes have changed in a positive direction; however, negative views are still prevalent (Wright, 2006). Furthermore, a research-based analysis is still needed in order to plan an effective strategy for the higher education inclusion. An initial assessment of the efficacy of the university policy and practice related to inclusive education would encourage and facilitate the strategy planning process. To this extent, the findings of this study may serve as the basis for future discussions on the achievements of the inclusive tertiary education model currently practiced in AUA (Drossinou Korea, Kalamari, Kaldi & Romana, 2017; Drossinou, 2006), as well as in other countries and communities with a similar background. Claire Synodinou focused her attention on psychoanalytic practice and worked in Paris in psychiatric hospitals and Paul Brousse oncology hospital, Villejuif, in the treatment of psychosomatic patients. She is a psychoanalyst, a member of the International Psychoanalytic Society, the Psychoanalytic Society of Paris and psychologist of the Psychosomatic Institute of Paris. He taught at the Paris VII University and since 1994 in the Department of Psychology of the Panteion University as a substitute professor of Psychopathology and Therapeutic Methods. She had been describing autistic students in Paris. In her mind had in her thought that genetics maybe is more than ever present in the clinical picture of the disadvantage. The spectacular progress of genetics creates hope, embarrassment and anxiety. Re-reading the cases of children with autism described in the 1980s, today, forty years later, the belief that many genetic abnormalities are responsible for neurodevelopmental disorders such as autism is confirmed.

Structured (TI- S - IPfS-A/D), referred with a two-track approach. Persons with dyslexia who arrived in the Universities from the mainstream education and the Person with autism from the special education and Training (SET). Until 2000, the University education system in Greece was mainly based on the model of separate schools and curricula according to abilities and needs (Meijer, 2003). The students with mild forms of learning disabilities were required to attend special schools arrived in the Universities and more of them were excluded from the mainstream education system (UNICEF: United Nations Children's Fund, 2007). The introduction of the model of "Structured", at a general education level completely changed the situation. The same can be said about vocational education, but not for the higher education (Wright, 2006). Persons with special needs used to have limited opportunities in choosing their future professions because the most of the vocational colleges and Universities do not provided training for them. However, in 2010, students from Agricultural University of Athens (AUA) with special educational needs started to appear on the labor market in Greece as graduated agronomists (Drossinou Korea, 2015). They had been supported since 2002 with the Targeted, Individual, Structured, Integrated Intervention Program of Special education and Training (TISIPfSET).

Integrated intervention (TIS - I- PfS-A/D), it is synonymous with the inclusion and what it is meaning for the persons with autism and for the persons with dyslexia in the University system and the provision of an inclusive teaching model. This is not a smooth and fast process: new regulations need to be introduced and developed at the level of both policy and practice, and necessary changes need to be undertaken for further refinement of the model through the assessment of the efficacy of the activities already being implemented. According to Norwich (2007), three dilemmas need to be resolved in order to ensure the efficiency of inclusive education. The first is the exactly identification of persons with autism and for the dyslexia, the second is the curriculum, how to teach this as it has be described in the TISIPfSEN. The third is the placement, where to teach them, in aula, in laboratory and what's the suitable faculty University schools. These dilemmas can be discussed at the level of individual University policy as well as practice. The Inclusion should not be equated with integration, nor should it be understood as a mere supplement to the existing University school structure; instead, it should be seen as a process of change within a society, environment and Universities which need to consider and value diversity

to a greater degree (EADSNE: European Agency for Development in Special Needs Education, 2010).

Figure 1. TISIPfS-A/D



The Program for the students with autism (TISI- PfS-A) has referred to a range of neuro-psychological conditions and has the knowledge about autism and the current understanding of this challenging condition. The word "autism" comes from the Greek word "autos", which means "self" (Drossinou Korea & Bakogianni, 2018) (Drossinou Korea, 2017). It describes conditions in which a person is removed from social interaction. In other words, he becomes an "isolated self". Eugen Bleuler, a Swiss psychiatrist, was the first person to use the term. He started using it around 1911 to refer to one group of symptoms related to schizophrenia (Drossinou Korea & Bakogianni, 2018). The pedagogical tool as the Program for the students with autism (TISI- PfS-A) has studied the history about the autism and do not take a position on the schizophrenia (Drossinou Korea, Kalamari & Bakoyanni, 2019). Because from the 1940s, when the researchers in the United States began to use "autism" to describe children with emotional or social problems this word was unknown for the specialist as the teachers. So, Leo Kanner, a doctor from Johns Hopkins University, used it to explain the behavior of several children he studied who acted withdrawn behavior of several children he studied. At about the same time, Hans Asperger, a scientist in Germany, identified a similar condition that's now called Asperger's syndrome.

However, autism and schizophrenia remained linked in many researchers' minds until the 1960s. It was only then that medical professionals began to have a separate understanding of autism in children. In this period the medical model of disabilities was in the top of interesting to give a solution in many children who were in the special schools. So, from the 1960s through the 1970s, research into treatments for autism focused on medications such as LSD, electric shock, and behavioral change techniques. The latter relied on pain and punishment. During the 1980s and 1990s, the role of behavioral therapy and the use of highly controlled learning environments emerged as the primary treatments for many forms of autism and related conditions. The special education and training change the frame of the interventions. Currently, the cornerstones of autism therapy are behavioral therapy and language therapy. Other treatments are added as needed of people. The pedagogical tool as the Program for the students with autism (TISI- PfS-A) has been created after a forty years teaching children, adolescents and adults.

It is noted that at the beginning of the interventions in the early eighties, we were ignorant in Greece exactly what is happening to people with autism. In fact, deaf schools did not allow teachers to use the word autism. It was not until 2000 that new educational legislation was introduced for the first time in educational history, the category of students with autism for which the state had to provide special education services and care.

The Program for the students with Dyslexia (TISI- PfS-D) adapt thought the two types of cause, one related to language processing and another to visual processing (Campbell, 2009). Because it is considered a cognitive disorder, not a problem with intelligence. However, emotional problems often arise in the second level. Some published definitions are purely descriptive and usually cover a variety of reading skills and deficits, and difficulties (Dyslexia research information: BDA definition of dyslexia, 2018). The National Institute of Neurological Disorders and Stroke definition describes dyslexia as "difficulty with phonological processing as the manipulation of sounds, spelling, and or rapid visual-verbal responding". The British Dyslexia Association (Snowling, 2013) definition describes dyslexia as "a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling" and is characterized by "difficulties in phonological awareness, verbal memory and verbal processing speed" (Phillips, Kelly & Symes, 2013) . The American Psychiatric Publishing (2013) referred for the dyslexia as the "Specific learning disorders". There is some variability in the definition of dyslexia, however, define it simply as an inability to read in the context of normal intelligence, and distinguish between developmental dyslexia as known as a learning disorder and acquired dyslexia when the persons loss of the ability to read caused by brain damage. The manual of medical diagnosis ICD 10, used in much of the world, includes separate diagnoses for "developmental dyslexia" and for "dyslexia and alexia" the manual of psychiatric diagnosis DSM 5, used in the United States. It does not specifically define dyslexia, justifying this decision by stating that "the many definitions of dyslexia and dyscalculia meant those terms would not be useful as disorder names or in the diagnostic criteria" (Elliot & Grigorenko, 2014; Ellis, 2014). Instead the Dyslexia related with the specific developmental disorders (F80–F83, 315).

The program for the students with Dyslexia (TISI- PfS-D) knows the theories of the etiology of dyslexia have not be viewed as competing, but as attempting to explain the underlying causes of a similar set of symptoms from a variety of research perspectives and background. Between them for the intervention with the pedagogical tool "Program for the students with Dyslexia (TISI- PfS-D)" it is underlined the cerebellar theory of dyslexia. According this asserts that the cause of dyslexia is an abnormality in the cerebellum (a region in the back of the brain), which in turn cause disruption in normal development, which causes issues with motor control, balance, working memory, attention, automatization, and ultimately, reading. This theory was initially proposed by Harold Levinson and Jan Frank in 1973 and further developed by Levinson. Angela Fawcett and Rod Nicolson later proposed that the cerebellum contributes to motor control during the articulation of speech, and that articulation problems can contribute to the phonological processing deficits that can cause dyslexia (Fawcett & Nicolson, 2014). They also reasoned that the cerebellum contributes to the automatisation of learned behaviors, which may include learning the grapheme-phoneme relationships when reading text (Phillips, Kelly & Symes, 2013). The quality and severity of the many symptoms characterizing each dyslexic was reasoned to depend on the diverse cerebral cortical and other brain processors receiving scrambled signals due to a cerebellar dysfunction and related vestibular neurophysiological signs. The pedagogical tool "Program for the students with Dyslexia (TISI- PfS-D)" it is postulated that the cerebellum coordinate in time and space all signals as the visual, auditory, tactile, proprioceptive, motion which are entering as the stimulus and leaving the brain as well as signal interconnections. Another useful knowledge about the "Program for the students with Dyslexia (TISI- PfS-D)" is also, the theory about the evolutionary hypothesis which it has only been in the last hundred years that reading a visual form of speech has been promoted as a major form of communication, and subsequently a lack of time for reading behaviors to evolve. In many societies around the world

the majority of the population do not use the visual notation of speech as a form of communication and do not use reading skills, and therefore have no dyslexia. The "Program for the students with Dyslexia (TISI- PfS-D)" underlines also, the Magnocellular theory because it attempts to unify the Cerebellar Theory, the Phonological Theory, the Rapid Auditory Processing Theory, and the Visual Theory. So, the magnocellular dysfunction is not only restricted to the visual pathways but also includes auditory and tactile modalities.

The naming speed deficit and double deficit theories, as the speed with which an individual can engage in the rapid automatized naming of familiar objects or letters is a strong predictor of dyslexia it is underlined in the implication of the "Program for the students with Dyslexia (TISI- PfS-D)". A deficit in naming speed is hypothesized to represent a deficit that is separate from phonological processing deficit. Porpodas identified four types of readers: readers with no deficits, readers with phonological processing deficit, readers with naming speed deficit, and readers with double deficit (that is, problems both with phonological processing and naming speed). Students with double deficits are most likely to have some sort of severe reading impairment. Distinguishing among these deficits has important implications for instructional intervention (TI - S - I- PfS-D). If students with double deficits receive instruction only in phonological processing, they are only receiving part of what they need. The perceptual visual-noise exclusion hypothesis also, is implicated with the pedagogical tool "Program for the students with Dyslexia (TISI- PfS-D)" because the concept of a perceptual noise exclusion deficit note the impaired filtering of behaviorally irrelevant visual information in dyslexia or visual-noise.

In Greece, Porpodas (2006) has supported the phonological deficit theory which proposes that people with dyslexia have a specific sound manipulation impairment, which affects their auditory memory, word recall, and sound association skills when processing speech. It is noted that the phonological theory explains a reading impairment when using an alphabetic writing system which requires learning the grapheme/phoneme correspondence, the relationship between the graphic letter symbols and speech sounds which they represent. The "Program for the students with Dyslexia (TISI- PfS-D)" underlines also, the rapid auditory processing theory is an alternative to the phonological deficit theory, which specifies that the primary deficit lies in the perception of short or rapidly varying sounds. The rapid auditory processing theory is an alternative to the phonological deficit theory, which specifies that the primary deficit lies in the perception of short or rapidly varying sounds. Support for this theory arises from evidence that people with dyslexia show poor performance on a number of auditory tasks, including frequency discrimination and temporal order judgment. So, the visual theory represents a traditional perspective of dyslexia, as being the result of a visual impairment creating problems when processing information from letters and words from a written text. The visual theory does not deny the possibility of alternative causes of dyslexia.

This article reports a study in which we analyze data to identify the categories for the disability of autism and for the dyslexia with bibliographic texts under the question Which is better for the individual and the future employment, when the Person belongs in the diagnosis of Autistic Spectrum Disorder (ASD) or the diagnosis of specific learning difficulties (SpLDs) as the dyslexia? Thus, in the context of the Targeted, Individual, Structured, Integrated Intervention Program, we aim to review the tertiary education as the current trends and challenges for the Persons with autism and the persons with dyslexia. For the purposes of comparison, we reviewed the records we held during individual sessions in support of specific learning difficulties from every week for eight years from 2003 to 2011 with emphasis on autism and dyslexia.

2. Methodology

The study was conducted using a qualitative data collection method. Individual, in-depth interviews and discussion were undertaken using the tertiary special education and training in the Agricultural University. The reason for this study was the problem for the future employment which it is put by a 28-year-old student who wondered if the diagnosis of autism would help him better for future employment as an agronomist or should he remain in the diagnosis of dyslexia he had certified at the age of 8 years.

The methodologies utilized participatory observation of behavior in people with dyslexia and in people with autism. Also even used the interventions on them in the context of individual support with emphasis on the case study with the Targeted, Individual, Structured, Integrated Intervention Program. These tools were selected for the following reasons: - The first is that statements and questions are universally supported for education and can determine the existence and effectiveness of an inclusive education model. - The second study of the parts that comprise special education and training (SET) development through the National Legislation and Normative Acts, the Inclusive Education Practice; and the Pathway to Inclusive Higher Education (IHE). The IHE has included implications and statements of all stages of education from pre-school to post-compulsory education, with respect to the inclusive education model. We used, also the instrument to conduct structured interviews with 40 students with specific learning difficulties who have certificated with dyslexia with average 25.8 years old, 10 inclusive education experts from the diagnostically centers. The task team also included 10 parents of the students with dyslexia and two representatives of parent's organizations which they have involved in the development and promotion of the inclusive education model from 2002. The interviews lasted from an hour and a half to two hours.

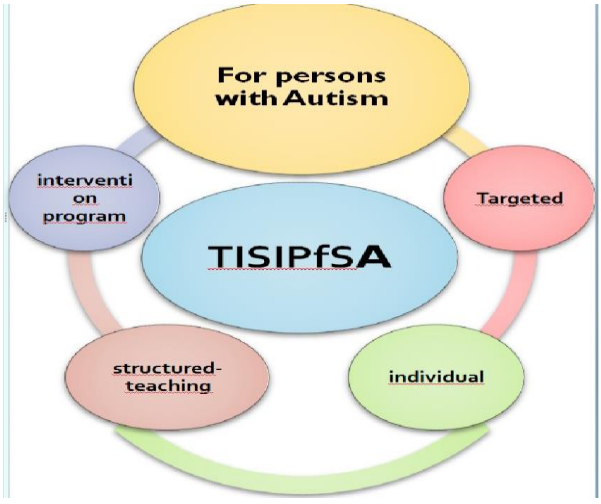
Self-observations: I am concerned with what I could answer in order to avoid the dangers of a scientific and misleading slip that would ignore the mental needs of the young man.

My student, an unemployed agronomist today, 25.8 years old, often he was asking me if he did well who received the diagnosis of autism and would be better for him and his future with the diagnosis of dyslexia.

It is difficult to support the employment and the single mother who care him, from the processes of subjectification of this reality.

He is currently being monitored by the University Psychiatric Hospital as an outpatient patient and continues to ask me to take care of him.

Figure 1. TISIPfSA



3. Results

The Pathway to Inclusion in the employment through the (TISIPfS-A/D) considers the process of the implementation of inclusive education in several domains: policy, practice and future development at various levels of education from pre-school education through life-long learning. To facilitate the understanding of the study results, they will be presented on the basis of the following themes: public policies, practice, teachers and, finally, trends and challenges.

Table 1. Public policies for the education and training to students with dyslexia and/or autism

There are positive elements from the diagnosis of:	
Dyslexia	Asperser
Recognition and certification at an early age, just 7 years old, with specific dyslexic reading difficulties.	Recognition and certification in old age, just 25 years.
Parents decided to do speech therapy three times a week.	He learned about what autism is and what exactly Asperger means.
Experts asked for all, oral examination in school lessons.	He learned to recognize the difficulties in his behavior with others.
Parents rewarded this opinion because they could study without the obstacles of written examinations.	He learned to manage his communication when his father abandoned them.
He was admitted to the University as a candidate with special educational needs.	He learned to talk to those who thought he was his friends.
Until the fifth year of university he was always verbally examined.	He was exempt from compulsory military obligations under Greek law.

The education system in the Greek Universities is regulated by a body of laws on general, vocational and higher education and by relevant normative documents which include the National Curriculum and strategic development plans for the education system and vocational education. The existing legislation does not ensure the right to inclusive education at all stages of the education system for the persons with autism and, or dyslexia. For effective implementation of the inclusive education model, necessary amendments were made only to the Law on General Education (Parliament of Greece, 2018) and the National Curriculums. On the basis of the Law on General Education, inclusive education is defined as the involvement of all the people from the early childhood with special needs in the process of general education together with their peers. The education laws which regulates the content of general education, defines who is a student with special educational needs and what type of support should be used to facilitate and support their education at the level of general education as the upper secondary education.

In the case study of students with dyslexia from Agricultural University has implicit that any student who in comparison to his peers has difficulties in learning and needs modification and, or adaptation of the Academic Curriculum and, or teaching based on an individual educational plan as the Targeted, Individual, Structured, Integrated Intervention Program because he is considered as being a student with special educational needs. This category includes students with physical disabilities, sensory difficulties (hearing and vision), intellectual disabilities, autism, behavior and emotional disturbances, speech and language disorders, students who need long periods of hospitalization, those who have difficulties with learning due to social factors such as poverty, and those who cannot readily access the Curriculum.

The Convention on the Rights of Persons with Disabilities, enhancing the compliance of the legislative basis for the implementation of inclusive education, was ratified in 2012 (Parliament of Greece, 30 June 2012) but the process of harmonization is still at the initial stage. With it the publication the rights and dignity of people with disabilities will have a significant contribution for all the citizens. It should be stressed that the legislation envisages a free and inclusive education system at all levels of general education, not merely at the elementary level,

and one which provides equal access for all children to regular schools as well as to vocational education and training (VET) centers, irrespective of their abilities. The availability of free textbooks is also a supporting factor.

According to the law, a parent must be an active participant in the decision-making process concerning the placement in a special or state school of University and the TISIPfS-A/D for the students as the upper secondary level. Also, according to the Law on General Education, children should be enrolled in public Universities close to their place of residence. In addition, a special normative act that requires adaptation of the physical environment in public spaces, including Universities premises. However, there are no special norms regulating the dimensions of classrooms to enable the special arrangement of space to meet individual needs, or regulating the number of students in the classroom.

The legislation does not oblige Universities to ensure the adaptation of the physical environment, thus leaving unaddressed a wide range of challenges relating to accommodation that might include provision of an adapted bathroom, special lifts, classroom dimensions, lighting or appropriate acoustics. According to the normative documents, students with special educational needs should be taught on the basis of their TISIPfS-A/D, which requires relevant academic accommodation and adaptation.

The assessment standards and tools measuring the achievements of students with special educational needs as they who have certificate as persons with autism or and dyslexia in the universities are defined by the general educational Laws for the tertiary, which supports the development of inclusive education. However, there is still no regulation that defines the requirements for attestation at the level of general academic education, opportunities for receiving vocational education and many other important issues. The laws on higher and vocational education are not discriminative as such. According to these laws, everyone shall enjoy equal rights and opportunities of enrolment and education, but they do not provide exact terms that would ensure equal access to persons with special educational needs as the Persons with autism and dyslexia in the tertiary education by using the Targeted, Individual, Structured, Integrated Intervention Program. The most serious obstacle to the further development of inclusive education is a lack of policy regarding the provision of a transition to monitoring employment system. As a result, the data are collected, but not in a coordinated way.

Table 2. Practice

There are negative elements from the diagnosis of:	
Dyslexia	Asperser
The non-timely identification and authentication of elements belonging to the autism spectrum disorders	The retarded recognition and certification has created confusion for young himself and his family
All expert scientists and teachers have focused on reading difficulties while they had limited results from the therapeutic interventions.	Parents were anxious and used verbal aggression, one to other for the responsibility.
Parents were complacent because dyslexia is accepted in family culture.	Parents after the diagnosis called him crazy and referred to all of the mother or father family.
Parents were not worried about professional orientation and the future employment.	Mother announced that she would leave her son alone and go abroad for work.
Parents assumed that because their son has dyslexia, he will be also more easily to have employment.	The father went to his village and became an alcoholic.
The environment did not assess deficits in behavior and attributed them to the neurological background of dyslexia	In the psychiatric hospital, they gave a medication for ADHD, which he refused to receive.

Parents when he was dyslexic called him stupid.	He was intimidated by members of staff at the University who dismissed him from any future employment in the library.

The practices has been based on the analysis of each week sessions according the Targeted, Individual, Structured, Integrated intervention Program for the students with Special educational needs (TISIPfSEN) for four years (2012-2016) and are trying to give some points. The central hypothesis in all the corpus of this work research the question of student: -It is better for the future of employment the diagnosis of autism or the diagnosis of dyslexia? So, first of all, it can be argued that the Agricultural University's inclusive education model has been established as a priority and aimed at providing equal access and a non-segregated environment to all students, as those who have been diagnosed with dyslexia and those who have been certified with autism. After the education reform of 2008, the compulsory education of people with special educational needs and/or disabilities has had a significant impact on higher education. After that, slowly and with safety the AUA began to welcome more students with dyslexia or autism and to support them in a friendly way with TISIPfSEN. The problem has been raised ten years after the legislation focuses on the safety of diagnoses as were the case for a student who began the University studies with a diagnosis as a student with dyslexia and who graduated from AUA with autism. The problem has been raised ten years after the legislation on the safety of diagnoses of SEN. In the case study underline for the student who began the University studies with a diagnosis as a student with dyslexia and who graduated from AUA with autism. The student was diagnosed at the age of eight and while he was in elementary school from the Mental Health Center, he was suffering from developmental dyslexia. For this reason, he has attended weekly speech therapy sessions three times a week for a long time for more than ten years continually. Also, in the fifth and sixth grades of primary school, he was supported by lessons from the special education integration department.

According to the 2013 data, 47 students with special educational needs are registered in AUA beginning the record from 2002, when and only 16 were educated with the pedagogical tool TISIPfS-Dyslexia with a specialized profile as this known as specific learning difficulties (SLDs). These figures reflect a positive trend for the persons with autism and dyslexia in the tertiary education relative to 2002, when 10 students with special needs were enrolled in university studies with a specialized profile as the dyslexia and the others had general special needs into which were the autism. Ii is noted that the first student who has arrived from the secondary education to beginning the AUA with diagnosis autism was the 2014. However, it should be stressed that the number of students with disabilities and/or special educational needs varies at different stages and levels of education system. Unfortunately, as already stated, no accurate statistical data are available for the employment of persons with dyslexia or and autism. The data on persons with dyslexia or and autism are collected by different administrative units and at different levels, as instructed by the relevant ministries, but there is no unified database for the employment, which not only complicates qualitative analysis, but also provides inaccurate quantitative indicators. In particular, there are no accurate data on how many students with special educational needs have disability status or how they are distributed across the different university stages. So, at a glance, one may be under the impression that the persons with autism and dyslexia in Greece provides fully inclusive in the tertiary education system. However, as we will demonstrate from our sessions data, this is not the case in our case study because the TISIPfS-Dyslexia and/or Autism does not used from the others universities and there are not define their annual performance targets, instruction, assessment tools and adaptive technologies. In fact, because of insufficient human resources, that is, the lack of special education teachers and psychologists for the persons with autism and dyslexia in the tertiary education, only a limited number of students are educated with the TISIPfS-D/A. Also, the poor availability of adaptive technologies is also a problem in the public universities, although these are usually available and used with a specialized profile as the students with eyes problems. From the academic year 2018-2019, the AUA where students with special educational needs are registered have a special

education teacher and a psychologist, but this is not sufficient for the situation as the autism. The Students with Autistic Spectrum Disorders are not often provided with the necessary help and services. As for the teaching of augmentative and alternative forms of communication and orientation, this type of service is an innovation even for the university. Often the students with ASD with special educational needs are solely the responsibility of a special teacher in primary and secondary education. A special teacher, who should facilitate the process of full inclusion according to the law in a specially equipped room at a mainstream educational system. This approach, however, does not correspond to the notion of full inclusion in the Universities. The nature of the reflection from this action research through the pedagogical tool as the Targeted, Individual, Structured, Integrated intervention Program for the students with autism and Dyslexia (TISIPfS-A/D) was positive. Because first of all helped the student to understand the differences between the dyslexia and autism in every day behavior with others and the same self. However, the protected environment was occasional because the University did not developed enough supporting services for the employment transition as a graduate.

4. Discussion – Conclusions

On the whole, inclusive education for the persons with autism and dyslexia in the tertiary education is an important part of the Greek education system. The changes have been gradually introduced into inclusive education-related legislation, which is an ongoing process. In 2000 by the law 2817, an amendment was made to the Law 1566/1985 on General Education, and in 2008, steps were taken amendments to the Law on Vocational Education according the Salamanca Statement, and the EU Convention on the Rights of Persons with Disabilities. So, the Ministry of Education launched the inclusive education model at the vocational secondary education level. Then, the idea of inclusive education at the higher education level is still a disputed and contentious topic.

The example of AUA could be a good practice of special education in tertiary level for the people who suffer from autism. According to Drabble (2013), inclusive university education in a long-term perspective eliminates prejudices among peers and creates the strong basis for an inclusive universal society, because daily social contact narrows the gap between students with special educational needs as the persons with autism and or dyslexia and their typically developing peers. The meaning of autism or and dyslexia has undergone important changes regarding the education of persons, but according to our study results, there is still a huge gap between legislation and practice on the one hand and, on the other, a full understanding of the philosophy of inclusion at all levels of education. It is underlined that the word “autism” has been put in the Greek legislation only the 2000. So, after twenty years and through economic crisis the term “inclusion” means all the students with special needs who could be facilitated in the entering in the Universities and not those who are particularly talented, or those with good intellectual resources but with learning disabilities. The free access to general inclusive education gives peers an opportunity to grow up together irrespective of their abilities and to value each other.

The instrument TISIPfS-A/D for the persons with dyslexia and or autism revealed that changes in important fields of practical implementation are required for the further development of inclusive education in Universities. First of all, it is necessary to develop the inclusive education monitoring system to contribute to timely identification of problems and enable decision makers to provide a step-by-step development scheme. Secondly, a systemic approach to data collection and dissemination is also vitally important. Data on children with disabilities should be regularly collected and maintained in a coordinated manner, which requires:

(1) Co-ordinated work by several agencies;
(2) Development of clear requirements for data collection (for example, establishing which statistical data are needed, and in what form);
(3) Development of a well-structured system for information maintenance and dissemination.

The Ministry of Education and the Ministry of Labor, Health and Social Welfare should co-operate in the development of a unified system for data collection and maintenance for the employment.

The third problem is related to the practical implementation of inclusive education. The lack of human resources, non-usage of T and problems with students' involvement in the decision-making process regarding an employment's education objectives make up the current picture of inclusive education at the University. Research undertaken in European countries (Wright, 2006). Reports gaps between legislation and practice: legislation requires a higher level of inclusive education than can be observed in practice (Goransson et al., 2011; Smith et al., 2014).

Fourth, a relevant legislative framework should be further developed to provide systemic implementation of the intended inclusive education model at the higher and vocational levels of education. This will enhance the responsibility of institutions to provide education for an individual with special educational needs and/or disabilities.

In conclusion, the university legislation can be qualified as partially supportive of inclusive education, with some effective, but mostly insufficient practices and slow progress in the development of essential and effective inclusive education. While important changes were introduced to the Law on General Education, and the UN Convention on the Rights of Persons with Disabilities was ratified by the Parliament, the practical implementation at the individual level of each person with autism or and dyslexia is nevertheless inhibited by different barriers as the lack of special teachers and psychologists, problems who they involvement in the university education, lack of knowledge regarding alternative and augmentative communication strategies. However, taking into account that the process started only twenty years ago, the tertiary education shows a positive trend toward significant change in the field of employment educating persons with special needs. The future studies will reveal whether this positive trend continues in the Greek universities. Finally, in the conclusion the prospect of contributions from ethics, sociology, anthropology, medicine, genetics, clinical psychology, psychopathology, psychoanalysis and, of course, special education and training are essentials because the scientifically values identify many aspects of the life of modern man. Final, the professionals need to understand the complexity of life to respect privacy and to recognize unpredictable collective consequences.

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