



TITLE PAGE	
ASPIRE PILOTING MODULE No: 5	
TITLE OF MODULE: Cognition and Learning	
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MODULE DESCRIPTION

Type: Special Needs Advance Module Training

Semester: TBD

Target Audience: University Staff, University Students, Persons with Special Needs, Parents of persons with special needs, DPO representatives, governmental representatives, vocational institution staff, National Library representatives

Teacher expertise: MA and/or PHD

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Language: Georgian

Prerequisites: N/A

Restrictions: N/A

Supplementary regulations: N/A

Summery:

- A) Specific Learning Difficulties/Dyslexia
- B) Intellectual Disabilities

This module part A studies the nature of specific learning difficulties, precisely dyslexia and the implications for individuals from childhood into adulthood. The understanding of dyslexia is explored in order to gain an appreciation of current theoretical perspectives. Key areas of indications of dyslexia, identification and assessment, and how difficulties associated with dyslexia can impact on individuals throughout their



lives will be considered. Narrative voices of individuals will be explored to gain an understanding of barriers to inclusion and the impact upon self-esteem and families.

The module part B covers the overview of Intellectual Disabilities. What are the educational needs of persons with intellectual disabilities and what type of learning/teaching techniques or strategies may exist to support them in a process of education?

- To raise awareness about using right Language and Etiquette by considering Bio-Psycho-Social model perspective. Why it Matters?
- To develop Introductory knowledge and understanding of the nature of individual needs associated with specific learning difficulties/dyslexia, intellectual disabilities, in order to understand the profile of strengths and challenges.
- To explore the experiences of living with dyslexia, intellectual disabilities for individuals and their families and gain understanding of the associated barriers to inclusion in childhood and adulthood.

Learning outcomes:

1. Define knowledge and understanding of individual needs, and possible explanations for those needs, including the impact of more than one complex need
2. Interpret key environmental and Educational aspects in order to analyze the implications for individuals with intellectual Needs and/or multiple needs in relation to inclusion in learning and in their communities
3. Understand assistive technology possibilities reflecting needs of persons with intellectual and multiple needs and/or special needs
4. Review and interpret individual perspectives of intellectual difficulties and the associated implications for individuals and persons around them
5. Have a sensory experience of what dyslexia feels like, how it affects the learning process and personality as a whole



- 6. A good understanding of the use of assistive technology for dyslexic learners/students,
- 7. Understand how theories of learning suggest that multi sensory activities are the effective way to teach
- 8. Reflect upon complex subjects relating to intellectual, and Specific Learning Needs

MODULE STRUCTURE

ECTS credits: 1.5 credits	Contact Hours : 24 (21 taught hours +3 examination hours)
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Taught Hours: 21 (7 meetings X 3 hours)

Day 1: 3 Hrs

Day 2: 3 Hrs

Day 3: 3 Hrs

Day 4: 3 Hrs

Day 5: 3 Hrs

Day 6: 3 Hrs

Day 7: 3 Hrs

Independent Study hours 13 hours

Examination/Assessment Hours 3 hours

Total 37

ASSESSMENT SCHEME

Types of assessment:	Units:	Weighting:	Learning Outcomes:
Group Works Participation:	7	35%	1,2,3,4,5,6,7,8
Final Group Work Presentations and Discussion	1	40%	8



No Difference	Difference	Tremendous
Comments:		
Questionnaire Statements To be Determined (TBD) (See Annex 1 for pre and post tests)		

COURSE PLAN

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
1	Disability models	<ul style="list-style-type: none"> • Pre-Evaluation • Activity: Disability Models and Perspectives • Presentation: Using Words with Dignity! • Group Work: Debate: ‘Social Perspective towards People with Disabilities is the Best Way of Thinking’ 	30 min 30 min 30 min 1,5 hour	Define knowledge and understanding of individual needs, and possible explanations for those needs, including the impact of more than one complex need	Pre Evaluation Group Work Participation
2	Barriers and Universal Design principles	<ul style="list-style-type: none"> • Activity: The Wall • Group work: Discussion: Person-Environment-Occupation (PEO) model – Vision of Higher Education as One of the Major Considerations for Life Quality Assurance of Persons with Disabilities and/or Special Needs 	1 hour 30min 30 min 1 hour	Interpret key environmental and Educational aspects in order to analyze the implications for individuals with intellectual	Group Work Participation



		<ul style="list-style-type: none"> • Presentation (including video show): Disability/Special Needs and Education Planning for Persons with Intellectual Needs • Follow-up Group Work: Let’s Tackle the Challenges! Considerations upon a Policy Level, and a Practice Level’ 		Needs and/or multiple needs in relation to inclusion in learning and in their communities	
3	Assistive Technologies	<ul style="list-style-type: none"> • Presentation (including video show): Universal Design for Learning and Universal Design for Physical Environment: Common Considerations • Video Presentation (including video show): Assistive Technology for People with Intellectual Needs • Group Work: Practical Activity: Exploring and Experiencing Technologies and resources assistive for people with intellectual and/or multiple needs 	30 min 30 min 2 hours	Understand assistive technology possibilities reflecting needs of persons with intellectual and multiple needs and/or special needs	Group Work Participation
4	Learning Environment Assessment	<ul style="list-style-type: none"> • Group work: Learning Environment Assessment and Observation Principles considering persons with Intellectual Needs • Group Work: Practical Activity: Role play: Experiencing difficulties – Understanding Needs • Presentation: Etiquette in Interacting with a Person with a Intellectual Disabilities and/or Needs 	30 min 1,5 hour 1 hour	Review and interpret individual perspectives of intellectual difficulties and the associated implications for individuals and persons around them	Group Work Participation
5	Understanding Dyslexia	<ul style="list-style-type: none"> • Group Work: Practical Activity: Say What? • Group Work: Practical Activity: Backwards 	1 hour 1 hour 30 min	Have a sensory experience of what dyslexia	Group Work Participation



		<ul style="list-style-type: none"> • Presentation: How Does it Feel to Live with Dyslexia? • Presentation (including video show): Dyslexia -Personal Stories 	30 min	feels like, how it affects the learning process and personality as a whole	
6	Assistive Technologies: Freeware, Software	<ul style="list-style-type: none"> • Presentation: Assistive Technology: Freeware, Software: Text-readers; Concept mapping tools; Color filters; Voice Activated Software; Computerized Learning Resources; Free Software and General Tips • Group Work: Mind-mapping Dyslexia 	1.5 hours 1.5 hours	A good understanding of the use of assistive technology for dyslexic learners/students	Group Work Participation
7	Experiential Learning Theory	<ul style="list-style-type: none"> • Presentation: Experiential Learning Theory - General Overview • Presentation: Multisensory Teaching Strategies – The Effective Practice • Group Work: Problem-Case analysis 	30 min 30 min 2 hours	Understand how theories of learning suggest that multi sensory activities are the effective way to teach	Group Work Participation
8	Examination	Final Group Work Presentations and Discussion: Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to Their intellectual and/or specific learning needs	3 hours	Reflect upon complex subjects relating to intellectual, and Specific Learning Needs	Post Evaluation: Group Work Presentation

TRAINERS GUIDE

Activity title	Activity description	Suggested materials
Activity: Disability Models and Perspectives	Disability Models	Presentations, Projector, monitor, flipcharts, markers, wightboarded, internet resources, stick notes



	<p>Materials:</p> <ul style="list-style-type: none"> • Prepared diagrams of the models. (See annex 2) These should be displayed when you talk the group through their differences in step 4 of this activity; • A5 sized cards or large post-it notes and marker pens for each group. <p>. This activity deals with different models of understanding of disability, and is central to the training. As facilitator you need to be comfortable with the differences in approaches before you lead the training, because participants will probably want to challenge many aspects before accepting them.</p> <p>Essentially, both the medical and charity approaches (known as the "individual" models as they focus on the disabled person as the 'problem') have targeted disabled people as a separate group - needing specialist or dedicated services, chosen on their behalf by "experts". This is characterized by development initiatives such as provision of prosthetic limbs, rehabilitation or speech therapy programmes; setting up specialist income-generating projects or vocational training centers.</p> <p>By contrast, the social model makes the assumption that disabled people should participate in all development activities. But it also assumes those actions may need to be adapted for accessibility. It means taking responsibility for understanding how to include disabled people as stakeholders in all mainstream work - and looking for ways to support their participation in community life.</p> <p>An example of step 5.</p> <p>Medical:- deaf, wheelchair, needs surgery;</p> <p>Charity:- helpless, pity, special school;</p>	
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	<p>Social:- equal rights, societal barriers, stigma.</p> <p>Method:</p> <ol style="list-style-type: none"> 1. Ask participants - ‘What words do you associate with disability? What words or images come to your mind when you say or think the word “disabled”?’ Give them two or three minutes to consider everything that comes to mind. 2. Divide participants into small groups of between four and six. Ask them to talk about the words they’ve come up with. 3. Ask them to write the words they’d like to share with the whole group onto the cards provided (one word or picture on each card and only on one side). Each group needs to keep their cards safe, ready to share with the others later. 4. Bring the whole group back together. Using the diagrams, explain the concepts of medical, charity (individual) and social models of disability. Use the information in handout 1 to describe each model. Explain to participants they will be given handouts afterwards so they don’t need to take notes. 5. Having carefully explained each of the different approaches, ask each small group to lay out their collective words on the floor in front of the wider group under the heading of medical, charity or social. Discussions will follow as participants try to explain why they placed words under particular headings. Encourage people to question whether they think the words are under the most appropriate headings. <p>Practical Tip:</p> <p>The diagrams are useful in helping to explain the different approaches, and are best prepared in advance of the workshop. It’s easy to do, even if you’re not an artist.</p>	
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	<p>You need two different sized round objects to draw round and something with a straight edge (or a steady hand). We've used a whole variety of different things from dinner and tea plates to upturned wastebaskets and cups!</p> <p>Stick masking tape around the edge of crockery before drawing to protect it from getting covered in marker pen!</p> <p>This last discussion is important and will often lead to long debates about differences in approach. In reality, it's difficult to separate out words in this way. There are some words or phrases that don't seem to fit anywhere.</p> <p>That often happens because the original idea behind the statement has mixed motivations. Phrases like 'needs more time' could be viewed as an individual approach because the focus is on the disabled person.</p> <p>But it could be indicative of a social model approach if it relates to the planning of a workshop where you're thinking about ensuring there's plenty of time for everyone to contribute. The debate is important.</p> <p>Encourage participants to think about meanings behind the words.</p> <p>But don't get too drawn into arguments around specific words if the discussion is not especially productive.</p> <p>Critical Points for Trainers</p> <p>Try not to make the mistake of saying medical and charity approaches are "bad" and social is "good". Not only is this too simplistic, but it may also provoke strong reactions from people who've followed the individual approach to disability throughout their career. It's</p>	
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<p>Group Work/ Debate <i>Social Perspective towards People with Disabilities</i></p>	<p>especially difficult for medical and welfare personnel.</p> <p>Disabled people do often require medical assistance and specialist support.</p> <p>The main issue is choice, often decisions are made on behalf of disabled people, rather than at their request or in consultation with them.</p> <p>Motive:</p> <p>This activity is central to the whole training. Of bigger importance, it is central to what will happen as a result of the training. It is very important participants understand the differences between the individual and social models of disability, as it affects how they will view disability inclusion in programming work. In the past, nearly all international NGO programming work has been based on the individual models of disability.</p> <p>The way forward is to implement social model principle work - that is, disability mainstreaming work. The principles of the social model are those of the UN Convention on the Rights of Persons with Disabilities - it obligates all mainstream organizations to include disabled people in their work.</p> <p>It is strongly recommended you take time to ensure at the end of the activity participants understand the differences between individual and social models of disability.</p> <p>See Annex 2 for model diagrams</p> <p>Presentations including video shows: Trainer Conducts a presentation on the basis of prepared overheads and videos. At this type of presentation more interactive participation is facilitated and encouraged.</p>	
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	<p>Two teams of two debate an affirmative motion: <i>‘Social Perspective towards People with Disabilities is the Best Way of Thinking’</i>, which one team will propose and the other will oppose. Each speaker will make one-minute speech in the order; 1st Proposition, 1st Opposition, 2nd Proposition, 2nd Opposition. After the first minute of each speech, members of the opposing team may request a 'point of information' (POI). If the speaker accepts they are permitted to ask a question. POI's are used to pull the speaker up on a weak point, or to argue against something the speaker has said. After all have spoken the debate will be opened to the floor, in which members of the audience will put questions to the teams. After the floor debate, one speaker from each team will respond. In these summary speeches it is typical for the speaker to answer the questions posed by the floor, answer any questions the opposition may have put forward, before summarizing his or her own key points.</p> <p>This is a modified version of ‘Mace’ style debate, emphasis is typically on analytical skills, entertainment, style and strength of argument. The audience will announce the winner.</p>	
<p>Activity: The Wall</p>	<p>ACTIVITY 3: The wall.</p> <p>IDENTIFYING BARRIERS THAT BLOCK INCLUSION PERSONS WITH INTELECTUAL NEEDS</p> <p>Time: 60 Minutes</p> <p>Steps 1 to 4: 50 mins</p> <p>Step 5: 10 mins.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Prepare three flip charts (see following pages) on different categories of barriers/ 	<p>Presentations, Projector, monitor, flipcharts, markers, wightboarded, internet resources, stick notes</p>



	<p>discrimination (environment, policy/institutional, attitude);</p> <ul style="list-style-type: none"> • Handout 2 on barriers; • A5 cards, or large post-it notes, and marker pens for each group. <p>Barriers can feel almost like brick walls. But once identified they can be challenged and broken down allowing more and more disabled people to be included in development.</p> <p>Barriers are broken down into three main areas - attitudinal, environmental and institutional (or policy). This makes the issues more manageable and highlights areas where direct intervention can make a difference.</p> <p>Ensure you're familiar with the different types of barriers before leading this session.</p> <p>Environmental barriers are often easiest to identify. But don't let the group get too focused only on physical access - steps, narrow pathways, uneven surfaces for example. Access issues are just as significant for those with sensory or communication impairments where information isn't available in formats they can understand.</p> <p>Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident.</p> <p>That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work,</p>	
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	<p>and try to map the legal, cultural and social practices that might need addressing.</p> <p>Consulting with local disabled people will be an essential part of helping identify them.</p> <p>Attitudinal barriers are the most important to identify - time and time again they are the main reason prohibiting progress on disability inclusion. Negative attitudes and assumptions have led to many disabled people with intellectual needs believing themselves to be worthless, dependent and in need of support. This cycle of charity and dependency can be difficult to break.</p> <p>You need to draw out all these issues - and more - as you talk through barriers with the group. It's worth trying to identify some local examples in advance.</p> <p>Attitude will appear to be the biggest barrier. Most people tend to think of environmental barriers and it will probably be the fullest flip chart, many are often surprised that attitude is the biggest barrier!</p> <p>Method:</p> <ol style="list-style-type: none"> 1. Ask everyone to take a few moments to think about their daily life - work, social, home etc. Imagine what obstacles might exist if they were having intellectual needs. 2. Divide into mixed groups of four to six. Give each group post-it notes (or A5 pieces of paper, with tape to attach to flip charts). Ask the groups to combine their observations and write down one idea per post-it note or piece of paper. 	
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	<p>3. After 15 minutes, bring the whole group together and display the prepared flip chart sheets to form a wall. Explain the "bricks" represent barriers to inclusion faced by people with intellectual needs and are grouped into three main forms - environment, policy/institutional, attitude. Explain the three barriers to the group. Distribute the handout now or at the end of the exercise.</p> <p>4. Ask one person from each group, in turn, to place their post-it notes/pieces of paper onto the "wall" - thinking about the best heading (attitude, environment, institutional) for each post-it/piece of paper. Discussions should flow as people try to decide where to place their obstacles and why. If people aren't talking, and you can see ideas going into barriers that are not appropriate, lead a discussion on it. Use this to help people understand the reasons behind the barriers and categories.</p> <p>5. Invite people to discuss their experiences of identifying barriers and what they've learned. Use the lessons learned to make key points (based on the "Motive" section).</p> <p>Motive:</p> <p>This is a good exercise for groups who haven't thought about different forms of barriers that exist for disabled people - in other words, discrimination. The activity flows well from the session on models.</p>	
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It will help explain the barriers introduced in the description of the social model in Activity 2.

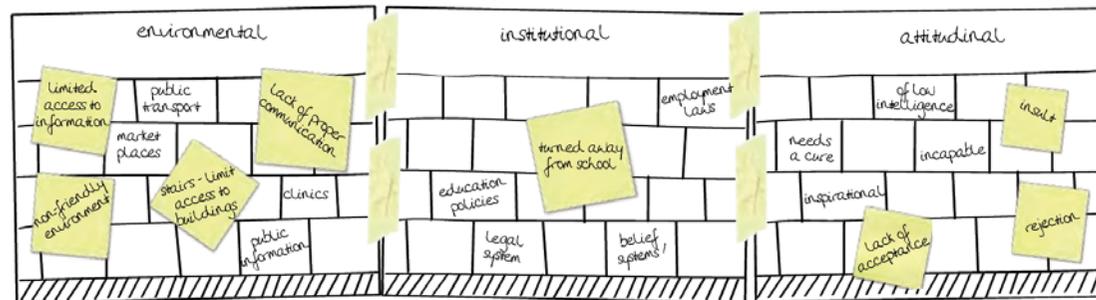
This activity is done in a systematic way, breaking the barriers down into three main forms - environmental, institutional (or policy) and attitudinal.

This makes the issues more manageable and highlights areas where direct intervention can make a difference. The largest barrier is often the attitudinal one, and that should be stressed as the session progresses - or in the summary at the end.

Attitude barriers can be reduced through awareness-raising events, campaigns or training.

Once identified, institutional barriers can form the basis of an advocacy strategy.

Environmental barriers can be dealt with as you design project activities and inputs, making provisions for appropriate access needs.





	<p>This is how your "wall" should look when you are finished.</p> <p>(from left to right).</p> <p>Heading: Environmental.</p> <p>Bricks: limited access to information, non-friendly environment, stairs limit access to buildings, public transport, market places, lack of proper communication, public information, clinics.</p> <p>Heading: Institutional.</p> <p>Bricks: education policies, legal system, turned away from school, belief systems, employment laws.</p> <p>Heading: Attitudinal.</p> <p>Bricks: needs a cure, inspirational, lack of acceptance, of low intelligence, incapable, insult, rejection.</p> <p>The group is divided into small groups of 4-5 participants. The discussion question or topic is presented by the trainer. Each group must develop their views within a predetermined time, note it down and present them to the whole group. The training participants are</p>	
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	<p>encouraged to ask questions, make comments and actively participate in a process of discussion.</p> <p>Follow-up Group Work: Disability/Special Needs and Education Planning for Persons with Intellectual Needs: Let's Tackle the Challenges! Considerations upon a Policy Level, and a Practice Level'</p> <p>The group is divided into small groups of 4-5 participants. The discussion question or topic is presented by the trainer. Each group must develop their views within a predetermined time, note it down and present them to the whole group. The training participants are encouraged to ask questions, make comments and actively participate in a process of discussion.</p> <p>The aim of this group work is to present difficulties ad barriers that might occur when planning Education for persons with individual requirements.</p> <p>The difficulties and barriers must be presented as challenges which may be tackled, i.e.</p>	
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<p>Group work/ Discussion Person-Environment-Occupation (PEO) model – Vision of Higher Education as One of the Major Considerations for Life Quality Assurance of Persons with Disabilities and/or Special Needs.</p> <p>Follow-up Group Work: Let’s Tackle the Challenges! Considerations upon a Policy Level, and a</p>	<p>trainees present their solutions and positive perspectives whilst reflecting on key points of Policy level and Practical level.</p>	
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Practice Level'		
<p>Group Work/Practical Activity</p> <p>Exploring and Experiencing Technologies and resources assistive for people with intellectual and/or multiple needs</p>	<p>Assistive technologies will be demonstrated by photos, videos, catalogues and their application purposes will be generally described. The trainees will be given an opportunity to explore and experience some of the technologies.</p> <p>Training Participants will experience the difficulties caused by intellectual disability by using various tools and resources in a university auditorium</p>	<p>Presentations, Projector, monitor, flipcharts, markers, wightboarded, internet resources</p>
<p>Group Work: Discussion Learning Environment Assessment and Observation Principles considering persons with intellectual Needs</p>	<p>The group is divided into small groups of 4-5 participants. The discussion question or topic is presented by the trainer. Each group must develop their views within a predetermined time, note it down and present them to the whole group. The training participants are encouraged to ask questions, make comments and actively participate in a process of discussion.</p> <p>Group Work: Practical Activity: Role play: Experiencing difficulties – Understanding Needs</p> <ol style="list-style-type: none"> 1. Tell the whole group to take a piece of paper. 2. Tell the trainees to listen carefully and follow the instructions exactly. 3. Give the following instructions. Read the instructions rapidly. Do NOT repeat 	<p>Presentations, Projector, monitor, flipcharts, markers, wightboarded, internet resources</p>



	<p>any</p> <p>instructions. After each instruction count to three silently in your head and then give the next instruction.</p> <ul style="list-style-type: none"> • Write your family name in the lower left-hand corner of the paper and your • other name in the upper right hand corner. • Write your age on the middle of the bottom edge. • Divide your age by half and write that in the upper left-hand corner. • Draw eight circles across the middle of the page. • Draw a triangle inside the middle of the second, fourth and seventh circles. • Make a cross in the first and sixth circle and put your pen down. • Exchange papers with the person sitting next to you they will mark your • paper. • Listen to the instructions again. Take off 5 marks for every mistake. (TRAINER reads the instructions again but more slowly). • Subtract the mistakes from 100 and write the score on the paper. • Give the paper back to the person. • დაწერეთ თქვენი გვარი ფურცლის ქვემოთ მარცხენა კუთხეში • და თქვენი სახელი ფურცლის მარჯვენა ზედა კუთხეში • დაწერეთ თქვენი ასაკი ფურცლის ქვემოთ შუაში • გაყავით თქვენი ასაკი 2 ზე და დაწერეთ ფურცლის ზემოთ შუაში 	
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	<ul style="list-style-type: none"> • მოხაზეთ 8 წრეწირი ფურცლის შუაში • ჩახაზეთ სამკუთხარი მეორე, მეოთხე და მეშვიდე წრეების შუაში • დასვით ჯვარი პირველ და მეექვსე წრეში და დადეთ პასტა. • გაცვალეთ ფურცლები თქვენს გვერდით მჯდომთან. ისინი შეამოწმებენ თქვენს ნამუშევარს. • მოუსმინეთ ინსტრუქციას კიდევ ერთხელ- მოაკელით 5 ქულა თითოეული შეცდომისათვის. (ტრენერი ამჯერად ერთხელ კითხულობს ინსტრუქციას. ამჯერად საკმაოდ ნელა.) <p>4. Ask the trainees about the experience.</p> <p>Explains that this role play simulates what it is like for people with learning difficulties and mental retardation.</p>	
<p>Group Work: Practical Activity: Say What?</p> <p>Group Work: Practical Activity: Backwards</p> <p>Group Work: Mind-mapping Dyslexia</p> <p>Group Work: Problem case Analysis</p>	<p>Group Work: Practical Activity: Say What?</p> <p>Transfer the next page onto an overhead transparency. Have the class read it out loud. They must read the COLOR the word is written in, not the word itself. Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for students with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right. Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.</p> <p>Group Work: Practical Activity: Backwards</p>	<p>Presentations, Projector, monitor, flipcharts, markers, wightboarded, internet resources</p>



	<p>Write a number of different sentences backwards on a piece of paper. Giving them very little time, ask different students to read them correctly. Keep interrupting the student by urging them to hurry or tell them “This should be easy for you.”</p> <p>Example: “ehT kcalb tac tas no eht toh nit foor” “The black cat sat on the hot tin roof.” Discuss: What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?</p> <p>Group Work: Problem case Analysis</p> <p>Training Participants are presented with individual cases. Participant in small groups are asked to examine and describe the nature of the problem. They must identify the key issues, find out how the environment responds to the issues, identify the successful aspects of this response, as well as failures, describe what they would plan or do to tackle with challenges and achieve success.</p>	
<p>Presentation: Assistive Technology (Freeware, Software)</p> <p>Group Work: Mind-mapping Dyslexia</p>	<p>Presentation: photo and video presentations about: Text-readers; Concept mapping tools; Color filters; Voice Activated Software; Computerized Learning Resources; Free Software and General Tips will be provided to the group</p> <p>Group Work: Mind-mapping Dyslexia</p> <p>Training participant will practice Mind Mapping as a tool. First they will search via internet about the tool. Then divided into group will choose topic work out the plan for map and</p>	



	<p>during presentations experience the benefits of it from the perspective of persons with Dyslexia</p>	
<p>Final Group Work Presentations and Discussion: Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Intellectual Requirements</p>	<p>Detailed Homework written Assignment for final presentations by trainees will be given at the end of a meeting 8. Trainees choose the topic, realize the roles and responsibilities in accordance to their positions and think about the efficient ways of supporting Access to Society (Educational Settings) for People with Individual Requirements. From meeting 8 to meeting 9 they have sufficient time (3 weeks) to work on a presentation demonstrating how they actually ASPIRE to plan the realistic further steps, they are going to execute, when they are back to work.</p>	<p>Projector, monitor, flipcharts, markers, wightboard, internet resources</p>



LIST OF SUGGESTED LITERATURE

List of Articles, Texts

1. Kirk, S., Gallagher, J.J., Coleman, M.R., Anastasiow, N.J., (2010). *Educating Exception Children* (13th Ed.). New York: Houghton Mifflin;
2. ჯობაძე, ნ., წერეთელი, მ., კვაჭაძე, ჟ., ლალიძე, ა., ჭინჭარაული, თ., 2011 წელი, ინკლუზიური განათლება - ცნებები და ტერმინები;
3. Quest of Learning Partners, 'Disability Awareness : Module 3 Language and Etiquette, Module 4 Disability – Understanding the Issues', Quest of Learning Retrieved November 10, 2013, from <http://www.questforlearning.org/html/teachers.html>
4. http://www.iso.org/iso/catalogue_detail%3Fcsnumber%3D33987
5. ტრენინგ მოდულის ჰენდაუტები/პრეზენტაციები

Recommended Bibliography, Journals

1. Kirk, S., Gallagher, J.J., Coleman, M.R., Anastasiow, N.J., (2010). *Educating Exception Children* (13th Ed.). New York: Houghton Mifflin;
2. Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2009) *A handbook for teaching and learning in higher education: enhancing academic practice*, (3rd ed.). New York: Routledge;
3. International Journal of Disability, Development and Education http://www.tandfonline.com/loi/cijd20#.Un-te_nTzuV;
4. European Journal of Special Needs Education
http://www.tandfonline.com/loi/rejs20#.Un-s_PnTzuV;
5. International Journal of Inclusive Education
<http://www.tandfonline.com/loi/tied20#.Un-tUPnTzuV>.



Comments:

4. If it was up to you, what would be the topic you would like to hear more about? *(Please Indicate)*

Post-Training Evaluation
Training module

1. What are the three most important **things [or topics]** you learned during this training? *(Please Indicate, and how you feel about each (3-4 sentences))*

2. Was an appropriate **amount of material** covered during this training? If not, was too *much* material covered or too *little*?

3. To what extent do you expect this meeting will make a **difference** in the way you do your job?

1

2

3

4

5



No
Difference

Tremendous
Difference

Comments:

5. If it was up to you, what would be the topic you would like to hear more about? *(Please Indicate)*

Annex 2

INDIVIDUAL MODEL: MEDICAL APPROACH

