TITLE PAGE
ASPIRE PILOTING MODULE No: 7 TITLE OF MODULE: Meeting Needs – Physical, Sensory and Multiple Needs
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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
Teacher: Tsira Barkaia, Nana Gochiashili, Vikotria Midelauri, Irma Kurdadze, Nana Makaradze
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Language: Georgian
Prerequisites: N/A
Restrictions: N/A
Supplementary regulations: N/A

Summery:
Communication is a central theme that will be explored in order to gain an understanding of the diverse and unique ways in which individuals with physical needs, sensory (visual and hearing) needs are affected, providing opportunities to relate key perspectives to 'real-life' issues for individuals and persons around them. Key areas of study include needs identification, basic interactive approaches, communication, key skills, behavior, sensory issues and multi professional working, increased participation promotion, assistance and cooperation techniques, with the output of increased accessibility at various education levels will be covered considering the universal design for learning and universal design for physical environment.

The module will also consider individuals who have severe and multiple complex needs. Some important resources will be presented and described for considering them in a process of Education.
The aim of the modules are to develop detailed knowledge and understanding of the nature of individual needs associated with physical and sensory disabilities to critically appraise the implications of the needs, experiences and expectations.

Overall aim:

This module studies the nature of physical and sensory needs and the implications of these for individuals during the early years, through childhood into adulthood. Key areas of difficulty are explored through a critical review of specific assessments which inform different types of approaches or strategies to support a range of provision.

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 physical, sensory and/or multiple needs in relation to inclusion in learning and in their local communities;
3. Understand assistive technology possibilities reflecting needs of persons with disabilities and/or special needs;
4. Review and interpret individual perspectives of physical, visual and hearing difficulties and the associated implications for individuals and persons around them;
5. Reflect upon complex subjects relating to physical, sensory and/or multiple needs.

MODULE STRUCTURE	
ECTS credits: 2 credits	Contact Hours: **57 Hrs**
Class Hours: 27 Hrs	
Day 1: 3 Hrs	
Day 2: 3 Hrs	
Day 3: 4 Hrs	
Day 4: 2 Hrs	
Day 5: 3 Hrs	
Day 6: 3 Hrs	
Day 7: 3 Hrs	
Day 8: 3 Hrs	
Day 9: 3 Hrs	
Independent Study, Examination/Assessment Hours Hours:**30 Hrs**	
Total: **57 Hrs**	

ASSESSMENT SCHEME

Types of Assessment:	Units:	Weighting:	Learning Outcomes:
Group Works Participation		15%	1. Define knowledge and understanding of individual needs, and possible explanations for those needs, including the impact of more than one complex need;
Homework Assignment		35%	
Final Group Work Presentations and Discussion		40%	
Pre and Post Evaluation Questionnaire		10%	2. Interpret key environmental and Educational aspects in order to analyze the implications for individuals with physical, sensory and/or multiple needs in relation to inclusion in learning and in their local communities;
			3. Understand assistive technology possibilities reflecting needs of persons with disabilities and/or special needs;
			4. Review and interpret individual perspectives of physical, visual and hearing difficulties and the associated implications for individuals and persons around them;
			5. Reflect upon complex subjects relating to physical, sensory

			and/or multiple needs.

Description of Types of Assessment
Described Bellow

COURSE PLAN

Lesson	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment Forms
1.	Understanding Individual Needs: Bio-Psicho-Social Perspective	• **Presentation:** Bio-Psycho-Social Model Perspective • **Presentation:** Using Words with Dignity! • **Group Work: Debate:** 'Social Perspective towards People with Disabilities is the Best Way of Thinking' • **Presentation:** Communication as a Central Theme to Understand the Diverse and	3 Class Hrs 3 Independent Working Hrs	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

		Unique Ways, Providing Opportunities to Relate Key Perspectives to 'Real-Life' for People with Disabilities and/or Special Needs			
2.	Universal Design and Universal Design for Learning	• **Presentation** (including video show): Universal Design for Learning and Universal Design for Physical Environment: Common Considerations • **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	3 Class Hrs 3 Independent Working Hrs	Interpret key environmental and Educational aspects in order to analyze the implications for individuals with physical, sensory and/or multiple needs in relation to inclusion in learning and in their local communities	• Group Work Participation
3.	Education Planning for People with Disabilities and/or Special Needs	• **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Physical needs • **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Visual needs • **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Hearing needs	4 Class Hrs 3 Independent Working Hrs		• Group Work Participation
4.	Let's Tackle the Challenges! Considerations upon a Policy Level, and a Practice Level	• **Follow-up Group Work:** Disability/Special Needs and Education Planning for Persons with Physical/ Visual/Hearing needs: Let's Tackle the Challenges! Considerations upon a Policy Level, and a Practice Level'	2 Class Hrs 4 Independent Working Hrs		• Group Work Participation
5.	Assisstive Technologies for	• **Presentation** (including video show): Assistive Technology for People with	3 Class Hrs 3 Independent	Understand assistive technology possibilities	• Group Work Participation

	People with Disabilities and/or Special Needs 1	Physical Impairments • **Group Work: Practical Activity:** Exploring and Experiencing Assistive Technology for People with Physical Impairments • **Presentation** (including video show): Assistive Technology for People with Visual Impairments • **Group Work: Practical Activity:** Exploring and Experiencing Assistive Technology for People with Visual Impairments	Working Hrs	reflecting needs of persons with disabilities and/or special needs	
6.	Assisstive Technologies for People with Disabilities and/or Special Needs 2	• **Presentation** (including video show): Assistive Technology for People with Hearing Impairments • **Group Work: Practical Activity:** Exploring and Experiencing Assistive Technology for People with Hearing Impairments • **Sum-Up Discussions and Reflection**	3 Class Hrs		• Group Work Participation
7.	Learning Environment Assessment and Observation Principles considering persons with physical/Visual/Hearing Needs	• **Presentation:** Learning Environment Assessment and Observation Principles considering persons with physical/Visual/Hearing Needs • **Group Work: Discussion:** Learning Environment Assessment and Observation Principles considering persons with physical/Visual/Hearing Needs	3 Class Hrs 3 Independent Working Hrs	Review and interpret individual perspectives of physical, visual and hearing difficulties and the associated implications for individuals and persons around them	• Group Work Participation
8.	Etiquette in Interacting with a Person with a Physical/Visual/Hearing Disabilities and/or Needs	• **Presentation:** Etiquette in Interacting with a Person with a Physical/Visual/Hearing Disabilities and/or Needs • **Group Work: Discussion:** Etiquette in Interacting with a Person with a Physical/Visual/Hearing Disabilities and/or Needs	3 Class Hrs 3 Independent Working Hrs		• Group Work Participation

| 9. | Final Meeting Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual and Hearing needs (group members assignment presentation) | • **Final Group Work Presentations and Discussion:** Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual and Hearing needs | 3 Class Hrs 8 Independent Working Hrs | Reflect upon complex subjects relating to physical, sensory and/or multiple needs | • Post Evaluation: Group Work (Assignment) Presentation |

TRAINERS GUIDE

Activity title	Activity description	Suggested materials
Presentations:	Trainer Conducts a presentation on the basis of pre-prepared overheads and provides training participants with information about topics presented in learning outcomes. 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. • **Presentation:** Bio-Psycho-Social Model Perspective *Presentation covers medical, social and bio-psycho-social models descriptions and their application in a field of Disability and Inclusive Education; Explains the purpose and limitation of BPS model and recognizes the underlying structure. The presentation also describes BPS model as an underling model of ICF model (WHO) and gives the clarifying examples.* • **Presentation:** Using Words with Dignity!	Internet Sources, Video, and reading materials, stationary and so on.

	What is an appropriate disability terminology and Why it matters? • **Presentation:** Communication as a Central Theme to Understand the Diverse and Unique Ways, Providing Opportunities to Relate Key Perspectives to 'Real-Life' for People with Disabilities and/or Special Needs *Presentation covers the main commandments and general as well as specific disability related (sensory, physical) tips of communicating with and about persons with disabilities and/or special needs.* • **Presentation** (including video show): Universal Design for Learning and Universal Design for Physical Environment: Common Considerations *Presentation covers the major principles of universal design and their application in practice.* *What are principles of universal design?* *What is the aim of Universal design?* *Accessible Environment VS Universally Designed Environment* *Examples and best practices.* • **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Physical needs • **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Visual needs • **Presentation** (including video show): Disability/Special Needs and Education Planning for Persons with Hearing needs *These three presentations give overviews of uniques needs of persons with visual, hearing, physical disabilities and discusses the effective approaches, through which their needs (including educational) are met* • **Presentation** (including video show): Assistive Technology for People with Physical Impairments • **Presentation** (including video show): Assistive Technology for People with Visual Impairments • **Presentation** (including video show): Assistive Technology for People with Hearing Impairments	

	Exploring Assistive Technology for People with (a) Physical Impairments, (b) Visual Impairments, (c) Hearing Impairments *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.* • **Presentation:** Learning Environment Assessment and Observation Principles considering persons with physical/Visual/Hearing Needs How to meet the identified needs? What shall be considered when assessing and exploring possible neeeds of change or adaptation for persons with physical/Visual/Hearing Needs? Presentation gives an overview of tools and techniques that may assist us assess the learning environment for all.	
Group Work: Debate:	Two teams of two debate an affirmative motion: *'Social Perspective towards People with Disabilities is the Best Way of Thinking',* 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. 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.	

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 The group is divided into small groups of 4-5 participants. The discussion question or	
Follow-up Group Work:	Disability/Special Needs and Education Planning for Persons with Physical/ Visual/Hearing needs: Let's Tackle the Challenges! Considerations upon a Policy Level, and a Practice Level' 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. The aim of this group work is to present difficulties ad barriers that might occur when planning Education for persons with individual requirements.	

| Group Work: Practical Activity: | a) Exploring and Experiencing Assistive Technology for People with Physical Impairments;
b) Exploring and Experiencing Assistive Technology for People with Visual Impairments;
c) Exploring and Experiencing Assistive Technology for People with Hearing Impairments.
Training Participants will experience the difficulties caused by various types of physical/visual/hearing impairments by using various tools and resources in a university auditorium and halls.
a) Experiencing of using the wheelchair and some of the alternative communication softwares.
b) Experiencing the needs of persons with visual impairment the resources are used, such as: white canes – Hoover Canes, simulative eye-glasses and so on. The training participants have an opportunity to move around while using the mentioned tools.
c) An opportunity to learn several signs to establish basic interactions with deaf persons, who know Georgian Sign Language. Signs such as: 'Hi', 'Goodbye', 'What's your name', What is your Sign Name?', 'My name is', 'My Sign Name is', 'How are you?' 'I love you'; 'I want to study'. Training participants are provided with Sign Language Alphabet). | |

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[1] Detailed instructions for assignment to be determined before module pilot Initiation.

Group Work: Discussion	Learning Environment Assessment and Observation Principles considering persons with physical/Visual/Hearing Needs 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.	
Group Work: Discussion and sum-up:	Etiquette in Interacting with a Person with a Physical/Visual/Hearing Disabilities and/or Needs 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.	
Final Group Work Presentations and Discussion:	Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual/Hearing needs 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[2].	

[2] Detailed instructions for assignment to be determined before module pilot Initiation.

Pre Evaluation & Post Evaluation	Training participants answer the following **open-ended questions** on the basis of their knowledge and attitude: 1) What point should be noted when communicating with a person with physical impairment? *(Please, list the points)* 2) What point should be noted when communicating with a person with physical impairment? 3) What point should be noted when communicating with a person with hearing impairment? *(Please, list the points)* Pre-evaluation forms are filled out by each training participants individually and independently.	

| Final Group Work Presentations and Discussion: | Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual/Hearing needs
2) **Homework Assignment:** Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual/Hearing needs
3) **Final Group Work Presentations and Discussion:** Efficacy and Further Considerations when Ensuring Education Accessibility for People with Individual Requirements according to their physical/Visual/Hearing needs
4) **Post Evaluation Questionnaire:**
a) What are the three most important things [or topics] you learned during this training?
b) Was an appropriate amount of material covered during this training? If not, was too much material covered or too little?
c) 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:
Questionnaire Statements To be Determined (TBD) | |

LIST OF SUGGESTED LITTERATURE/STUDENT COURSE MATERIAL

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. კაპანაძე,მ., ბარქაია,ც., თვეითერმიდა, ქ., შარიქაძე, ი., პაჭკორია, თ., დემეტრაშვილი, გ., ოსიპოვა - შონაისი, მ., 2008 წელი, ,,ვისწავლოთ ერთად - ინკლუზიური განათლება", სმიტი, დ., *მხედველობის პრობლემის მქონე მოსწავლეების განათლების საჭიროებები,* გვ. 197 – 209; ფიქსდალი, ბ.,ჰეგა, პ., *სმენის დაქვეითება;*

3. ჯოხაძე, ნ., წერეთელი, მ., კვაჭაძე, ქ., ლაღიძე, ა., ჭინჭარაული, თ., 2011 წელი, ინკლუზიური განათლება - ცნებები და ტერმინები;

4. ა.ბაბატუნაშვილი, 2008 წელი; ,,მოლაპარაკე ხელები"- ქართული ჟესტური ენის ლექსიკონი;

5. 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

6. Assistive Technology Training Handbook http://web.tuke.sk/AC/projects/summary.html

7. *Guidelines of Standards Developers to Address the Needs of Older Persons and Persons with Disabilities* (2001); ISO GUIDE 71, http://www.iso.org/iso/catalogue_detail%3Fcsnumber%3D33987

8. Community Resources for Independence http://www.crinet.org/

9. Models of Disability http://www.backuptrust.org.uk/documentdownload.axd?documentresourceid=244

10. ტრენინგ მოდულის ჰენდაუთები/პრეზენტაციები

Recommended Bibliography, Journals

1. 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;

2. International Journal of Disability, Development and Education http://www.tandfonline.com/loi/cijd20#.Un-te_nTzuV;

3. European Journal of Special Needs Education http://www.tandfonline.com/loi/rejs20#.Un-s_PnTzuV;

4. International Jouranl of Inclusive Education http://www.tandfonline.com/loi/tied20#.Un-tUPnTzuV.

Website Links

1. http://www.listening-books.org.uk/

2. http://www.ncbi.ie/
3. http://www.rnib.org.uk/Pages/Home.aspx
4. http://elearning.nda.ie/
5. http://web.tuke.sk/AC/projects/task.shtml
6. http://elearning.nda.ie/

Visual Impairment

7. http://acb.org/
8. http://www.afb.org/default.aspx
9. http://blindkids.org/
10. http://www.aao.org/
11. http://www.angelfire.lycos.com/
12. https://nfb.org/
13. http://viguide.com/

Hearing Impairment

14. http://listeningandspokenlanguage.org/
15. http://www.asha.org/
16. http://www.handspeak.com/
17. http://nad.org/
18. http://nih.gov/
19. http://www.phonicear.com/

Physical Disability

20. www.twinenenterprises.com
21. www.iinet.com
22. www.comeunity.com
23. www.ucpa.org
24. http://www.lds.org/topics/disability/list/physical-disability

List of Presentations

NB: Presentations will be sent via e-mail to participants