



TITLE PAGE	
ASPIRE PILOTING MODULES No: 3-4	
TITLE OF MODULE: Provision for third level Education Accessibility	
/USE THE LIBRARY & ACCESS LIAISON OFFICER TRAINEE PROGRAM/	
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MODULE DESCRIPTION	



Type: Special Needs Introductory Module Training

Semester: TBD

Target Audience: university staff - potential access liaison officer in future, university and public library librarians, teachers, employees of Employment centers

Teacher expertise: MA and/or PhD

Teacher: Nino Gogichadze, Khatuna Dolidze Nana Gochiashili, Tsira Barkaia

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Language: Georgian

Prerequisites: N/A

Restrictions: N/A

Supplementary regulations: N/A

Summary:

Access to higher education for the disabled people is no longer impossible, and concern about provision for that is gaining more importance and interest. There has been a noticeable rise in enrolment of students with special educational needs in many countries. University staff and lecturers need to have increased awareness of disability related issues in education and about practical support these students may require. This module is shaping the ground for development of the relevant services and provisions within universities.

This module merges two topics regarding access liaison officer responsibilities and librarian's special support duties. Module is compilation of joint workshops and assignments.

Areas of this module include: Individual and environmental conditions for learning, activity and participation, related to needs and/or disabilities such as (1) Sensory functions (vision and hearing), (2) Movement related functions (3) cognitive and learning difficulties, (4) Behavioral –emotional difficulties.

Following key aspects will be covered:

- Universal Design;
- Convention about rights of people with disabilities
- Social, Medical and Bio-Psycho-Social model of disability perception;
- Awareness of special educational need issues;
- Language and etiquette: The vitality of accurate terminology use;
- Meeting the needs - Visual Difficulties;



- Meeting the needs – Hearing Difficulties;
- Meeting the needs-Physical/mobility Difficulties;
- Meeting the needs – Cognitive Difficulties;
- Meeting the needs – Behavioral/Emotional Difficulties;
- The importance and main characteristics organization and adaptation of Environment
- Helpful communication hints when interacting with people with disabilities and special needs: visual, hearing, learning, mobility, speech difficulties.

Key areas of the module include need identification, increased participation promotion, basic interaction skills, sensory issues, also assistance - advocacy and cooperation techniques, with the output of increased accessibility at various education levels.

Overall aim:

The module is designed to deal with issues of special education for students with disability and provide University staff and lecturers with the awareness and training to support them.

To develop knowledge and understanding of learning characteristics and communication strategies of people with special needs and to get introduced to existing assistive techniques and technologies for increased communication and participation opportunities, when needed.

Learning outcomes:

Knowledge and understanding:

1. Understanding of philosophy of inclusion and provision of access.
2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant

Subject specific understanding and skills:

3. Understanding teaching and assistive strategies for people with disabilities and special needs in a process of education and employment.
4. Understanding of advocacy campaign peculiarities in regard to SEN education

Key skills

5. Software and hardware awareness and use
6. Application skills of some software available and relevant for the target group
7. Interest and need assessment knowledge and basic practical skills



MODULE STRUCTURE			
ECTS credits: 2 credits		Study Hours: 50 Hrs	
<p>Taught Hours: 25 Hrs</p> <p>Day 1: 3 Hrs</p> <p>Day 2: 2 Hrs</p> <p>Day 3: 2 Hrs</p> <p>Day 4: 2 Hrs</p> <p>Day 5: 2 Hrs,</p> <p>Day 6 : 2 Hrs</p> <p>Day 7: 2 Hrs</p> <p>Day 8: 2 Hrs</p> <p>Day 9: 2 Hrs</p> <p>Day 10: 2 Hrs</p> <p>Day 11: 2 Hrs</p> <p>Day 12: 2 Hrs</p>			
Independent Hours: 25 Hrs			
Total: 50 Hrs			
ASSESSMENT SCHEME			
Types of Assessment:	Units:	Weighting:	Learning Outcomes:
Pre-test–awareness assessment Knowledge indication test	1	Not Relevant	<ol style="list-style-type: none"> 1. Understanding of philosophy of inclusion and provision of access. 2. Realizing the relative role in a supportive process: as a liaison officer/coordinator, as a librarian and/or education assistant 3. Understanding teaching and assistive strategies for people with disabilities and special needs in a process of education and employment.
Post-test–awareness assessment Knowledge indication test	1		



			<ol style="list-style-type: none"> 4. Understanding of advocacy campaign peculiarities in regard to SEN education 5. Software and hardware awareness and use 6. Application skills of some softwares available and relevant for the target group 7. Interest and need assessment knowledge and basic practical skills
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Description of Types of Assessment

Assignment 1:
Selection of the service and practice provision tools

Assignment 2:
Auditing of the service and practice provision tools and presenting summary of the results

Assignment 3:
Developing action plans for changes

Assignment 4:
Finalization of the Accessibility policy

Assignment Criteria
Not applicable /Assignment are not evaluated

COURSE PLAN

Activity Day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment Forms
1.		<ol style="list-style-type: none"> a) Introduction (project overview getting to know participants) b) Working in small groups “Concept of Ideal University” c) Plenary presentation d) Break e) Presentation: “Universal Design” 	30 Minutes 30 Minutes 30 Minutes 20 Minutes 15 Minutes 10 Minutes 15 Minutes	Understands the framework of accessibility in relation to the concept of universal design	Pre-test Awareness and knowledge assessment



		<ul style="list-style-type: none"> f) Video about UD g) Q/A h) Reflection/ Further plans 	10 Minutes		
2.		<ul style="list-style-type: none"> a) Pre-test a) Reflecting from the first session b) Activity: “simulation of dyspraxia and dyslexia” c) Discussion of impressions, barriers and needs in groups d) Presentations on Learning difficulties e) Group work: Recognition of your role in improvement of accessibility in your facility (Situational Analysis) f) Home assignment 	<ul style="list-style-type: none"> 10 Minutes 15Minutes 20 Minutes 15 Minutes 25 Minutes 15 Minutes 10 Minutes 	Recognizes the different needs of learners	Topic relevant knowledge assessment
3.		<ul style="list-style-type: none"> a) Presentation of group work b) Introduction to the ICF concepts of functional assessment c) Home work verification of tools relevant to the participants practice to audit existing practices in relation to the UN Convention (“Assessment of accessibility according UN Convention on the Rights of Persons with Disability. Article 9 d) Group Work: Terminology and Attitudes (Situation Analysis) 	<ul style="list-style-type: none"> 10 Minutes 40 Minutes 20 Minutes 20 Minutes 10 Minutes 20 Minutes 	International classification of functioning	N/A
4.		<ul style="list-style-type: none"> a) Discussion : ‘The Importance of Accurate Use of Language and conversational ethics b) Pre-test c) Presentation: ‘Medical and Social Model’ d) Presentation: ‘Bio-Psycho-Social View’ e) Discussion: ‘Public Attitudes and Views towards People with Disabilities and/or Special Needs’ 	<ul style="list-style-type: none"> 20 Minutes 20 Minutes 10 Minutes 10 Minutes 20 Minutes 20 Minutes 	<p>Understands the importance of accurate use of language and terminology with regard to difficulties</p> <p>Recognizing the systems and approaches</p>	N/A



		f) Presentation: 'Negative and Positive Approaches towards People with Disabilities and/or Special Needs in Society'	20 Minutes	supporting student with special needs	
5.		a) Pre-test b) Presentation: 'Meeting Needs of Persons with Visual Difficulties when Interacting/Communicating' c) Group Work - Practical Activity: Understanding the Difficulties Experienced by Persons with Visual Difficulties d) Presentation: Interaction in Developmental and Educational process of Persons with Visual Needs e) Presentation: Assistive and Supportive Resources for People with Visual Difficulties f) Photo and Video Session – Discussion	10 Minutes 30 Minutes 30 Minutes 20 Minutes 15 Minutes 15 Minutes	Has an ability to interact and communicate with a person by considering their visual needs Has an ability to comprehend and organize basic environmental changes considering the needs of person with visual difficulties	N/A
6.		a) Pre-test b) Presentation: 'Meeting Needs of Persons with hearing Difficulties when Interacting/Communicating' c) Group Work - Practical Activity: Understanding the Difficulties Experienced by Persons with hearing Difficulties d) Presentation: Interaction in Developmental and Educational process of Persons with hearing Needs e) Presentation: Assistive and Supportive Resources for People with Hearing Difficulties f) Photo and Video Session – Discussion g) Group Work – Discussion: Understanding the concept of Disability and Special educational Needs	10 Minutes 30 Minutes 20 Minutes 20 Minutes 15 Minutes 15 Minutes 20 Minutes	Has an ability to interact and communicate with a person by considering their hearing needs Has an ability to comprehend and organize basic environmental changes considering the needs of person with hearing difficulties Has knowledge about disability and special education needs with and hearing difficulties	N/A



7.		<ul style="list-style-type: none"> a) Pre-test b) Describing person in accordance to his/her physical features. c) Viewing with the UCCS Diversity Summit 2013 Dr. Rosemarie Garland-Thomson d) Training supportive items and describing feelings and adaptation which are needed and conducting such changes for temporary reasons e) reflection 	<ul style="list-style-type: none"> 10 Minutes 15 Minutes 45 Minutes 35 Minutes 15 Minutes 	<p>Has an ability to interact and communicate with a person by considering their physical needs and</p> <p>Has an ability to comprehend and organize basic environmental changes considering the needs of person with physical difficulties</p>	N/A
8.		<ul style="list-style-type: none"> a) a)Pre-test b) Presentation related to features of cognitive needs c) Group work and application of some assistive technologies d) Presentation related to features of behavioral/emotional needs e) Group work and application of some assistive technologies f) Reflection/Future plans 	<ul style="list-style-type: none"> 10 Minutes 20 Minutes 20 Minutes 20 Minutes 20 Minutes 10 Minutes 	<p>Has some knowledge of Assistive technology in practice/ software tools in relation to cognitive and behavioral –emotional difficulties</p>	Post – test awareness and knowledge assessment
9.		<ul style="list-style-type: none"> a) Pre-test b) Presentation: about Universal Design for learning c) Group Work - Practical Activity: Discussing in the small group application of principles d) Adopting one example for their practice in small groups e) Presenting adaptation considering UDL f) Reflection/Future plans 	<ul style="list-style-type: none"> 10 Minutes 20 Minutes 25 Minutes 25 Minutes 30 Minutes 10 Minutes 	<p>Is familiar with basic principles of UD for learning</p>	
10.		<ul style="list-style-type: none"> b) Pre-test c) Group work- familiarization with the policy 	<ul style="list-style-type: none"> 10 Minutes 40 Minutes 	<p>Shares and understands vision presented in the</p>	



		documents of other universities. d) Discussion about approaches, services and wording e) Drafting and editing university policy about accessibility f) Reflection/Future plans	40 Minutes 20 Minutes 10 Minutes	policy related to the University accessibility	
11.		a) Pre-test b) Course summarization c) Discussion about feasible provisions regarding liaison officer and support services d) Preparation for participation in National Awareness day e) Post test –covering all topic including awareness situation	10 Minutes 20 Minutes 40 Minutes 20 Minutes 30 Minutes	Puts action to support development of accessible services for students with special needs	
12.		a) Attendance and participation in the awareness campaign activities	2 Hours	Participates in the advocacy event	

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.	Internet Sources, Video, and reading materials, stationary and so on.
Group Work: Practical Activities:	1. Training Participants will experience the difficulties caused by various types of visual impairments by using various tools and resources in a university auditorium and halls. To experience 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. 2. Training participants have 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 and have a possibility to learn how to sign their own names (after training session is over)	
Group Work: Video and Photo Show	Videos are used for video sessions, which demonstrate persons with visual impairments or hearing impairments, who move around in space, learn by using assistive	
Small Group Work	Participant are given small assignment for discussion or preparation . The small group or given working task, working materials and space to deal with the assignment with in the	
Plenary presentation	Participants after small group or home assignment are encouraged to presents work result to all participants.	
Reflection, Summarization and	Reflection, Summarization and future plan discussion is to stimulate personal interest in participants, help them analyze process and content and reflect about lessons learned,	



<p>Evaluation</p>	<p>The pre and post test, questions and vignettes are used as the means of verification training efficacy.</p> <p>Pre-test and Post-test content</p> <p>The course is evaluated on the basis of anonymous testing. Participants are given test with course related content and their knowledge and attitudes are evaluated giants pre and post assessment.</p> <p>The pre assessment is presented as the series of statement related to the session content and overall rate of success is indicated.</p> <p>The post assessment covers all topics and serves to summarize training outcomes for each participant. The results are summarized and over success rate in indicated.</p> <p>Pre-Evaluation</p> <p>Two types of questions are used in pre-evaluation:</p> <ol style="list-style-type: none"> 1. Training participants are independently presented with a vignette – ‘Giorgi’s Case’ and try to give answers to questions prepared by the trainer. <ul style="list-style-type: none"> Vignette: Giorgi’s Case <ul style="list-style-type: none"> • 1st-year student of Informatics, 25 years old • Profoundly deaf in right ear, severe hearing impairment in left ear. • Uses hearing aid • Used Georgia Sign Language (GSL) support during secondary school • No specific learning needs BUT written expression in Georgian is an area of concern. <ul style="list-style-type: none"> ➤ What safety concerns might there be? ➤ How will the safety needs be determined? ➤ Is ISL needed in the classroom? ➤ What learning supports will be needed? 2. Training participants answer the following open-ended questions on the basis of their knowledge and attitude: <ol style="list-style-type: none"> 1) What point should be noted when communicating with a person with visual 	
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	<p>impairment? <i>(Please, list the points)</i></p> <p>2) What point should be noted when communicating with a person with hearing impairment? <i>(Please, list the points)</i></p> <p>Pre-evaluation forms are filled out by each training participants individually and independently.</p> <p>Post-Evaluation</p> <p>Training Post-evaluation is conducted with the same questions, particularly:</p> <p>Vignette: Giorgi’s Case</p> <ul style="list-style-type: none"> • 1st-year student of Informatics, 25 years old • Profoundly deaf in right ear, severe hearing impairment in left ear. • Uses hearing aid • Used Georgia Sign Language (GSL) support during secondary school • No specific learning needs BUT written expression in Georgian is an area of concern. <ul style="list-style-type: none"> ➤ What safety concerns might there be? ➤ How will the safety needs be determined? ➤ Is ISL needed in the classroom? ➤ What learning supports will be needed? <p>Open-ended questions</p> <p>1) What point should be noted when communicating with a person with visual impairment? <i>(Please, list the points)</i></p> <p>2) What point should be noted when communicating with a person with hearing impairment? <i>(Please, list the points)</i></p> <p>Training participants put their effort to apply information and knowledge gathered from the two-day-meetings (5 academic hours in total) by answering the same questions as presented in pre-evaluation form.</p> <p>Pre-evaluation forms are filled out by each training participants individually and independently.</p>	
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LIST OF SUGGESTED LITERATURE

List of Presentations

1. უნივერსალური დიზაინის პრინციპები -Principles of Universal design
2. ფუნქციონირების, შესაძლებლობის შეზღუდვისა და ჯანმრთელობის საერთაშორისო კლასიფიკაცია -ICF
3. სწავლის სირთულეები/ learning difficulties
4. წარჩინება ინკლუზიით- Making excellence inclusive

Course basic Reading Matterials

Universal Design

1. Sheryl E. Burgstahler and Rebecca C. Cory,(2008) Universal Design in Higher Education From Principles to Practice
2. David T. Gordon, Jenna W. Gravel, and Laura A. Schifter, foreword by Martha L. Minow (2009) A Policy Reader in Universal Design for Learning
3. William Lidwell, Kritina Holden, Jill Butler ,(2010) Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design.
4. Sheryl Burgstahler, **Universal Design in Education: Principles and Applications, An approach to ensure that educational programs serve all students**, University of Washington Copyright©2012.DO-IT. From http://www.washington.edu/doi/Brochures/PDF/ud_edu.pdf retrived November 2013.
5. CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.
6. 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>

International classification of functioning

1. UN, 2010, Report of the Committee on the Rights of Persons with Disabilities
2. WHO , International Classification of Functioning, Disability and Health (ICF-10) 2001. <http://www.who.int/classifications/icf/en> on 12.12.2013 .
3. ჯოხაძე, ნ., წერეთელი, მ., კვაჭაძე, ე., ლალიძე, ა., კინჭარაული, თ., 2011 წელი, ინკლუზიური განათლება - ცნებები და ტერმინები;

Learning difficulties

1. Loftus T.(2009) Supporting Students with Dyslexia, ahead



2. DAWN, NAIRTL (2008) "Guidelines for Academic Staff Teaching Students with Disabilities". Retrieved From http://www.dcu.ie/sites/default/files/students/disability/word/dawn_teaching_guide_for_academics.pdf on 11.12.2013
3. Oblinger D.G Ed. Learning Spaces (2006), Retrieved from <https://net.educause.edu/ir/library/pdf/PUB7102m.pdf> on 12.12.2013
4. KinaLearn.com: How a Dyslexic Brain Works - A Simple Demonstration From <http://www.youtube.com/watch?v=Z2CljD1gEiE> On 09.12.2013.
5. [Dyslexia international.com](http://www.dyslexia-international.com) : *Dyslexia and Perception*, From http://www.youtube.com/watch?v=TxA_rvSNpx8 On 09.12.2013.

Making excellence inclusive

1. **Thomas L. and May H.(2009), Inclusive learning and teaching in higher education. From http://www.heacademy.ac.uk/assets/documents/inclusion/InclusiveLearningandTeaching_FinalReport.pdf on 21.01.2014**
2. Williams A.D., Berger J. B. , McClendon S. A. "Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions" (2005). The Association American Colleges and Universities. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.129.2597&rep=rep1&type=pdf> on 14.01.2014
3. The National Post-Secondary Education Disability Network Incorporated. New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments, from <https://www.fmhshub.auckland.ac.nz/4/3/files/kiarite-codeofpractice-1.pdf>.
4. 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; retrieved from <http://122.129.75.35/articles/0415434637.pdf> on 19.02.2014.

Public Attitudes and Views towards People with Disabilities

1. Providing public services to people with disabilities, A Self-Study Guide, The National Disability Authority from <http://elearning.nda.ie/>

Physical disability

1. **UCCS Diversity Summit 2013 Dr. Rosemarie Garland-Thomson from <http://www.youtube.com/watch?v=G2HeKpYdc3Y&list=PLW8x9svgCihA1Icj5kpAyNbwogCqMbukn>**

Visual Impairment

1. 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, ჰ., *სმენის დაქვეითება*;
2. <http://acb.org/>
3. <http://www.afb.org/default.aspx>



4. <http://blindkids.org/>
5. <http://www.aao.org/>
6. <http://www.angelfire.lycos.com/>
7. <https://nfb.org/>
8. <http://viguide.com/>

Hearing Impairment

1. ა.ბატუნაშვილი, 2008 წელი; „მოლაპარაკე ხელები“ - ქართული ჟესტური ენის ლექსიკონი;
2. <http://listeningandspokenlanguage.org/>
3. <http://www.asha.org/>
4. <http://www.handspeak.com/>
5. <http://nad.org/>
6. <http://nih.gov/>
7. <http://www.phonicear.com/>
8. <http://www.listening-books.org.uk/>
9. <http://www.listening-books.org.uk/>

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. 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 Journal of Inclusive Education <http://www.tandfonline.com/loi/tied20#.Un-tUPnTzuV>.

Website Links

1. <http://www.ncbi.ie/>
 2. <http://www.rnib.org.uk/Pages/Home.aspx>
 3. <http://elearning.nda.ie/>
- <http://web.tuke.sk/AC/projects/task.shtml>



Pre-test sample

პასუხის ფურცელი

ხაზით გამოყოფილ ადგილას წერილობით მიუთითეთ შესაბამისი პასუხი:

დაწესებულება, რომელსაც წარმოადგენთ _____

თქვენი სამუშაო გამოცდილება ამ დაწესებულებაში წელი _____, თვე _____

თქვენი ასაკი _____, თქვენი სქესი _____, რამდენ შებვედრას დაესწარით _____

გთხოვთ, გაეცნოთ შეკითხვებს და დებულებებს და აირჩიოთ ერთი სწორი პასუხი.

შევსების ინსტრუქცია

თქვენს მიერ არჩეული პასუხი დააფიქსირეთ პასუხის ფურცელზე, სადაც კითხვის ან დებულების როგორი ნომრის გასწვრივ ✓ აღნიშვნის დასმით მიუთითეთ სწორი პასუხი

პასუხის დაფიქსირების ნიმუში;

13	ა)	ბ)	გ)	დ) ✓
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პასუხი ცხრილი

1	ა)	ბ)	გ)	დ)
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3	ა)	ბ)	გ)	დ)
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14	ა)	ბ)	გ)	დ)
15	ა)	ბ)	გ)	დ)

ტესტის დებულებები

- აირჩიეთ , რომელი დებულებაა სწორი:

 - ა) უნივერსალურის დიზაინის იდეა პირველად დაფიქსირდა სოციალურ მეცნიერებაში.
 - ბ) უნივერსალურის დიზაინის იდეა პირველად დაფიქსირდა დეფექტოლოგიაში.
 - გ) უნივერსალურის დიზაინის იდეა პირველად დაფიქსირდა არქიტექტურაში.
 - დ) უნივერსალურის დიზაინის იდეა პირველად დაფიქსირდა განათლებაში.

- აირჩიეთ, რომელი დებულებაა სწორი:

 - ა) უნივერსალური დიზაინის მეშვეობით ხდება გარემოს მორგება სხვადასხვა საჭიროების მქონე ადამიანებისათვის.
 - ბ) უნივერსალური დიზაინი უზრუნველყოფს გეგმარების, ისეთი ხერხების გამოყენებას, რომ ადამიანებისათვის შექმნას შეღწევადობისათვის მაქსიმალური პირობები.
 - გ) უნივერსალური დიზაინი უზრუნველყოფს გეგმარების, ისეთი ხერხების გამოყენებას, რომ ყველა ადამიანის ჰქონდეს ერთნაირი პირობები.
 - დ) უნივერსალური დიზაინის მეშვეობით ხდება ყველა ადამიანის საჭიროების გათვალისწინება.

- შედიხართ დაწესებულებაში, რომელიც ეტლის მომხმარებლისათვის ადაპტირებულია და კიბის უჯრედზე დამონტაჟებულია ეტლის გადამყვანი ელექტრო ლიფტი. მიუთითეთ უნივერსალური დიზაინის პრინციპებიდან რომელი არის დარღვეული ამ შემთხვევაში:

 - ა) ნაკლები ფიზიკური ძალისხმევის გამოყენებით სასურველი შედეგის მიღება;



- ბ) მოხმარების დროს მიმტვევებლობა შეცდომების დაშვების მიმართ
- გ) ინფორმაციის ისე გადმოცემა, რომ მომხმარებლისათვის ის ადვილად აღქმადია.
- დ) მომხმარებელთა თანასწორობა

სწორი პასუხები:

1	ა)	ბ)	გ)	დ)
2	ა)	ბ)	გ)	დ)
3	ა)	ბ)	გ)	დ)

Pre-evaluation and Post-evaluation

Open – ended Questions

1. What point should be noted when communicating with a person with visual impairment? *(Please, list the points)*
1. What point should be noted when communicating with a person with hearing impairment? *(Please, list the points)*

Vignette: Giorgi’s Case

- 1st-year student of Informatics, 25 years old
- Profoundly deaf in right ear, severe hearing impairment in left ear.
- Uses hearing aid
- Used Georgia Sign Language (GSL) support during secondary school
- No specific learning needs BUT written expression in Georgian is an area of concern.

- What safety concerns might there be?
- How will the safety needs be determined?
- Is ISL needed in the classroom?
- What learning supports will be needed?

