



TITLE PAGE

ASPIRE PILOTING MODULE No: 7

TITLE OF MODULE: Meeting Needs of Students with Physical and Sensory Needs

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MODULE DESCRIPTION

Type: Staff capacity enhancement training course

Semester: Fall

Target Audience: University teaching staff/ PhD students, ASPIRE partner organizations' members

Teacher expertise: Trained within the frames of ASPIRE Project

Teacher: Lilit Karapetyan, Zaruhi Harutyunyan

Language: Armenian/English

Prerequisites: Teaching experience, familiarity with syllabus and course description, Module 5: Meeting Needs of Students with Cognition/ Learning/ Specific Learning Difficulties

Restrictions: n/a

Supplementary regulations: n/a

Summary:

- a. This module covers general understanding of physical difficulties and the environmental modifications needed for individuals with physical difficulties for their independent activity.
- b. The module provides information on sensory impairments, as well, and explores features related to visual, hearing



difficulties that can arise in higher educational process.

- c. The opportunities of application of Assistive technologies for studying in higher educational environment for individuals with physical or sensory difficulties is presented during the module.
- d. The module will offer the participants the opportunity to develop individual approach to students with sensory or physical impairments providing techniques for adjusting both syllabus for and assessment/testing of these students.

Overall aim:

- e. To develop teaching staff knowledge and understanding of physical and sensory disabilities to realize individual needs and their expectations of students with physical and sensory needs.
- f. To improve teaching staff, PhD students' skills required to address educational needs of individuals with physical and sensory disabilities.
- g. To develop competences among university teaching staff, PhD students to adjust the syllabus, teaching materials to facilitate the academic performance of students with physical and sensory disabilities.
- h. To equip the teachers/PhD students with appropriate teaching strategies and methods.

Learning outcomes:

At the end of the course the participants will be able to:

Knowledge and understanding

- a. Define and understand the concept of environmental accessibility in educational institutions as a necessary element of inclusive environment.
- b. Interpret current situation and changes needed to meet the needs of students with physical disabilities.
- c. Understand and explain individual requirements for academic assessment of students with sensory difficulties..

Subject specific understanding and skills

- d. Understand the difficulties of and offer solutions to address the needs of people with physical disabilities in educational environment.
- e. Understand the impact of the visual and hearing impairments upon the study process of people with these difficulties.
- f. Choose, modify and use low, medium and high assistive technologies to address subject related educational needs of students with physical, visual and hearing impairments.

Key skills

- g. Apply strategies and teaching methods to meet needs of students with physical and sensory disabilities.
- h. Demonstrate ability to reflect upon educational needs relating to physical and sensory disabilities.

MODULE STRUCTURE



ECTS credits: 0.5		Study Hours: 15 academichours (1 hour = 40 minutes)	
Taught Hours: Day 1: 2 Hrs. Day 2: 2 Hrs. Day 3: 2 Hrs.			
Independent Hours: 9			
Total: 15 Hours			
DESCRIPTION OF TYPES OF ASSESSMENT			
Assessment scheme			
Types of assessment:		Units:	Weighting:
Pre- and post-test evaluations will be conducted to check the comprehension of the module		2	
Assignment 1: Reading and conclusions/essay.		2	20%
Assignment 2: Group homework, group presentation		2	40%
Active participation (group discussions, stimulation)		3	25%
Presence		3	15%
Description of types of assessments:			
<p><u>Assignment 1: Essay/Homework assignment (25%)</u> The participants will read an article about physical disabilities and adaptations (1), and assess their way from home to work and work environment regarding the accessibility for people with physical disabilities, make conclusions and write and write an essay. It will be discussed and presented during the next lesson.(max 500 words).</p> <p><u>Assignment 2: Presentation/Homework assignment (40%)</u> The participants, 2-3 people in a group, will adapt syllabus and knowledge assessment in specific areas to make an individual study plan for students with physical, hearing and visual disabilities) in a non-discriminative way, group presentation. (Power point presentation).</p> <p>The course participants will activelybe involved in discussions, critically analyze discussed topics, take part in simulations and give their reflection upon the obtained experience (20%). Their participation in all lessons is required (15%).</p>			
COURSE PLAN			



Day 2	Homework assignment presentation	Presentations and conclusions on homework assignment	15 minutes	a, b, d	Assignment/Essay presentation 20%
	Sensory difficulties				Presence 5%
	<ul style="list-style-type: none"> Hearing impairments. Educational difficulties related to the impairment 	Lecture (PPT 2, part 1) Discussion on the topic /role of hearing, statistics, pathogenesis, diagnostics, compensation of hearing function, classification of the disorder, difficulties due to the disorder/	15 minutes	c, f,	Participation in discussions 10%
	<ul style="list-style-type: none"> Visual Impairment. Educational difficulties related to the impairment 	Lecture (PPT 2, part 2) Discussion on the topic /Role of vision, mental and physical secondary outputs due to the impairment, definition, statistics, types)	15 minutes	c, f,	
	<ul style="list-style-type: none"> Guest speaker (Being blind in higher education: difficulties and opportunities) 	Interactive discussion with the guest speaker on the educational and attitudinal difficulties related to the impairment.	35 minutes	c, f, h	
	Homework Assignment 2 explanation	5 minutes			



Day 3	<p>Assistive technologies and special strategies</p> <ul style="list-style-type: none"> Assistive technologies Use of strategies and modifications, low- and higher technologies to meet the educational needs of students with physical and sensory impairments 	Group Presentation of (PPT) Homework Assignment 2	20 minutes	a, b, c, d,e, g	Group Presentation 40%
		Lecture (PPT 3) Discussion on the topic /the role of assistive technologies in education process, the main limitations due to the disabilities, AT for special learning/cognition difficulties, AT for visual impairments, AT for hearing impairments, AT for physical impairments/	20 minutes	f	Presence 5%
		Exercise with the list of low, medium and high technologies (AT ideas)	15 minutes	f	Discussions and active participation in exercise 5%
		Lecture (PPT 4) Discussion on the topic /what is rational adaptations, examination adaptations available for students with disabilities, alternative adaptations for examinations, the process to receive examination adaptations/	10 minutes	h	
		Post-evaluation and summary of the module	5 minutes		
		Discussion on the Assignment 2 regarding the topic of Day 3 Conclusions	10 minutes		



TRAINERS GUIDE		
Activity title	Activity description	Suggested materials
<p>Day 1</p> <p>Introduction.</p> <p>Pre-evaluation</p> <p>Lecture (PPT 1, part 1) Discussion on the topic /What is physical disability, description, characteristics of people with physical disabilities, barriers of people with physical disabilities, Types of physical disabilities, (pathogenesis, intellectual abilities, speech/ communication), Adaptations for people with physical disabilities, Types of interventions for people with physical disabilities/</p> <p>Lecture (PPT 1, part 2) Discussion on the topic /, what is accessible environment, UN convention on adaptations, Accessibility of HEIs in Armenia/</p> <p>Simulation 1</p> <p>Discussion and Conclusion of Day 1 Topics</p>	<ol style="list-style-type: none"> 1. The teachers introduce the course participants the aim, outcomes of the course. 2. Pre-evaluation: the pre-evaluation is conducted to register the comprehension of the course. 3. The teacher conducts an interactive lecture about physical disabilities/disfunctions, The lecture is followed-up with discussion on the topic. Students give reflection on the topic discussed. 4. The teacher conducts an interactive lecture about environmental modification and adaptation of physical environment, the ongoing situation related to the issue. The lecture is followed-up with discussion on the topic. Each student gives reflection on the topic discussed and regarding own experience. 5. A small exercise (simulation) on motions with movement limitations is conducted. The participants tie their arms, hands and legs with scarves and belts, tie their trunk on a chair, put on gloves. Then they try to write, draw, change pages of a book or other tasks related to fine and gross motor movements. After they discuss their difficulties and feeling. 6. The teachers and participants discuss the topics covered during Day 1, make conclusion. 7. The teacher explains Assignment 1; the 	<p>Pre-post-evaluation form (part 1)</p> <p>PPT 1 (part 1)</p> <p>PPT 1 (part 2)</p> <p>The teachers bring long belts, scarves, gloves or ask the participants to bring them with themselves.</p> <p>Reading materials: 1. Accessible places, (in Armenian), www.map.disability.am, retrieved at: 20.09.2014,</p>



<p>Homework Assignment 1 Explanation</p>	<p>participants should read articlesphysical disabilities and environmental adaptations to draw up Assignment 1.</p>	<p>2. How to make environment accessible (in Armenian), www.disabilityinfo.am/844/</p>
<p>Day 2</p> <p>Presentations and conclusions on homework assignment</p> <p>Lecture (PPT 2, part 1) Discussion on the topic /role of hearing, statistics, pathogenesis, diagnostics, compensation of hearing function, classification of the disorder, difficulties due to the disorder/</p> <p>Lecture (PPT 2, part 2) Discussion on the topic /Role of vision, mental and physical secondary outputs due to the impairment, definition, statistics, types)</p> <p>Interactive discussion with the guest speaker on the educational and attitudinal difficulties related to the impairment.</p> <p>Homework Assignment 2 explanation</p>	<ol style="list-style-type: none"> 1. The participants in groups of four people discuss homework and make general conclusion. After one representative from each group presents them. 2. The teacher conducts a lecture on hearing disabilities, educational difficulties related to the impairment. The lecture is followed-up with discussion on the topic. 3. The teacher conducts a lecture on visual impairments, educational difficulties related to the impairment. The lecture is followed-up with discussion on the topic. 4. A guest speaker who is blind is invited to talk about his difficulties and achievements in life, study experience. He demonstrates learning strategies for blind people. The participants are encouraged to ask questions. 5. The teacher explains Assignment 1; the participants in groups of 2 or 3 should adapt a course they teach to needs of students with specific physical, hearing or visual disabilities. They should evaluate the accordance of the materials they use during their lessons with the needs of students with these students. The participants should suggest teaching strategies in frames of their syllabus or study plans. 	<p>PPT 2 (part 1)</p> <p>PPT 2 (part 2)</p> <p>Good Practice Guidelines for the Providers of Support and Services for Students with Disabilities in Higher Education, AHEAD, Dublin, 2008 Հարությունյան Ջ. Էրգոթերապևտիկ միջամտությունը ներառական կրթության համակարգում: Երևան 2015</p>



<p>Day 3</p> <p>Group Presentation of (PPT) Homework Assignment 2</p> <p>Lecture (PPT 3) Discussion on the topic /the role of assistive technologies in education process, the main limitations due to the disabilities, AT for special learning/cognition difficulties, AT for visual impairments, AT for hearing impairments, AT for physical impairments/</p> <p>Exercise with the list of low, medium and high technologies (AT ideas)</p> <p>Lecture (PPT 4) Discussion on the topic /what is rational adaptations, examination adaptations available for students with disabilities, alternative adaptations for examinations, the process to receive examination adaptations/</p> <p>Discussion on the Assignment 2 regarding the topic of Day 3 Conclusions Post-evaluation and summary of the module</p>	<ol style="list-style-type: none"> 1. Group Presentation (PPT) of Homework Assignment 2. 2. The teacher conducts an interactive lecture on assistive technologies for special needs. The lecture is followed-up with discussion on the topic. In groups of Assignment 2 the participants compare the strategies provided by them with those presented by the teacher. 3. The participants are given list of assistive technologies ideas (low, medium and high). The teacher explains the use of each kind of technology ideas for types of special needs. Then each participant chooses from the low and medium AT ideas those which can be used for his/her field of teaching for a specific type of special need. After the class discusses the exercise. 4. The teacher conducts an interactive lecture on tips, strategies and modifications to assess the academic achievements of students with special needs in higher education. The lecture is followed-up with discussion on the topic. In groups of Assignment 2 the participants suggest the assessment tools fitting to their field of teaching. 5. The teachers promote the participants to express their opinion and conclusion on the topic. 6. The participants fill in post-evaluation forms. 	<p>PPT 3</p> <p>AT ideas</p> <p>PPT 4</p> <p>Pre-post evaluation form (part 2)</p>
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LIST OF SUGGESTED LITERATURE

List of Articles, Texts, and other resources.

- Good Practice Guidelines for the Providers of Support and Services for Students with Disabilities in Higher Education, AHEAD, Dublin, 2008
- Examination Accommodation and Support, All you need to know, AHEAD, DAWN, DUBLIN
- Good Practice Guidelines for the Providers of Support and Services for Students with Disabilities in Higher Education, AHEAD, Dublin, 2008
- Kennedy S., Treanor D., O'Grady M., et al., DAWN Handbook: Guidelines for Academic Staff Teaching Students with Disabilities, NAIRTL, 2008, Cork, Ireland
- Teaching students with visual impairments. A guide for the support team/ Carney S., Engbretson C., Scammel K., Sheppard V., 2003/ www.education.gov.sl.ca/vision
- Armenian Gesture language. E-learning (in Armenian). www.deaf.am/hy.dictionary
- Ինչպես շրջակա միջավայրը դարձնել անխոչընդոտ: www.disabilityinfo.am/844/
- Հասարակական վայրերն՝ ըստ մատչելիության: www.map.disability.am
- ՀարությունյանՉ. Էրգոթերապևտիկ միջամտություններ առական կրթության համակարգում, Երևան, 2015

Recommended Bibliography:

- Kuna D. Teaching students with Visual Impairments, www.cedu.niu.edu/~shumow/itt.visualimpairment.pdf
- Kirk S., Gallagher J., et al, Educating Exceptional Children, Belmont, 2012
- Հատուկ կրթության հանրագիտարան, խմբ. Ագարյան Ռ., Երևան, 2012

Website Links

- www.perkinslearning.org
- www.disability.am
- www.deaf.am
- www.ahead.ie
- www.edtec.unsw.edu.au