

Note:

This is a template document for DECIDE module units, and it aims to help institutions to provide trainers with a *general orientation and overview* for their module courses, and thereby also help the trainers with their orientation.

The idea is for it to provide organisational help for both institutions and trainers.

It needs to be completed by the institution.

It can be filled out by hand if printed out, or on a computer.

Module Description

Module Title: Module 8 Meeting Needs – Social, Emotional and Behavioural Difficulties

Module Aims and Overview:

This module is focused on the formation of professional competence in the field of inclusive education for future teachers, psychologists, and state employees, representatives of NGOs and other interested parties, aimed at creating readiness for interaction with people with disabilities in the educational process and society.

The students' formation of the scientific knowledge system about the uniqueness of the social, emotional and behavioral difficulties of people with disabilities; implementation of their personal motivational, cognitive and practical training for the integration of people with disabilities in a single educational space and society.

TS Allocation:

1 credit: 30 hours:
Taught Hours: 18 hours
Independent study hours: 12 hours

Module Organiser Contact Details:

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Name of Trainer(s):

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Language:

Nabieva Zamira («Rushdi Inclusia», Tajikistan)

English, Russian, Kazakh, Uzbek, Tajik

Target Group

University staff, students, master students, Public service employees and NGOs

Requirements

Higher education

Learning Outcomes (i.e. “Can do”, “Able to” on completion)

On successful completion of the course participants will be able to:

1. Interact with persons with disabilities, taking into account their social and individual characteristics.
2. Use the methods of organizing joint activities and interpersonal interactions with subjects of the educational process.
3. Master the skills of constructive communication with students with disabilities, eliminating the traumatic aspects of speech behavior.
4. Organize the educational process in inclusive groups, relying on the conservation capabilities of students with disabilities.
5. Master the skills of individualization of students with disabilities based on the selection of forms, methods and technologies of training, depending on the nosology of the violation.
6. Master the skills of searching for hidden resources of students with disabilities to create on this basis psychological, social and pedagogical conditions for their personal and professional development and integration.
7. Form attitudes towards interaction with all subjects of inclusive education.
8. Be able to manage your psycho-emotional state.
9. Master the skills in supporting the education and extracurricular employment of people with disabilities, their integration into the educational space of the university and society.

MODULE STRUCTURE

TEACHING, LEARNING + ASSESSMENT ACTIVITIES	STUDY HOURS
Taught Hours (lecture/seminars)	18
Independent study hours (Background reading and seminar preparation)	12

Total	30
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**Module
Materials:**

Suggested materials:

1. The State Education Development Program of the Republic of Kazakhstan for 2011–2020, approved by Decree of the President of the Republic of Kazakhstan dated December 7, 2010 No. 1118 // Kazakhstanskaya Pravda. - 2010. - No. 153–154. - p. 10–12.
2. Strategic development plan of the Republic of Kazakhstan until 2025 (Decree of the President of the Republic of Kazakhstan dated February 15, 2018, No. 636)
3. Open dossier on inclusive education. UNESCO 2003
4. Equality and an inclusive approach to education. Guidelines for the preparation, revision and evaluation of education sector planning ”(a joint product of the United Nations Educational Initiative and other international organizations - 2010).
5. Salamanca Declaration “On the Principles of Politics and Practical Activities in the Field of Education of Persons with Special Needs” 1995.
6. Iskakova A.T., Movkebaeva Z.A., Zakaeva G., Aitbaeva AB, Baitursynova A.A. Basics of inclusive education (study guide). Almaty, 2013.
7. Creation and testing of a model of psychological and pedagogical support of inclusive practice: a Toolkit / Ed. S.V. Alekhina, M.M. Semago. - M.: MGPPU, 2012. -- 156 p.
8. Alekhina S.V., Alekseeva M.A., Agafonova E.L. The willingness of teachers as the main factor in the success of the inclusive process in education // Psychological Science and Education, 2011, No. 1.3.
9. Kolesnikova I.A. Fundamentals of the technological culture of the teacher. —M.; SPb., 2003.
10. Semago M.M., Semago N.Ya. Diagnostic and advisory activity of an educational psychologist / Ed. M.M. Semago. - M.: Iris Didactics, 2004.
11. Meerson T.I. Modern problems of inclusive education // Modern trends in the development of science and technology. 2015. - No. 7-10. - S. 78-81.

12. Tutoring support for children with disabilities in an inclusive education: methodological manual / I.V. Karpenkova, E.V. Samsonova, S.V. Alekhina, E.N. Kutepova; under the editorship of E.V. Samsonova. - M.: MGPPU, 2017. -- 173 p.
13. Nasibullina A.D. Organization of psychological and pedagogical support for students with disabilities in an inclusive education // Scientific and methodological electronic journal "Concept". - 2016. - T. 20. - P. 57-60.
14. Zhalmukhamedova A.K., Autaeva A.N., Bekbaeva Z.N., Yespanova D.D. Personnel support of the inclusive education system in the context of the Kazakhstan-2050 strategy // Pedagogy, Psychology and Technologies of Inclusive Education: scientific-practical conference, Kazan March 20-21, 2014. Poznanie Publishing House, 2014. - P. 89-92.
15. Bersenev, M. Century. Center for escorting students with disabilities as a project office: main practices and recommendations / M. V. Bersenev, I. L. Musabirov // Bulletin of Tomsk State University. - 2011. - No. 3 (15). - S. 188-191.
16. Bessarabova, Yu. V. Motivation of students with disabilities / Yu. V. Bessarabova // Educational technologies. - 2010. - No. 3. - S. 95-99.
17. Voevodina, E. V. Social portrait of people with disabilities in the student environment as a factor of social adaptation to the conditions of the university / E. V. Voevodina, E. E. Gorina // Bulletin of Tomsk State University. - 2013. - No. 373 (August). - S. 60-65
18. Volkova, V.V. Study of pedagogical conditions for the implementation of inclusive education in universities / V.V. Volkova, E.V. Mikhailchik // Psychological science and education. - 2015. - No. 2. - S. 5-15.
19. Gamayunova, M. Yu. Assistance to the curator when working in an inclusive group: a methodological guide for organizing work with students with special needs / M. Yu. Gamayunova, M. I. Kabanova, N. P. Sergeeva; Sarat. state un-t them. N. G. Chernyshevsky. - Saratov: Publishing house of the Saratov University, 2013.
20. Egorov, O. G. Social adaptation of students with disabilities / O. G. Egorov // Educational technologies. - 2012. - No. 2. - S. 113-117
21. Zaitsev, D.V. The focus is on a student with a disability / D.V. Zaitsev // Higher Education in Russia. - 2009. - No. 5. -

- S. 134-140.
22. Zinovieva, V. I. Development of a system for escorting students with disabilities at higher education institutions in Belgium (Free University of Brussels, Brussels High School) / V. I. Zinoviev, M. V. Bersenev // Tomsk State University Bulletin. - 2010. - No. 3 (11). - S. 143-147.
 23. Zinovieva, V. I. Development of a system for accompanying students with disabilities in universities in Sweden and Finland / V. I. Zinoviev, M. V. Bersenev // Bulletin of Tomsk State University. - 2012. - No. 1 (17). - S. 176-179.
 24. Zinoviev, V. I. Escort of students with disabilities in German universities (Humboldt University) / V. I. Zinoviev, M. V. Bersenev // Bulletin of Tomsk State University. - 2011. - No. 3 (15). - S. 185-187. -
 25. Kovaleva, M. A. Socio-psychological problems of the formation of tolerance for people with disabilities in an inclusive education at the university / M. A. Kovaleva // Social Policy and Sociology. - 2011. - No. 7. - S. 41-50.
 26. Konovalova, M. D. Features of the socio-psychological adaptation of students with disabilities in the educational environment of the university / M. D. Konovalova // Training Psychology. - 2014. - No. 11. - S. 55-62.
 27. Konovalova, M. D. Psychological and pedagogical support of students with disabilities: a teaching tool for undergraduates / M. D. Konovalova, E. B. Shchetinina; N. G. Chernyshevsky. - Saratov: Publishing house of the Saratov University, 2013. - 24 p.
 28. Naberushkina, E. K. Education of the disabled: social technologies for overcoming barriers / E. K. Naberushkina // Sociology of Education. - 2009. - No. 1. - S. 84-96
 29. Selyukov, A. G. Model of inclusive education / A. G. Selyukov // Speech therapist. - 2014. - No. 5. - S. 94-96.
 30. Yandanova, T. I. The main directions of psychological and pedagogical support of students with disabilities / T. I. Yandanova // Bulletin of Moscow University. 20, Teacher education. - 2010. - No. 3. - S. 58-65.

**Module
Assessment:**

ASSESSMENT ITEMS UNITS WEIGHTING LEARNING OUTCOMES

Type of assignment	Weighting	Learning outcomes
Assignment 1: Essay	12,5%	6

Assignment 2: report	12,5%	3
Assignment 3: presentation	37,5%	2, 5,7
Assignment 4: discussion	12,5%	5
Assignment 5: case study	25%	1
summative assessment: oral exam		examination period

ASSESSMENT CRITERIA

Assignment 1: Essay (12,5%)

Self-comprehension is a reflection of students on a scientific problem, using ideas, concepts, associative images from other areas of science, personal experience, public practice

(volume - 5 pages, Times New Roman, font size - 14 pt, line spacing - single).

Criteria

- Disclosure of the student's position on the topic.
- Independence work.
- The consistency and clarity of the structure of the essay.
- Using the methods of comparison and generalization to analyze the relationship of concepts and phenomena
- The general form of the presentation of the results obtained and their interpretation is consistent with the genre of a problematic scientific article.
- The essay should show that its author knows and makes meaningful use of theoretical concepts, terms, generalizations, worldview ideas.
- The essay should contain convincing argumentation of the position stated on the problem.

Assignment 2: report (12,5%)

This is oral message on a specific topic, voiced in front of the group (5 minutes).

Criteria

- The content of the given topic are fully covered.
- The structure of the report has been observed (introduction, main part, conclusion, and examples).
- The student is fluent in the content, clearly and correctly sets out the material.
- Clearly and correctly answers the questions and comments of the audience.
- Time regulation (no more than 5 minutes)

Assignment 3: presentation (37,5%)

A multimedia product representing a sequence of slides contained in a single graphic style containing text, drawings, photographs, animation, video and audio

(10-12 slides).

Criteria

- The presentation contains complete, understandable information about the work.
- The design of the slides corresponds to the topic, does not impede the perception of the content (no more than 3 colors on one slide).
- For all presentation slides, one and the same layout is used.
- Used means of visibility information (photos, tables, charts, graphs, etc.)
- The illustrations are of good quality, with a clear image, the text is easily readable.

Assignment 4: discussion (12,5%)

The method of discussion and resolution of controversial issues, stimulating the initiative of students, the development of reflective thinking.

Criteria

- Discussions within the framework of the related topic; vision problems.
- The exact, clear wording of the arguments and counterarguments, the ability to separate the facts from the subjective opinions, the use of examples confirming the position of the parties.
- Correspondence of the arguments to the advanced thesis, according to the counterarguments of the arguments presented.
- Tolerance, respect for other views, lack of personality attacks, rejection of stereotypes, inciting dislike.
- Lack of speech and grammatical errors, lack of slang and colloquial turns.
- The ability to draw conclusions and defend their point of view.

Assignment 5: Case study (25%)

A teaching technique using real-life descriptions. Students should study the situation, understand the essence of the problem, suggest possible solutions and choose the most effective of them.

Criteria

- Mastering of a categorical apparatus, the desire to use definitions, to identify the content of concepts.
- Professionally literate wording of questions (causes of the situation, harmony, brevity and clarity of presentation).
- The quality of the analysis and the reasoning of the conclusions made.
- The originality and creativity of thinking in the development of solutions.
- Perspective and universal solutions.

Oral Exam is an exam in which a Professor asks students questions that need an oral answer, i.e. answer, unapplied paper

Criteria

- Knowledge of the main content of the module, the depth and full disclosure of examination questions.
- Mastering of the terminological apparatus and use of its answer.

- The ability to explain the essence of phenomena, events, processes, to draw conclusions and generalizations, to give reasoned answers.
- The logic and consistency of the response, the ability to answer the questions, to express the opinion of the discussed issues.
- The culture of speech.