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This document is designed for the use of trainers to assist in documenting their module teaching activities of each module. It is blank, ready for copying and then designed to be filled in by the respective trainer.

MODULE 8 Class 1 Teaching Record

Week 1

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: The issues of socio-psychological adaptation of students with disabilities to study at university.

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>24.01.2020 Lecture</p>	<p>Presentation of the new module and its structuring, revitalizing students' attention using the "White Spot" method.</p> <p>The professor names the topic of the module. A flipchart notebook is attached to the stand with the name of the module in the center. The rest of the sheet space is divided into sectors, numbered, but not yet filled. Starting from sector 1, the professor writes in the sector the name of the section of the topic that will be studied. Students are encouraged to consider which aspects of the topic may be discussed later in the report. Then the teacher reveals the topic, and the most significant moments of the first section fit into the sector (you can record topics and key moments with markers of different colors). They are written on the flipchart during lecture. After finished the presentation of the material on the first section of the topic, the teacher writes the name of the second section of the topic in the second sector, and so on.</p> <p>Theses of the lecture:</p> <p>The educational environment is a combination of educational conditions. The following parameters are used to characterize the educational environment of the institution and its units:</p> <ul style="list-style-type: none"> • physical environment; • human factor; • studying programs. <p>An inclusive educational environment is characterized by an inclusive culture and a combination of resources (internal and external conditions) for the implementation of individual educational strategies for studying with joint education. The leading</p>	<p>the "white spots" method:</p> <p>- Подумайте, какие темы и проблемы мы затронем с вами в ходе изучения данного модуля. -Какие вопросы являются актуальными для вас?</p> <p>Think about</p> <p>- what topics and issues will we consider during the study of this module? -What questions are relevant for you?</p> <p>Questions during the interactive lecture:</p> <p>- Have you had difficulty adapting when you started studying at the university? What problems did you face and who helped solve them? How long did this period last? - Do you think students with disabilities have the same problems during the period of adaptation to studying at the university or it's different? - should students with disabilities study in mixed groups or is it better to create separate groups for them for successful adaptation?</p>	<p>- "On Social Protection of Persons with Disabilities in the Republic of Kazakhstan" Law, dated 12/26/19</p> <p>- III periodic National Report of the Republic of Kazakhstan within the framework of the Universal Periodic Review of Human Rights, submitted by the Ministry of Foreign Affairs of the Republic of Kazakhstan to the UN , November 6, 2019</p> <p>- The National Plan to ensure the rights and improve the quality of life with disabilities in</p>

	<p>principle of an inclusive educational environment is its willingness to change, taking into account the individual needs of students.</p> <p>The creation of an inclusive educational environment is implemented in accordance with two important principles, there are the principle of adaptation, taking into account internal and external deficiencies, and the principle of redundancy, taking into account internal and external resources.</p> <p>Inclusive education requires the creation of special conditions under which Kazakhstani legislation refers to special educational programs and teaching methods, individual technical teaching means and living environment, as well as pedagogical, medical, social and other services, without them the successful development of general and professional educational programs by persons with disabilities is greatly hindered.</p> <p>In the process of entering and training, most students with disabilities have a whole range of problems that impede their social adaptation and successful development of the educational program of the university.</p> <p>Adaptation of the educational environment is the key to the successful inclusion of a student with disabilities in the life of an educational organization. Adaptation involves identifying (and, where possible, removing) the main barriers that a student may face during training.</p> <p>The model of the process of psychological and social adaptation of this group includes three components:</p> <ul style="list-style-type: none"> - adaptation to physical space (spatial component); - adaptation to the educational process (educational component); - socio-psychological adaptation to the environment of group mates, teaching staff (socio-psychological component). <p>Thus, the main problems of inclusive education at the university include social barriers that arise between students with disabilities and teachers and students without disabilities, the poor level of organization of the environment of higher education institutions, the lack of adapted training programs for the visually impaired (blind), hearing impaired (deaf), wheelchair users, people with intellectual disabilities, insufficient staff training, for example, some lecturers are not prepared for children with disabilities to be trained in their group; unpreparedness of students for the fact that one or more students are different in behavior or have physical characteristics, etc.</p>		<p>the Republic of Kazakhstan until 2025 (approved by the Government Decree , May 28, 2019).</p> <p>- Order of the Minister of Education and Science of the Republic of Kazakhstan, June 1, 2015 # 348</p> <p>“On approval of Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan”</p> <p>- Education Law of the Republic of Kazakhstan</p>
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<p>practical class</p>	<p>Conduct a preliminary mini-survey of students in order to determine their understanding of the topic of the module and attitude to people with disabilities.</p> <p>Students with physical disabilities (hearing, vision, musculoskeletal system, speech and other problems) have special needs that must be met in order to provide them with equal learning opportunities with healthy people.</p> <p>The integration of a person with physical disabilities into the educational conditions of higher education requires consideration of their psychological characteristics, since the functional limitations of the possibilities of human interaction with the environment form secondary changes - personal ones. Among them there may be gaps in knowledge, unformed social competence, the habit of undemanding, condescending attitudes, inadequate ideas about their abilities, etc.</p> <p>A feeling of helplessness, weakness, fear, a sense of uselessness to society and the senselessness of one's existence in it - these feelings are expressed in such external manifestations as isolation, resentment or increased aggressiveness, which becomes a serious obstacle to the integration of people with disabilities into student community.</p> <p>Analysis carried out by the local working group of the project showed that 8 students with disabilities who entered the university in 2019 have high levels of personal anxiety, which indicates frustration tension of the basic needs. This is due to the fact that at the initial stage of training, freshmen with disabilities in a collision with adaptive difficulties due to shyness, fear of rejection, lack of communication skills experience a lack of social support.</p> <p>High personal anxiety, in this case, hinders the realization of productive activity, contributes to the development of protective forms of behavior such as denial of reality (70%), rationalization (51%), reactive formations (42%), regression (37%), which acquire a character destructive compensation.</p> <p>Characteristics of the self-concept of students with disabilities are associated with a low level of self-esteem (55%), self-guidance (36%), self-interest (19%). This is probably due to the fact that a physical defect or somatic disease is perceived by this contingent as a defect in the personality as a whole. Students with disabilities are characterized by significant problems in building interpersonal relationships. The inadequacy of self-perception, self-knowledge, and perception of others forms their dissatisfaction with relations with the</p>	<p>Answer the questions on the questionnaire. The answers are anonymous and necessary to assess the initial level of understanding of the topic of the module (see Appendix 1)</p> <p>Case study: Work into 3 groups</p> <p>Situation: November 2019. Gulnara A. has a cerebral palsy. She changes form of study from distance learning to full-time. Her specialty is Foreign Language. Gulnara has A's and B's grades, is keen on fine arts and languages, the only child in the family. Parents are successful entrepreneurs who do not have financial difficulties. According to Gulnara, the family has a trusting relationship and a warm atmosphere. Upon admission to the university, Gulnara believed that she would not be able to adapt in the educational environment of full-time study, fearing to be rejected, miserable and defenseless, the girl chose a distance form. However, after 1st year, the student realized that she was experiencing a lack of communication with peers and a lack of language practice; she decided to try full-time form. The adviser of the group was concerned that the appearance of a student with disabilities would cause a number of difficulties associated with external defects, especially mental and physical activity. As the adviser suggested, the appearance of a student immediately caused problems. Second-year students were not ready for a new comer, as the team formed its subgroups, trusting relationships and the pace of work. The lecturers also were not ready to implement an individual plan of work with a student. It is worth noting that the student achieved excellent results in her studies thanks to her hard work and desire to achieve success in her future career. <i>(Note: students with cerebral palsy require much more time and effort because they experience fatigue and inhibition of switching from one type of activity</i></p>	<p>Appendix 1</p> <p>Techniques: Questionnaire G. Kellerman-R. Plutchik for studying the mechanisms of psychological defense of a person as ways of socio-psychological adaptation, a questionnaire for studying self-reliance (V. Stolin, S. Panteleev), a technique for the study of personal anxiety Ch. Spielberger, Yu. Khanin.</p> <p>Appendix 2</p>
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	<p>world, people around and a violation of socio-psychological adaptation in general.</p> <p>Difficulties in overcoming communication barriers can be solved with the help of training in the classes, group training and games (see Appendix 2).</p>	<p><i>to another. But at the same time, human resources, especially the thinking associated with the disease, make it difficult to complete the work.)</i></p> <p>After three weeks, Gulnara felt uncomfortable, isolated from the group and skeptical about herself. The situation worsened when Gulnara was late to the teacher, who did not let to come is late students. Gulnara met two group mates near the room and they together tried to come in to the lecture. The lecturer made an exception because of Gulnara. Students started whispering: "made an exception!", "Now we can be late with Gulnara ...".</p> <p>Gulnara felt uncomfortable, thereby becoming isolated in herself</p> <p>Key questions and tasks:</p> <ol style="list-style-type: none"> 1. Designate the main problem of pedagogical situations in the text, and select the possible solution to them. 2. What problems can students with disabilities during adaptation at the university? Highlight the main strategies for teachers to adapt the "newcomer" student with disabilities. 3. What kind of work in the group needed to be done before the transfer and after transfer? ✓ Make a rough preventive work plan in this group (forms, methods, sample topics). 	
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MODULE 8 Class 2 Teaching Record

Week 2

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Characteristics of the emotional states of students affecting educational motivation.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
31.01.2020	<p>Psychological problems arise when people with disabilities are isolated from the world, both as a result of existing ailments and as a result of the inability to adapt to reality in the environment. All this can lead to the emergence of emotional and personality disorders and changes in the behavior of people with disabilities, and a decrease in educational motivation.</p> <p>Characteristics of the emotional states of people with disabilities:</p> <ul style="list-style-type: none"> - due to fixation on internal sensations, expressed constant anxiety and suspiciousness regarding the unfavorable course of the disease, possible complications, inefficiency and even the danger of treatment; - they are more characterized by increased anxiety in assessing their condition, anxious suspiciousness, a tendency to dramatize events, sensitivity, and infantilism; - reduced mood background enhances sadness, dejection of one's position; - constant anxiety and suspiciousness regarding the adverse course of the disease cause mood swings, increase the manifestation of hysterical behaviors: demonstrativeness, "craving for recognition", egocentrism, exaltation, infantility; - "irritable weakness" fixes a person's attention on internal feelings even more and strengthens the tendency to exaggerate the severity of his condition; - reduced mood background leads to more frequent outbreaks of irritability and aggression; - intolerance to pain enhances the manifestations of hysterical reactions; - problems with relationships with others cause an inferiority complex; - expressed depressive emotions with a feeling of longing, hopelessness, suicidal thoughts and intentions. 	<p>Students make a speech on prepared presentations. Discussion and analysis.</p> <p>Homework: Preparing a presentation on the following:</p> <ol style="list-style-type: none"> 1. The concept of emotions. Stages and conditions of the formation of the emotional sphere of a person. 2. The relationship of the emotional-volitional sphere and educational motivation. 3. Pathology of emotions: symptoms of low mood (hypotension, longing, dysphoria, dysthymia, anxiety, fear, inferiority complex). 4. Characteristics of the emotional-volitional sphere and behavior of students with the muscle-skeleton disorder. 5. Characteristics of the emotional-volitional sphere and behavior of students with visual impairments. 6. Characteristics of the emotional-volitional sphere and behavior of students with hearing impairments. 7. Characteristics of the emotional-volitional sphere and behavior of students with disorders of various nosology. 8. Methods and techniques of mental regulation and correction of emotional states of students with disabilities. 9. Methods of self-regulation of emotional states. 	

MODULE 8 Class 3 Teaching Record

Week 3

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Behavioral problems, typological behaviors, ways for correcting the behavior of people with disabilities.

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>7.02.2020 Lecture</p>	<p>Theses of the lecture: People with disabilities have difficulty building social relationships. There are a number of negative social attitudes (the attitude to avoid persons with disabilities, inadequate situational behavior, etc.) Behavioral problems are most often associated with predictable stressful situations. Communication is selective, formal in nature, aggression is often manifested, there is no initiative in organizing interaction with people around. People with disabilities are characterized by a passive strategy of economic behavior, consisting in the orientation on receiving help from the state as the only opportunity to improve their financial situation, and their unwillingness to use their personal and business qualities, resources in economic behavior, pessimism in their economic well-being. They are not always ready to apply active ways to overcome life's limitations. It is difficult for them to control their behavior due to their state of health.</p>	<p>Questions during the interactive lecture:</p> <ul style="list-style-type: none"> - What features in the behavior of people with disabilities have you observed? - Do behavioral problems differ between healthy people and people with disabilities? - What is affected on the formation of such characteristics in behavior? 	
<p>Practical class</p>	<p>A psychological and pedagogical assessment of the behavior of a student with disabilities can be carried out by the teacher in the class (Appendix 3). Correction of behavior is possible while creating conditions for the gradual formation of active, constructive and qualified members of society from passive consumers of social services, thereby contributing not only to improving the quality of life of people with disabilities, but also using their potential to</p>	<p>Students get acquainted with the form of psychological and pedagogical assessment of student behavior with disabilities, highlighting for themselves the possible characteristics of their behavior.</p>	<p>Appendix 3</p>

	<p>build the potential of society.</p> <p>Correction of the behavior of people with disabilities is carried out by a psychologist and psychotherapist, including psychological counseling, psychocorrection, social and psychological patronage of the family, psycho-preventive and psycho-hygienic work, psychological training, and involvement of people with disabilities in participation in support groups and communication clubs.</p> <p>This will help to correct adverse forms of emotional response and behavioral patterns of people with disabilities.</p>	<p>Students present types of correction of the behavior of people with disabilities, identify their strengths and give specific examples of techniques. (on the basis of the prepared information)</p> <p>Homework: prepare a report „Type and methods of correction of behavior of people with disabilities“</p>	
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MODULE 8 Class 4 Teaching Record

Week 4

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Coping behavior as a means of social adaptation of persons with disabilities and constructive communication of participants in the communicative process.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
14.02.2020	<p>Coping behavior is aimed at increasing the individual's adaptation to the environment and can be formed and determined through a combination of coping strategies — specific coping actions.</p> <p>The relevance of the problem of the formation of productive coping behavior is due to two facts. Firstly: a long-running chronic disease undoubtedly leaves an imprint on the subsequent protective-coping behavior and the adaptation of individuals with disabilities to the side of reducing and impoverishing the repertoire of coping strategies.</p> <p>Secondly: communication with people with disabilities is difficult due to the presence of limitations in vital functions, which is one of the causes of stress, impaired mental adaptation, the development of disorders in the mental and somatic sphere of varying severity. The effect of these factors may be deterioration, interaction with the outside world.</p> <p>To cope with stress, each person, on the basis of his own experience, uses the coping strategies developed by him - strategies aimed at overcoming a stressful situation.</p> <p>Overcoming stressful conditions is reflected in the choice of adaptive behavioral strategies (successful or unsuccessful), which is great importance for maintaining mental well-being, and for the social adaptation of people with disabilities in society.</p> <p>Cognitive coping strategies include problem analysis as productive, relatively productive include ignoring, dissimulation, maintaining self-control, relativity, religiosity, imparting meaning, setting one's own value, and confusion as unproductive.</p>	<p>Case study: <i>Situation:</i> A student with disabilities since childhood had a home study (hears hard (diagnosis: mixed hearing loss), speaks quietly and slowly). After moving from the village to city and having distance study for the first semester, decides to transfer to full-time form of study, as he coped well with the curriculum. He was partially accepted by group mates; some of them ignored or looked with pity. Every day spends with negative emotions, the student often cry at home and close up.</p> <ol style="list-style-type: none"> 1. mini-groups work. 2. In each group, analyze the situation, suggest a coping strategy aimed at overcoming a stressful situation for a student with disabilities and fill in the "SWOT analysis" table, cover the following: <p>Strengths are all types of activities, resources, ideas that contribute to solving the problem. Weaknesses are factors that prevent the student from coping with the problem. Threats are factors and trends that can be dangerous while</p>	<p>J.C.Coyne, E.Heim, S. Folkman, L.Murphy, R.S. Lazarus, L.I. Ancyferova, C.K. Nartova-Bochaver, I.M. Nikolskaya</p>

	<p>In emotional coping strategies optimism is classified as productive, protest and passive cooperation are relatively productive, and emotional relaxation, emotional suppression, humility, self-blame, aggression are unproductive. In behavioral coping strategies, cooperation is classified as productive; distraction, altruism compensation, constructive activity are relatively productive; active avoidance, retreat are unproductive.</p>	<p>using the proposed coping strategy. Opportunities are factors and trends that favorably influence the resolution of a problem while learning a coping strategy.</p> <p>4. Answer the question: what could and should the adviser of the group do?</p>	
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MODULE 8 Class 5 Teaching Record

Week 5

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Basic concepts and principles of psychological and pedagogical support: structure and components; stages and special aspects, technology.

Form of the class: lecture, practical class

Time: 13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>21.02.2020 Lecture</p>	<p>Theses of the lecture: In the foreign tradition of inclusive education, the support technology and the “supporting specialists” activity have the greatest importance. In the post-Soviet space, the concepts of “assistance” and “support” coexist and practically complement each other. The term “support” is focused on the dynamic indicators of the inclusion process, it is considered as a system process that has its own manufacturability and content. The system-oriented approach has become the starting point for the formation of the theory and practice of integrated support. Psychological and pedagogical support of students is coordinated professional activity of subjects of the educational process, aimed at the formation of a number of social significant competencies of students, promoting their development of professional and personal potential. The purpose of psychological support is the organization of such cooperation with a student with disabilities, which would be aimed at their self-knowledge, as well as the search for opportunities and, ways of self-management of the inner world and the system of relations. Psychological and pedagogical support is carried out in the process of adaptation and integration of students with disabilities in the educational environment of the university, the formation of the necessary competencies in the process of studying educational disciplines, educational research activities,</p>	<p>Questions during the interactive lecture: - What do you mean by psychological and pedagogical support at the university? - What are the components of psychological and pedagogical support offered in the research of modern educators? - Justify the principles of the organization of psychological and pedagogical support for students with disabilities.</p>	<p>Burton, Goodman</p> <p>E.I. Kazakova, M.R. Bityanova, A.G. Asmolov, A.A. Bodalev, T.G. Gordon, O.S. Gazman, V.K. Zaretsky, N.N. Mikhailova, A.V. Mudrik et al.</p>

			Appendix 4 Appendix 5
Practical class	<p>Psychological and pedagogical support for students with disabilities is provided by the inclusion center or office. Office specialists are developing a technology for the psychological and pedagogical support of students with disabilities with the maintenance of certain documentation. An individual card is compiled for each student, which contains the following documents:</p> <ul style="list-style-type: none"> - general information about the student; - student questionnaire (structurally, the questionnaire includes 5 main blocks - general information, social and living conditions, relationships with peers, relationships with parents, study at the university); - information certificate about the student; - recommendations to teachers on the organization and conduct of the educational process (this recommendation is compiled for each student). <p>Work is underway to optimize forms, teaching methods and presentation of educational material, taking into account the individual characteristics of students of this group within the educational standard.</p> <p>Office staff carries out advisory work on problems-requests of students with disabilities, their parents and teachers.</p>	<p>Students work in 4 groups and based on the classification of problems of students with special needs by E.I. Kazakova, and the table “The content of psychological and pedagogical support of students with special needs at the university” (Appendix 6, 7), do the following tasks:</p> <ol style="list-style-type: none"> 1. To designate the mechanisms of psychological and pedagogical support, taking into account the characteristics of the nosologies of persons with disabilities: 2. To highlight the conditions ensuring the effectiveness of psychological and pedagogical support of students with disabilities.. <p>Homework: Visit the Psychology and Inclusive Education Center of A. Baitursynov KSU and get acquainted with the history of its creation, as well as the Regulation on the Center and the work plan. Demonstrate in your presentation the experience of organizing the psychological and pedagogical support of students with disabilities. Note which technologies are used. Make recommendations..</p>	Appendix 6 Appendix 7 Regulation on the Psychology and Inclusive Education Center, dated November 4, 2019

MODULE 8 Class 6 Teaching Record

Week 6

Semester: Spring

Trainer: Lilya SARKISYAN

Topic: Tutoring and coach in the psychological and pedagogical support of students with special educational needs.

Form of the class: practical class

Time: 13.00-14.40

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
28.02.2020	<p>Tutoring is a special type of pedagogical support, pedagogical activity on the individualization of education, aimed at identifying and developing educational motives and interests of the student, the search for educational resources to create an individual educational program.</p> <p>The phenomenon of tutoring is closely connected with the history of European universities. The concept of tutoring came from the UK, where it appeared in the classic English universities - Oxford and Cambridge.</p> <p>The term tutor (tutor - mentor, guardian (English); tuor- I watch, care, protect (Latin)) historically developed special pedagogical position, which ensures the development of individual educational programs for pupils and students and accompanies the process of individual education at school, university, in additional and continuing education.</p> <p>The tutor's task is to build an educational space as a space for the manifestation of cognitive initiatives and the interests of students.</p> <p>Coaching is the main form of medium-term and long-term professional counseling aimed at reflection and fulfillment of professional tasks.</p> <p>Coaching refers to structured collaboration with one subject over several meetings. The coach works to ensure that the student accepts responsibility for their successes, knows about their educational situation and improves their existing skills. Coaching provides an opportunity to use the potential of collaborating entities.</p> <p>The term "coaching" can be understood as a</p>	<p>Students work with cards. Match statements with meaning to tutoring or coaching. Explain and justify your choice. (Appendix 7)</p> <p>Homework: Watch the movie "Temporary Difficulties" (Russia, 2017) and, based on watching and your own thoughts, write an essay "who is a Tutor, what is his role?" Also make a selection of films affecting the problem of tutoring and coach in the lives of people with disabilities and make a list of questions for discussion.</p>	<p>link https://www.youtube.com/watch?v=Q0virMNMVgA</p> <p>Appendix 7</p>

	combination of individual problem solving in the conditions of accompaniment and personal counseling at the process level on various professional and private issues of a student with disabilities.		
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MODULE 8 Class 7 Teaching Record

Week 7

Semester: Spring

Trainer: Irina PARKHOMENKO

Topic: Personality- oriented and differentiated approaches in the study process in accordance with the physical and psychological characteristics of a student with disabilities. Communication ethics with students with disabilities.

Form of the class: practical class

Time:13.00-15.30

Location: room 240, KSU

Date	Content covered	Task(s) for student	Notes
<p>6.03.2020 (практическое занятие)</p>	<p>The aim of personality-oriented learning is to create conditions for the full development of the personality:</p> <ul style="list-style-type: none"> - the ability to objectively assess their capabilities, needs; - the ability to make the right choice; - responsibility (“I am responsible for everything”); - personality development - the formation of patterns of positive social behavior. <p>Person-oriented technologies determine the methods and means of training and education that correspond to the individual characteristics of each student with disabilities.</p> <p>Personality-oriented learning provides a differentiated approach to learning, taking into account the level of intellectual development of the student, his inclinations and abilities, characteristics of the mental warehouse, character and temperament.</p> <p>A differentiated approach involves the implementation of teaching and educational tasks in relation to the age, gender, level of student development.</p> <p>Differentiation is aimed at studying the personality qualities, its interests, inclinations. Students are grouped on the basis of similarities in intelligence, behavior, relationships, and the level of formation of leading qualities.</p>	<p>At the beginning of the lesson, make an express-test in order to verify and consolidate the basic concepts of personality-oriented and differentiated approaches in the study process. Test questions are displayed on the screen. Students on separate sheets make a test. At the end, the correct answer options are displayed on the screen, students independently check their work.</p> <p>Students work in pairs and try to complete the task, to receive and transmit information to their pair, but at the same time, one in a pair assumes the role of a student with disabilities: (with eyes closed, blindfolded ears, bound or hands, etc. .). Swap roles. Discuss difficulties. And go to the discussion of homework.</p> <p>Homework: Make etiquette rules when dealing with people with mobility difficulties; visual impairment; hearing impairment; having a</p>	

		developmental delay and communication problems. Make a presentation.	
Progress check	Progress check is necessary to verify the knowledge generated during the study of the module. It is an indicator of the quality of training. It makes possibilities to critically evaluate the knowledge and prepare for the final form of control. It's the Oral Exam.	Independent written work on topics covered.	