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# TRAINING PROGRAMME

**Topic area II: Universal Design in distance learning in the context of the needs of learners with diverse educational needs**

**Topic: Learners with special educational needs in distance learning**

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# TABLE OF CONTENTS

<b>1. INFORMATION ABOUT THE TRAINING .....</b>	<b>4</b>
1.1. The title of the training .....	4
1.2. Training needs analysis .....	4
1.3. Learning objectives .....	4
1.4. The target group of the training.....	6
1.5. The form of training implementation .....	6
1.6. Duration time.....	6
<b>2. TRAINING PROGRAMME .....</b>	<b>7</b>
2.1. Learning contents.....	7
2.2. The training schedule.....	7
2.3. Didactic means and materials.....	8
2.4. Teaching methods.....	8
2.5. Recommended sources and the Internet sources.....	8
<b>3. LESSON PLANS .....</b>	<b>11</b>
3.1. Special educational needs and disability Savoir-Vivre – a guide on how to interact with people with disabilities .....	11
3.2. Functional capabilities of students with special educational needs – intellectual disability and autism spectrum disorder.....	14
3.3. Functional capabilities of students with special educational needs – mobility and sensory disability.....	17
<b>4. DIDACTIC MATERIALS.....</b>	<b>21</b>
4.1. Didactic materials – 1 .....	22
4.2. Didactic materials 2 – multimedia presentation 1 .....	22
4.3. Didactic materials – multimedia presentation 2 .....	27
4.4. Didactic materials – multimedia presentation 3 .....	36



# 1. INFORMATION ABOUT THE TRAINING

## 1.1. The title of the training

### **People with diversified educational needs in distance learning**

## 1.2. Training needs analysis

The appearance of the SARS-CoV-2 virus caused the current epidemic situation and spawned numerous changes and difficulties that affect every area of life in contemporary society. The lockdown, caused by the state of pandemics, has limited interpersonal interactions. This situation has also imposed some changes in education – changing the mode of learning from in-person to online, with the use of methods and techniques of distance learning. Distance learning requires the use of new tools and the implementation of completely different teaching methods. That resulted in the need to expand the knowledge and skills not only of teachers but also of children and teenagers attending school.

Among the students who need to participate in distance education, there are some students with special educational needs. Developmental disorders and disabilities that these students struggle with cause the necessity to adjust methods, techniques, work mode, and didactic materials in distance learning. Thus, it may be assumed that the profound knowledge about the possibilities and restraints in functional capabilities of students with special educational needs is inevitable to organise the most favourable learning conditions for them, also in distance education.

## 1.3. Learning objectives

### **Main objective**

To equip training participants with knowledge concerning special educational needs resulting from various kinds of disabilities and developmental disorders, as well as needs and difficulties connected with them in distance learning.



## Detailed objectives

### Training participants shall:

#### in terms of knowledge:

- know the definition of special educational needs;
- list the groups of students with SEN;
- know the main principles of working with students with SEN;
- know functional capabilities of selected groups of people with disabilities and developmental disorders;
- know typical difficulties and needs of students with SEN in distance learning;
- know the principles of Savoir-Vivre that should be followed in contact with people with disabilities;
- list advantages and disadvantages of distance learning for students with SEN.

#### in terms of skills:

- be able to identify special educational needs depending on the type of disability of a student;
- be able to identify learning difficulties resulting from a disability or disorder;
- be able to choose adequate teaching methods and techniques for the student with SEN;
- be able to adjust worksheets to the needs of the student with SEN;
- be able to skilfully communicate with students with SEN.

#### in terms of attitudes:

- understand the need for proper adjustment of methods and techniques in distance learning for students with SEN;
- be able to interact with the student with SEN properly, considering the principles of Savoir-Vivre;
- be creative;
- be able to cooperate with others.



## 1.4. The target group of the training

The training is intended for academic teachers, teachers in public and inclusive schools, both primary and secondary, university students preparing to work with children and teenagers with special educational needs, as well as the post-graduate students who are willing to increase their competencies in working with learners with special educational needs. The target group of the training are people who want to gain knowledge of special educational needs and functional capabilities of students depending on the kind of disorder or disability.

## 1.5. The form of training implementation

In order to ensure the effectiveness of the training, it is recommended to implement it in groups including from 15 to 20 people. The training has been designed to be implemented in the form of distance learning, but the in-person form can also be applied. It has been assumed that the training in the online mode shall be implemented via Moodle Learning Platform.

## 1.6. Duration time

The duration of the training is 4 hours and 30 minutes.



## 2. TRAINING PROGRAMME

### 2.1. Learning contents

During the training, participants gain knowledge on how to teach students with special educational needs, also in distance learning. The discussed problems shall focus on three subject areas.

The first of them is devoted to basic knowledge concerning special educational needs, especially when it comes to understanding the notion, groups of students with SEN, as well as major rules of working with students with special educational needs. Moreover, this section includes the practical guidelines on how to interact with people with disabilities, with special attention to the principles of *Savoir-Vivre*.

The remaining two subject areas relate to the functional capabilities of the most distinctive groups of students with special educational needs that result from their disorders and disabilities. The second subject area focuses on intellectual disability and autism spectrum disorder. The third subject area presents the issues connected with mobility and sensory disabilities.

### 2.2. The training schedule

Subject area	Duration time
1. Special educational needs and disability <i>Savoir-Vivre</i> – a guide on how to interact with people with disabilities	1.5 h
2. Functional capabilities of students with special educational needs – intellectual impairment and autism spectrum disorder	1.5 h
3. Functional capabilities of students with special educational needs – mobility and sensory disabilities	1.5 h



## 2.3. Didactic means and materials

### Means and materials used:

- computer with the Internet connection
- Moodle Learning Platform
- didactic materials

## 2.4. Teaching methods

- brainstorming
- practical exercises
- discussion
- lecture
- explanation

## 2.5. Recommended sources and the Internet sources

- Chrzanowska, I. (2015). *Pedagogika specjalna. Od tradycji do współczesności*, Impuls: Kraków.
- Cohen J., *Praktyczny poradnik savoir-vivre wobec osób niepełnosprawnych*, United Spinal Association, tłum. Biuro Pełnomocnika Rządu do Spraw Osób Niepełnosprawnych.
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- Krakowiak, K. (red.) (2017). *Diagnoza specjalnych potrzeb rozwojowych i edukacyjnych dzieci i młodzieży. Standardy, wytyczne oraz wskazówki do przygotowywania i adaptacji narzędzi diagnostycznych dla dzieci i młodzieży z wybranymi specjalnymi potrzebami edukacyjnymi*, Wyd. ORE: Warszawa.
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- Łoskot, M. (2010). *Specjalne potrzeby edukacyjne wyzwaniem dla edukacji XXI wieku*. „Głos Pedagogiczny”, 20, 4–9.
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- [https://www.pfron.org.pl/fileadmin/News/Oddzialy/opolski/2018/06\\_czerwiec\\_2018/12\\_miyoradnik\\_Savoir-vivre/PFRON\\_O-08-062018\\_-\\_12\\_zal\\_1\\_Savoir-vivre-wobec-osob-z-niepelnosprawnoscia.pdf?utm\\_campaign=pfron&utm\\_source=df&utm\\_medium=download](https://www.pfron.org.pl/fileadmin/News/Oddzialy/opolski/2018/06_czerwiec_2018/12_miyoradnik_Savoir-vivre/PFRON_O-08-062018_-_12_zal_1_Savoir-vivre-wobec-osob-z-niepelnosprawnoscia.pdf?utm_campaign=pfron&utm_source=df&utm_medium=download) [data dostępu: 24.01.2022]
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- [https://repozytorium.kul.pl/bitstream/20.500.12153/1376/1/Zdalne\\_uczenie\\_si%c4%99\\_repozytorium.pdf](https://repozytorium.kul.pl/bitstream/20.500.12153/1376/1/Zdalne_uczenie_si%c4%99_repozytorium.pdf) [data dostępu: 16.12.2021]
- <http://niepelnosprawni.pl/ledge/x/1053506> [data dostępu: 17.12.2021]
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## 3. LESSON PLANS

### 3.1. Special educational needs and disability Savoir-Vivre – a guide on how to interact with people with disabilities

#### Detailed objectives:

- participants know the definition of special educational needs;
- participants list the groups of students with SEN;
- participants know the main principles of working with students with SEN;
- participants know how to interact with people with disabilities (disability Savoir-Vivre);
- participants are able to communicate with students with SEN properly;
- participants are able to behave properly towards students with SEN, taking into consideration the principles of Savoir-Vivre;
- participants cooperate with others.

#### **Task 1. Special educational needs**

##### **Didactic methods:**

- lecture
- explanation
- brainstorming
- discussion

**Duration time:** 45 min.

##### **Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 1)



## Course of training:

1. Participants log into the Moodle Learning Platform, module III in Big Blue Button service: People with diversified educational needs in distance learning.
2. The instructor greets participants and gives the subject of the training.
3. The instructor explains the notion of special educational needs to participants (multimedia presentation 1 – What are special educational needs?)
4. The instructor asks participants to come up with groups of students who, according to them, have special educational needs (free association method). Participants use the presented definition of SEN. They write their ideas in the “shared notes” section.
5. The instructor enumerates groups of students with special educational needs referring to the Ordinance of the Minister of National Education of August 9, 2017 (multimedia presentation 1 – Students with special educational needs).
6. The instructor and participants analyse the ideas from the “shared notes” section and compare them to the information in the Ordinance. The instructor draws participants’ attention to these groups of students that were missing in the “shared notes” section.
7. The instructor enumerates and explains the main principles of working with students with SEN (multimedia presentation 1 – The principles of working with students with special educational needs according to A. Olechowska).
8. The instructor asks participants to comment on which of the principles they consider to be most important and why. The instructor and participants discuss and conclude the subject.

## Task 2. How to interact with people with disabilities (disability Savoir-Vivre)

### Didactic methods:

- lecture
- explanation
- discussion
- practical exercises

**Duration time:** 45 min.

**Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 2)

**Course of training:**

1. The instructor shares the multimedia presentation 2 and briefly explains the notion of Savoir-Vivre.
2. The instructor, referring to multimedia presentation 2, explains how to interact with people with disabilities.
3. The instructor divides participants into three groups. Then, he/she presents three situations (didactic materials 1) and asks each group to write how one should behave in each of them in the “shared notes” section.
4. The instructor, referring to multimedia presentation 2, explains how one should interact with people with different kinds of disabilities. He/she pays particular attention to the principles of Savoir-Vivre.
5. The instructor and participants discuss the ideas from the “shared notes” section and conclude the training.



## 3.2. Functional capabilities of students with special educational needs – intellectual disability and autism spectrum disorder

### Detailed objectives:

- participants know the definition and diagnostic criteria for the intellectual disability, according to DSM-5;
- participants know what autism is and recognize diagnostic criteria for autism, according to ICD-10;
- participants know the functional capabilities of people with intellectual disability and autism spectrum disorder;
- participants know typical learning difficulties and educational needs of students with an intellectual disability or on the autism spectrum;
- participants list the advantages and disadvantages of distance learning for students with SEN;
- participants are able to identify special educational needs depending on the type of disability;
- participants are able to apply suitable didactic methods, techniques, and means for students with an intellectual disability or on the autism spectrum;
- participants are able to communicate with students with SEN properly;
- participants understand the need to adjust the distance learning methods and techniques for students with SEN;
- participants are able to cooperate with others.

### **Task 1. Students with intellectual disability**

#### **Didactic methods:**

- lecture
- explanation
- discussion

**Duration time:** 45 min.

**Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 3)

**Course of training:**

1. Participants log into the Moodle Learning Platform, module III in Big Blue Button service: People with diversified educational needs in distance learning.
2. The instructor greets participants and gives the subject of the training.
3. The instructor presents the selected definitions of intellectual disability and the diagnostic criteria for this kind of impairment according to DSM-5 (multimedia presentation 3).
4. The instructor explains the functional capabilities of students with mild intellectual disability, especially in terms of orientation and cognitive domain, pointing out the possible difficulties in school education and ways to overcome them by applying suitable teaching methods and didactic materials.
5. The instructor indicates the main difficulties and benefits for students with an intellectual disability resulting from distance learning (multimedia presentation 3). He/she asks participants to share their thoughts and opinions on this learning mode.
6. After the discussion, the instructor concludes this part of the training.

**Task 2. Students on the autism spectrum****Didactic methods:**

- lecture
- explanation
- discussion

**Duration time:** 45 min.

**Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 3)

## Course of training:

1. The instructor presents the notions connected with the autism spectrum disorder and the diagnostic criteria according to ICD-10 (multimedia presentation 3).
2. The instructor enumerates the symptoms connected with the autism spectrum disorder that children may manifest.
3. Based on multimedia presentation 3, the instructor indicates the possible difficulties in school education for the student on the autism spectrum and the ways to overcome them through suitable teaching methods and didactic materials.
4. The instructor points out the main difficulties and benefits for students on the autism spectrum resulting from distance learning (multimedia presentation 3). He/she asks participants to share their thoughts and opinions on this learning mode.
5. In the end, the instructor concludes the discussion.





### 3.3. Functional capabilities of students with special educational needs – mobility and sensory disability

#### Detailed objectives:

- participants know notions connected with a mobility disability, as well as visual or hearing disability;
- participants know the functional capabilities of people with mobility and sensory disability;
- participants know typical learning difficulties and needs of students with mobility and sensory disability;
- participants list the advantages and disadvantages of distance learning for students with mobility and sensory disability;
- participants are able to identify special educational needs depending on the type of disability;
- participants are able to apply suitable didactic methods, techniques, and means for students with mobility and sensory disability;
- participants are able to communicate with students with SEN properly;
- participants understand the need to adjust the distance learning methods and techniques for students with SEN;
- participants are able to cooperate with others.

#### **Task 1. Students with a mobility disability**

##### **Didactic methods:**

- lecture
- explanation
- discussion

**Duration time:** 30 min.

**Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 3).

**Course of training:**

1. Participants log into the Moodle Learning Platform, module III in Big Blue Button service: People with diversified educational needs in distance learning.
2. The instructor greets participants and gives the subject of the training.
3. The instructor presents selected definitions of mobility disability and its types (multimedia presentation 3).
4. The instructor explains the functional capabilities of students with a mobility disability, especially in terms of orientation and cognitive domain, pointing out possible difficulties in school education and the ways to overcome them by applying suitable teaching methods and didactic materials.
5. The instructor indicates the main difficulties and benefits for students with a mobility disability resulting from distance learning (multimedia presentation 3). He/she asks participants to share their thoughts and opinions on this learning mode.
6. After the discussion, the instructor concludes this part of the training.

**Task 2. Students with hearing disability****Didactic methods:**

- lecture
- explanation
- discussion

**Duration time:** 30 min.

**Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 3).



## **Course of training:**

1. The instructor presents the notions connected with hearing disability (multimedia presentation 3).
2. The instructor describes the difficulties when it comes to the functional capabilities of children with a hearing disability, especially those connected with the cognitive domain.
3. Based on multimedia presentation 3, the instructor indicates the possible difficulties in school education for the student with a hearing disability and the ways to overcome them with the use of suitable teaching methods and didactic materials.
4. The instructor points out the main difficulties and benefits for students with a hearing disability resulting from distance learning (multimedia presentation 3). He/she asks participants to share their thoughts and opinions on this learning mode.
5. The instructor concludes the discussion.
6. In the end, the instructor, based on multimedia presentation 3, explains how the teacher should prepare for conducting classes in distance learning for students with a hearing disability.

## **Task 3. Students with visual impairment**

### **Didactic methods:**

- lecture
- explanation
- discussion

**Duration time:** 30 min.

### **Didactic means and materials:**

computer with the Internet access, Moodle Learning Platform, didactic materials (multimedia presentation 3).



### **Course of training:**

1. The instructor presents the notions connected with visual impairment (multimedia presentation 3).
2. Based on multimedia presentation 3, the instructor indicates the possible difficulties in school education for the student with visual impairment and the ways to overcome them with the use of suitable teaching methods and didactic materials.
3. The instructor points out the main difficulties and benefits for students with visual impairment resulting from distance learning (multimedia presentation 3). He/she asks participants to share their thoughts and opinions on this learning mode.
4. In the end, the instructor concludes the discussion.



## 4. DIDACTIC MATERIALS

**Topic area II: Universal Design in distance learning in the context of the needs of learners with diversified educational needs**

**Topic: Learners with special educational needs in distance learning**

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## 4.1. Didactic materials – 1

### How would you behave in the presented situations?

1. You are at the train station. Next to you, there is a person with a mobility disability who uses a wheelchair. This person wants to get on the train that is arriving at the station at the moment. You want to help him/her.
2. You are standing in front of the zebra crossing on a busy street and waiting for the green light. Next to you, there is a person with visual impairment, holding the white cane in his/her hand. The light turns green.
3. You work at the customer service post in a bank. A person with a hearing aid is approaching your stand. He/she is asking you about creating the bank account, but his/her speech is slurred. What do you do?

## 4.2. Didactic materials 2 – multimedia presentation 1

### Title slide - Special educational needs

#### Slide 1: WHAT ARE SPECIAL EDUCATIONAL NEEDS?

- The term “special educational needs” appeared in Polish science and literature under the influence of foreign documents, studies, and laws. It was the result of new approach to education of students with disabilities that developed in the second half of the 20<sup>th</sup> century. The main aim was to enable these students attending any type of school (special, inclusive, or public). (A. Olechowska, 2019).
- The groundbreaking document in this field was the British report *Special Educational Needs. Report of the Committee of Enquiry into the Education of Handicapped Children and Young People* (HMSO 1978), prepared by the team led by Mary Warnock. This document became the foundation for the revolutionary changes in British education and inspiration for transformations in other countries, including Poland. Among others, it introduced the term “special educational needs” that spread from English to other languages. (A. Olechowska, 2019).

#### Slide 2: Definitions of special developmental needs (SDN) and special educational needs (SEN)

- In 2008, the Board of Experts in the field of special educational needs coined two definitions of special developmental needs (SDN) and special educational needs (SEN):
  - 1) Children and adolescents with special developmental and educational needs are persons who are diagnosed with the spectrum of symptoms that handicap or disenable mobility,

sensory, cognitive, communicative, socio-emotional, and/or mental functional capabilities. These symptoms affect the quality of life and performing social roles in the present and/or in the future.

- 2) Children and adolescents with special developmental and educational needs are persons who are diagnosed with the threat of disability, disfunction, disharmony, or disability that may negatively affect their further development (L. Zaremba, 2014).

### **Slide 3: Other examples of definitions of special educational needs**

- It is worth noting that the definition differentiates between **special developmental needs** and **special educational needs** (L. Zaremba, 2014).
- 1) **special developmental needs** refer to the needs of children from the moment of birth to the beginning of school education;
- 2) **special educational needs** refer to the needs of students (from the beginning of school education).
- Other examples of definitions of special educational needs:
  - ✓ Children and adolescents with special educational needs are students who are not able to cope with challenges of the curriculum. They need special curriculum and teaching methods adjusted to their needs, trained teachers, as well as different organizational solutions that will allow them to participate in special education. (M. Łoskot, 2010, p. 5)

### **Slide 4: WHAT ARE SPECIAL EDUCATIONAL NEEDS? – definitions**

- ✓ Special educational needs are required by children who need specific conditions for learning that answer their individual possibilities and restraints. Thus, this notion refers to unusual students, both the ones with learning difficulties and these who are exceptionally talented. (K. Sochacka, 2012, p. 179)
- ✓ People who have difficulties in learning (integral biological, mental, social, and moral development) that result from various biological and social factors and cause developmental handicaps, disruptions, and disorders have special educational needs. If these people are left without support, they are threatened with disability, marginalization, or even social disadvantaging and exclusion. Above all, these people may lose their professional potential and a chance for activation. (K. Krakowiak, 2017, p. 5)

### **Slide 5: STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

- According to the Polish law, special educational needs result from:
  - 1) disability;
  - 2) maladjustment;
  - 3) the risk of maladjustment;
  - 4) behavioural and emotional disorders;
  - 5) exceptional talent;
  - 6) specific difficulties in learning;
  - 7) competence deficiency and language efficiency disorders.

### **Slide 6: STUDENTS WITH SPECIAL EDUCATIONAL NEEDS – cont.**

- 8) chronic conditions;



- 9) crisis and traumatic events;
- 10) educational failure;
- 11) malpractices connected with living conditions of a student and his/her family, ways of spending free time and interpersonal interactions;
- 12) adaptive difficulties connected with cultural differences or the change of educational environment, including prior education abroad.

(Rozporządzenie MEN z dnia 9 sierpnia 2017 r., Dz. U. z 2020 r. poz. 1280)

<https://prawo.vulcan.edu.pl/przegdok.asp?qdatprz=akt&qplikid=4384>

## **Slide 7: PRINCIPLES OF WORKING WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS BY A. OLECHOWSKA**

### **(principle No 1)**

1. **The principle of equal rights for each student** – every child, regardless of his/her current situation should be guaranteed safety among his/her peers and adults at school. Also, the individual preferences of students need to be taken into consideration during the assessment process. Children who have possibility to participate in group games and social and cultural events integrate with the society better. Thus, adults should give them possibility and encourage them to take part in such activities. Every teacher should respect his/her students and treat them as equals to him/herself. He/she should not allow for students to be divided into the groups of “the better” and “the worse” ones.

## **Slide 8: PRINCIPLES OF WORKING WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS BY A. OLECHOWSKA**

### **(Principle No 2)**

2. **The principle of knowledge** – the teacher who works with students with special educational needs should possess knowledge concerning the difficulties his/her students may experience. He/she should constantly expand his/her knowledge and skills. The teacher has to know the symptoms of some conditions and know how to help particular students. He/she should also stay in touch with parents of the student and other specialists who take care of the child. Moreover, the teacher should know and implement methods of supporting child development, taking into consideration individual preferences of the student.





**Slide 9: PRINCIPLES OF WORKING WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS BY A. OLECHOWSKA**

**(Principles No 3 & 4)**

3. **The principle of kind care and sensitivity** – the teacher should observe the student and pay attention to his/her behaviour in different situations. The teacher should be able to assist the child if he/she feels unwell. He/she should know how to behave and how to help the child when he/she has a bad day or encounters some difficulties.
4. **The principle of undertaking positive pedagogical influence** – this rule aims at enabling mutual cooperation and acceptance of students with diverse difficulties and those who do not have any difficulties. The teacher is the party responsible for creating the relations between students. His/her role should also be making students aware of various difficulties, needs, and experiences of their peers. The teacher should underline strong sides of the student in order to boost his/her confidence. The teacher should make students aware of the fact that everybody is equal, and has the same rights, regardless of their ability/disability.

**Slide 10: PRINCIPLES OF WORKING WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS BY A. OLECHOWSKA**

**(Principle No 5)**

5. **The principle of adequate educational support** – the teacher should constantly broaden his/her knowledge to know his/her students so that he/she knows what kind of support they need. It is vital to learn and use the didactic methods, forms, and means that satisfy special educational needs of each student. (A. Olechowska, 2016, p. 54-56)
- Thanks to the aforementioned principles, the teacher is able to help his/her students and create suitable learning environment for everyone. In all cases, it is crucial to take into consideration **the individual way of development of each child, especially his/her strengths, and weaknesses.**



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## 4.3. Didactic materials – multimedia presentation 2

### Title slide: Disability savoir-vivre – How to interact with people with disabilities

#### Slide 1: WHAT IS SAVOIR-VIVRE?

- **Savoir-vivre** (from French savoir – know, vivre – live; „knowing how to live”) – refinement, good manners, bon-ton, social convention, respecting customs and social forms, etiquette applicable in a given social group.
- It can be understood as being aware of customs and social forms, etiquette, as well as an ability to behave properly and manage in various problematic situations.
- Savoir-vivre is culture-based, hence it differs significantly depending on the part of the world. The knowledge of intercultural rules of behaviour is called cross-cultural savoir-vivre. The familiarity with savoir-vivre principles is an indication of one’s propriety.

#### Slide 2: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH DISABILITIES (Principles 1&2)

##### 1. ASK BEFORE YOU HELP!

The fact that someone is a person with a disability does not mean that he/she needs help. If a person with a disability is in the friendly environment, usually he/she is able to manage on their own perfectly well. Adults with disabilities want to be treated like independent people. You should offer help only if you think that a person with a disability may need it. If he/she does need assistance, ask before you intervene.

##### 2. BE TACTFUL WHILE YOU INITIATE THE PHYSICAL CONTACT

Some people with disabilities use their hands to keep balance. Hence, grabbing their hands may distract them, even if you want to help. Avoid patting the head of such person, as well as touching his/her wheelchair or cane. He/she may consider these objects a part of his/her personal space.



### **Slide 3: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH DISABILITIES (Principles 3&4)**

#### **3. THINK BEFORE YOU TALK**

Always talk directly to a person with a disability, not to his/her companion, assistant, or sign language translator. Respect his/her privacy. If you ask questions about his/her disorder, he/she may feel objectified and think that you do not see him/her as a person, but as a disability.

#### **4. PUT THE PERSON ON THE FIRST PLACE**

Say “a person with a disability” not “a disabled person”, “people with disabilities” not “disabled people” or “the disabled”. When it comes to particular types of disabilities, it is safe to say, “a person with Down syndrome” or “a person with cerebral paralysis”. However, some people may have their individual preferences, so if you are not sure what words you should use, simply ask.

### **Slide 4: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH DISABILITIES (Principle No 4)**

#### **4. CHOOSE WORDS CAREFULLY**

Avoid outdated expressions such as “retarded” or “cripple”. Also, remember that many people with disabilities do not like the jargony, euphemistic expressions like “movement system invalid” or “functioning differently”. Instead of “chained to a wheelchair” say “a person using a wheelchair”. A wheelchair enables this person to move around and fully participate in the social life. Hence, it is rather liberating than “chaining”.

While talking to people with disabilities you can use idiomatic expressions. It is acceptable to say “it was nice to see you” or “see you later” to a visually impaired person. These people frequently use such expressions themselves. (J. Cohen, Disability etiquette ...)

### **Slide 5: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH DISABILITIES (cont.)**

- Persons who use wheelchairs are people, not pieces of furniture. Do not bend over them while shaking their hand. Do not ask them to hold your jacket or bag.
- Do not push or touch someone’s wheelchair. It is an element of his/her private space. If you try to help someone to ride down the curb, it may happen that he/she falls. Elements of the wheelchair may break if you try to lift it improperly. Even pushing the wheelchair may cause problems, so before you offer your help, always ask how to do it properly.



- Remember that a person using a wheelchair cannot reach everywhere. Try to put all the objects within their range. Make sure that there are no obstacles blocking the way to shelves and hangers.

### Slide 6: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH DISABILITIES (continuation)

- When talking to a person using a wheelchair, take a chair and sit down so that your faces are on the same level. If it is not possible, stand a bit further from him/her, so that he/she does not have to bend their neck inconveniently.
- Some people are not able to fully move their hands, wrists, or arms. Be prepared to assist them with reaching, grabbing, and lifting objects, opening doors, or using vending machines and other pieces of equipment. (J. Cohen, Disability etiquette ...)

### Slide 7: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH MOBILITY DISABILITIES

Text in the picture: „CENTRAL MUSEUM OF SEALIFE”

Text below the picture: “remember that wheelchair, crutches, or a cane are elements of private space of a person with a disability. You should not touch them without permission”.



Pamiętaj, że wózek, kule czy laska należą do sfery osobistej osoby z niepełnosprawnością. Nie należy dotykać ich bez pozwolenia właściciela.



## **Slide 8: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH VISUAL IMPAIRMENT**

- Warn a person with visual impairment before you engage the physical contact with him/her. Say your name and, if it is applicable, your role/post. You should also introduce the person with visual impairment to all members of the group, so that he/she does not feel excluded.
- People with visual disabilities often use their hands to keep balance. If you want to lead such person, offer your arm instead of grabbing his/her hand. You can also lead the hand of such person to the railing or a chair, if he/she wants to use the stairs or sit down.
- If you give directions to a person with visual impairment, give him/her hints that do not require using sight. Instead of “turn right next to the shelf with office supplies” say “ go straight on to the end of a row and then turn right”. Such person may not know where the shelf with office supplies is.

## **Slide 9: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH VISUAL IMPAIRMENT (continuation 1)**

- If a person with visual disability has a guide dog, you should walk on the other side of this person. While walking describes the environment and indicate the obstacles, such as stairs (up or down) or holes in the pavement. If you want to warn such person, do it precisely. Saying “watch out!” will not tell him/her if he/she should stop, run, bend down, or jump over something.
- Do not touch the cane or the dog of a person with visual impairment. The dog is on duty, and you should not distract it. The cane is an element of a private space. If a person with visual impairment puts his/her cane somewhere, do not move it. Warn him/her only if the cane may become an obstacle.

## **Slide 10: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH VISUAL IMPAIRMENT (continuation 2)**

- Dim-sighted people may only read something if it is printed in a big font. Type of font and suitable spaces are equally important to the font size. Labels and tags should be printed in a big front contrasting with the background. For dim-sighted people, it is easier to read the text written in white letters on the black background.

- Proper lighting is also an element of great importance. It should be bright, but not too bright. The light reflecting from the shiny wallpaper might be blinding. (J. Cohen, Disability etiquette...).

**Slide 11: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH VISUAL IMPAIRMENT (source)**

Text in the picture: „Don't distract that dog”.

Text below the picture: “Don't pet and distract the guide dog – it is on duty!”



**Slide 12: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH A HEARING DISABILITY**

- Pay attention to signals the person with a hearing disability gives you in order to learn if they want to communicate by using the sign language, writing, or speaking. Inform him/her if you do not understand what they say.
- Even if the sign language translator is present during the conversation, look at the deaf person and maintain the eye contact with him/her. Talk directly to him/her (“what would you like to drink?”) instead of the translator (“ask him/her what he/she would like to drink”).
- Before you start talking to a deaf or hard of hearing person, make sure he/she looks at you. Depending on the situation, you can wave your hand, touch his/her arm, or turn the lights on and off.

- If a deaf or hard of hearing person does not understand what you say, do not repeat the sentence, but rephrase it.

**Slide 13: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH A HEARING DISABILITY (continuation)**

- When you talk, turn your face to your interlocutor. Quiet, well-lit room is the best place for a successful conversation. If you are close to the source of light, e.g., the window, and you are facing against it, your face might be blurry, what may make it difficult for a hard of hearing person to use lip-reading for better understanding.
- Speak clearly. For most of the hard of hearing people, lip-reading is a huge help in conversation. Do not chew the gum, smoke, or cover your mouth while speaking.
- You don't have to yell. If a deaf or hard of hearing person uses the hearing aid, it is well-adjusted to the standard sound level and your yelling may cause the voice disruption. (J. Cohen, Disability etiquette...).

**Slide 14: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH A HEARING DISABILITY (source)**

Text in the picture: “How to talk to a deaf person?”

Text below the picture:

“When you talk to a person with a hearing disability, speak in a natural pace and directly to him/her. Do not cover your mouth and yell. Write the crucial information on the piece of paper



Do osoby z zaburzeniami słuchu mów w naturalnym tempie, bezpośrednio, nie zakrywaj ust i nie krzycz. Kluczowe informacje zapisz na kartce.





## Slide 15: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH SPEECH DISORDERS

- Devote your full attention to such person. Do not interrupt him/her. Do not finish his/her sentences.
- If you have problems with understanding him/her, do not chime in. Simply ask him/her to repeat. In most cases, he/she will do it willingly and appreciate your effort in trying to understand him/her.
- If you are not sure what you have heard, you can repeat a piece of information to check if you are right. If you are not able to understand a person with a speech disorder, ask him/her to write what he/she wanted to say on the piece of paper, or find another way to facilitate your communication.
- Do not bully or laugh at a person with a speech disorder. The ability to communicate and acceptance is important for everyone. (J. Cohen, Disability etiquette...).

## Slide 16: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH SPEECH DISORDERS (source)

Text in the picture:

“I do not understand you, sir. Write it down, please.”

Text under the picture:

“Some people with disabilities do not speak clearly. If you do not understand what he/she says, ask him/her to write it down.”



Niektóre osoby z niepełnosprawnością mówią niewyraźnie. Jeśli nie rozumiesz, co taka osoba mówi, poproś ją o powtórzenie lub zapisanie słów.



## Slide 17: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH AN INTELLECTUAL DISABILITY

- When you talk to a person with an intellectual disability, use clearly-formulated sentences, simple words, avoid abstract notions. Help him/her to understand a more complex idea by dividing it into smaller, understandable parts.
- Do not use childish speech. Do not patronise people with an intellectual disability. Adjust the pace and complexity of your language and the vocabulary to the person you talk to.
- Remember that you talk to an adult person, who can make decisions on his/her own (unless you have been informed otherwise).
- People with an intellectual disability may not be able to make quick decisions. Be patient and give your conversation partner time if he/she needs it.

## Slide 18: DISABILITY SAVOIR-VIVRE – HOW TO INTERACT WITH PEOPLE WITH AN INTELLECTUAL DISABILITY (source)

Text in the picture:

“Look at him! He must be a punishment for his parents’ sins...”

Text under the picture:

“A child with a congenital defect (e.g., the Down syndrome) may be born in any family.”



Dziecko z wadami wrodzonymi (np. z zespołem Downa) może przyjść na świat w każdej rodzinie.

## Slide 19: References

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- [http://niepelnosprawni.sggw.pl/MPIPS\\_Savoir\\_vivre.pdf](http://niepelnosprawni.sggw.pl/MPIPS_Savoir_vivre.pdf)



## 4.4. Didactic materials – multimedia presentation 3

### Title slide: Functional capabilities of students with special educational needs – characteristics of selected groups

#### Slide 1: STUDENTS WITH AN INTELLECTUAL DISABILITY

##### WHAT IS INTELLECTUAL DISABILITY?

- **Intellectual disability** (intellectual development disorder) is a disorder that begins in the stage of development and includes deficiencies both in the field of intellectual and adaptable functional capabilities, mainly in terms of understanding notions, social interactions, and practical skills.

#### Slide 2: INTELLECTUAL DISABILITY - diagnostic criteria

- In order to diagnose an intellectual disability, the following criteria must be met (DSM-5):
  - A. The deficiency in the intellectual sphere concerning actions such as presuming, problem-solving, planning, abstract thinking, assessing, learning, and learning based on one's own experience. It has to be confirmed by the clinical assessment, as well as a standardised intelligence test adjusted for the patient.
  - B. The deficiency in the adaptation that causes setbacks in fulfilling developmental and socio-cultural standards resulting in the inability to be independent and responsible. Without the support, functional capabilities in one or many of the everyday activities such as communicating with others, participating in the social life, and independent living in various environments such as home, school, work, or social group is inhibited.
  - C. The intellectual and adaptability deficiencies manifest themselves at the stage of development. (P. Gałeczki et al., 2018, p. 37-38).

#### Slide 3: INTELLECTUAL DISABILITY - definitions

- **Intellectual disability** is not an illness in medical terms. However, it has a designated code in the Classification of the World Health Organisation (ICD-10, 1992). Neither it is a psychological disorder, even though it has a designated code in the Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association (DSM-IV, 1994) (J. Kostrzewski, 1997, p. 223).

- **Intellectual disability** is a group of effects of illnesses and injuries of the nervous system that are differentiated in their origin. Among them, the most prominent are these connected with cognitive and adaptational processes. (J. Doroszevska, 1989, v. 2, p. 16).

#### **Slide 4: STUDENTS WITH INTELLECTUAL DISABILITY**

##### **- main difficulties in learning**

- ✓ lack of independency, resourcefulness, initiative, and action planning,
- ✓ difficulties in analysing, synthetising, abstract thinking, and drawing conclusions,
- ✓ spatial orientation disorders,
- ✓ low level of graphomotor performance,
- ✓ underdevelopment of higher feelings (social, moral, patriotic, aesthetic),
- ✓ greater emotional instability and impulsiveness than in children within the intellectual norm,
- ✓ inadequate, frequently lowered self-assessment,
- ✓ lower self-control,
- ✓ less sense of responsibility,
- ✓ difficulties in combining the newly-acquired knowledge with the previous one,
- ✓ difficulties in using the gained knowledge in practice,
- ✓ lower pace of work (MEN, *Jak organizować...*, 2010).

#### **Slide 5: STUDENTS WITH INTELLECTUAL DISABILITY**

##### **- main difficulties in learning cont.**

- The difficulties manifest mainly in:
  - ✓ learning new notions, defining them, and building the system of notions – especially when it comes to general science (mathematics, physics, chemistry), but also contents connected with history, society, morality, and aesthetics;
  - ✓ giving opinions or judgments, arguing, evaluating (expressing their thoughts, especially of they are not connected with the social context);
  - ✓ drawing conclusions, both based on specific and abstract or symbolic material;
  - ✓ mastering basic school techniques: reading, writing, counting, speaking;
  - ✓ proper understanding the intentions of other people;



- ✓ permanent memorization of pieces of information, especially if they are logically connected to each other;
- ✓ disrupted attention (difficulties with focusing and the ability to select pieces of information) (MEN, *Jak organizować...*, 2010).

### **Slide 6: STUDENTS WITH INTELLECTUAL DISABILITY- recommendations for teachers**

- When working with a child with mild intellectual disability, the teacher should pay attention to:
  - ✓ **individual pace of learning**, setting and achieving goals within student's range,
  - ✓ **limiting verbal instructions** and introducing **verbal-demonstration** ones. It is important to have a particular impact on the multi-sensory sphere. Words are less important than **learning through experiencing** in the teaching process. Also, **the repetition of the instructions and revision of the learning contents** are crucial,
  - ✓ **constant supervision**, as these students get bored quickly, as well as get discouraged when they encounter first difficulties, and have a tendency to left the work unfinished,

### **Slide 7: STUDENTS WITH INTELLECTUAL DISABILITY - recommendations for teachers cont.**

- ✓ **paying attention to stimuli** such as praising, encouragement, or reward. **Constant motivating** by using different kinds of reinforcement, showing approval and acceptance, or praising the efforts of these students is vital.
- ✓ **giving support parents**, psychoeducation and assistance from the educational institution in dealing with difficulties
- ✓ reinforcing the learning process by introducing activation methods,
- ✓ **teaching students' independence** (MEN, *Jak organizować...*, 2010).

### **Slide 8: Difficulties and benefits resulting from distance learning for students with intellectual disability**

The research on distance learning for students with intellectual disability in the first wave of the Covid pandemics (A. Kułaga, 2020) shows the following:

- ✓ the biggest challenge was to keep students focused during the classes, as well as to cope with students' difficult behaviour. Distance learning, even with using the video chat, does not allow the teacher to fully control what students do. Thus, while participating in classes, they can also perform other tasks (e.g., playing video games);
- ✓ difficult behaviour of students caused by the lack of therapy (problem addressed by the parents);

**Slide 9: Difficulties and benefits resulting from distance learning for students with intellectual disability – cont.**

- ✓ lack of creativity of teachers in conducting classes in distance learning, as well as lack of comfort while conducting classes in front of a camera;
- ✓ limitations connected with the quality of the internet connection and the equipment;
- ✓ fatigue of the students with intellectual disability, as well as quick distraction and inability to focus on a given task for a longer period;
- ✓ difficulties in communication with students – the speech of the students may be indistinct for the teacher; they may also have a problem with writing their thoughts down;
- ✓ because of poor quality of sound, the student may not understand what the teacher says as well. Students with intellectual disability are also unwilling to read messages or instructions;
- ✓ some students do not contact the teacher at all during the period of distance learning (they do not answer the phone, do not reply to emails, do not do their homework);
- ✓ the prominent benefit of the distance learning mode was a closer cooperation between the teacher and parents of children with intellectual disability.

**Slide 10: STUDENTS WITH AUTISM SPECTRUM DISORDER**

**WHAT IS *AUTISM SPECTRUM DISORDER*?**

- **Autism** is atypical course of development. It manifests itself in the differences in the way of communicating, establishing relationships, showing emotions, and learning, as well as a diverse pattern of behaviour. Every person on the autism spectrum is different and the abovementioned features may manifest themselves with a varied intensity. Autism affects many functional capabilities and causes people on the spectrum develop differently.



- Autism is referred to as **spectrum disorder** because the universal pattern of functional capabilities of people on autism spectrum does not exist. Therefore, autism may manifest itself by a wide range of symptoms, from mild to severe symptoms that affect every area of life. (<https://jim.org/autyzm/czym-jest-autyzm/>)

### **Slide 11: STUDENTS WITH AUTISM SPECTRUM DISORDER- characteristics**

- Students with autism spectrum disorder are a very diverse group when it comes to both social and intellectual functional capabilities. Their common features are:
  - ✓ severe and widespread deficiencies in social behaviour,
  - ✓ delay and deficiency in speech and language acquisition,
  - ✓ limited, clear-cut, repetitive behaviour and interests (MEN, *Jak organizować...*, 2010).

### **Slide 12: The symptoms of autism spectrum disorder - social interactions**

a) social interactions:

- ✓ lack of interest in the environment,
- ✓ complete indifference towards other people,
- ✓ lack of sharing one's own experiences, interests, thoughts,
- ✓ repeating words that sound interestingly or fragments of sentences heard before,
- ✓ lack or delay in reaction to facial expression of others,
- ✓ not responding to a smile with a smile,
- ✓ unwillingness to hug and lack of longing for physical contact (E. Pisula, 2018).

### **Slide 13: The symptoms of autism spectrum disorder - eye contact and mimicry**

b) eye contact:

- ✓ lack of eye contact,
- ✓ avoiding looking in someone else's eyes in order to send a non-verbal information, e.g., interest, establishing contact,
- ✓ not following the sight of a person who looks at something while talking about it.

c) mimicking:

- ✓ difficulties in mimicking, what leads to learning problems,
- ✓ some children perfectly imitate someone's behaviour, e.g., their mother's or father's (E. Pisula, 2018).





#### **Slide 14: The symptoms of autism spectrum disorder - communication**

d) communication:

- ✓ difficulties in understanding and lack of ability to use verbal or non-verbal speech to establish social contacts,
- ✓ lack of speech or problems in establishing universal communication,
- ✓ difficulty in social communication and maintaining the conversation,
- ✓ not using gestures, facial expressions, or looks to convey information to others,
- ✓ lack of response to signals targeted at them,
- ✓ not understanding the information encoded in facial expressions,
- ✓ inability to perceive and understand emotional states of others (E. Pisula, 2018).

#### **Slide 15: The symptoms of autism spectrum disorder - stereotypical and limited patterns of behaviour**

e) stereotypical and limited patterns of behaviour:

- ✓ very narrow and atypical patterns of behaviour,
- ✓ attachment to rituals and schematism (e.g., fixed daily schedule, the way of performing particular tasks),
- ✓ selectiveness when it comes to eating particular dishes or wearing particular clothes,
- ✓ stereotyped movement disorders, e.g., waving hands around the eyes or spinning objects
- ✓ repetitive, complex movement sequences,
- ✓ narrow range of interests (E. Pisula, 2018).

#### **Slide 16: The symptoms of autism spectrum disorder - sensory problems**

f) sensory problems:

- ✓ strong responsiveness to sensory stimuli or insensitivity,
- ✓ oversensitivity to loud voices in the environment (covering one's ears),
- ✓ oversensitivity to physical contact (avoiding stroking, touching, or wearing particular clothes) or low sensitivity (they need a lot of pressure to feel their own body),
- ✓ strong reactions to some scents (vomiting) or lack of reaction to an unpleasant smell,
- ✓ willingness to look at vivid and colourful lights (looking at them indirectly),
- ✓ oversensitivity to particular tastes (selective eating) or insensitivity (eating everything),
- ✓ disturbance of the sense of balance,



- ✓ unawareness of one's own body and lack of control over it (E. Pisula, 2018).

### **Slide 17: STUDENTS WITH AUTISM SPECTRUM DISORDER –recommendations for teachers**

- Students on autism spectrum tend to come back to clear-cut, stereotypical behaviour when they need to learn something new. They have problems with finishing sentences on their own. Thus, their process of learning has to be carefully structured. It is important to divide the task into small, manageable parts that are clear to the child. In that way, he/she will be able to complete the task with fewer mistakes. You can use the series of pictures to present the sequence of events or tasks to perform.
- The student should be awarded for completing each part of the task. If the student feels anxiety, fear, or irritation connected with performing the task, you should provide him/her with detailed hints on how to complete it. It is important that you state your expectations towards the student. Sometimes, you need to allow the student to separate from the group to calm down and relax.

### **Slide 18: STUDENTS WITH AUTISM SPECTRUM DISORDER –recommendations for teachers cont.**

- Students on the autism spectrum barely take over initiative. If they are left alone, they have a tendency to stereotypical repetition of activities.
- Most children on the autism spectrum are not able to apply something that they have learned in one situation to a different one. They learn in connection to the particular situation.
- In the teaching process, it is important to support strengths of the student, e.g., using visual materials for children who have better visual memory. At the same time, the impaired functions of the central nervous system (e.g., touch or hearing perception) should be rehabilitated.

### **Slide 19: Difficulties and benefits resulting from distance learning for students on the autism spectrum**

- The experience resulting from conducting classes in the distance learning mode for students on the autism spectrum show that:

- ✓ children on autism spectrum often feel “overloaded with stimuli” in the distance learning. Spending a lot of time in front of the computer overloads their nervous system and, as a consequence, the student remembers less and less;
- ✓ some teachers do not adjust the learning materials to the needs and abilities of the student on the autism spectrum, what may cause additional difficulties
- ✓ the child on the autism spectrum is not self-reliant in the distance learning and requires the assistance of an adult;

**Slide 20: Difficulties and benefits resulting from distance learning for students on the autism spectrum cont.**

- ✓ using the computer for a long time may make students irritated;
- ✓ because of problems with concentration, students are not able to focus on one task for a long time and they have problems with completing it on their own;
- ✓ students on the autism spectrum do not cope with changes, chaos, and unpredictability very well; problems with the computer or the Internet connection may cause stress, anxiety, or aggressiveness;
- ✓ some students on the autism spectrum are not able to communicate verbally with others, so the problems in communication with the teacher or other students may appear;
- ✓ the beneficial factor of distance education is that students have favourable learning conditions at home, such as peace and quiet, or the possibility to work in their own pace, whereas at school they are frequently “overloaded with stimuli”, e.g., the noise;
- ✓ for some students, the distance learning has a positive effect on their learning abilities and possibility to calm down (<http://niepelnosprawni.pl/ledge/x/1053506>).

**Slide 21: STUDENTS WITH PHYSICAL DISABILITY**

**WHAT IS *PHYSICAL DISABILITY*?**

- **Physical disability** includes all kinds of disorders of the musculoskeletal organs. Their origins are diversified, but the result is always **limitation of one’s mobility**. (M. Loska, 2008)
- The largest group of people physical mobility disability are children with cerebral palsy syndrome, and disabilities resulting from accidents and injuries, rachischisis, disorders of spinal cord, muscles, or osteoarticular system.

- Physical disability is an effect of various illnesses and chance events. Their type and intensity makes it more difficult or even impossible for students to acquire new skills and knowledge at school, as well as limits the independence of people with physical disability. Learning difficulties of a student with physical disability depend on the type of disorder (damage to the central or peripheral nervous system), the stage of life when the disability appeared (congenital or acquired defect), or disability level (mild, moderate, or severe).

### **Slide 22: STUDENTS WITH PHYSICAL DISABILITY - characteristics**

- Children with physical disability do not develop locomotion, body structure, special orientation, and understanding spatial relationships. Sometimes they also do not develop speech. They may experience perception disorders and difficulties in conducting observations that are caused by damage to the mobility of the eyeballs and problems with crossing the eyesight of the midline of the body.
- Many educational activities that require grabbing objects and coordination of both hands (playing with objects/teaching aids, conducting experiments) may be not available for students with physical disability. Moreover, they may experience limitations in motor memory and difficulties in recreating the presented movement, especially in the correct order of the movement sequence.

### **Slide 23: STUDENTS WITH PHYSICAL DISABILITY - areas of difficulty**

- Additionally, students with physical disability may experience problems with:
  - ✓ **adopting proper sitting position**, especially for a longer period (that causes fatigue, distracts their attention and ability to conduct observations during classes);
  - ✓ **eye movement** (difficulty in reading, controlling performed activities, conducting observations);
  - ✓ the appearance of synkinesis, i.e., additional movements that are redundant for completing the task and achieving the expected effects (it causes the additional use of energy and extends the time of performing a task);
  - ✓ speech motor disorders (difficulties in building grammatically correct sentences, both in oral and written form; in extreme cases, the child is not able to speak at all) (MEN, *Jak organizować...*, 2010).



## **Slide 24: Difficulties and benefits resulting from distance learning for students with physical disability**

- ✓ some students with physical disability are assisted by the support teacher at school. In distance learning, they do not have access to the support teachers, what may lower the quality of education for them.
- ✓ some students may feel insecure when they have to sit still in front of the computer with a microphone and camera, and they may be recorded;
- ✓ fatigue caused by long time spent in front of the computer;
- ✓ more learning material to be analysed on one's own;

## **Slide 25: Difficulties and benefits resulting from distance learning for students with physical disability cont.**

- ✓ time limits applied by teachers during conducting an online assessment – students may not have enough time to analyse the questions;
- ✓ no aid from the support teacher or peers when it comes to taking notes;
- ✓ the advantage of distance learning is the possibility to prepare the learning materials according to universal design frameworks and reasonable accommodation (e.g., electronic notes, simultaneous recording of the content of classes, recording lectures, adapting the format of the materials to the needs of students by enlarging the font, etc.);
- ✓ the benefit is also easier access to education, without the need to overcome architectural barriers (P. Korach, 2020).

## **Slide 26: STUDENTS WITH HEARING IMPAIRMENT**

### ***WHAT IS HEARING IMPAIRMENT?***

- The notion **a person with a hearing disorder** is very comprehensive and relates to around 10% of population. It refers to every person whose hearing is somehow impaired regardless of the level of disability, its type and the period of life when it was acquired.
- According to M. Grzegorzewska (1964) **The deaf** are people who is completely or largely deprived of hearing, and, as a consequence, deprived of experiencing the environment by hearing. Due to that, the cognitive processes and preparation to live in society are more difficult to the deaf person. Understanding the speech by hearing is impossible, thus, this



sense does not play any significant role at work and in satisfying any needs. (Z. Sękowska, 2001).

### **Slide 27: The difficulties that deaf and students with hearing loss encounter in the learning process**

- **The difficulties that deaf and students with hearing loss**, similarly to students with other disabilities, encounter in the learning process significantly affect their ability to achieve educational success, independence, and social acceptance, that are optimal taking into consideration their possibilities and the features of the hearing organ disorder.
- Hearing impairment affects the development of a child. **Lack of body balance and poor spatial orientation** are typical for those children. Deaf children do not have significant and typical deficiencies that result from lack of hearing. **The differences between intellectual functions** of deaf and hearing people result from the inability to provide suitable assistance for the deaf in developing their abilities. (MEN, *Jak organizować...*, 2010)

### **Slide 28: STUDENTS WITH HEARING IMPAIRMENT - perception**

- **Perception** (recognizing objects and phenomena fully) of deaf students is mostly based on visual perception. Analysis dominates over synthesis. For instance, the deaf child will categorize the hues of a given colour more precisely, but they will determine the size of an object at a distance less precisely, since the first activity is based on analysis, and the second one requires the synthesis of information about the distance and size of an object. The spontaneous development of perception of deaf children is directed at recognizing particular features of an object. The ability to generalise the common features develops slowly. The memory of these children has a visual character and is analytical. These features are directly related to the way their perception works. (MEN, *Jak organizować...*, 2010)

### **Slide 29: STUDENTS WITH HEARING IMPAIRMENT – memory and reading skills**

- Children with hearing impairment have problems with reconstructing the previously learned material of an associative character. They remember particular elements, but not the entirety of it. However, as the sight is the dominant sense for these students, their



visual and visual-motor memory develops very well. Nevertheless, the memory connected with logic and vocabulary is less developed.

- When they reconstruct the text, the deaf children do not reconstruct its content, but they reproduce it word by word. It is caused by poor vocabulary and difficulties in learning grammar, as well as little understanding of the content, and difficulties in determining the gist and logical order. (MEN, *Jak organizować...*, 2010)

### **Slide 30: STUDENTS WITH HEARING IMPAIRMENT – attention and verbal speech**

- Deaf students have little attention divisibility. Since they are not able to focus on two visual stimuli at the same time (e.g., reading the text and lip-reading of the speaking teacher) the demonstration and explanation should be divided in the classroom.
- Inability to hear properly causes difficulties in learning the verbal speech. It is characterized by significant disturbances in breathing, phonation, and articulation, as those elements develop under control of hearing. The structure of written works of deaf students is also specific. Their essays are loaded with details insignificant from the point of view of the subject, but they lack vital pieces of information.

### **Slide 31: STUDENTS WITH HEARING IMPAIRMENT – comprehension and personality characteristics**

- **In reading**, deaf children frequently focus on the meaning of separate words, and not the content of the text, i.e., they generalise the randomly chosen elements without considering the structure of the text.
- **The personality** of people with profound hearing impairment is less developed in comparison to hearing people. Their self-image and cognitive and volitional forces are poorly developed. They are characterised by increased nervous excitability and emotional disorders, too strong emotional bounds with the family, feeling of inferiority, tantrums, discrepancy in actual possibilities and achievements, neuroticism, high level of anxiety. (MEN, *Jak organizować...*, 2010)



## Slide 32: STUDENTS WITH HEARING IMPAIRMENT

### - recommendations for teachers

- Students with hearing impairment are a very diversified group in terms of acquiring and mastering language skills. Hearing impairment causes the deprivation or limitation of access to hearing stimuli. That results in inhibition or disturbance in the development of language, communicative, and cultural competencies. Their level of development determines the quality of social interactions, as well as the pace and quality of acquiring school knowledge and skills.
- **The teacher** who works with a deaf or student with hearing loss should:
- learn the type of student's hearing disability and its consequences,
- care for optimal development of student's ability to understand abstract notions,

## Slide 33: STUDENTS WITH HEARING IMPAIRMENT

### - recommendations for teachers cont. 1

- apply differentiated methods that develop analytical and synthetical thinking; it plays a major role in learning not only mathematics, but other compulsory subjects,
- choose didactic forms and methods together with the student's family,
- aim at developing student's active and passive vocabulary range,
- create the environment that structures student's attention, e.g., by reducing the number of students in the classroom, putting students' desks in the semicircle, using proper lighting, interchanging presentation with explanations, individualizing of teaching, facing the class all the time
- explain the tasks out loud (MEN, *Jak organizować...*, 2010).

## Slide 34: STUDENTS WITH HEARING IMPAIRMENT

### - recommendations for teachers cont. 2

- **Additional measures** that can be taken to combat difficulties of students with hearing impairment:
- providing suitable technical conditions,
- providing possibility to choose didactic means and materials individually,
- creating the atmosphere of acceptance and understanding that allows creating bonds with hearing peers,





- cooperating with the student's family in terms of methods of creating and refining his/her language system and unifying the teaching methods (MEN, *Jak organizować...*, 2010)

**Slide 35: Difficulties resulting from distance learning for students  
with hearing impairment**

- ✓ According to students and their parents participating in the classes conducted in the distance mode is inhibited because the online meetings are not adjusted to the needs of people with hearing disability (e.g., lack of subtitles, not using the cameras, problems with the Internet connection)
- ✓ Causes of learning difficulties:
  - 1) the technology is not adjusted for the students (problems with the equipment and/or the Internet connection, connection interferences, lack or shortage of the pieces of IT equipment in the household),
  - 2) the teaching programme and methods are not adjusted (there are no online classes; classes are conducted on different platforms; students need to cover many tasks; there is no objective way to assess students; students/teachers cannot use toe IT tools),
  - 3) tasks are not adjusted to students' needs (tasks are not adjusted to students' possibilities; the time to take tests is too short; the learning material is not explained properly, the student is not assisted by the support teacher),
  - 4) learning conditions are not adjusted (students spend a lot of time in front of the computer and they are distracted by proceedings at home),
  - 5) students do not have direct contact with the teacher and peers; parents do not know how to work with the child (P. Lewandowska, 2020).

**Slide 36: THE BENEFITS OF ONLINE CLASSES FOR STUDENTS  
WITH HEARING IMPAIRMENT**

- 1) the wellbeing of the child (students are well-rested, feel less pressure and stress; they feel safe at home; they are more focused and engaged in the classes; they perform their tasks more precisely; they are well-behaved);
- 2) learning conditions (there is no noise that is present in the classroom; the acoustics of the room is better; students can hear the voice form the computer though the hearing aid very well),,



- 3) adjustment to students' needs (parents can support their child during classes, taking the role of the support teacher; students can adjust the pace of work and take breaks when they need to; students can work individually; students can focus on the elements that they do not understand and revise them),

**Slide 37: THE BENEFITS OF ONLINE CLASSES FOR STUDENTS  
WITH HEARING IMPAIRMENT CONT.**

- 4) the personal development of a child (students are more independent; they learn to use the IT tools; they have more time to focus on their hobbies and interests),
- 5) relations with teachers and peers (the communication between students and teachers/peers is better; they do not need to adjust to the group; there are no conflicts between students),
- 6) working conditions (students and parents can see how the teacher works; parents can plan the day of the student according to his/her possibilities; the child stays at home, and not in the dorm; students can use diverse learning materials) (P. Lewandowska, 2020).

**Slide 38: How to prepare to work with children with hearing impairment?**

The teacher who works with children with differentiated hearing abilities should take care of facilitating the reception of the learning contents by:

- ✓ graphic presentation of the learning contents – you can prepare diagrams, pictures with short description that present the learning contents;
- ✓ repeating the same pieces of information many times – it is important to repeat the important pieces of information, put accent on them, engage students in finishing phrases and sentences;
- ✓ using simple syntax – you should use short, plain sentences, and give examples to presented information;

**Slide 39: How to prepare to work with children with hearing impairment? cont.**

- ✓ using gestures during online classes – students pay more attention to the teacher if the can see his/her gestures (cued speech) or face; when teaching, you can also direct the camera to your mouth to facilitate the understanding of speech by lip-reading;

- ✓ writing short notes on the chat during explaining a given piece of material – you can convey the information both in written and oral form by using the chatbox, so that students can read the information you are talking about (think of the chat as the blackboard where you put the most important pieces of information);
- ✓ using multimedia presentation – you can prepare and use multimedia presentations that include pictures, as well as most important notions and their definitions.

#### **Slide 40: STUDENTS WITH VISUAL IMPAIRMENT**

- **Blind students** are the students who cannot see at all, or their visual acuity does not exceed 1/20 of normal visual acuity when using corrective lenses, or when their visual field is limited to a 20% space.
- **Low vision** students are the students whose visual acuity reaches the level of 0,3 of the full acuity when using corrective lenses. Due to diversified visual disorders, dim-sighted students have various problems and difficulties:
  - ✓ students with impaired peripheral vision experience "telescope vision" (the student can read small font, he/she notices the flying plane, but he/she has problems with moving around, falls down the stairs, cannot read the map or mathematical formulas);

#### **Slide 41: STUDENTS WITH VISUAL IMPAIRMENT cont.**

- ✓ students with central visual impairment suffer from reduced visual acuity (they move around without problems, but experience difficulties with reading, writing, finding details in the pictures and maps). Moreover, these students may be disturbed by scotomas (dark spots in front of their eyes), nystagmus, problems with adaptation to the changing light (e.g. problems with vision at dusk) photophobia, daltonism (problems with differentiating between colours), accommodative disturbances (problems with adapting to look at objects at different distances). (Z. Sękowska, 2001)
- ✓ Blind and low vision students are as same as other students. The only difference is that the cannot see or their vision is limited. The crucial factors are what is their level of visual impairment and in which stage of life did they lose sight. This group of students is very diversified.



## Slide 42: STUDENTS WITH VISUAL IMPAIRMENT – recommendations for teachers

### (1)

- ▶ **The teacher** who works with the student with visual impairment should:
  - ✓ learn the type of visual impairment and its consequences,
  - ✓ check if the student wears glasses (if he/she needs them) and if they are clean,
  - ✓ know to what extent the student sees through their glasses – the teacher should remember that corrective lenses rarely allow the student to have the standard vision – they let him/her see better!
  - ✓ know the needs and facilitate the use of specialised aids for the student, that can facilitate his/her performance in the classroom (get to know what kind of aids the child uses at home and think of what the student can use in the classroom).

## Slide 43: STUDENTS WITH VISUAL IMPAIRMENT – recommendations for teachers

### (2)

**The teacher** should facilitate the use of specialised aid during classes, therapy sessions, afterschool club, etc.:

- mobility aids (canes, devices that detect obstacles, and others),
- lighting equipment (lamps, flashlights),
- optical aids that enhance vision (magnifying glasses, spyglasses, optical film, colour filters, contrast filters and others),
- **reading and writing devices** (braillewriters, braille notebooks, speech synthesizers, braille printers and others)
- **counting devices** (counting frames, calculators),
- **writing and drawing aids** (braille styluses and slates, notebooks with bolded lines, rulers),
- **devices to register and play information** (voice recorders, etc.),
- others (book stands, reading windows).



## Slide 44: STUDENTS WITH VISUAL IMPAIRMENT

### – recommendations for teachers (3)

- ✓ **do not demand correct body posture** when the student is reading or writing,
- ✓ **appreciate student's attempts**, not only the final effect of his/her work (no matter what the final effect is),
- ✓ **make the student sit close to you** (the teacher) and close to the board (first row), according to the type of the visual impairment (in the middle, on the left or on the right, depending on which eye of the student is „stronger“; closer or further away from the window – depending on how the light affects his/her vision),
- ✓ check what size of the letters is the most suitable for the student, and adjust the font and size of the text according to the student's needs
- ✓ **pay attention to the contrast between the colour of the chalk/markers and board**, and read everything you write on the board
- ✓ **say what you do**, describe performer tasks, experiences, etc.
- ✓ **make sure that any objects and students do not change their places in the classroom** – that will encourage the student to move around and perform the tasks on his/her own,

## Slide 45: STUDENTS WITH VISUAL IMPAIRMENT

### – recommendations for teachers (4)

- ✓ **call students by their names**, do not point at students; never approach the student with visual impairment from the rear; do not touch the student without warning; do not make any sudden movements
- ✓ **allow the student to approach the board** and other objects, or bring objects to the student, so that he/she can look at them closely or touch them (the student with visual impairment should be allowed to move around the classroom freely),
- ✓ remember that the student also has problems with spatial orientation and awareness, lack of long-term visual memory and visual organisation, as well as the disturbed perception of space and depth (that causes numerous problems with learning different school subjects, e.g. geography – map reading, mathematics – diagram reading),



## Slide 46: STUDENTS WITH VISUAL IMPAIRMENT

### – recommendations for teachers (5)

- ✓ remember that the student with visual impairment **needs more time** to prepare for the test, the credit, or to take notes
- ✓ **apply different forms of taking credits:** more oral than written credits (pay attention to the proper conditions for the credit, do not resign from using the possibilities of the student connected with sight), extend time for written assignments (and differentiate the form of these assignments), allow the student to gain credits for separate pieces or chunks of material
- ✓ be aware of the fact that the student with visual impairment uses a smaller amount of words connected with the surrounding environment and words that are connected with visual perception,
- ✓ **use** the words such as „see”, „look”, „watch” – they are natural element of the speech and these students use them as well (e.g. they say „I've seen a movie” instead of „I've listened to a movie”)

## Slide 47: STUDENTS WITH VISUAL IMPAIRMENT

### – recommendations for teachers (6)

- ✓ **consult the vision therapist** who can provide some information on how to encourage the child to use his/her sight on everyday basis and engage the vision in performing different tasks
- Moreover, the teacher should pay attention to the space arrangement that will facilitate student's sense of direction and possibility to move around freely. You can use the contrasting colours to mark the circulation areas (e.g., corridors, doorways, the first and the last stair tread). On the doors to classrooms, you can put different signs or plates that are contrasting and three-dimensional. Also, pay attention to the lighting at the student's desk. There should be possibility to change the intensity of the light, as, for instance, students with photophobia need less intense light.

## **Slide 48: STUDENTS WITH VISUAL IMPAIRMENT**

### **– recommendations for teachers (7)**

- The teacher who works with blind or low vision students' needs to take into consideration that the student may be **unwilling to take up activities connected with the use of sight**. He/she may also **manifest irritation, short attention span, fatigue, smaller mobility, difficulties with performing everyday tasks**.

### **Slide 49: Difficulties and benefits resulting from distance learning for students with visual impairment**

- some students with visual impairment are assisted at school by the support teacher. In the distance learning, they do not have access to such aid, which may significantly decrease the quality of this kind of learning for those students;
- it is not recommended for dim-sighted people to spend too much time in front of the computer, as it may aggravate their condition;
- long time in front of the screen also causes bigger struggle and fatigue;
- the learning materials may not be adjusted for the needs of students in individual work;

### **Slide 50: Difficulties and benefits resulting from distance learning for students with visual impairment cont.**

- ✓ time limits applied by teachers during conducting an online assessment – students may not have enough time to analyse the questions;
- ✓ no aid from the support teacher or peers when it comes to taking notes;
- ✓ the advantage of distance learning is the possibility to prepare the learning materials according to universal design frameworks and reasonable accommodation (e.g. electronic notes, simultaneous recording of the content of classes, recording lectures, adapting the format of the materials to the needs of students by enlarging the font, etc.).



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## THE INTERNET SOURCES

- <https://prawo.vulcan.edu.pl/przegdok.asp?qdatprz=akt&qplikid=4384>
- <https://kampus.umcs.pl>
- <https://jim.org/autyzm/czym-jest-autyzm/>
- [https://repozytorium.kul.pl/bitstream/20.500.12153/1376/1/Zdalne\\_uczenie\\_si%c4%99\\_repozytorium.pdf](https://repozytorium.kul.pl/bitstream/20.500.12153/1376/1/Zdalne_uczenie_si%c4%99_repozytorium.pdf)
- <http://niepelnosprawni.pl/ledge/x/1053506>
- <https://pedagogika-specjalna.edu.pl/surdopedagogika/dziecko-wada-sluchu-nauka-zdalna/>

Front page graphics:

<https://pl.smiletemplates.com/word-templates/using-ipad/05073/>



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