

Государственное профессиональное образовательное учреждение  
Тульской области «Тульский педагогический колледж»

## **Методическая разработка**

*Teaching children with disabilities*

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Данная методическая разработка была специально создана для работы со студентами по специальности **44.02.05 «Коррекционная педагогика в образовательной деятельности»** по курсу «Иностранный язык в профессиональной деятельности».

Разработка состоит из пяти разделов и включает подбор текстов профессиональной направленности информационного и проблемного характера. Тексты сопровождаются до текстовыми и после текстовыми заданиями на овладение новыми лексическими единицами и расширение базового профессионального запаса слов, развитие устной речи, овладение навыками литературного перевода, решение проблемных задач, формирование учебно-познавательной коммуникативной компетенции посредством проектных заданий.

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- 1 Global problems of teaching children with disabilities
- 2 Teaching children with disabilities in Russia
- 3 Types of children's disabilities
- 4 Teaching tips and strategies
- 5 Preparation of well-trained teachers

## *Global problems of teaching children with disabilities.*



*Answer the questions:*

*Do children with disabilities have any special rights? Are these rights strictly observed or violated?*

*What international organizations defend the rights of disabled children?*

*Task 1. Read and translate the text.*

An estimated 15% of the world's population has a disability. Globally, 93 million children are estimated to have **moderate and severe disabilities**— and many of these children are out of school. That means they are not being given the chance to become **empowered** as individuals and support their communities. The exclusion of children with disabilities from education and from fair life chances requires urgent and sustained attention.

Many children with disabilities remain **segregated** in specialized schools for children with certain types of disabilities. These schools are often located far from children's homes and may offer limited academic programs. Other children with disabilities stay isolated in their homes, with very **limited interaction** with peers and visits from teachers a few times a week. Because they have not received quality education, upon reaching adulthood, people with disabilities frequently struggle to **enroll in** universities or gain meaningful professional skills necessary **to secure employment**.

The Convention on the Rights of Persons with Disabilities (CRPD) requires providing people with disabilities access to local, quality inclusive primary and secondary education, as well as higher education, vocational training, and adult education on an equal basis with others. The governments should also **ensure** that people with disabilities receive supplementary services that will allow them to achieve their full potential. In particular, attention needs to be paid to preparing teachers who are capable of including children with disabilities in the education process.

**Task2. Give Russian equivalents:**

*1 moderate and severe disabilities-*

*2 be empowered-*

*3be segregated-*

*4 enroll in-*

*5 to secure employment-*

*6 ensure-*

**Task3. Answer the following questions.**

*1. How many children in the world suffer from disabilities?*

*2. What problems do children have if they are out of education or do not have a proper education?*

*3. What problems do children have being segregated in specialized schools?*

*4. What rights of children with disabilities does the CRPD require?*

**Task4. Speak about global problems of children with disabilities.**

### ***Teaching children with disabilities in Russia***

**Task 1.***Read and translate the text in writing. Pay attention to the translation of different types of disabilities.*

Presently, Russia is home to almost 13 million people with disabilities, with more than 604,000 of them being children. About 70 percent of the population believes that equal conditions and opportunities for people with disabilities have not yet been created in the country.

The formal organization of special education has changed little since the fall of the Soviet Union and is represented by eight types of schools: special preschools, and boarding schools, as well as special groups and classes in regular preschools and schools. These institutions enroll children with eight types of disabilities: deafness, hearing impaired and late onset deafness, blindness, partial blindness and late onset blindness, speech impaired, physically disabled, temporary delay in mental development, and mental retardation. The term a temporary delay in mental development refers to a group of children who do not perform to the level of their peers but can eventually catch up if appropriate remedial education is provided. The formal system does not distinguish learning disability as a separate category. Children with multiple disabilities are also not distinguished as a separate category and one has to be diagnosed with one of the eight disabilities to be qualified for special education services.

Inclusive education ensures that people with and without disabilities study in classrooms together on an equal basis, without barriers, and that people with disabilities have adequate support in their learning. Inclusive education is essential for full participation of people with disabilities in the community, and for countering their isolation and segregation, Human Rights Watch said. Human Rights Watch research in Russia found that some school administrators have refused to admit children with disabilities based on assumptions that they are unable to learn, are unsafe around other children, or engage in disruptive behavior. Russian law guarantees everyone the right to education, and amendments to Russian law ban disability-based discrimination in all spheres of life beginning on January 1, 2016.

## *Helping children with learning disabilities*



*Task1. Get acquainted with different types of learners. Choose any type you like and present part of the lesson working with children of this type (use your group-mates as volunteers). The rest of the students should guess which type you have chosen.*

### *Studying Tips for Different Types of Learners*

#### *Tips for visual learners:*

Use books, videos, computers, visual aids, and flashcards.

Make detailed, color-coded or high-lighted notes.

Make outlines, diagrams, and lists.

Use drawings and illustrations (preferably in color).

Take detailed notes in class.

#### *Tips for auditory learners:*

Read notes or study materials out loud.

Use word associations and verbal repetition to memorize.

Study with other students. Talk things through.

Listen to books on tape or other audio recordings.

Use a tape recorder to listen to lectures again later.

*Tips for kinesthetic learners:*

Get hands on. Do experiments and take field trips.

Use activity-based study tools, like role-playing or model building.

Study in small groups and take frequent breaks.

Use memory games and flash cards.

Study with music on in the background.

***Teaching Tips and Strategies***

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***Task 1 Read and translate the text. Express your opinion on the tips which you consider the most important in teaching children. Which of them do you use personally while conducting lessons (during school practice).***

***Useful language:***

*I'm sure that.....*

*I doubt that.....*

*I can't agree that.....*

*I think....*

*As for me, there is nothing better than.....*

*I can't say for sure that...*

*I strongly believe that....*

***Ex. I'm sure that it is quite necessary to support students with disabilities even when they do not succeed and give them a chance to shine.***



**Set the tone from day one.** When students first walk into your class for day one of the new term, let each of them know that all students are welcome and valued and that the class will work as a team to lift one another up. Include this concept in any class materials and review it regularly.



**Support your students in their learning.** By using strategies of scaffolding, appropriate prompting, and materials suited to your student's level of achievement, you can ensure that they will both learn and succeed.



**Structure lesson plans to support inclusivity.** Rather than creating separate activities or learning plans for students with disabilities, consider how you can include disability services in the general plan and where you might be able to educate all learners about disabilities through the voices of those who experience them.



**Assume your student can do something until proven wrong.** “Many times students with disabilities are not given the benefit of the doubt when it comes to their abilities,” notes Rocheleau. “Let all your students have a chance to shine, support them when they do not succeed, and never assume a student cannot do something without seeing for yourself.”



**Communicate clearly with students and parents.** At the start of term (and at the start of each week, if necessary), clearly let your students know what your expectations are in terms of assignments and deadlines. Share this information with parents so they can support their children in being successful.



**Partner students with disabilities with students who do not have disabilities.** “Peer mentoring is a wonderful resource for teaching social skills, problem solving, and independence. It allows both students with disabilities and those without to appreciate each other for their strengths and to learn from each others' experiences.



**Make yourself available.** Though a student might not want to speak up in a room full of their peers if they feel themselves falling behind or not understanding material, they might speak to you one-to-one about the issue. Make sure your students know when and where they can find you to discuss any problems arising.



**Model the behaviors you want to see in your students.** If we want our students to act a certain way, one of the easiest ways is to show them that behavior in ourselves. This goes for reading a book, interacting socially, or simply treating others with respect.



**Allow all students to work on the same assignments.** Students who feel they are receiving assignments different from those their peers receive assume that teachers do not think they are capable of succeeding. Rather than setting different projects, assign the same ones but allow the students with disabilities to work towards the goals in different ways. Use accommodations to help them feel like they are part of the class, rather than separate.



**Create resources for all students, not just those with disabilities.** By making things like a self-selected quiet corner, stress balls, or large print books available to all students, the differences suddenly become less noticeable. In fact, many general education students enjoy having the extra supports and perform better when given a little extra choice or sensory input in their days.

*Task1. Read and translate the text.*

*Teaching children with disabilities.*

There are two types of disabilities found in children — **mental and physical.**

**Learning (Mental) Disabilities**

It is observed that teaching children with disabilities in learning is often more difficult than teaching handicapped children. Here, the teacher has to use different techniques altogether. She has to first understand the **mental condition** of the student, **assess his learning capacities** and the rate at which he can learn, and then make use of **appropriate techniques**. Teachers have to give additional attention to students who have such disabilities.

**Physical Disabilities**

Teaching children with physical disabilities or handicap is a matter of providing motivation. They should in no way be made to feel that they are different. On the other hand, they should be made to realize that they are also like other students and not those who cannot do certain tasks.

**Teaching Strategies**

During teaching, the instructors should present the questions in the simplest and clearest manner, so that the children properly understand them. They should also encourage the students to participate in the answering process and guide them to the appropriate answer. Also, the pace of the curriculum should be maintained so as to suit the needs of children.

It would be most beneficial if disabled children are taught using figures, slide-shows, and overhead projectors. This would help them better understand the **fundamental concepts** while teaching. Instructors can focus on **the outlines and basics**, instead of going deep into the lessons. Moreover, they should use **hand techniques, facial expressions, and body language** to get the message across.

By playing, children are actually learning and preparing themselves for the challenges of adulthood. Your child would be emotionally fulfilled, relaxed, energized, and self-confident when he enjoys playing. His **attention and concentration levels** would also improve drastically. He would be eager to learn, explore, experiment, and imagine more.

***Task 2 Give Russian equivalents:***

*1 teaching children with disabilities-*

*2 asses learning capacities of disabled children-*

*3 mental and physical disabilities-*

*4 make use of appropriate techniques-*

*5 present questions in the simplest and clearest manner-*

*6 focus on the outlines and basics-*

*7 use hand techniques, facial expressions and body language-*

*8 be emotionally fulfilled, relaxed, energized, and self-confident-*

*9 enjoy playing-*

*10 attention and concentration levels-*

***Task 3 Speak about teaching strategies while teaching children with disabilities. Use the new vocabulary.***

***Start like this:***

**Eg.** There are two types of children's disabilities-physical and mental. While teaching children with disabilities a teacher has to assess learning capacities of disabled children and make use of appropriate techniques.

***Preparation of well-trained teachers.***



***Look at the pictures and say: What special qualities does working with disabled children demand? Can you add any other?***

***Patience High qualification Kindness Understanding Responsibility  
Generosity of soul Special training...***

***Task1. Read and translate the text.***

Globally we need more well-trained and motivated teachers.

All children need love, encouragement, and support, and for kids with learning disabilities, such positive reinforcement can help ensure that they emerge with a strong sense of self-worth, confidence, and the determination to keep going even when things are tough.

Good teachers can help ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and country.

The lack of well-prepared and motivated teachers impacts on the enrolment, participation and achievement of all children. Teachers are often simply not trained or supported to teach children with disabilities.

National standards for teacher training can vary considerably between countries, and are often inadequate. Teacher training for regular teachers also rarely prepares

teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remain out of school, or excluded from the learning process within school. If we are to reignite progress towards quality basic education (early childhood, primary and lower secondary schooling) for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities. To do this they need to be given appropriate initial training, ongoing training and professional development, and ongoing access to adequate high quality support and advice from specialist personnel.

***Task2. Translate from Russian into English***

*1 профессиональное развитие-*

*2 уверенность-*

*3 знания и умения-*

*4 соответствующая начальная подготовка-*

*5 профессиональное развитие-*

*6 качественная профессиональная поддержка-*

*7 разноуровневый класс-*

***Task3. Project work. In groups make up a story with a presentation about your speciality of “Correction pedagogy” in Tula Teacher Training college( subjects, teachers, school practice, future prospects).***

Использованные источники:

1 Education of children with disabilities in Russia <http://www.studyip.net>

2 Globally we need more. <http://www.helpguide.org>

3 Helping children with learning disabilities. <http://www.helpguide.org>

4 Preparing teachers to teach children with disabilities. <http://www.unicet.org>

5 Special education for children with disabilities. <http://www.raisingchildren.net.au>

