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# **Module 4:** **Access Liaison Officer**

## **Module 4: Content**

1. Inclusive education: concept and content
2. Historical Perspective of Disability
3. Categories, types and kinds of disability
4. International legal acts regulating the issues of inclusive education
5. Regulatory support of inclusive education in Kazakhstan
6. University support structure, requirements for officers
7. International experience in support services for people with disabilities
8. Support service for persons with visual impairment
9. Support service for persons with hearing impairments
10. Support for people with speech impairment
11. Support for people with orthopedic impairment
12. Support for people with intellectual impairments
13. The benefits of Adaptive Physical Education
14. International practice of inclusive physical education
15. Sport, leisure and recreation for people with special needs

## WEEK ONE

### Inclusive education: concept and content

**AIMS: Understand and appreciate the concept and nature of inclusive education, its terminology and overview of status of inclusive education in Kazakhstan.**

**ACHIEVED AIMS: Upon the completion of the week, one student/participant will be able to define what means inclusive education, be aware terminology of inclusive education, to understand main concepts.**

#### Extra Notes:

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 1. Class 1	Inclusive education: concept and content	<p>1. Definition and concept of Inclusive education (lecture) – 20 min</p> <p>2. Terminology in inclusive education (lecture) – 30 min.</p> <p>3. A brief review of inclusive education (seminar) – 30 mins</p> <p>4. Discussion (FAQ) 20 mins</p>	Control questions	<p>Materials kept in Materials Folder – United Nations Educational, Scientific and Cultural Organization, 2005;</p> <p>Inclusive Education Framework. A guide for schools on the inclusion of pupils with special educational needs. November 2011</p> <p>Booth T. Inclusion and Exclusion in the City: Concepts and Contexts // Inclusion in the city: Selection, Schooling and Community. – London: Routledge Falmer. – 2003;</p> <p>Higher Education in Kazakhstan by Organization for Economic Cooperation and Development (Editor) // Reviews of National Policies for Education. P. 288. – 2017. P. 128;</p> <p>Hyakkinen S. Inclusive education and pedagogical practice in Finland // Inclusive education: practice, research, methodology: Proceedings of the II International Scientific and Practical Conference / Pod. Ed. S.V. Alekhine. M.: Buki Vedi LLC, 2013;</p> <p>Nogaybaeva G., Zhumazhanova S., E. Korotkikh. Monitoring framework for inclusive education in the Republic of Kazakhstan. - Astana, IAC JSC. - 2017.- S. 185.- S. 56.</p>

## WEEK TWO

### Historical Perspective of Disability

**AIMS:** Understand what is the Disability, public attitudes towards persons with disabilities in the Past, appreciate key features of the most important events.

**ACHIEVED AIMS:** Upon the completion of the week two student/participant will be able to get to know historical Perspective, the role of public to persons with disabilities and their behavior change.

**Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 2. Class 2	Historical Perspective of Disability	<p>1. Historical Perspective of Disability (lecture) – 30 min</p> <p>2. The evolution of public attitudes towards persons with disabilities (lecture) – 20 min.</p> <p>3. Chronology of the most important events of political, economic and cultural life (seminar) – 30 mins</p> <p>4. Control test (20 mins)</p>	Essay	<p>Materials kept in Materials Folder – Malofeev N.N. Special education in Russia and abroad. - M.: Printing House, - 1996.S. 182.</p> <p>Ersarina A.M. The development of inclusive education in the Republic of Kazakhstan. // Open school. - No. 1. - January. - 2012.</p> <p>Baitursynova A.A. Special Pedagogy: Problems and Prospects of Development. - Almaty: Education, - 2018.</p> <p>De Pauw K., Doll-Tepper G. Towards progressive inclusion and acceptance: Myth or reality? The inclusion debate and bandwagon discourse // Adapted Physical Activity Quarterly. – 2000. Vol. 77 (2). P. 135-143.</p> <p>Trent J. W. Inventing the feeble mind: A history of mental retardation in the United States. Berkeley, CA: University of California Press. – 1994.</p> <p>Adams M., Bell L.A., Griffin P. Teaching for Diversity and Social Justice. – 2007. 2<sup>nd</sup> Ed. P. 381-393.</p> <p>National report on the state and development of the education system of the Republic of Kazakhstan. - 2017. 191.</p> <p>The Central Committee Directive. - 1947.</p>

## WEEK THREE

### Categories, types and kinds of disability

**AIMS:** Know and understand the main types, various groups and characteristics of disability.

**ACHIEVED AIMS:** Upon the completion of the week three student/participant will be aware of types and various of disability, get to know how to work with them and disability difference between Kazakhstan and abroad.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 3. Class 3	Categories, types and kinds of disability	<p>1. Categories, types and kinds of disability (lecture) – 50 min</p> <p>2. Features of types of disabilities abroad and in Kazakhstan (seminar) – 50 min</p>	Testing	<p>Materials kept in Materials Folder – listed here</p> <p>Block M.A. Teacher's Guide to Including Students with Disabilities in General Physical Education. 2<sup>nd</sup> Ed. Baltimore: Paul H. Brooks Publishing Co. 2003.</p> <p>Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6<sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.</p> <p>Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015. -- 555 p.</p> <p>Nazarova N.M. Special pedagogy. Tutorial. Moscow. Academ. 2000</p>

## WEEK FOUR

### International legal acts regulating the issues of inclusive education

**AIMS: Know and understand international legal documents, laws and policies abroad and foreign experience in the field of inclusive education.**

**ACHIEVED AIMS: Upon the completion of the week four student/participant will be aware of political and legal laws in inclusive education abroad.**

#### Extra Notes:

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 4. Class 4	International legal acts regulating the issues of inclusive education	1. International acts and standards (lecture) – 20 min  2. Laws of foreign countries (lecture) – 30 min  3. Foreign experience of inclusive education (seminar) – 50 min	Development of research plan	Materials kept in Materials Folder – Nogaybaeva G., Zhumazhanova S., E. Korotkikh. Monitoring framework for inclusive education in the Republic of Kazakhstan. - Astana, IAC JSC. - 2017.- S. 185.- S. 56.  Convention on the Rights of Persons with Disabilities.  Universal Declaration of Human Rights. 1948.  World Declaration on Education for All. 1990. Standard Rules for Equal Opportunities for Persons with Disabilities. 1993.  Salamanca Declaration and Framework for the Education of Persons with Special Needs. 1994.  Dakar framework of action. Education for All Movement. 2000. UN Convention on the Rights of Persons with Disabilities. 2006.

## WEEK FIVE

### Regulatory support of inclusive education in Kazakhstan

**AIMS: Know and understand national regulatory documents, laws and policies in the field of inclusive education and preferential services for persons with disabilities.**

**ACHIEVED AIMS: Upon the completion of the week five student/participant will be able to know of political and legal laws in inclusive education.**

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 5 Class 5	Regulatory support of inclusive education in Kazakhstan	<p>1. Regulatory documents of Republic of Kazakhstan (lecture) – 20 min</p> <p>2. Laws and Constitutions of the RK (lecture) – 30 min</p> <p>3. Benefits for persons with disabilities (seminar) – 50 min</p>	Development of research plan	<p>Materials kept in Materials Folder – Nogaybaeva G., Zhumazhanova S., E. Korotkikh. Monitoring framework for inclusive education in the Republic of Kazakhstan. - Astana, IAC JSC. - 2017.- S. 185.- S. 56.</p> <p>Constitution of the Republic of Kazakhstan. 1995.</p> <p>Law on social and medical-pedagogical correctional support for children with disabilities. 2002.</p> <p>Law "On the social protection of persons with disabilities in the Republic of Kazakhstan". 2005.</p> <p>"Education Act". 2007.</p> <p>Law on Special Social Services. 2008.</p> <p>State program for the development of education and science of the Republic of Kazakhstan for 2016-2019. 2016.</p> <p>Standard rules for the activities of types of special educational organizations. 2017.</p>

## WEEK SIX

### University support structure, requirements for officers

**AIMS:** Know and understand what is support service, role of officers in inclusive education, requirements for officers, effective ways to develop service system.

**ACHIEVED AIMS:** Upon the completion of the week six student/participant will be able to know about support service, duties of officers and will be able to work for persons with disabilities, effective ways of improving support service.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 6 Class 6	University support structure, requirements for officers.	1. Student Support Service (lecture) 30 min  2. Requirements for Officers (lecture) 20 min  3. Effective ways to develop service system (seminar) – 50 min	Control questions	Materials kept in Materials Folder – <a href="http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Overview/">http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Overview-/</a>  <a href="https://www.ahead.ie/supports">https://www.ahead.ie/supports</a>  <a href="https://dss.ecu.edu/">https://dss.ecu.edu/</a>



## WEEK SEVEN

### International experience in support services for people with disabilities

**AIMS:** Know and learn about international experience in support service, features and objectives of training experience abroad.

**ACHIEVED AIMS:** At the end of the week, seven students / participants will be able to understand the problems and opportunities of support services abroad to achieve quality work with people with disabilities.

#### Extra Notes:

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 7 Class 7	International experience of disability support services	<p>1. International experience of disability support services (lecture) - 50 min</p> <p>2. Experience in training persons with disabilities in foreign countries (seminar) – 50 min</p>	Test	<p>Materials kept in Materials Folder – listed here</p> <p><a href="http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Overview/">http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Overview-/</a></p> <p><a href="https://www.ahead.ie/supports">https://www.ahead.ie/supports</a></p> <p><a href="https://dss.ecu.edu/">https://dss.ecu.edu/</a></p>

## WEEK EIGHT

### Support service for persons with visual impairment

**AIMS:** To know and understand what is a disease with visual impairment, types, cause and characteristics of diseases.

**ACHIEVED AIMS:** At the end of the week, eight students / participants will be able to know and understand what is a disease with visual impairment, types of diseases, how to work properly and help for people with visual impairments.

**Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 8 Class 8	Support service for persons with visual impairment	1. Cause and characteristics of visual impairment (lecture) - 50 min  2. Helping students with visual impairments in education (seminar) – 30 min  3. Case study – 20 min	Control questions	Materials kept in Materials Folder – listed here  Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015 .-- 555 p.

## WEEK NINE

### Support service for persons with hearing impairments

**AIMS:** To know and understand what is a disease with hearing impairment, types, cause and characteristics of diseases.

**ACHIEVED AIMS:** At the end of the week, nine students / participants will be able to know and understand what is a disease with hearing impairment, types of diseases, how to work properly and help for people with hearing impairments.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 9 Class 9	Support service for persons with hearing impairments	1. Cause and types of diseases (lecture) - 50 min  2. Helping students with hearing impairments in education (seminar) – 30 min  3. Case study – 20 min	Test	Materials kept in Materials Folder – listed here  Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015 .-- 555 p.

## WEEK TEN

Support for people with speech impairment

**AIMS:** To know and understand what is a disease with speech impairment, types, cause and characteristics of diseases.

**ACHIEVED AIMS:** At the end of the week, ten students/participants will be able to know and understand what is a disease with speech impairment, types of diseases, how to work properly and help for people with speech impairments.

### Extra Notes:

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 10 Class 10	Support service for persons with speech impairments	1. Cause and types of diseases (lecture) - 50 min  2. Helping students with speech impairments in education (seminar) – 30 min  3. Case study – 20 min	Control questions	Materials kept in Materials Folder – listed here  Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015 .-- 555 p.

## WEEK ELEVEN

### Support for people with orthopedic impairment

**AIMS:** To know and understand what is a disease with orthopedic impairment, types, cause and characteristics of diseases.

**ACHIEVED AIMS:** At the end of the week, eleven students / participants will be able to know and understand what is a disease with orthopedic impairment, types of diseases, how to work properly and help for people with orthopedic impairments.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 11 Class 11	Support service for persons with orthopedic impairments	1. Cause and types of diseases (lecture) - 50 min  2. Helping students with orthopedic impairments in education (seminar) – 30 min  3. Case study – 20 min	Test	Materials kept in Materials Folder – listed here  Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015 .-- 555 p.

## WEEK TWELVE

### Support for people with intellectual impairments

**AIMS:** To know and understand what is a disease with intellectual impairment, types, cause and characteristics of diseases.

**ACHIEVED AIMS:** To know and understand what is a disease with intellectual impairment, types of diseases, how to work properly and help for people with intellectual impairments.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance )	Assessment	Recommended Materials / equipment
Week 12 Class 12	Support for people with intellectual impairments	1. Cause and types of diseases (lecture) - 50 min  2. Helping students with intellectual impairments in education (seminar) – 30 min  3. Case study – 20 min	Control questions	Materials kept in Materials Folder – listed here  Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Toolkit for training (instructing) employees of ITU institutions and other organizations on ensuring accessibility for disabled people of the services and facilities at which they are provided, while providing necessary help / R.N. Zhavoronkov, N.V. Putilo, O.N. Vladimirova et al. Ministry of Labor and Social Protection of the Population of the Russian Federation. - In 2 hours - M., 2015 .-- 555 p.

## WEEK THIRTEEN

### The benefits of Adaptive Physical Education

**AIMS:** To know and understand the main provisions, types, goals, tasks, means, methods and forms of adaptive physical culture, the role in human life, forms of physical exercises used for various types of disabilities

**ACHIEVED AIMS:** Upon the completion of the week thirteen student/participant will be aware of adaptive physical education, evaluate the means of using adaptive physical education to develop an individual plan for people with disabilities in physical education.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 13 Class 13	The benefits of Adaptive Physical Education	1. The role of Adaptive Physical Education in human life (lecture) - 50 min 2. Physical exercises for people with various diseases (with visual, hearing, speech, orthopedic, etc.) (seminar) – 30 min 3. Test control – 20 min	Control questions	Materials kept in Materials Folder – listed here Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Block M.A. Teacher’s Guide to Including Students with Disabilities in General Physical Education. 2 <sup>nd</sup> Ed. Baltimore: Paul H. Brooks Publishing Co. 2003.  Rimmer J.J., Rowland J.L. Physical activity for youth with disabilities: A critical need in an underserved population // Developmental Neurorehabilitation. - №11. – P. 141-148. doi: 10.1080/17518420701688649.  Hodge S.R., Elliot G. Physical education majors’ judgments about inclusion and teaching students with disabilities // Journal of Education and Training Studies. – 2013. – 1 (1). – P 151-157.

## WEEK FOURTEEN

### International practice of inclusive physical education

**AIMS:** To know and understand the tolerance attitude towards persons with disabilities, the international practice of inclusive physical education, especially the teaching of physical education in the system of inclusive education abroad.

**ACHIEVED AIMS:** At the end of the week, fourteen students / participants will be able to understand the problems and opportunities of inclusive physical culture to improve health, the importance of a tolerant attitude in public life, and find an individual approach to each of the participants.

#### Extra Notes:

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 14 Class 14	International practice of inclusive physical education	1. International practice of inclusive physical education (lecture) - 30 min 2. Tolerance is the key to successful socialization in society (lecture) - 20 min 3. An individual approach to the teaching of physical education in the system of inclusive education (seminar) – 50 min	Test	Materials kept in Materials Folder – Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Block M.A. Teacher's Guide to Including Students with Disabilities in General Physical Education. 2 <sup>nd</sup> Ed. Baltimore: Paul H. Brooks Publishing Co. 2003.  Fentem P., Walker A. Setting targets for England: Challenging, measurable and achievable. In a A.J. Killoran, P. Fentem, C.J. Casperson (Eds.). Moving on: International Perspectives on Promoting Physical Activity. London: Health Education Authority. – 1994.  Hodge S.R., Elliot G. Physical education majors' judgments about inclusion and teaching students with disabilities // Journal of Education and Training Studies. – 2013. – 1 (1). – P 151-157.  Sallis J.F., McKenzie T.L. Physical education's role in public health // Research Quarterly for Exercise and Sport. – 1991. №62. – P. 124-137.



## WEEK FIFTEEN

### Sport, leisure and recreation for people with special needs

**AIMS:** To know and understand what is Paralympic sport, the importance of correctly planning and using free time for people with disabilities, the importance of a healthy and active lifestyle.

**ACHIEVED AIMS:** At the end of the week, fifteen students / participants will be able to understand the importance of outdoor activities in the life of a person with a disabilities, how to plan and spend their free time for people with disabilities, know the achievements in Paralympic Sports.

#### **Extra Notes:**

Week / Class	Topic	Activities (performance)	Assessment	Recommended Materials / equipment
Week 15 Class 15	Sport, leisure and recreation	1. Sport - is life (lecture) - 20 min 2. Leisure and recreation for persons with disabilities (lecture) – 30 min 3. Paralympic sport (seminar) – 30 min 4. Case study – 20 min	Test	Materials kept in Materials Folder – Winnic J.P., Poretta D.L. Adapted Physical Education and Sport. 6 <sup>th</sup> Ed. Champaign, IL: Human Kinetics. – 2017. – P. 628.  Block M.A. Teacher's Guide to Including Students with Disabilities in General Physical Education. 2 <sup>nd</sup> Ed. Baltimore: Paul H. Brooks Publishing Co. 2003.  Y. Hutzler, M. Bar-Eli (2013) How to Cope with Bias While Adapting for Inclusion in Physical Education and Sports: A Judgment and Decision-Making Perspective, Quest, 65:1, 57-71, DOI: 10.1080/00336297.2012.727372  Sheppard L, Unsworth C. Developing Skills in Everyday Activities and Self-Determination in Adolescents With Intellectual and Developmental Disabilities.

				<p>Remedial and Special Education. 2011; 32(5):393-405.</p> <p>E. Belley-Ranger, R. Roul, H. Carbonneau, I. Brunet. Participation in Leisure and Sports by People with Disability Living in Rural Areas; Vision of Stakeholders in Quebec. <i>Journal of Rehabilitation</i> 2016, 4(3): 11-15 ISSN (Print): 2476-4981</p> <p><a href="http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Sports-leisure-and-recreation/">http://nda.ie/Disability-overview/Key-Policy-Documents/Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/A-Strategy-for-Equality/A-Strategy-for-Equality-Report-of-the-Commission-on-the-Status-of-People-with-Disabilities/Sports-leisure-and-recreation/</a></p>
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