Module Lesson 1 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Inclusive education** is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. Students were introduced with the concept and the history of inclusive education. Besides, students were also informed about the types of inclusive education along with the needs and importance of it. Aims and objectives were explained by teacher before scope of inclusive education was described. Aims and objectives are below Education for all Protection of rights Identification of skills Development of social consciousness Prepare for new challenges Development of brotherhood To improve the quality of education Problems faced by students in inclusive	**Discussion** Discuss the common issues concerned with inclusive education. What are the main problems? How those problems might be addressed? Planning seating carefully: arranging tables so that students sit in rows or a 'U' shape, and making sure that the student sits with other student who offer good role models. **Group activity** Building in lots of opportunities for restless students to do something active during times when they have to listen with the whole class – example clutch a stress ball, hold a pointer when the class are reading a shared text, give out cards,	

education and solutions for these problems by teachers are told before some barriers in inclusive education were introduced. Barriers in inclusive education can be listed as below. Negative approach Lack of physical facility Lack of fund Lack of trained teachers Policy makers Poor organization of education system Curriculum	work with an individual whiteboard. "" When the learner is working independently, build in breaks when they can do something like take a message to another class or have a brief period of exercise. "" For very easily distracted students, providing an individual workstation that is screened at the sides and has on hand all the equipment the learner will need. **Homework** Give some ideas and explain them by giving a brief presentation how to cope with barriers in inclusive education	

Module Lesson 2 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Early History of Disabilities** Early history of disabilities was described and students were informed about disabilities and its history. **Institutional "Care"** Because of such widely-held attitudes, but also out of a sincere desire for more humane treatment, institutions were established as early as 1817. In 1947, the President's Committee on National Employ the Physically Handicapped Week was established by President Truman. **Declaration on the Rights of Disabled Persons.** Throughout history, people with disabilities have been treated differently from those who conform to or fit societal norms. The following bulleted list outlines some of those unfair treatments that were acceptable by different societies in given time periods. Increased visibility of persons with disabilities came about as the logical extension of the independent living, normalization, and self-advocacy movements of recent decades. The Declaration on the Rights of Disabled Persons was a declaration of the General Assembly of the United Nations, made on 9 December 1975. It is the 3447th resolution made by the Assembly. As a resolution of the Assembly, it is not binding on member nations, but it forms a framework that may be drawn on for the purposes of international and domestic law. It consists of a lengthy preamble, and thirteen proclamations that broadly promote the rights of those with disabilities.	**Group work** Students were given chance to imagine how disabled people were treated in history. Discussion club was held and students were given a chance to imagine what is the difference between early history of disabled people and current time. After all, they were informed and told how it was at first and is now. **Homework task**: Students were given tasks to learn more deeply about the rights of disabled people and how they can build their career in different institutions. Besides, they were also told to give their own opinion to help disabled people to get involved social life and further their education on their presentations until next lecture.	

	In 2007 the Convention on the Rights of Persons with Disabilities was adopted.		

Module Lesson 3 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Categories of disability.** According to the World Health Organization, disability has three dimensions: Impairment in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss. Activity limitation, such as difficulty seeing, hearing, walking, or problem solving. Participation restrictions in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services. **Types of disability** Related to conditions that are present at birth and may affect functions later in life, including cognition (memory, learning, and understanding), mobility (moving around in the environment), vision, hearing, behavior, and other areas. These conditions may be - Disorders in single genes (for example, Duchenne muscular dystrophy); - Disorders of chromosomes (for example, Down syndrome); and - The result of the mother's exposure during pregnancy to infections (for example, rubella) or substances, such as alcohol or cigarettes**.** Associated with developmental conditions that become apparent during childhood (for example, autism spectrum disorder and attention-deficit/hyperactivity disorder or ADHD) Related to an injury (for example, traumatic brain injury or spinal cord injuryexternal icon). Associated with a longstanding	**Group work** **Discuss** and ask participants – what can be done to help disabled students cope with challenges? -what are the main problems in institutions for students with impairment. **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Case study** **Journaling**: At the end of each work period, have students write an entry summarizing what they worked on, what worked well, what didn't, and why. Sentence starters and clear	

condition (for example, diabetes), which can cause a disability such as vision loss, nerve damage, or limb loss.

Progressive (for example, muscular dystrophy), static (for example, limb loss), or intermittent (for example, some forms of multiple sclerosisexternal icon).

Impairment

Impairment is an absence of or significant difference in a person's body structure or function or mental functioning.2 For example, problems in the structure of the brain can result in difficulty with mental functions, or problems with the structure of the eyes or ears can result in difficulty with the functions of vision or hearing.

The ICF acknowledges that the distinction between these two categories is somewhat unclear and combines them, although basically, activities take place at a personal level and participation involves engagement in life roles, such as employment, education, or relationships. Activity limitations and participation restrictions have to do with difficulties an individual experiences in performing tasks and engaging in social roles. Activities and participation can be made easier or more difficult as a result of environmental factors, such as technology, support and relationships, services, policies, or the beliefs of others.

rubrics or guidelines will help students be successful. At the end of a case study project, it's helpful to have students "select significant learnings, envision how they could apply these learnings to future situations, and commit to an action plan to consciously modify their behaviors."

Homework

With your team in the discussion activity gather after class and discuss further possibilities on the question given during activity.

Besides, interview disabled people in real life and write down what are their main problems and what they like about their universities.

Module Lesson 4 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes

D/M/Y	Inclusive education requires enhancing education systems to wind up more receptive to the necessities of all pupils. Inclusive education is a procedure of reinforcing the limit of the training framework to connect with all learners and can accordingly be comprehended as a key technique to accomplish Education for All (EFA). As a general guideline, it ought to guide all training strategies and works on, the beginning of the way that instruction is an essential human right and the establishment for an all the more just and equivalent society. At present the time has come to bring on the privilege of all children to have quality schooling: to do this, instruction frameworks need to react to the requirements of disabled children. In late decade, systems have started to certainly what a rights-based way to deal with teaching handicapped kids may look like from this human rights point of view. The arrangement is established in building inclusive education frameworks.
	    Rights of a child
	    The UN Convention on the Rights of the Child (1989) outlines the right to education and training of all children to accomplish the best level of independence and social integration conceivable.
	    Salamanca Statement and Framework for Action
	    Salamanca Statement and Framework for Action (UNESCO, 1994)reinforces the schools' obligation to accommodate all children, regardless of their physical,
		Activity
		Circle Time
		Circle Time (CT) is intended to promote positive relations and development social skills of students. At the heart of CT is the CT meeting which involves students sitting in a circle with the facilitator (usually a teacher). Each person then takes a turn in speaking without interruption or judgement from others, for a maximum specified period of time, whilst the rest of the group listens attentively and respectfully. The focus of the circle can be pre-determined . CT fosters the development of students' skills and confidence in identifying, understanding and expressing their emotions, and in giving and receiving validation of each others' rights to their emotions. In addition, the formal procedures associated with CT are claimed to encourage social skills such as turn-taking, conflict resolution, improved listening and speaking, and can increase self-esteem, and tolerance. It is important to stress that the circle meeting is only one	

intellectual, social, emotional, linguistic or other conditions. Further, more than 300 members speaking to 92 governments and 25 worldwide associations considered the essential arrangement shifts required to advance the approach of inclusive education, along these lines empowering schools to serve all pupils, especially those with special education needs.

UN Convention on the Rights of Persons with Disabilities UN Convention on the Rights of Persons with Disabilities (2006). Article 24 recognizes the right of persons with disabilities to education in an Inclusive Education system. They set out the central elements that need to be addressed in order to ensure the right to *access* to education, the right to *quality* education and the right to *respect* in the learning environment. The CRPD underscores the rights enforced by other international laws related to education for all, focused on disability, while outlining how these obligations might be met by governments (Human Rights Commission of Malaysia, 2015). The commitment to inclusive education became a legal obligation through Article 24 of the CRPD. Ratification of the CRPD means that countries are legally obliged to provide inclusive, quality and free primary and secondary education to all children.

Education for All

Inclusive Education mentions finishing isolation or the ponder avoidance of people or groups on the grounds of academic performance, gender, race, culture, religion, lifestyle, health conditions or disability. Inclusive Education depends on the understanding that all learners have the right to be educated with peers, friends and family members, in their own neighborhood or local community. There is developing acknowledgement of the right of children with disabilities to inclusive education. "Education for All". "Education for All" collaborators have committed to promoting a goal of inclusion, and an inclusive education system at all levels (UNICEF,2013).

aspect of CT. The intention of CT is to promote habits of active listening, empathy and respect for others' feelings at all times. This means that the CT rules should be observed by everyone (students and staff) at all times, and therefore, be embedded in the ethos of the schoool as a whole.

Module Lesson 5 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Towards creation of the inclusive education system in Uzbekistan** On February 17, 2015, a conference dedicated to the launch of the activities of the "Inclusive Education for Children with Special Needs in Uzbekistan" Project, financed by the European Union took place in the conference hall of Khorezm Palace hotel in Urgench city. This conference started a series of conferences in four pilot regions of the project - in Termez, Namangan, and Samarkand. The main Project Kick-off Conference was held in Tashkent on May 29 last year. Mr. Dominique Wauters, Head of the of Technical Cooperation Unit of the EU Delegation in Uzbekistan noted in his welcoming words: "This conference is the first to open the European Year of Development as well as a number of events - celebrations dedicated to the European Union as a global donor, its cooperation with Uzbekistan, and the positive impact of projects such as this one on the lives of people in Uzbekistan and worldwide". The "Inclusive Education for Children with Special Needs in Uzbekistan" project started its operations in March 2014, and its main purpose is to enhance the quality of the services offered in the area of inclusive education in Uzbekistan. This two years project is designed to contribute to educational and social inclusion of children with special needs. At the inauguration ceremony of the	**Group work** **Discuss** and ask participants – what measures can be taken by government to help disabled students? what measures can be taken by society to help disabled students? **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Case study** **Journaling**: At the end of each work period, have students write an entry summarizing what they	

pilot Resource Center in Namangan city, which was held on February 23, Mr. Bahodir Bekhojaev, the khokim of the city noted: «…I am sincerely pleased that the Resource Center is opening at school No.11 in our city, and it will be providing quality services in the area of inclusive education. Every child has the right for love and respect, regardless of its particular needs. We must facilitate children becoming full-fledged members of the society. Using this moment, I would like express my gratitude to the project, the Republican Center for Social Adaptation of Children as well as the ministries and agencies, which assisted in the creation of this important and needed Resource Center...».

Important issues such as main principles of inclusive education, inclusive practices in trainings of teachers for inclusive education and piloting the practices of inclusive education on local level, enhancing public awareness regarding best practices in inclusive education, the legal framework for inclusive education, etc. were presented at the conferences. International project experts shared their experience related to inclusive education abroad and discussed in detail the goals and objectives of project activities in Uzbekistan.

The project operates also in close partnership with the Uzbek Ministries of Public Education, the Ministry of Higher and Secondary Special Education, the Ministry of Health, the Ministry of Labor and Social Protection of Population and the Ministry of Finance. Also, a number of NGOs, providing support to children with special needs, their families, teachers, and pedagogical staff, etc. are invited to benefit from the various project outputs and in turn to contribute to the successful implementation of the project.

worked on, what worked well, what didn't, and why. Sentence starters and clear rubrics or guidelines will help students be successful. At the end of a case study project, it's helpful to have students "select significant learnings, envision how they could apply these learnings to future situations, and commit to an action plan to consciously modify their behaviors."

Homework
Analyze and summarize another groups' presentation or opinion as a team and give them feedback.
Use SWOT method to do your homework.

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning.

Module Lesson 6 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Seven pillars of support for inclusive education** There is now a large body of literature on how best to support inclusive education. Much of this literature, however, directly examines and advocates specific classroom practices and strategies. This area is important and worthy of attention, however, literature on creating the essential background conditions to support these practices is yet to be fully explored and is equally worthy of attention. The 'seven pillars of support for inclusive education' outlined below are an attempt to provide structure for the range of literature and research which already exists in the field, and to promote further analysis and discussion of this area. The seven pillars of support can be seen as a bridge between the justification for following an inclusive approach, and the more pragmatic classroom practices and strategies. They occupy the 'middle ground' and hopefully provide context on which effective practices can be based. **The role and the requirements of an Education Officer** • ensuring that the policies and provisions laid down in the Education Act, as well as other policies and provisions of the Education Directorates are adhered to in both the State and non-State sector; • providing advice, input, support and monitoring in connection with inclusion, curriculum development, management, eLearning and quality assurance	**Group work** **Discuss** and ask participants – why these seven pillars are important? – is there anything that might be confusing for students or teachers in these seven pillars? – what can be joined to enhance these seven pillars? **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Case study** **Student discussion**: Discussions can be	

	development, management and implementation at Directorate, College, school and other educational institutions level, in both the State and non-State school sector; • assisting in the professional development of staff; • assisting in the preparation of budgets and business planning; • collecting and maintaining relevant data and statistics; • participating in the administration and development of teaching resources; • evaluating and reporting on the work of teachers and on the progress of the teaching in schools; • participating and contributing effectively in educational programmes, both during and after school hours; • contributing towards the organisation and provision of professional development; • advising on the choice of textbooks, equipment, teaching aids and other educational resources; • participating and facilitating curriculum teams for the production of suitable teaching materials at the various levels; • assisting in the preparation of budgets for the Departments s/he is assigned to; • mentoring Heads of Department and other teaching personnel;	unstructured—students can talk about what they worked on that day in a think-pair-share or as a full class—or structured, using Socratic seminars or fishbowl discussions. If your class is tackling a case study in small groups, create a second set of small groups with a representative from each of the case study groups so that the groups can share their learning. **Homework** With your team in the discussion activity gather after class and discuss further possibilities on the question given during activity. Plus, organize a role-play related to requirements of an education officer with your team and show what problems of disabled students can they solve.	

Module Lesson 7 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Development of disability support services** In May 2013, the Sixty-sixth World Health Assembly in resolution WHA66.9 on disability endorsed the recommendations of the World report on disability.3 The Health Assembly requested the Director-General to prepare, in consultation with Member States4 and organizations of the United Nations system, a comprehensive WHO action plan based on the evidence in the World report on disability, and in line with the Convention on the Rights of Persons with Disabilities (adopted by the United Nations General Assembly in resolution 61/106) and the outcome document of the high-level meeting of the United Nations General Assembly on the realization of the Millennium Development Goals and other internationally agreed development goals for persons with disabilities: the way forward, a disability-inclusive development agenda towards 2015 and beyond. **Global situation** There are more than 1000 million people with disability globally, that is about 15% of the world's population or one in seven people. Of this number, between 110 million and 190 million adults experience significant difficulties in functioning. It is estimated that some 93 million children – or one in 20 of those under 15 years of age – live with a moderate or severe disability. The number of people who experience disability will continue to increase as populations age,	**Group activity.** This activity involves students becoming "experts" on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts ("puzzle pieces"). Form subgroups of 3-5 and assign each subgroup a different "piece" of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group's task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed	

with the global increase in chronic health conditions. National patterns of disability are influenced by trends in health conditions and environmental and other factors, such as road traffic crashes, falls, violence, humanitarian emergencies including natural disasters and conflict, unhealthy diet and substance abuse.

Barriers of disabled people

People with disability face widespread barriers in accessing services, such as those for health care (including medical care, therapy and assistive technologies), education, employment, and social services, including housing and transport. The origin of these barriers lies in, for example, inadequate legislation, policies and strategies; the lack of service provision; problems with the delivery of services; a lack of awareness and understanding about disability; negative attitudes and discrimination; lack of accessibility; inadequate funding; and lack of participation in decisions that directly affect their lives. Specific barriers also exist in relation to persons with disabilities being able to express their opinions and seek, receive and impart information and ideas on an equal basis with others and through their chosen means of communication.

Modern history

The International Classification of Functioning, Disability and Health (ICF) endorsed by the World Health. Adoption of UN Convention on the Rights of Persons with Disabilities (CRPD); Ratification of the CRPD by 163 countries, and the commencement of the development of legislation to guarantee the human rights of people with disabilities in most countries; Launch of the UN Global Initiative for Inclusive Information and Communication. National Disability Insurance Scheme.

UN and World Health Organisation's releases joint international statement 'Eliminating forced, coercive and otherwise involuntary sterilization'.

"puzzle" of knowledge about the main topic (see Silberman, 1996). A convenient way to assign different areas of expertise is to distribute handouts of different colours. For the first stage of the group work, groups are composed of students with the same colour of handout; for the second stage, each member of the newly formed groups must have a different colour of handout.

Module Lesson 8 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Categories of visual impairment** Visual impairment takes a number of forms, each posing a different mix of problems for field study. According to the RNIB, there are about 80 different eye conditions which can affect sight in various ways (SSC, 2000a, provides definitions of over 60). These conditions include short- and long-sightedness, colour blindness, cataracts (responsible for almost half of all cases of blindness worldwide (Sight Savers International, 2000)) and glaucoma (often referred to as the world's leading preventable cause of blindness). Born versus acquired impairment/blindness Temporary versus permanent visual impairment The difference between these two visual impairment groups can be substantial, because a student who has been blind from birth is more likely to have developed mature adaptive mechanisms, whereas someone who has recently become blind may still be learning to cope **Policy within higher education** Institutions should consider establishing procedures which ensure that: The setting and/or amendment of academic and other programme requirements during approval and	**Group work**: **Description**: students are divided into teams. The teacher gives out for each team cards indicating educational or access areas in which the student has difficulty completing learning tasks. In response to the indicated card, the relevant team should demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities This exercise is necessary when studying the organization of the educational process for people with disabilities, because it makes it possible to figure out what assistive technologies to use for certain signs of restricted movement. In difficult situations, the teacher gives an explanation. **Case study** **Interviews**: While working on a case study, students can interview each other about their progress and learning. Teachers can interview students individually or in small groups to assess their learning process and their progress.	

validation processes includes well-informed consideration of the requirements of disabled students

Programme specifications and descriptions give sufficient information to enable students with disabilities and staff to make informed decisions about the ability to complete the programme.

Institutions should ensure that, wherever possible, disabled students have access to academic and vocational placements including fieldtrips and study abroad.

Institutional support

The institutional support network is not just about helping staff to help students, it is also there (primarily) to help the students themselves. Among the questions you should therefore ask are:

Does the institution provide an induction course specially geared to the needs of blind or visually impaired students? Should your department complement the central provision with local provision? Who are the people who are most likely to be able to provide advice on unforeseen problems that may confront blind or visually impaired students, and what are their contact details?

Student funding and allowances

Students may apply for three kinds of grant under the DSA scheme

Awareness raising among visually impaired students

Students with visual impairments also need to participate in awareness raising events

Homework

Analyze and summarize another groups' role plays as a team and give them feedback.

Use SWOT method to do your homework.

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning.

Module Lesson 9 Teaching Record

Semester: 1 Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**The role of a teacher in class includes followings:** Monitor student's progress and seek advice if required. Make sure student is using their aids and help them to manage them – putting them in themselves, adjusting volumes, saying if they are not working etc. Consider the listening environment, taking into account seating, lighting, background noise and acoustics. Give student time to watch, process and answer questions and allow extra time to complete work. Use pictures and objects to help your child understand new ideas. Be aware that they may need to make language easier to understand. Be aware that new vocabulary and concepts may need direct teaching. Ensure all students are included in class. Use flexible grouping arrangements. Use strategies that develop independent learning. Help student interact with other students to improve their self-esteem and confidence. Make sure the curriculum includes examples of diversity. **The school also should p**rovide an inclusive curriculum, for example making special arrangements for trips, after school clubs, assemblies and sports days. **Support Plans** The four broad areas of need are:	**Group work** **Discuss** and ask participants relevant question to the lecture. **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Homework** With your team in the discussion activity gather after class and discuss further possibilities on the question given during activity. Plus, learn modern	

	Cognition and learning Social, emotional and mental health Communication and interaction Sensory and physical **Education, Health and Care Plans** Staff will be trained to appropriate levels. The support for students will be detailed in the Plan and student will have an individual learning programme. Teaching and learning styles and resources will be modified to meet student's needs. Habilitation programmes covering mobility and independent living skills will be provided. There will be planned specialist arrangements for exams. Students will be able to use equipment where required.	technologies and make a presentation about any of them you find useful.	

Module Lesson 10 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Speech Impairment** Speech impairment, also called communication disorder, or voice disorder, is a condition in which you have trouble forming sounds. Speech impairments vary, from occasionally not being able to produce sounds, to not being able to produce sound at all. **Kinds of Speech impairment** Articulation	speech impairments where the child produces sounds incorrectly (e.g., lisp, difficulty articulating certain sounds, such as "l" or "r"); Fluency	speech impairments where a child's flow of speech is disrupted by sounds, syllables, and words that are repeated, prolonged, or avoided and where there may be silent blocks or inappropriate inhalation, exhalation, or phonation patterns; Voice	speech impairments where the child's voice has an abnormal quality to its pitch, resonance, or loudness; and Language	language impairments where the child has problems expressing needs, ideas, or information, and/or in understanding what others say. Some characteristics of language disorders include: improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary, and inability to follow directions. **Causes**	**Group work**: **Description**: students are divided into teams. The teacher gives out for each team cards indicating educational or access areas in which the student has difficulty completing learning tasks. In response to the indicated card, the relevant team should demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities This exercise is necessary when studying the organization of the educational process for people with disabilities, because it makes it possible to figure out what assistive technologies to use for certain signs of restricted movement. In difficult situations, the teacher gives an explanation. **Case study** **Journaling**: At the end of each work period, have students write an entry summarizing what they worked on, what worked well, what didn't, and why. Sentence starters and clear	

developmental disorders
neurological disorders
genetic syndromes
hearing loss
illness

Educational Considerations

Communication skills are at the heart of the education experience. Eligible students with speech or language impairments will want to take advantage of special education and related services that are available in public schools.

The types of supports and services provided can vary a great deal from student to student, just as speech-language impairments do. Special education and related services are planned and delivered based on each student's individualized educational and developmental needs.

Assistive technology

AT can also be very helpful to students, especially those whose physical conditions make communication difficult. Each student's IEP team will need to consider if the student would benefit from AT such as an electronic communication system or other device. AT is often the key that helps students engage in the give and take of shared thought, complete school work, and demonstrate their learning.

Tips for Teachers and Education of Parents are also conducted throughout the lecture.

rubrics or guidelines will help students be successful. At the end of a case study project, it's helpful to have students "select significant learnings, envision how they could apply these learnings to future situations, and commit to an action plan to consciously modify their behaviors."

Homework

Analyze and summarize another groups' role plays as a team and give them feedback.

Use SWOT method to do your homework.

SWOT (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning.

Module Lesson 11 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Orthopedic impairments** According to the federal Individuals With Disabilities Education Act (IDEA), an orthopedic impairment is defined as a bone-, joint-, or muscle-related disability that is so severe that it negatively affects a child's educational performance. Causes of orthopedic impairment range from genetic abnormalities (such as those that cause a missing arm or leg) to disorders like cerebral palsy, as well as other issues. Students are typically evaluated by a healthcare professional to determine if they have an orthopedic impairment that will interfere with their academic progress. Medical professionals may also observe the child in the classroom to get a sense of potential problems the student will face. **Orthopedic Impairment Disability Category** Children may be born with an orthopedic impairment or they may acquire it at some point in life.1 Hereditary, congenital, and environmental factors can play a role in causing orthopedic impairments that affect the normal functioning of the bones, joints, or muscles. For example, a child may be born with joint deformities, spine bifida, or muscular dystrophy. Acquired causes can include disease, injury, or surgery. (Injury or surgery may lead to the loss of a limb, muscle contractures, or bone loss that can make movement difficult.) The orthopedic impairment disability category, per IDEA, includes all orthopedic impairments,	**Activity** **Circle Time** Circle Time (CT) is intended to promote positive relations and development social skills of students. At the heart of CT is the CT meeting which involves students sitting in a circle with the facilitator (usually a teacher). Each person then takes a turn in speaking without interruption or judgement from others, for a maximum specified period of time, whilst the rest of the group listens attentively and respectfully. The focus of the circle can be pre-determined. CT fosters the development of students' skills and confidence in identifying, understanding and expressing their emotions, and in giving and receiving validation of each others' rights to their emotions. In addition, the formal procedures associated with CT are claimed to encourage social skills such as turn-taking, conflict resolution, improved listening and speaking, and can increase self-esteem, and tolerance. It is important to stress that the circle meeting is only one	

regardless of cause.

Impact on Education

Students with orthopedic impairments typically have the same cognitive abilities as their peers without disabilities. Because of this, school staff should try to include these students in mainstream classes as much as possible. The IDEA law states that students should be educated in the least restrictive environment when appropriate.

The extent to which a child's education is affected due to their impairment varies. Factors such as the type and severity of the impairment play a role. While many students with orthopedic impairment do not have cognitive or learning problems, some may experience related neurological or motor issues that can affect sensory processing, perception, and learning.

Challenges for students

Seating: A student may need special seating arrangements to help him with posture and mobility, as moving around the classroom or moving around school hallways may be difficult. Schools may also need to arrange the schedules of these students in a way that prevents them from having to travel long distances from one class to another. Providing elevator access can also help.

Technology: They may also need assistive technology devices to help them communicate or lessons that address their disability, such as those that will help them improve their gross and fine motor skills. Devices and technologies that might be utilized may include wheelchairs, specialized desks, canes, crutches, communication software, or speech recognition software.

Participation, behavioral and travel problems are also some challenges for those students.

Teaching strategies, specialists and technologies can be solution for problems above and those are explained by during lesson.

aspect of CT. The intention of CT is to promote habits of active listening, empathy and respect for others' feelings at all times. This means that the CT rules should be observed by everyone (students and staff) at all times, and therefore, be embedded in the ethos of the school as a whole.

Homework

Think about participation, behavioral and travel problems and suggest some ideas to tackle them.

Module Lesson 12 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Intellectual disability** Intellectual disability is a developmental disability characterized by limitations in intellectual functioning and adaptive behavior, resulting in the need for extraordinary supports for a person to participate in activities involved with typical human functioning There are important school-originated factors that can cause learning problems. **Services are available for people with intellectual disability.** For babies and toddlers, early intervention programs are available. A team of professionals works with parents to write an Individualized Family Service Plan, or IFSP. This document outlines the child's specific needs and what services will help the child thrive. Early intervention may include speech therapy, occupational therapy, physical therapy, family counseling, training with special assistive devices, or nutrition services. School-age children with intellectual disabilities (including preschoolers) are eligible for special education for free through the public school system. This is mandated by the Individuals with Disabilities Education Act (IDEA). Parents and educators work together to create an Individualized Education Program, or IEP, which outlines the child's needs and the services the child will receive at school. The point of special education is to make adaptations, accommodations, and modifications that allow a child with an	**Group work** **Discuss** and ask participants topic-related questions. **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Case study** **Student discussion:** Discussions can be unstructured—students can talk about what they worked on that day in a think-pair-share or as a full class—or structured, using Socratic seminars or fishbowl	

	intellectual disability to succeed in the classroom.	discussions. If your class is tackling a case study in small groups, create a second set of small groups with a representative from each of the case study groups so that the groups can share their learning.	
	Support coordination services and individualized supports can help to cope with problems.		

Module Lesson 13 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Adapted Physical Education** Adapted physical education is the art and science of developing, implementing, and monitoring a carefully designed physical education. Instructional program for a learner with a disability, based on a comprehensive assessment, to give the learner the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. **Benefits of PE for Students with Special Needs** **Physical Improvements** A scientific study into disability groups has found that participation in physical activity and sport leads to improved levels of well-being and physical health. Children who have a diagnosed intellectual disability may have additional physical disabilities which can result in below age-level performance in typical motor skills. Regular involvement in physical education and sport can help them to develop the skills they need. **Mental Improvements in Confidence and Well-Being** Regular exposure to sports through physical education classes isn't only good for a child's body — it's beneficial to their mind, too. Physical activity improves general mood and wellness in psychiatric patients suffering from anxiety and depressive disorders. What's more, regular fitness links to improvements in self-esteem, social awareness, and self-	**Group activity.** This activity involves students becoming "experts" on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts ("puzzle pieces"). Form subgroups of 3-5 and assign each subgroup a different "piece" of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group's task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed	

confidence — all essential for empowering the lives of young people with special needs.

Behavioral Improvements in Attention, Relationships, and Academics

Finally, the hands-on nature of physical education leads to cognitive improvements in children with special needs, allowing them to access skills that they couldn't challenge within a traditional classroom setting. The structure of sport – which comes with a set of rules and organization, can be a learning tool that helps children to practice self-regulation and enhance their decision making skills. On top of that, children with special needs can learn to focus on specific goals, and work on their verbal communication by interacting with peers through sport.

Importance of Physical Education

Scientific research has demonstrated repeatedly that physical education can enhance academic performance and cognitive function. However, for children with special needs, it's valuable for so many reasons, from providing an opportunity to build collaborative and social skills, to teaching individuals how to focus on specific goals and overcome obstacles. Parents and teachers are encouraged to find creative ways to implement reasonable accommodations to ensure that all students with special needs can be successful in physical education and the school environment.

"puzzle" of knowledge about the main topic (see Silberman, 1996). A convenient way to assign different areas of expertise is to distribute handouts of different colours. For the first stage of the group work, groups are composed of students with the same colour of handout; for the second stage, each member of the newly formed groups must have a different colour of handout.

Module Lesson 14 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**International practice of inclusive physical education** **European Inclusive Physical Education Training** **PAPTECA** Functional map and knowledge, skills and competence framework were built around PAPTECA model: P = Planning; A = Assessment; P = Prescription; T = Teaching; E = Evaluation; C = Consulting and Coordination of resources; A = Advocacy. **KEY FUNCTIONS** Adapt or acquire appropriate equipment, which can facilitate inclusive physical education (e.g. brightly coloured, sounded, lighter or heavier, bigger); Task analysis of desirable skills with the aim to adapt them to suit the needs of students with special educational needs; Adapt the rules of games to facilitate inclusion; Adapt teaching style to facilitate inclusion; and Adapt physical setting (current environment) to facilitate inclusion. **The important outcome** COMPETENCE: Adapt teaching in order to meet the needs of ALL students in physical education. SKILLS: (a) adapt own teaching style	**Group activity** This activity involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group's task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyze the inner group's functioning as a group, or simply watch and comment on the role play. Debrief with both groups at the end in a plenary to capture their experiences. **Homework** Analyze and summarize another groups' role plays as a team and give them feedback.	

	to facilitate inclusion; (b) acquire or adapt appropriate equipment; (c) adapt the games and activities; (d) ability to do task analysis; (e) creative practice and problem solving. KNOWLEDGE: (a) teaching styles appropriate for inclusion; (b) task analysis; (c) adapted games; (d) adaptation strategies. **EUSAPA** Some countries in Europe offer service delivery and training system for professionals working with persons with disabilities while other countries have well developed academic study programs in APA but they have limited service delivery and some countries have neither service delivery nor study programs in different areas of adapted physical activity. Therefore European Federation of Adapted Physical Activity decided to prepare the proposal for the project EUSAPA (EUROPEAN STANDARDS IN ADAPTED PHYSICAL ACTIVITY). This project has been developed in accordance with the aim of the European Federation in APA – "Encourage European cooperation in the field of physical activity to benefit individuals of all abilities."	Use SWOT method to do your homework. **SWOT** (strengths, weaknesses, opportunities, and threats) analysis is a framework used to evaluate a company's competitive position and to develop strategic planning.	

Module Lesson 15 Teaching Record

Semester: 1   Trainer: Ph.D. Sherzod Gulomov

Module 4: Access Liaison Officer

Day: TBC   Time: TBC Location: TBC

Date	Content covered	Task(s) for student	Notes
D/M/Y	**Benefits of sports participation** The term "participation" is defined by the World Health Organization as the nature and extent of a person's involvement in life situations and includes activities of self-care, mobility, socialization, education, recreation, and community life.5 Participation in activities is the context in which people form friendships, develop skills and competencies, express creativity, achieve mental and physical health, and determine meaning and purpose in life. The primary goals for increasing physical activity in children with disabilities are to reverse deconditioning secondary to impaired mobility, optimize physical functioning, and enhance overall well-being. Regular physicalactivity is essential for the maintenance of normalmuscle strength, flexibility, and joint structure and function and may slow the functional decline often associated with disabling conditions. **Participation** The most frequently identified barriers to the active participation of children with disabilities in sports and physical recreation are the child's functional limitations (18%), high costs (15%), and lack of nearby facilities or programs (10%).27 In fact, adolescents with disabilities cited the cost of specialized equipment as the most frequent reason for nonparticipation.27 Participation is further influenced directly by time, the home environment, and the child's perceived self-competence and	**Group work** **Discuss** and ask participants topic-related questions. **Group work:** Divide participants into small groups of between four and six. Each group will have 4 members (but this is dependent on the number of the students participating), sitting in 4/6 different tables. Each group will have a leader. Within each 15 minutes, all these groups are re-organized by changing their members while the leaders will not move from their beginning position. A 5 minute break is suggested to facilitate the exchange of the group members. This technique of changing the group members will create the opportunity for exchange of ideas and experience about the topic discussed. **Case study** **Interviews**: While working on a case study, students can interview each other about their progress and learning. Teachers can interview students individually or in small groups to assess their learning process and their progress.	

	indirectly by social support from schools and communities, family demographics, and family and child preferences. **Advice for pediatricians** 1. Understand the benefits of the participation of children with disabilities in sports and physical activities. 2. Perform pre-participation evaluations for children with disabilities in collaboration with the child and family, pediatric specialists, therapists, coaches, and others. 3. Identify strategies to minimize risks of illness and injury related to participation through activity adaptations and safety precautions. 4. Recognize and reduce child, family, and societal barriers to the participation of children with disabilities in athletics. 5. Advocate for the participation of all children, including those with disabilities, in sports and physical activity programs.	**Homework** With your team in the discussion activity gather after class and discuss further possibilities on the question given during activity. Moreover, summarize your knowledge and make a final presentation about this module.	