



Erasmus+

Science and Global Education beyond the barriers
of learning difficulties 2015-1-IT02-KA201-014774



Study based on *Before creating Student’s Individual Needs Sheet, Supporting Action Plan, or Individual Educational-and-Therapeutic Programme; auxiliary materials for teachers; Centre for Development of Education*

Sample Sheet of results concerning student’s special educational needs as diagnosed and defined by the team

Child/student name and surname: child with a reference to adapt educational requirements

Year/grade: I

Date of diagnosis:

<p>Strong points, attributes supporting development in terms of the conditions, course and results of learning</p>	<p>Developmental and educational problems on the part of student (allowing for environmental conditions), attributes adverse to development in terms of the conditions, course and results of learning</p>	<p>Defining the needs with regard to adapting the environment, type of help and support by other people</p>
<p>Attributes supporting development in terms of the conditions, course and results of learning</p>	<p>Attributes adverse to development in terms of the conditions, course and results of learning</p>	<p>Group of needs with regard to adapting the environment, type of help and support by other people (e.g. specialists)</p>
<ul style="list-style-type: none"> - Intellectual norm - Recognises and names most letters - Distinguishes between phones in anluat - Writes down simple words by hearing - When writing, tries to stay within paper 	<ul style="list-style-type: none"> - Deficits in perception and motor functions - Pronunciation abnormalities - Hearing analysis and synthesis – still being developed - When reading, reads individual phones, has 	<ul style="list-style-type: none"> - Seating the child close to the teacher, where the child would be affected by the smallest possible number of distracting factors - Using additional guidelines and explanations - Personalising the difficulty degree of tasks

<p>lines</p> <ul style="list-style-type: none"> - Pedagogical examination showed progress in learning knowledge and skills - Readily listens to literary text being read out - Draws correct conclusions - On hearing once, remembers many details - Notices cause-and effect relationships in events and facts - Adds and subtracts on concrete things within 10 - Understands the notion of mathematical sets - Manages to solve simple text-based problems - The student, better than before, concentrates his attention and is more persistent in his work, tries harder - Has friends, is popular - Does not pose behavioural problems - Quite good motivation to learn 	<p>problems synthesizing phones into complete words</p> <ul style="list-style-type: none"> - Writing without assistance still poses an enormous problem - Mistaking letters which are graphically similar and letters corresponding to phonetically similar phones - Mistaking characters <,> - Difficulty in counting - Expecting help - Concentration problems - Slow work pace - Fatigability 	<ul style="list-style-type: none"> - Helping to read texts, controlling the degree of their comprehension - Allowing the child to be successful - Optimising the level of self-assessment - Appreciating the slightest progress - Commending the child to the class - Using relaxation exercises - Calling concentration of attention - Allowing more time to work - Kindness and acceptance in immediate contact with the boy - Interacting with boy's mother
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Sample secondary effects of sample disabilities, methods of work with students, and conditions for preventing secondary effects of disabilities

Type of disability	Sample methods of work with child / student	Sample methods/actions to prevent secondary effects of disabilities
Intellectual autism-related disability	<ul style="list-style-type: none"> - Glenn Doman method - Good Start method – modified. - Work Centres method - Method of 18 word structures - Activating, problem-related methods - Dennison Method of Educational Kinesiology - Polisensory stimulation - Weronika Sherborne Method of Developing Movement - Pictograms - Relaxation - Bibliotherapy - elements - Problem methods developing the skill of critical thinking, methods of expression set on emotions and experiencing, graphic writing methods - Practical activity method 	<ul style="list-style-type: none"> - ensuring the best possible position in class, - encouraging to make contact with peers - regular contacts with child’s parents - preparing the child for any changes in the surrounding and day planner - allowing more time or determining a specified time frame for work - determining a rewarding system with its consistent implementation and observance - using simple and clear messages addressed directly to the child - polisensory influencing: speaking, showing, demonstrating, - using activating work methods, i.e. teaching through acting and experiencing, - regular calling of attention and eye contact
Physical disability, including cerebral palsy	<ul style="list-style-type: none"> - Rehabilitation / physical exercises to improve physical fitness - Plastic methods 	<ul style="list-style-type: none"> - developing the skills of communicating with the surrounding, social competences - developing the skills of self-service

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	<ul style="list-style-type: none"> - Activating methods - Polisensory methods - Show and demonstration 	<ul style="list-style-type: none"> - introducing into a civilised, socially acceptable manner - fitting the student with skills allowing him unaided use of public appliances and technical facilities in accordance with their intended purpose - stimulating and developing child's physical fitness by organising physical play and games, and corrective physical exercises. - integrating with the group and the environment - building self-confidence - allowing the child to be successful where possible - creating the chance of emotional expression and expressing emotions and needs - introducing to managing difficult situation - using relaxation exercises
<p>Disability related to vision dysfunction</p>	<ul style="list-style-type: none"> - Talk - Show (tactile demonstration) - Verbal description of objects and phenomena - Polisensory methods (activating the sense of hearing, smell, touch or taste) - Additional verbal explanation - Work with a book - Instruction 	<ul style="list-style-type: none"> - using positive reassurances, also on a class forum - integrating with the group, engaging in class life - building positive relationships with others - emphasising the strong points - becoming self-reliant in social situations - developing the ability to cope with difficult situations in a constructive manner

	<ul style="list-style-type: none">- Drawing as a method of developing the imagination and orientation	<ul style="list-style-type: none">- the following should be primarily taken into consideration when evaluating the child: his activeness, work contribution, interest in the subject, his systematic work and diligence- rewards for signs of self-reliance- allowing the child to be successful- developing in the child the sense of being a sterling member of a given group, community, class etc.
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