



Co-funded by the
Erasmus+ Programme
of the European Union

SPECIALIZATION TEACHING PLAN AND PROGRAM

Course on Teaching Methods and Techniques for Persons
with Disabilities in NONformal Adult Education



Contents

Specialization teaching plan and program	1	disabilities in adult education.....	11
Curiculume on Teaching Methods and Techniques for Persons with Disabilities in NONformal Adult Education.....	1	Methods, techniques and accommodation in teaching persons with disabilities as part of the adult education process	14
The method of carrying out the programme and it's duration.....	5	Types of disabilities and difficulties in the educational environment	18
Teaching plan and program:			
Teaching plan	8		
Teaching plan	9		
Teaching plan and program:			
Teaching program.....	10		
Ethical approach towards persons with			



Specialization teaching plan and program

Curriculum on Teaching Methods and Techniques for Persons with Disabilities in NONformal Adult Education

Due to the nature of their impairments, persons with disabilities (PWDs) require specialized accommodation at the organizational, HR and technical-technological levels in the educational process.

In the domain of nonformal adult education, there are no systematic mechanisms for ensuring accessibility. The goal of this curriculum is to prepare nonformal adult education providers for the creation and implementation of inclusive educational programmes.

PWD Teaching Methods and Techniques curriculum is aimed at informing the participants about the types of disabilities and difficulties arising from disabilities in the educational environment. Also, it is aimed at sensitizing the participants to recognize the difficulties of people with different types of disabilities.

Also, it is aimed at sensitizing the participants to recognize the difficulties of people with different types of disabilities.

The course deals with specific methods and techniques of teaching PWDs with regard to the type and degree of their impairments, and the participants are introduced to concrete tools which can be used to increase the accessibility of their educational programmes for PWDs.

The course is intended primarily for teaching and non-teaching staff of organizations providing nonformal adult education. Previous work experience or prior knowledge of participants about the subject is not a requirement for participation.

The participant will acquire the following competencies:

- Applying fundamental ethical approach principles when working with persons with disabilities;
- Recognizing the legislative framework that regulates the rights and capabilities of persons with disabilities in the lifelong education process;
- Applying fundamental social inclusion principles in the educational environment;

- Recognizing the particularities of the basic types and degrees of impairment of a person with disabilities and the difficulties they might encounter during their participation in lifelong education programmes;
- Carrying out the functional accommodation of educational programs for adults with disabilities with regard to the type and degree of impairment;
- Assessing the functional accommodation of spatial, technical and organizational requirements for teaching adults with disabilities.

The course consists of three modules:

- Ethical approach towards persons with disabilities in adult education;
- Methods, techniques and accommodation in teaching PWDs as part of the adult education process;
- Types of disabilities and difficulties in the educational environment.



The method of carrying out the programme and it's duration

24 hours are scheduled for carrying out the programme, divided into three modules, as described below.

Module 1, which includes guidelines for ethical behaviour in relation to PWDs, followed by providing information about and raising awareness of the existence of stereotypes, prejudices and discriminatory behaviour, as well as European regulations and recommendations, will be presented over 4 hours.

Afterwards, the second module will present topics such as the inclusive educational environment and individualized approach, as well as reasonable accommodation and teaching methods and techniques, which will be covered over 6 hours.

And finally, the third module, covered over 14 hours, will present individual types of impairments in detail, along with associated guidelines for establishing successful communication, followed by specific accommodation and teaching methods and techniques.

The method of carrying out the programme involves direct instruction, discussion and workshop exercises. The content intended for direct instruction includes questions intended for reflection and discussion, as well as the exercises which will be carried out individually or in form of group work by the programme participants.

Also, specific workshop exercises were developed at the end of each unit, which require a greater degree of engagement and reflection from the participants.

They have an awareness-raising role by enabling better immersion regarding the nature and degree of difficulties experienced by PWDs. The method of conducting these activities is direct group work.

Accompanying materials, i.e., PPT presentations and course outline materials, can also be used for self-teaching of adults without previous experience. More specifically, they are written in such a way so as not to be weighted with large amounts of content, but rather aim to deepen the knowledge about the previously identified principal aspects of teaching PWDs.



Co-funded by the
Erasmus+ Programme
of the European Union

Teaching plan and program:

Teaching plan

Teaching plan

No.	Instructional module	Duration
1.	Ethical approach towards persons with disabilities in adult education	4 hours
2.	Methods, techniques and accommodation in teaching persons with disabilities as part of the adult education process	6 hours
3.	Types of disabilities and difficulties in the educational environment	14 hours
Total:		24 hours



Teaching plan and program: Teaching program

Ethical approach towards persons with disabilities in adult education

Duration: 4 hours

Content	Learning Outcomes
Rights and capabilities of persons with disabilities in lifelong education	<ul style="list-style-type: none">• Identify the rights of persons with disabilities essential to lifelong education• Recognize the capabilities of persons with disabilities in lifelong education
Stereotypes about persons with disabilities	<ul style="list-style-type: none">• Identify active stereotypes

<p>Prejudices against persons with disabilities</p>	<ul style="list-style-type: none">• Recognize active prejudices• Predict the effect of prejudice on a person with a disability
<p>Discrimination against persons with disabilities and reducing it in lifelong education</p>	<ul style="list-style-type: none">• Interpret discriminatory behaviours• Utilize the mechanisms required for discrimination reduction
<p>European regulations and recommendations concerning lifelong education accessibility for persons with disabilities</p>	<ul style="list-style-type: none">• Identify essential documents that regulate the rights and capabilities of persons with disabilities in lifelong education

To access this teaching module, click on the link:



PDF: Ethical approach towards persons with disabilities in adult education.



Presentation: Ethical approach towards persons with disabilities in adult education.

Methods, techniques and accommodation in teaching persons with disabilities as part of the adult education process

Duration: 6 hours

Content	Learning Outcomes
Inclusive educational environment	<ul style="list-style-type: none">• Assess the key factors for inclusive educational environment creation
Individualized approach	<ul style="list-style-type: none">• Apply inclusivity principles in the educational environment• Explain the idea of an individualized approach

Content	Learning Outcomes
Individualized approach	<ul style="list-style-type: none">• Utilize individualized approach mechanisms when working with persons with disabilities within the framework of lifelong education• Explain the reasonable accommodation principle
Reasonable accomodation	<ul style="list-style-type: none">• Explain the reasonable accommodation principle
Organizational accommodation for persons with disabilities	<ul style="list-style-type: none">• Identify spatial features which can be accommodated to persons with disabilities• Plan out the spatial accommodation in the educational environment

Content	Learning Outcomes
Spatial accommodation for persons with disabilities	<ul style="list-style-type: none">• Identify spatial features which can be accommodated to persons with disabilities• Plan out the spatial accommodation in the educational environment
Technical accommodation for persons with disabilities	<ul style="list-style-type: none">• Identify the technical accommodation options for persons with disabilities• Plan out the technical accommodation in the educational environment
Methods and techniques of teaching persons with disabilities	<ul style="list-style-type: none">• Identify methods and techniques specific to teaching participants with disabilities• Develop the educational content and the environment tailored to participant needs

To access this teaching module, click on the link:



PDF: Methods, techniques and accommodation in teaching persons with disabilities as part of the adult education process.



Presentation:
Methods, techniques and accommodation in teaching persons with disabilities as part of the adult education process.

Types of disabilities and difficulties in the educational environment

Duration: 14 hours

Content	Learning Outcomes
People with visual impairment	<ul style="list-style-type: none">• Distinguish between the basic characteristics of blind and partially sighted people• Describe the difficulties and consequences that can arise from visual impairment in the context of lifelong education

Content	Learning Outcomes	
People with visual impairment	<ul style="list-style-type: none">• Apply the guidelines for more successful communication with the visually impaired people in an educational context• Make accommodation for the visually impaired people in an educational context• Design specific teaching methods and techniques for the visually impaired people in an educational context	
People with hearing impairment	<ul style="list-style-type: none">• Distinguish between the basic characteristics of the deaf and hard of hearing• Describe the difficulties and consequences that can arise from hearing impairment in the context of lifelong education	

Content	Learning Outcomes
People with hearing impairment	<ul style="list-style-type: none">• Recognize the fundamental features of the deaf community and culture• Apply the guidelines for more successful communication with people who have a hearing impairment in an educational context• Make accommodation for people with hearing impairment in an educational context• Design specific teaching methods and techniques for people with hearing impairment in an educational context

Content	Learning Outcomes
People with movement disorders	<ul style="list-style-type: none">• Distinguish between the basic characteristics of people with movement disorders• Describe the difficulties and consequences that can arise from movement disorders in the context of lifelong education• Apply the guidelines for more successful communication with people who have movement disorders in an educational context• Make accommodation for people with movement disorders in an educational context• Design specific teaching methods and techniques for people with movement disorders in an educational context

Content	Learning Outcomes
People with intellectual disabilities	<ul style="list-style-type: none">• Distinguish between the basic characteristics of people with movement disorders• Describe the difficulties and consequences that can arise from movement disorders in the context of lifelong education• Apply the guidelines for more successful communication with people who have movement disorders in an educational context• Make accommodation for people with movement disorders in an educational context• Design specific teaching methods and techniques for people with movement disorders in an educational context

Content	Learning Outcomes
People with mental disorders and behavioural disorders	<ul style="list-style-type: none">• Interpret the concept and definition of mental health• Distinguish between the most common types of mental disorders and behavioural disorders in adults• Identify the indicators that point to the existence of difficulties in the area of mental health• Apply the rules of first aid for people undergoing a mental health crisis• Apply the guidelines for more successful communication with people who have mental and behavioural disorders in an educational context• Make accommodation for people with mental and behavioural disorders in an educational context

Content	Learning Outcomes
People with mental disorders and behavioural disorders	<ul style="list-style-type: none">• Design specific teaching methods and techniques for people with mental and behavioural disorders in an educational context

To access this teaching module, click on the link:

Visual impairment:



PDF: Teaching module for people with visual impairment.



Presentation: Teaching module for people with visual impairment.

Hearing impairment:



PDF: Teaching module for people with hearing impairment.



Presentation: Teaching module for people with hearing impairment.

Movement disorders:



PDF: Teaching module
for people with movement
disorders.



Presentation: Teaching
module for people with
movement disorders.

Intellectual disabilities:



PDF: Teaching module
for people with intellectual
disabilities.



Presentation: Teaching
module for people with
intellectual disabilities.

Mental disorders and behavioural disorders:



PDF: Teaching module for people with mental disorders and behavioural disorders.



Presentation: Teaching module for people with mental disorders and behavioural disorders.