

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS CHARACTERIZATION – EXAMPLES AND USEFUL INSTRUCTIONS FOR ENGLISH LANGUAGE TEACHERS

Jopek-Bizoń M.

Akademia Techniczno-Humanistyczna w Bielsku-Białej, Poland

It is essential to point out that English language teachers have to be aware of their responsibilities they have to students with special educational needs. Even if English language teachers are very good at English grammar, they have a large range of vocabulary, highly developed listening and speaking skills, and are excellent at lesson planning and know a lot of teaching methods; they still can discourage students with special educational needs from learning English language. If they do not acquire specialized knowledge and training related to different kinds of children's development impairments and disorders, they are not able to understand these children needs and identify students' problems in their development and learning process. If they are not able to do so, they will not be ready to organize favorable school circumstances for children with special educational needs at their English lessons.

Key words: integrated education, children with special educational needs, individualized Program of Education and Therapy (IPET), individualized path of education, English language teachers, Dyslexia, Autism, Asperger's syndrome.

Introduction. At the very beginning of the article, it should be emphasized that well prepared foreign language teachers for the integrated education constitutes a matter of great importance. The teacher not only teaches but also supports students, he has to be aware of different forms of supports and has to be able to recognize students' special needs. The current English language teacher in the face of the integrated education has to be well prepared for teaching students with special needs. He has to be prepared not only from didactic and linguistic point of view but also in the special pedagogy sense. Therefore he should be well acquainted with different regulations, procedures and methods in order to be as close as it is possible to the disabled learners' needs, their individualities and predispositions.

Supporting students with special educational needs in Polish mainstream schools – brief description. In Poland, the Regulation of the Minister of National Education of August 9th 2017, on the conditions for the organization of education, upbringing and care for children and teenagers with disabilities, socially maladjusted and threatened by social maladjustment, constitutes the most important ministerial directives related to the education for learners with special needs¹. Article 6 of the above-mentioned regulation contains strict guidelines for the Individualized Program of Education and Therapy (IPET). It seems to be really important and well-founded, to point out another Regulation of the Minister of National Education of 7th September 2017². It is the regulation on making adjudication and opinions issued by adjudication panels operating in public psychological and pedagogical counseling centers. Whenever in the discussed regulation the adjudication is mentioned, it should be understood as decision about the need for a special education, decision about the need for the individual yearly compulsory preparing for the preschool, decision about the need for individual teaching or decision about the need of remedial classes. Moreover, whenever in the regulation the opinion is mentioned, it should be understood as opinion concerning the need of early supporting development. In the regulation mentioned above, we can also find more detailed information about the procedures that have to be taken in order to receive special adjudication. Furthermore, in Poland students with special educational needs can also receive psychological and pedagogical support at schools, preschools and other institutions, on the basis of the next Regulation of the Minister of National Education of August 9th 2017, on the conditions for rules of organization and providing psychological and pedagogical support at public schools, preschools and other institutions³. The discussed regulation clearly describes available activities for students with special educational needs e.g.: developing skills activities; special activities such as: corrective and compensatory, speech-therapy, developing social and emotional competences. It is impossible to present and meticulously described all of this activities, but it is recommended to future foreign language teachers to be acquainted with them. However, it is really important to briefly describe the differences between the meanings of two terms: individualized path of education and individual teaching. In the Polish school reality these terms are very often misunderstood by the pupils' parents but also by the wide range of teachers. The individualized path of education is presented in the Regulation of the Minister of National Education of August 9th 2017, on the conditions for rules of organization and providing psychological and pedagogical support at public schools, preschools and other institutions. It is organized for the students who are able to attend preschools or school but because of their difficulties in functioning caused by their health problems they are not able to participate in all school activities together with school or preschool division and therefore the process of teaching has to be adjusted to their special needs. Covering the pupil by the individualized path of education requires the public opinion of the public psychological and pedagogical counseling centers. Moreover, this kind of education can be leaded together with the school or preschool division and in the individual way only with the pupil. The case of the individual teaching is widely presented and described in the other regulation. The Regulation of the Minister of National Education of August 9th 2017, on the individual compulsory annual preschool preparation of children and indi-

¹ Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 24 sierpnia 2017 r. Poz. 1578, Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017 r. w sprawie warunków organizowania kształcenia, wychowania i opieki dla dzieci i młodzieży niepełnosprawnych, niedostosowanych społecznie i zagrożonych niedostosowaniem społecznym

² Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 14 września 2017 r. Poz. 1743, Rozporządzenie Ministra Edukacji Narodowej z dnia 7 września 2017 r., w sprawie orzeczeń i opinii wydawanych przez zespoły orzekające działające w publicznych poradniach psychologiczno-pedagogicznych

³ Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpnia 2017r. w sprawie zasad organizacji i udzielania pomocy psychologiczno-pedagogicznej w przedszkolach, szkołach i placówkach.

vidual teaching of children and teenagers, clearly specifies the manner and mode of organizing the individual teaching⁴. According to the regulation covering the pupil by the individual teaching requires the special adjudication: decision about the need for individual teaching. Individual teaching is organized in a manner that ensures implementation of recommendations specified in the adjudication. The time of this specific manner of teaching is specified in the adjudication. Individual teaching is conducted by teachers in individual and direct contact with a student in the place where the student lives.

Dyslexia, Autism and Asperger's syndrome – students with special educational needs characterization – examples and useful instructions for English language teachers. Describing all students with special needs requires a lot of time and knowledge from both theoretical knowledge based on scientific literature and experience from work with these kinds of children and teenagers. Considering large quantity of professional literature and variety of pupils' educational needs, it is not possible to present all individual cases in this short article. Moreover, there have been a lot of researchers carried out for a long time, and new disorders in children's developing have been found. A huge progress in improving work with students with special needs education has been made because of all scientists' effort and close cooperation between the children's parents and teachers. Taking into account everything what was mentioned above, it has to be pointed out that in this part of the article the author decided to focus only on three cases: Dyslexia, Autism and Asperger's syndrome. Moreover, the author decided to allot more attention to dyslexia because from her own experience (she has been an English teacher and instructor for teachers⁵), she deduced that students with dyslexia cause a lot of problems for English language teachers in classes.

In the contemporary school reality, teachers can work with students with different physical and intellectual problems in their development. English language teachers can count on supportive⁶ teachers specialized in specific field of special pedagogy, eg.: a speech therapist or a school counselor. However, if English language teachers need to adjust the learning content and teaching methods to an individual student with special needs, they have to be acquainted with different cases of children's developing disorders⁷.

Before giving the definition of Autism and describing its main distinctive features, it is important to point out that it is not illness or disease and it cannot be cure. Fintan (2007: 113) gives a brief description of this kind of syndrome:

"Autism is a complex disorder and the needs of children in this group can differ greatly, ranging from mild to severe. Children with autism generally have three main areas of difficulty:

- Communication. Language impairment across all modes of communication: speech, intonation, gesture, facial expression and other body language.
- Imagination. Rigidity and inflexibility of thought process; resistance to change, obsessional and ritualistic behavior.
- Socialization: Difficulties with social relationships, poor social timing, lack of empathy rejection of normal body contact, inappropriate eye contact".

There are a lot of social organizations and charities which main idea is to support children with Autism's syndrome and their parents. One of them is the National Autistic Society in the United Kingdom. On its online pages we can find a lot of valuable information about this syndrome and useful advices on where and how to support children with Autism (http://www.autism.org.uk/about/what-is/asd.aspx?sc_lang=en-GB#). We can also find there a brief outline of Autism: "Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autism spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing"⁸.

Asperger's syndrome is a form of Autism. According Fintan (2007; 113) Asperger's syndrome is often called a higher form of Autism. Although this is a

little misleading, it essentially means that people with Asperger's may be better able to identify aspects of the world in which we all live. Aspergers individuals tend to be of average intelligence and often have better communication skills than autistic children. Some common features are:

- literal thinking
- obsession with certain topics that leads to exceptional knowledge in one area
- talking at or lecturing another child rather than engaging in a two-way conversation
- excellent memory
- difficulties with social interaction
- monotonous speech tone

⁴ Dziennik Ustaw Rzeczypospolitej Polskiej, Warszawa, dnia 29 sierpień 2017r., Poz. 1616, Rozporządzenie Ministra Edukacji Narodowej z dnia 9 sierpień 2017, w sprawie indywidualnego obowiązkowego rocznego przygotowania przedszkolnego dzieci i indywidualnego nauczania dzieci i młodzieży

⁵ The author of this article, as an instructor, conducted a few courses for the teaching staff in the primary and secondary schools in 2017-2018. The courses were related to different aspects of work with children with special needs.

⁶ More information about supportive teachers you can find in: Rozporządzenie Ministra Edukacji Narodowej z dnia 1 sierpnia 2017 r. w sprawie szczegółowych kwalifikacji wymaganych od nauczycieli (Dz.U. z dnia 24 sierpnia 2017 r.)

⁷ In the contemporary school reality, teachers can work with students with different physical and intellectual problems in their development. There are a lot of specialized literature which can help each teacher to expand their knowledge of work with students with special educational needs eg.: Przygońska E. 2011. Praca z dzieckiem wymagającym, Toruń; Prodromou L., Clandifield L. 2007. Dealing with difficulties. Solutions, strategies and suggestions for successful teaching. Quince Cottage, Hoe Lane, Peaslake, Surrey – England: Delta Publishing; Piskorska A., Krzeszowski T., Marek B. 2008. Uczeń z dysfunkcją wzroku na lekcji angielskiego. Wskazówki metodyczne dla nauczycieli. Warszawa: Uniwersytet Warszawski. Wojcik T. 2008. Błędy pedagogiczne w nauczaniu języków obcych. Częstochowa: Wydawnictwo Wyższej Szkoły Lingwistycznej; Lee M., MacWilliam L. 2008. A creative approach to learning for children with multiple disabilities and visual impairment. London: RNIB.

⁸ You can also extend your knowledge of different information about children with Autism reading: Maurice C., Green G., Luce S.C. (eds.). 1996. Intervention for Young Children With Autism: A Manual for Parents and Professionals. Austin: TX: PRO-ED.

- poor motor coordination
- difficulty in understanding and appreciating other people's feelings and perspectives
- difficulties in reading social cues
- little empathy for others.

English language teachers who have to work with students with Asperger's syndrome have to be aware that these kinds of children see, hear and feel world differently to other people. As it is stated on the National Autistic Society web page (<http://www.autism.org.uk/about/what-is/asperger.aspx>) "people with Asperger syndrome are of average or above average intelligence. They do not usually have the learning disabilities that many autistic people have, but they may have specific learning difficulties. They have fewer problems with speech but may still have difficulties with understanding and processing language". There is a lot of interesting specialized literature about this spectrum of Autism. The book titled *Zrozumieć Świat ucznia z zespołem Aspergera* written by Polish author Agnieszka Borkowska should be recommended for English language teachers who do not feel confident enough in the face of work with students with Asperger's syndrome. The author of this book, based on her own experience as a mother of a child with Asperger's syndrome and a therapist of children with development disorders, describes symptoms related to Asperger, presents different therapeutic methods and gives some practical advice on how to work with these kinds of children in the school reality.

Students who suffer from dyslexia always fall behind their school peers in their development, concerning reading and writing skills. Nijakowska, in her work about students with dyslexia in the context of foreign language learning, reminds us important Ganshow's statement (in Komorowska, 2011: 315)⁹. According to him "people who suffer from Dyslexia and have problems with acquiring their native language, especially its phonological system, are at the risk of having various difficulties in the process of foreign language learning". Reid and Green (2008: XI) state that "Dyslexia can be a confusing condition. There are plenty of theories on its nature, from the phonological deficit hypothesis, visual deficit and dietary imbalance theories, to speculation on movement and coordination difficulties". Reid, an international independent educational psychologist, in his book about dyslexia outlines some key points of dyslexia and briefly describes each key point (Reid, 2007: 17 – 20):

Dyslexia is individual. This means that children with dyslexia may have slightly different characteristics from each other [...] This of course means that what works for one dyslexic child may not work successfully for another.

Dyslexia relates to how information is processed. This means that dyslexia involves more than reading: it affects learning and how all information – and that includes oral instructions – is processed [...].

Children with dyslexia can have difficulty displaying knowledge and understanding in written work. In schoolwork, children usually display what they know through the written mode. Yet this maybe the dyslexic child's weakest way of presenting information. Writing can be laborious and tedious for a dyslexic child.

Children with dyslexia can have difficulty learning through the auditory modality (i.e. through listening). Most of the research indicates that children with dyslexia have phonological difficulty – that is, they have difficulty with sounds, and remembering the sound combination and sequences of sounds that make up a word [...].

Children with dyslexia have difficulty remembering information. This can apply to short-term memory and working memory and means it can affect the remembering of oral instructions, especially if a list of items is presented [...].

Children with dyslexia can have difficulty organizing information. [...] this can affect both how efficiently information is remembered, and how they can present the information to others. This can affect their performance in examination [...].

Children with dyslexia need more time to process information. [...] usually children with dyslexia will take longer to process information because they may take an indirect route to arrive at an answer.

Children with dyslexia usually have difficulty reading and spelling accurately and fluently. [...] not every child with dyslexia have difficulty with reading and spelling. Some children can compensate for a reading difficulty by becoming very adept at using context, and tend to read for meaning. [...] Similarly, they have difficulty in reading but not in spelling or vice versa.

From the above presented information we can conclude that teaching foreign language children with dyslexia is a very demanding task and involves a lot of professional preparations, appropriate lesson planning and using very well adjusted methods to the individual student with special educational needs. Teachers from Poland, in the process of English foreign language teachers, can look for some guides as to how to teach children with dyslexia in both Polish¹⁰ and English literature. In this part of work, the author of the article decided to cited only some hints, which are presented by Hornsby, the author of the book titled *Overcoming dyslexia. A straight-forward guide for families and teachers*. However, it should be clearly pointed out that it is only a brief instruction for teaching pupils with dyslexia and the author of this article persuade each English language teacher to read this book precisely. Hornsby (1995:84 – 88) states that "there are many important points that you will need to bear in mind when handling a dyslexic pupil, other than the sheer mechanics of the educational method you are using". When Hornsby (1995:84 – 88) writes about helping dyslexic pupil in class, he gives following guides:

- "Sit him at the front of the class [...]"
- Speak clearly [...]"
- Write clearly [...]"
- Make allowance [...]"

⁹ To extend knowledge about this issue you can go to: Ganshow L., Sparks R. 1995. *Effects of direct instruction in Spanish phonology on the native-language skills and foreign language aptitude of at-risk foreign language learners*. In: *Journal of Learning Disabilities*, no. 28 (2), p. 107-120.

¹⁰ Because it is not possible to write and mention in a small piece of work all necessary information related to teaching foreign language students with dyslexia, the author of this thesis recommend that English teachers from Poland should also read the following academic book: Komorowska H. (ed.) 2011. *Nauka Języka obcego w perspektywie ucznia*. Warszawa: Oficyna Wydawnicza Łośgraf, pp. 313 - 328; Nijakowska J. *Język obcy dla ucznia z dysleksją*.

- Give the dyslexic more time than other children to produce written work in class expect less in terms of quantity [...]
- When marking the dyslexic's written work do not pepper the paper with red corrections marks [...]
- Involve the dyslexic verbally as much as possible in the classroom to compensate for his lack of literacy skills[...]
- Try not overload the dyslexic with homework [...]"

There are a lot of different children with special educational needs, and each of them has own weak and strong sides, requires special treatment, different kinds of psychological and pedagogical support.

There are a lot of different children with special educational needs, and each of them has own weak and strong sides, requires special treatment, different kinds of psychological and pedagogical support. English foreign language teaching in the face of integrated education can be very demanding for both teachers and children with special educational needs. It requires: parents, children, teachers and specialists cooperation; an individual approach; a lot of specialist knowledge of selected issues in the field of special education. English foreign language teaching in the face of integrated education requires also teachers' empathy, patience and commitment.

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ОРГАНІЗАЦІЯ ОСВІТНЬОГО ПРОЦЕСУ НА КАФЕДРІ ДИТЯЧОЇ ТЕРАПЕВТИЧНОЇ СТОМАТОЛОГІЇ З ПРОФІЛАКТИКОЮ СТОМАТОЛОГІЧНИХ ЗАХВОРЮВАНЬ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

Каськова Л.Ф., Новікова С.Ч., Амосова Л.І., Хміль О.В., Уласевич Л.П.

Українська медична стоматологічна академія

Висвітлено застосування сучасних технологій, форм і методів організації освітнього процесу на кафедрі дитячої терапевтичної стоматології з профілактикою стоматологічних захворювань в умовах дистанційного навчання майбутніх лікарів-стоматологів.

Ключові слова: освітній процес, дитяча терапевтична стоматологія, лікар-стоматолог, студенти, форми навчання, методи навчання, дистанційне навчання.

The article considers with the problem of using modern technologies, forms and methods in the organization of the educational process at the department of children's therapeutic dentistry with the prophylaxis of stomatological problems in the conditions of distance learning during the preparation of dentistry.

Key words: educational process, pediatric therapeutic dentistry, dentist, students, forms of education, teaching methods, distance learning.

В усі часи важливим завданням вищого освітнього закладу, особливо медичного, є підготовка фахівців із високим рівнем професійної компетентності, різнобічним особистісним розвитком, які прагнуть до самовдосконалення, поповнення й розширення спектра своїх знань і вмінь. Підготовка спеціалістів, здатних навчатися все життя, які визначатимуть темпи й рівень науково-технічного, медичного, економічного й соціально-культурного прогресу, важлива і в наш час [1-3; 5; 6].

На початку 2020 року світ зіткнувся з гострою респіраторною інфекцією, що викликається коронавірусами SARS-CoV-2 (2019 nCoV).

Наша кафедра, як і всі, перейшла на дистанційне навчання, і ми розуміли, що принцип, який передбачає, що студент вчиться біля стоматологічного крісла, буде дещо змінено. Незважаючи на всі труднощі, співробітники кафедри мобілізувалися й освоїлися в скрутній ситуації досить швидко, бо обставини не дозволяли стояти на місці. Карантин кинув виклик можливості проведення навчального процесу в аудиторіях вишу, але він став каталізатором повноцінного запуску дистанційного навчання.

Нині докорінно змінюється роль викладача: координуючи пізнавальний процес, він сам має підвищувати творчу активність, фахову кваліфікацію відповідно до нововведень та інновацій [4].

На кафедрі викладачами було застосовано технології синхронного й асинхронного типів дистанційного навчання на базі освітніх платформ Zoom, Microsoft Teams, Skype, які роблять можливим поєднання цих двох форм дистанційного навчання. Кожен викладач ретельно підходить до організації й проведення заняття, зважаючи на те, що на кафедрі дитячої терапевтичної стоматології з профілактикою стоматологічних захворювань проводиться викладання студентам II, III, IV і V курсів дисциплін «Пропедевтика дитячої терапевтичної стоматології», «Профілактика стоматологічних захворювань», «Дитяча терапевтична стоматологія» трьома мовами, і викладання матеріалу кожної з дисциплін має свої особливості й мотивацію для студентів. Постає питання: як подати ін-