



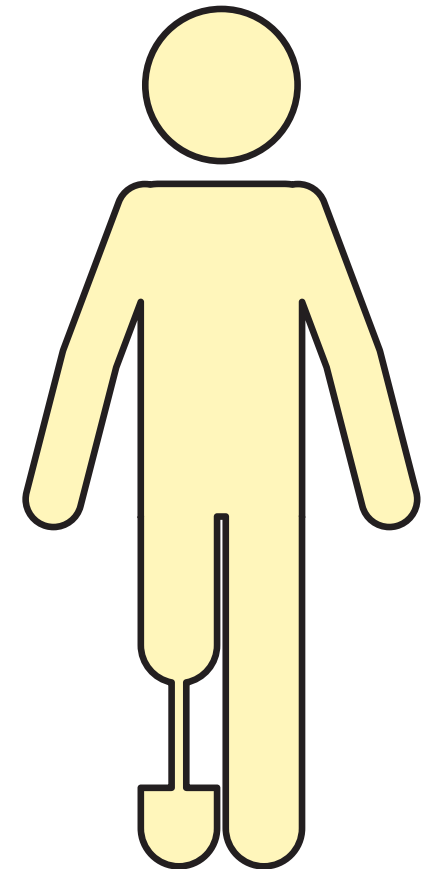
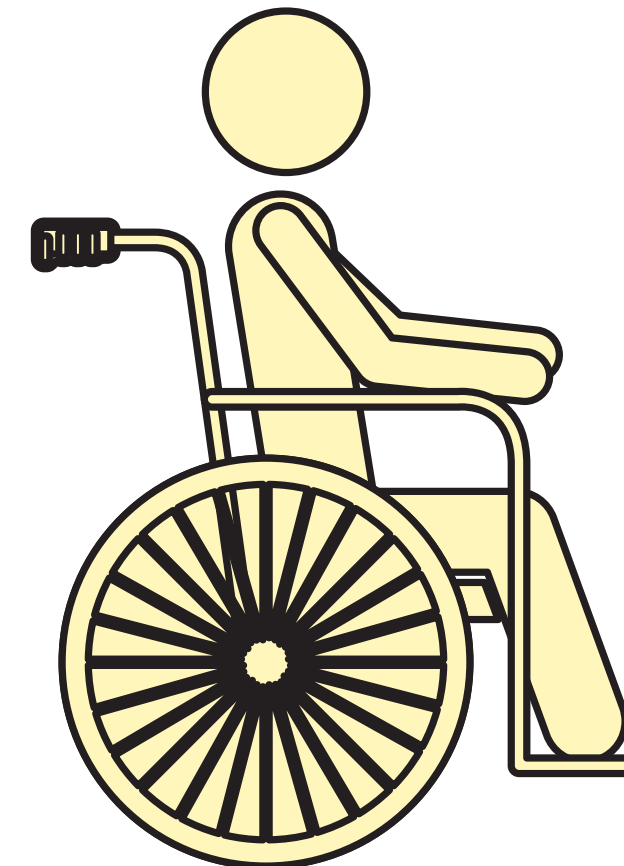
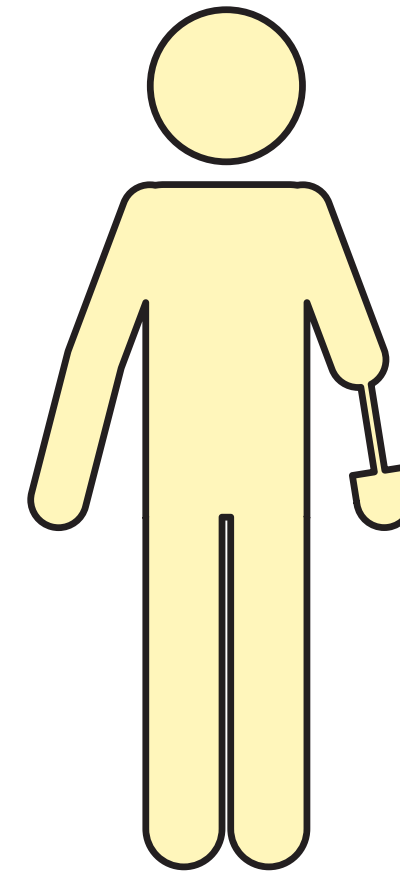
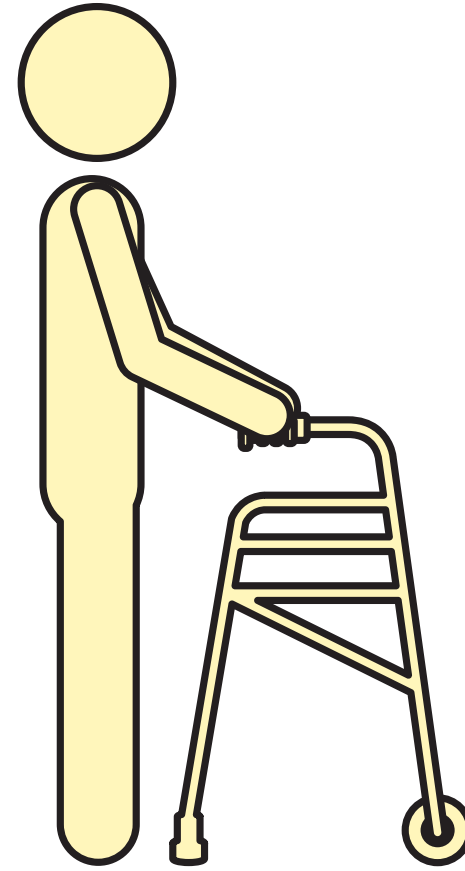
April, 2021

Chapter 3



Variety of physical disabilities

- mobility impairment
- cerebral palsy
- amputation of a body part
- clubfoot
- nerve damage to a hand or arm
- cardiovascular aneurysm
- head injury or spinal cord injury
- arthritis or poliomyelitis
- multiple sclerosis
- Parkinson's disease
- congenital malformation of brain cellular tissue
- physical disorders pertaining to muscles or nerves, etc.



Variety of physical disabilities

- mobility impairment
- cerebral palsy
- amputation of a body part
- clubfoot
- nerve damage to a hand or arm
- cardiovascular aneurysm
- head injury or spinal cord injury
- arthritis or poliomyelitis
- multiple sclerosis
- Parkinson's disease
- congenital malformation of brain cellular tissue
- physical disorders pertaining to muscles or nerves, etc.





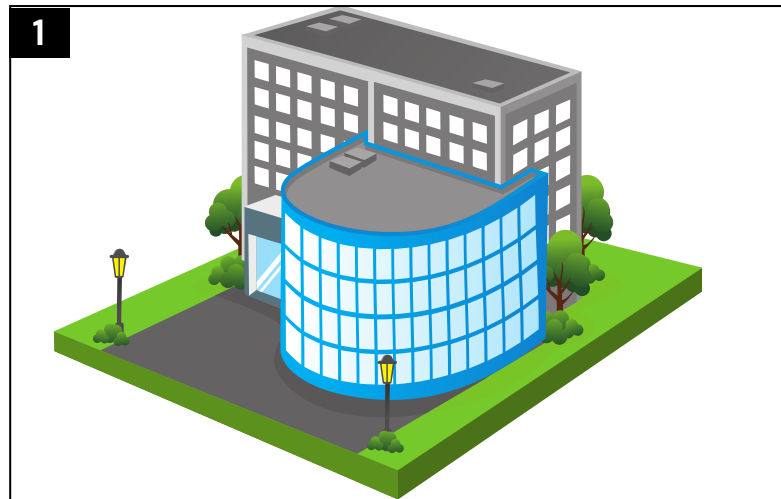
Pedagogical staff

should possess **knowledge for work** with students with special needs

must be **aware of their role** in the performance of students with special needs and their well-being



Adaptation of spaces and teaching strategies



1
Institution's physical spaces



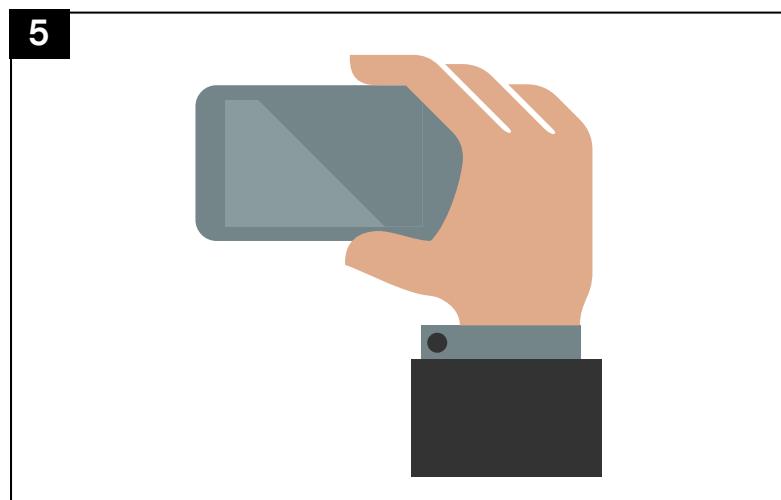
2
Learning spaces



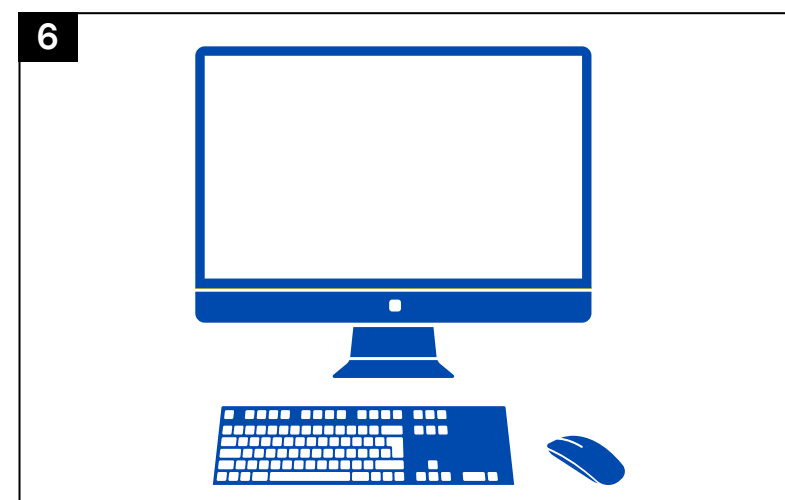
3
Communication and transfer
of study information



4
Learning process monitoring.



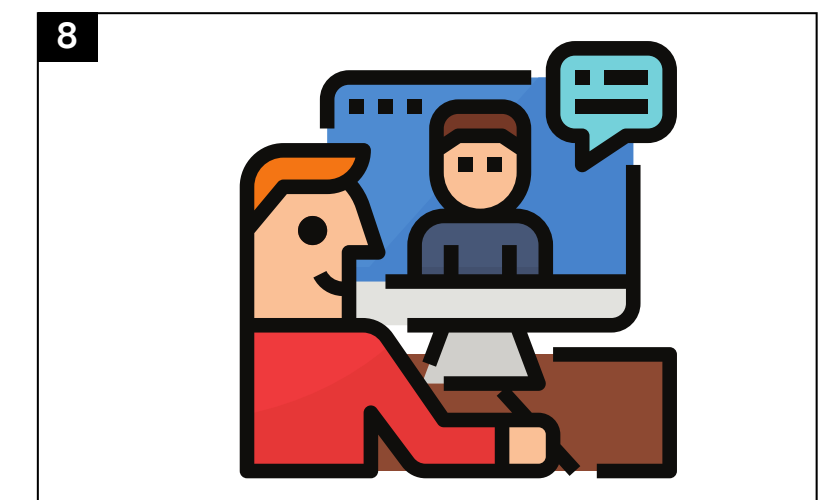
5
Creating and keeping
student's own notes



6
computer and laboratory
equipment



7
Practical and field
work/training



8
Online delivery and materials

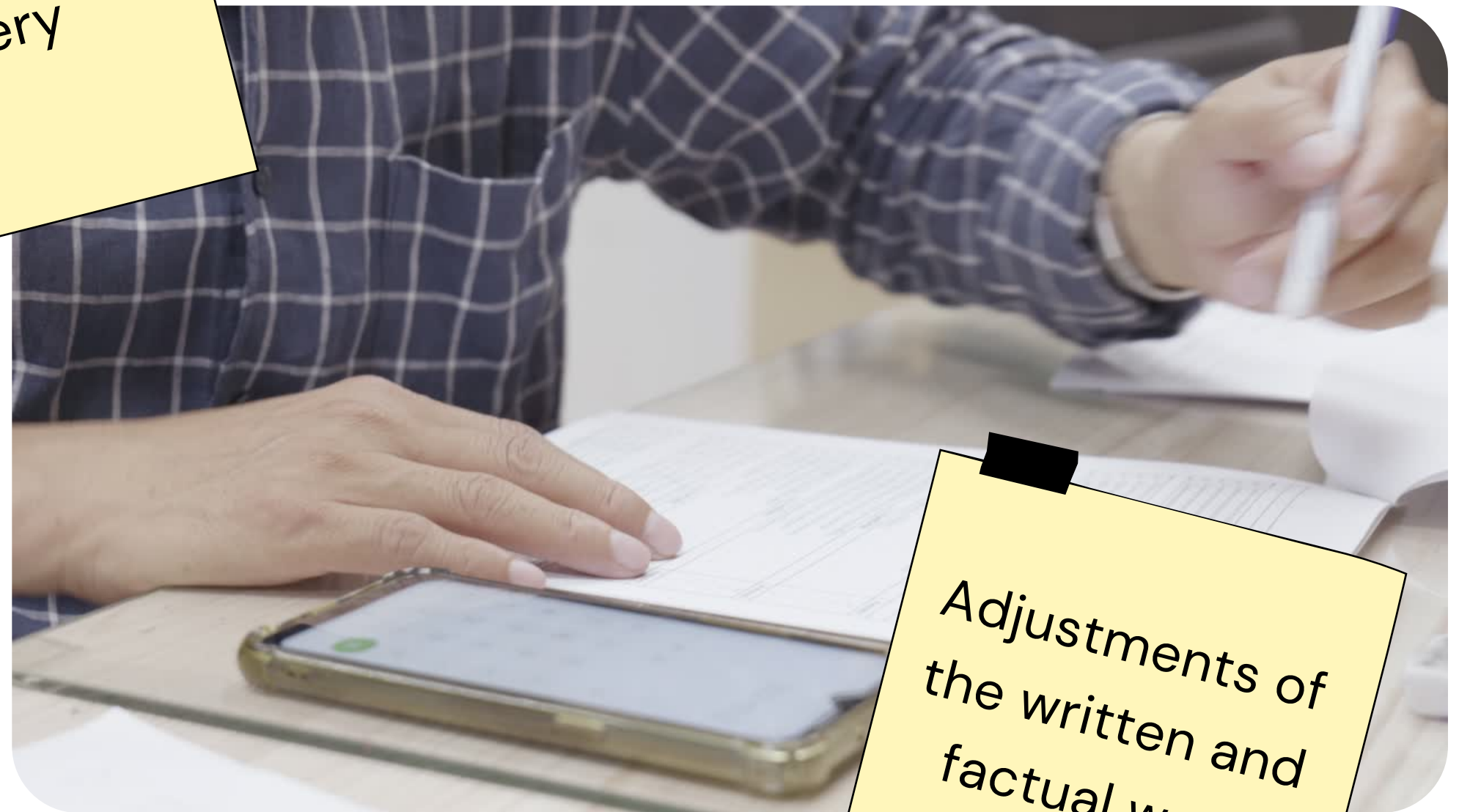


Assessment

equal opportunity and not a guaranteed outcome should be the objective

Teachers are not expected to lower standards to accommodate students with a disability, but rather are required to give them a reasonable opportunity to demonstrate what they have learned.

Adjustments of the study obligations delivery



Adjustments of the written and factual work assessment

Organizational support

The institutional policies and practices must be revised to ensure that education is inclusive, guaranteeing that all students can participate fully and benefit from a process of quality teaching and learning.

architectonic adjustments

converting materials into alternative forms

extended time for borrowing materials

admission and enrolment

administrative procedures

Chapter 3

Cooperation with
students with
physical
disabilities

