ENGLISH AND INCLUSION

Distance Learning and Self-Study Manual

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Запрошуємо до практикуму "Англійська мова та інклюзія" для студентів майбутніх вчителів початкової школи. Цей курс розроблений для підготовки майбутніх фахівців, які вміють і знають, як організувати інклюзивний освітній простір в сучасній початковій школі України і не тільки..

Даний посібник для самостійної роботи та дистанційного навчання допоможе студентам:
• Розвивати нюансоване розуміння ролі володіння англійською мовою в контексті спеціальної та інклюзивної освіти.
• Розуміти та застосовувати принципи та практики інклюзивної освіти, спеціально адаптовані до потреб фахівців з розвитку мовлення.
• Розвивати та зміцнювати комунікативні навички англійської мови.
• Поповнювати словниковий запас, пов'язаний з розвитком мовлення дитини та професійним спілкуванням.
• Підвищувати здатність виражати та розуміти основні концепції англійською мовою в контексті інклюзивної освіти.
Посібник також містить поради для безпечного та резилентного навчання в умовах воєнного стану.
Від основних концепцій до практичних застосувань, цей курс поєднує вивчення мови з навичками, необхідними для розвитку інклюзивності майбутнім фахівцям з розвитку мовлення. Пам'ятайте, що володіння англійською мовою - це не лише навичка; це ворота в широкий світ спеціальної освіти в контексті логопедії. Ласкаво просимо до нового навчального досвіду.

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Contents

Navigating Education in Challenging Times - A Guide for Ukrainian Students

In the face of adversity and uncertainty, education stands as a beacon of resilience and empowerment. For Ukrainian students navigating the complexities of self-study and distance learning amidst the current challenging circumstances, this guide is crafted to provide tailored insights and practical strategies. As Ukraine fights the aggressor, we understand that the pursuit of knowledge becomes not only a personal endeavor but a collective act of determination and hope.

In the spirit of resilience and the unwavering belief that Ukraine must prevail, the following pages delve into a comprehensive set of guidelines designed to address the unique challenges posed by the current situation. From prioritizing safety and well-being to fostering community support and embracing adaptive learning strategies, these recommendations aim to empower you to continue your educational journey with strength and resilience.

This guide is not just a roadmap for academic success; it is a testament to the indomitable spirit of Ukrainian students in the face of adversity. By combining practical advice with a recognition of the emotional impact of the situation, we aim to assist you in maintaining a steadfast commitment to your education and future aspirations.

In the pursuit of knowledge, we stand united, recognizing that Ukraine must not only endure but triumph. Education has the power to transcend borders and build bridges even in the most challenging times. As you embark on this journey of self-study and distance learning, remember that your pursuit of knowledge contributes not only to your personal growth but also to the collective strength of a resilient and hopeful community.

Together, let us navigate these uncharted waters, armed with the belief that education can illuminate even the darkest paths. In the classrooms of today, we forge the victories of tomorrow, and in the face of adversity, let it be known that Ukraine will prevail. Слава Україні та її Героям!

You may find helpful the set of guidelines tailored to Ukrainian students facing the challenges of self-study and distance learning amidst the aggression of the so called ruzznya:

1. Prioritize Safety and Well-being

- Choose a secure and comfortable study space, prioritizing your safety and that of others.
- Be flexible in your study routine, understanding that circumstances may lead to changes.

2. Flexible Scheduling

- Adapt your study plan to accommodate the evolving situation.
- Recognize that flexibility in scheduling is crucial during times of conflict.

3. Community Support and Collaboration

- Connect with fellow students and members of the faculty for mutual support, whether virtually or in person.
- Form study groups to share resources and knowledge, fostering a sense of community.

4. Access to Resources

- Be resourceful in finding study materials, considering potential disruptions to regular services.
- Utilize online platforms and resources available in English, Ukrainian or your preferred language. During the war, it is adviceble to refrain from any resources from Russia – the aggressor country.

5. Online Communication

- Leverage online communication tools to stay connected with fellow students, instructors, and support networks.
- Establish clear lines of communication to receive updates related to your studies.

6. Emotional Well-being and Mental Health

- Acknowledge and address the emotional impact of the situation on your well-being.
- Seek mental health support if needed and stay connected with friends and family for emotional support.

7. Utilize Community Resources

- Explore available community resources, including educational and humanitarian aid.
- NGOs, local organizations, and international initiatives may provide assistance.

8. Adaptive Learning Strategies

- Consider adaptive learning strategies that take into account the challenging circumstances.
- Find ways to make your study routine resilient to potential disruptions.

9. Encourage International Collaboration

- Collaborate with educational institutions, both locally and internationally, to share experiences and resources.
- Seek opportunities for joint projects or initiatives that foster collaboration.

10. Maintain Hope and Resilience

- Recognize the power of education for personal and societal progress.
- Stay hopeful and resilient; focusing on the positive impact that education can have on the future.

In times of conflict, education remains a vital tool for empowerment and progress. By adapting these guidelines to your specific needs and circumstances, you can navigate self-study and distance learning with resilience and determination.

Also taking these general tips may facilitate your effective self-study and distance learning:

Create a Dedicated Study Space
- Choose a space free from distractions where you can focus solely on your studies.
- Ensure that your study space is well-lit and comfortable, promoting a conducive learning environment.
- Use tools like noise-canceling headphones or background music if necessary.

Set Clear Goals
- Break down your overall learning objectives into smaller, manageable tasks.
- Regularly review and adjust your goals based on your progress and evolving priorities.
- Consider both short-term and long-term goals to keep yourself motivated.

Establish a Schedule
- Design a daily or weekly schedule that aligns with your natural rhythms and peak productivity times.
- Factor in breaks to avoid burnout, and be flexible to accommodate unexpected changes.
- Communicate your study schedule to friends and family to create a supportive environment.

Use Effective Study Techniques
- Experiment with various learning styles, such as visual, auditory, or kinesthetic, to discover what works best for you.
- Incorporate active learning techniques like teaching concepts to others or discussing topics with peers.
- Regularly review and reinforce what you've learned to enhance retention.

Stay Organized
- Keep a digital or physical calendar for tracking assignment due dates.
- Organize your study materials systematically, creating folders or using digital tools for easy retrieval.
- Regularly declutter and review your organizational system to maintain efficiency.

Stay Connected
- Actively participate in online discussions, forums, or virtual study groups to stay engaged.
- Seek feedback from instructors or fellow students, and don't hesitate to ask for clarification when needed.
- Collaborate with peers on projects or assignments to foster a sense of community.

Take Breaks and Practice Self-Care
- Schedule regular breaks to prevent mental fatigue and maintain focus.
- Engage in activities you enjoy during breaks to recharge, whether it's taking a short walk or practicing mindfulness.
- Prioritize sleep, nutrition, and exercise to support overall well-being.

Utilize Online Resources
- Explore a variety of online resources, including video lectures, e-books, and interactive simulations.
- Take advantage of educational platforms and apps that cater to your specific learning needs.
- Stay updated on advancements in your field through webinars, podcasts, or relevant online communities.

Assess Your Progress
- Regularly reflect on your learning journey, identifying areas of improvement and acknowledging achievements.
- Use self-assessment tools or quizzes to gauge your understanding of the material.
- Seek constructive feedback from instructors or mentors to refine your approach.

Stay Motivated
- Connect your studies to your personal and career goals, reminding yourself of the bigger picture.
- Celebrate small victories and milestones to maintain a positive mindset.
- Explore new topics or interdisciplinary connections to keep your learning experience dynamic and engaging.

Remember that self-study and distance learning are dynamic processes, and what works for one person may not work for another. It's essential to continuously adapt and refine your approach based on your experiences and feedback from your learning journey.

Introduction to the Course

Welcome and Overview of the Course Structure

Welcome to the "English and Inclusion" course tailored for 1st-year university students majoring in Special Education with a focus on Logopedics. This course is carefully designed to equip future speech development specialists with a profound understanding of the symbiotic relationship between the English language and inclusive education within the unique context of Logopedics. The course also aims at enhancing English language proficiency among future Speech Therapists with a specific focus on working with children.

Before we delve into the content of each lesson, let's take a moment to explore the unique offerings of this course.

Course Objectives:

- Develop a nuanced understanding of the role of English language skills in the specialized field of Logopedics within the broader framework of Special Education.

- Explore and apply the principles and practices of inclusive education specifically tailored to the needs of speech development specialists.

- Develop and strengthen English language skills specific to Speech and Language Therapy with a focus on children.

- Build vocabulary related to child language development and therapeutic communication.

- Enhance students' ability to express and comprehend essential concepts in English within a pediatric context.

Course Structure: Structured across 15 comprehensive lessons, each segment is meticulously crafted to address specific facets of Inclusion, Special Education and Logopedics. From foundational concepts to hands-on applications, this course endeavors to seamlessly integrate language learning with the skills necessary for fostering inclusivity in your future role as speech development specialists.

Importance of English in Logopedics and Inclusive Education

English as a Global Tool in Special Education: Given the global nature of academic and professional discourse, English proficiency becomes a powerful tool for accessing a wealth of resources, staying abreast of research, and engaging in cross-cultural collaborations. As speech development specialists, the ability to navigate English effectively enriches your professional toolkit.

Enhancing Communication in Inclusive Logopedics Settings: Inclusive education places a premium on effective communication. Proficiency in English becomes paramount when working with diverse students, collaborating within multidisciplinary teams, and fostering understanding in the broader context of speech development. This course aims to hone your English language skills for clear, empathetic, and inclusive interactions.

Bridging Language Gaps in Logopedics: Your role as speech development specialists involves bridging language gaps for individuals with speech and language challenges. Mastery of English not only facilitates clear communication but also positions you to connect with a broader audience and apply inclusive practices adeptly.

Preparing for a Global Role in Special and Inclusive Education: In an interconnected world, Special Education professionals are integral to a global community. Proficiency in English not only enriches your professional capabilities but also prepares you for active participation in international conferences, collaborations, and the dissemination of your expertise in speech development.

As you embark on this course, remember that your English language proficiency is not just a skill; it is a gateway to broader horizons in the specialized field of Logopedics within the overarching realm of Special Education. Embrace this opportunity to refine your language abilities and gain insights that will serve you exceptionally well in your future career as speech development specialists.

Welcome to an enriching learning experience that interweaves language proficiency, inclusivity, and the dynamic world of Special Education with a focus on Logopedics!

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The first assignments for you!

1. For study-related tasks please use your university email account. Upload your photo for avatars in your Google account. Thank you!

2. Join the course's at d-learn and google classroom platforms. We anticipate many offline meetings, but online learning and resources will also be utilized.

3. Subscribe to the Facebook groups, where there will be a lot of information and resources concerning your study and professional devekopment. The teacher encourage you to regularly like, comment, and post in each group to make your positive presence felt.

a. English Visuals – useful english resources, authentic and tailored for our students

b. Inclusion without borders / Інклюзія без кордонів - teaching children with special educational needs and disabilities

c. Without borders: developing and supporting inclusive learning community - updates from an international inclusion project in partnership with Precarpathian national university

4. Register as a student on the online learning platform https://miyklas.com.ua. Check the google classroom or ask the teacher to provide you a joining link. Enter your last name and first name in Ukrainian! We do not create a group; it already exists - СОЛ 1 курс.

5. Throughout the semester, complete English assignments on the platform. You can start with these: https://miyklas.com.ua/p/english-language

6. Register on the prometheus.org.ua platform. You can start the English for Beginners course - Elementary level (A1-A2) here.

Chapter 1: English and Inclusive Education

Understanding the Connection between English and Inclusion

Introduction: In Lesson 1, we embark on a comprehensive exploration of the intricate relationship between the English language and the principles of inclusive education, with a specialized focus on Logopedics. This foundational lesson aims to equip future speech development specialists with a nuanced understanding of the pivotal role that English proficiency plays in fostering inclusivity within Logopedics settings.

Key Concepts:

1. **Linguistic Access to Inclusive Practices:**

   o **Breaking Down Communication Barriers:** Proficiency in English is a key asset for speech development specialists, as it allows them to effectively communicate with individuals facing speech and language challenges. By leveraging English skills, specialists can bridge gaps in communication, ensuring that everyone in Logopedics environments feels understood and included.

   o **Enhanced Therapeutic Engagement:** A strong command of English enhances the therapeutic engagement between specialists and their clients. This linguistic access facilitates the implementation of tailored interventions, ultimately contributing to the overall success of speech development programs.

2. **Global Perspective in Logopedics:**

   o **Global Exchange of Knowledge:** English serves as a global medium for the exchange of research, insights, and best practices in Logopedics and speech development. By embracing English, specialists open doors to a wealth of international resources, staying at the forefront of advancements and contributing to the global discourse in their field.

   o **Professional Networking:** Proficiency in English enables speech development specialists to actively engage in professional networks, connecting with peers, researchers, and experts from around the world. This global perspective enriches their understanding and broadens their professional horizons.

Benefits of Inclusive Education in Logopedics

Inclusive Education Defined: Inclusive education goes beyond mere physical integration; it is a philosophy grounded in creating learning environments that cater to the diverse needs of all students, including those with special educational needs. This section delves into the myriad benefits of integrating inclusive practices into Logopedics settings.

Key Benefits:

1. **Individualized Support for Speech Development:**

o **Tailoring Support Plans:** Inclusive education fosters the creation of individualized learning plans for students in Logopedics. Proficient in English, speech development specialists can tailor their support to the unique linguistic and educational needs of each learner, ensuring comprehensive and targeted assistance.

o **Holistic Progress Monitoring:** English proficiency facilitates thorough progress monitoring, enabling specialists to assess language development with precision and make necessary adjustments to support each student's journey in Logopedics.

2. **Collaborative Learning Environments:**

o **Facilitating Effective Communication:** Inclusive Logopedics classrooms promote collaboration among students with diverse speech and language abilities. English proficiency empowers speech development specialists to facilitate effective communication, creating an environment where students learn from one another's experiences and linguistic diversity.

o **Building Inclusive Communities:** Through English, specialists can foster a sense of belonging and community among students, celebrating linguistic differences and creating an inclusive atmosphere that transcends language barriers.

3. **Cultural Competence and Sensitivity:**

o **Effective Cross-Cultural Communication:** Inclusive education places a strong emphasis on cultural competence and sensitivity. Proficiency in English enables speech development specialists to communicate effectively with students from diverse cultural backgrounds, fostering an environment of mutual understanding and respect within Logopedics.

o **Creating Inclusive Cultural Practices:** Specialists, adept in English, can design inclusive cultural practices that acknowledge and celebrate the diversity of students in Logopedics, promoting an inclusive educational experience.

4. **Preparation for Professional Engagement:**

o **Diverse Professional Opportunities:** Inclusive education equips speech development specialists with the versatile skills needed for diverse professional engagements. Proficiency in English positions professionals to contribute to international dialogues, participate in conferences, and engage in collaborative projects in Logopedics, fostering a global perspective in their practice.

o **Advancing the Field Globally:** Through English, specialists can actively contribute to global advancements in Logopedics, sharing their expertise and contributing to the international growth of inclusive speech development practices.

Sounds and Phonemes

Fundamentals of Sounds and Phonemes: This section provides an overview of the basic principles of sounds and phonemes in English, considering the specific needs of A2-B1 English proficiency levels.

Logopedic Interventions for Phonemic Challenges: The lesson involves hands-on activities, case studies, and discussions that highlight the practical application of English in Logopedics within an inclusive framework. Students will engage in language exercises specifically tailored to real-world speech development scenarios, enhancing their linguistic and inclusive competencies simultaneously.

By the end of Lesson 1, students will:

- Recognize the intrinsic link between English and inclusive education.

- Understand the benefits of incorporating inclusive education principles into their future speech development practices.

- Learn about sounds and phonemes, and their role in speaking and language activity.

Lesson Plan: English and Inclusive Education

Objective: To understand the significance of English proficiency in the context of inclusive education, develop language skills for effective communication in inclusive settings, and acquire vocabulary relevant to inclusive education and child development.

Suggested topics for collaboration with students:

1. **Introduction to the Importance of English in Inclusive Education:**

o Discuss the role of English as a bridge for effective communication in diverse and inclusive educational settings.

o Explore real-life scenarios where language plays a crucial role in fostering inclusivity.

2. **Language Skills Needed for Effective Communication in Inclusive Settings:**

o Identify and practice language skills essential for inclusive communication, such as clear expression, active listening, and empathy.

o Engage in role-playing exercises to simulate communication challenges and resolutions in inclusive environments.

3. **Vocabulary Related to Inclusive Education:**

o Introduce and discuss key vocabulary related to inclusive education, such as "diversity," "equality," "inclusion," "models of disability" and other terms relevant to the field.

o Create a vocabulary board or collaborative document where students can contribute and define inclusive education terms in English.

4. **Overview of Language Development in Children:**

o Explore the stages of language development in children.

o   Discuss how language skills evolve and the role of a speech therapist in facilitating this development.

5. **Basic English Phrases for Engaging with Children:**

o   Provide a list of basic English phrases commonly used when interacting with children in therapeutic settings.

o   Role-play scenarios to practice using these phrases in a child-friendly manner.

6. Introduction to sounds and phonemes

o   Pronounciation of sounds and read letters y, i u and digraphs ai, ei, oi, oo, au, ou, oa, ee, ea, ay, ey, oy, eu

Suggested Activities:

1. **Inclusive Communication Scenarios:**

o   Divide students into pairs or small groups.

o   Provide scenarios involving diverse learners, and have students create dialogues that demonstrate inclusive and effective communication in English.

2. **Vocabulary Building Board:**

o   Establish an online or physical board for inclusive education vocabulary.

o   Assign each student a term to research and contribute, fostering collaboration and understanding of key concepts.

3. **Language Development Case Study:**

o   Present a case study on a child with language development challenges.

o   In small groups, discuss potential language intervention strategies and ways to communicate effectively with the child.

4. **Role-Playing Child-Friendly Scenarios:**

o   Create role-playing scenarios where students practice using basic English phrases with a child-friendly approach.

o   Encourage creativity and adaptability in communication styles.

5. **Storytelling Workshop:**

o   Guide students in creating short stories that introduce therapeutic concepts to children.

o   Share and discuss the stories within the class, highlighting effective language use and child engagement.

Home and individual assignments for Lesson 1:

o   Start working on the individual e-blogs (attached).

o Check your approximate level of English on the British Council site https://learnenglish.britishcouncil.org/english-levels/online-english-level-test . Copy the result, make a screenshot and attach it to your individual e-blog.

o Study the presentation English and inclusive education. Sounds and phonemes.

o Watch a video The Problem of Equity in Schools. Inclusive Education. An Interview with Sergii Sydoriv https://www.youtube.com/watch?v=_GvcGwVfovM several times. Like and comment on it. Write down 10 unfamiliar thematic words or notions and their translation in the blog.

o Check out the post for some ukrainian anchors.

o Prepare a talk about yourself. You can add 3-4 slides to the attached google slide presentation.

o Fill in the questionnaire Інклюзивність та опірність в час агресії РФ https://forms.gle/W6iMAjjEaFxPEkv98 .

o Share your expectations and advices concerning this course in the Google form "Мої очікування від курсу "Англійська та Інклюзія" / My expectations https://forms.gle/bdpdwdquLXCGaSVA6 "

Chapter 2: My Inclusive Native Край

Expressing Inclusive Concepts in English

Introduction: Chapter 2 delves into the personal realm as students explore and express inclusive concepts in English while reflecting on their native places. This chapter aims to enhance linguistic proficiency by encouraging students to articulate their thoughts on inclusivity using the English language. By developing the vocabulary and language skills necessary to discuss inclusivity, students lay the foundation for effective communication within diverse Logopedics settings.

Key Concepts:

1. **Inclusive Language Development:**

o **Building Inclusive Vocabulary:** Students will be guided in expanding their English vocabulary to encompass inclusive concepts. This involves exploring terms related to diversity, accessibility, and acceptance, providing them with the linguistic tools to articulate inclusive ideas in Logopedics practice.

o **Navigating Sensitivity:** The chapter addresses the nuances of using inclusive language with sensitivity. Students will learn to navigate linguistic choices that promote understanding and respect, fostering a positive and inclusive communication style.

2. **Expressive Communication:**

o **Oral Expression of Inclusive Ideas:** Beyond written language, students will practice expressing inclusive concepts orally. This involves honing their ability to convey ideas related to inclusivity clearly and persuasively, a skill crucial for effective communication in Logopedics.

o **Interactive Language Use:** Through discussions and role-playing exercises, students will engage in interactive language use. This allows them to refine their communicative skills and gain confidence in expressing inclusive concepts within a group setting.

3. **Cultural Competence Through Language:**

o **Connecting Language to Culture:** The chapter emphasizes the connection between language and culture. Students will explore how language reflects cultural attitudes toward inclusivity and learn to navigate these cultural nuances in Logopedics.

o **Promoting Inclusivity Across Cultures:** By fostering cultural competence through language, students will be better equipped to create inclusive environments that resonate with individuals from diverse cultural backgrounds.

Describing Inclusive Practices in Your Hometown

Inclusive Practices Defined: This section introduces the concept of inclusive practices, emphasizing the importance of incorporating inclusivity in various aspects of daily life. Students are encouraged to reflect on and articulate inclusive practices within their hometowns, establishing a bridge between theoretical understanding and real-world application.

Key Elements:

1. **Identifying Inclusive Initiatives:**

o **Observation and Reflection:** Students will be prompted to observe and reflect on inclusive initiatives within their hometowns. This can include accessible spaces, community programs, or any practices that contribute to creating an inclusive environment.

o **Documenting Inclusive Practices:** Through writing exercises, students will document their findings. This process encourages them to articulate their observations in English, fostering the integration of language skills with the exploration of inclusivity.

2. **Language for Describing Inclusive Practices:**

o **Specific Vocabulary Development:** To effectively describe inclusive practices, students will enhance their vocabulary with specific terms related to accessibility, community engagement, and acceptance.

o **Crafting Detailed Descriptions:** The chapter guides students in crafting detailed and insightful descriptions of inclusive practices. This skill is vital for speech

development specialists who need to communicate clearly about inclusive initiatives in their professional roles.

3. **Promoting Inclusivity in Logopedics:**

o **Linking Inclusive Practices to Logopedics:** The final part of the chapter connects the identified inclusive practices in students' hometowns to potential applications in Logopedics. This bridge reinforces the practical significance of understanding and expressing inclusivity in the context of speech development.

o **Critical Reflection on Logopedics Settings:** Students will critically reflect on how inclusive practices, identified in their hometowns, can be translated into Logopedics settings. This process encourages a proactive mindset, preparing students to actively contribute to creating inclusive environments in their future professional endeavors.

Vowels and Consonants System

Introduction: This section introduces the fundamental elements of the English sound system, specifically focusing on vowels and consonants. It serves as a bridge between the descriptive language used to express inclusivity and the phonetic aspects of English.

Key Concepts:

1. **Understanding Vowels and Consonants:**

o *Phonetic Fundamentals:* Provide an overview of the basic principles of vowels and consonants in English, considering their articulation and distinct characteristics.

o *Examples and Pronunciation Practice:* Offer examples and pronunciation practice to enhance students' understanding of vowel and consonant sounds.

2. **Application in Descriptive Language:**

o *Incorporating Phonetics in Description:* Guide students in incorporating phonetic elements into their descriptive language, emphasizing how sounds can contribute to effective storytelling.

o *Expressing Inclusivity Through Phonetics:* Explore how the nuanced use of vowels and consonants can add depth and emotion to descriptions of inclusive practices.

Practical Application: Through a combination of written exercises, oral presentations, and group discussions, students will actively engage in expressing inclusive concepts in English and describing inclusive practices in their hometowns. These activities provide a tangible link between language proficiency and the practical application of inclusivity, laying the groundwork for future discussions on cultural competence and real-world Logopedics scenarios.

By the end of Chapter 2, students will:

- Have an enriched vocabulary for expressing inclusivity in English.

- Be able to vividly describe inclusive practices in their hometowns using effective communication strategies.

- Understand the basics of the English vowels and consonants system, applying this knowledge to enhance their language skills.

Lesson Plan: My Inclusive Край

Objective: Encourage students to reflect on the concept of inclusivity, fostering a deeper understanding of its significance, analyze the accessibility and inclusivity of your native place and provide a platform for sharing personal experiences in inclusive environments.

Topics:

1. **Personal Reflections on Inclusivity:**

o Initiate a discussion on the meaning of inclusivity and its importance.

o Encourage students to reflect on their personal beliefs, values, and experiences related to inclusivity.

2. **Sharing Experiences in Inclusive Environments:**

o Facilitate a safe and open space for students to share their experiences in inclusive settings.

o Discuss how inclusivity has positively impacted individuals, communities, and the students themselves.

3. **Assessing infrastructure facilities and services for persons with disabilities and special needs in your native town / village:**

o Let students present and discuss individual or team projects

Activities:

1. **Inclusive Identity Mapping:**

o Have each student create an identity map that represents their understanding of inclusivity.

o Include elements such as cultural background, personal values, and experiences that contribute to an inclusive worldview.

o Share and discuss these maps within small groups to encourage dialogue.

2. **Inclusive Environment Reflections:**

o Assign students to write a short reflection on a specific inclusive environment they have experienced.

o Emphasize observations about communication, collaboration, and the overall atmosphere in terms of inclusivity.

o Encourage students to share excerpts from their reflections in pairs or small groups.

3. **Group Discussion - Inclusive Moments:**

o Initiate a group discussion on specific moments when inclusivity was evident or lacking.

o Encourage students to share both positive and challenging experiences, fostering open communication and empathy.

4. **Inclusivity Timeline:**

o Have each student create a timeline of events or experiences that have shaped their understanding of inclusivity.

o Discuss the timelines in pairs or small groups, emphasizing how personal experiences contribute to individual perspectives.

5. **Guest Speaker or Panel:**

o Invite a guest speaker or a panel of individuals who have worked extensively in inclusive environments.

o Allow students to ask questions and engage in a dialogue about the practical aspects of inclusivity.

6. **Inclusive Environment Design:**

o In small groups, challenge students to design an inclusive environment, considering aspects such as physical space, communication strategies, and cultural sensitivity.

o Have each group present their designs, explaining how they address inclusivity.

Reflection and Conclusion: Conclude the lesson by prompting students to reflect on what they have learned about inclusivity from both personal reflections and shared experiences. Encourage them to consider how this understanding can be applied in their future work as speech therapists.

This lesson is designed to deepen students' awareness of inclusivity by integrating personal reflections and shared experiences, fostering a sense of community and empathy within the classroom. The activities aim to make inclusivity a tangible and personal concept for each student.

Home and individual assignments for Lesson 2:

1. **Working on the exercises on miyklas.com.ua:**

o Pay attention to key words and phrases related to the theme "My City/Town."

o Try to create sentences with these words and phrases to reinforce your new knowledge.

2. **Studying the presentation "Learning Phonetics":**

o Review the slides of the presentation and note the main points.

o Practice the phonetic material, paying attention to the pronunciation of examples.

3. **Checking pronunciation and transcription on myefe.com:**

o Try entering words or phrases from your material and check their pronunciation and transcription.

4. Studying the article *What Are Vowels and Consonants? The Difference* https://www.tprteaching.com/vowels-and-consonants/

5. **Preparing a talk about your village or town "My Inclusive край":**

o First, identify key aspects of your village or town, such as history, culture, major landmarks, etc.

o Create a structured outline for your talk, dividing it into an introduction, main part, and conclusion.

o Add interesting facts and personal impressions.

6. **Watching the video "The Problem of Equity In Schools":**

o Watch the video and take brief notes on key ideas.

o Support the author by liking the video and leaving a constructive comment or question.

Chapter 3: My Future Profession – Speech and Language Therapist

Language Skills Essential for Success in Speech Therapy

Introduction: Chapter 3 focuses on preparing students for their future profession as speech therapists by honing language skills crucial for success in the field. This chapter recognizes that effective communication is at the core of speech therapy, and proficiency in specific language aspects is essential for fostering positive interactions with clients.

Key Concepts:

1. **Communication Proficiency:**

o **Oral Communication Skills:** Speech therapists primarily engage in oral communication with clients. This section emphasizes the development of clear and concise verbal expression, ensuring that speech development specialists can

articulate instructions, provide feedback, and engage in therapeutic conversations effectively.

- o **Active Listening:** Effective communication in speech therapy involves not only expressing ideas but also listening attentively. Students will refine their active listening skills, a fundamental aspect of understanding clients' needs and tailoring interventions accordingly.

2. **Specialized Vocabulary:**

- o **Building Speech Therapy Vocabulary:** Speech therapy has its specialized terminology. Students will enhance their vocabulary with terms related to speech disorders, therapeutic techniques, and anatomical structures involved in speech production.

- o **Precision in Communication:** The chapter emphasizes the importance of using specialized vocabulary precisely. Clear and accurate communication is essential for conveying therapeutic instructions and collaborating with other healthcare professionals.

3. **Non-Verbal Communication:**

- o **Body Language and Gestures:** Non-verbal communication plays a significant role in speech therapy. Students will explore the nuances of body language and gestures, understanding how these elements contribute to creating a comfortable and supportive therapeutic environment.

- o **Observational Skills:** Developing observational skills helps speech therapists interpret non-verbal cues from clients, enhancing their ability to tailor interventions and adapt communication strategies.

Discussing Career Goals and Aspirations

Setting Professional Goals: This section encourages students to articulate their career goals and aspirations as future speech therapists. Through guided discussions and reflective exercises, students will define their vision for their careers, identifying areas of specialization, target populations, and the impact they aim to make in the field.

Key Elements:

1. **Defining Specialization:**

- o **Areas of Interest:** Students will explore various areas of speech therapy, such as pediatric speech disorders, adult rehabilitation, or accent modification. This helps them clarify their specific interests and career focus.

- o **Identifying Strengths:** Self-reflection will guide students in identifying their strengths and areas where they can contribute significantly as speech therapists.

2. **Target Populations:**

o **Age Groups and Demographics:** Discussion on the diverse client populations in speech therapy, including children, adults, and seniors. Students will contemplate which age group resonates most with their professional aspirations.

o **Cultural Sensitivity:** Understanding the cultural backgrounds of clients and considering cultural sensitivity when setting career goals in speech therapy.

3. **Professional Impact:**

o **Contributions to the Field:** Students will articulate the impact they aspire to make in the field of speech therapy. This could include innovations in therapeutic approaches, community outreach, or advocacy for individuals with speech and language challenges.

o **Ethical Considerations:** Discussion on ethical considerations and social responsibility as integral components of career goals in speech therapy.

Grammar Revision "to be", "to have"

Grammar Fundamentals: Recognizing the importance of strong grammar skills in professional communication, this section revisits and reinforces the use of "to be" and "to have" in speech therapy contexts.

Key Grammar Points:

1. **Present Tense "to be":**

o **Describing Professional Roles:** Students will practice using "to be" in the present tense to describe their future professional roles as speech therapists. This includes stating, "I am a speech therapist," and discussing daily responsibilities.

o **Client Interactions:** Application of "to be" in discussing interactions with clients, such as "I am working with a child with a speech disorder."

2. **Present Tense "to have":**

o **Possession and Experience:** Students will use "to have" to discuss possession of skills and experiences relevant to speech therapy. For example, "I have experience in working with diverse speech disorders."

o **Qualifications:** Discussing qualifications and credentials using "to have," such as "I have a degree in speech therapy."

Practical Application: Interactive exercises, role-playing scenarios, and written reflections will provide students with practical application opportunities. These activities aim to reinforce language skills, stimulate thoughtful discussions on career aspirations, and solidify grammar fundamentals.

By the end of Chapter 3, students will not only have refined their language skills essential for success in speech therapy but will also have a clearer vision of their professional goals and aspirations. This foundation sets the stage for further exploration of language nuances and practical applications in subsequent chapters of the course.

Home and individual assignments for Lesson 3:

1. Study the presentation My future profession – speech development specialist

2. Choose one of the the assignments in the presentation.

3. Work in your blogs

4. Click the link and read the text.

5. Translate the text. You can use paper or online dictionaries Merriam-Webster dictionary, Lingvo or other.

6. Write out 5 words that you do not know from each paragraph. Write their meaning and translation. Minimum 15 words. For example.

disability - a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions - інвалідність

salary - fixed compensation paid regularly for services зарплатня

~~administered~~ *to administer* - to give remedially дати щось з лікувальною метою

cleft palate - congenital fissure of the roof of the mouth - ?

7. Compare with a partner or in a group

8. Analyze the video [Speech and Language Strategies](#)

9. Read the theory and do all exercises https://miyklas.com.ua/p/english-language/1-4-klas/grammar-277491/verb-to-be-257963 and https://miyklas.com.ua/p/english-language/1-4-klas/grammar-277491/verb-to-have-got-316265

Chapter 4: Special, Supportive, and Inclusive Education

Differentiating Special, Supportive, and Inclusive Education

Introduction: Chapter 4 explores the distinctions between special, supportive, and inclusive education, providing students with a comprehensive understanding of the diverse approaches to education.

Key Concepts:

1. **Special Education:**

o **Tailored Learning Plans:** Special education caters to students with specific learning needs. Students will explore the development of individualized learning plans, focusing on adapting teaching methods to accommodate diverse abilities and challenges.

o **Inclusive Practices in Special Education:** Understanding how inclusive practices can be integrated into special education settings, fostering an environment that acknowledges and celebrates differences.

2. **Supportive Education:**

o **Additional Resources and Assistance:** Supportive education involves providing additional resources and assistance to students who may require extra help. Students will explore various supportive strategies, such as assistive technologies and additional learning materials.

o **Collaboration in Supportive Settings:** Discussion on the importance of collaborative efforts among educators, specialists, and support staff to create a cohesive and supportive educational environment.

3. **Inclusive Education:**

o **Philosophy of Inclusion:** Inclusive education goes beyond physical integration; it is a philosophy that aims to create an environment where all students, regardless of abilities, feel valued and included.

o **Universal Design for Learning:** Introducing the concept of universal design for learning, where instructional methods, materials, and assessments are designed to meet the needs of diverse learners.

English Terminology in Logopedics

Specialized Vocabulary in Logopedics: Understanding and utilizing English terminology specific to Logopedics is crucial for effective communication in the field. This section introduces students to specialized vocabulary relevant to speech therapy and explores how these terms align with the broader concepts of special, supportive, and inclusive education.

Key Elements:

1. **Speech and Language Disorders:**

o **Identification and Description:** Students will learn English terminology related to various speech and language disorders. This includes terms for identification, description, and classification of disorders commonly encountered in Logopedics.

o **Communication Challenges:** Discussing how to articulate the challenges individuals face in communication, using precise and clinically relevant language.

2. **Therapeutic Techniques and Approaches:**

o **Articulation Exercises:** Introduction to English terms related to articulation exercises, a fundamental aspect of speech therapy. Students will practice using these terms in describing and implementing therapeutic techniques.

o **Phonological Intervention:** Exploring terminology associated with phonological intervention, including the use of phonetic symbols and descriptors.

3. **Collaborative Language:**

- o **Multidisciplinary Collaboration:** Discussing terms related to collaborative efforts in Logopedics, emphasizing the importance of working with other professionals in an inclusive educational setting.

- o **Parental Involvement:** Introducing language for describing the involvement of parents and caregivers in the therapeutic process, emphasizing the collaborative nature of inclusive speech therapy.

Statements, Questions, Negatives

Introduction: This section addresses the English language's structural components, focusing on constructing statements, questions, and negatives. It aims to enhance students' language proficiency and communication skills.

Key Concepts:

1. **Constructing Statements:**

- o *Grammar and Structure:* Provide guidance on the grammatical structure of statements in English, including sentence formation and word order.

- o *Clarity and Conciseness:* Emphasize the importance of clear and concise statements in professional communication within Logopedics.

2. **Formulating Questions:**

- o *Interrogative Structures:* Explore various interrogative structures used in forming questions, considering both open-ended and closed-ended question formats.

- o *Interview Techniques:* Discuss effective questioning techniques used in Logopedics assessments and therapeutic interactions.

3. **Negatives in Communication:**

- o *Negation Structures:* Introduce negation structures in English, covering the use of "not" and other negative expressions.

- o *Managing Negative Statements:* Discuss strategies for addressing and reframing negative statements in Logopedic contexts to maintain a positive and supportive atmosphere.

Practical Application: Interactive exercises, case studies, and role-playing scenarios will provide students with practical applications of English terminology in Logopedics within the context of special, supportive, and inclusive education. These activities aim to reinforce language proficiency, deepen understanding of educational models, and strengthen the connection between language skills and the practical aspects of speech therapy.

By the end of Chapter 4, students will:

- Understand the distinctions between special, supportive, and inclusive education.

- Acquire essential English terminology for Logopedics.

- Enhance their proficiency in constructing statements, formulating questions, and using negatives in English communication.

Home and individual assignments: Lesson 4

- Work with the attached documents "Developing Reading and Listening Skills" and "Reading in English at an Early Stage."

- Over the course of two weeks, watch, like, and analyze video readings (see attached document).

- Over the month, learn to read the sections # from the book that is selected by the teacher. The teacher will bring the book and provide the resources with English text, Ukrainian translation, audiobook, and the movie with English and Ukrainian tracks and subtitles.

- It may be the individual or group project. In the latter case, the students divide the chapter among themselves. Each student practices reading the entire section aloud expressively, while focusing particularly on reading their assigned part carefully.

- Check pronunciation and transcription of unfamiliar words, listen to the audio, pause, pronounce, rewind, etc.

- It is recommended watching the English movie with subtitles and without subtitles several times (for example, in HD quality for a large screen in both English and Ukrainian with subtitles on the torrent in the entire set of movies https://toloka.to).

- There are video tutorials on how to download from torrents (https://youtu.be/P7z4oVzwaWA) and how to switch audio and subtitles in a video (https://youtu.be/DXPW-YhxpP0).

- At the end of the month, record and edit the reading of all parts into collective video or section of approximately 10 minutes duration each.

- Send and edit videos in a way that does not degrade the quality.

Chapter 5: Overview of International and Local Laws Related to Disability

1. International Legal Landscape:
- **UN Convention on the Rights of Persons with Disabilities (CRPD):**
- **Principles:**

- **Dignity, Autonomy, Participation:** Discuss how these principles form the ethical foundation of the CRPD, emphasizing the respect for the inherent dignity, autonomy, and full and effective participation of persons with disabilities.

- o **Obligations:**

  - ▪ **Equality and Non-Discrimination:** Explore how nations are obligated to ensure equality and non-discrimination in all aspects of life, including education, as outlined in the CRPD.

  - • **Significance of Ratification:**

  - o **Global Cooperation:**

  - ▪ **Cross-Border Impact:** Discuss how international cooperation and the commitment of countries to the CRPD contribute to a more inclusive global community.

2. National Legislation:

- • **Local Disability Laws:**

- o **Geographical Context:**

  - ▪ **Understanding Regional Variances:** Explore how the specific context of local disability laws might vary based on geographic and cultural considerations.

  - o **Alignment with International Standards:**

  - ▪ **Comparative Analysis:** Encourage students to critically analyze how well local laws align with international standards, fostering a nuanced understanding of legal frameworks.

- • **Comparative Analysis:**

- o **Legal Disparities:**

  - ▪ **Identifying Gaps:** Engage students in identifying any gaps or disparities between local and international laws, encouraging them to propose potential improvements.

3. Historical Evolution:

- • **Evolution of Disability Laws:**

- o **Historical Context:**

  - ▪ **Impact on Legislation:** Examine how historical events and societal changes have influenced the development of disability legislation, providing context for the current legal landscape.

  - o **Influence on Education:**

  - ▪ **Evolution in Educational Policies:** Discuss how shifts in disability laws have led to changes in educational policies, reflecting a more inclusive approach.

Understanding Legal Terms and Their Impact on Inclusion

- **1. Inclusive Education Provisions:**

- • **Reasonable Accommodation:**

- o **Conceptual Understanding:**

- **Defining Reasonable Accommodation:** Provide a clear and concise definition of reasonable accommodation, ensuring students grasp its practical implications.

  o **Practical Applications:**

- **Role-Playing Scenarios:** Engage students in role-playing scenarios to practically apply the concept of reasonable accommodation in diverse educational settings.

  - **Accessibility:**

  o **Legal Implications:**

- **Legal Responsibilities:** Explore how educational institutions bear legal responsibilities to ensure accessibility, discussing the consequences of non-compliance.

  o **Barriers Removal:**

- **Practical Strategies:** Encourage students to brainstorm and propose practical strategies for removing barriers to accessibility within educational environments.

  2. Rights and Entitlements:

  - **Non-Discrimination:**

  o **Legal Principle:**

- **Defining Non-Discrimination:** Facilitate discussions on the legal principle of non-discrimination, ensuring students understand its broader implications in fostering inclusive education.

  o **Foundation for Inclusive Education:**

- **Interactive Workshops:** Conduct interactive workshops to illustrate how non-discrimination forms the foundational principle for creating inclusive educational environments.

  - **Individualized Education Plans (IEPs):**

  o **Legal Framework:**

- **IEPs as Legal Documents:** Discuss the legal significance of Individualized Education Plans, emphasizing their role as legally binding documents that safeguard the rights of students with disabilities.

  o **Tailored Educational Plans:**

- **Case Studies:** Analyze case studies where the implementation of IEPs has positively impacted the educational journey of students with disabilities.

  3. Legal Protections:

  - **Legal Remedies:**

- o **Recourse Options:**

▪ **Legal Avenues:** Detail the various legal avenues available to individuals in cases of discrimination, allowing students to understand the practical steps one can take.

- o **Advocacy Avenues:**

▪ **Guest Speakers:** Invite guest speakers, such as legal professionals or disability rights advocates, to share their experiences in advocating for inclusive education.

- • **Monitoring and Enforcement:**

- o **Governmental Oversight:**

▪ **Role of Regulatory Bodies:** Discuss the role of governmental bodies in overseeing and enforcing disability legislation within educational institutions.

- o **Civil Society Engagement:**

▪ **Community Involvement:** Explore how civil society can actively engage in monitoring and advocating for the enforcement of disability legislation.

Grammar Tenses

Introduction: The chapter concludes with a section on grammar tenses, providing students with a practical and language-focused component that enhances their overall communication skills.

Key Concepts:

1. **Understanding Verb Tenses:**

- o *Present, Past, and Future Tenses:* Provide a comprehensive overview of the three primary verb tenses—present, past, and future—emphasizing their role in precise and accurate communication.

- o *Tense Agreement:* Discuss the importance of maintaining tense agreement for clarity and coherence in written and spoken communication.

2. **Application in Professional Writing:**

- o *Professional Documentation:* Explore how an understanding of grammar tenses enhances professional writing skills in Logopedics, particularly in report writing, case notes, and other documentation.

- o *Effective Communication:* Emphasize the role of proper grammar tenses in ensuring effective communication with colleagues, clients, and other stakeholders in the field.

Practical Application:
- • **Real-Life Scenarios:**

o **Simulated Legal Cases:** Create simulated legal cases related to inclusive education, requiring students to apply their knowledge of legal frameworks to resolve hypothetical situations.

- **Role of Legal Professionals:**

o **Guest Lectures:** Arrange for guest lectures by legal professionals specializing in disability law to provide practical insights into the daily challenges and triumphs within this field.

By the end of Chapter 5, students will:

- Possess a comprehensive understanding of the legal frameworks shaping Logopedics practice.

- Recognize the specific legislation relevant to inclusive education within the field.

- Enhance their language proficiency through a focused study of grammar tenses, applying these skills to professional communication.

Home and individual assignments: Lesson 5

Read the text, do the exercises, learn the vocabulary in order to familiarize yourself with the human rights and disability legislation.

The Role of Disability Legislation

Persons with disabilities often are excluded from the mainstream of the society and denied their human rights. Discrimination against persons with disabilities takes various forms, ranging from invidious discrimination, such as the denial of educational opportunities, to more subtle forms of discrimination, such as segregation and isolation because of the imposition of physical and social barriers. Effects of disability-based discrimination have been particularly severe in fields such as education, employment, housing, transport, cultural life and access to public places and services. This may result from distinction, exclusion, restriction or preference, or denial of reasonable accommodation on the basis of disablement, which effectively nullifies or impairs the recognition, enjoyment or exercise of the rights of persons with disabilities.

Despite some progress in terms of legislation over the past decade, such violations of the human rights of persons with disabilities have not been systematically addressed in society. Most disability legislation and policies are based on the assumption that persons with disabilities simply are not able to exercise the same rights as non-disabled persons. Consequently the situation of persons with disabilities often will be addressed in terms of rehabilitation and social services. A need exists for more comprehensive legislation to ensure the rights of disabled persons in all aspects - political, civil, economic, social and cultural rights - on an equal basis with persons without disabilities. Appropriate measures are required to

address existing discrimination and to promote thereby opportunities for persons with disabilities to participate on the basis of equality in social life and development.

There also are certain cultural and social barriers that have served to deter full participation of persons with disabilities. Discriminatory practices against persons with disabilities thus may be the result of social and cultural norms that have been institutionalized by law. Changes in the perception and concepts of disability will involve both changes in values and increased understanding at all levels of society, and a focus on those social and cultural norms, that can perpetuate erroneous and inappropriate myths about disability. One of the dominant features of legal thinking in twentieth century has been the recognition of law as a tool of social change. Though legislation is not the only means of social progress, it represents one of the most powerful vehicles of change, progress and development in society.

Legislation at country level is fundamental in promoting the rights of persons with disabilities. While the importance - and increasing role - of international law in promoting the rights of persons with disabilities is recognised by the international community, domestic legislation remains one of the most effective means of facilitating social change and improving the status of disabled persons. International norms concerning disability are useful for setting common standards for disability legislation. Those standards also need to be appropriately reflected in policies and programmes that reach persons with disabilities and can effect positive changes in their lives.

International Legal Framework

(a) International treaties that are binding on States and create legal obligations to the States Parties.

All international human rights instruments protect the human rights of persons with disabilities, as they apply to all persons. This principle of universality is reinforced by the principles of equality and non-discrimination, which are included in human rights instruments. The core United Nations human rights human rights conventions are:

Convention on the Rights of Persons with Disabilities;

International Covenant on Civil and Political Rights;

International Covenant on Economic, Social and Cultural Rights;

Convention on the Elimination of All Forms of Racial Discrimination;

Convention on the Elimination of All Forms of Discrimination against Women

Convention against Torture and other Cruel, Inhuman and Degrading Treatment or Punishment;

Convention on the Rights of the Child;

International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families

Some international and regional human rights conventions protect the rights of persons with disabilities specifically, or have provisions concerning persons with disabilities. These include:

ILO Convention concerning Vocational Rehabilitation and Employment (Disabled Persons)

Convention on the Rights of the Child (article 23);

European Social Charter (article 15); and

International human rights treaties are binding on States Parties that have ratified the instruments. Some universal instruments, such as the Universal Declaration of Human Rights, and some specific provisions, such as the principle of non-discrimination, have become part of customary international law and are considered binding on all States, even those that have not ratified a human rights treaty that embodies norms of customary law.

International instruments that are non-binding, such as declarations and rules, and are useful in interpreting international standards and implementing them in national legislation.

International instruments, such as declarations, resolutions, principles, guidelines and rules, are not technically legally binding. They express generally-accepted principles and represent a moral and political commitment by States. They also can be used as guidelines for States in enacting legislation and formulating policies concerning persons with disabilities.

Several disability-specific non-binding international instruments have been adopted at the international level. The instruments include:

Declaration of the Rights of Mentally-Retarded Persons,

Declaration on the Rights of Disabled Persons,

World Programme of Action concerning Disabled Persons,

Tallinn Guidelines for Action on Human Resources Development in the Field of Disability,

Standard Rules on the Equalization of Opportunities for Persons with Disabilities,

ILO Recommendation concerning Vocational Rehabilitation and Employment (Disabled Persons),

Salamanca Statement and Framework for Action on Special Needs Education, adopted by the UNESCO World Conference on Special Needs Education: Access and Quality, Salamanca (Spain), 7 - 10 June 1994 .

3 Application of International Conventions, Standards and Norms to Domestic Law

(a) Application of international law.

Translation from an international convention, standard or norm to national law and then to local implementation is slow and complex but fundamental. States are primarily responsible for transforming legislative, administrative and judicial practices, to empower persons with disabilities to exercise their rights. States that have become Parties to an international convention are legally bound to implement the provisions contained in the convention in their domestic jurisdiction. International law leaves it to States to adopt such legislative and other measures, consistent with their constitutional processes, to give effect to the obligations which they undertake to implement and ensure that any person whose rights or freedoms are violated have an effective remedy justifiable before independent and impartial tribunals.

Three main methods are available to implement international legal instruments in domestic law:

(1) Direct incorporation of rights recognised in the international instrument into what may be termed a "bill of rights" in the national legal order.

(2) Enactment of different legislative measures in the civil, criminal and administrative laws to give effect to the rights recognised in international legal instruments.

(3) Self-executing operation of international legal instruments in the national legal order.

The course of the legislative process will differ according to the relevant domestic legal systems. For instance, incorporation of international human rights principles and norms in national constitutions - or similar documents - remains the most important way of bringing national laws in conformity with international standards.

In relation to economic, social and cultural rights, implementation will differ from one country to another, depending on their level of development. Yet, all countries require major programme efforts.

(b) Role of domestic courts - incorporation of international norms

Direct application of international law by domestic courts can play an important role in implementing international human rights norms applicable to persons with disabilities by means of compliance with relevant international standards and citing precedents in other jurisdictions. Due process of law has to be followed in matters of disability legislation.

Furthermore, judicial initiatives may propel executive and legislative branches of Governments to act with regard to drafting, enforcing and evaluating disability legislation. Courts also may encourage various interest groups to take up action on certain issues. *Source: https://www.un.org/esa/socdev/enable/disovlf.htm*

Legal Frameworks – нормативно-правове поле, база, структура

Disability Legislation – законодавство з захисту осіб з інвалідністю

to be excluded from – бути виключеними з

to be included to – бути включеними в

segregation – сеґреґація, виключення (з)

inclusion – інклюзія, включення (в)

physical and social barriers – фізичні і соціальні перепони

disability-based discrimination – дискримінація за інвалідністю

assumption – припущення, допущення; вихідне положення;

to deter (from) – утримувати, зупиняти; відлякувати (від)

to perpetuate – увічнювати, зберігати назавжди

equal – рівний

binding international treaties – міжнародні угоди, зобов'язуючі до виконання

legal obligations – правові зобов'язання

to reinforce – підсилювати, посилювати; підкріплювати

equality – рівність

society – суспільство

to implement – виконувати, здійснювати; запроваджувати в життя

concept – концепт

EXAMPLES

The Framework for Action to Meet Basic Learning Needs derives from the World Declaration on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental organizations.

High prices are deterring many young people from buying houses.

The country had been slow to implement the new European directive.

Tasks and activities

In the abstract from Convention on the Rights of Persons with Disabilities and Optional Protocol reorder the letters of the words in brackets:

Disability is an evolving (notccep) c ………………….and that (bayditsili) d……………… results from the interaction between persons with impairments and attitudinal and environmental (resirbar) b………………….. that hinders their full and effective participation in (etosciy) s………… on an (ulqea) e………………….. basis with others

Chapter 6: Leadership, Advocacy, Self-Advocacy in Speech Therapy: A Comprehensive Exploration

1. Developing Leadership Skills in Inclusive Contexts:

a. Definition of Leadership in Speech Therapy:

- Establish a clear understanding of leadership within the context of speech therapy.

- Define the specific leadership qualities that are essential for fostering inclusivity within therapeutic settings.

b. Leadership Styles and Approaches:

- Explore various leadership styles applicable to speech therapy.

- Discuss adaptive leadership and its relevance in navigating the complexities of inclusive environments.

- Examine case studies where effective leadership in speech therapy has positively impacted client outcomes.

c. Collaborative Leadership:

- Emphasize the importance of collaborative leadership in multidisciplinary teams.

- Discuss strategies for speech therapists to collaborate with other professionals in an inclusive educational setting.

d. Inclusive Decision-Making:

- Highlight the role of speech therapists in inclusive decision-making processes.

- Explore methods for involving clients and their families in decision-making related to speech therapy interventions.

e. Leadership Development Activities:

- Design leadership development activities tailored to speech therapy students.

- Incorporate experiential learning opportunities, such as group projects, case analyses, and role-playing scenarios.

2. Advocacy and Self-Advocacy Language for Speech Therapists:

a. Understanding Advocacy in Speech Therapy:

- Define advocacy within the scope of speech therapy and inclusive education.

- Discuss the ethical responsibilities of speech therapists as advocates for their clients.

b. Developing Advocacy Skills:

- Identify and cultivate key advocacy skills for speech therapists.

- Provide resources for staying informed about current trends and issues in speech therapy and inclusive education.

c. Cultural Competence and Advocacy:

- Emphasize the significance of cultural competence in advocacy efforts.

- Explore how speech therapists can advocate for inclusive practices that respect diverse cultural backgrounds.

d. Legal and Ethical Considerations:

- Address legal and ethical considerations in advocacy for speech therapists.

- Examine the role of speech therapists in ensuring that clients receive fair and equitable treatment within legal frameworks.

e. Self-Advocacy for Speech Therapists:

- Define self-advocacy in the context of speech therapy professionals.

- Discuss the importance of speech therapists advocating for their own professional needs, such as continuing education and workplace conditions.

f. Language and Communication Strategies:

- Equip speech therapists with effective language and communication strategies for advocacy.

- Provide templates and examples for creating advocacy materials tailored to different audiences.

3. Practical Application and Skill Building:

a. Case Studies and Role-Playing:

- Present case studies illustrating effective leadership and advocacy in speech therapy.

- Engage students in role-playing exercises to simulate real-world scenarios where leadership and advocacy skills are crucial.

b. Guest Speakers and Expert Panels:

- Invite guest speakers who are experienced speech therapists engaged in advocacy work.

- Organize expert panels to discuss successful advocacy campaigns and share insights with students.

c. Networking Opportunities:

- Facilitate networking opportunities for speech therapy students with professionals engaged in inclusive education and advocacy.

- Encourage participation in relevant conferences, workshops, and community events.

d. Reflective Practices:

- Incorporate reflective practices to encourage students to assess their leadership and advocacy development.

- Implement regular reflection sessions to enhance self-awareness and refine advocacy strategies.

e. Portfolio Development:

- Task students with creating a portfolio showcasing their leadership and advocacy experiences.

- Include reflections, evidence of successful advocacy initiatives, and personal growth in the portfolio.

"I Can!" Modals

Introduction: The chapter concludes with a language-focused section on modal verbs, specifically focusing on the "I can" modals. This language component enhances students' ability to express capability and possibility in professional communication.

Key Concepts:

1. **Understanding "I Can" Modals:**

o *Expressing Capability:* Provide an overview of modal verbs, with a focus on "can," emphasizing how these verbs express capability and possibility.

o *Contextual Usage:* Discuss the contextual usage of "I can" modals in Logopedics, considering scenarios where clients express their abilities and goals.

2. **Application in Professional Communication:**

o *Client-Centered Communication:* Explore how the use of "I can" modals supports client-centered communication, allowing speech development specialists to collaboratively set goals with clients.

o *Goal Setting and Progress Monitoring:* Discuss the role of modals in goal setting and progress monitoring, enhancing communication about clients' achievements and aspirations.

By the end of Chapter 6, students will:

- Acquire leadership skills applicable to Logopedics practice.

- Understand the role of advocacy and self-advocacy in promoting inclusive practices.

- Enhance their language proficiency in expressing capability and possibility through "I can" modals.

Read the texts, do the exercises, learn the vocabulary in order to familiarize yourself with self-advocacy.

Find Your Passion and Get Started as a Self-Advocate

Advocacy is as individualized as people with disabilities. We are all different from one another. Some are autistic, like me. Some are deaf, like my great-grandparents and my cousin, Ian. Some are blind, or, have cerebral palsy. But we are all important members of our communities. Too often society separates us from others based on our disabilities. We're seen as "other," as having less value as human beings. During this pandemic, some have indicated that we are expendable and not worthy. We must change this perception.

There is only one real way to do that. Simply put: Show up acting and looking like you belong alongside everyone, with or without a disability, in the community. I'm talking about creating or strengthening valued social roles. We have to speak out and act out in order to really be part of our communities. This is a process that starts within each of us.

Social Role Valorization is a complex area of study. It means our lives show their value through the roles we have. It means we need to take on positive roles so people will take us seriously as thinkers and self-advocates. We need to take these roles seriously. Examine them, define them, and learn how we should perform them. If it makes you feel good, it's a positive thing. Advocate is a role, and all our other roles feed that.

Many of our roles start with our relationships. We all have meaningful and positive family roles. Brother or sister. Son or daughter. Mother or father. Grandson or granddaughter. Aunt or Uncle. We also have connections to people unrelated to us. We are friends and mentors. In order to be a good friend and family member, you could do various things like emailing the people you care about. You can stick up for your friends when they are bullied. You can participate in family game nights and watching movies and TV shows with family and friends. You can send packages to friends and bake for them. It can be anything, large or small, that shows you care.

Next, consider what you do where you live. Some of us live with our families and others, independently. Some others might live in a group home or supported, with friends. Regardless of your living situation, there are positive roles related to home life that show us as capable. Doing chores makes you an essential part of the fabric of home life. If you are not already responsible for any chores at home, doing just one thing to help around the house can be empowering. You can load or empty the dishwasher. You can make and clean up some of your meals. You can do weekly cleaning. You can fold and put away your laundry. You can plant and maintain a garden. You can take out the garbage for weekly collection.

Community and neighborhood membership push our roles into a public light. Here's where the rubber meets the road. The more people who see you as capable

and doing age-appropriate stuff, the more normalized and accepted disability becomes in the broader community. Get out and walk. It's the best way to own your neighborhood. Participate in your neighborhood cleanup. Shop regularly in the same local stores and eat regularly in the same local restaurants. People need to know who you are and miss you when you're not there. Listen to the news. You're going to want to be an informed voter. If you haven't already, you need to register to vote. Vote in every election and email your legislators and council members about the issues that are important to you. Volunteering at any community organization that meets your interest is a good way to meet new people as well as showcasing your abilities. The same is true of taking classes at the local college or community center.

Many people have valued social roles as participants in athletic or fitness activities or even as fans or spectators for local sports teams. Think about the areas that interest you. Start small where the barriers to getting started are low. If you like basketball, start following it more closely and share with those around you. Loop people in with your enthusiasm. If you have a bike, join a riding group. Interested in yoga? Every community has yoga studios.

I think one way to consider your advocacy is to think in terms of synonyms for advocate: champion, supporter, proponent, promoter, campaigner. Synonyms are a way to help you focus your priorities and plan the areas to get started. If you think of yourself as a champion, you can take a prominent role on the front lines of any issue.

Adapted from the John McCarty for Impact: Feature Issue on Self-Advocacy for People with Intellectual, Developmental, and Other Disabilities

WORDLIST

advocacy – захист (чого–небудь, кого-небудь); відстоювання, пропаганда (чого-небудь); заступництво; захист (клієнта)

self-advocacy – самоадвокація

autistic – relating to or affected by autism

to change a perception – змінювати сприйняття, уявлення

community – громада, суспільство

social role valorization – ревальвація (підвищення ціни) соціальної ролі

confidant – повірник; довірена особа

to live independently – проживати незалежно

to do chores – виконувати поденну роботу

to empower – вповноважувати, давати можливість або право (зробити що-небудь); дозволяти

a legislator – законодавець; член законодавчого органу

Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life.

Empowering girls and young women is not an 'option' for a modern society — it should have already happened a long time ago.

A legislator (or lawmaker) is a person who writes and passes laws, especially someone who is a member of a legislature. Legislators are usually politicians and are often elected by the people of the state.

TASKS AND ACTIVITIES

The prepositions that go with the verbs were removed. Fill in the correct prepositions in the sentences. Sometimes more than one choice is possible.

● for ● about ● in ● up ● around ● of ● with ● away ● out ● on ● to

Do not listen ………………. the fake news.

A way to consider your advocacy is to think in terms …………………………. synonyms for advocate.

Doing just one thing to help …………. the house can be empowering.

We have to speak ………. and act out in order to really be part of our communities

Many people have valued social roles as spectators ……………… local sports teams

You can stick ………………. for your friends when they are bullied.

We need to take …………………… positive roles so people will take us seriously.

Participate ………………………… your neighborhood cleanup.

You can fold and put …………………… your laundry.

You could do various things like emailing the people you care ……………….. .

If you like basketball, start following it more closely and share …………….. those around you.

Chapter 7: Inclusive Learning Environment: Digital Tools

1. Utilizing Digital Tools to Enhance Inclusive Learning:
a. Definition of Inclusive Learning in the Digital Era:

● **Introduction to Inclusive Learning:** Define inclusive learning in the context of digital tools and technology.

● **Evolution of Learning Environments:** Discuss how digital tools have transformed traditional learning environments to cater to diverse needs.

b. Digital Tools for Differentiated Instruction:

- **Overview of Differentiated Instruction:** Explain the concept of differentiated instruction and how digital tools facilitate personalized learning experiences.

- **Adaptive Learning Platforms:** Explore adaptive learning platforms that adjust content based on individual student progress and learning styles.

c. Accessibility Features in Digital Tools:

- **Universal Design for Learning (UDL):** Introduce the principles of Universal Design for Learning in the digital realm.

- **Accessible Design:** Discuss features such as text-to-speech, closed captioning, and customizable fonts that enhance accessibility for students with diverse learning needs.

d. Collaborative Learning Platforms:

- **Online Collaboration Tools:** Explore digital platforms that foster collaboration among students, emphasizing their role in creating inclusive and engaging group activities.

- **Virtual Classrooms:** Discuss the benefits of virtual classrooms in creating a sense of community and connection among students, regardless of physical location.

e. Personalized Learning Pathways:

- **Adaptive Learning Algorithms:** Discuss how adaptive algorithms in digital tools can create personalized learning pathways based on individual student performance.

- **Gamification in Education:** Explore the use of gamification to motivate and engage students in their learning journey.

2. Vocabulary Related to Educational Technology:

a. Core Terminology:

- **Digital Literacy:** Define digital literacy as a foundational skill for navigating and utilizing digital tools effectively.

- **EdTech:** Introduce the term "EdTech" as an abbreviation for educational technology.

b. Types of Educational Technology:

- **Learning Management System (LMS):** Define an LMS and discuss its role in organizing, delivering, and tracking educational content.

- **Augmented Reality (AR) and Virtual Reality (VR):** Explore the use of AR and VR in educational settings, providing immersive and interactive learning experiences.

c. Inclusive Technology Terminology:

- **Assistive Technology (AT):** Explain AT and how it supports students with disabilities in their learning processes.

- **Captioning and Transcription:** Define the terms related to making digital content accessible through captioning and transcription services.

d. Online Safety and Digital Citizenship:

- **Cybersecurity:** Discuss the importance of cybersecurity in the digital learning environment.

- **Digital Etiquette:** Introduce the concept of digital etiquette and responsible online behavior.

e. Emerging Trends:

- **Artificial Intelligence (AI) in Education:** Explore the impact of AI on educational practices, including personalized learning recommendations and intelligent tutoring systems.

- **Blockchain in Education:** Discuss the potential applications of blockchain technology in verifying academic credentials and enhancing data security.

3. Practical Application and Skill Building:
a. Hands-On Learning Activities:

- **Digital Tool Exploration:** Engage students in hands-on activities to explore various digital tools relevant to their field of study.

- **Creation of Digital Learning Materials:** Task students with creating inclusive digital learning materials, considering diverse learning styles and needs.

b. Webinars and Workshops:

- **Guest Webinars:** Invite experts in educational technology to conduct webinars on the latest trends and best practices.

- **Interactive Workshops:** Organize workshops where students can actively participate in using digital tools for inclusive learning.

c. Portfolio Development:

- **Digital Portfolio Creation:** Guide students in creating digital portfolios that showcase their proficiency in using educational technology.

- **Reflective Components:** Include reflective components in portfolios where students analyze the impact of digital tools on inclusive learning.

Present Tenses

The section on present tenses enhances students' language proficiency in expressing actions and events in the current timeframe.

Key Concepts:

1. **Understanding Present Tenses:**

o *Present Simple, Present Continuous, Present Perfect:* Provide a comprehensive overview of different present tenses, focusing on their structures and common usage in professional communication.

o *Conveying Timely Information:* Discuss how an understanding of present tenses contributes to conveying timely information, especially in progress reports and real-time communication.

2. **Application in Digital Learning Environments:**

o *Describing Digital Activities:* Explore the application of present tenses in describing digital learning activities, ensuring students can articulate the ongoing nature of these experiences.

o *Feedback and Reflection:* Discuss the use of present tenses in providing feedback and reflecting on digital learning experiences, fostering effective communication within Logopedics practice.

By the end of Chapter 7, students will:

• Understand the role of digital tools in creating an inclusive learning environment in Logopedics.
• Acquire vocabulary and language skills related to digital inclusion.
• Enhance their language proficiency in using present tenses for effective communication.

Home and individual assignments: Lesson 7

Take care of yourself and your loved ones, support those in need, and learn not just for the sake of a certificate but to ensure that the future of Ukraine and its citizens is protected and provided for by professionals. Your profession is to educate future thoughtful patriots: government officials, developers of drones and unmanned vehicles, air defense specialists and shelter engineers, psychologists, professionals in international communication...

There is a 6-hour course on Psychological First Aid from Johns Hopkins University on the Coursera platform.There are Ukrainian subtitles, but I advice you to practice your English listening comprehension skills. You can register with Precarpathian University account (domain pnu.edu.ua) at https://www.coursera.org/programs/precarpathian-national-university-on-coursera-jo673?currentTab=CATALOG to access it - a free certificate is possible. The course link is https://www.coursera.org/learn/psychological-first-aid?

Continue to work on the online platforms: https://miyklas.com.ua/p/english-language and https://courses.prometheus.org.ua/courses/course-v1:Prometheus+ENG_A2+2020_T2/course/

Chapter 8: Language and Speech Disorders in Children

1. Identifying Common Language and Speech Disorders:
a. Overview of Language and Speech Development:

- **Normal Development Milestones:** Establish a baseline understanding of typical language and speech development in children.

- **Factors Influencing Development:** Explore environmental, genetic, and neurological factors that can influence language and speech development.

b. Common Language Disorders:

- **Specific Language Impairment (SLI):** Define SLI and discuss its characteristics, such as difficulty with grammar, vocabulary, and comprehension.

- **Developmental Language Disorder (DLD):** Differentiate between SLI and DLD, emphasizing the ongoing challenges faced by individuals with DLD.

c. Common Speech Disorders:

- **Articulation Disorders:** Explore disorders related to the physical production of speech sounds, such as articulation disorders and phonological disorders.

- **Fluency Disorders:** Discuss fluency disorders, including stuttering, and the impact on the smoothness of speech.

d. Co-occurring Disorders:

- **Comorbidity with Other Conditions:** Examine instances where language and speech disorders co-occur with other conditions, such as autism spectrum disorders or hearing impairments.

- **Dual Diagnosis Considerations:** Discuss the challenges and strategies for addressing dual diagnoses in therapeutic interventions.

e. Early Intervention and Screening:

- **Importance of Early Identification:** Emphasize the critical role of early identification in addressing language and speech disorders.

- **Screening Protocols:** Discuss common screening tools and procedures used to identify potential language and speech concerns in children.

2. Vocabulary for Describing Disorders and Therapeutic Approaches:
a. Terminology for Describing Disorders:

- **Expressive vs. Receptive Language Skills:** Define and differentiate between expressive and receptive language skills.

- **Articulatory vs. Phonological Disorders:** Explain the distinctions between articulatory and phonological disorders.

b. Vocabulary for Therapeutic Approaches:

- **Speech-Language Pathology (SLP):** Introduce the role of speech-language pathologists in diagnosing and treating language and speech disorders.

- **Individualized Education Plan (IEP):** Define the IEP as a crucial document outlining tailored educational plans for students with language and speech disorders.

c. Therapeutic Approaches:

- **Behavioral Therapies:** Explore behaviorally based therapeutic approaches, such as Applied Behavior Analysis (ABA), for addressing language and speech disorders.

- **Language Stimulation Techniques:** Discuss techniques to stimulate language development, including play-based and interactive strategies.

d. Augmentative and Alternative Communication (AAC):

- **Introduction to AAC:** Define AAC and its applications for individuals with severe speech and language disorders.

- **Technological Solutions:** Discuss technological tools and devices used in AAC, such as communication boards and speech-generating devices.

e. Multidisciplinary Collaboration:

- **Team-Based Approaches:** Emphasize the importance of collaboration among professionals, including speech-language pathologists, educators, and psychologists.

- **Parental Involvement:** Discuss the integral role of parents in therapeutic interventions, fostering a collaborative approach to support the child's language and speech development.

3. Practical Application and Skill Building:
a. Case Studies and Simulations:

- **Analysis of Real Cases:** Engage students in the analysis of real-life case studies to apply their understanding of language and speech disorders.

- **Simulated Therapy Sessions:** Conduct simulated therapy sessions, allowing students to practice therapeutic approaches in controlled environments.

b. Guest Lectures and Expert Panels:

- **Insights from Professionals:** Invite speech-language pathologists and experts in the field to share practical insights and experiences in diagnosing and treating language and speech disorders.

- **Interactive Panels:** Organize panels where students can ask questions and gain perspectives from professionals actively involved in the field.

c. Observation Opportunities:

- **Observational Field Experiences:** Facilitate observational opportunities for students to witness therapy sessions and assessments conducted by experienced professionals.

- **Reflection Assignments:** Encourage students to reflect on their observations, identifying effective therapeutic strategies and potential challenges.

d. Portfolio Development:

- **Therapeutic Intervention Portfolios:** Task students with creating portfolios that showcase their understanding of language and speech disorders and their ability to develop and implement therapeutic interventions.

Past Tenses

Introduction: The chapter concludes with a language-focused section on past tenses, enhancing students' language proficiency in describing events and developments related to language and speech disorders in children.

Key Concepts:

1. **Understanding Past Tenses:**

   o *Past Simple, Past Continuous, Past Perfect:* Provide a detailed overview of various past tenses, focusing on their structures and appropriate usage in professional communication.

   o *Narrating Client Progress:* Discuss how past tenses are used to narrate and document the progress of children with language and speech disorders, emphasizing the importance of accurate reporting.

2. **Application in Clinical Settings:**

   o *Case Studies:* Explore the application of past tenses in analyzing and presenting case studies related to language and speech disorders, enhancing students' ability to convey historical information.

   o *Reflection on Interventions:* Discuss how past tenses are employed in reflecting on past therapeutic interventions, facilitating continuous improvement in Logopedics practice.

By the end of Chapter 8, students will:

- Understand the nuances of language and speech disorders in children.

- Acquire English terminology for effectively describing and communicating about disorders.

- Enhance their language proficiency in using past tenses for accurate and comprehensive reporting.

Home and individual assignments: Lesson 8

- Study the presentation *Language and speech disorders in children* and do the assignments. Check out the resources and add some notes to your blogs:

[What Is a Speech Disorder?](#)

[Glossary of Terms related to Speech Language Pathology](#)

[My Personal Story as a Speech-Language Pathologist](#)

- Click the links in Slide 2, find 10 statements you want to put questions to them. Put 10 questions and answer them.

e.g. *What did we produce with air with air from the lungs and the vocal folds? - We produced the voice with air from the lungs and the vocal folds.*

Is resonance the overall quality of the voice? Resonance is the overall quality of the voice.

- Practice past tenses

Past simple https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/past-simple-17113

Past continuous https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/past-continuous-17114

Past perfect. Past perfect continuous https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/past-perfect-past-perfect-continuous-17115

Chapter 9: Instructional Strategies

1. Implementing Effective Instructional Strategies:
a. Foundations of Inclusive Education:

- **Definition and Principles:** Define inclusive education and highlight its core principles, emphasizing the importance of accommodating diverse learning needs.

- **Benefits of Inclusive Instruction:** Discuss the advantages of adopting inclusive instructional strategies for both students with and without disabilities.

b. Differentiated Instruction:

- **Individualized Learning Plans:** Introduce the concept of individualized learning plans tailored to students' diverse needs.

- **Adaptable Content and Assessments:** Discuss strategies for adapting instructional content and assessments to meet varying learning styles and abilities.

c. Universal Design for Learning (UDL):

- **UDL Principles:** Explore the three UDL principles—multiple means of representation, action and expression, and engagement—and their application in designing inclusive lessons.

- **Technology Integration:** Discuss the role of technology in implementing UDL, ensuring accessible and flexible learning experiences.

d. Collaborative Learning Strategies:

- **Group Work and Peer Learning:** Discuss the benefits of collaborative learning, fostering peer interactions and cooperative problem-solving.

- **Inclusive Group Dynamics:** Address strategies for creating inclusive group dynamics, ensuring the active participation of all students.

e. Culturally Responsive Teaching:

- **Cultural Competence:** Emphasize the importance of cultural competence in designing instructional strategies.

- **Representation of Diverse Perspectives:** Discuss ways to incorporate diverse cultural perspectives into teaching materials and activities.

2. Vocabulary for Describing Teaching Methods:
a. Differentiation Terminology:

- **Tiered Assignments:** Define and explain the concept of tiered assignments as a differentiation strategy.

- **Flexible Grouping:** Introduce flexible grouping as a way to organize students based on their learning needs and preferences.

b. UDL Terminology:

- **Representation Options:** Discuss different representation options, such as visual aids, audio resources, and tactile materials.

- **Action and Expression Choices:** Explore various ways students can demonstrate understanding, including written, oral, or multimedia presentations.

c. Collaborative Learning Vocabulary:

- **Think-Pair-Share:** Explain the think-pair-share strategy for structured peer interactions.

- **Jigsaw Method:** Define the jigsaw method, where students become experts in a specific topic and then share their knowledge with the group.

d. Culturally Responsive Teaching Terms:

- **Cultural Proficiency:** Define cultural proficiency as the ability to understand and respect diverse cultural backgrounds.

- **Culturally Relevant Materials:** Discuss the importance of using teaching materials that reflect students' cultural experiences.

3. Practical Application and Skill Building:

a. Lesson Plan Development:

- **Inclusive Lesson Plans:** Guide students in creating lesson plans that incorporate differentiated and inclusive strategies.

- **UDL Integration:** Encourage the integration of UDL principles into lesson plans, ensuring accessibility for all learners.

b. Microteaching Sessions:

- **Microteaching Exercises:** Conduct microteaching sessions where students practice delivering short lessons using inclusive instructional strategies.

- **Peer Feedback:** Facilitate peer feedback sessions to promote reflection and improvement in teaching approaches.

c. Observation Opportunities:

- **Observational Field Experiences:** Provide opportunities for students to observe inclusive classrooms and witness effective instructional strategies in action.

- **Reflective Assignments:** Encourage students to reflect on observed practices, identifying elements that contribute to inclusive learning environments.

d. Professional Development Resources:

- **Reading Materials:** Provide access to relevant literature and research on inclusive education and effective instructional strategies.

- **Webinars and Workshops:** Encourage attendance at webinars and workshops focused on inclusive teaching methods to stay updated on best practices.

Future Tenses

Introduction: The chapter concludes with a language-focused section on future tenses, enhancing students' language proficiency in discussing future developments and goals related to instructional strategies in Logopedics.

Key Concepts:

1. **Understanding Future Tenses:**

   o *Future Simple, Future Continuous, Future Perfect:* Provide a comprehensive overview of various future tenses, focusing on their structures and appropriate usage in professional communication.

   o *Setting and Planning Goals:* Discuss how future tenses are used to articulate goals, set expectations, and plan future instructional strategies within the field.

2. **Application in Professional Planning:**

- *Strategic Planning:* Explore the application of future tenses in strategic planning for Logopedics instruction, emphasizing the role of setting achievable and measurable goals.

- *Long-Term Development:* Discuss how future tenses contribute to discussions about the long-term development of instructional approaches, considering advancements in the field.

By the end of Chapter 9, students will:

- Gain insights into effective teaching strategies within the Logopedics field.

- Acquire vocabulary for describing and discussing instructional techniques.

- Enhance their language proficiency in using future tenses for goal-setting and planning within instructional contexts.

Home and individual assignments: Lesson 9

- Check out the video and presentation about the project "Without Borders: SUSTAINING AND SUPPORTING INCLUSIVE EDUCATION LEARNING COMMUNITY" in which Precarpathian University participated. The work was presented at the International Conference in London Inclusive and Supportive Education Conference: Closing the Research to Practice Gap, August 3-5, 2021 during lockdown.

- Discuss the ideas in the presentation *Inclusive Strategies for Inclusive Education* by our colleagues from University of Minnesota.

Chapter 10: Universal Design in Education

1. Exploring the Concept of Universal Design:
a. Definition and Principles:

- **Defining Universal Design:** Introduce the concept of universal design in education as an approach that aims to create inclusive and accessible learning environments for all students.

- **Seven Principles of Universal Design:** Explore the seven guiding principles of universal design, emphasizing concepts such as flexibility, simplicity, and equitable use.

b. Application in Education:

- **Adaptation for Diverse Learners:** Discuss how universal design addresses the diverse needs of learners, including those with disabilities, different learning styles, and cultural backgrounds.

- **Inclusive Curriculum Design:** Explore the integration of universal design principles into curriculum development to ensure inclusivity from the outset.

c. Benefits of Universal Design:

- **Enhanced Learning Experience:** Highlight how universal design contributes to an enhanced and more engaging learning experience for all students.

- **Reduction of Barriers:** Discuss how the implementation of universal design minimizes physical and cognitive barriers, fostering an environment of equal opportunity.

2. Vocabulary for Creating Universally Accessible Materials:
a. Terminology for Inclusive Materials:

- **Accessible Formats:** Define accessible formats for educational materials, including digital, audio, and tactile options.

- **Alt Text:** Explain the concept of alternative text (alt text) for images, ensuring that content remains accessible to students with visual impairments.

b. Design Principles:

- **Contrast and Color Schemes:** Discuss the importance of contrast and color choices in design to accommodate individuals with visual impairments or color blindness.

- **Readable Fonts:** Explore the selection of readable fonts and font sizes to enhance the legibility of materials.

c. Technological Integration:

- **Screen Reader Compatibility:** Address the compatibility of educational materials with screen reader technologies for students with visual impairments.

- **Captioning and Transcription:** Reinforce the need for captioning and transcription services to make audio and video content accessible.

d. Inclusive Assessment Terminology:

- **Alternative Assessment Methods:** Introduce alternative assessment methods that align with universal design principles.

- **Flexible Assessment Approaches:** Discuss flexible assessment approaches that accommodate diverse learning styles and preferences.

3. Practical Application and Skill Building:
a. Material Design Projects:

- **Creating Accessible Documents:** Assign projects that involve creating accessible documents, ensuring students understand the principles of universal design.

- **Peer Review Sessions:** Facilitate peer review sessions where students provide feedback on the accessibility of each other's materials.

b. Technological Skill Development:

- **Training on Accessible Technology:** Provide training on using accessible technology tools and platforms for creating universally designed materials.

- **Hands-On Workshops:** Conduct hands-on workshops where students practice incorporating universal design features into various digital formats.

c. Case Studies and Best Practices:

- **Analyzing Case Studies:** Explore case studies highlighting successful implementation of universal design in education.

- **Best Practices Discussion:** Engage students in discussions about best practices for creating universally accessible materials, drawing insights from real-world examples.

d. Collaboration with Accessibility Experts:

- **Guest Lectures:** Invite accessibility experts to deliver guest lectures, sharing insights on current trends, challenges, and best practices.

- **Collaborative Projects:** Facilitate collaborative projects where students work with accessibility experts to apply universal design principles in real-world scenarios.

Non-finite Verbs

Introduction: The chapter concludes with a language-focused section on non-finite verbs, enhancing students' language proficiency in discussing ongoing and continuous actions related to Universal Design in Logopedics.

Key Concepts:

1. **Understanding Non-finite Verbs:**

o *Infinitives, Gerunds, and Participles:* Provide a detailed overview of non-finite verbs, focusing on their structures and appropriate usage in professional communication.

o *Expressing Continuous Actions:* Discuss how non-finite verbs are used to express ongoing and continuous actions, particularly in the context of Universal Design implementation.

2. **Application in Professional Communication:**

o *Documenting Continuous Improvement:* Explore the application of non-finite verbs in documenting continuous improvement efforts related to Universal Design in Logopedics practice.

o *Reflective Practices:* Discuss how non-finite verbs contribute to reflective practices, allowing professionals to articulate ongoing processes and advancements in Universal Design.

By the end of Chapter 10, students will:

- Understand how to apply Universal Design principles in Logopedics.

- Acquire English vocabulary for discussing Universal Design concepts.

- Enhance their language proficiency in using non-finite verbs to articulate ongoing actions related to Universal Design.

Home and individual assignments: Lesson 10

- Let's get acquainted with the concept of Universal Design (in the attached presentations in English and UA translation).
- Study the theory and practise: Non-finite verb forms https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/ing-and-the-infinitive-17144

Chapter 11: Multiprofessional Team and Cooperation with Parents

1. Importance of Collaboration in Inclusive Education:
a. Holistic Support for Students:

- **Overview of Multiprofessional Teams:** Introduce the concept of multiprofessional teams, emphasizing collaboration among professionals from various disciplines.

- **Holistic Support Approach:** Discuss how collaboration enhances the provision of holistic support for students with diverse needs.

b. Shared Expertise:

- **Pooling Specialized Knowledge:** Highlight the value of pooling expertise from professionals such as educators, speech therapists, psychologists, and occupational therapists.

- **Comprehensive Assessment:** Discuss how a multiprofessional approach allows for a comprehensive assessment of students, considering academic, social, and emotional aspects.

c. Inclusive Learning Environments:

- **Promoting Inclusive Practices:** Explore how collaboration contributes to the creation of inclusive learning environments that cater to the diverse needs of all students.

- **Accommodations and Modifications:** Discuss how multiprofessional teams collaborate to develop and implement accommodations and modifications.

2. Vocabulary for Teamwork and Cooperation:

a. Terminology for Multiprofessional Teams:

- **Interdisciplinary Collaboration:** Define interdisciplinary collaboration as teamwork involving professionals from different fields.

- **Team Dynamics:** Explore the dynamics of multiprofessional teams, emphasizing effective communication and shared decision-making.

b. Communication Skills:

- **Active Listening:** Emphasize the importance of active listening in facilitating effective communication within a team.

- **Clear Articulation of Ideas:** Discuss the significance of clear articulation of ideas to avoid misunderstandings within the team.

c. Cooperation with Parents:

- **Parental Involvement:** Discuss the role of parents as essential members of the collaborative team and the benefits of their active involvement.

- **Parent-Professional Partnership:** Highlight the concept of a partnership between parents and professionals, fostering a shared commitment to student success.

3. Practical Application and Skill Building:

a. Simulated Team Meetings:

- **Role-Playing Exercises:** Conduct simulated team meetings where students play different professional roles, practicing effective communication and collaboration.

- **Problem-Solving Scenarios:** Present scenarios that require the team to collaborate on problem-solving, emphasizing the application of diverse perspectives.

b. Case Studies in Collaboration:

- **Analysis of Real Cases:** Engage students in the analysis of real case studies that highlight successful collaboration within multiprofessional teams.

- **Identification of Challenges:** Discuss challenges that may arise in collaborative settings and strategies for overcoming them.

c. Parental Communication Training:

- **Communication Workshops:** Provide workshops on effective communication with parents, emphasizing empathy and clarity.

- **Role-Playing Parental Interactions:** Encourage students to engage in role-playing exercises simulating interactions with parents, promoting effective communication.

- **Team-Building Workshops:** Organize team-building workshops to strengthen interpersonal relationships within multiprofessional teams.

- **Reflection on Team Dynamics:** Facilitate reflective sessions where students analyze team dynamics and identify areas for improvement.

Sequence of Tenses

Introduction: The chapter concludes with a language-focused section on the sequence of tenses, enhancing students' language proficiency in expressing the temporal relationships between events and actions within the Logopedics context.

Key Concepts:

1. **Understanding Sequence of Tenses:**

o *Maintaining Temporal Consistency:* Provide a detailed overview of the sequence of tenses, focusing on how temporal consistency contributes to clear and accurate communication.

o *Documenting Collaborative Efforts:* Discuss how the sequence of tenses is employed in documenting collaborative efforts within multiprofessional teams and parental engagement in Logopedics.

2. **Application in Professional Communication:**

o *Effective Reporting:* Explore the application of the sequence of tenses in professional reporting, ensuring that the temporal relationships between events and actions are accurately conveyed.

o *Reflective Practices:* Discuss how the sequence of tenses contributes to reflective practices, allowing professionals to articulate the chronological progression of Logopedics interventions.

Home and individual assignments: Lesson 11

Check out the attached presentation and videos (English and Ukrainian translation) from the Without Borders experts V. Malanchii and Nolan Patrek.

By the end of Chapter 11, students will:

- Understand the dynamics of effective communication in a multiprofessional team.

- Recognize the importance of engaging with parents.

- Enhance their language proficiency in using the sequence of tenses for precise and consistent communication within collaborative settings.

Chapter 12: Positive Behavior Support Systems (PBSS)

1. Understanding PBSS in Inclusive Education:
a. Definition and Framework:

- **Defining PBSS:** Introduce Positive Behavior Support Systems as a proactive and preventive approach to address challenging behaviors.

- **Three-Tiered Framework:** Discuss the three-tiered framework of PBSS, including universal strategies, targeted interventions, and intensive individualized support.

b. Preventive Measures:

- **Antecedent-Based Strategies:** Explore strategies that focus on modifying antecedents to prevent challenging behaviors.

- **Teaching Replacement Behaviors:** Discuss the importance of teaching and reinforcing alternative behaviors to replace undesirable ones.

c. Inclusive Implementation:

- **Applicability in Inclusive Settings:** Highlight how PBSS can be effectively implemented in inclusive education environments.

- **Collaboration with Stakeholders:** Discuss the involvement of teachers, support staff, parents, and students in the PBSS process.

2. Vocabulary for Discussing Behavior Support Strategies:
a. Positive Reinforcement:

- **Token Systems:** Define token systems as a form of positive reinforcement, providing tangible rewards for positive behaviors.

- **Social Reinforcement:** Discuss the use of social praise and acknowledgment as positive reinforcement strategies.

b. Functional Behavior Assessment (FBA):

- **Behavioral Analysis Terminology:** Introduce terms used in functional behavior assessment, such as antecedents, behaviors, and consequences.

- **Individualized Behavior Plans:** Discuss the development of individualized behavior plans based on the results of FBA.

c. Responsive Strategies:

- **Crisis Prevention:** Explore strategies for preventing and de-escalating crisis situations.

- **Restorative Practices:** Discuss the use of restorative practices to address behavioral issues and promote accountability.

3. Practical Application and Skill Building:

a. Case-Based Analysis:

- **Analysis of Behavior Case Studies:** Engage students in the analysis of case studies that require the application of PBSS principles.

- **Development of Hypothetical Behavior Plans:** Task students with developing hypothetical behavior plans based on specific case scenarios.

b. PBSS Team Meetings:

- **Simulated Team Meetings:** Conduct simulated PBSS team meetings where students collaborate on the development and implementation of behavior support plans.

- **Role-Playing Scenarios:** Facilitate role-playing scenarios to enhance students' skills in discussing behavior support strategies with colleagues and stakeholders.

c. Observation and Feedback:

- **Observational Opportunities:** Provide opportunities for students to observe PBSS strategies in real educational settings.

- **Feedback Sessions:** Conduct feedback sessions where students reflect on observed strategies and receive guidance on improvement.

d. Professional Development Resources:

- **Readings and Webinars:** Recommend readings and webinars on the latest research and best practices in PBSS.

- **Guest Speakers:** Invite professionals experienced in PBSS implementation to share insights and experiences with students.

Formal Writing and Passive Voice

Introduction: The chapter concludes with a language-focused section on formal writing and the use of passive voice, enhancing students' language proficiency in creating formal and professional documents related to Behavioral Support.

Key Concepts:

1. **Formal Writing in Behavioral Support:**

   o *Professional Documentation:* Provide guidelines for writing formal reports and documentation related to Behavioral Support, ensuring clarity, objectivity, and professionalism.

   o *Ethical Considerations:* Discuss ethical considerations in formal writing within the Logopedics context, emphasizing confidentiality and respect for individuals' privacy.

2. **Effective Use of Passive Voice:**

o *Conveying Objectivity:* Explore the use of passive voice in formal writing to convey objectivity and focus on the action or behavior rather than the individual.

o *Avoiding Blame:** Discuss scenarios in which the use of passive voice is appropriate, particularly in situations where emphasis on the action is preferred over assigning blame.

Home and individual assignments: Lesson 12

- The passive tense of the verb is used more often in English than in Ukrainian. In particular, it is often used in scientific texts and official documents. Familiarize yourself with the theory and do the exercises https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/passive-voice-17123
- View the presentation on positive behavior support systems in English and its translation into Ukrainian. Create a guide for teachers and parents on how to teach children with behavioral disorders and create a favorable climate in the classroom and at home.

By the end of Chapter 12, students will:

- Understand the principles and applications of Positive Behavior Support Systems in Logopedics.

- Acquire English vocabulary for effectively describing and discussing Behavioral Support concepts.

- Enhance their language proficiency in formal writing and the appropriate use of passive voice for professional documentation.

Chapter 13: Transition and Employment

1. Supporting the Transition to Employment:
a. Transition Planning:

- **Individualized Transition Plans (ITPs):** Introduce the concept of ITPs, emphasizing the importance of tailoring transition plans to the unique needs and goals of individuals with disabilities.

- **Collaboration with Vocational Services:** Discuss the role of vocational services and collaboration with employment agencies in facilitating successful transitions.

b. Skill Development:

- **Job Readiness Skills:** Identify essential job readiness skills, including communication, time management, problem-solving, and interpersonal skills.

- **Work-Based Learning Opportunities:** Explore the benefits of work-based learning experiences, internships, and apprenticeships in skill development.

c. Advocacy for Inclusive Employment:

- **Promoting Inclusive Hiring Practices:** Discuss the importance of advocating for inclusive hiring practices and creating workplaces that accommodate individuals with diverse abilities.

- **Employer Education:** Highlight the need for educating employers about the benefits of hiring individuals with disabilities and providing necessary accommodations.

2. Vocabulary Related to Career Transitions:
a. Employment Terminology:

- **Job Placement Services:** Define services that assist individuals in finding suitable employment opportunities.

- **Career Development:** Explore the concept of career development, including the identification of long-term goals and pathways.

b. Workplace Accommodations:

- **Reasonable Accommodations:** Define reasonable accommodations and discuss their role in ensuring a supportive work environment for individuals with disabilities.

- **Assistive Technology in the Workplace:** Explore the use of assistive technology as a means of enhancing workplace accessibility.

c. Job Retention Skills:

- **Soft Skills:** Identify soft skills such as communication, teamwork, and adaptability that contribute to job retention.

- **Conflict Resolution:** Discuss the importance of conflict resolution skills in maintaining positive workplace relationships.

3. Practical Application and Skill Building:
a. Career Exploration Activities:

- **Job Shadowing:** Facilitate job shadowing opportunities for students to explore various career paths and gain insights into different industries.

- **Career Counseling Sessions:** Conduct career counseling sessions to help individuals with disabilities identify their interests, strengths, and career goals.

b. Resume Building and Interview Skills:

- **Resume Workshops:** Provide workshops on resume building tailored to individuals with disabilities.

- **Mock Interviews:** Organize mock interview sessions to enhance interview skills and confidence.

c. Networking Opportunities:

- **Networking Events:** Arrange networking events where individuals with disabilities can connect with professionals in their desired fields.

- **Alumni and Mentoring Programs:** Establish alumni and mentoring programs to provide ongoing support and guidance during the transition process.

d. Collaboration with Employers:

- **Employer Partnerships:** Foster partnerships with local employers to create inclusive employment opportunities.

- **Job Fairs:** Organize job fairs that specifically target inclusive hiring practices, connecting individuals with disabilities to potential employers.

Writing a CV

Introduction: The chapter concludes with a practical section on writing a Curriculum Vitae (CV), providing students with the skills necessary to create a compelling and professional document for job applications in the Logopedics field.

Key Concepts:

1. **Components of a Logopedics CV:**

o *Personal Information:* Guide students on including essential personal information, such as contact details and professional profiles, in their Logopedics CVs.

o *Education and Qualifications:* Discuss how to effectively showcase educational background, certifications, and qualifications in the CV, emphasizing relevance to Logopedics.

2. **Professional Experience and Skills:**

o *Highlighting Experience:* Provide strategies for highlighting relevant professional experience in Logopedics, including internships, clinical practice, and research.

o *Showcasing Skills:* Discuss how to effectively showcase specific skills related to Logopedics, such as assessment techniques, intervention strategies, and collaboration.

Home and individual assignments: Lesson 13

1. Study the presentation of our American colleague Stephanie Fitzgerald in English and translated into Ukrainian.

2. Take tests on Passive Voice
https://miyklas.com.ua/TestWork/Info?jid=RrdeNLR1i0q2MD-qQNIoMw

3. Watch the video on creating a CV (summary) in English. https://youtu.be/_fP43gcBywU

By the end of Chapter 13, students will:

- Understand the importance of transition planning and employability skills in Logopedics.

- Acquire English expressions for effective communication in employment and transition contexts.

- Develop practical skills in writing a professional CV tailored for job applications in the Logopedics field.

Chapter 14: Inclusive Entertainment

1. Exploring Inclusive Entertainment and Media:
a. Definition of Inclusive Entertainment:

- **Defining Inclusive Entertainment:** Introduce the concept of inclusive entertainment as media content that reflects and embraces diversity in its various forms.

- **Genres and Formats:** Explore how inclusive entertainment spans various genres and formats, including film, television, literature, and digital media.

b. Representation in Media:

- **Importance of Representation:** Discuss why representation matters in media and its impact on shaping perceptions and fostering inclusivity.

- **Authentic Portrayals:** Explore the significance of authentic portrayals of diverse characters and experiences in entertainment.

c. Inclusive Storytelling:

- **Storylines and Narratives:** Analyze how storylines and narratives can contribute to inclusive entertainment by featuring characters from different backgrounds, abilities, and cultures.

- **Avoiding Stereotypes:** Emphasize the importance of avoiding stereotypes and promoting nuanced, multi-dimensional characters.

2. Vocabulary for Discussing Representation and Diversity:
a. Identity and Diversity Terms:

- **Intersectionality:** Define intersectionality as the interconnected nature of social categories, such as race, gender, and ability, that shape an individual's experiences.

- **Underrepresented Groups:** Explore terms related to underrepresented groups and discuss strategies to amplify their voices in media.

b. Inclusive Language:

- **Cultural Sensitivity:** Discuss the use of culturally sensitive language in media to avoid perpetuating stereotypes or causing harm.

- **Inclusive Terminology:** Introduce inclusive terminology that respects and acknowledges diverse identities and experiences.

c. Media Critique:

- **Media Literacy:** Foster media literacy skills for critically analyzing content, recognizing biases, and evaluating the inclusivity of media representations.

- **Advocacy Through Media:** Explore how individuals and groups can advocate for more inclusive media content through various channels.

3. Practical Application and Skill Building:
a. Content Creation Workshops:

- **Diversity in Storytelling:** Conduct workshops on incorporating diversity and inclusion in content creation, encouraging aspiring writers, filmmakers, and creators to diversify their narratives.

- **Character Development Exercises:** Engage students in character development exercises that challenge them to create authentic and inclusive characters.

b. Media Analysis Projects:

- **Media Representation Analysis:** Assign projects where students analyze the representation of diverse groups in popular media and share their findings.

- **Creating Inclusive Media Guides:** Task students with developing guides for creating inclusive media content, focusing on language, portrayal, and storytelling.

c. Guest Speakers and Industry Insights:

- **Guest Speakers from the Industry:** Invite guest speakers from the entertainment industry to share insights into efforts made to promote inclusivity in media.

- **Industry Trends and Challenges:** Discuss current trends and challenges in the entertainment industry regarding representation and diversity.

d. Collaborative Initiatives:

- **Collaboration with Media Organizations:** Facilitate collaborative initiatives with media organizations to encourage inclusive storytelling and representation.

- **Public Awareness Campaigns:** Task students with developing public awareness campaigns promoting the importance of inclusive entertainment.

Creative Writing

Introduction: The chapter includes a practical section on creative writing, encouraging students to express their thoughts and ideas related to inclusive entertainment in Logopedics through creative and imaginative writing.

Key Concepts:

1. **Exploring Creativity in Writing:**

   o *Prompt-Based Writing:* Provide creative writing prompts related to inclusive entertainment, stimulating students' imagination and encouraging them to express their ideas.

   o *Narrative Development:* Guide students in developing narratives that incorporate inclusive entertainment concepts, fostering creative expression within the Logopedics context.

2. **Effective Storytelling Techniques:**

   o *Engaging Introductions:* Discuss techniques for creating engaging introductions in creative writing, capturing the reader's attention from the outset.

   o *Speech and Language Integration:* Encourage the integration of speech and language development themes into creative writing, aligning with Logopedics principles.

Complex Object

Introduction: The chapter concludes with a language-focused section on complex objects, enhancing students' language proficiency in constructing complex sentences to describe and discuss inclusive entertainment.

Key Concepts:

1. **Understanding Complex Objects:**

   o *Components of Complex Objects:* Provide a detailed overview of complex objects, focusing on their structure and appropriate usage in professional communication within Logopedics.

   o *Expressing Detailed Information:* Discuss how complex objects can be used to express detailed information about inclusive entertainment, allowing for nuanced and descriptive language.

2. **Application in Creative Writing:**

o *Enhancing Descriptive Writing:* Explore the application of complex objects in creative writing, allowing students to enhance their descriptive writing skills when expressing ideas about inclusive entertainment.

o *Varied Sentence Structure:* Discuss how the use of complex objects contributes to varied sentence structures, creating dynamic and engaging narratives.

Home and individual assignments: Lesson 14

1. Watch the attached videos. Think of inclusive education or challenges for people with disabilities in society you can adress in your video. If you want - make a short individual or team video and present it at the lesson or send it to your teacher.

2. Reported speech (indirect speech), tag questions and negation. Read and do the exercises. https://miyklas.com.ua/p/english-language/10-11-klass/grammar-17109/reported-speech-indirect-speech-tag-questions-and-negation-17140

By the end of Chapter 14, students will:

• Understand the concept of inclusive entertainment within the Logopedics context.

• Acquire English vocabulary for effectively describing and discussing entertainment and leisure activities.

• Develop creative writing skills to express imaginative ideas related to inclusive entertainment.

• Enhance their language proficiency in constructing complex objects for nuanced communication.

Chapter 15: Traveling and Conferences

1. Language Skills for Traveling:
  a. Travel Vocabulary:

• **Airport and Transportation Terms:** Introduce essential vocabulary related to airports, flights, and transportation, including terms like check-in, boarding pass, baggage claim, and customs.

• **Accommodation Language:** Explore language skills for booking accommodations, checking in and out of hotels, and asking for directions.

b. Social Interaction Skills:

- **Greetings and Courtesies:** Teach polite greetings, expressions of gratitude, and basic courtesies for social interactions while traveling.

- **Asking for Assistance:** Develop language skills for asking for help or directions in various travel situations.

2. Language Skills for Attending Conferences:
a. Conference Registration:

- **Registering for a Conference:** Provide language skills for completing conference registration forms and understanding registration-related terms.

- **Confirmation and Itinerary:** Explore vocabulary related to receiving confirmation, accessing itineraries, and understanding conference schedules.

b. Professional Networking Language:

- **Introductions and Elevator Pitches:** Develop language skills for introducing oneself professionally and delivering concise elevator pitches.

- **Networking Conversations:** Provide phrases for initiating and maintaining conversations during networking sessions.

c. Presentation and Session Participation:

- **Presenting Ideas:** Teach language skills for presenting ideas, sharing insights, and participating in panel discussions.

- **Questioning and Clarification:** Explore phrases for asking questions, seeking clarification, and engaging in discussions during conference sessions.

3. Vocabulary Related to Conference Participation:
a. Conference Types and Themes:

- **Industry-Specific Terms:** Introduce industry-specific vocabulary related to the type of conference being attended (e.g., academic, business, medical).

- **Conference Themes and Tracks:** Explore terms related to conference themes, tracks, and specialized sessions.

b. Event Logistics:

- **Venue and Facilities:** Teach vocabulary related to conference venues, facilities, and amenities.

- **Tech and Audio-Visual Terms:** Introduce technical terms related to audio-visual equipment and technology used during presentations.

c. Conference Etiquette:

- **Dress Code:** Discuss appropriate attire for conferences and related vocabulary.

- **Networking Etiquette:** Explore phrases related to polite and effective networking etiquette.

4. Practical Application and Skill Building:
a. Simulation Exercises:

- **Travel Role-Playing:** Conduct travel simulation exercises where students practice common travel scenarios, from airport interactions to hotel check-ins.

- **Conference Scenario Role-Plays:** Engage students in role-playing exercises simulating conference scenarios, including networking and presenting.

b. Mock Conference Participation:

- **Mock Conference Sessions:** Organize mock conference sessions where students can practice presenting, asking questions, and participating in discussions.

- **Professional Dress Workshop:** Conduct workshops on professional dress code and appearance for conferences.

c. Guest Speakers and Conference Organizers:

- **Guest Speakers from the Industry:** Invite guest speakers who have extensive experience attending and organizing conferences to share insights.

- **Conference Organizer Perspectives:** Provide perspectives from conference organizers on what participants should expect and how to navigate conference logistics.

Filling a Form. Formal Address

Introduction: The chapter includes a practical section on filling out forms and formal address, guiding students on the formalities and language usage required in professional settings, such as conferences and travel documentation.

Key Concepts:

1. **Completing Conference Forms:**

o *Formal Information Submission:* Provide guidelines on completing conference registration forms and other relevant documentation, ensuring accuracy and professionalism.

o *Addressing Formal Invitations:* Discuss the appropriate language and format for responding to formal invitations to conferences and related events.

2. **Formal Address in Logopedics:**

o *Professional Correspondence:* Introduce the conventions of formal address in professional correspondence within the Logopedics field, including emails, letters, and written communication.

o *Respectful Language Practices:* Emphasize the use of respectful language when addressing colleagues, speakers, and other professionals in Logopedics, fostering positive and collaborative relationships.

Gerund

Introduction: The chapter concludes with a language-focused section on gerunds, enhancing students' language proficiency in using gerunds appropriately in travel, conference, and formal communication contexts.

Key Concepts:

1. **Understanding Gerunds:**

o *Gerunds as Verb Forms:* Provide a detailed overview of gerunds as verb forms, focusing on their structures and appropriate usage in professional communication within Logopedics.

o *Expressing Continuous Actions:* Discuss how gerunds are used to express continuous actions and ongoing activities, particularly in the context of travel, conferences, and formal address.

2. **Application in Professional Communication:**

o *Effective Writing Practices:* Explore the application of gerunds in professional writing, enhancing students' ability to convey continuous actions and activities in a clear and concise manner.

o *Improving Sentence Variety:* Discuss how the use of gerunds contributes to sentence variety, creating fluid and engaging written communication in Logopedics.

Home and individual assignments: Lesson 15

Imagine that you attending a conference on Inclusion, resistance to aggression, human values, international cooperation and support for Ukraine. Watch and comment on video-presentations:

1. Bethel University Students Sending Love to Ukrainian University Students. Bethel University in St. Paul, MN, USA wanted to share two short greetings for their university peers in Ukraine. https://youtu.be/JQ_-tfYi8G8

2. Greetings on Independence Day 2022 from Ivano-Frankivsk College and children in Ukrainian, English and sign language https://youtu.be/8fjKE4NpvEM

3. Video by СОЛ students Stop war in Ukraine https://youtu.be/UKB1AVNMTZM and https://www.facebook.com/715476616/videos/5672356459445488

In a team create a video *Glory to Heroes from Ukraine's special education students* with thanks to the defenders, Ukrainian men and women and everyone who supports our country in the struggle.

Do not forget to indicate who you are, your educational institution... How will it be in English?

By the end of Chapter 15, students will:

• Understand the practical aspects of preparing for travel and conference participation in Logopedics.

• Acquire English language skills for effective communication in travel and conference settings.

• Develop practical skills in filling out forms and using formal address in professional contexts.

• Enhance their language proficiency in using gerunds appropriately in various communication scenarios.

Conclusion:

Congratulations on completing the Student's Companion! This guide is a valuable resource as you develop your language skills in preparation for a fulfilling career in Speech Therapy. Remember to apply these skills in real-world scenarios, fostering inclusive environments for effective communication.

This thematic terminology serves as a foundation for students to engage with the course content and apply their knowledge in real-world scenarios within the field of Logopedics and inclusive education.

1. English and Inclusive Education	
Inclusive Education: An educational approach that addresses the diverse needs of all students, including those with disabilities.	**Інклюзивна освіта** - підхід, який враховує різноманітні освітні потреби всіх учнів, включаючи тих, хто має інвалідність.
Language Proficiency: The ability to use language effectively in various contexts.	**Володіння мовою** - здатність ефективно використовувати мову в різних контекстах.

2. My Inclusive Native Place	
Cultural Awareness: Knowledge and understanding of different cultures.	**Культурна обізнаність** -знання та розуміння різних культур.
Inclusive Practices: Approaches that accommodate and embrace diversity in educational settings.	**Інклюзивні практики** – адаптовані підходи до сприйняття та підтримки різноманіття в освітніх середовищах.
3. My Future Profession – Speech Therapist	
Speech Therapy: The treatment of speech and communication disorders.	**Логопедія** - виправлення порушень мовлення та комунікації.
Career Goals: Aspirations and objectives related to one's professional path.	**Кар'єрні цілі** - устемління та плани, пов'язані із професійним шляхом.
4. Special, Supportive, and Inclusive Education	
Special Education: Tailored instruction to meet the unique needs of individuals with disabilities.	**Спеціальна освіта** – навчання, розроблене для осіб із інвалідністю.
Supportive Education: Providing assistance and resources to facilitate learning.	**Підтримуюча освіта** - надання допомоги та ресурсів для сприяння навчанню осіб з ООП.
Inclusive Education Terminology: Vocabulary specific to the inclusive education context	**Інклюзивна термінологія** - лексика, специфічна для інклюзивної освіти.
5. Overview of Legal Frameworks for Disability Legislation	
Disability Legislation: Laws and regulations related to the rights and accommodations for individuals with disabilities.	**Законодавство про інвалідність** - закони та нормативи, стосовно прав та підтримки осіб із інвалідністю.
Human Rights and Freedoms: fundamental rights and liberties that are inherent to all human beings, regardless of nationality, ethnicity, religion, gender, or any other status. They are considered universal, inalienable, and indivisible, meaning they apply to every individual and cannot be taken away.	**Людські права і свободи** – фундаментальні права і свободи всіх людей від народження незалежно від національності, етнічності, релігії, гендеру чи будь-якого іншого статусу. Вони є універсальними і невідчужуваними.
6. Leadership, Advocacy, Self-Advocacy	
Inclusive Leadership Skills: Abilities to guide and motivate others in inclusive contexts.	**Лідерсткі навички** - здатність керувати та мотивувати інших в інклюзивних контекстах.

Advocacy Language: Communication skills for promoting inclusive practices.	**Адвокація** - навички спілкування для просування інклюзивних практик.
Self-Advocacy: Ability to express one's needs and rights independently.	**Самоадвокація** – висловлення своїх потреб та вимагання дотримання своїх прав.

7. Inclusive Learning Environment: Digital Tools

Digital Tools: Technological resources used for educational purposes.	**Цифрові інструменти** - технологічні ресурси для освітніх цілей.
Technology Integration: Incorporating digital tools into teaching and learning.	**Інтеграція технологій** - впровадження цифрових інструментів у навчання та викладання.

8. Language and Speech Disorders in Children

Language Disorders: Impairments affecting the understanding and use of language.	**Порушення мови -** порушення, що впливають на розуміння та використання мови.
Speech Disorders: Difficulties in the physical production of sounds.	**Порушення мовлення -** труднощі з артикуляцією звуків.

9. Instructional Strategies

Instructional Methods: Approaches used to facilitate learning.	**Навчальні методи** - підходи, які використовуються для полегшення навчання.
Teaching Strategies: Techniques for effective instruction.	**Стратегії викладання** - техніки ефективного викладання.

10. Universal Design

Universal Design: Designing products and environments accessible to all, regardless of ability.	**Універсальний дизайн -** розробка продуктів та середовищ, доступних для всіх.
Accessible Materials: Content designed to accommodate diverse needs.	**Доступні матеріали** - контент, розроблений з урахуванням різноманітних потреб.

11. Multiprofessional Team and Cooperation with Parents

Multiprofessional Support Team: Collaboration among professionals from different disciplines.	**Команда різнопрофільних фахівців** для супроводу і підтримки учня з ООП.
Cooperation with Parents: Working collaboratively with parents for the benefit of students.	**Співпраця з батьками** - робота спільно з батьками на користь учнів.

12. Positive Behavior Support Systems (PBSS)	
Positive Behavior Support: A proactive approach to address challenging behaviors.	**Підтримка позитивної поведінки** - проактивний підхід до вирішення проблемних поведінкових ситуацій.
Behavior Support Strategies: Techniques to encourage positive behavior.	**Стратегії підтримки поведінки** - техніки стимулювання позитивної поведінки учнів.
13. Transition and Employment	
Transition Planning: Preparing individuals for life beyond the educational setting.	**Планування переходу** - підготовка осіб із інвалідністю до життя поза освітнім середовищем.
Career Transition: Shifting from education to employment.	**Кар'єрний перехід** - перехід від навчання до роботи.
14. Inclusive Entertainment	
Inclusive Entertainment: Media content that embraces diversity and represents various experiences.	**Інклюзивний ентертейнмент** - медійний контент, який об'єднує різноманітність та представляє різні людські досвіди.
Representation and Diversity: Portrayal of different identities and experiences in media.	**Представлення та різноманіття** - зображення різних ідентичностей та досвідів у медіа.
15. Traveling and Conferences	
Travel Vocabulary: Terms related to traveling, airports, and accommodations.	**Лексика до теми подорожі** - терміни, пов'язані із подорожами, аеропортами та проживанням.
Conference Participation: Involvement in conferences, including networking and presentation skills.	**Участь в конференціях** - участь у конференціях, включаючи навички професійного спілкування та презентацій.

Check your skills and be encouraged for continued learning and development

1. What model of disability is used in inclusive education?
Medical   Paramedical   **Social**   Sociological
2. How long Americans with Disabilities Act (ADA) is in force? **Over 20 years**
3. What is your future qualification when you graduate?
Sound teacher   **Speech development specialist** Speech manager specialist

4. What is important to maintain between teachers and parents of children with SEN?

Inclusion   Segregation   **Cooperation**   Indifference

5. What is NOT covered in STAIRWAY OF INCLUSION text-book? **Inclusive school administration and management**

6. What is the purpose of Inclusive Education Teaching Training curriculum? **Facilitate training of teachers capable to work in inclusive settings**

7. A "cleft palate" is a **congenital fissure of the roof of the mouth**

8. 2 types of mistakes that speech and language therapists deal with. The LANGUAGE mistakes are **below** and the SPEECH mistakes are **above**.

9. How do you call "fixed compensation paid regularly for services"? **Salary**

10. How many vowel sounds are in English?   **5**   8   19   22

11. A, e, i, o, u, y are letters, ai, ei, oi, oo, au, ou, oa, ee, ea, ay, ey, oy are **digraphs**

12. Reading to children does not include **Developing a special menu for their birthday**

13. According to the State Statistics Service of Ukraine in 2021 there were over **2 million persons with disabilities and over 100,000 children with disabilities**

14. Implementation of **Universal design for learning** provides the opportunity for all students to access, participate in, and progress in the education curriculum

15. The UDL Guidelines were designed to assist anyone planning lessons or developing curricula to… Which one is INCORRECT? **Create barriers**

16. Tiered systems of support CANNOT be applied to improve outcomes for the component of education - **Use of technology to organize school lunches**

17. What is NOT a component of Positive Behavioral Interventions and Supports? **System for negative feedback and appraisal of misconduct**

18. Which tier or universal level of support is critical for all systems?
The first   The second   The third

19. Здатність розрізняти звуковий склад мовлення і синтезувати значення при сприйманні мовлення називається **Фонематичним слухом**

20. На скільки груп умовно розділяють усі звуки іноземної мови за ознакою схожості/ розбіжності звуків іноземної та рідної мов? **Три**   Чотири П'ять

21. Яку типову артикуляційну помилку роблять україномовні учнів при вимові деяких англійських голосних в словах?
Надлишкова придиховість **Недотримання довготи і короткості звучання**

22. According to McGee & Ukrainetz (2009) Effective phonemic awareness instruction provides for individual differences in abilities and uses leveled scaffolding to facilitate growth: **True**   False

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Thith ith a wabbit.
Th-th-this is a r-rabbit.

A is rabbit this.
= This is a cow.