

# Week 1

CHOOSE vs CHOSE

## COLLOCATIONS

PRACTICE

*Do you know what verbs go in the gaps below? Put them in the correct form.*

*You can choose from the following: DO, DRAW, MAKE, PAY, PUT, TAKE*

1. Peter hates \_\_\_\_ MAKING \_\_\_\_ **complaints** in person, so he always writes letters or emails.
2. It's time to \_\_\_\_ TAKE \_\_\_\_ **action** on climate change before it's too late.
3. My mum taught me that if you \_\_\_\_ MAKE \_\_\_\_ **a commitment**, you should always try to stick to it.
4. Have you \_\_\_\_ MADE \_\_\_\_ **an appointment** to see your GP yet?
5. Last week, I \_\_\_\_ DIS \_\_\_\_ Lucy **a huge favor**, and she still hasn't thanked me!
6. It's very common for companies to not \_\_\_\_ MAKE \_\_\_\_ **a profit** until their third year in business.
7. Let's play it safe. I don't want to \_\_\_\_ TAKE \_\_\_\_ **unnecessary risks**.
8. How is painting going? May I \_\_\_\_ TAKE \_\_\_\_ **a look**?
9. They decided to \_\_\_\_ PUT \_\_\_\_ **an end** to the debate after hours of discussion.
10. It's important to \_\_\_\_ PAY \_\_\_\_ **attention** to detail when you're completing a task like this.
11. She had to \_\_\_\_ MAKE \_\_\_\_ **a decision** quickly, as the deadline was approaching.
12. We need to \_\_\_\_ MAKE \_\_\_\_ **progress** if we want to finish on time.
13. The police were called to \_\_\_\_ TAKE \_\_\_\_ **control** of the situation after the accident.
14. During our vacation, we stopped to \_\_\_\_ TAKE \_\_\_\_ **a photo** of the beautiful sunset.
15. After reviewing all the evidence, the jury was able to \_\_\_\_ DRAW \_\_\_\_ **a conclusion** about the case.

## Vocabulary Collection

Team 1	<ol style="list-style-type: none"> <li>1. <i>To track progress - check the difference between the beginning and the end of a progress, check the way the progress is going.</i></li> <li>2. <i>Above</i></li> <li>3. Use this step-by-step guide – from setting up a brainstorming session with the school to tracking progress and troubleshooting setbacks – to address and remediate behaviors that are interfering with your child’s education. (<a href="https://docs.google.com/document/d/1VeHFTLnfhHuoF5FSZiggLpoqR5lhKv5ryDjXyJ45ednk/edit">https://docs.google.com/document/d/1VeHFTLnfhHuoF5FSZiggLpoqR5lhKv5ryDjXyJ45ednk/edit</a>)</li> <li>4. <i>I am tracking my weight loss progress.</i></li> </ol>
Team 2	<ol style="list-style-type: none"> <li>1. <i>To drive the conversation = to start and to lead the conversation</i></li> <li>2. <i>Notice how he drives the conversation forward by choosing convenient words .</i></li> <li>3. <i>(an example sentence of your own) <b>The Paralympic Games are an event that helps raise awareness of disability worldwide.</b></i></li> </ol>
Team 3	<ol style="list-style-type: none"> <li>1. <i>(collocation or expression) Behavior problems</i></li> <li>2. <i>(explanation in English) It is problem with behaving by the rules that society agreed on</i></li> <li>3. <i>(authentic example sentence(s) - is your child experiencing behavior problem at school</i></li> </ol> <p><i>You can copy those sentences from the materials we use for the course or any other appropriate text you come across during the semester.</i></p> <ol style="list-style-type: none"> <li>4. <i>(an example sentence of your own) My dream is to work with children behavior problems</i></li> </ol>

Team 4	<ol style="list-style-type: none"><li>1. <i>collocation: facilitate access</i></li><li>2. <i>meaning: to make possible or easier the means or opportunity to get to something or somewhere</i></li><li>3. <i>example: The Paralympic Games bring to the forefront the role of technology in facilitating access to professional sports for people with amputations.</i></li><li>4. <i>example: They build a ramp outside the building to facilitate access for wheelchair users.</i></li></ol>
--------	--

## Week 3 - Physical Impairment I

IMPAIRMENT vs DISABILITY

ENDOCRINE (PRONUNCIATION)

MUSCULOSKELETAL (pronunciation)

MUSCLE vs MUSCULAR

### 2. What teachers can do

**Using your modal verbs:** Remember to say what **might** be a challenge, what teachers **could, should, or must** do, and also what you **would** do in the same situation (of a teacher or student with a physical disability).

- a) Brainstorm the challenges students with physical disabilities face when attending school. Think about inside and outside the classroom, learning and social skills, study time, and lunchtime.

**STUDENTS COULD/MAY/MIGHT**

- Be isolated in the classroom
- Have a problem with getting into the classroom; moving between classrooms
- Find it difficult to participate in all activities, e.g. PE, FINE MOTOR SKILLS, gross motor skills
- Need to have special equipment, more space

- b) Now, think about teachers at a mainstream school. What challenges do they face, and what accommodations would they need to make for the students with physical disabilities?

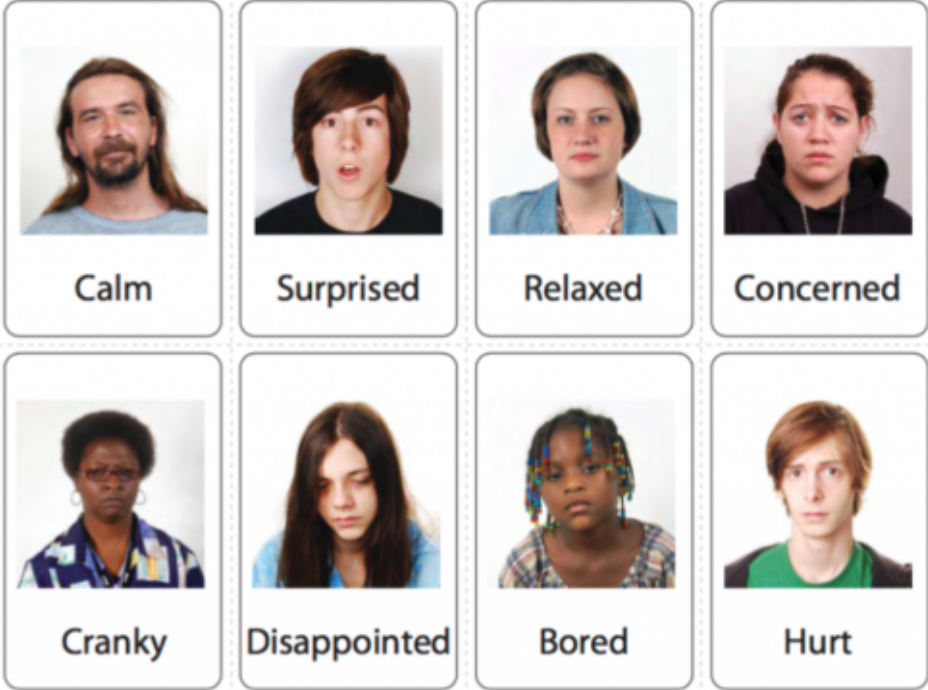

**TEACHERS**

- Should accept them and explain TO other students
- Should think of activities that includes everyone
- Should try to build a connection between the kids

## Week 5 - Intellectual Disability

ADAPTIVE SKILLS

A. CONCEPTUAL	B. SOCIAL	C. PRACTICAL
<ul style="list-style-type: none"> <li>- Language &amp; literacy</li> <li>- Money, time, numbers</li> <li>- Self-direction</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal skills</li> <li>- Social responsibility</li> <li>- Self-esteem</li> <li>- GULLIBILITY</li> <li>- Problem solving/rules/LAWS</li> </ul>	<ul style="list-style-type: none"> <li>- Daily living activities</li> <li>- Occupational skills</li> <li>- Healthcare</li> <li>- Travel &amp; Transportation</li> <li>- Use of money &amp; telephone</li> </ul>

TABLE 1	Shopping - help with shopping - or teach them (if possible), being on time - set an alarm, orientation in new situations - prepare prior to that situation, explain what's going to happen etc (not always possible), language expression - be patient and let them express themselves
TABLE 2	<p>Lack of emotional control – help to understand their feelings and emotion</p>  <p>Copyright © 2010 www.Do2Learn.com </p> <p>Rules – give visual example + specific situation</p>
TABLE 3	hygiene, self-care, independence, shopping, chores, work, cooking, sports, doctor appointments, dressing up, visiting school personal assistant, special approach at work or school
TABLE 4	<p>A managing time, when to get up, get ready, leave, how much time is needed for tasks</p> <ul style="list-style-type: none"> <li>- practise how long it takes to do tasks, count it, plan ahead, talk about it often</li> </ul> <p>B trusting everyone, not taking into account different aspects of people they meet, their intentions</p> <ul style="list-style-type: none"> <li>- teach that people are not always kind and want the best for others, practice regularly how to tell whether a person can be trusted, to be careful</li> </ul> <p>C cooking, cleaning and home maintenance</p> <ul style="list-style-type: none"> <li>- regular practising of tasks, as independent as possible, at school, with family</li> </ul>

# Week 6 ID 2

## Fill in the blanks

1. Daniel told his mother, "Mom, I want to \_\_\_GO\_\_\_ to college."
2. A generation ago, children with intellectual disabilities were often signed into \_\_\_INSTITUTIONS\_\_\_.
3. Daniel wants to study game \_\_\_\_\_DESIGN\_ and find a \_\_\_GF\_\_\_.
4. Daniel has been included in \_REGULAR (MAINSTREAM)\_\_\_\_\_ schools all his life.
5. The speaker believes everyone is a writer, but some might need a different \_PENCIL\_\_\_\_\_.
6. For Daniel, his "pencil" might be a computer with \_PREDICTIVE\_\_\_\_\_ speech software.
7. College for Daniel will include learning, internships, and \_\_\_DRAMAS/EXPERIENCE\_\_\_ with friends.
8. The mother describes Daniel as a hard \_WORKER\_\_\_\_\_ who wants to do good things.
9. The speaker emphasizes the importance of \_\_\_\_\_DIGNITY\_\_ and respect for all people, regardless of labels.
10. Daniel's experience in college will help him explore who he is as a young \_\_MAN\_\_\_\_\_.

## Inclusion of people with intellectual disabilities in:

- Regular schools:

It's a good idea to include a person with an intellectual disability in a regular school, given that it benefits said person. For example, suppose a person has a mild intellectual disability and is able to go to a regular school. They like it there, it improves their skills, they can learn something meaningful, it benefits them and doesn't unacceptably tire them, it's good for them and is, therefore, the better option.

On the other hand, suppose a person has a more severe intellectual disability and has trouble in a regular school. They might be forced to be there, they don't learn much because they cannot grasp the concepts and academic skills being taught, and they are exhausted all the time, it makes no sense at all for them to be there because it's not a beneficial option. It might be better for the person to attend a school specializing in intellectual disabilities, it's not clever to always force inclusion no matter the individual needs.

- College:

The approach toward colleges is changing a lot these days, it's no longer an exclusive place few people get into. Many people with mild intellectual disability can benefit from this change, develop their skills further, and continue their education while being challenged.

# WEEK 7 - SLDs

## Presentation

SVP - BEHAVIORAL CARE CENTER / THERAPEUTIC BOARDING SCHOOL AND RESIDENTIAL TREATMENT CENTER

ETOPEDIST - BEHAVIORAL (DISORDERS) SPECIALIST

COMMUNITY - REFLECTION TIME / ASSEMBLY / CIRCLE / SHARING

## Specific Learning Difficulties Definition

*Fill in the blanks with the words from the table.*

For some students, the barrier to effective learning is a part of their developmental makeup. These students, although almost always of average or above average \_\_\_**intelligence**\_\_\_\_\_(IQ), have a specific condition that has a large impact on their \_\_\_**learning**\_\_\_\_\_. These students have a specific learning disability.

The learning difficulties associated with a Specific Learning Disability are not the result of intellectual disability, physical or sensory deficits (e.g., hearing impairment), emotional or \_\_\_**behavioral**\_\_\_\_ difficulties, or poor educational opportunities. A specific learning disability results from an \_\_\_**impairment**\_\_\_\_\_ in one or more of the \_\_\_**cognitive**\_\_\_\_\_ processes related to learning, such as \_\_\_**language**\_\_\_\_\_ processing from \_\_\_**reading**\_\_\_\_\_ or spoken language or math processing \_\_\_**abilities**\_\_\_\_\_. Students with a specific learning disability have difficulty in one academic area while coping well or even excelling in other areas.

All specific learning disabilities are severe and persistent. They occur despite a good level of educational opportunities, and the students do well in other academic areas.

The most common specific learning disability is \_\_\_\_dyslexia\_\_\_\_\_, which is a persistent difficulty in the area of reading and spelling.

*Adapted from: <https://dsf.net.au/what-are-learning-disabilities/>*

1. How many people are affected by dyslexia?
  - a. 5%
  - b. 20%**
  - c. 15%
  - d. 12%
  
2. Students with dyslexia learn best with which type of teaching?
  - a. Flashcards
  - b. Memory games
  - c. Whole language
  - d. Multisensory, explicit, systematic**
  
3. Which hemisphere is responsible for language learning?
  - a. Right
  - b. Left**
  
4. Which of the following is an attribute of dyslexia?
  - a. Seeing letters backwards
  - b. Slow, laborious reading**
  - c. Seeing words backwards
  - d. Low intelligence
  
5. Does dyslexia run in families?
  - a. Yes**
  - b. No