**Training Fiche Template**

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| Title | Quality digital training for students with special needs | |
| Ref. DigCompEdu | Area 5: Empowering Learners | |
| Keywords (meta tag) | Special needs, students with physical, mental or neurological disabilities, coaching and tutor roles, educational support, supportive learning environment, assistive technology, special education services, reading and writing guidance, instructional support, special education software, customized courses, parent and teacher input, dyslexia, physical disabilities, mental health issues, differentiated instruction, hands-on activities, visual aids, adaptive materials, individual learning, cooperative learning. | |
| Language | English | |
| Objectives / Goals / Learning outcomes | At the end of the training the user will be able to:   * Identify Students with physical, mental or neurological disabilities * Know the coaching and tutor roles * Setup and design a supportive learning environment * Know how Assistive technology can support student with special needs. | |
| Description | Special needs refer to students who have physical, mental, or neurological disabilities. These students require educational support to succeed in school. This can include coaching and tutoring, special education services, and assistive technology. Tutoring is a type of educational support that involves one-on-one instruction with a tutor. This approach can be effective as it allows for a more individualized and focused approach to learning. To create a supportive learning environment, teachers can use visual aids, adapt materials, and use digital aids. For students with dyslexia, assistive technologies such as text-to-speech software and voice-recognition software can be used. Structured literacy instruction, multisensory instruction, accommodations, and collaboration with specialists can also be helpful. The process for identifying students with special educational needs and providing support varies by country and education system, but a student's individual needs are often the focus. Teachers, other school staff, and parents can provide valuable information about a student's strengths and weaknesses to help them succeed. | |
| Contents arranged in 3 levels | 1. **Special needs**    1. Providing education for all    2. How to Identify students with special educational needs 2. **Coaching and tutor roles**    1. Coaching and tutoring    2. Working with students    3. About tutoring    4. Students are different 3. **Supportive learning environment**    1. How can we help students with special needs?    2. What can you do to help students with dyslexia?    3. What can you do to help students with mental disabilities?    4. What can you do to help students with physical disabilities?    5. Creating a supportive learning environment    6. Classroom strategies 4. **Assistive technology**     1. How can we help students with special needs?    2. Text-to-speech software    3. Speech-to-text software    4. Screen reader software    5. OCR and Scan-to-document | |
| Self-evaluation (multiple choice queries and answers) | **Special needs**   * **Which of these is a special need?**   + - Passivity     - Absurdity     - Dyslexia * **Which of these can help Identify students with special?**   + - Sleeping     - Singing     - Observation * **Special Education Service helps with?**   + - Counselling and mentoring     - Financial aid     - Transportation * **Process for identifying students**   + - Is always done by a teacher     - Varies by country and education system   **Coaching and tutor roles**   * **Coaching may be provided by a?**   + - Co-student     - Friend     - Specialist * **A tutor can be a ?**   + - Friend     - Teacher     - Neighbor * **Tutoring may take place ?**    + - In the breaks     - Online     - When lecturing * **a variety of teaching strategies can be?**   + - classroom-based teaching     - Lecturing     - Assistive technology   **Supportive learning environment**   * **supportive learning environment can help students with special needs feel**   + - Responsible and aware     - Comfortable and confident     - Nervous and unease * **Accommodations can include**   + - Extra time on tests     - Fewer friends     - Extra homework * **Creating a supportive learning environment can be done by?**   + - Clear expectations and rules     - Fewer rules and use of words     - Shorter breaks * **you can create a supportive and nurturing learning environment by**   + - Play music in the classroom     - Isolate students with special needs     - Implement strategies   **Assistive technology**   * **Text-to-speech software**   + - Reads books for students     - Converts written text into spoken words     - Compile a speech text from random words * **Speech-to-text software can be used to?**   + - Take notes     - Call a teacher     - Speak to a friend * **Screen reader software**   + - Scan documents and books     - Reads aloud the text and other information on a computer screen     - Converts messages on screen to ibook format. * **OCR is short for**   + - Ocular Clarity Rating     - Orthogonal Coordinate Response     - Optical character recognition | |
| Toolkit (guidelines, best practices, checklist, lessons learned…) | Name | Google docs as a student partner |
| Description | A how-to-guide for google docs that provides text-to-speech, OCR, dictionary, and translation features to help students with reading and writing difficulties. |
| File name | RESET\_PR3\_AH\_TOOL\_Digital training students special needs\_EN |
| Resources (videos, reference link) | <https://docs.google.com/>  *Read&Write for Google ChromeTM*. (n.d.). Retrieved 3 February 2023, from https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd  *Special needs education for adults*. (n.d.). Retrieved 3 February 2023, from https://lifeindenmark.borger.dk/school-and-education/education-for-adults/special-needs-education-for-adults  Stougaard Pedersen, B., Engberg, M., Have, I., Henkel, A. Q., Mygind, S., & Bundgaard Svendsen, H. (2021). To Move, to Touch, to Listen: Multisensory Aspects of the Digital Reading Condition. *Poetics Today*, *42*(2), 281–300. https://doi.org/10.1215/03335372-8883262  Turner, M., & Rack, J. (Eds.). (2005). *The Study of Dyslexia*. Springer-Verlag. https://doi.org/10.1007/b101181 | |
| Related material |  | |
| Related PPT | RESET\_PR3\_AH\_Digital training students special needs\_ppt\_EN | |
| Bibliography |  | |
| Provided by | Aalborg Handelsskole | |