DELTA UNIVERSITY
FOR SCIENCE AND TECHNOLOGY

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"Teaching Strategies for Students with Limited Abilities"

Faculty of Arts
Delta University for Science & Technology

QAU
Dr. Dina Gaber Zanaty

Director of Quality Assurance Unit

In light of Egypt's interest in citizens with special abilities and to achieve Egypt's vision 2030 for sustainable development goals, which included the principle of (justice and integration), the Quality Assurance Unit at the Faculty of Arts at Delta University for Science and Technology presents: "Teaching Strategies for Students with Limited Abilities"

People with limited capabilities are those who differ significantly from ordinary people, continuously or repeatedly, which limits their ability to succeed in performing basic social, educational, and personal activities.

Limited ability categories:

1- Mental disability.
2- Hearing disability.
3- Physical disability.
4- Emotional disability.
5 - visual impairment.
6- Learning difficulties.
7 - Speech and language disorders.
8 - Having superior mental abilities with a lack of human communication skills.

Teaching Strategies for Students with Limited Abilities:

A set of structured, individualized instructional approaches that include a special educational setting, special or adapted materials and equipment, special pedagogical methods, and remedial measures intended to assist students with limited abilities in achieving the maximum possible personal self-sufficiency, academic success, and participation in community activities.

General principles in teaching students with limited abilities:

1- The lecturer of the course utilizes concise and clear instructions.

2- The lecturer of the course focuses on practical training by instantly directing the students.

3- Providing students with sufficient opportunities to learn more about scientific courses through continuous education.

4-Provide students with immediate feedback.

5- Creating a positive, enjoyable, and productive environment for learning.

6- Stimulating student motivation through encouragement, support, and positive reinforcement.

7- Engaging students through using encouraging verbal, sensory, and gesture stimuli.

Steps to deal with students with limited abilities:

1- Understanding the individual characteristics of the students.

2- Cooperating with parents and listening to their opinions about what the student should learn.

3- Determine the student's current level of performance.

4- Determine the skills that the student needs to learn in light of the evaluation results.

5- Determine the objectives of the training.

6- Divide the training objectives into small sub-goals that can be trained and measured and use the method of analyzing the task assigned to the student.

7- Choosing the appropriate methods to achieve the training objectives.

8- A selection of educational materials, tasks, spatial arrangements, and schedules of activities appropriate to the objectives and training methods that have been selected.

9- Make the necessary modifications to the tools used with ordinary students or design new technological or non-technological tools to help students with

limited abilities to use them effectively and achieve the educational and training goals set for them.

01- Modifying the speed of implementing the training based on the student's level of performance and progress or giving the student sufficient opportunity to acquire and generalize the skill.

11- Measuring the student's progress towards the goals to determine the efficiency of the current training and to document the improvement in the student's performance.

12- Evaluation of the efficiency of the training considering the development of the student's performance.

13- Choosing training methods: Teaching methods are used to teach students with special needs in light of two variables:

- Disability category
- The severity of the disability.

Methods of teaching students with special needs:

Although teaching methods for students with limited abilities are diverse, they are generally based on what has been agreed to be called the therapeutic diagnostic approach:

- It includes diagnosing the problem and developing a plan to treat it. It deals with:

Student evaluation / planning for teaching / implementing the teaching plan / evaluating the effectiveness of teaching.

Methods of Teaching Different Skills

1- Methods of teaching language skills (for the Department of English Language and Literature):

It deals with the following:

- Provide the student with sufficient opportunity to interact with others.
- Provide realistic natural language training and use the language functionally and purposefully.
- Determine the student's need for language therapy in light of the evaluation results.
- Introduce the student to the different meanings of any word they are learning and encourage him to use it.

2- Methods of teaching social skills (for media, geographic information systems, and English departments):

It deals with the following:

- Introduce the student in advance to what is expected of him in the practical exercises.
- Use activities appropriate to their abilities.

3- Methods of teaching independence skills (for media, geographic information systems, and English departments):

It deals with the following:

- Use physical guidance and verbal instructions at the beginning of training the student on the skill and then stop helping him gradually so that he becomes able to do the skill independently.

Methods of teaching students with emotional disorders

Various methods are used to teach students with behavioral disorders, including:

1- Behavioral methods: They deal with methods of behavior modification, and they rely on the principles of procedural and classical conditioning.

2- Psychodynamic methods: They are based on Freud's psychoanalysis and focus on overcoming internal psychological conflicts and not on changing external responses or on teaching academic skills.

3- Humanistic methods: The principles of humanistic psychology are used, and the system of open education centered around the person is used. These methods allow students to practice self-direction.

4- Psychological-educational methods: These rely on merging the two methods, psychological, and educational methods. These methods focus on therapeutic discussions to help individuals understand their responses logically and then plan to modify them.

5- Environmental methods: These methods focus on teaching the individual ways to interact with these elements.

6- Biological methods: dealing with medical drugs and nutritional treatments.

Methods of teaching hearing impaired students:

1. Oral-auditory methods.
2. Comprehensive auditory training method.
3. The method of multisensory syllable units.
4. The unit method for accompanying phonemes.
5. Auditory-oral training method.
6. Lip reading method.
7. How to read the speech.
8. Visual and oral methods.
9. Sign language.

Methods of teaching the visually impaired

1. Developing visual tracking abilities through the development of perception skills, visual discrimination of objects, and the use of multi-element programs.
2. Using individual programs and training in the natural environment to develop movement and mobility skills.
3. Training students on communication skills using the Braille system/typewriters / recorded books/ etc.

Methods of teaching the physically handicapped

Individual educational program for special educational services and individual support services (speech therapy / occupational and physical therapy/health services / psychological and counseling services).

The program includes the following:

1. Adapt the educational approach, which deals with dividing the goal into simple steps, such as modifying instructions or reinforcers, adjusting the time of teaching the skill, and adjusting the standard.
2. Adapt the method used by the student to perform the skill.
3. Adapt the materials and means used by the student to perform the skill.
4. Adapting equipment using special or modified equipment.
5. Behavior modification to achieve educational and therapeutic goals.
6. Analyzing the task, which is necessary when using the direct teaching method.

Evaluation and Assessment Methods

The evaluation should be done according to the following bases:

1- Continuous feedback from the field by subject teachers, students, and their parents to find out the effectiveness of the curriculum and the extent to which the objectives have been achieved. Is the educational process going on the right track?

2- Students are evaluated by the nature of their disability as follows:

A- Taking into account the linguistic shortcomings of the hearing impaired when preparing the tests.

B- Choosing words with a sensory meaning that can be translated into sign language and avoiding vague and abstract words as much as possible.
C- Using objective questions.
D- Restricting the essay questions to a very narrow and specific scope.

Action Plan to implement this strategy

The implementation of this strategy requires several measures, for example:

1- Formation of a specialized committee for each department whose members include staff members and parents to determine the objectives of the curricula for each academic level, and then present the work of these committees to a main committee to select the objectives and prepare them in their final form.

2- The need to involve students and parents in choosing content topics

3- Informing the academic guide and the student of the description of the course on which it was based, its objectives and contents, and the appropriate methods of teaching.

4- Conducting workshops for faculty members to deal with these cases, and it would be preferable for parents to participate in them to clarify the general objectives of the courses.