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Ministry of Culture and Information
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METHODOLOGICAL RECOMMENDATIONS FOR SOCIO- PSYCHOLOGICAL SUPPORT OF STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS AT KURMANGAZY KAZAKH NATIONAL CONSERVATOIRE

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1. GENERAL PROVISIONS

In the Conservatory in the total contingent of students (1189 people at all levels of education), and students with disabilities and SEN - 13 people (12 bachelors and 1 master's student) with special needs (1%). Disease groups: visual impairment, hearing impairment, musculoskeletal system, somatic diseases.

1.1 The norms on the organization of education of students with disabilities and SEN are contained in the local normative acts of the Conservatory: the Charter, the concept of development of inclusive education, the regulations on the procedure of competition and admission to the Conservatory, the regulations on the current control of academic progress and interim certification of students on educational programs, the regulations on the procedure for the practice of students, the regulations on the final state attestation of graduates and other local normative acts.

1.2 In the structure of the Conservatory there is a room of social and psychological support of students. The purpose of the office is to organize and develop the process of inclusive education for students with disabilities and SEN including.

The main tasks of the cabinet are: creation of the base of material and technical support for the implementation of inclusive education conditions for the formation and development of inclusive education; study, adaptation and implementation of practice-oriented technologies of socio-psychological support of all subjects of inclusive education; development and implementation of adapted educational programs and individual curricula for students with disabilities and SEN, professional development of pedagogical staff and specialists implementing inclusive practice; design and development of technologies for monitoring the development of inclusive processes; study, generalization, dissemination and implementation of inclusive education experience and establishment of working contacts, exchange of information with various structures working on the problem of education of students with disabilities and SEN; organizing, conducting and participating in scientific and methodological branch scientific conferences, schools, seminars, exhibitions; as well as publishing the results of research and work of the Cabinet in various kinds of publications and posting on the Conservatory's website; conducting competitions, events that promote the popularization and development of inclusive education.

1.3 In order to ensure special conditions for education of students with disabilities and SEN is a specialized record. The basis of the record is general information about the student with a disability and disability: surname, name, patronymic, available education, data about the family, information about the disability group, type of health violation (violations) and recommendations on the results of psychological, medical and pedagogical examination, as well as medical and social expertise.

When collecting data must be obtained the consent of the student with a disability or disability to the processing of personal data.

This information is stored in the dean's office of the faculty where such a student is studying, at the specialist in educational and methodological work on social work

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with students and scholarship provision of the department of student contingent of the educational and methodological department, in the office of inclusive education.

1.4 In the Conservatory for students with disabilities and SEN provides comprehensive support, which includes:

Organizational and pedagogical support aimed at controlling the learning activities of students with disabilities and with SEN in accordance with the schedule of the educational process. It includes: monitoring of attendance; assistance in organizing independent work in case of illness; organization of individual consultations for long-term absent students; assistance in passing interim certification, passing credits, elimination of academic arrears; correction of interaction between the student and the teacher in the educational process; consulting teachers and staff on the psychophysical characteristics of the student with disabilities and with SEN, correction of difficult situations; periodic seminars and briefings for faculty members, other activities. Organizational and pedagogical assistance is provided by the educational and methodological department, psychologist of social and psychological support, medical office, dean's offices of faculties.

Social and psychological support is provided for students who have problems in learning, communication and social adaptation. It includes: study, development and correction of the student's personality, its professional formation with the help of psychodiagnostic procedures, psychoprophylaxis and correction of personal distortions. Social and psychological support is provided by the office of inclusive education, the office of the department for work with students and alumni, the youth club, the library of the Conservatory, and the dean's offices of the faculties.

Medical and recreational support includes: diagnosis of the physical condition of students, health preservation, development of adaptive potential, adaptability to learning. Medical and recreational support is carried out by the educational and methodological department, the office of inclusive education, student medical office.

Social education of the department for work with students and alumni includes social support of students with disabilities and SEN: assistance in solving everyday problems, accommodation in the dormitory, social payments, allocation of financial aid, scholarship support. Social support is provided by the educational and methodological department, the office of inclusive education, administrative and economic part, student club.

1.5 Staffing support of the educational process for students with SEN and disability is provided by the activities of the educational and methodological department, office of social and psychological work, educational departments, volunteer club "Kamkor" of students of the Conservatory, with the youth health center of the city polyclinic № 7, the legal center of legal protection of family and childhood, as well as social teachers, specialists of the department of informatization.

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2. NORMATIVE REFERENCES

2.1 2.1 These recommendations are developed on the basis of:

2.2 Law “On Education” of the Republic of Kazakhstan from July 27, 2007 (with amendments and additions).

2.2 Rules of organization of educational process on credit technology of education. Order of the MES RK № 152 from 20.04.2011 (with amendments and additions).

2.3 Model rules of activity of educational organizations implementing educational programs of higher and (or) postgraduate education. Order of the MES RK № 595 from 30.10.2018 (as amended and supplemented).

2.4 These Recommendations, other internal regulatory documents of the Conservatory.

2.5 The UN Convention on the Rights of Persons with Disabilities.

2.6 Roadmap for the development of inclusive education of the Ministry of Education and Science

2.7 National plan to ensure the rights and improve the quality of life of persons with disabilities in the Republic of Kazakhstan until 2025 Resolution of the Government of the Republic of Kazakhstan dated May 28, 2019 № 326

2.8 Regulations on the order of implementation of educational programs for persons with disabilities and with SEN in KNC named after Kurmangazy

2.9 Orders and instructions of the Conservatory's management.

2.10 Concepts of development of inclusive education in the Conservatory.

2.11 These Recommendations are aimed at creating conditions to ensure the organization of the educational process for persons with special educational needs (hereinafter referred to as SEN), obtaining higher education taking into account their health condition, as well as conditions for their socio-cultural adaptation in society.

2.12 Recommendations are oriented to the following tasks of organizing the educational process for students with disabilities and SEN at the Conservatory:

- development of learning technologies for students with disabilities and persons with disabilities;
- use of technical means in accordance with the specifics of the disease and the qualification obtained;
- creating a system of socio-psychological support for students with disabilities and persons with disabilities;
- Creating a system of information support for complex professional, socio-cultural and psychological adaptation of students with disabilities and SEN;
- training of pedagogical staff to work with students with disabilities and SENs

2.13 To exercise the right to education, persons with disabilities must submit to the educational institution the conclusion of the regional institution of medical and social expertise that they are not contraindicated to study in the relevant educational organizations (Law “On Education”). The Conservatory creates opportunities and provides training for persons with:

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1. visual impairments - blind, visually impaired;
2. musculoskeletal disorders;
3. psychosomatic diagnoses.

Abbreviations used:

Amblyopia is a functional and secondary visual impairment (in the absence of structural changes in the visual analyzer) that cannot be corrected with glasses or contact lenses.

Barrier-free environment - ensuring accessibility, unobstructed, safe, comfortable exterior and interior of the educational organization for persons with disabilities.

An individual rehabilitation program (IPR) is a set of rehabilitation measures that are optimal for a disabled person, developed on the basis of the decision of the authorized body in charge of the republican medical and social expert assessment institutions, which includes certain types, forms, amounts, terms and procedures for implementing medical, professional and other rehabilitation measures aimed at restoring, compensating for impaired or lost body functions, restoring, compensating for the disabled person's ability to perform certain types of activities. The IPR card includes sections on medical, social, and professional rehabilitation. Inclusion is the process of increasing the degree of participation of each student in the academic and social life of the university, as well as reducing the degree of isolation of students with disabilities in all events taking place within the educational institution.

Inclusive education - ensuring equal access to education for all learners, taking into account the diversity of special educational needs and individual capabilities.

A disabled person is a person who has a health impairment with an enduring disorder of the functions of the organism, caused by diseases, consequences of injuries or defects, resulting in a limitation of life activity and causing the need for his/her social protection;

Individual curriculum - a curriculum that ensures the mastering of the educational program on the basis of individualization of its content, taking into account the peculiarities and educational needs of a particular student.

Musculoskeletal disorders - disorders with leading specific syndromes of movement disorders (delayed formation, underdevelopment or loss of motor functions), which may have different degrees of severity: severe, medium, mild degrees. In different forms of the disease of the musculoskeletal system affect different limbs: both arms and both legs, which makes it difficult to move in space, as well as disorders can be unilateral (one arm or leg).

A student with disabilities is a natural person who has physical developmental deficiencies confirmed by the psychological, medical and pedagogical commission and preventing him/her from receiving education without the creation of special conditions and requiring the creation of special conditions for receiving education while mastering educational programs.

Special educational needs (hereinafter referred to as SEN) are the needs of students who, for one reason or another, find it difficult to receive education,

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including those with physical disabilities and those who experience permanent or temporary difficulties in receiving education due to socio-economic, cultural, religious, national, linguistic, geographical or other factors, as determined by a competent group of specialists (commission).

Psychological and pedagogical assistance (support) - assistance in solving problems of education and socialization of students with disabilities and students with SEN.

Visually impaired - a person with a visual acuity of 0.05 to 0.2 units (3 to 40 meters).

Blindness - complete absence of vision or its serious damage. A distinction is made between complete blindness (amaurosis) and partial loss of the visual field (scotoma) or half of the visual field (hemianopsia). Color blindness (color blindness) is also distinguished.

Somatic diseases are bodily diseases. This group of diseases includes diseases caused by external influences or internal disorders of organs and systems, not related to the mental activity of a person.

Somatic diseases include diseases of: heart and blood vessels; respiratory system; liver and kidney lesions; a number of lesions of the gastrointestinal tract; trauma; burns and wounds; hereditary genetic; infections and lesions of internal organs provoked by them; parasitic infestations; endocrine.

Socialization is the process of personality formation, gradual assimilation of society's requirements, acquisition of socially significant characteristics of consciousness and behavior that regulate its relations with society.

Social adaptation - active adaptation of students with SEN to the conditions of the social environment by assimilating and adopting values, rules and norms of behavior accepted in society.

A tiflopedagogue is a person who assists in teaching blind and visually impaired students taking into account the peculiarities of their cognitive activity and compensation of impaired (underdeveloped) functions (attention, memory, thinking, emotions) and assists in mastering special tiflotechnical means.

Tutor - a mentor, elected on a voluntary basis from among senior students, staff and faculty members, designed to facilitate, through the social and psychological technology of "peer-to-peer", the adaptation of students in the educational space of the Conservatory, the development of their communicative and organizational and managerial competencies, formation of sustainable learning motivation, choice of individual scientific and educational trajectory, actualization of innovative potential of a student, formation of a healthy lifestyle and value of health.

Braille is a relief-dot tactile font designed for writing and reading by blind people.

3. ADAPTATION OF EDUCATIONAL PROGRAMS AND TEACHING AND METHODOLOGICAL SUPPORT OF THE EDUCATIONAL PROCESS FOR STUDENTS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS

3.1 The choice of teaching methods in each individual case is determined by the objectives, content of training, the initial level of existing knowledge, skills and abilities, the level of professional training of teachers, methodological and logistical support, the peculiarities of information perception by students. It is recommended to use socially active and reflective teaching methods in the educational process for persons with disabilities and SEN.

3.2 Active learning methods are subdivided into: imitation methods based on imitation of professional activity and non-imitation methods. Simulation methods are subdivided into game and non-game. At the same time, non-game methods include analysis of concrete situations, actions according to instructions, trainings. Game methods are subdivided into: business games, didactic or educational games, game situations, role-playing games, game techniques and procedures, trainings in active mode, simulation models, simulation games. Game procedures and techniques include traditional forms of training, game pedagogical methods, separate means of activation. These are lectures using the case study method, lectures with planned mistakes, lectures in two, problem lectures, press conference lectures, lecture-discussions, lecture-talks. Non-simulation methods - problem lecture, problem seminar, thematic discussions, brainstorming, round table, graduate work, internship.

Reflexive methods - lectures with interactive assignments, Socratic conversations, group discussions, structured conversation methods, business games and seminars.

3.3 In the extracurricular process it is necessary to actively use sociocultural rehabilitation technologies to establish full interpersonal relations with other students, to create a comfortable climate in the student environment. It can be classes in artistic, applied, technical creativity; university-wide, faculty holidays, competitions, festivals; sports, active games, excursions, games, business, commercial, logical, intellectual games, visiting exhibitions, creative meetings, concerts;

3.4 When determining the places of academic and industrial practice of students with disabilities, it is necessary to take into account the recommendations of medical and social expertise contained in the individual rehabilitation program of a disabled person;

3.5 During the current control of progress, interim and state attestation of students with disabilities and disabled students should take into account the psychophysical characteristics of the student and individually determine the form of control (orally, written on paper, written on the computer, in the form of testing, etc.). If necessary, a student with disabilities and SEN should be given additional time to prepare an answer when passing the attestation.

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3.6 Students with disabilities can study on an individual educational plan within the established terms, taking into account their psychophysical characteristics and educational needs. The period of higher education when studying on an individualized plan for persons with disabilities and persons with disabilities can be increased, if necessary, but not more than 1 year (for graduate students - by half a year).

When organizing individual training, the faculty may provide various options for conducting classes: in the Conservatory (in an academic group or individually), at home with the use of distance learning technologies.

4. PSYCHOLOGICAL FEATURES

A student with a disability who has come to study at the Conservatory is a person with a great deal of experience in overcoming himself and his disability. The inability to function in a normal way has forced his body to build amazing workarounds and utilize more of its hidden resources. For some, the lack of vision or musculoskeletal apparatus was compensated for in the form of special sensitivity, attentiveness, and methodicalness. For others, in spite of injuries or illnesses, incredible energy and vitality were unleashed.

It has been found that often such compensatory energy remains as if attached to the affliction, making it a source of additional strength. You will notice that some students choose a profession paradoxically: for example, a person with a serious visual impairment does not go to study in an “invisible” industry, but chooses a profession that forces him to constantly overcome his limitations. Such a phenomenon is called “overcompensation”. In this case, the limitations that disability imposes on a person's life become an engine of development in themselves. A person who has accepted the challenge that life throws at him or her is ready to make extra efforts to realize his or her goals. By the way, such patterns do not only apply to people with disabilities, they can manifest themselves in every person in difficult life situations. The potential of a student with a disability can be utilized. First, it will require a little attention to the specific needs of the student, without the realization of which he/she will not be able to get the necessary information. Secondly, one of the important rules of working with such students is the principle of “reliance on preserved links”. In other words, when interacting with a student, it is necessary to gather information not so much about what he or she cannot do, but to study what he or she can do.

5. GENERAL RULES OF CONDUCT WITH STUDENTS WITH DISABILITIES AND SEN

The most important rule of behavior with people with disabilities and SENs: be natural and communicate as equals. Pay attention to the person, not their disability, and treat them as a person. Do not behave in a patronizing way.

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5.1 Speak to the person with a disability and SEN in the same way you speak to other people. Always address the person directly, not the person's support person, who may be present during the conversation.

5.2 Students with disabilities and SENs are ordinary students who may be lazy, skip classes, etc. Treat them the same way you would treat anyone else. Your course requirements should be the same for everyone.

5.3 When talking to someone who uses a wheelchair or crutches, try to position yourself so that your eyes and theirs are at the same level. When talking to someone who can read lips, position yourself so that you can be seen clearly and make sure that nothing (hands, hair) is blocking your face.

5.4 When offering help, do not impose it and always ask if it is needed first. Wait for agreement, then ask what you can do and follow the instructions. If you don't understand something, don't hesitate to ask again.

5.5 Be attentive to the personal belongings of the person with disabilities and SEN, such as wheelchairs, canes for the blind, hearing systems for the hearing impaired, etc. These items are partly an “extension of the body”, a person's personal space, so they should not be touched unnecessarily.

5.6 Ignore minor behavioral disorders. Focus not on them, but on the positive qualities that students with disabilities and SEN have: motivation, will, perseverance, desire for self-improvement and inclusion.

5.7 Ensure in advance that the venues where events are planned - seminars, lectures, etc. - are accessible. Analyze what problems or barriers may arise and how they can be eliminated (perhaps simply moving the event to a different auditorium will remedy the situation). If there are unrecoverable architectural barriers, warn of them so that the person has the opportunity to make decisions in advance.

5.8 Many cases you will have to deal with on an individual basis. Students with disabilities may need to receive treatment during the academic year. Be flexible about setting deadlines for work, tardiness and attendance.

5.9 Do not prohibit students with disabilities from leaving the classroom (including during quizzes or exams), as they may need to undergo brief but necessary medical procedures (e.g., students with diabetes need to have their blood sugar levels checked regularly).

6. STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES AND SEN

7. VISUAL IMPAIRMENT

Cases of visual impairment vary greatly. Both total and partial (practical) blindness, where a person can see light, occur. Students who are visually impaired may retain a partial ability to see. Many students use assistive technology and equipment (computers with tactile Braille display, screen readers, etc.) in the learning process.

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Completely blind students may have visual memory - it depends on the age at which they lost their sight.

7.2 Functional impairments

One of the most significant challenges that students with visual disabilities face in learning is access to visual information. Examples of barriers to its acquisition include printed materials and books, graphic computer interfaces and videos.

The main load of processing incoming information in people with visual impairment falls on hearing, which also helps them to orient themselves in space.

If classes are conducted under conditions of increased noise, vibration, and prolonged sound exposure, students may develop auditory analyzer fatigue and spatial disorientation.

7.3 Difficulties and limitations

- transportation and mobility
- reading signs and room numbers
- understanding musical terms, notes and ideas, using software for musical and statistical calculations
- using laboratory equipment and taking measurements.

7.4 Interpersonal Interaction and Learning Strategies.

- Provide a reading list or syllabus in advance so that students with visual impairments have time to order electronic versions of books and other reading materials or have them scanned, recognized, and printed in Braille. In doing so, try to select materials that are available in electronic format (Word, HTML) or as audiobooks (including DAISY talking books).

•If you plan to send PDF files to students, make sure they contain a proper text layer – this way, blind students will be able to access the content. Avoid using materials that include photos or unrecognized scans of pages, as this excludes blind students from the learning process.

•Try to minimize the use of video materials in the course. Be sure to provide a list of them in advance, so that students have the opportunity to watch the videos with audio description on their own.

•(audio description) – a brief explanation necessary for blind individuals during viewing. However, please note that such video materials are limited and not always available. As an alternative, you can also offer the option to review the script, if it is available in an accessible format for students.

•Provide presentations and course materials in electronic format before the class. Sending handouts or the presentation via email or transferring them from a flash drive takes just a minute but greatly simplifies the learning process.

•IT technologies are useful in education: the DGOS program (ScreenReader) – electronic access to IPE, the "Mobilspeak" program – a screen reader for smartphones, "reader" programs (such as MaxReader), and others.

•The institution uses: Braille printers, Braille displays, equipment for tactile-graphic printing, reading scanners, video magnifiers, audio equipment, mobile phones and smartphones with voice support, the SARA reading machine, devices

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based on the "Android" and "iOS" operating systems, the DGOS program (ScreenReader) – electronic access to IPE, and the "Mobilspeak" screen reader for smartphones, as well as "reader" programs (such as MaxReader).

- The electronic library systems support inclusive education by using applications for blind students, such as the "Lan" E-library System, which is based on navigation in the international DASY format. This application allows for efficient interaction with books available in the electronic library system.

- Electronic library systems support inclusive education by using applications for blind students, such as the IPRbooks and Bibliocomplectator E-library Systems by the company "IPR Media." The special reader used in these resources protects the content and allows individuals with visual impairments to read publications by enlarging the text up to 300% without loss of quality, thereby contributing to the preservation of their vision.

- Teacher training for professional activity in the context of inclusive education, and for providing support to students with special educational needs (SEN) in their individual educational trajectory, is essential. Due to the complete lack of Braille music notation literature, blind students must dictate their vocal parts, which are then transcribed into Braille using a special device and stylus. Several specific aspects need to be considered by the instructor: musical and poetic texts should be read separately. Typically, the notes are dictated first: the key signature, accidentals, and time signature. The end of each measure is marked with the comment "measure finished – next measure." The note's duration is stated before its name, and when changing octaves, the specific octave is named. Accidentals are dictated before the note name, and melismas on a single syllable spanning multiple notes are noted separately.

For example, the upper vocal part in the eighth measure might be dictated like this: a combination of an "eighth note with a dot – sixteenth note" forms a melisma, in the second octave, an eighth note with a dot (D), C – sixteenth note; transitioning to the first octave, a sixteenth note (B), a sharp sixteenth note (A). Modern technical devices, especially Braille printers, are meant to ease the dictation task. These allow blind and low-vision students to not only type text in Braille but also to convert printed text into Braille. Some Braille printers can even handle musical notation, but the results are still far from perfect and, unfortunately, not practically useful at this time. These printers are also quite expensive.

In addition to the teacher, the accompanist (concertmaster) can dictate the text to the blind student, monitor the accuracy of their learning and reproduction, regulate dynamic nuances, and more. The accompanist plays a crucial role, especially at the fourth stage, acting not only as a musician but also as a tutor. The accompanist helps guide the blind performer to the correct position on stage, anticipates the readiness of the ensemble for the performance, and provides spatial orientation after the performance, helping the musician understand where to bow. These responsibilities are essential parts of the accompanist's duties in a vocal ensemble class.

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•The following methods are recommended: verbal explanation method: This includes forming a mental image, providing explanations, and discussing the composer, style, genre, etc. It opens up broad opportunities for enriching knowledge in areas such as historical context, the composer's musical language and style, expressive musical techniques, the structure of the piece, and the emotional-artistic sphere. Auditory method: This involves listening to the performance of the participants, followed by discussions and analysis. Motor method: This focuses on practicing movements and exercises through repeated actions and variations. Control methods: These include assessing performance during grading/exam performances, receiving approval from the audience during concert performances, and evaluating by a jury during competitive auditions (such as when obtaining titles). Stimulation methods for blind students: These include lessons that stimulate the development of attention and memory, sequential study of repertoire that considers not only the student's interest but also the complexity of the pieces, which stimulates the age-related and individual capabilities of blind students, active participation in selecting works for study that reflect students' interests and preferences, open lessons with collective discussions, and preparation for competitive performances.

•The following special methods are recommended: methods to develop performance culture on instruments and musical-physical intonation, methods to establish the relationship between artistic and technical elements based on intonation, methods to develop the ability to listen to a partner's performance, methods to develop musical-compositional skills, methods of emotional dramaturgy, methods of "anticipating" and "returning" to previously studied material at a new level, methods of musical generalization, methods of creating an artistic context, and others. Creating an atmosphere of tolerance and support for students with disabilities and special educational needs within the institution is essential.

7.5 Material Format

Most students with visual impairments use special software for screen reading – so-called screen reader programs (such as JAWS or NVDA), which audibly read the text of a document or website. Additionally, some users gain immediate access to information via a Braille tactile display, which converts on-screen text into Braille. However, it should be noted that not all blind students are proficient in the Braille system. Therefore, information should primarily be presented in a format that is convenient for screen reader programs to read.

When creating documents or web pages, several considerations should be taken into account:

- Use appropriate file and page names – as informative as possible but not too long.
- Mark section titles as headings. Do not do this using fonts, as the text will only visually resemble a heading. Use the heading style in Word or the corresponding HTML tags (from H1 to H6). This will allow the screen reader program to navigate between headings, and help visually impaired users easily identify the parts they need and skip from section to section. Otherwise, they will have to listen to

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everything until they reach the required information.

Note that most screen reader programs do not distinguish between bold, italic, etc. Of course, these font attributes can be used, but for a visually impaired student, they will not carry any semantic meaning. Small fragments (1-2 words) can be highlighted in a way that is understandable to blind users by writing them in uppercase letters. However, try not to use such highlighting too often: the reading of such places will be accompanied by a special signal or a change in pitch, which may become tiring over a long text.

- A sighted person often reads "diagonally" because, in order to grasp the meaning, they can quickly scan the text with their eyes and find key words. A blind person, on the other hand, reads the entire text, which takes much more time. Therefore, whenever possible, it is better to separate key words and fragments or to start a sentence/paragraph with the most important information.
- Information formats such as crosswords, matching exercises, and multi-column text tables should be arranged line by line. In such a layout, clearly indicate where one part ends and another begins (e.g., using numbers and letters).
- In fill-in-the-blank exercises, mark the places where information needs to be inserted with numbers. The answer choices should be placed before the text with blanks.
- Try to avoid using frames and footnotes.
- Information presented in tabular form is difficult for blind users to process. Avoid using tables for layout and formatting whenever possible. Instead, simply list the information.
- If it is necessary to use a table for layout, remember that screen reading programs and Braille displays read tables row by row and column by column. The sequence of transitions in the table also follows this order. Therefore, make sure the structure of the table makes sense when read from left to right, row by row. Avoid complex tables, such as those with many columns or merged cells. To present a table, always add a title above it.
- If the text includes informative images, charts, etc., provide alternative text – a description that will help visually impaired students understand what is depicted. To add alternative text for an image, chart, etc., in Word, right-click on it, choose "Format Object", then click on the "Alternative Text" area and enter your description in the "Description" field. If the description is long and detailed, add a brief title in the corresponding field of the menu. To add alternative text to an image in HTML, use the alt attribute.
- Use meaningful phrases as hyperlinks that will be understandable out of context, so users can easily find them (e.g., "here" is an incorrect hyperlink, but "list of additional literature for the seminar" is correct).
- If you plan to print the text on a Braille printer later, use left-aligned text (or centered for headings). Avoid justifying the text or aligning it to the right.
- Whenever possible, try to follow these formatting tips in advance – this way, you won't need to additionally adapt the course materials when students with visual

impairments attend. Information in this format can easily be converted to text for printing on a Braille printer.

7.6 Classroom Placement

- If the student is in a new classroom, orient them. Point out any "dangerous" objects or obstacles: steps, low lintels, pipes, etc. Clearly indicate where the student should sit, or suggest where to sit by guiding their hand to the back of the chair or armrest. Do not seat them or move their hand along the surface, but allow them to freely touch the object.
- Avoid vague descriptions ("The chair is near you"); try to be precise ("The chair is to your right").
- When offering assistance, ask how it is most comfortable for them to hold onto you (on the arm, by the hand, etc.). Do not move their hand backward. Do not grab, squeeze their hand, or pull them along. When descending or ascending stairs, lead them perpendicular to the steps. When moving, avoid jerky or sudden movements.

7.7 Communication Strategies and Information Presentation

- Always introduce yourself and introduce other participants in the discussion. If you are having a group conversation, be sure to explain who you are addressing at the moment. Announce aloud when you are stepping away.
- Verbally describe all visual information (inscriptions, graphs, illustrations, etc.) that you provide on the board, screen, or handouts.
- Remember that a significant portion of non-verbal communication is lost on blind individuals – many common gestures (shrugging, nodding, making quotation marks in the air) will not be understood by a blind person. Therefore, do not rely solely on gestures and make sure to verbalize the information you want to convey. Also, do not intentionally exclude a blind person from general communication by using gestures.
- Allow the use of audio recording devices and computers for note-taking in class: this is necessary.
- When offering assistance: if you offer help, wait until it is accepted, then ask what and how to do, offering your assistance, guide the person, do not squeeze their hand, walk as you normally would. Do not grab the blind person and drag them along.
- Briefly describe where you are located. Warn about obstacles: steps, puddles, pits, low lintels, pipes, etc.
- Use, if appropriate, phrases that describe sound, smell, and distance. Share what you see; treat guide dogs differently than regular pets. Do not give commands, do not touch, and do not play with the guide dog.
- If you are going to read to a blind person, warn them in advance. Speak in a normal voice. Do not skip information unless asked.
- If it is an important letter or document, do not let them touch it for assurance. Do not replace reading with a summary. When a blind person must sign a document, always read it to them. Disability does not exempt a blind person from the responsibilities associated with the document.

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- Always address the person directly, even if they cannot see you, and not their sighted companion.
- Always introduce yourself and other interlocutors, as well as other people present. If you wish to shake hands, say so.
- When offering a blind person a seat, do not sit them down yourself, but direct their hand to the back of the chair or armrest. Do not move their hand along the surface, but give them the opportunity to freely touch the object. If you are asked to help retrieve an item, do not pull the blind person's hand to the object and take it for them.
- When interacting with a group of blind people, always name who you are addressing each time.
- Do not make your conversation partner speak into empty space: if you are moving, warn them.
- It is perfectly normal to use the word "look." For a blind person, it means "see with the hands," to feel by touch.
- Avoid vague descriptions and instructions that are usually accompanied by gestures, such as "The glass is somewhere on the table." Try to be precise: "The glass is in the middle of the table."
- If you notice that a blind person has lost their way, do not try to manage their movement from a distance, but approach them and help them get back on the right path.
- When descending or ascending stairs, lead the blind person perpendicular to them. When moving, avoid jerky or sudden movements. Do not put your hands behind you when guiding a blind person – this is uncomfortable.
- Remember: blind people do not "grop," "listen," they "look" or "read." This is the correct term for such actions.

7.8 Types of Assignments and Assessment

- If you are working with a text in class, give the student with a visual impairment time to find the correct place when answering. Do not rush them.
- If the student is using screen reader software, for listening tasks, allow extra time for them to hear the questions before the recording begins, and pause during the playback. If the student is proficient in Braille, it is better to print the assignment using a Braille printer.
- Allow blind students to submit written responses and exams electronically. Using a pen may be difficult or impossible for them.
- Audio tests can be used for knowledge assessment, containing questions and tasks recorded at specific time intervals.
- For written communication, Braille is used as a complementary means for writing and reading.
- When checking written work, keep in mind that blind students who were trained in Braille may make certain characteristic mistakes when typing regular text (e.g., in the use of punctuation, capital letters, and spaces). Blind students may also make formatting errors in documents. Be patient with this.
- Do not let group work in class run on its own, especially at the beginning of the

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course: pair the blind student with a sighted classmate who can read the necessary information, give them clear instructions, and ensure that they are followed.

- You may also read the necessary information to a blind student, but first, let them know. Speak in a normal voice. Do not replace reading with paraphrasing unless asked to do so.
- If a student needs to sign a document, make sure to read it aloud completely. Disability does not exempt a blind person from the responsibilities associated with the document.
- **Confidentiality.** Some students' health conditions are visible in everyday life. Others may have hidden forms of disability that are not apparent to outsiders (e.g., diabetes, internal organ diseases, etc.). Students with disabilities are not required to register them. They are responsible for informing the conservatory about their disability and making requests for necessary accommodations in the learning environment. If you are adapting the learning process for a student, do not publicize this fact in class. Do not inform the group that a student has a disability unless the student does so themselves or requests this information be shared.
- If there are students with low vision in the group, try to manage visual load and switch activities more frequently.
- Plan field lessons, exams, and practical sessions in advance. Remind the student to notify the academic office and the head of the program about the need for accommodations or additional time for exams, etc.
- Consider alternative assignments and formats in case a student is unable to complete the task in the proposed format (e.g., oral responses instead of written; commentary on text-based information instead of graphic; electronic assignments or printed in Braille for assessments and exams).

8. DISORDERS OF THE MUSCULOSKELETAL SYSTEM

8.1 Functional Disorders

- The physical deficiency significantly affects the social position of a student with musculoskeletal disorders, as well as their attitude towards the world around them. As a result, this leads to distortions in their primary activities and communication with others. These students often experience disturbances in personal development, such as reduced motivation for activities, fears related to movement and communication, and a tendency to limit social contacts.

8.2 Difficulties and Limitations

- Regardless of the degree of motor impairments, individuals with musculoskeletal disorders may also experience disturbances in emotional-volitional spheres and behavior. Emotional-volitional disorders manifest as increased excitability, excessive sensitivity to external stimuli, and timidity. Some individuals may display anxiety, restlessness, and impulsiveness, while others may exhibit sluggishness, passivity, and motor retardation.

8.3 Strategies for Interpersonal Interaction and Learning

- When communicating with a person in a wheelchair, ensure that your eyes are at

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the same level. For example, sit directly in front of the person in the wheelchair at the beginning of the conversation, if possible.

- A wheelchair is private space that must be respected. Do not lean on it or push it without consent. Never begin to push the wheelchair without asking if the person requires assistance. Offer help when opening doors or navigating thresholds in rooms. If the offer of help is accepted, ask what needs to be done, and follow the instructions clearly. Move the wheelchair slowly, as it can quickly gain speed, and an unexpected jolt may cause a loss of balance.

8.4 Format of Materials

- When conducting classes, consider the volume and form of oral and written tasks, the pace of the classroom work, and change the forms of activities when possible.

8.5 Seating in the Classroom

- Always personally verify the accessibility of the locations where the classes are planned. You can suggest that the class representative, in a group with a student with musculoskeletal disorders, inform them in advance about possible accessibility issues.
- For organizing the learning process, identify the appropriate seating arrangement in the classroom, and allow the student to choose a comfortable position for doing written and oral tasks (seated, standing, leaning, etc.).

8.6 Communication and Information Presentation Strategies

- The instructor should demonstrate pedagogical tact, create success-oriented situations for students with musculoskeletal disorders, provide timely assistance, and foster belief in their own abilities and potential.
- When working with individuals who have musculoskeletal impairments, use methods that activate the cognitive activity of students, develop their oral and written communication skills, and form the necessary academic skills.
- Always ask if help is needed before offering assistance. Offer help if there is a heavy door to open or if the student needs to walk over carpet with long fibers.
- If your offer of help is accepted, ask what needs to be done, and follow the instructions carefully.
- If you have been allowed to move the wheelchair, do so slowly. The wheelchair can quickly pick up speed, and an unexpected push may cause the person to lose balance.
- Always personally verify the accessibility of places where events are planned. Inquire in advance about possible issues or barriers and how to address them.
- Do not tap the person in the wheelchair on the back or shoulder.
- If possible, position yourself so that your faces are on the same level. Avoid situations where your conversation partner needs to tilt their head back.
- If there are architectural barriers, warn about them in advance so the person can make decisions accordingly.
- Remember that, as a rule, people who have mobility difficulties do not have problems with sight, hearing, or understanding.
- Do not assume that needing to use a wheelchair is a tragedy. It is a means of free movement (if there are no architectural barriers). There are people who use a

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wheelchair but have not lost the ability to walk and may use crutches, a cane, etc., to move. They use the wheelchair to save energy and move faster.

- Remember: wheelchair users do not "ride" on wheelchairs; they "walk" on them.

8.7 Types of Assignments and Assessment

- When conducting ongoing assessments, interim, and final exams for students with musculoskeletal disorders and disabilities, it is necessary to take into account the psychophysical characteristics of the student and individually determine the form of assessment (oral, written on paper, written on a computer, in the form of testing, etc.). If necessary, additional time should be provided for students with musculoskeletal disorders and disabilities to prepare their responses during assessments.

- Article 2 of the UN Convention on the Rights of Persons with Disabilities established two principles that should ensure the accessibility and realization of the rights and freedoms of people with disabilities. These principles are "reasonable accommodation" (i.e., making necessary and appropriate modifications and adjustments in specific cases without imposing an undue or disproportionate burden) and "universal design" of objects, environments, programs, and services, aimed at making them as accessible as possible to all people.

9. PROCEDURE FOR APPROVAL AND AMENDMENT

These recommendations come into effect after approval by the conservatory's management, starting from the date of approval.

9.1 Order No. __ dated _____ 202__

9.2 These recommendations are an internal regulatory document of the Conservatory. Copying, reproducing, or transferring this document, in whole or in part, without the written permission of the Conservatory's management, is prohibited.

9.3 The electronic version of this document may be provided to external parties or regulatory authorities only in a copy-protected format.

10. CONCLUSION

10.1 The accessibility of education for students with disabilities means not only the removal of architectural barriers. The principles of "reasonable accommodation" and "universal design" must extend to the entire educational process, including all forms and methods of teaching, as well as other aspects of the university's educational policy.

10.2 Remember, the goal of all adaptation strategies is not to lower the requirements or standards of education but to create conditions for students with disabilities to learn on equal terms with everyone. Such conditions will have a positive impact on the educational process as a whole. Encouraging other students

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to interact and assist people with disabilities will teach them to be more attentive and compassionate.

10.3 As educators, we must remain open to changes and discussions regarding the needs of students with disabilities. It is impossible to describe all the diverse life situations in these brief recommendations. If you encounter something not covered here and are uncertain, rely on your common sense and empathy. Don't hesitate to ask the students themselves about their needs and discuss individual adaptation options with them privately. They are the experts—engage in dialogue with them!

10.4 By demonstrating understanding and pedagogical tact, we can timely provide assistance to each student with a disability, build their confidence in their own abilities, and most importantly, help create true success stories.

10.5 Any changes and additions that arise during the course of work may be incorporated into these Recommendations by the Conservatory's management based on a decision by the Academic Council of the Conservatory and must be approved by the Rector of the Conservatory.

10.6 These recommendations were prepared by a Master of Pedagogical Sciences, Senior Lecturer at the Department of Music Education and Psychology, Dariya Rakhimalieva Shabdenova.

10.7 The following sources and materials were used in the preparation of the recommendations:

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CHANGE SHEET

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FAMILIARIZATION SHEET

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