Innovation Laboratories in the Development of Competences
of Special Pedagogy Teachers and People with Special Educational Needs

project number: 2014-1-PL01-KA202-003428

SCENARIO

Basic information

Institution	The Maria Grzegorzewska University, Warsaw, Poland
Date	04.2017
Target group	Students of the second degree studies in the field of Rehabilitation of people with multiple disabilities. Subject: Collaboration with parents and family support Students acquire the competences to work with children, teenagers, adults with the multiple disability in: rehabilitation centers, occupational therapy workshops, social welfare homes, self-help communities. They prepare themselves to work with people with multiple disability at all stages of their development, they acquire knowledge and skills in the field of educational and therapeutic interventions, individual selection of treatment methods, development of individual therapeutic and therapeutic programs, functional diagnosis and diagnosis of the family needs of a person with a multiple disability.
Number of the participants	8–15
How does the target group is related to people with the special educational / disability needs?	Participants of the session, after the graduation, will work both with children and adults with multiple disability in the various education and therapy centers for disabled people. Students should be prepared to work with people with cerebral palsy, genetic syndromes, autism, multiple sensory damages. It requires the knowledge of the forms of the support, education and therapy of people with the special needs, as well as the ability to individualize the therapeutic tasks to the capabilities of the participants.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	The scenario of the tale-therapeutic classes enriches students' therapeutic workshop with another supportive therapy method. It is a universal method which, after an appropriate adjustment, can be used in the different age groups as well as towards various social, communicational, and emotional difficulties. The group will learn how to create a therapeutic tale and how to combine the classes with the elements of the drama. The course of the scenario allows to use it in a simplified form in the future work among the participants representing the developmental difficulties. Running an I-lab session will influence a similar involvement of all the participants

| | strengthening the ability to work individually and in group. |

A brief presentation of i-Lab

What is i-Lab?	The i-Lab is a method that reflects the synergy of the several components such as a special design of an environment, activities stimulating creativity, appropriate equipment, or the access to the computers with Virtual Brainstorming (VBS) software.
	The i-Lab takes into account:
	- inspiring learning environment - this is a unique place where a group of people can meet together to explore and develop their thinking. It is characterized by an unusual design of the room and the presence of the multimedia;
	- technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS);
	- moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics.
	The combination of these three components encourages people to: work effectively, discover and develop thinking skills, participation in the collaborative activities, which can speed up the process of thinking and creating.
Description and characteristics of i-Lab	The Innovation Lab is a place where two zones are separated: the relaxation zone and the work zone. Both parts are closely linked with an easy access from one to the other. Unusual equipment in the room plays a vital role in the relation and work zone, providing stimulation and comfort for the i-Lab users. In the zone of the relaxation one can conduct a part of the workshop, dedicated to the development of creative thinking. The work zone provides possibilities for computer brainstorming. Both colors and design create a special aura and are aimed at stimulating creativity. The whole room is designed on the basis of a metaphor for further support of the thinking process.
What is VBS software and why is it important?	The Virtual Brainstorming (VBS) software is an example of the adaptation of the brainstorming method directed to the development of a group creative thinking to an internet application. It is an integral part of the Innovation Laboratory which technically supports the brainstorming process (collection of ideas, evaluation, summary report). The brainstorming put in the IT system provides the opportunity to organize the learning process more effectively which manifests in a more effective acquisition and idea management. This eliminates the difficulty of the traditional brainstorming. The software is accessible to visually impaired people.

The scenario

Number of the scenario	PL-003
Title of the scenario	Forms of group collaboration with parents of people with disabilities - conducting thematic workshops
Area of the scenario	Special pedagogy: rehabilitation of people with disabilities, education and rehabilitation of people with intellectual disabilities, collaboration with parents of people with disabilities
Description of the scenario	The scenario focuses on the topic of active support for parents of people with disabilities. The theoretical assumptions of the session are based on a group and individual cooperation with parents. It includes detailed examples. Based on the literature of the subject, the facilitator also refers to the most common problems and needs of families with disabilities. In practical terms, the task of students is to create a thematic workshop for parents of people with disabilities and its implementation in the i-Lab space.

Didactic process

Goals	1. Learning about group and individual types of collaboration with parents.
	2 Applying the principles of effective group collaboration with parents in practice.
	3. Adaptation of the course of activities to individual expectations of a parent.
	4. Active group work, developing participants' ingenuity.
	5. Creating a workshop for parents of people with disabilities in reference to specific needs of the target group and its conducting in the i-lab room.
A short description of the didactic process	**Introduction**
	1. Presentation of the i-Lab concept and its basic assumptions.
	2. Presentation of the objectives of the actions undertaken.
	3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking.
	4. Introduction of the problem of the session – introduction to group (workshops, training sessions, meetings, support groups, seminars, conferences) and individual (home forms, expert meetings, individual consultations) forms of cooperation with parents.
	The main part
	1. Presentation of a group task - creation of workshop scenarios

for parents with disabilities.

2. Problems and needs of parents with disabilities - students present various problems and they confront their observations with the literature of H. Liberska, E. Pisula, D. Danielewicz.

3. Computer work – brainstorming. Suggestions for workshops prepared in accordance with the needs of families, topic selection.

4. Preparing the workshop in the form of scenario including duration, needed materials, venue, groups of people.

5. Conducting a sample workshop in a group including students' division onto workshop participants and facilitators. Session in a relaxing part includes the use of sensory and astmaterials.

End

1. Evaluation of workshops prepared by participants, suggestions for improvements.

2. Summary of knowledge gained in a theoretical part of thesession.

The methods	Talk, practical activity method, situational method, discussion, lecture
Functions of the didactic methods	- Understanding the theoretical dimension of a group support. - Activation of all session participants. - Providing opportunities for discussing and presenting didactic content. - Establishing a coherent plan of practical action based on the exchange of participants' opinions.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	**Crazy job interview** Each participant writes 5 adjectives, qualities or skills that define an employee. The adjectives should not be obvious (eg. hard-working, honest), but lazy, eternally hungry, etc. Participants of the session put their ideas into the container. Then, everyone writes on a small piece of paper two propositions of professions which may also be unusual (eg. president, disco polo star, etc) and they put them into the second container. After collecting all ideas, each participant chooses 3 qualities and one profession. His task is to explain why selected characteristics make him the employee in the selected profession. **Icebreaker questions** This icebreaker refers to a better understanding of the group and the integration of the participants. A facilitator asks each participant a few unusual questions which must be answered. Suggested questions are: What is your favorite cartoon character and why? If you were to be an animal which one would it be and why? What

	flavor of ice cream would you compare yourself to? What is your dream job? What's the strangest thing you've ever eaten? **Art effects** Students are divided into two groups. Each group creates a geometric figure on the sheet of paper so that the other group cannot see it. Each group chooses a person who will describe the picture and the one that will draw it on the board. The group which drawing will resemble the original version wins. Online access: http://www.icebreakers.ws,
Materials (what is necessary)	Blackboard, markers, Bristol paper, available in i-lab sensory materials, sticky notes, two containers
The other techniques (title, a short description, link), recommendations	Elements of the project method where students create their own tasks after their discussion with a facilitator.

Benefits for Participants

How to work individually? (short description)	Target group consists of students without any disabilities. However, the following modifications are recommended in case of a student with disability: - visual disabilities - it is important to equip the students with magnifiers, contrasting keyboards, Braille keyboard, voice reading, contrast fonts or facilitator's oral instructions depending on the severity of visual disability; - hearing impairments- provide the i-lab with an inductive loop eliminating noise, provide a special computer place for a student to track the instructor's lips movement, provide the student with a session plan so that he knows the instructions; - communication difficulties – provide a possibility to gibe written answers while during icebreakers, - motor problems – provide the use of keyboard with border guards and a spacious and easily accessible computer station.
How to work with the group? (short description)	Target group consists of students without disabilities. The following modifications are recommended for group tasks in case of: - visual impairment - a student may be a person who draws what he hears; he can be a lead of the workshop explaining the appropriateness of the selection of specific tasks, - hearing impairment - icebreakers' questions are handed to the student in a written form, some information boards may be created for parents for the purpose of the workshop; - communication difficulties - instead of answering questions verbally a student can write answers or he can actively participate in writing content during workshops, distributing tasks;

	- motor problems – a student can lead theoretical part of the workshop.

The Results

Achieved goals	1. Students know individual and group forms of cooperation with parents of people with disabilities.
	2. Students have knowledge about the problems and needs of families with disabilities.
	3. The group is able to write a workshop script for parents with all required items.
	4. The group conducts a thematic workshops (in this case it is a workshop on creation sensory developmental tools.
	5. Work in a pleasant atmosphere with the involvement of all participants.
Work cards (if used)	Chosen parts of the texts written by E.Pisula, H.Liberska, D.Danielewicz about the situation of families of people with disabilities.

The scenario is the result of the project:

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