![Erasmus+ logo] ![i-Lab 3 logo]

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	Palacký University Olomouc, The Czech Republic
Date	29.8.2017
Target group	Experts in special pedagogy, pedagogy, psychology and social work including students from these areas
No. of participants	6
How is the target group connected to group of people with special education needs/ with disabilities?	The target group directly works with people with special educational needs within internships by means of practice which is supervised by experts. The target group could consist of students of psychology focusing on special education needs (e.g. educational psychology, school psychology, developmental psychology).
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	Experts and students from the above fields are very often confronted with the issue of procrastination. I-Lab is a good place to achieve changes in the educational process, which will also positively influence its participant in terms of developing personal competences. This is made possible by using the i-Lab, specific methods or personal experience to handle the sequence of individual tasks in a confidential environment and in a creative way. The task becomes fun, the motivation of the participant is strengthened and his enthusiasm for the flow is activated. The unconventional arrangement of the room contributes to the change, a discussion and playful approach.

A brief presentation of the i-Lab

What is i-Lab?	The i-Lab – the innovation laboratory – is a method of a group work triggering mechanisms of creativity and cooperation. The method is proved to be efficient in the work with various group of professionals. It can be used not only by the teachers but also by people with special educational needs. The method is based on the mixed effect of leader's animation / moderation, environment, atmosphere, and technical equipment – software and hardware dedicated to this activity. The i-lab is a specific place where groups of people can come together to explore and extend their thinking. The environment is characterized by aunique interior design and the presence of a wide range of different

	media types.
	Each innovation laboratory combines three elements:
	- separated space providing with appropriate physical environment for both working and relaxation part.
	- software and hardware supporting a team work in the i-Lab
	- facilitator(s) who can properly use the opportunities created by space and software in order to support any group using the laboratory resources, moderation of the decision-making process or problem solving.
Description and characteristics of i-Lab.	The Palacký University Olomouc´s i-lab consists of two parts – working and relaxing part. There are six computers in the working part as same as a pleasure wooden table and comfortable chairs. Regarding the relaxing part participants could use various gadgets, very comfortable bags for sitting, a hidden place and many others. The basic concept of the Palacký University Olomouc´s i-labis "black and white" which includes five senses (sight, touch, smell, hear and taste). The black and white concept underlines a several level of human integrity. There is so many contrasting areas (e.g. introspective and extrospective processes; health and illness).This concept expresses the idea, that we use different senses for discovering the world as same as ourselves. In fact, our i-lab could stimulate people by particular senses and it is important for realization of scenarios which focus on different groups of people with special educational needs.
What is the VBS software and why it is so important.	Virtual Brainstorm (VBS) software is a good tool for enhancing brainstorming by removing various limits and barriers of participants. People work with the VBS software could openly and anonymously express their ideas. The next function of the VBS software is voting for the best idea from all which were produced earlier by brainstorming. Therefore, using the VBS software leads to the best idea which is democratically agreed by all participants. The contributions and ideas can be kept and easily re-used (for instance in a report of what happened).

Scenario:

Scenario No.	CZ-003
Scenario title	Stop procrastination
Area	Special pedagogy, school psychology, pedagogical psychology, diagnostics, social work
Description of scenario:	Procrastination is the tendency of an individual to postpone the fulfillment of activities and tasks, particularly unpleasant, at some other time. The problem occurs in situations where a multiparty pressure is exerted and the person can not say no. Partly the subject is related to communication competencies. Tasks are over and begin to misconstruct short and long-term goals. The individual does not create a crisis scenario and tends to reinforce maladaptive behavior in the form of avoidance

of duty. A person is so often describing decisional paralysis when he is unable to decide and choose from multiple options. Procrastination is counterproductive, unnecessary, and stagnant. Combined with personality predispositions and external factors, individuals may pose a risk phenomenon for mental health and well-being (very often a tendency of anxiety, short-term behavior, self-harm) is present.

The intention of the working group to understand the nature of the more complex selection that leads to subsequent postponement. To find and apply functional procedures to overcome the fear of decision-making and to reinforce the self-confidence of the person concerned, it is important to understand first of all what is involved in the process of procrastination and what maintains it. The developmental dyslexia is the most widespread disorder related to special educational needs. Reading is very important competency in educational process and dyslexia affects reading in specific negative ways.

Didactic process:

Goals	There are a lot of goals such as to inform about the subject, to stimulate discussion, to look for new solutions for practice, to develop and present the chosen idea from Virtualbrain software, to talk about critical places of application in practice.
A short description of didactic process	1. Get acquainted with the basic theoretical concepts of procrastination - to be able to explain basic terms and abbreviations - to realize the possibilities of working with people who are procrastinating 2. Brainstorm new possibilities for interrupting procrastination - to use VBS software for brainstorming - to vote for the best idea in connection with how to help people with developmental dyslexia. 3. Develop the best idea on how to help people with developmental dyslexia - work in a group and develop the best chosen idea how to effectively help people who are procrastinating - Present results and answer questions.
Methods	Ice breaker, presentation, virtual brainstorming, group work, critical thinking, Socrates dialogue, discussion.
Functions of didactic methods	The Ice breaker was useful for increasing of group dynamics and for adapting to a new environment. Within the presentation were provided important information about the topic. The virtual brainstorming leaded to choosing the best idea. The group work enabled to develop the best idea and to present results.

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	The activity "Deliveries" is suitable for any group. Purpose is to gain an idea of people's expectations and what may be issues for them Facilitator will need a flipchart paper, markers and 30 minutes. 1. Explain that training is like going on a journey (see Suggested Explanation). Ask each participant to spend 5 minutes thinking for themselves and writing down what they hope to learn on this journey (i.e., expectations) and what they are hoping to deliver (i.e., dispose of, contribute to the group, and so on). 2. Ask each participant to introduce themselves and explain their deliveries and collections. 3. You could write on two separate sheets of flipchart paper what is said. Suggested Explanation "I would like you to consider for a moment that we are going on a journey. Training is always a bit like a journey—you may be going down a new route, hoping to discover new things. "What I'd like you to do is to consider for about 5 minutes what you are hoping to collect on this journey and what you are hoping to deliver—in other words, what do you want to gain from the course, what do you want to change about yourself, and what can you contribute to the rest of the group?. "When you've finished, we'll go around and I'll ask you to introduce yourself and tell us about the collections and deliveries you hope to make while we are together."
Materials (what is necessary)	Flipchart and icebreaker fixtures, power-point presentation, brainstorming computers, blackboards, and other boards for group work. General recommendation: 1. Choose appropriate exercises for your desired objective. 2. Do not expect participants to do things you would not do. 3. Be clear about the purpose and the outcome of each exercise. 4. Be sensitive to individual differences. 5. It is worth taking risks!
Other techniques (title, short description, link, recommendation)	

Benefits for Participants

How to work with individual (short description)	Increase knowledge of the subject. Understanding the Process and Causes of Procrastination. Know how you can Create a real and feasible change and control plan .
How to work with group	Possibility to overplay a specific situation.

| (short description) | Understand how other work with the theme of procrastination.

Verify the applicable practice suggestions. |
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Outputs

| Achieved goals | Participants received important information about procrastination.

Participants understand how procrastination affects the psyche and what people fear with procrastination (what blocks them when they want change). |
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| Work sheet (if was used) | |

The scenario is the result of the project:

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Project implement in "Erasmus +" program
Action KA2 – Cooperation for Innovation and the exchange of good practices
Strategic Partnership for vocational and education training
Project No: 2014-1-PL01-KA202-003428
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