

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	<p>Students of special pedagogy in the field of Rehabilitation of people with multiple disabilities.</p> <p>Course: Selected programs, methods of rehabilitation, therapy of people with the multiple disability</p> <p>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.</p>
Number of participants	6-12
How is the target group related to the people with special educational needs / with disabilities?	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.
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Short presentation of the i-Lab

What is i-Lab?	<p>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.</p> <p>The i-Lab takes into account:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Description and characteristics of i-Lab	<p>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.</p>
What is VBS software and why is it important?	<p>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.</p>

Scenario

Number of the scenario	PL-001
Title of the scenario	Tale-therapy as a supportive therapy method of people with multiple disability – creating of a therapeutic tale.
Area of the scenario	Rehabilitation of people with disabilities, education and rehabilitation of people with intellectual disabilities.
Description of the scenario	The scenario focuses on the theoretical and practical dimension of a tale-therapy. The student learns the characteristics of the psychotherapeutic tales, psycho-educational tales, relaxation tales, the principles of tales: scenery, plot, heroes, problems. The student learns also the specificity of the target group with which the tale-therapeutic classes are conducted and the benefits of this method.

Didactic process

Goals	<ol style="list-style-type: none"> 1. Strengthening of the initiative and the activity of the participants in the individual work. 2. Building an effective collaboration in group tasks. 3. Skillful construction of therapeutic content. 4. Developing the flexibility to embody in the roles and tasks and the implementation of entrusted tasks.
A short description of the didactic process	<p>Introduction</p> <ol style="list-style-type: none"> 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 - explanation of the term tale-therapy, division of therapeutic tales, reference to the tales of M.Molicka, A. Kaszubska. <p>The main part</p> <ol style="list-style-type: none"> 1. Constructing of a therapeutic tale <ol style="list-style-type: none"> a) various issued of tales <ul style="list-style-type: none"> - the lecturer refers to the selected problems raised in the therapeutic tales;

	<ul style="list-style-type: none"> - students using software select the topic of a tale that they create during the i-Lab session, the first brainstorm and evaluation of the ideas. b) selection of the heroes <ul style="list-style-type: none"> - the lecturer presents the principles of hero selection and ways of giving them the specific qualities; - students present their heroes' propositions, they choose two protagonists, they vote during the second brainstorm, evaluation of the ideas; c) ways of giving characteristics to the heroes - students write on a board heroes and give them various attributes; d) scenery - students instructed by the lecturer search various images online: everyone finds one landscape element and one object; e) all of the collected ideas are written on the board, the students share a tale using the maximum number of the fixed elements. <p>2. Preparation of the drama classes</p> <ul style="list-style-type: none"> a) students using various materials prepare heroes and their different attributes in reference to the written content of the tale. Students develop a dialogue and divide the roles to play the tale scene. <p>Ending</p> <ol style="list-style-type: none"> 1. Reading the created psychotherapeutic tale. 2. Playing of therapeutic tale by students. 3. Session Summary.
The methods	Activation methods, practical activity methods, lecture, elements of drama
Functions of the didactic methods	<ul style="list-style-type: none"> - Equal participation of the all participants in the session. - Multidimensional presentation of the didactic content. - Activation and integration of the participants.

Methods and helps used during the implementation of the scenario

Icebreakers (title, short description, link)	<p>Desert island</p> <p>From the prepared set of items written on paper students choose one object. Their task is to convince others why the chosen item is needed on a desert island. In addition to the obvious things like matches and knives other things are added such as teddy bears or ironing boards.</p>
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	<p>Guess who</p> <p>Each participant anonymously writes on a page 5 curiosities from his or her life. Then the moderator reads it, and the rest of the group guesses who is the author of the card.</p> <p>Treasure bag</p> <p>Mainly used in a female group. One participant waits with his eyes closed while others choose two items from their purse which can be associated with them. A participant with blindfolded eyes is supposed to recognize objects by a touch and guess who they may belong to.</p>
Materials (what is necessary)	Cards with names of the items, paper and pens, colored blocks, scissors, crayons, glue, adhesive tape, sticks for created heroes, Internet access
The other techniques (title, a short description, link), recommendations	<p>Drama techniques</p> <p>Participants take on roles may be for some time someone else. The task of the facilitator is to create an atmosphere in which they will be able to safely take on the roles and confront the conflicts in the proposed fictional world. (http://stop-klatka.org.pl/techniki-dramowe).</p>

Benefits for Participants

How to work individually? (short description)	<p>The needs of a students with disabilities refers to the Individualization of the learning process.</p> <p>In case of:</p> <ul style="list-style-type: none"> - Visual disabilities – while choosing the images of objects and landscapes itnecessary to have an oral description of images. - Hearing impairment - the student receives a note with an information about the course and instructions. The instructor indicates on which task to concentrate at the moment, if the instructor communicates in the sign language he can use it. - Motor difficulties - there is a free space in the computer station which provides enough place for people with wheelchairs; in case of the difficulties with the movement coordination a bigger keyboard can be connected to the computer, a keyboard with a frame, or a special overlay.
How to work with the group? (short description)	<p>During the group tasks in case of the students with disabilities:</p> <ul style="list-style-type: none"> - with the visual impairment - the student can whisper the curiosities from his life and the lecturer can write them on a sheet. The reading of the tale may be recorded and passed to the student; - with the hearing impairment - the group writes down a dialogue and didaskalia before the play;

	- motor difficulties - student with motor difficulties can act as a narrator, dictate proposed content to another participant, be responsible for the division of tasks in preparation of the heroes.
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The Results

Achieved goals	<p>Thanks to the session the participants:</p> <ul style="list-style-type: none"> - are equally involved in the session; - learn the goal of the tale-therapy and kinds of the therapeutic tales; - learn to construct a psychotherapeutic tale and lead an example of future therapies; - actively combine two therapeutic approaches: tale-therapy and drama; - peacefully and willingly work in the group; - actively and without hesitation present their ideas and effects of their work; - the task takes place in a friendly atmosphere.
Work cards (if used)	Lack

The scenario is the result of the project:

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