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	02.2017
Target group	Students of special pedagogy in the field of Rehabilitation of people with multiple disabilities. Subject: Arranging therapeutic space 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 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 session provides opportunities to adapt therapeutic toys to child's abilities. They will have a practical possibility to create therapeutic toys that develop abnormal child functions by using widely available materials. The i-Lab equipment enables to construct the toy by each participant of the session and it creates a space to present the project of the toy including its discussion.

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-002
Title of the scenario	Therapeutic toys as a part of space arranging for children with multiple disability
Area of the scenario	Rehabilitation of people with disabilities, education and rehabilitation of people with intellectual disabilities, arrangement of therapeutic space
Description of the scenario	The scenario includes introducing students to specific developmental needs of a child with disability. Students receive the characteristics of a child with conjugal disability, in the voting mode they propose different toys that can be created on their own. They create a toy project and its description from the practical perspective.

Didactic process

Goals	1. Designing a therapeutic toy. 2. Getting knowledge about the therapeutic role of play with the disabled child. 3. Getting knowledge about specific developmental difficulties of a child with a disability. 4. Strengthening the ability to work in pairs and in groups. 5. Developing students' individual involvement. 6. Strengthening the ability to evaluate the effects of one's own work.
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 to the problem of the session - the role of therapeutic toys in the development of children with multiple disability. **Main part** 1. Conversation with students about the possible developmental difficulties of a child with a disability. Students receive the characteristics of a child with Down syndrome. Their task is to discuss the difficulties of the child and determine what functions might be developed by therapeutic toys. 2. Specific toys - brainstorming. Students generate as many ideas as possible for self-made toys. Voting and selection of the 5 most interesting proposals to be made by students. 3. Practical work - participants are divided into pairs. Each pair prepares a project of one of the five selected toys in reference

	to available in i-Lab materials. The project should include a draft of the toy, its description, proposals for use and information on what features may it improve. **End** - Presentation of completed projects. - All participants discuss advantages and disadvantages of created toys.
The methods	Activation methods (brainstorm, icebreakers), practical activity methods, lecture, exposing methods, discussion
Functions of the didactic methods	Activation of participants, equal involvement in given tasks including less self-confident students, presentation of didactic materials.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	**Catch the ball** The participants roll the ball to each other. Before the person pushes the ball she speaks out loud one interesting fact from her life. This task allows people to get to know each other. Duration: about 15 minutes. **Hot and cold game** The facilitator chooses one or two people and gives them the action they are supposed to play. The task of the group is to guess by asking the question "yes" or "no" what kind of activity was presented. Duration: about 10 minutes. **React and act game** The participant receives a card with the description of an event. His role is to present the emotions connected with given event. The group is guessing what could have happened if the participant reacted in a certain way. Examples of content on the pages: I won a million dollars, I met a dangerous bear in the forest, etc. Duration: about 15 minutes. Source: http://www.icebreakers.ws/active/react-and-act-game.html
Materials (what is necessary)	White and colored cards, scissors, pencil, crayons, penpals, pens, cards with described events, ball
The other techniques (title, a short description, link), recommendations	Lack

Benefits for Participants

How to work individually (short description)?	It is necessary to modify the scenario in reference to individual needs. The following individual changes are recommended for: - Visual disabilities – it is important to equip the i-Lab with magnifiers, contrasting keyboards or Braille keyboard depending on the severity of visual disability. The color and font size settings should be changed on computers. It is also possible to ask a moderator who may write down ideas, however, it limits the participant's independence. - Hearing impairments - all instructions can be previously written on a board or a sheet of paper. It is recommended to communicate a sign language. - Difficulties in communication - a participant can present his or her toy in written and graphic form. - Motor problems - individual tasks may require the use of a special keyboard.
How to work with the group? (short description)	In the target group there is a student moving on a wheelchair. The space in the i-Lab was appropriately arranged, the movable furniture was rearranged, the computer chair was removed at the computer desk. The following changes are recommended in case of a group work with a disable person: - Visual impairment - the blind participant can work in pairs with the other student who will write his or her ideas, while the icebreaker with the ball, the ball may be given instead of rolled, a visually impaired person may be asked to show emotions by body movement and gestures with a small help of a facilitator. - Hearing impairments – all the taksk should be written down, it may be considered to the use in the induction loop space. - Difficulties in communication - presentation of results of work can be written and based on sketches and description of the toy.

The Results

Achieved goals	1. Participants design a therapeutic toy fitted to the individual needs of the child. 2. By using ice breakers, the group is more likely to undertake group tasks and effectively divide tasks between participants. 3. Thanks to VBS each student is closely involved in the session. The time of making decisions in the form of voting by software is shorter than that in traditional classroom model. 4. The participant can determine the function of a specific therapeutic toy. Uses various techniques to present the toy design. 5. The group works actively and without stress. Thanks to the

	possibility of individual arrangement of space in the relaxation zone it performs assigned tasks in a friendly atmosphere and a sense of comfort.
Work cards (if used)	Characteristics of the functioning of the child with Down syndrome

The scenario is the result of the project:

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