

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**

<b>Institution</b>	The Maria Grzegorzewska University, Warsaw, Poland
<b>Date</b>	03.2017
<b>Target group</b>	<p>Students of the Early developmental support in the field of Special Pedagogy.</p> <p>Students acquire competence in the field of cooperation with a disabled child's family, closing the inequality gap in education, constructing individual educational and therapeutic programs, organizing and running pre-school facilities and child custody systems as well as a functional diagnosis.</p>
<b>Number of participants</b>	20 (2 groups of 10 participants)
<b>How does the target group is related to people with the special educational / disability needs?</b>	<p>The target group will be prepared after studies to work as:</p> <ul style="list-style-type: none"> <li>a) a rehabilitation - therapist in: early intervention centres, specialist rehabilitation centres, mental health centres, developmental disorders and developmental disabilities centres, daytime rehabilitation centres for children with delayed psychomotor development;</li> <li>b) an early child education teacher (psychological and pedagogical centres, kindergartens, special schools);</li> <li>c) a teacher of pre-school education and early childhood education in public and integration kindergartens.</li> </ul>
<b>Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.</b>	<p>The session based on a scenario will develop among students the ability to perform functional diagnosis in a child's natural play situation. Students will learn to use the available environment and simple materials to verify the child's developmental difficulties. The i-Lab gives the opportunity to do some diagnostic tasks in a friendly atmosphere. The Virtual Brainstorming (VBS) strengthens the ability to write and then analyze a large number of ideas in a relatively short period of time.</p>

**A brief presentation of i-Lab**

<p><b>What is i-Lab?</b></p>	<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"> <li>- 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;</li> <li>- technology - the laboratory is equipped with the appropriate computer software called Virtual Brainstorm (VBS);</li> <li>- moderating techniques - social techniques to stimulate the creativity, motivation, and group dynamics.</li> </ul> <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>
<p><b>Description and characteristics of i-Lab</b></p>	<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>
<p><b>What is VBS software and why is it important?</b></p>	<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>

**The scenario**

<b>Number of the scenario</b>	PL-004
<b>Title of the scenario</b>	A functional diagnosis - constructing diagnostic tasks for selected areas of child development
<b>Area of the scenario</b>	A functional diagnosis and construction of individual educational and therapeutic programs, special pedagogy
<b>Description of the scenario</b>	The scenario focuses on the process of diagnosing a child who is suspected or diagnosed with developmental difficulties. After focusing on Schopler PEP-R test and using basic diagnostic information about a child with disability, students will learn to use the environment and situations which are important to a child to assess his functioning in a practical way. In order to achieve to above mentioned goal, the construction of diagnostic tasks with criteria for their evaluation will be used.

**Didactic process**

<b>Goals</b>	<ol style="list-style-type: none"> <li>1. Familiarize with the PEP-R test of E. Schopler.</li> <li>2. Development of diagnostic procedures according to the child's age, diagnosis, dysfunctional functions.</li> <li>3. Presentation of constructed diagnostic tasks and their conducting.</li> <li>4. Creating multiple diagnostic situations that verify the ability of the child in the area of development.</li> <li>5. Active group work, developing skills of making agreed decisions by using i-lab software.</li> </ol>
<b>A short description of the didactic process</b>	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the i-Lab concept and its basic assumptions.</li> <li>2. Presentation of the objectives of the actions undertaken.</li> <li>3. Implementation of the ice-breakers to deepen group cognition and to stimulate creative thinking.</li> <li>4. Introduction to the problem of the session - principles of constructing a diagnostic task.</li> </ol> <p><b>Main part</b></p> <ol style="list-style-type: none"> <li>1. Presentation of assumptions and construction of the Schopler PEP-R test.</li> <li>2. Get acquainted with the information about a 3-year-old child with cerebral palsy distributed by the facilitator.</li> <li>3. Students write on the board information about the child and his difficulties. They divide them into main developmental areas eg. motor skills, socialization, communication, cognitive functions.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Motor skills - brainstorm session 1 - students propose possible diagnostic tasks verifying the competence of the child in the field of small and large motor skills. They choose 3 propositions which are the most relevant.</li> <li>5. Socialization - brainstorm session 2 - Students propose diagnostic tasks that verify the competence of the child in the area of socialization. They choose 3 propositions which are the most relevant.</li> <li>6. Communication - brainstorm session 3 - Students propose diagnostic tasks that verify the child's communication competence. They choose 3 propositions which are the most relevant.</li> <li>7. Cognitive aspect - brainstorm session 4 - Students propose diagnostic tasks that verify the cognitive competence of the child. They choose 3 propositions which are the most relevant.</li> <li>8. The group is divided into 4 subgroups. Each group presents one diagnostic task from one of the 4 areas.</li> </ol> <p><b>End</b></p> <p>Students present diagnostic tasks in a form of a play.</p>
<b>The methods</b>	Practical action, activation methods, discussion, situational method
<b>Functions of the didactic methods</b>	Activation of participants, equal participation in the didactic process, freedom of expression, presentation of the closest reality of the diagnostic process in the play.

**Methods and material used during the implementation of the scenario:**

<p><b>Icebreakers (title, brief description, link)</b></p>	<p><b>The sequence</b></p> <p>A facilitator has a set of printed pictures from children's books which present a sequence of events. Each participant receives one picture and describes it. The task of the group is to outline the correct sequence of situations based on their description. Duration: about 15 minutes</p> <p><b>Would you rather?</b></p> <p>The facilitator has a list of questions "What are you going to choose: X or Y?". One side of the room is dedicated for those who choose "X" and the other for "Y". Example: the facilitator asks a question <i>Would you like to go back 100 years in time?</i> Participants go to the appropriate part of the room and then they have to argument their choice. Duration: about 20 minutes.</p> <p><b>Unique and shared</b></p> <p>The group is divided into 5 teams. The first task of the team is to write as many items as possible for all team members. They should be more unique information than "we are all human", "we all have hair". The group reads its list. The second part of the fun is to write</p>
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	<p>for each member of the team 2 distinctive skills, strengths. The group reads the result of the work. Duration about 20 minutes.</p> <p>Source: <a href="http://www.icebreakers.ws/team-building/unique-and-shared.html">http://www.icebreakers.ws/team-building/unique-and-shared.html</a></p>
<b>Materials (what is necessary)</b>	Paper, pens, pictures from books, materials available in the i-Lab
<b>Other techniques (title, brief description, link), recommendations</b>	Situational method - students arrange a diagnostic situation.

### Benefits for Participants

<b>How to work individually? (short description)</b>	There are two people in the group with hemiplegia but they do not require any specific modifications during the i-Lab session. However, it is recommended to provide facilities with space and activities for students with sensory impairments, communication and motor problems. Realization of individual tasks may include specialized keyboards, magnifiers or speech synthesizers.
<b>How to work with the group? (short description)</b>	There are two people in the group with hemiplegia but they do not require any specific modifications during the i-Lab session. However, it is recommended to provide facilities with space and activities for students with sensory impairments, communication and motor problems. Realization of group tasks should provide enough space in order to move, choose the form of the presentation of the practical task, record realization of tasks, and they should have the information about the scenario in the most appropriate for their needs form.

### The Results

<b>Achieved goals</b>	<ol style="list-style-type: none"> <li>1. The group develops and implements diagnostic tasks in the i-Lab.</li> <li>2. The presented tasks are adequate to the selected development area.</li> <li>3. Each participant is involved in the session including the use of VBS which provides anonymity of voting and the ability to generate many ideas in a short time.</li> <li>4. The group quickly votes on the most appropriate diagnostic task for the given case.</li> <li>5. Students play the role of diagnostician, a friendly and spacious i-Lab space provides a comfortable atmosphere.</li> </ol>
<b>Work cards (if used)</b>	Diagnostic information about a 3-year-old child with cerebral palsy.

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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