

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	05.2017
Target group	<p>Students of Education and rehabilitation of people with intellectual disabilities in the field of Special education.</p> <p>Subject: Methodology of education and training in special kindergarten</p> <p>Special education students acquire the competence to work with people with intellectual disabilities, learn about their educational, rehabilitation and therapeutic possibilities and needs. They are able to recognize and solve educational problems as well as rehabilitation of disabled people. Participants are prepared to work as a teacher in special kindergarten with children with intellectual disabilities, in special primary schools, in rehabilitation centres, educational centres or in day care centres. They can also work as supportive teachers in inclusive classes or as special educators in early intervention centers and rehabilitation clinics.</p>
Number of participants	10
How is the target group related to the people with special educational needs / with disabilities?	<p>During the session, students gain knowledge on methodology of teaching, education, care and rehabilitation of people with intellectual disabilities. They will be able to develop and implement educational and therapeutic programs taking into account age (both biological and developmental) and degree of intellectual disability. Participants acquire skills to provide counseling to the families of people with disabilities, and develop a sense of respect for the other person and sensitivity to his needs during activities.</p>
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	<p>The group will use a scenario to acquire knowledge and skills in planning activities for children with intellectual disabilities in preschool age. The key element is to realize the diversity of pupils' needs and to analyze how to choose the most effective methods, adjust the difficulty level, choose didactic tools and how to arrange the pre-school classroom for the effective education of each child in the group.</p>

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
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	<p>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>
<p>Description and characteristics of i-Lab</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>What is VBS software and why is it important?</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

<p>Number of the scenario</p>	<p>PL-006</p>
<p>Title of the scenario</p>	<p>Adjustment of working methods in special kindergarten to the individual needs of children with disabilities</p>
<p>Area of the scenario</p>	<p>Special pedagogy, education and rehabilitation of people with intellectual disabilities</p>
<p>Description of the scenario</p>	<p>The scenario tackles the problem of organization of group activities for children in a special kindergarten. The task of a teacher is to adapt</p>

	<p>the methods and various tools of work to the individual needs of each child. This is a key skill for teachers working in special education. During the i-Lab session students' task is to revise basic methods used in work with disabled children and to create a scenario of classes for children taking into account the degree of intellectual disability and sensory disorders.</p>
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Didactic process

Goals	<ol style="list-style-type: none"> 1. To learn the methods used at work in a special kindergarten. 2. To be able to adjust methods to the individual needs of the child. 3. To emphasize the need of a child diagnose of his current state and needs 4. To pay attention to a proper set of goals (not too easy or too difficult for a child to achieve). 5. To gain skills to respond quickly to changes in the group. 6. To shape the attitude of flexibility and creativity.
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 to the problem of the session - tasks of a special kindergarten teacher, methods of working with children with intellectual disabilities. <p>Main part</p> <ol style="list-style-type: none"> 1. Simulation - Participants are involved in the role play of people with disabilities. They try to do certain tasks with various difficulties (eg. while sitting with head turned, with head leaning forward, with black eyeglasses, with tied hands, with covered ears). 2. Brainstorm with VBS software on <i>How to adapt working methods to the individual needs of children with disabilities?</i> 3. Discussion on students' proposals, grouping ideas into areas such as: adjusting difficulties, arranging space, adjusting materials, presentation of tasks. 4. Working in smaller groups (2-3 students) - students prepare a task for children with disabilities using their previous simulation experience - a task is focused on the needs of a child with intellectual disability with visual or hearing impairment - presentation of tasks in the groups. 5. Discussion on the needs of children with disabilities and possibilities of the teacher - What challenges do teachers have to face and how to meet them? 6. Preparation of Special Preschool Teacher Code. <p>End</p> <ol style="list-style-type: none"> 1. Presentation of the Code.

	2. Summary of i-Lab session.
The methods	Activation methods, assimilation of knowledge, self-gaining knowledge method, practical method
Functions of the didactic methods	<ul style="list-style-type: none"> - To encourage active participation in the session. - To provide a possibility to feel into the situation of people with disabilities and to adapt activities for them concerning their needs. - To get knowledge on organization and methods of work in a special kindergarten. - Working in a friendly atmosphere, exchanging experience.

Methods and material used during the implementation of the scenario:

Icebreakers (title, short description, link)	<p>In the queue! (10 min.)</p> <p>Participants are standing in a queue. In the beginning, they are asked to stand in alphabetical order (based on names). In the second round, they are asked to stand in a queue in reference to their date of birth. Next, taking into account the distance from the university, size of the family, the number of buttons they are wearing, ect.</p> <p>Bingo (10 min.)</p> <p>The facilitator prepares cards for each participant where they can find various questions such as: Find someone who has a brother, Find someone who can play the piano, Find someone who likes the Throne Game, etc ... The person who first answers all questions (and writes) name of respondents wins. Duration: 10 minutes.</p> <p>Find someone who...</p> <p>The students are supposed to write a list of five examples of people in the group: <i>I want to find someone who...</i></p> <p>The task allows students to get to know the others more closely. The facilitator should pay attention to features which people are looking for which may be an interesting starting point for further discussion with participants.</p> <p>Source: http://www.eslcafe.com/idea/index.cgi?Ice:Breakers</p>
Materials (what is necessary)	Gloves, sunglasses, ear cushions, ribbons, markers, A4 paper, wrapping paper
The other techniques (title, a short description, link), recommendations	Simulation (role play) - imitation of reality, behaviour, phenomena. Playing situations of others helps to understand various situations, needs, points of view. Thanks to the above mentioned method, students are more likely to offer specific solutions in order to help children with disabilities.

Benefits for Participants

How to work individually?	Students with motor problems, visual disabilities or hearing impairments may be included in the group. During traditional classes they are often
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(short description)	<p>forced to occupy a place near the board which may cause discomfort. In the i-Lab everyone can choose their own position.</p> <p>For students with special needs it is required to prepare larger sheets and appropriate writing tools to enhance their work comfort.</p>
How to work with the group? (short description)	<p>When preparing a group work the tasks should be organized in such a way that everyone should be able to engage in them. Thanks to varied methods of work all participants can actively contribute to the results of the session.</p> <p>When students take a role of a disabled person it is necessary to provide a comment of the facilitator and discuss the emotions that accompany the students.</p>

The Results

Achieved goals	<p>During the session students:</p> <ul style="list-style-type: none"> - are sensitized to the needs of children with disabilities; - consider how to choose working methods so that each child in the group could be involved; - were in the situation of people with disabilities; - have learned how to create educational tasks for children in special kindergarten and adapt their content to the type of disability; - with involvement and openness to other members of the group they participated in the session.
Work cards (if used)	Lack

The scenario is the result of the project:

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