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	Students of Education and rehabilitation of people with intellectual disabilities in the field of special pedagogy. Subject: Selected issues of problem behavior therapy After completing the first-cycle study in this specialty, the student: 1) has the ability to use interdisciplinary knowledge of human development, mental and social deviations and limitations; 2) knows the educational and therapeutic possibilities of rehabilitation of people with intellectual disabilities; 3) is able to recognize and solve the educational and rehabilitation problems of people with intellectual disabilities; 4) possesses knowledge of the methodology of teaching, care and rehabilitation of people with intellectual disabilities; 5) is able to develop and implement educational and therapeutic curricula based on the age and degree of intellectual disability of a person; 6) has the ability to provide consultation and instruction to parents of persons with intellectual disabilities. 7) has advanced knowledge about the problems of people with intellectual disabilities, as well as a developed attitude of respect and sensitivity to others needs.
Number of the participants	20 (2 groups of 10 participants)
How does the target group is related to people with the special educational / disability needs?	A first degree student in specialization of Education and rehabilitation of people with intellectual disabilities has pedagogical approach and qualifications of: 1) a teacher who can work in special pre-schools for children with moderate and severe mental retardation, in public primary schools for people with moderate and severe mental disabilities, in special primary schools for students with mild mental retardation in the first stage of education and in the day center, in rehabilitation and education centres; 2) a supportive teacher in inclusive pre-schools, in primary schools and inclusive schools,

	3) a special pedagogue-therapists in centres of early intervention and rehabilitation clinics.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	A structured behavioral observation sheet is useful in verifying behavioral problems in future professional work. It enriches the student with the ability to analyze behavior in various social situations, allows to assess the frequency and nature of observed difficult behaviors. The student will learn to assess possible causes and circumstances of adverse behaviour and thus adapt his or her behaviour toward the person with behavioral difficulties. The brainstorm will provide a chance to include a large number of detailed child behaviour where difficult behaviour may occur.

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-011
Title of the scenario	Behavioral observation sheet of a child in the school environment
Area of the scenario	Special pedagogy, education and rehabilitation of people with intellectual disabilities, therapy of problem behaviours
Description of the scenario	The scenario is based on the presentation of the types of problem behaviours and selected observation sheets which provide various ways of measuring behavior. After group integration the moderator of the session will familiarize participants with the structure and contents of selected tools in a theoretical introduction. In the practical part of the session students are focused on creating a child behavior observation sheet taking into account key areas of child functioning. The closing part includes the final presentation of the content and its critical analysis.

Didactic process

Goals	1. Familiarize with selected observation tools and their construction. 2. Identification of areas for observing difficult child behaviour and selection of specific behaviour requiring observation. 3. Active cooperation and focus on a task by all participants of the session, building teamwork skills. 4. Construction of an observation sheet by students. 5. Ability to present the material and to evaluate it.
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 – division of problem behaviours (unpleasant for others, aggressive, self-aggressive, destructive, disturbing), measurement of difficult behaviours (frequency, intensity, duration), characteristics of PAS inventory and pupil behaviour sheet written by B. Markowska. **Main part** 1. Presentation and analysis of the construction of selected observation

	tools.
	2. Proposals for school situations, elements of activities, individual predispositions and areas of functioning of the child in which child's behaviour can be analyzed in the school environment - brainstorm, the choice of 4-5 main categories which may occur in the observation sheet.
	3. A talk. One of the students writes the main categories of the observation sheet on the blackboard. They may include: relationship with peers, teacher relationship, school learning approach, problem behaviour, etc. For each category, the group proposes some aspects of observation, eg, in the "Relationship with peers" category there may be "He works properly with the group".
	4. Taking into account the guidance of the facilitator, the group creates a child behavior assessment sheet in the school environment.
	End
	1. Ability to present the observation sheet.
	2. A common critical content analysis of an observation sheet, possible proposals for modifications in the construction and content of the tool.
The methods	Presentation, discussion, practical exercises, activation methods (brainstorming), active debriefing
Functions of the didactic methods	- Familiarize students with didactic material.
	- Active participation in the session.
	- Conscientious realization of tasks.
	- Evaluation of the work done.

Methods and material used during the implementation of the scenario:

Icebreakers (title, brief description, link)	**Story starters**
	The facilitator has a paper with written sentences eg. "Once ...", "The stupidest thing I did ...", "If my life would be a book, I would have a title ..." etc. Participants choose one sentence and start telling a short story. At the end, the group votes on the most interesting story.
	Name aerobics
	Participants are in a circle. The facilitator presents himself with a unique gesture. Then, he asks another participant to repeat his name with a gesture and adds his unique gesture. Next participants repeat the names of all of the previous ones with gestures and add their names with a gesture.
	Who am I?
	The facilitator glues to each participant a card with the name of some famous character: hero, actor, celebrity. The participant asks questions with possible answer "yes" or "no". The task is to guess what character

	is he.
Materials (what is necessary)	Celebrity name cards, cards with introduction tasks, observation sheets, paper, pens
The other techniques (title, a short description, link), recommendations	Visualization techniques (observation sheet exposure)

Benefits for Participants

How to work individually? (short description)	For individual tasks, the following modifications are recommended: - visual impairments - the availability of magnifyers, magnifying glasses, content written in Braille, the student should be able to record the session; - hearing impairment – it is possible to use an inductive loop, to provide a space in the room to observe the speaker's lip movement, to use a sign language or to prepare cards with description of the session; - motor difficulties - in the computer part you can use a larger keyboard with a key pad, you have to provide enough space for computer work; - communication problems- the student may present his or her work in the form of a multimedia presentation paying attention to the written content of the sheet.
How to work with the group? (short description)	For group tasks, the following modifications are recommended: - visual impairment - ice-breakers should be focused on verbal tasks; - hearing impairment - verbal play may take the form of writing or focus on gesture-based tasks. Students with hearing difficulties should be closer to the sound source and they should have a possibility of full observation of the session; - motor difficulties - it is important to ensure space for students to move freely - communication problems - any questions, doubts can be addressed in writing; it is possible to use the software to read the content.

The Results

Achieved goals	1. The group does the job correctly. 2. Students learn about problem behaviours, their measurement and observation. 3. Each participant had the opportunity to speak and actively participate in the session. 4. Work with friendly atmosphere using different forms of expression.
Work cards (if used)	Lack

The scenario is the result of the project:

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