

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	Palacký University Olomouc, The Czech Republic
Date	30.8.2017
Target group	Experts in special pedagogy, pedagogy, psychology and social work including students from these areas
No. of participants	6
How is the target group connected to group of people with special education needs/ with disabilities?	The target group directly works with people with specific educational needs. They were psychology students who work in the form of training under the supervision of supervisors.
Short justification why such a group will use the scenario and what benefits we expect to achieve by using i-Lab.	I-Lab is a good place to make changes in the field of education in many ways. Special educators, educators, school psychologists often encounter situations where children or parents have various anxieties linked to educational content or personal themes.

A brief presentation of the i-Lab

What is i-Lab?	<p>The i-Lab – the innovation laboratory – is a method of a group work triggering mechanisms of creativity and cooperation. The method is proved to be efficient in the work with various group of professionals. It can be used not only by the teachers but also by people with special educational needs. The method is based on the mixed effect of leader’s animation / moderation, environment, atmosphere, and technical equipment – software and hardware dedicated to this activity.</p> <p>The i-lab is a specific place where groups of people can come together to explore and extend their thinking. The environment is characterized by a unique interior design and the presence of a wide range of different media types.</p> <p>Each innovation laboratory combines three elements:</p> <ul style="list-style-type: none"> - separated space providing with appropriate physical environment for both working and relaxation part.
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	<ul style="list-style-type: none"> - software and hardware supporting a team work in the i-Lab - facilitator(s) who can properly use the opportunities created by space and software in order to support any group using the laboratory resources, moderation of the decision-making process or problem solving.
Description and characteristics of i-Lab.	<p>The Palacký University Olomouc's i-lab consists of two parts – working and relaxing part. There are six computers in the working part as same as a pleasure wooden table and comfortable chairs. Regarding the relaxing part participants could use various gadgets, very comfortable bags for sitting, a hidden place and many others. The basic concept of the Palacký University Olomouc's i-labis "black and white" which includes five senses (sight, touch, smell, hear and taste). The black and white concept underlines a several level of human integrity. There is so many contrasting areas (e.g. introspective and extrospectiveproceses; health and illness).This concept expresses the idea, that we use different senses for discovering the world as same as ourselves. In fact, our i-lab could stimulate people by particular senses and it is important for realization of scenarios which focus on different groups of people with special educational needs.</p>
What is the VBS software and why it is so important.	<p>Virtual Brainstorm (VBS) software is a good tool for enhancing brainstorming by removing various limits and barriers of participants. People work with the VBS software could openly and anonymously express their ideas. The next function of the VBS software is voting for the best idea from all which were produced earlier by brainstorming. Therefore, using the VBS software leads to the best idea which is democratically agreed by all participants. The contributions and ideas can be kept and easily re-used (for instance in a report of what happened).</p>

Scenario:

Scenario No.	CZ-005
Scenario title	I am not afraid of any more“
Area	Special pedagogy, school psychology, pedagogical psychology, diagnostics, social work
Description of scenario:	<p>Anxiety and fear have an adaptive function for humans. Anxiety is therefore very important for a person in normal situations - it strengthens the senses, mobilizes energy, and helps the body to defend, escape, or avoid if a danger arises. Mild anxiety is perfectly normal and is experienced by every person. It even increases our performance and motivation. However, if it breaks down a certain degree - it is excessively frequent, overly intense and lasts for a long time or appears in a disproportionate situation - it negatively affects our life. It leads to internal confusion, unnecessary behavior, and strong emotions to panic. The difference between anxiety and fear is that in anxiety, a person feels threatened, but he does not know what he has, he does not have a specific stimulus.</p>

	<p>To identify anxiety, it is necessary to acquire typical symptoms that can be both psychological and physical manifestations. Both the presentation and the worksheet in the form of an overview table serve as a basis. The participant will get acquainted with the basic information that makes it possible to recognize the vicious circle of an anxiety. The target group will be able to identify the most common auto-negative questions, focus on techniques that reduce physical symptoms that have a beneficial effect on the individual's psyche. Participants will understand the course of anxiety and the identification of security behavior. The knowledge will apply.</p>
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Didactic process:

Goals	<p>The goal of group work through the scenario is to look for opportunities for effective practice for the practitioner in anxiety. The participant develops his / her knowledge and skills, engages in group work, and develops brainstorming competencies to reduce anxiety and acquires these effective practices, which he will use in practice.</p>
A short description of didactic process	<ol style="list-style-type: none"> 1. Provide basic information on anxiety disorders <ul style="list-style-type: none"> - explain basic terms (vicious circle, automatic negative thoughts) 2. Understand what causes and how anxiety manifests itself, how to distinguish it from fear <ul style="list-style-type: none"> - to distinguish the psychic symptoms from the body 3. Learn about how to work effectively with people with anxiety 4. Find an effective approach to working with people with anxiety 5. Participate actively in brainstorming <ul style="list-style-type: none"> - Vote for the best idea in connection with how to help people with a spectrum of anxieties. 6. Support and develop the best idea on how to help people who are trying to change the vicious circle 7. Present the results and reflect critical situations and answer the questions.
Methods	<p>Techniques for initiating cooperation and relaxation of the atmosphere, presentation of basic and necessary information related to the chosen topic in the form of presentation and discussion, brainstorming, group work, presentation of selected procedures with dramatherapy elements and roles exchange.</p>
Functions of didactic methods	<p>The focus of the didactic process is to understand and adopt the basic theoretical concept and to subsequently verify and develop skills in direct work with the target group in the form of a draft. Due to the widespreadness and personal experience of physical anxiety, participants can establish appropriate and effective practices for practice by playing back specific situations and roles.</p>

Methods and material used during the implementation of scenario:

Icebreakers (title, short description, link)	<p>The MAGIC BOX is a method to help participants clarify their own expectations.</p> <p>This activity is particularly useful when you will be expecting participants to do other small group activities during your workshop. In this activity, one person serves as the group’s facilitator. In other activities, you will ask other individuals to serve in this role.</p> <p>The number of participant should be up to 30 people and the facilitator need at least 30 minutes. Is necessary to prepare a one box wrapped in colorful paper and to setup a room (circle of chairs).</p> <p>Procedure for Conducting the Activity</p> <ol style="list-style-type: none"> 1. Begin by stating how we often come to workshops with unstated wishes for what will happen while we are there. Give some examples: “I wish I could be a better leader” or “I wish I knew how to deal with my boss.” 2. Show the wrapped box and explain that it is a magic box. Explain that as the box is passed around the circle, each person is to hold it briefly and make a wish out loud. 3. As the box goes around, allow people to pass if they appear uncomfortable, but ask them to make their wish silently. Do not allow discussion or judgment of anything that is stated. 4. Divide the total group into smaller groups of five people. Ask each group to select a facilitator. The task of each small group is to select one wish for the group. Take 5 minutes to do this. 5. Ask each facilitator to share the small group’s wish with the larger group. 6. Relate the groups’ wishes to your workshop objectives. 7. The trainer shares his or her own wish for the workshop. <p>Cross-Reference</p> <p>When you are conducting a closing activity, refer back to these wishes.</p>
Materials (what is necessary)	<p>It is necessary to prepare a box wrapped in colored paper and adjust the arrangement of the chairs in the room.</p> <p>General recommendation:</p> <ol style="list-style-type: none"> 1. Choose appropriate exercises for your desired objective. 2. Do not expect participants to do things you would not do. 3. Be clear about the purpose and the outcome of each exercise. 4. Be sensitive to individual differences. 5. It is worth taking risks! <p>Icebreaker, power-point presentation, presentation, data projector, brainstorming computers, wi-fi network, group workgroup writers (whiteboards, flip chart), pencil color pencils.</p>
Other techniques (title, short description, link, recommendation)	<p>Dramatherapy - A method of helping to use dramatic (theatrical) techniques to modify mental disorders, social relationships, the consequences of physical or mental disability. Participants enter individual roles.</p>

Benefits for Participants

How to work with individual (short description)	Pass factual information on the subject To act on the ability to recognize the vicious circle Practice increased sensitivity for starters and automatic negative thoughts. Awareness of the course and development of the anxiety curve
How to work with group (short description)	Effect on motivation and openness to pronounced wishes and expectations Motivate participants to try different roles in drama therapy Evaluate critically the applicability of the proposed procedures

Outputs

Achieved goals	Participants have learned the information related to anxiety recognition. Participants have extended their existing practices in dealing with people with anxiety
Work sheet (if was used)	Typical symptoms of anxiety and fear

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

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