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Individualization of work - a chance for comprehensive educational and social support of children and youth.

Tools

Non-Public Youth Educational Centre in Węgrzynów

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ERASMUS+

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S. 2 ex. 1

Name with adjective

Aim: To establish friendly contact.

Process:

Participants sit together in a circle. Each one presents itself and makes his own characteristic by adjective starting on the same letter as his name. A person chosen from the circle begins, each next one repeats name and neighbor's adjective.

S. 2 ex. 2.

Welcome dance

Aim: Encouraging to dance and movement, movement coordination, establishing friendly contact.

Process: participants are standing with pairs, face to face, in a one circle

They sing a song:

Hello, you are welcome here (right hands waiving)

Let's start because it's time (moving forward left leg, right leg)

Here I am, Here you are (shaking with partner's first right, the left hand)

Here we are together (we are moving in four steps into partner's place holding partner's hands), 4 claps with immediate turning back to current partner (this will allow to change a partner into a new one and start the game from the beginning).

S. 2 – theoretical materials script.

Individual developmental, educational needs and psycho-physical possibilities diagnosis of children and adolescents – introduction.

Diagnosis is a key factor during identifying developmental and educational needs of children and adolescents. Diagnosis is signpost for designing and taking of stimulating, repairing, therapeutic and equalizing actions.

The main goal of diagnosis is to explore individual, its possibilities, abilities, problems and social abandonment. Individual developmental and educational needs and psycho-physical possibilities diagnosis of children and adolescents is a practical pedagogy activity basis and could be also treated as a condition of planned and logical affect. Diagnosis may be used in educational actions, corrective – equalizing, therapeutic, prophylactic, and resocialization ones (Jarosz, 2006).

It should be emphasized that diagnosis is complex action because of some variables, which should design some supporting actions regarding planning of their forms referring to the group of people or specified person. In order to make those actions as a rational and effective it is very important to make proper diagnosis process. Diagnostic actions and their effects allow to begin practical therapeutic influence.

Diagnosis term derives from Greek word diagnosis and means *discrimination* and *judgment*. Diagnosis as a term means recognizing of individual conditions referring to their symptoms, tendencies, some developmental changes considering knowledge about their general regularity. In literature regarding this subject we can find information that diagnosis is called also as a recognizing of: health status (called here medical diagnosis), personal features, their contexts and determinants (psychological diagnosis), knowledge and school competencies level (pedagogical diagnosis). It should be mentioned that diagnosis is always made by somebody for somebody and the diagnosis process is conditioned by designating of certain targets.

During characterizing of diagnosis two elements should be marked here, called also mainstays which are basis for diagnosing process. Those elements are experience and reasoning (Podgórecki, 1972, Ziemski, 1973, Jarosz, Wysocka, 2006). Experience refers to collecting empirical data which are basis to describing of some state of affairs. Those, on a way of smart understanding, lead to diagnosis. So we can say, that diagnosis is collecting of some data in appropriate and planned way, which require interpretation, assessment and describing of the state of affairs.

Between good diagnosis features priority has its reliability and accuracy and prognosis inherency. It should be emphasized, that only that kind of diagnosis which include all those mentioned above can be a basis for effective therapy.

Four diagnosis aspects:

It should be mentioned, that diagnosis should have interdisciplinary character, it means: multitask, gathering intelligence in areas:

(1) social – family and school environment of a student. Social diagnosis, social evaluation – acquiring of a knowledge regarding the unit, life situation analysis, recognizing specific situations, events and social conditions, which was made because of changes necessity of because of their present nuisance. As a direct effect of a social diagnosis we can mention expert opinion or report which can be treated as a basis for prognostication of future actions in child or family environment.

(2) medical – general physical child development, general health status, sight, hearing examining regarding from needs, other study specialist

(3) psychological – general intellectual, sense of direction and executive possibilities development assessment, such as sight perception, hearing perception, lateralization, body scheme and space orientation, coordination of those functions, child psychological state evaluation, emotional and motivational processes, socialization and personality assessment.

(4) pedagogical – assessment of the knowledge level and school abilities, range and kind of learning problems. Pedagogical diagnosis is not limited only to control and evaluate student's progress but explains reasons and prognoses student's development. Activity taken in the past is basis to clarify actual level of knowledge and skills, present is helpful in prognosis of his development. Pedagogical diagnosis subjects are important elements which consist of pedagogical reality, for example: learning conditions, school programs, childrearing methods, expectations, and achievements. To complete pedagogical diagnosis very important are also: health diagnosis, psychological diagnosis and the sociological one. Ward is a subject of the diagnosis. In order to make accurate diagnosis it is very important to make a student active and conscious participant of the diagnosing process.

Regarding diagnosis results (informal also) teacher should do his best in order to care about complex development of his student. Referring to children and adolescents sphere which should be stimulated is social development, functioning abilities, group communication, negotiations, understanding weaker possibilities of other students, creating of help and joint liability attitudes. It is also very important to create personality sphere, proper motivation for learning, persistence in coping with problems, diligence in task performance. It is worth to present students their own preferred learning style, help them in proper activities selection and plan their own development.

Regarding didactical process in teacher's and therapeutic job the most useful is psycho - pedagogical diagnosis.

Psycho – pedagogical diagnosis – assumptions.

Diagnosis means planned data accumulating where interpretation, evaluation and description of examined phenomenon, person or thing are necessary. Diagnosis in practical sciences includes:

1. Description – regards to collation research data where the purposeful action will be taken.

2. Evaluation – introducing of specific grades refers to collected research data, as a consequence allows to compare specified phenomenon's, personal features or things with taken assumptions and allows to describe differences between existing variables and other datum points.
3. Conclusion – ascertaining efficacy of diagnostic process.
4. Explanation – explaining of existing state.
5. Postulation – presenting of existing states which should be done, defined or removed.
6. Setting up assumptions – conclusion constructing referring to the relations between assumptions and intermediate factors (Podgórecki, 1972; after: Wysocka, 2006).

Considering diagnosis structure, the complex diagnosis method should be described (developed diagnosis), which should aim for explanation many problems related to examined phenomenon. It includes elementary diagnosis such as:

- Identification diagnosis, which examines and assigns analyzed phenomenon to concrete problem. It names specified elements, problem or disorder.
- Genetic diagnosis which defines area of examined state of affairs, aims to defining of elements and mechanisms of specified problem, disorder or phenomenon.
- Meaning diagnosis which defines role of examined phenomenon in context of wide meaning problems.
- Stage diagnosis describes development level of examined phenomenon which should be recognized
- Prognostic diagnosis (developmental) refers to predict how the examined aspect or phenomenon will or should proceed and what kind of processes decline regarding to conclusions from earlier stages mentioned diagnosis.

Presented here partial diagnosis complete each other creating full and complex analyzed diagnosis in definition context. In practical areas (pedagogy, special pedagogy) there is a necessity, saliency and validity of using all mentioned above partial diagnosis types, how it is mentioned by M. Ziemska (1972) (after: Jarosz, 2006).

Diagnostic process determinants

In multi – faceted diagnosing process essential role plays pedagogical diagnosis. It is a basis to planning forms of corrective – compensational work and programming of cognitive process. It should include assessment of final result for specified activity, for example: reading comparing to the intended target but this is only one of estimated elements. Also important is analysis of activity proceeding which allows to compare activity structure with correct structure. That kind of evaluation simplifies to show reasons of a child's problems what is very important part of diagnosis (Paździor, 1980).

It should be emphasized that equating pedagogical diagnosis with learning effects assessment does not give any basis to plan proceedings aimed to solve student's problems.

Diagnostic process takes place in a situation of uncertainty experienced by both sides of relation (examined and diagnostician), but the responsibility for proceeding of this

process is on a person making a diagnosis. Problems which should be overpassed by the diagnostician are assigned by subjective factors regarding diagnostician profile (age, education, knowledge and experience) and objective ones, referred to taken diagnostic material (Kułakowska 1998, after: Wysocka, 2006, s.29).

Between determinants of diagnostic process below elements can be listed: (1) Substantive knowledge about cognitive, emotional processes, solving problems, unit's functioning mechanisms and functioning in basic social groups: family, school and peer group; (2) ability to use substantive knowledge it means ability to logical thinking which allows to compare different information; (3) basic ability to observe and converse which is strictly connected to acquire information ability determined by many competencies necessary to establish and build diagnostic contact (Sztander 1999); (4) specified resources available diagnostic technics differentiated in various diagnosis stages; (5) important here is ability to proper choosing researching techniques regarding to specified problems, situation, and diagnosis subjects features and creative constructing or proper using basic diagnostic techniques; (6) essential is also ability to connect different techniques in order to achieve deep and complex diagnosis which is referred to complementary connecting methods so called objective, psychometric (scale, inventory, questionnaire, tests) and subjective, clinical (interview, conversation, observation, documents analysis) and projective techniques.

Diagnostic process and its effects depends from diagnostician's personality, which should include: inwardness of his own attitude regarding to person being tested. Diagnostician should also have different abilities which will help him to contact with tested persons. It can be mentioned here:

(1) Following by person being tested – ability to hear in words meaning and taking threads in future conversation;
(2) Empathic reaction – understating of researched person;
(3) Unpossessed kindness – accepting of tested person and respect for his freedom and doubts;
(4) Openness – ability to speak about yourself
(5) Concreteness – focusing on a person being tested and aspiration to achieve exact information about this person in situation "now and here" (Sztander 1999);

Competencies listed above give possibility to avoid basic mistakes during creation of diagnostic process. The most common mistakes in diagnostic process are:

(1) Attitude mistake – diagnostician does not consider perspective of person being tested during the cognitive process;
(2) Mask mistake – lack of empathy and abilities to put himself in a situation of diagnosed person;
(3) Judgment mistake – presenting of assessing attitude which labels specified situation regarding to stereotype criteria;
(4) Mistake of concentrating on a unit's negative functioning aspects without including positive aspects

(5) Situation analysis mistake – focusing on effects without concerning them with situational context or behavior's reason

(6) Connecting theory with practice mistake – lack of using knowledge resulting from personal experiences and science knowledge systematically achieved (Kościanek-Kukacka 1990).

In diagnostic and therapeutic context categories of listed higher mistakes are strictly connected. Their occurring sometimes might be used as a defense function before taking responsibility for decisions done during recognition process and their consequences express lack of realization interventional and motivational actions pedagogical diagnosis.

Basic diagnosis rules.

Rules in each situation which creates relationships between persons impact on situation effects and process. Regarding diagnostic process in literature it can be found catalogue of necessary rules in this process. It can be mentioned here:

- ✓ Rule connecting selective function recognizing specified areas unit's functioning with educational function (diagnosis as a form of intervention).
- ✓ Rule which include evaluative character psycho - pedagogical diagnosis unit's functioning and conditions determining achieved developmental and educational targets.
- ✓ Rule connecting developmental unit's stage and its cognitive reality with influence effect diagnosis with actions taken basing on recognition made.
- ✓ Rule connecting positive and negative diagnosis in assessment of functioning quality and unit's educational environment
- ✓ Rule including action relativity available for unit, environmental conditions and personal development factors.
- ✓ Rule of cognitive decentration in developmental unit's condition assessment – individual factors, character of educational environment.
- ✓ Rule of recognizing by resonance its own interior, specified experiences regarding to unit's social situation.
- ✓ Rule of active interpretation observed facts (data) regarding to unit's social situation.
- ✓ Rule which connects psychometric attitude with quality assessment of elements of unit's social situation.
- ✓ Rule of cognitive holism in assessment of different factors creating unit's social situation.
- ✓ Rule connecting interior perspective so called perception of a person being tested and external perspective so diagnostician's perception in recognizing unit's social situation.
- ✓ Rule including in assessment and interpretation life and functioning conditions of a person being tested, treated as a developmental factors and their subjective dimension.
- ✓ Rule of evaluation developmental factors, individual factors, environmental conditions (developmental, educational) as an aspect of their state (feature), their dynamic (relation) between specified environment elements and unit.
- ✓ Rule connecting individual and social diagnosis as a context of social functioning in basic educational environments.
- ✓ Rule of auto - diagnosis of tested subjects, located in different social and psychical situations.
- ✓ Rule of cognitive holism in evaluation of complex unit's functioning and its environmental conditions.

- ✓ Rule of dynamic, cyclical, continuous, multiperspective and interdisciplinary diagnosis character of unit's social situation.

Selected methods, techniques and diagnostic tools

Accurate and effective diagnosis not only allows to choose the proper behavior but also determinates its efficiency. In diagnostic process different approaches might be mentioned: (1) external – using information which come from objective researches (observation, analysis, interview, questionnaire); (2) internal – using information received directly from person being tested.

In special pedagogy there are specified categorization referred to description of diagnostic proceeding. There is a differentiation between such terms as: method, technique, diagnostic tool. It should be emphasized that those terms have certain meaning context (Pilch, Bauman, 2001, Jarosz, Wysocka, 2006, Sztumski, 1995).

Diagnosis method – group of all rationally validated methods diagnostic proceeding which aim is to describe part of reality. It includes specified actions: planning all diagnosis process, its organizational features, choosing and collation of diagnostic techniques, their creation, method of using, analysis selection, presentation of tested reality, diagnostic thinking process (analysis, synthesis, conclusions), diagnostic image verification, its development and interventional actions projecting, complex effects rating in area of practical actions. Four elements of diagnosis might be mentioned here:

Pedagogical experiment:

Experiment is a specified part of reality research method which consists on elicit or change processes by inserting a new factor and observing changes arisen because of its influence. Experiment character consist on implementing into selected system (social group) specially chosen factor in order to achieve positive changes of the system or in order to check what changes will be done under the influence of the new factor so called independent variable. Target of the experiment is to find cause and effect connections between independent variable and elements of tested system. In pedagogical experiment system which should be changed is almost always a groups of students.

Pedagogical monography:

Monography in pedagogy is the proceeding method which result to describing of educational institutions. Two factors decide if the proceeding can be found as a monography method. The first one is research subject. Very often it can be educational institution such a class, scout team, student's cooperative. The second one is the research mode. In monographic researches the main goal is to look into interior of an institution and deep and complex recognizing how does it works. Monographic method in pedagogical researches is very important. It is easy to proceed; it allows to systematic verification elaborated institution functions, improvement planning and controlling how do they work.

This method almost always research documentation, very often enter observation elements, survey or interview.

Individual cases method:

Method of individual cases in pedagogy comes down to people biographies. This method consists on analysis of individual human fates involved in different educational situations, or analysis of specified phenomenon with educational nature by prism of individual human biography with attitude to describe phenomenon or case in order to perform therapeutic actions. As an example we can mention here are: didactical and educational problems and child's family situation, functioning of foster family. The most useful technique for this method is interview. As a great supplement observation and analysis of personal documents can be used here.

Method of diagnostic survey:

Diagnostic survey method is a way of knowledge achieving about structural and functional attributes, social phenomenon dynamics, opinions and views specified communities, increasing and developmental direction certain phenomenon and other institutional, not localized but with educational meaning phenomenon. In survey researches the most often techniques are: interview, survey, personal document analysis, statistic techniques and others.

Diagnostic technique – certain activity described by exact instructions, which is strictly connected with the main goal which is diagnosis, problem operationalization and indicators selection.

Researching tool – final effect diagnosis project in conceptualization and operationalization of researched problem, depending on used technique exploited are questionnaire, scale, observational sheet (Jarosz, Wysocka, 2006, s. 52-53).

The key problem in diagnosis methodology is proper selection of a method referred to diagnosis. It should be projected considering problem, phenomenon and person being tested specificity. The most used in psycho – pedagogical diagnosis techniques are: observation, documents analysis, student's works, interview, survey.

Observation:

Observation is a technique of data achievement on observing way. It is aimed and planned observing of reality in her real course. This technique requires researcher experience and many actions ensuring objectivity and usefulness.

As advantages of observation we can mention: (1) naturalness; (2) possibility to recognize situation context; (3) openness for unpredictable situations. Different observation types can be mentioned:

1. **Criteria including knowledge achievement form:**

- ✓ Direct – facts observed by the researcher analysis;
- ✓ Indirect – facts analyzed by other person;
- ✓ Controlled – analysis made basing on a constructed tool;
- ✓ Uncontrolled – without systemizing tools (low diagnostic quality);
- ✓ Opened – tested people know that they are observed;
- ✓ Hidden – tested people do not know that they are observed;
- ✓ Neutral – observer is an outside person;
- ✓ Arranged – researcher is organizer of observed situations;
- ✓ Participating – researcher participate in observed situations, it might be opened or hidden;
- ✓ Current – takes place in everyday life;
- ✓ Scientific – fulfill all expectations: purpose, schedule, activity, objectivity, drain (Wysocka, 2006, s. 69).

2. Criteria including certain application:

- ✓ Permanent – observation made during long time;
- ✓ Photographical – regards to complex behaviors and situations, does not include preselection observed data;
- ✓ Event samples – observer is focused on certain events, situations, where interesting types of behaviors takes place;
- ✓ Time samples – observation period is divided into short time sections;
- ✓ Features evaluation – observer uses scales describing different unit's behaviors and regarding those scales observer asses' unit in different life conditions (Wysocka, 2006, s. 70).

Observation final effect, where observation is an element of deciding diagnosis or cognitive diagnosis, should be protocol which should include: (1) observation task (2) observation time and length; (3) used technique; (4) place of observation; (5) observation sheet/log; (6) description of external conditions and unexpected situations; (7), observed people behaviors description and their situational context (Wysocka, 2006, s. 75).

Documents and work analysis:

This technique consists on description, interpretation and describing of features (formal one, content, internal and external) those documents and works (Łobocki, 2003, Pilch, Bauman, 2001, Jarosz, Wysocka, 2006). Very rarely it exists single handed but very often in pedagogical diagnosis is a way to achieve information in connected techniques.

Documents analysis has a wide application and is used in specific intents:

- ✓ Achieving information about facts;

- ✓ Perceiving manner of some part of reality by document's author;
- ✓ Searching of hidden psychological content (treating of work as a projecting manifestation
  of its author);
- ✓ Describing personal features of the work's author, his value system, motives, wishes;
- ✓ Assumption about author's premises in context of unveiling specified recipient features and reactions;
- ✓ Assumption regarding social and culture features of the system in place where the document has been made;
- ✓ Assumption about behaviors and personal features of other people (Wysocka, 2006, p. 77).

Document's analysis should not be perceived as a fully sufficient as a one of the research methods. It is rather supplement method because of the problems in explicit data interpretation what might influence on analysis quality and accuracy. We can set apart following criteria:

1. Criteria of content expressing:
   - ✓ Written – it might be protocols or statements of staff meeting, class tutor's opinions, student's homework's;
   - ✓ Digital – statistic and numerical elaboration including sex collation, age collation, derivation collation;
   - ✓ Picture and sound – pictures, paints, photography, tape recordings, videos, films;
2. Criteria of derivation:
   - ✓ Founded – all documents of children, adolescents, adults such made as a non-science, such as letters, diaries, pictures, notes;
   - ✓ Made intentionally – all children, adolescents and adults products which were made in order to make scientific analysis of them.
3. Criteria of formal sanctions or their deficiency:
   - ✓ Official – regard to different documentation referred to functioning of care, learning and educational institutions.
   - ✓ Personal – materials referred to author's personal experiences.
   - ✓ In order to check value and accuracy of the analysis it is necessary to check authentication and reliability of their creators (Wysocka, 2006, p. 77).

Document's analysis techniques might be divided into: (1) classical methods– free description and interpretation analyzed document's content; (2) modern methods – quantitative document's analysis. This technique posits necessity of exact range of material which should be base for analysis and reliable stipulation of its main problems.

Other techniques partition reflects an aspect: (1) quality – quality description and content interpretation included in documents; (2) quantity – in that kind of analysis

researchers check words, terms and phrase frequency; (3) formal – analyses external document's form. Documents analysis we can also divide depending of research target:

- ✓ Pedagogical analysis – the main goal is to achieve conclusions helpful to organize educational and didactic process;
- ✓ Psychological analysis – it is meant to examine documents regarding specified settings referring to different psychological features of people who made tested documents;
- ✓ Diagnostic analysis – is restricted to check actual state of current analysis;
- ✓ Developmental analysis – tries to present the feature during the specified period of time;
- ✓ Individual analysis – refers to problems built in relation to units as the authors of analyzed documents;
- ✓ Group analysis – refers to problems of a certain social group (Wysocka, 2006, s .80).

Interview:

Interview is a conversation person being tested with a researcher made according to strict dispositions, including some rules of its correctness. The main goal of that kind of a technique is to achieve quality data. We can mention here: open/hidden interview, respondent know/do not know that is being tested.

- ✓ Formal/unformal (respondent does not know the true research objective/knows the true research objective).
- ✓ Open/categorized (open questions/closed questions).
- ✓ Individual/group (made with one person only/made with a group of people).
- ✓ Standard/panel (made only once/minimum two panel sessions).
- ✓ Psychological/environmental (research the individual features/research connections between individual and its environmental).
- ✓ Verbal/written (registry made by diagnostician).

In techniques referred to interview it should be mentioned that: (1) questions should achieve clear and subjective information (2) it is recommended that questions should be formulated in clear and concrete way; (3) their range should be differentiated; (4) question's form should be adequate to content, research situation, features of person being interviewed (Wysocka, 2006). In interview it should be also mentioned about questions importance: (1) straight/expanded – ask about specified content; (2) opened/closed; (3) direct/implied (complicated, projecting questions, suggesting questions, guided questions, postponed, temporary) (Wysocka, 2006).

During constructing sequences specified kinds of question should be used rules mentioned below: (1) funnel construction – from general to details; (2) reverted funnel – reverted than in funnel construction; (3) progression – gradually interviewer approach to the proper content (Jarosz, Wysocka, 2006).

During the interview below strategies should be used: (1) on the beginning of the interview it is good to find a positive contact with respondent; (2) specified sequences in the interview we are trying to begin "emotionally easy" subjects; (3) the subject should not be changed rapidly; (4) at the end of the interview questions should be general, neutral and emotional; (5) the interview should not last too long (Jarosz, Wysocka, 2006).

Survey:

This technique allows to achieve opinions (data) basing on standalone filling of survey questionnaire by respondents.

Survey is different from interview by questionnaire categorization level, achieved data character and research method. Survey generally is made in a written form. Between different types of survey it can be mentioned: (1) environmental - distributed by surveyor in environment which is survey target; (2) press – generally put in a newspaper with an ask to refer; (3) post survey – send by post; (4) open – respondent is marked by his name and can be easily recognized basing on specified features; (5) anonymous – it is impossible to identify respondent, questions do not allow to identify the person. During survey it is recommended to remember about specified correctness conditions which refer to skilful motivation of participants in order to receive sincere replies and to proper construction of survey tool (Jarosz, Wysocka, 2006).

EXAMPLE SURVEY

Informational survey about student

Dear Sirs!

Please fill up the survey below regarding information about the student. Given data allow us to recognize student's situation and facilitate proper care about your child

STUDENT'S NAME AND SURNAME:.....

1. How does your son/daughter likes to be called?

.....

2. What are favorites games, engagements ?

.....

.....

4. do the child has any responsibilities at home? (for example helping at home)?

.....

5. Do the child have any special time only for him? If yes how long does it take?

……

6. How do you use the time only for your child?

……

……

7. Do the child have his own place to play and to work?

a. yes

b. no

if yes please specify how do the place looks like……..

8. What are the main interests and abilities of your child?……

9.Our child is (please give us a few words which describe the best your son/daughter):

……

10. What are you afraid of in child's behavior?

……

11. What kind of educational and developmental problems exists at your child?

……

……

12. What has negative influence at your child?

……

13. Does your child do homework independently?

a. yes

b. no

if not how does the help looks like? ……..

14. With whom the child does his homework gladly?

……

……

15. What kind of educational methods do you use:

……

……

Penalties (which one)……..

Awards (which one)……..

16. Medical treatment for student:

a. permanent
b. periodical
c. none

17. Do the child have any other medical problems about chich the teacher should know ?

a. yes
b. no

if yes what kind of? .....

18. Actually taken medicines:

……

19. Eventual side effects of taken medicines:

……
……
……

20. Do the child have Any alternative therapies?

a. yes
b. no

if yes please let us know the method of the therapy and place ……

21. Please let us know if the child is under permanent care of clinic?

a. yes
b. no

If yes please provide the kid of the clinic……

.....
(parent's/caregiver sign)

S. 2 ex. 3

Case study 1

Diagnosis

The team makes a diagnosis, information about developmental possibilities and child's potential:

A girl with both side deep sensorineural hearing loss. Since December 2006 is a user of cochlear implant. Additionally she is left side hearing impaired and she is granted a disability certificate. A girl stays under a care of Audiological Clinic.

In speech therapy diagnosis a girl has stated speech problems because of hearing loss, dyslalia, soundless speech. The girl communicates with other by building simple and compound sentences. Gladly establish a verbal contact, asks a lot of questions, she is very interested in hearing what other people say. She has quite a rich word inventory both active and passive. She makes a lot of grammatical and syntax errors. Prosodic elements normal. Voice is silent and weak. Articulation disorders are referred to small tonicity diminution articulation apparatus and weak tongue upright.

The girl makes a program of primary school in integration class. She has very good educational results. She achieves awards during promotion to the next class.

Regarding opinion of educator she is very conscientious at her work. She reads fluently even a new text. Silent reading with understanding do not make her any problems. She can writ from her memory and from hearing. The girls counts very well, knows multiplication table. She like to create art works. She makes them with clever and inventive, rich in details. She likes to sing and to play in group games. Her knowledge of foreign language and information technology are satisfying. She likes to establish new contacts with peers.

During control psychological research mind development in the area of non – verbal cognitive functions was on a level of high intelligence. The girl has a good vision perception and sight – movement coordination. The girl is in good emotional, verbal and task contact. She likes to cooperate. She can concentrate during a task. She work fast.

Recommendations:

Team recommend to apply (it should show recommended: educational needs realization, stimulation forms, revalidation, therapy forms, upgrading and development potential abilities and possibilities of a child, other forms of psychological and pedagogical support, better for child forms of special education: in public kindergarten, integration one, with integration departments, special kindergarten, public school, integration school, in a special department at school, revalidation – educational center, teenage educational center, teenage sociotherapy center, special educational school center):

Recommended education in integration class with hearing children

Recommendations:

Individualization of didactic – educational process, considering demands, method of checking and evaluation of achieved knowledge, turning to the student in a close

proximity in order to allow the student to observe speaking person face, formulating easy and clear instructions, giving more time to preparing answers (oral and written), maintaining student's attention during classes, encouraging to active participating in them, control of knowledge understanding, student's work organization, correctness of tasks made by student, explanations, supporting of thinking during task executing, giving homework, preparing test considering student's possibilities, support in preparing classes works, emotional student's support, often using of positive reinforcements, assuring pedagogical support of a learning process in a school class.

Study case 2

Diagnosis

A boy with both side sensorineural hearing loss with a medium level. Regarding speech therapist opinion boy's problems are referred to articulation and hearing perception. A boy makes articulation changes in area of sibilant and fricative consonants, changing of letter [r] into [l]. Phonemic synthesis is on a low level. Psychological research using WISC-R showed proper intellectual development. Boy's abilities is learning speed. As a normal we can describe spatial imagination, observation, conceptual thinking, logical – mathematical thinking, cause and effect thinking, verb inventory, hearing memory (low level). Below the norm the boy has knowledge level what can be caused by low level of hearing memory and hearing perception.

In a supporting teacher opinion a boy reluctantly tells about read text. Properly tells about text prepared at home. He reads in a good pace but he does not use punctuation marks. He understands short read loudly and quietly, from time to time he has problems with understanding from external exams. Boy's writing is illegible and letters are bad – formed. The boy makes spelling mistakes and grammar mistakes. He makes errors during counting. Those problems receive from low perception level and hearing memory problems. They can progress during otitis caused by seasonal nose or throat infections.

Recommendations:

Individualization of educational and didactic process, considering of hearing loss during required demands, evaluation of student's knowledge in science progress:

- turning to the student from close proximity;
- eliminating of noise which can disturb hearing reception;
- maintaining student's attention during classes;
- transformation of too difficult questions into easier ones;
- giving more time to preparing answers (oral and written)
- control of knowledge understanding;
- emotional student's support, often using of positive reinforcements;
- permanent checking if student's statement's are proper
- systematic speech therapy courses – training proper voice emission, breath exercises
- possibility of giving commands regarding homework
- pedagogical exercises upgrading word inventory

Case study 3

Diagnosis

A boy with Asperger's syndrome. Intellectual development is unharmonious. Some of his functions are located between average and very high level. In those functions which are located an average level we can mention: sight perception, direct hearing memory, cause and effect thinking, understanding social rules and norms, learning speed. Functions on a very high level are: understanding words and terms, generalization, arithmetic operations making in memory, analytic – synthetically possibilities. There were found SI disorders, the boy participates in therapy. Low graphomotor efficiency of his hand. The boy is ambitious, badly abides failures, it makes him nervous, from time to time he destroys his works. His reactions are inadequate to the situation, especially regarding their intensity. The boy has problems in empathy area. Hi avoids eye contact. He has got problem with proper relationships with peers and adults. From time to time he succeeds in a small peer group within peers with the same interesting (computer games). In a learning process he is self reliant. He is very active during lessons. He learns accordingly to his age. He is very good in tackling educational material.

By analyzing documentation and from interview it seems that the boy writes properly but not carefully, letters graphical level is reduced. The boy properly uses orthographic rules. He reads fluently, uses intonation, punctuation signs, he understands read text. He fluently sums up, subtracts exceeding 100 threshold, he divides exceeding 100 threshold. He likes to do art and technical works. He interests in computers.

The boy has disorders in area of communication – verbal and non verbal. He has a rich words inventory, he uses complex and simple sentences, from time to time his grammatical structure is incorrect. He can use the dialogue, asks questions, he has got problems with beginning and continuing of conversation. On pragmatic level the boy has problems with understanding jokes and metaphors. Articulation is correct.

Recommendations:

1. Educational needs realization conditions:
   Special education should be realized in a general school, integration school or integration department at school.
2. Stimulation, revalidation, therapy forms, upgrading potential possibilities and advantages of a child:
   - Psychological therapy – social abilities training,
   - Pedagogical therapy – manual and graphomotor exercises,
   - Speech therapy – developing of communicational speech form
3. Other forms pedagogical and psychological support:

- Continuing SI therapy

Support should be directed into: time, place and space structuralism, accordingly to clarity principle, educational creating skills principle, systematic principle.

Case study 4

Diagnosis

A boy with complex developmental disorders, with Asperger's Syndrome. Intellectual development is on a medium level and little above, intelligence average, development is unharmonious. Arithmetic thinking is equal to boy's age, the same casual and effect thinking. The boy understands words properly, he has rich knowledge. Week is direct hear memory, visual memory and learning speed. Sight perception is created properly, hearing perception is disordered. Graphomotor efficiency is low. Some SI disorders were diagnosed also. Developmental dyslexia was confirmed here as a dyslexia, dysortography and dysgraphia. The boy has some problems with attention, especially in hearing stimulates. The boy easily distracts, his working speed is slow, he very often needs motivation in order to continue his work. He is rather closed child, he has a problem in establishing contacts with other people. His vision and verbal contacts are restricted. His self - esteem is low. The boy is emotional labile, he does not tolerate any critical comments. He does not initiate contacts with teacher, he cannot ask for help. He tries to establish contacts with his peers but mainly they are unsuccessful. He feels unaccepted. He has 1 year delay in his education. From school information seems that his knowledge is on an average level. He has got problems with math. The boy reads with a low speed, he makes mistakes during reading. He has difficulties with text understanding. During writing he also makes mistakes mainly because of hearing deficits. His letters are trembling, misshapen. He is interesting in computers and cars. From speech therapy point of view construction of articulation organs is proper. Spontaneous speech unclear (frugal lips work). Phone reductions in consonant groups. Weakly developed narrative speech.

RECCOMMENDATIONS:

1. Support should be directed into: time, place and space structuralism, accordingly to clarity principle, educational creating skills principle, systematic principle.

Time structuralism should be done by creating frame plans of the day, including presented by student need of routine activities, the child should be advised about changing plans, in order to allow child to accept the change (refers to situations and persons) accordingly to individualization and tem principles.

Activity structuralism should be done by presenting specified target to the student, range, activities queue and predicted effects of specified actions.

Space structuralism should be done by (accordingly to clarity principle and systematic principle) matching a certain place of creating some activities.

2. Adjusting some educational activities to dysfunctions in cognitive functioning and child communication according to clarity principle, accessibility principle, principle of connecting theory with practice.

Giving short and clear communicates.

Avoiding asking of open questions or unclear questions.

Turning to students always individually (because the child can think that commends given to the group are not concern to him).
Checking if the communicates given to the student has been heard and understood, general communicates given to all group should be clarified to the student's individually. According to possibilities teacher should give more time to the child in order to finish specified task. Graphical support should also be used – pictures and tables as instructions.
It is very important to avoid in communication with the student idioms, sarcasms, double meaning words.
Educational actions should be adjusted to dysfunction of a child in emotional and social functioning according to individualization and group principles. It should be also included emotional problems in pedagogical work:

- Problem with control and emotion expressions
- Inadequate reaction to the stimulus strength (irrational fear or anger)

Case study 5
Diagnosis
Medical Diagnosis:
Movement disorders, movement coordination and body balance problems, socially maladjusted movement syndrome.
Psychological diagnosis:
According to the researches made by team of early developmental support in march this year, we can say that the girl has in psychomotor development about 2 years delay. Effects profile presents developmental disharmony. The best effects were in area of sight – movement coordination. Weaker effects were in area of communication skills, imitating skills, cognitive skills. Effect for researches where international non verbal scale was used was under the average level. A girl copies quite good with mathematic material based on shapes and colors. A problem was caused by task where she had to associate pictures referring to their destination and functions. She had a very low level of general knowledge and weak deduction basing on words. With a small delay seeing perception develops. At the moment it is the same as in 5 year old child. Directional orientation is weak. A girl cannot properly describe space directions and sides of her body. There are some serious difficulties in area of seeing and movement coordination. Graphomotor effectiveness is also low. The girl cannot make similar to letter patterns, she does not preserve letter shape, she draws wheels in opposite direction. During keeping writing tool the handle is not proper also – redundant contracture of three fingers on which pen is being based. She draws by her right hand. The picture is very simple without important details, like at 4 years old child. Hearing perception is slightly delayed. The girl divides words into syllable and make syllable synthesis. She hears phones on the beginning and at the end of the word but analysis in rhyme makes her difficulty. She do not make hearing analysis in mid-word position. Really serious delay can be observed in area of gross motor skills. The girls is movement awkward. She cannot plan the move, assess the distance during the movement (for example she

crashes with ball when she wants to beat the ball). She has balance problems (she cannot walk on the line, or stand on a one leg). She can jump but on both foot but she has difficulties on a single feet. During jumping and beating balls she better deals by her right foot than the left one. It points to lateralization disorders. On her behavior the girl is talkative person, she ask a lot of questions, she is very absorbing. She expects help from adults very often, she says that she do not know how to do it, she cannot cope with it. SI diagnosis points, that there are some IS dysfunctions regarding to reception and processing proprioceptive and vestibular stimulus. The child ability is curiosity, openness for contact with her neighborhoods. She cannot divide a word into phones, she make mistakes during dividing word into syllables. She can do syllables synthesis but she has a problem with phone synthesis. From time to time she make mistakes on terms “at the end – on the beginning of the word”. She draws by her right hand but writing grip is not correctly shaped yet. Han movement coordination is low (during drawing process the girl moves up her elbow). The girls knows and distinguish basic colors, geometric figures, recognizes digits, she deceives 6 and 9, “+” and “-“. She can count at least until 18. In her memory she can sum up until 5but from time to time she makes mistakes or she guess. She cannot subtract. She knows counting rules, she can differentiate proper counting from the wrong counting, she can point errors and explain them. She has no problems with simple mathematic contracts. All those skills point to high level of conversion, understanding and respect mathematic commands, middle level of comparing numerical amount of sets, and low level in area of subtraction and addition within the range until 10. Classification is on a collection creation level.

Speech therapy diagnosis:

Regarding the speech therapy diagnosis slightly reduced articulation apparatus efficiency has been confirmed and some substitutions r/l; l/r. In everyday situations the girls properly react on commands, and answers for questions. From time to time she has a difficulty in focusing on her speech, what can be seen by adding words not connected with her speech. She uses short sentences.

Recommends:

One year kindergarten education in conditions in integration department.

Movement rehabilitation with SI elements.

Verbal intelligence stimulation.

Enhancement of a child knowledge about the world and closes environment.

Exercises of eye and movement coordination.

Manual and graphomotor upgrading.

Exercises for visual perception and hearing perception.

Developing own body consciousness, space and direction orientation.

Language skills upgrading in area of speech development and verbal inventory enhancement, developing speech by using graphical stories. Improving articulation apparatus and consolidating proper [renunciation of “r” phone. Considering of adjournment school obligation in order to give the child more time for development and school readiness. During this period control researches.

Case study 6

Diagnosis

Medical diagnosis: a child with burdened interview from pregnancy period, born with oxygen deficiency. Delay in speech development. Observation of central nervous system in direction of panic disorder.

Psychology – pedagogical diagnosis: Mental development delayed – until level of light mental retardation. Intellectual development is unharmonious. The best developed are gross motor skills, manual skills, the boy can use scissor grip. Lateralization during process of creation. Strong speech delay – the boy communicates mainly non verbal, he can say some onomatopoeias and words. Social development is retarded in moderate level. Boy do not ask for help in his physiological needs. He can eat independently, he tries to change his clothes standalone. He is very active and he has very low frustration tolerance. Ho does not want to agree with others, imposes his needs by scream and aggressive behaviors. Play takes place on a very primitive level – simple things manipulation. Almost every time this play is unspecified, but some toys are used according to the assignment. Attention focusing momentary. Low level of seeing perception – the boy does not differentiate shapes, he has problems in finding things on a picture. The boy understands simple commands with gests. The child is hyperactive and emotional excitability.

Speech therapy diagnosis: speech development delayed. Articulation apparatus efficiency is low. It refers especially to musculus orbicularis oris. The boy has very often open mouth and mouth way of breathing. He communicates with gests, onomatopoeias and by few words. He reacts on his names and makes simple commands.

Recommendations:

- Special kindergarten or integration kindergarten
- Speech therapy
- Sensory integration diagnosis
- General stimulation in a playing form
- Creating acceptation abilities, subordination to existing norms of behavior at home and in kindergarten. Day pace should be regular for example as a calendar with pictures which will present activities which should be done during the day.
- Self reliant activities exercising,
- Cleaning training.
- Support for family in care about son – prompting what kind of social help they can use according to the existing rules.

S. 2 ex. 3

Effect of multifaceted evaluation of student's functioning level.

Advnatages	Disadvantages

Work recommendations:

S. 2 ex. 4

Summary of gained skills and planning of their use:

What have I learn?	How I would like to use this what I've learnt?

S.2 ex. 5

Evaluation survey

Please fill up this survey by choosing one of the following Marks in scale 1 – 5 (1 – very bad, 2 - bad, 3 - average, 4 - good, 5 – very good).

1. How do you estimate your knowledge in described area before the workshop

1	2	3	4	5

2. In which level today's workshop intensified your knowledge in this area?

1	2	3	4	5

3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?

1	2	3	4	5

4. Please let us know if the workshop leader made a workshop in a competent way?

1	2	3	4	5

5. How do you mark training materials (substantive, graphic, practical one so possibility of using them after the workshop)?

1	2	3	4	5

6. Please inform if the workshop leader answered for participants questions?

1	2	3	4	5

7. Please let us know if the workshop organization meet your requirements?

1	2	3	4	5

8. Would you recommend workshops to your friends? ?

1	2	3	4	5

9. What can we eventually change in workshops?

Thank you for filling up the survey

S. 4 ex. 5

The task of obstacles (Team building)

Write down things related spare time that you dont do today but would like to do

1. _____
2. _____
3. _____
4. _____

Write the reasons why you do not do these things and what you can do to change it

I do not no. 1 because _____

_____

What can I do to change it and to go doing no. 1 _____

_____

I do not no. 2 because _____

_____

What can I do to change it and to go doing no. 2 _____

_____

I do not no. 3 because _____

_____

What can I do to change it and to go doing no. 3 _____

_____

I do not no. 4 because _____

_____

What can I do to change it and to go doing no. 4 _____

_____

S. 4 ex. 9

Confident and independent

- those who agree change seats, sit still if you disagree

It's fun to chat online

• Exercise is boring
• All are born with equal confidence
• Adolescents are more confident than children
• Those who are successful in school are always confident
• Those who have money are always motivated
• Boys are always more confident than girls
• Being independent allows a confident person
• The school is often good for building confidence in girls
• Those who speak much have good confidence
• Compliment promotes confidence
• Parents are good at promoting confidence
• Assurance of us can change from day to day
• Sometimes you can be assured of
• Most boys love the independent girls
• Most girls are cut by independent boys

Girls and boys - equality/inequality

• It is fun to play video games
• It's fun to cook
• Girls and boys are raised differently
• Girls and boys are equally good leaders
• Boys receive more attention in school
• Girls are better than boys to care for children
• There is equally much available in the community for girls and boys
• Some girls play themselves foolish to try to impress the boys
• Most boys like independent girls
• Most boys treat girls of dignity match
• Most girls treat boys with respect
• Boys are more confident than girls

Hot seat

- It is easy to say no to a person one is fond of is pushing a person to do something that you do not make
- It is easy to say no to candy
- It is easy to stop smoking grass if you want it
- Smokers often lack confidence
- Alcohol gives people confidence
- Children of alcoholics often need to take more responsibility for instance the home

- Teenagers use illegal substances mainly because it is forbidden
- It would be nice if alcohol was banned.
- Boys / girls drink primarily to get more confidence
- Girls / boys drink mainly off peer pressure
- It is easier to stay close to someone if one is created to drink alcohol or use other illegal substances
- Alcohol should be sold in a grocery store / convenience store
- Many teens drink
- Many teenagers use grass
- Anyone can become alcoholic
- It is easy to get hold of drugs
- Many people can say no to alcohol despite wanting it
- Those who take drugs are a problem
- Cannabis should be legal
- Cannabis is a dangerous than alcohol
- Alcohol is more dangerous than cannabis
- It's fine to try cannabis once
- Anyone can become addicted (drugs-addicts)
- Unwell temporarily is normal when you're a teenager

S. 5 ex. 1

Giving a hand/greeting

Target: Group integration.

Process:

Group stands in a circle, one of the participants begin the game – enters to the middle and welcome the person who stands on his right side and then the next one accordingly to clockwise.

Welcome methods:

Chinese: greeting by nod with hands crossed on the chest;

French: giving a hand with two cheek kiss;

Russian: hug and three cheek kisses;

Eskimo: rubbing noses

India: slight nod, crossed hands are being held on forehead;

Japan: nod, hand are being held close to the body;

German: shaking hands and look directly into eyes;

Malaysia: slight shaking hand by both hands, partner's hands are hold only by fingers.

S. 5 ex. 2

Curriculum Vitae on a letter….

Target: Group integration.

Process:

Participants sit in a circle. Each have to create own curriculum vitae in that way, that letter which begins his name need to be repeated as often as possible. This CV do not have to be real. Than starts the presentation, for example: My name is Zbigniew, I work in Zamość, etc….

S. 5 Script for workshop participants:

Innovative methods of working with children and youth developing key competencies.

"Competency" term exists is science and normal language, in few science disciplines such as: psychology, pedagogy, sociology, law.

A lot of definitions and interpretations referred to competency term determines concept range of key competencies term which became one of basic terms.

In European Parliament Recommendation issued at 18 of December 2006 year eight key competencies were mentioned. Those competencies are necessary n learning process during all life. Key competencies include: knowledge, skills and attitudes, allow unit's self realization actuating her active citizen attitude, help in social integration process, in the future allow to find a good job. All those key competencies depends from each other because their common feature is critical thinking, creativity, coping with problems skill, risk evaluation, proper decisions taking, constructive emotions control (Uszyńska-Jarmoc, Bilewicz, 2015, p.7).

Key competencies are especially important in developing knowledge society giving more flexibility and allowing for better accommodation to urgent changes in the world, where takes place more numerous and complicated relations between different areas of human's activity and his skills.

Method (from Greek *Methodos)* is systematically used teacher's work manner which allows students to tackle the knowledge including her practical usage and developing students interests (Okoń, 1996, p. 247).

There are different ways of working with children and adolescents. Before describing specified methods working with children the description on functioning groups of children and adolescent should be done.

- ✓ **Children and young people socially maladjusted, threatened with social maladjustment and with addiction.**

  Depending on symptoms and additional environmental factors there were mentioned socially maladjusted, threatened with social maladjustment and with addiction. A symptoms which should be considered there were taken:

- School absence.
- Home escapes or vagrancy.
- Alcohol drinking (sporadic and often).
- Befuddling tries.
- Destroying things.
- Aggression.
- Fighting.

- Stealing.
- Participant in negative groups.
- Suicide trying.

Socially maladjusted can be treated as a process so sequence of dynamic changes. Specific feature of each process is its stages so transitioning from one phase to another one. C. Czapow (1978, for: Pytka, 2001, p. 92-93) proposed phenomenon description in three stages of criminal derail:

First stage is featured by alienation, frustration, emotional dependence need, negative reactions. Unity can react by aggression, rebellion, increasing hate toward to family and sociality. In this stage a child reactions are disproportional to stimulus. There is a lack of patience, attention concentration. Young man very often does not finish his work or makes them careless.

Second stage is a stage where antisocial behaviors became established, it can be also observed rebellion toward all authorities. Basic emotional need are being provided outside family home. It can be also observed first symptoms of social socially maladjusted such as drinking alcohol, drugs, absence at school, home escapes, thefts.

Third stage can be noticed as a stage where student search contacts with criminal groups. There is irrational desire to destroy things and if possible to give pain to other person.

Symptoms of socially maladjusted are negative and inadequate reactions on demands and commands included in social roles such us child in family, colleague in peer group, student in school.

Causes of socially maladjusted it's a group of factors which determinates creating of disorders listed above in behaviors of derailed units. There are a lot of derailment causes but it should be emphasized that it has individual character. Causes can be divided into two groups: (1) motivational – here belongs those factors which makes the unit into destruction actions. One of motivational causes might be lack of satisfaction from life conditions and willingness of better life conditions basing on films, books etc. Aspiration to demonstrate own strength and domination what allow to gain better wellbeing which is incorrect because of life failures and understanding own isolation from social environment; (2) predisposition – so factors which allow to choose negative actions between all actions available in certain situations. Those are organic and social factors. Into organic ones we can include: all kind of central nervous system disorders such as: characteropathy, neurotic aggressiveness and other different kinds of mental retardation. Those factors are not direct causes of derailment but their coexistence with motivational factors might be the reason of behavior disorder. Social predisposition factors are locates in environments which tend to antagonistic and destructive behaviors. That kind of environment might be family or neighborhood where criminal actions are admired and illegal methods of benefits gaining have high value.

Negligence is one of violence symptoms used toward a child and might include psychical and physical areas. There are a lot of problems with strict defining of this phenomenon. Today negligence is defined as "lack of satisfying child's needs necessary to his proper development – needs referred to nutrition, clothing, asylum, hygiene, medical treatment, education and psychical child's area" (Szymańczak 1995, p. 14). Negligence might be also caused by lack of parental knowledge about child's care, lack of money for living, lack of experience, ambivalent feelings to child, especially when child is hard in care and in loving.

Addiction term is defined as pressure felt by unit cased by taken medicines which might trigger dangerous for life effects (WHO). It is strong need in order to take specified medicine. There are different reasons of taking psychoactive substances. It might be effort of escape, try to find new experiences, searching own I. There are three types of addiction: (1) physiological – strong necessity of taking some medicaments felt as a physical ailments; (2) psychical – obsession of taking medicine, self – cheating, excuse own behavior; (3) social – some substances should be taken because of group fashion or because of other people want to. It is very important that in this kind of addiction there is a strong influence of a group into a unit, respecting group rules and customs (Maxwell,2000).

Methods of working with a child with socially maladjusted might be divided because of means which are available for teacher during educational process. There are four kinds of means:

1. Personal value or other people value.
2. Social situations.
3. Formal and informal groups.
4. Culture element.

Methods which allow activity and structural process factors development people with socially maladjusted are Method of Resocialization Theatre and Method of Resocialization by Sport. They allow to find and develop student's potential. It gives opportunity to find new, socially accepted identity. Those methods in their practical area use methodical procedures of creative resocialization, it means specified procedures:

Those procedures are creativity techniques:

1) Emotional.
2) Motivation.
3) Perception.
4) Memory.
5) Thinking.
6) Imagine.
7) Interpersonal.
8) Cooperative (Konopczyński, 2008).

Method of Resocialization Theatre is based on four basis: (1) takes from psychology

and creative pedagogy which says that in unit with socially maladjusted there are hidden potentials. Activation of them allows to make them more attractive and helps to develop permanent life situations in innovative way; (2) basic of those activities are theoretical assumptions creative resocialization including its all methodic apparatus; (3) Resocialization Theatre in based on methodic modified theatre conception which include together influence actors and audience. All those persons are in strict relationships; (4) as an effect of those activities there should be created individual and social competencies of units with socially maladjusted (Moleda, Mirosław, 2010, p. 219-220).

Resocialization by Sport Method allows to play different social roles than until now. All those roles have socially and culturally accepted form of expressing by presenting own advantages and competencies (Konopczyński, 2008).

Children and adolescents especially gifted.

T. Lewowicki (1986) as a specially gifted student recognizes a student which have minimum one of the features listed below:

1) high level of general abilities and intelligence (IQ = 120 and more).

2) high level of special abilities – gifts.

3) very good achievements or possibilities in education or other sciences socially valuable.

4) original and creative effects of possibilities of that kind of effects.

Units which can be called gifted are differentiated in many things, by gifts kind, developmental level. Gifted students are described (Czelakowska 2007)

- In cognitive area – cognitive curiosity, carefulness, great memory, colligate ability, self – esteem in knowledge acquiring, ability to concentrate, observation ability, questioning ability, differentiated interests, directed passions, rich word inventory, independence of own opinions
- In social – emotional area – openness and sensitivity for needs of other people, responsibility, feeling of duty, separating from social activity and focusing on own activities, lack of need integration with group, strong internal motivation, critical attitude to school didactic process, own value feeling, accurate self-assessment, specific sense of humor, preferred company of older colleagues with possibility to cooperate with own peers group.

Main methods worth of use in working with gifted students are:

Activating methods which encourage students to finding and solving problems by themselves and taking self – education actions. To those methods we can include:

- Searching methods, especially problems methods and its variants, giving open and closed problems to the students, accordingly to the naming proposed by W. Okon

"exploring" and "inventions"; intellectual problems, social problems, moral problems, theoretical and practical problems;

- Heuristic methods – for example brain storm, sinectics – those methods develop divergence thinking, including large amount of proper solutions, finding far connections between phenomenon's and facts, associations, finding original solutions, six hats method E. de Bono.
- Methods developing convergence thinking, learning algorithmic thinking, discipline, accuracy and regularity
- Fast learning techniques – for example fast reading, mnemonic, developing self – awareness of processes managing of learning and memory.

Children and adolescents with mental retardation.

"Disability" term is strictly connected with problems and limited unit's possibilities during performing different tasks. Disabled proficiency causes functional limitations life activity reduction.

The newest DSM – V classification defines mental retardation as a disorder described by intellectual deficit, accommodation deficit with the beginning during developmental period (Bobińska, Pietras, Gałecki, 2012, p.32). Nowadays classifications differentiate four levels of mental retardation. It depends from amount of disorders. We can mention here mental retardation in level: low, medium, significant and deep (Bobińska, Pietras, Gałecki, 2012, p.32). There are three features which describe mental retardation: (1) cognitive problems – they can disorder communication ability because communicate content might be difficult to understand, learning of new abilities, knowledge storage and transfer for people with mental retardation might be difficult, their long lasting and transitory memory work no so good as in other people; (2) problems referring to accommodation behavior – social, practical and concept possibilities should be learnt in order to function normally in everyday life. Practical abilities include such things as: eating, drinking, dressing, money management. Social abilities include adhering principles, responsibility, ability to self – esteem and self – control. Concept abilities refers to learning key competencies; (3) need of supporting in adult and independent life – people with mental retardation have a great need of support and very often uses different systems in order to receive support (Smith, 2008, p.226 – 227).

There are four perspective of thinking about mental retardation. Now mostly emphasized is holistic attitude, it means that all those attitudes can explain what is mental retardation: (1) psycho – biological attitude – mental retardation is treated as a constant caused by organic destroy important brain structures. Medical perspective exclude validity of using educational actions, all actions should have only therapeutic and protective character; (2) psycho – developmental attitude – describe mental retardation as a failure in human's life. Development is determined by huge amount of biological and non – biological factors. Developmental attitude allows possibility holistic treatment of person with mental retardation. Disability is treated not as illness or organic disorder but as a psychological limitation, as a state which is an effect of incorrect developmental process; (3) social and

psychical attitude – mental retardation is treated here as a entering process of person with disability into social role of a person with disability regarding the social expectations; (4) pedagogical attitude – this one focus mainly on education or educational problems.

It seems that the fullest concept of mental retardation is biopsychosocial concept including both biological aspect and the social one. Biopsychosocial disability concept points as a main problem of disability social limitation and participants in social life, giving the base to proper intervention in order to reduce those limitations (Majewski,1997).

Between chosen methods working with people with disability it can be mentioned Weronica Sherborne method. Between movement categories in this method we can point as follows:

- Movement leading to own body knowledge. Those movements allow to slowly meet each part of own body what is key factor. Especially important are: feet, knees, legs, hips because on them lays all body weight and they connect body with the ground. Controlling those body parts guarantee proper balance. Meeting own body and control on its moves leads to creation own identity, to separate own "me" from environmental "non – me".
- Movement creating unit's connections with physical environment. The main target of this movement is to create space orientation and basing on this creating connection between a human and environment and as a result patient's freedom without fear and danger etc. Categories 1 and 2 exists parallel and they are strictly connected with each other during training.
- Movement leading to creating relationship with other human. The main goal of those movement activities is to encourage participants to find positive and important contacts with other people based on understanding partner's needs and trust. Because of the movement type R. Laban classifies relationships as:

  a) Movement "with"

  Movement exercises where one of partners is passive and the second one is active and careful toward his partner.

  b) Movement "against"

  Movement exercises which main goal is to realize by the partners their own strength during cooperation with partner without aggression elements. Because of this it is not allowed to introduce competitive elements, presenting winners and losers. There have to be role change from active into passive. Those exercise allow to express neurotic tensions.

  c) Movement "shared"

  Movement exercises which need both engagement of both partners and leads to creating harmony and balance. The success condition is trust between partners and understanding, cooperation and common physical input.

- Movement leading to cooperation in group. Difference between this kind of exercise and those mentioned above is in amount of participants. Firstly exercises are made in 3 people groups, than with the whole group. In exercises “against” few groups together attacks one group, what is used in situation where one person is stronger or heavier than the others. In exercises “shared” together cooperate few persons.
- Creative movement – this movement is spontaneous, creative and free – for example dance. It should help in expressing itself.

Children and adolescents with movement disorder and chronic disease.

Movement disability is described as all kind disorders of functioning movement apparatus which can be caused by:

- Damage or disorders movement apparatus.
- Genetically qualified illness.
- Trauma states.
- Inborn defects or other causes which as a consequence limit movement efficiency (M. Borkowska 2005).

Functioning level student with disability depends on:

- Kind of damage (referring to central or peripheral nervous system).
- Time when disability have been gained (inborn or acquired).
- Level of disability.

Choosing program content realization it should be included:

- ✓ Limitations which are effect of student movement disabilities.
- ✓ Low working pace.
- ✓ Serious fatigue.
- ✓ Methods and didactic means should stimulate student’s own activity what will increase his learning effectiveness.
- ✓ All conditions should be accommodated to the student because of low working pace, longer time needed to gain the knowledge than in other students.
- ✓ Change of attributes describing tasks realization from “he can do that” into “he knows how to do it”.

In working with child with movement disability problems mentioned below should be especially considered deriving from individual experiences:

- ✓ Weak attention focusing.
- ✓ Developing disharmony.
- ✓ Hyperactivity.
- ✓ Serious fatigue.
- ✓ Passivity.
- ✓ Aggressive and rebellion behaviors.
- ✓ Low self – assessment.
- ✓ Problems in relationships.

- ✓ Communicational disorders.
- ✓ Mood decreasing, existing fears about own health or future.

Students with chronic disease are not homogenous group considering special education needs. It is caused that child's functioning depend on illness unit, intensity level, lasting time and proceeding. Illness proceeding is individual at every child and even the same disease at each child can affect with different results and in fact this affect directly on child's functioning at school and his special education needs. It is very important to know that providing special education needs may change because of disease process changes (Konieczna 2015). Each chronic disease has its own specificity, has different proceeding, effects and prognosis. In consequence this affects on child's functioning in different areas of his life.

During working with a child with chronic disease teacher has to pay attention to:

- ✓ Kind of illness and medicines influence on organism, including especially cognitive processes. Those things are necessary during adjusting forms and methods of working to psycho – physical possibilities of a student;
- ✓ Proper working time organization at school (breaks necessity) and at home (especially important is to know how much time do the student needs for homework and for breaks);
- ✓ Worse wellbeing symptoms and sudden heath status deterioration and to know how to help the student in urgent cases (will it be enough to walk out with the student from classroom or if there is necessity to call an ambulance);
- ✓ Necessity of support for student during educational problems caused by absence (that kind of students have a lot of absence because of their health status, even normal flu is a problem for them);
- ✓ Problem connected with slower functioning of cognitive processes, attention, memory, slower work pace, seeing and hearing analyzer, what as a consequence causes worse marks, inadequate to potential intellectual possibilities;
- ✓ Problems referred to weaker physical possibilities which might cause faster fatigue, occurrence of somatic disorders;
- ✓ Difficulties related to weak integration with school group leading to child's loneliness what is caused by often absence inability to participate in school games, excursions, and also by disease effects such as epilepsy attack or skin changes as an effect of allergy;
- ✓ Supporting a child during entering to the school peers group (children with chronic disease are often removed into class margin)

Working with that group of children some methods developing social and communicational abilities should be pointed:

- Practical methods – for example projects method, tasks methods, integration methods teaching cooperation, didactic games teaching empathy and understanding;

- Discussions teaching to chose correct arguments and respect to other people (for example scored debate, oxford debate);
- Creativity training integrating different heuristic methods and implementing to active using of words, metaphors, intuition, working in group, respect to other ideas, presenting of own ideas.

Students stimulation presume that student is habited to life full of movement and emotions so teacher should use activation methods such as:

- Ideas stock.
- Brain storm.
- Didactic games.
- Dramas.
- Situational methods.
- Laboratory methods.
- Problem methods (K. Kruszewski, 1991, W. Okoń, 2003).

Children and adolescents with sensory impairment (seeing and hearing).

In diagnostic classification there can be divided two groups of children with seeing disorder: sightless and visually impaired. Z. Sękowska (1998, p. 100) thinks that that kind of dividing visually impaired children is heterogeneous. Into this group included are children visually impaired and completely sightless. Because of quality differences in world studying by children with vision impairment in pedagogical aspect can be mentioned groups as follows: (1) sightless children group – include children which do not see since birth or early youth so they do not remember any visual impressions. There can be included according to Sękowska (1998, p.10) people with light sense so people which can differentiate light from the darkness but they are not able to differentiate colors, shapes, movement and space; (2) group of visually impaired children and adults which can behold things (shapes and movement), they can recognize colors and they have visual space orientation (Majewski, 1983). This group of people study world by touch and other senses because of vision lack and uses vision impressions to movement, so cold communication vision; (3) in a group of people with low vision during world recognizing is made basing on seeing. Thanks to optical support they can use normal print (Sękowska 1998, p. 102). Touch and other senses will only complement observations.

M. Błazik i A. Kałkus (2008, p. 32) think that student with vision impairment concentrate mainly on hearing stimulus what leads to faster fatigue, so it is worth to remember about breaks during the lessons or changing of activity form during the lesson.

In the literature we can find different terms of deafness, there is a term *deaf* or *people with hearing impairment* which describe people who since birth were deaf or lost it during their life. Deaf person is a person who completely lose of hearing or significant destroy of hearing analyzer does not allow perception and understating of speech by hearing and a person for whom hearing has no bigger meaning. T. Gałkowski (1988) restricts

deafness to speech problem, deafness term refers to a person who hearing disorders will not allow for normal development of oral speech.

For needs of people working with children with hearing impairment there is a pedagogy typology (K. Krakowiak, 2006, 255–288) which include language functioning (in area of perception and reception of speech) low hearing and deaf child. Referring to the typology there are four groups of people with hearing impairments:

1. Functionally hearing – it is a group of people who independently from audiometric diagnosis hears. We can mention here:
   - ✓ People with slight hearing disorder – there are no speech disorders here, there are no speech defects determined by hearing loss
   - ✓ People with light hearing impairment – in this case problems with hearing might appear during bad weather conditions (noise). There are no speech disorders despite of some cases where are speech defects connected to problems with recognizing oppositional phonemes.
2. Hard of hearing people – it's a group of people which independently from level of hearing destroy measured by audiometric research in information reception prefer audio channel. But in order to receive full information they support themselves by vision and feeling. Speech at those children develops spontaneous and with delays.
3. Poor hearing – it is a group of people where despite of using auditory prosthesis speech does not develop spontaneous and it is necessary to use supporting methods which allow to create language system (phono – gests, auditive – verbal methods). Existing disorders regards to all language levels – phonological, lexical, grammatical. In oral information reception those people support themselves hardly by other senses such as seeing and feeling.
4. Deaf – because of deep hearing disorder speech development is stopped at those children. In this case it is necessary to use special methods of language creation (phono – gests) or if needed sign language.

First information and skills are created here basing on vision impressions, smell impressions, taste impressions and touch impressions, if those senses are not destroyed. Lower stimulus receiving to cerebral cortex of a deaf child will cause slower, than in child with normal hearing level, rationalization of its functioning. A child with hearing impairment receives vision, hearing, smell and touch stimulus's but does not connect them with a name and very often do not understand their meaning. It also does not associate sound symbol with the term. His knowledge is mainly concrete and picture and not logical – conceptual. In development of children with hearing impairment very important is proper functioning of other senses, including here seeing and touch and compensation processes. From them depend adequacy of imaginations, impressions which are base for child's thinking, judge, takes principles and behavior rules (Krakowiak, 2006).

Drama is a pedagogical method which has a broad application in education. It might be used regardless participant intellectual level. It is a method supporting process of educational activities. The main goal of this method is to stimulate and support creativity and spontaneous behaviors of people socially inadequate. Mainly it is to create psychological basis expressing itself in different way than the normal one. This method is the closest to emotional sphere, thinking, and unit's imagination, allow to make some modifications and for creative development (M. Konopczyński, 2008). Drama have a great influence into adolescents development, their personal activity. Thanks to participation in courses with drama elements inadequate unit is able to recognize and name own problems and confront them with problems of other people. Drama presents also method of solving those problems. Each method of working with children might be characterized regarding to drama. Drama has its own specific methodic structure which is determined by proceeding stages so called "methodic links".

Additionally there can be pointed here methods allows student's expression in chosen areas and guarantee knowledge and understanding of other people and their works. Those methods create value system, esthetic feeling, allow to find inspirations and masters:

- Valorization methods – exposing both expressional (allowing to articulate own feelings, it can be mentioned here: drama, staging, simulations, methods using art features) and impressionistic (which allow to experience and feel other people works, it can be mentioned here participation in performance, exhibitions, meetings with writers, musicians etc);
- Evaluation methods – they allow to do self – esteem of taken and realized actions, constructive evaluation actions taken by other people, accepting of other evaluation from other people.

Children and adolescents with educational problems including educational failures.

School failures are also educational difficulties and social problems. In school practice we can find:

- Depended from student (wrong learning methods as a result of ignorance of intellectual work, lack of knowledge from previous periods of learning, disability to do that kind of operations as: observation, inference, comparison);
- Depending from teacher (does not use effective teaching methods, does not remove lacks of knowledge, does not arouse interests in education between his students);
- Depending from educational program (student recognizes a brand new material, vocabulary is getting more scientific, new terms are more complicated, they are not connected with normal life experiences);
- Depending from used forms, methods and realized program (wrong manuals presenting knowledge in not attractive way, wrong configuration, too high abstractive level (after: J. Półturzacki, 1985, p. 180 - 182).

The difficulty level should be maximally adopted to student's needs and possibilities and this way should be accepted as the most successive in breaking students difficulties in education.

Between factors which might increase educational difficulties in children and school adolescents it can be pointed:

- Intellectual and emotional factors;
- Teacher – educator
- Program content, work organization, school atmosphere
- Parent's attitude to school (cooperation with family home, atmosphere at home, student's contacts with environment) (Wysocka, Jarosz, 2006).

Between children and adolescents we can also recognize that kind of children which have specific difficulties in education which can be observed in different science areas such as: reading, writing, foreign languages, mathematics, geometry, music, movement activities, geography, arts, biology, chemistry, history. Term specific shows limited and narrow range of difficulties and proper mind development. This one is the difference regarding children with lower intellectual effectiveness (M.Bogdanowicz).

Activating methods which encourage students to finding and solving problems by themselves and taking self – education actions. To those methods we can include:

- Searching methods, especially problems methods and its variants, giving open and closed problems to the students, accordingly to the naming proposed by W. Okon "exploring" and "inventions"; intellectual problems, social problems, moral problems, theoretical and practical problems;
- Heuristic methods – for example brain storm, sinectics – those methods develop divergence thinking, including large amount of proper solutions, finding far connections between phenomenon's and facts, associations, finding original solutions, six hats method E. de Bono.
- Methods developing convergence thinking, learning algorithmic thinking, discipline, accuracy and regularity
- Fast learning techniques – for example fast reading, mnemonic, developing self – awareness of processes managing of learning and memory.

S. 5 ex. 4 i 5

Difficulties symptoms	Educational adjustments	Organizational adjustments

S. 5 ex. 4 i 5

Adjusting educational needs into individual psycho – physical requirements and possibilities.

STUDENTS WITH THE CHARACTERISTICS OF ATTENTION DEFICIT HYPERACTIVITY

Difficulties symptoms:

- Problems with attention concentration.
- Impulsive reactions inadequate to stimulus.
- Problems with finishing tasks.
- Problems with work organization.
- Avoiding, reluctance, impulsivity during intellectual effort.
- Ease to distract because of external stimulus.
- Presenting nervous movements of hands, feet, often position changes.
- Hyperactivity in speech, plucking up to answer without question.
- Problems with waiting in a queue, disturbing other.

Forms and methods of adjusting educational requirements:

- Strengthening all kind of positive behaviors – allowing to reach “small successes”.
- Using principles clear for a child.
- Using clear system of prices and penalties.

- Consequent procedure of adults toward a child.
- Taking positive and negative consequences immediately.
- Transferring content in clear form.
- Supporting a child in work organization, in organization of own environment.
- Eliminating stimuluses which can cause dispersion, proper sitting place in a classroom.
- Procedure accordingly to the scheduled tasks, avoiding situations which can surprise a pupil.
- Work organization basing on short and varied tasks and activities.
- Short and clear commands.
- Using additional symbols which will allow ease for specified tasks (like pictograms).
- Often control of done tasks, motivation to finish the task.
- Using notes with empty spaces or preparing synthetic notes for a pupil where knowledge range is wider.
- Adjusting form of tests for example noting only one sentence in a test sheet in order not to discourage a pupil.
- Often knowledge control verbal oral tests.
- Often knowledge control and given tasks control (focusing on accuracy of done task).
- Calm and consequent proceeding.
- Giving clear expectations.
- Work breaks organization.
- Giving additional "responsible" functions allowing to movement discharge.
- Avoiding competition.
- Avoiding inactivity of a child.

STUDENTS WIH LIGHT MENTAL RETARDATION

Difficulties symptoms:

- low vocabulary and meaning development;
- lack of self – reliance, initiative, scheduling tasks;
- low level of graph motor efficiency;
- immaturity of higher feeling (social, moral, patriotic, esthetic)
- higher than in other children emotional inconstancy, impulsivity;
- inadequate self – esteem;
- problems with connecting new knowledge with possessed knowledge;
- problems with using of a knowledge in practice;
- problems with creating opinions, argue, valuation (especially in area of analysis, synthesis, abstraction, concluding);
- problem with basic educational competencies like counting, reading, talking;
- problems with memory, especially those logical ones;
- attention problems (problems with concentration, information selecting).

Forms and methods of adjusting educational requirements:

- avoiding loud oral testing reading of a new text (show some parts of a text to prepare at home and at them check reading technique);
- giving more time to read texts, to do commands and tasks, especially during individual work, according to needs supporting a student;
- learning in individual paste, giving individual targets to achieve complied with student's possibilities;
- restrict verbal instructions and introducing verbal and showing commands;
- practical influence on multisensory sphere;
- repeating instructions, permanent content recording;
- permanent supervision because that kind of students are getting weary in case of any problems, resign and they have tendencies not to finish started tasks;
- using of positive enhancements in form of award;
- motivation for next actions;
- implementing to self – reliance;
- presenting student connection between theory and practice, presenting possibilities for everyday use of achieved knowledge.

STUDENT WITH MOVEMENT DISABILITY (INCLUDING CEREBRAL PALSY AND APHASIA)

Difficulties symptoms:

- problems with individual movement caused by movement limitations what does not allow to explore neighborhood and restrict perception activity;
- problems with proper body position during sitting what leads to fast fatigue and further problems with concentration or observing;
- restriction of movement memory, inability to reconstruct present move or whole movement sequence;
- problems with own body scheme orientation, other body scheme, space orientation, orientation on a sheet of paper;
- articulation and phonation disorders, speech incomprehensible for other people (in deep cases of cerebral palsy), impede learning of proper articulation patterns, disordered speech, problems with listening writing;
- delayed speech development; lower vocabulary inventory, problems with thoughts formulating, problems with using unappropriated descriptions;
- in aphasia communication problems such as:
  - ✓ speech is generated with proper language intonation and speed but words are not connected in understandable phrases, often new words are created, sometimes proper words are being used incorrectly, sometime incomprehension of normal speech;
  - ✓ Intonation is disabled, speech gets slow and break by long pauses what leads to huge frustration because inability to communicate;
- problems with perception, capturing learning and writing technique, problems with operations under eyesight control caused by restricted movement of eyeballs;
- prolonging activities caused by co-movements (synkinesis);

- low movement precision;
- attention disorder: reactions delayed in time, loss of concentration during lesson, knowledge gaps, carrying few tasks at the same time, inadequate reaction for each stimulus what leads to demobilization, impede return to previous action, especially if the task was difficult to do;
- emotional difficulties: lability, low tolerance on stress situations which are effect of hospitalization, impeded possibility to relieve emotions by physical activity;
- social difficulties cause by restricted access to many social situations and limited contact with peers.

Forms and methods of adjusting educational requirements:

- using student's individualization rule regarding requirements and assessment. each student with cerebral palsy has its own developmental level of perception;
- preparing additional exercises for students which will connect new knowledge which already possessed knowledge and include correlation with other subjects for example: language lesson with biology, biology with math;
- learning diversification by giving didactical aids, using games elements during lessons, providing practical exercises, using audiovisual methods;
- extending action time on specified tasks and subjects, especially on math;
- basing on concretes, graphical schemes, during difficulties basing only on a symbols (for example during text exercises);
- because of student's problems during abstracting and generalizing multistage training math skills is advisable, it means beginning action on a concrete, then on pictures, later on graphic schemes, at the end on symbols;
- including technical facilitations increasing learning paste;
- proper body position during sitting, especially head position and torso muscles guarantee sitting position during longer period:
  - ✓ head in the middle body position (in case of lack of control support for occiput);
  - ✓ straight back (support, securing torso by belt);
  - ✓ elbows with angle (table specially modified, with possibility or adjusting height);
  - ✓ stable, plain sitting place;
  - ✓ lower limbs with an angle in a hip – joint, knee – joint, ankle – joint (secured by belts);
  - ✓ thighs dissuaded, rotated outside, based on a sitting place (position secured by belts, hip – belts);
  - ✓ feet on a ground;
- resignation from hand writing and learning students writing on a computer with special writing plate with special holes which prevent before random hit of other buttons;
- creating and using linear sheets of paper with big spaces between lines, depending on movement apparatus disability level;
- using of adapters on writing tools which will facilitate the grip, using of different thickness markers;
- providing longer time for doing all writing tasks;
- restricting actions which need big movement precision (in case of low manual efficiency) for example instead of writing – placing words or phrases from blocks, pictograms or stamps;

- allowing to student full communication (especially in case of mute child) by:
  - ✓ using non – verbal methods of communication (pictograms, bliss system) and technical support tools such as translator/speech synthesizer;
  - ✓ implementing class group to patient listening on non – speaking colleague;
  - ✓ help of assistant during lessons whom role is changing pages in individual communication book and loud reading non – speaking child communicate;
- in case of aphasia:
  - ✓ creating calm atmosphere during oral tests;
  - ✓ prolonging time of oral statements;
  - ✓ including speech problems during statements;
  - ✓ allowing to supplement oral statement by written information;
- developing student's interests, allowing for independent experience gaining;
- encouraging student for taking often social interactions and finding friendship, arousing wish for experimenting in outside environment;
- giving possibilities to present his self – reliance;
- increasing learning and therapy motivation;
- learning emotional self – adjusting;
- reinforcing self – esteem of a student;
- giving a student wide support at school, at home and between his peers.

STUDENTS WITH SENSORIC TRANSFROM DISORDERS

Difficulties symptoms:

- aggressive reaction for touch;
- discomfort caused by light movement or by height;
- unwillingness to take new movement tasks, preferring well – known games and activities;
- low level of movement activity;
- problem in small motor skills causing into self – service activities such as: wearing buttons, ting shoelaces,
- problems with writing and reading, problems with graphical signs, problems with coping texts/pictures from a blackboard;
- often mistakes left with right side within own body and closest neighborhood;
- problem with both – side coordination, sight – movement coordination for example throwing and catching a ball;
- problems with balance;
- hypersensitivity for light, sound, smell, taste;
- hyperactivity, running and jumping, often body position changes;
- lack of reaction for pain and touch stimuli;
- too strong touching of other people;
- participation in dangerous games;
- preferring of intensive long lasting games such as swing or rolling;
- preferring very loud sounds;
- delayed speech development; problems with pronunciation;

- problems with concentration;
- low feeling of own value;
- disrupted social relationships;
- emotional problem/ emotional liability.

STUDENTS WITH VISION IMPAIREMENT

Difficulties symptoms:

- reluctance to exercise eye;
- confusing words of similar structure;
- incorrect technique of reading;
- difficulty in understanding the reading of the text resulting from the need to focus on decoding;
- slower pace of reading-related problems in the overall perception of the word, sentence;
- possible difficulties in writing, due to the reduced efficiency of perception and disturbed coordination of visual - motor;
- can commit many mistakes: adjustment, confusion, lower case letters, misspellings, bad layout of pages in a notebook;
- increased fatigue;
- irritability;
- reduced level of concentration;
- a limited range of concepts related to the environment and the words that are covered in the eye of the beholder;
- possible impaired spatial orientation and spatial imagination.

Forms and methods of adjusting educational requirements:

- placement of a child in the classroom, providing adequate lighting and visibility;
- provision of all materials, including checking knowledge in optical version tailored to the needs of the student (eg. The appropriate font size and color);
- increased use of line screen or grille notebook (as needed);
- Use color underscores the text in order to facilitate orientation (after having verified that this form corresponds to the student);
- administration of models and objects to look closely;
- attention to rapid fatigue of the child;
- enabling the child to use audio books from school reading recordings, papers;
- limiting the text to read, prior information about the need to familiarize yourself with the text or its fragment;
- preparing ready to paste notes into a notebook;
- admission preparing written work on the computer;
- Enabling the use of needed assistive devices (magnifying glass, colored transparencies, tab of the window);

- dubbing the card with the text of a sheet of black paper to avoid the effect of overexposure printing;
- check and verbal accuracy of visual experience, preceded by frequent question a student, "What do you see?"
- read aloud records from the table, control records kept during the lessons in the workbook in order to eliminate possible errors;
- in geometry the introduction of simplified geometric limited to the necessary number of auxiliary lines;
- in geometry the exercise by the student geometrical design on a piece of a larger size than ordinary sheet of paper;
- diversification of forms of checking the messages, the advantage of oral answers on written;
- Use the comment oral refining activities teacher;
- allow students to approach the table to check the written text;
- bringing the student objects to the bench to see up close or touched.

STUDENTS WITH HEARING IMPAIREMENT

Difficulties symptoms:

- difficulty in mastering the techniques of reading (syllabication, twisting words, guessing, slow or uneven pace, pause, not paying attention to punctuation);
- incomplete understanding of the content of texts and instructions;
- difficulty in writing, especially the hearing;
- difficulties in learning the rules of grammar and syntax (errors in oral statements and written);
- difficulties in formulating written statements on a particular topic;
- difficulties in learning by ear (in the classroom, memorizing, meaning the command complex, manual);
- difficulty in distinguishing similar-sounding words.

Forms and methods of adjusting educational requirements:

- proper placement of the child in the class for comfort and aid;
- avoiding loud polling reading a new text (identifying selected fragments of longer texts to develop at home and check on them reading technique);
- giving more time to reading texts, commands, instructions, especially during independent work or tests, if necessary, to help decipher them;
- as far as possible the preparation of tests and all tests in a test (non-compound command);
- Reading school reading and other studies should be spread over time, the administration of the most important pieces, the administration of ancillary questions on which a child should prepare answers- read before reading;
- take into account the difficulties in terms of its content, especially during independent work with text, giving more time to instruct or recommend read the text before the house;
- replacing the writing of hearing another form of exercise (replenishing the gaps in the text, the use of grammar and spelling);

- Do not plucking for immediate response, giving more time to consider;
- phase of presentation of vocabulary slowing the pace of speaking words and phrases, and even speak their overly correctly – hypercorrectly;
- introduction of the teaching of active methods, involving as many senses (movement, touch, sight, hearing), using multiple teaching aids, diversifying the learning process.

STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES,OR THE RISK OF THEIR OCCURRENCE

Difficulties symptoms:

Symptoms of disorders of the auditory-language:

- particular difficulties in the synthesis of sounds or syllables in merging them sound a whole - the lack of a comprehensive reading;
- separation fugitives' consonant vowel;
- difficulties in the proper intonation read content, little clarity;
- disregard punctuation;
- errors in reading - exchange of letters, lowering them, changing the tone, abnormal reading whole words;
- difficulty in understanding the content of a read due to errors in reading and improper understanding verbal expressions, mostly abstract concepts;
- non memorizing of read texts;
- efficient reading quietly than loud;
- distortion spelling the entire word;
- confusing letters corresponding letters sound similar: p-b, t-d, k-g of-s-dz c, s-s, a-f, etc.;
- difficulty in writing words from emollients, digraphs, with the loss of voicing in differentiation: i-j, vowels: A to E of om-on-em-en;
- difficulties in the analysis of sentences into words, words into syllables and sounds, (difficulty in moving words - divide into syllables);
- combining prepositions and nouns, aggregate and distributive spelling;
- lower ends and particles of words, whole words, sentences;
- exchange of words on the other, e. g.: synonymous;
- loosing letters, especially vowels, adjustment of their order;
- add, doubling the letters;
- adjustment pattern dictated words;
- writing reveal often already overcome speech defects;
- difficulty in writing words with complex structure, new words for the student;
- confusion between similar-sounding words;
- difficulties in songwriting independent: they are brief, contain numerous grammatical errors;
- difficulties in the separate quotation (direct memory, lack of selectivity of information);

Symptoms of disorders of the visual and spatial orientation:

- difficulty in deciphering the letter symbols (child reads voting or syllabizing, sometimes mixed method);

- at the beginning of learning difficulties in associating sounds with the equivalent of a graphic;
- confusing letters and words of similarity graphic;
- recognizing inscriptions on the characteristics of random (images, page layout, frequent reading "heart" guesswork;
- adjustment and lower case letters, or even whole syllables, turning endings;
- a very slow pace of reading and aversion to reading especially loud;
- understanding a read content difficult due to the focus on the technical side of the reading;
- incorrect hyphenation to another line;
- losing in the text;
- impaired fluency and clarity;
- difficulties in prescribing, writing, listening, and memory;
- confusion between similar letters (a-o, A-A, E-E, L-l-t m-n, u-w, n-r, u-y);
- false playback position letters (p-b, b-d, d-g-p, n m, n-u);
- skipping small graphic elements (characters diacritic- dots, tails, dashes);
- errors typically spelling, arising from the inferior visual memory;
- confusion less frequently used letters (h-f-F, F-L, etc.);
- difficulty in mapping geometric shapes;
- drawings of poor, of primitive simplifications;
- impaired spatial relations and the proportion of elements;
- difficulties in the layout;

Symptoms of disorders of visual-motor coordination, motor development:

- motility disturbances in the articulation organs (too weak or too strong muscular tension) can cause the reading to the unpleasant tone of voice reader and sometimes violent changes to it;
- precision small hands and fingers;
- poor playback shape of the letters (accuracy, consistency letters);
- proportions letter (lack of proportion letters, words, the degree of compaction between letters and words);
- not maintaining a statement lines;
- frequent abrasion, correcting;
- layout graphical words relative to the page;
- No joining of letters;
- letters too complicated;
- uneven slope of the letters;
- writing difficult to read;
- force the hand tool for writing, too high or too low muscle tone;
- slow pace of writing (including self-quotations), high fatigue;
- notebooks regardless anointed;
- difficulty in drawing as activities;
- drawings ugly;
- uncertain lines;
- sudden movements or released;

- too strong or too weak emphasis on writing tool, eg. Might break crayons;
- abnormal grip writing tool.

Forms and methods of adjusting educational requirements:

- take into account when assessing the specifics of errors and difficulties due to the observed dysfunctions;
- during class work, tasks for independent execution of making sure that the student understands the read text;
- wherever possible transfer student written on a piece of content tasks, or notes, rather than dictating or writing on the blackboard (protection against erroneous recording of data, excessive haste, making mistakes in writing, the loss of time);
- work in notebooks A4 selected from a wide margin. The large surface area gives you a synthetic view of the work in terms of layout composition, graphic layout and provides the ability to select the errors and correct them when checking, especially in the case dysgraphia);
- Analysis of the student's written work should be done in his presence in order to establish goals, his theoretical knowledge and compare this information with the actual content of the work. It is important to determine which errors arise from ignorance of the student and which are beyond its control;
- dividing complex tasks into smaller steps, structuring work - e.g. Issuing clear instructions regarding the stage of the work, and where necessary to repeat them;
- use by the teacher during the oral replies to additional support questions of a detailed (to help organize knowledge, allowing the collection of the student's initial knowledge base);
- keeping a notebook in which to write homework, dates of tests, aids which should bring to school, etc. (Control the accuracy of the recording by the student);
- reducing the number of tasks during the tests and / or extension of time for their implementation;
- evaluating student news mainly based on oral expression;
- to evaluate the student's effort and inserted easily in the task;
- reading aloud from the textbook commands using the indicator and check the degree of understanding (also during tests) while tracking it through a student (with indicator);
- teacher's assistance in searching for key words in the text, highlighting their joint discussion;
- limiting the amount of inflicted to the development of the text, readings or select another text adapted to the current skills of the student;
- control-to-date understanding of the student's reading of the text (eg. After every paragraph the question what the text concerned, highlighting key words);
- translation incomprehensible concepts, phrases;
- When reading the application overlays or ruler, index;
- to provide more time to read the text;
- Individual evaluation of student achievement in terms of the accuracy of reading aloud (pace, technique, intonation, understanding, etc.).
- dictating prescribed texts from the array;

- extension of time reading books - student permission to use the school reading recorded use of "book library spoken";
- cancellation of polling student reading aloud in front of the class. In the class should only read the text previously prepared at home;
- the use of summaries of topics (preparation of finished sheets of material synthesis, with the most important information you should know);
- a student with dyslexia can make mistakes in a separate writing, writing from memory, writing, listening and rewriting the array. Although knowledge of the rules of grammar and spelling, but they cannot be used;
- implementation of a self-correcting texts, the so-called kneading. vigilance spelling;
- permission to use the spelling dictionaries;
- Individual assessment of written work in terms of spelling. Implementation of self-control, loud remind spelling, determination of the color characteristic of particles spelling;
- permission to write with a pencil, to make it easier to correct mistakes;
- enabling the use of voice recording for a lesson or make a note of non-linear;
- validation writing notes dictated and implementation of self-control;
- text auto-correction by a student with dyslexia in terms of the correctness of the thematic, stylistic and composition is virtually impossible. It must therefore develop this skill through joint checking and correcting the child written work. It should develop a coherent and permanent system of marking by the teacher errors (signs, colors, order of proceedings). You should follow always the same pattern: e.g. First mention of the strengths of work, then the correction of errors of syntax and punctuation, further eliminating repetitions and stumbles stylistic, then the adjustment of the composition, selection of paragraphs, adding reflections, etc. Common to make adjustments, further manufacturing of the student habit just checking;
- carrying out "a personal glossary of foreign words" (writing in a separate notebook new for student's words, concepts);
- translation incomprehensible concepts, phrases;
- implementation of the formulation of longer statements, attention to the structure of the speech, the logical relationship between sentences, precision of expression (adult assistance consisting e.g. On the prompting of useful phrases, expressions, ordering the child's speech, etc.).
- saving on board foreign names, new concepts;
- betting clearly formulated questions, in order to eliminate the excess of commands to execute in a short time;
- special attention to the creation of workflows corresponding to the main lines of specific statement’s forms - plans, handouts, maps, mental and similar forms of organizing work (due to the difficulties of students with dyslexia in arranging oral and written - writing about, the consistency of content, behavior appropriate balance between the parts of the work, the logical ordering of content);
- extension of time limit to master the assigned material (the multiplication table, alphabet, days of the week, month names, learning lines) or reference it in small batches;
- permission to use the calculator;
- providing for a long time during oral expression (in terms of time for reflection and a reminder for example. Words, phrases, names, names, concepts);

- For new words, phrases, names, names, concepts to slow down their rate of speaking, repeat hyper properly;
- remembering new words, concepts apply idea of words, spelling, writing with your finger on the bench, writing to the variation of color, etc .;
- guiding insights into the characteristics of the observed phenomena and objects (pointing, highlighting, verbalized);
- formulation of commands at the same time in the form of oral and written;
- determination of the color contour map with your finger, verbalized;
- the use of exercises in reading maps, diagrams, tables, graphs;
- permission to replace Roman numerals in Arabic, but the desire to disciple them perpetuated.
- assistance and allow sketching in pencil on a sheet of A4 places should include the basic elements of a form of expression (e.g. A signature in the case of a letter, the place and date for applications like. (Due to the difficulty of the graphic layout of written work);
- avoiding causing the student to a map, not a requirement to find a specific memory point on the map without discussing its location especially while learning geometry methods are illustrative;
- authorization to use the "cheat sheet" with patterns (e.g. during tests);
- implementation of self-control (e.g. Reading every time a whisper, pointing a finger);
- permit calculation method written on large sheets of paper in the box, also with the possibility of selection of columns;
- use of color (commas in decimal numbers, angles);
- Individual assessment aesthetic exercise books, works of art, charts, maps, drawings, which are less transparent and less carefully made, etc. .;
- permission to write in capital letters, simplified (i.e. No connection, "wavelets" etc.);
- permission to write in a notebook with a constricted/bold Screening/grill and a workbook for children left-handed;
- permission to write with a pencil, to make it easier to correct mistakes;
- Control the correct position when writing, proper grip writing tool;
- senior classes permission to write audit work on the computer;
- no disqualification work written illegibly (allowing the student to read the teacher);
- tests, quizzes prepared in a way that ensures more space for answers and calculations (e.g. If the exercises missing location-introduction of notebooks designed for domestic work);
- preparation of drawings, graphs, tables in the form of ready to paste into a notebook;
- teacher's assistance in activities involving small motor skills (writing, drawing, modeling, bonding, spatial distribution: works of art, tables, graphs, etc.;
- reducing the number of written assignments and / or extension of time for their implementation (e.g. Household chores, such as the development written on a computer) and / or the use of oral forms of control performance;
- preparation tasks dictated the whole class in the form printed on the sheet of paper;
- permit calculation method written on large sheets of paper in the box, with the possibility of selection of columns;
- frequent checking of the correctness of entries notebooks and homework in order to eliminate the distortion of information;

- Introduction of a notebook with homework, in which the teacher he writes what is asked;
- during physical education classes to take into account the specifics of the difficulty of putting the requirements and assessing performance.

STUDENTS WITH CHRONIC DISEASE

Diabetes:

Difficulties symptoms:

In case of hypoglycemia we can notice symptoms as listed below:

- weakness;
- tiredness;
- problems with concentration;
- hyperactivity;
- unusual for the child's behavior;
- sudden change of mood;
- the student becomes rude and even aggressive;
- illogical answers to those questions;
- feeling very hungry;
- pale skin;
- excessive sweating;
- shaking hands;
- headaches;
- stomach pain;
- changes in handwriting;
- yawning;
- sleepiness;
- loss of consciousness;
- convulsions.

In case of hyperglycemia we can notice symptoms as listed below:

- increased thirst and frequent need to urinate;
- irritability;
- weakness;
- bad mood.

Forms and methods of adjusting educational requirements:

- obtain information from parents about the student's medical history, the special needs of the child, procedures in case of exacerbation of symptoms;
- react in situations notice symptoms of hypoglycemia and hyperglycemia according to the procedures of parents and nurses;
- allow the child to more frequent visits to the toilet;

- provide a sense of psychological security and physical security;
- build positive relationships with peers;
- adjust the amount and type of exercise appropriate to the possibility of the child;
- Do not allow excessive physical stress and mental health;
- help the child in the adoption of a positive attitude towards their own disease; do not let the student with diabetes think about the disease in terms of restrictions, but to help him focus on the positive sides of life;
- Do not treat your child differently than other students, do not let the felt on the sidelines of the class;
- strengthen the autonomy and independence;
- develop a child's ability to care for their own health;
- reinforce the desire to develop their interests and to implement in terms of emotional, social and physical;
- assist harmoniously adapt to the active life in school and society - to encourage the active and responsible participation in school- propose different tasks to perform, also responsible functions;
- organize class lessons on diabetes -help students understand how it feels to be a child with diabetes every day - to suggest that the student told the class how his day with diabetes;
- be in regular contact with the school nurse and the child's parents.

Allergy

Difficulties symptoms:

- weakness;
- tiredness;
- problems with concentration;
- hyperactivity;
- headaches;
- stomach pain;
- bad mood;
- taking antihistamines can cause drowsiness, impaired concentration, irritability;
- discomfort e.g. with constant runny nose or itchy skin.

Forms and methods of adjusting educational requirements:

- provide a sense of psychological security and physical security;
- build positive relationships with peers;
- adjust the amount and type of exercise appropriate to the possibility of the child;
- obtain the endorsement of a child with a food allergy, about what you can eat baby in situations such as class events. Birthdays, Christmas Eve, etc.
- observe the student in class, customize scheduled for this day educational activities to the possibility of psychomotor child; consider e.g. lack of sleep associated with attacks of coughing or itchy skin;

- pay attention to whether understands commands and messages addressed to him (e.g. the medicines you are taking);
- avoided enhancing allergy symptoms, e.g. vacuuming in the classroom, wiping the table, raking leaves, playing with leaves lying on the grass; visiting places of furry animals; trips to the park and forest; traveling air-conditioned coach; classes in the pool;
- provide complementary knowledge discussed during lessons while student absenteeism;
- reinforce positive raising self-esteem;
- appreciate to the class;
- keep the student's attention during lessons;
- encourage active participation in lessons;
- provide the student a suitable place in the classroom;
- control the degree of understanding of the teacher's instructions, validation tasks, pace of work and insight into the organization of the student's work;
- build a positive motivation to perform tasks such school to implement perseverance during school work;
- broaden the scope and variety of games and activities, to develop fun theme;
- encourage physical activity;
- apply different teaching methods;
- be in constant contact with their parents.

Epilepsy:

Difficulties symptoms:

- difficulties in the use of full educational opportunities for medical reasons and social;
- adverse effects of antiepileptic drugs;
- recurrent seizures;
- coexistence of various types of anxiety disorders are the most common phobias (e.g., often two types. Phobia and social phobia being left alone), but also a kind of panic or anxiety coupled with concern motor;
- organic changes in the brain, disrupting the functions of memory or speech;
- higher levels of stress resulting from fear of attack and the comments of their peers,
- characteristics of attention deficit hyperactivity disorder;
- difficulty in reading and writing.

Forms and methods of adjusting educational requirements:

- obtain information from parents about the student's medical history, the special needs of the child, the factors provoking attacks, taking medicines, the usual duration of the attack, how to proceed in the event of an attack;
- react in situations noticing symptoms of the seizure according to the procedures of the parents and doctor;
- stay at school with small breaks for individual learning at home, when there is a particularly severe seizures or are particularly severe psychological symptoms;
- provide the child the opportunity to participate in compensatory classes;

- organize appropriate time to learn, with frequent rest periods;
- modify and change the ways of acquiring news school;
- provide the child with proper, peaceful and friendly atmosphere;
- do not exclude a child with physical education classes (except children with sensitivity to hyperventilation) or the playground and physical activities in a group of peers,
- do not allow excessive physical stress and mental health;
- when attacks occur, the child should be cared for on the way to school and back;
- should strive for as little restrictions on a patient with epilepsy, resulting from the age, physical abilities, intellectual, comorbidities, or the type and degree of seizure control;
- do not treat your child differently than other students, do not let the felt on the sidelines of the class;
- strengthen the autonomy and independence;
- be in regular contact with the school nurse and the child's parents.

GIFTED STUDENTS

Gift's symptoms:

- manifestation of a high level of general ability;
- a high level of directional abilities, for example. Math, language arts, art, sports etc.;
- manifestation of versatile interests;
- manifestation of leadership;
- individualism;
- high IQ;
- high level of motivation, the student's own activity, strong commitment, foresight;
- present knowledge beyond the curriculum;
- curiosity, asking questions, having the nature of cognitive, consistent search for answers to the questions;
- wealth lexical and showing the linguistic correctness;
- manifestation outstanding language skills verbal and non-verbal, exceeding the capacity of perception of average consumers;
- excessive expression, motility, undisciplined;
- high divisibility and attention span;
- easy to understand complex content;
- rapid pace of work, fast learning style;
- uncommon point of view, broke beyond the general standards;
- ease of solving a higher level of difficulty;
- presenting a large enthusiasm for learning, internal discipline;
- perception of relationships and regularities;
- highly creative activity in the course of processing a new batch of material;
- easy to analyze problems, find unconventional methods to deal with them;
- manifestation of increased needs in terms of: achieving success, persistent pursuit of the goal, continuous challenges;
- tendency to overestimate their knowledge.

Forms and methods of adjusting educational requirements:

- make the student capable assistant teacher, group leader;
- commissioning work with additional material;
- enabling conduct fragments lessons by the student;
- individual approach to the child, the differentiation of class work and homework;
- assign difficult tasks during group work or individual in the context of the issue, the differentiation of the difficulty of the material and the variation range of content;
- assigning extra work long-term for the period of holidays, holidays;
- gradually increasing requirements;
- individualization of curriculum development and implementation of original programs and projects, including the implementation of the Individual Program or Progress of Science and content are not in the standard programs, experiments and interesting ways of teaching;
- develop a personal development plan for the student capable of, setting together with the student subjects, forms, deadlines for implementation of the program;
- enable freedom of choice of forms and content of work;
- ensuring the participation in research, experiments, projects related to the interests of the student, the student's inspiration for their own research, finding individual forms of self-improvement;
- placing greater emphasis on creative thinking than rehabilitation;
- broadening and deepening of material about the content of the higher education stage and the earlier completion of the program the class;
- encourage the student to self-stacking tasks requiring further thought to;
- extending the scope of reading;
- enable the student to discuss - to prepare for his studies of various problems;
- implementation of complex instructions and commands, where the student alone must apply the theory in practice;
- Use motivating assessment system;
- transfer of weak pupils in the care of talented;
- to evaluate not only the successes but also the commitment, own contribution, diligence, group cooperation, etc.;
- adaptation of effective methods and forms of work to abilities and talents;
- the use of activating methods, developing communication and social skills, valorization and evaluation;
- frequent use of individual and group organizational form during the classes, the less frequent use of collective form;
- encourage the student to the use of extra-curricular activities, academic circles and camps
- to develop cognitive activity where students are grouped according to the level and type of ability;
- encouraging the work of the experts, mentors, coaches;
- motivation to participate in seminars, conferences, conducted in collaboration with universities;

- encouraging participation in contests, competitions, tournaments, courses and workshops and projects for gifted students (e.g. Scholarships), as well as in subject competitions, extracurricular competitions, festivals;
- inspire their own work, e.g. reading foreign literature, participation in research projects, scientific research, implementation of projects in collaboration with others;
- assistance in establishing the student's cooperation with the institutions that can support its development, e.g. universities, art schools, non-governmental institutions;
- enabling greater access for a bright student to the latest information technology, e.g. E-learning as a method to help self-directed learning;
- presentation of student achievement through exhibitions, publications, presentations, media, etc.;
- encourage participation in extracurricular events, such as seminars, meetings with successful people, exhibitions, concerts, workshops, camps, performances;
- proposing study in the framework of international exchange students;
- providing psychological and pedagogical assistance;
- monitor the progress and development of the student.

S. 5 ex. 6

GROUP 1: VOCAL AND DANCING WORKSHOPS.

Part 1:

1. **Welcome dance.**

Goal: to find friendly contact, creating good atmosphere, movement coordination, paste feeling creation.

Process: Participants stand pair after pair in a circle holding hands:

- 16 steps walking in a circle
- Turning and standing face to face

Giving a hand to the partner.
Giving a hand a person standing on a right side.
Giving a hand a person standing on a left side.
Giving a hand to the partner.
8 times pairs do the same gests set: clap in own hands, clap in partner's hands, each time with different person (circle moves in the right side).

2. **Good morning dance.**

Goal: To encourage the singing and movement, motor coordination, to establish friendly contact.
Process: Participants are lined up in pairs, facing each other in a circle.
They sing lyrics:
Good morning to greet you (waving his hands righteous).
Here we go, because it's time. (We put forward to the front right time, once left leg.)
I am, you are. (Enter your partner first right, then left hand).
This time we are. (Holding hands go 4 steps to place the partner).

4 clap while reversal back to the partner (thanks to this maneuver we stand before a new partner and start from the beginning).

3. **Hey there the forest.**

Goal: Participants line up in pairs along a circle, forming a circle external and internal.
dance:
It consists of two parts A and B.
A) pairs abut back and murmuring melody, sway left and right.
B) Partners turn to each other faces.
The outer wheel gives hands, inner circle also gives hands.

Both wheels run small steps (about 24) to the right.
Landing on both feet with a cry of "hey".

Both wheels extend to the left (about 24 steps).
Stopping in front of your partner.

4. **Musical impressions of movement.**

Goal: concentration, imitation, gross motor skills, sensitivity to the construction of a formal work and learning the correct phrasing.

Process: We select the threes, standing one behind the other. The first person is leading (L) and two behind her mimicking (M, M). The second person performs to the music of any improvisation dance, and MM imitate it. After each task the music change people leading.

5. **Rhythmic rumor.**

Goal: Understanding the mechanism of distorted information.
Process: The whole group leaves the room. Teacher prepares a set of verbal signals (fragments of songs, cheers), and non-verbal (gestures, movements, tone of voice), for example.
Clapping Clapping Clapping TUP TUP TUP "crowing chickens crowing, do not have the rooster" (singing) Rotation HEY !!! With the spike in.
Participants come one after the other into the room. Animator gives instructions: Watch carefully what it does X, and try to remember as much as possible. Then, each must give the other what he saw and heard.

6. **Snakes.**

Gola: Distinguish between two-part constructions of the dance, raising the energy group.
Aids: the recording of a CD, a few wipes.
Process: playing to create four snakes. The first person is the head of the snake, and the last tail (engages a belt handkerchief).
Part A (slow) - snakes are sated and move from side to side (2 steps in the right and left side).
Part B (fast) - hunting (snake heads trying to snatch as much tails of other snakes).

7. **Proverbs sound.**

Goal: The use of different voice possibilities to illustrate the content.

Aids: proverbs written on cards for example. "The dogs barking on a poor," "The dogs bark, the caravan goes," "Hit the table, scissors will give some noise," "When in crow, you croak like them."

Process: Animator divided the participants into four groups. Each group gives one proverb. The task is to develop the acoustic proverb that based on the same sound layer can be to guess.

8. **Indian greetings.**

Goal: memory, concentration of attention.

Process: Group sits in a circle. Each reveling invents distinctive cry, for example. HOHO! Ulala! The cries of these repeat several times in a round of and try to remember them, and then proceed to the appropriate greeting. Begins maker, saying the text: I HOHO greet a X and indicates the owner of the cry. Then begins the greeting: I greet... and puts his hands as a sign that has already been greeted. In this way, all are greeted.

9. Songs about...

Goal: singing group, build in a short time the repertoire of dozens of songs, concentration, speed of associations, raising the energy group.

Process: divide the group in half. Teacher gives a password that will be the subject of songs. They sing both groups, but according to the principle:

The first group already has a song and start singing it,

The second group also has a song, so he interrupts the singing group the first cry of One, Two Three Hey! And he starts to sing his own.

The whole fun idea is to as quickly as possible to sing as many songs. Of course, these are usually only the beginnings of songs, but it is repertoire includes dozens of items.

Topics and examples of the beginnings of songs:

Water - "Runs Vistula flows", "Where stream flows slowly," "Sea noise the birds chirping," "Beach wild beach"

Flowers - "Chrysanthemums golden," "Flowers, pansies and daisies", "bloomed buds of white roses ..."

Animals: "Horse, a small rocking horse," "The old bear is sound asleep," "Run little mouse hole"

PART II

Goals:

- learning a sense of rhythm;
- vocal child development;
- development of auditory sensitivity;
- concentration exercise;
- Building proper social relationships during a common ground with the use of music;
- improving the overall mobility;
- improving visual perception and eye-hand coordination during playground;
- development of movement expression.

10. Here, finger, finger here

finger

Here, finger, finger here,

Now showing belly,

Here, handle, and here the second,
And here eyelet me blinking.
Here's face, their teeth,
Here fall sweeties.
Here is a leg and a leg here,
Come dance like a duck.
https://www.youtube.com/watch?v=ZIeTp-kVGE0&hd=1

The participants stand in a circle or semi-circle and illustrate the movement of lyrics.
• Show forefinger right and then the left hand.
• Hands grab for tummy.
• They get to the front right and left hand.
• Blink.
• They put her hands on her cheeks.
• Show finger mouth.
• stroking his belly.
• They put forward one time, once the second leg.
• Motioned invite a colleague to dance.

11. WOOGIE - BOOGIE.

WOOGIE- BOOGIE
To give the front right hand,
To the rear right hand give
Forward right hand give
And as waving it.
Because the boogie-woogie-woogie
You have to hang around
And we should also applaud:
Once! Two! Three!
Boogie-woogie ahoy! X3
And again we start our dance.

* Participants are moving in the words of the song

- Boogie-woogie when put hands on hips and wave them
- At ahoy bouncing up
2. Do front left hand give...
3. Do front right leg let...
4. Do front left leg let...
https://www.youtube.com/watch?v=sXqaZUp2N-w&hd=1

12. Head, shoulders, knees, heels ..
Head, shoulders, knees, heels
Knees, heels, knees, heels.
Head, shoulders, knees, heels
Eyes, ears, mouth, nose.
Participants show body parts in the words of the song.
https://www.youtube.com/watch?v=30BVfTvlsrE&hd=1

13. The wheels of the bus go round.
(Are imitating the movements described in the text)
The wheels of the bus go round gravitate to gravitate
the wheels of the bus go round
all day long
Trumpet constantly trumpets trututu trututu trututu
Trumpet constantly trumpets trututu
All day long
Wipers bad weather chlap chlap chlap chlap chlap chlap
Wipers bad weather chlap chlap chlap
All day long
Bus door open, close, open
Bus door opens
All day long
And the money buzzing clang clang clang clang clang clang
And the money buzzing clang clang clang
All day long
The wheels of the bus go round gravitate gravitate
The wheels of the bus go round
All day long
All day long
https://www.youtube.com/watch?v=gs8gSN8PboA&hd=1

14. Old Bear.
One of the participants is crouching curled up and manage a sleeping bear. The rest comes around "bear" and repeats words
The old bear is sound asleep, the old bear is sound asleep,
we fear him, on tiptoe walk,
as he wakes to eat us, how he wakes up, it will eat us.
The first time the bear is asleep,
second hour bear snores.
the third hour of the bear grabs!

And at that time the bear wakes up and "throw up" toward the participants. Participants run away, so as not to get caught the bear.
The person to be caught by a bear, is "bear".
https://www.youtube.com/watch?v=v5LvN2m3De8&hd=1

15. The wheel angular.
People catch for hands and doing circle. They go around repeating the words:
Wheel angular,
Over and over again we broken four pennies cost,
And we all boom!
At a time when the participants say Bec, we all fall down on the floor :)
https://www.youtube.com/watch?v=K6xLVQslAA8&hd=1

16. I have a handkerchief embroidered..
(Participants sit down to play in a circle and sing a song :)
I embroidered handkerchief, which has four corners,
Whom I love, whom I like to throw at his feet.
This is not love, I do not like this, and this will not kiss,
a handkerchief embroidered give to you.

During the song in the middle of the circle walking one person with a handkerchief in his hand. At the end of the song the person who holds the handkerchief, gives it to the person of their choice. A pair of breaks handkerchief on the floor, kneels on it and participants give each other a kiss.
Then select a person enters the center of the wheel, the person deciding the previously attached to the wheels. Again, we all sing a song and play goes on.
https://www.youtube.com/watch?v=tg56Gg6q50w&hd=1

S. 5 ex. 6

GROUP 2: INTERACTIVE GAMES.

(K. Vopel część III)

- **Communication**

1) Communication partner.

Goal: Participants can realize with whom members of the group talk often, and with whom almost all and whether they would like to change that.

Process of game:

I would like to try out the fun with you, which is called "Partner Communications". The idea is so that you have determined which children talk particularly often, and with whom almost all. You'll get just me two cards, one will be written MOSTLY talked with ... and on the other LEAST talked with.... Your task is to write a person's name and a brief explanation as to why her talk or not. Do not forget to also sign as a sender. Is that clear?

(Now the participants are giving away cards the recipient of the message.) Please read the cards that you have received. You can also respond to comments her friends / colleagues.

2) Live words.

Goal: Fun practicing creativity of children and draws their attention, how much traffic is in the individual words.

Process of game:

I suggest you experiment today, which is called the "living word". You emphasize the importance of the word by the appropriate way of writing. Conveys a word like body language. (Teacher shows what's going on on the example of the word "tight") Is understood, what is it? Now I will tell you some words that you write in this way.

(Words: deep, thick, thin, narrow, wide, short, long, smooth, rough, strong, weak, light, dark, fall, climb, break, start, jump, end, love, hate, sadness, anxiety, happiness)

Let's break this card's see on the ground and suggestions of others.

3) Information without words.

Goal: Expressing their feelings in relation to the other person in a non-verbal way.

Process of game:

I would like to try out the fun with you, which is called "Information without words." A child who would like to know the attitude of his colleagues to each other, can volunteer. It becomes the center of the circle. Each group can approach him and tell him something without words. You can give him a hand, embrace it, shake it, pat on the shoulder or tickle him etc. Of course, you do not ask him pain! When a person standing in the middle is quite

says "enough" then he must react to the statements of other participant's fun. Then he throws the next volunteer. Game ends when a person is not willing.

• **BODY**

1) Puzzle body.

Goal: Participants can respond to the external appearance of their own and other people.

Process:

Today you have the opportunity to take care of your body. Divide into two groups. Your task is to draw a man whose parts take over individual members of the group. The team collectively decides, whose hair will receive, for example, this character etc. The goal is not to paint anyone, but man as a complex puzzle with different pieces of the original body of your small group.
At the end you will present your work the second group. You will need to discuss, whose body inserted in what place and why. Do you understood me?

2) Shame and pride.

Goal: The participants become aware of what parts of your body are proud and which react with shame.
Process:
Again, we take care of our bodies. Please take a sheet of paper and your draw your body. Mark the color red in 3 parts of the body, of which you are particularly proud of. Now black color mark the 3 parts of the body, which sometimes ashamed.
Eager people can present their work to us.

• **TRUST.**

1) Gifts.

Goal: Participants practice to give something to others, can realize to whom they would like to give something, they want to give, how they feel when they receive or do not receive gifts from others.

Process:
I would like to try out the fun with you, which is called "Gifts". Imagine that everything in the world can give. You can prepare the gifts that he wants - large and small, ordinary and extraordinary. Now think about who and what you want to give. Write that piece of paper and give reasons for their choice of gift.
Now you can give away your gifts! Eager people can share what "got".

2) Trust and disbelief.

Goal: Participants have the opportunity to determine which child in a group of very trust or whom do not believe. Open conversation can improve the climate of trust in the group.

Process:

I would like to try out the fun with you, which is called "Trust and distrust." Each of you trust some people in the group, to some it is cautious. The reasons for this may be very different.

Each of you will receive from me two cards. On one you save the name of the person from the group that you trust the most. Please explain a trusted short sentence. Then take a second card and think about that person in the group at the moment the least trust. Write down his name on a piece of paper and add a sentence explaining. Is that clear? Fill your cards. You have 2 minutes…

Take your cards and be a mailman. Give cards to children for whom they were intended. A look now cards you have received and read it. Think about what information you received? Did you say something new? - Participants can share their thoughts on the group.

3) Compensation for harm.

Goal: To draw attention to the group of people who do not feel it particularly well.

Process:

I would like to try out the fun with you, which is called "Compensation for harm." It seems to me that not all people feel equally well in our group. Some feel well, others rather uncomfortable. Try to determine which person, in your opinion, feel not well. Do not talk about it, just think about it themselves. Picture an image for that person. It will be a mystery, for whom you paint. Let everyone will find some space. If you understood what was going on, get to work.

Now complete your painting. Sign it works with your name and put it on the chair reverse side. Now turn your images take it to the person for which they were painted.

S. 5 EX. 6

GROUP 3: METHODS INTEGRATING MUSIC, CALISTHENICS PARA THEATRICAL ACTIONS.

1. Onions.

Process: Participants line up in pairs, facing each other, forming a circle internal and external. During the game the steam will change commands:
• Outer wheel of the three people in the right.
• The inner circle of one person to the left and so on.

Each new pair performs the following commands:
• We talk about the coming holidays.
• We draw back and break anytime what it is.
• We change something in your appearance.

2. Painting Software.

Goal: artistic interpretation of music, interaction.
Duration: 30 min.
Aids: large sheets of paper, paints, brushes, recording symphonic poem "Eternal Songs" Mieczyslaw Karlowicz

Process: Participants are divided into groups of six. Each of them receives a sheet of paper, paint and brushes. We present a music program. The participants create a common image in total silence. At the end of exchanging impressions and insights.

3. Painting symmetric.

Goal: To activate both hemispheres of the brain, expressing the movement arts and music.
Duration: 10 min.
Aids: Each participant takes cardboard and two crayons, which holds in both hands. We all sit comfortably. Animator enables music. Right and left hand while the participants are trying to reproduce the lines, spirals, circles pace and movement to music.

4. Dancing hands.

Goal: a vivid picture musical movement, and interaction with partner.
Duration: 30 min.
Aids: recording "Waltz" by Johann Strauss, cardboard, crayons, tape.
Process: We choose the pairs. Each pair receives a cardboard box, and partners get on one pencil. On cardboard, draw two lakes. Animator gives instructions: our hands perform a dance to the music. Holding a crayon, you can draw lines and pirouettes with the pace of the music. Let's do not speak during exercise …

After the end of the music can be freely color the spaces between the lines. Finished drawings hang on the wall.
Topic: techniques using fantasy storytelling.

5. '' The lines and ovals ''

Duration: 30 min.
Process: divide the 3-4 group, then we give each group a large sheet of paper, pencils, pens, markers. When you turn on the music, people from the group draw dots on a sheet of paper, first with his left hand, then clap, and draw both hands at the end of draw again with his right hand. Every person from the group repeats the sequence.
Then, in the same classes we start the next task. Now the task of each group will draw strokes / plotting a sheet of paper. As a sign groups change places with each other and drawing their mark.
After the artistic activities of the group in turn invent stories with a moral (can present it through pantomime). The task of the rest of the group is to guess what the story was. After guessing a group representing says / reads the contents of its history and its present moral. After the presentation guess the people say what they noticed during the performance. Group of change, so that each occurred.

Group come up: '' What could happen next? '' <- Stories for all groups.
Modifications:

- A well-organized space

- Find the right gear for children with physical disabilities

- Positioning sheets in place

S. 5 ex. 6

GROUP 4: WHAT DO WE KNOW ABOUT CONFLICTS?

Goals:
-Establish opportunity to discuss their own ideas and concepts conflict.
-Divide participants into four equal groups-counting system in a circle. Each group has a different job to do:

I. Technique "brainstorming" will mention associations to concepts of conflict.
II. Will make a scheme of conflict and people reactions…
III. Which leads to hostility? Conflict?
IV. Who is the victim and who is the attacker in a conflict? How do people react to conflict?
Teacher distributes groups needed materials. (Annex No. 1 and No. 2 for group II and IV)
Appendix 1

Who is the victim and who the attackers?

1. The truck driver is angry with another driver, which goes before him slowly. This prologue its journey. So presses on the horn.
2. The girl goes to her friend which does not paying attention. So criticizes her.
3. The director yells at an employee because he has not delivered on time the report.
4. Well-armed state invades his neighbor to earn important oil reserves.
5. The child slams the door after father forbade him out of the house.

APPENDIX 2
Diagram of formation of the conflict:

FEELINGS ANGRY
HOSTILE BEHAVIOUR
RESENTMENT
DISAPPOINTMENT
INTERPRETATION OF BEHAVIOR AS SINISTER, DANGEROUS FOR US
SELF-IMAGE VIOLATION
SENSE OF DANGER
ATTACK
RETALIATION
ESCAPE
SEARCH THE AGREEMENT

2. Proverbs about aggression.

Goal:
- Loosening of stereotypical views on the conflict, causes aggression.

This exercise causes discussion about aggression and its consequences. Here, you can express personal opinion and at the same time relax stereotypical views.

We prepare sticky notes and save on each saying that highlight some aspect of aggressive behavior:
- When the elephants fight, the grass has to suffer.
- The ax forgets, the tree will never forget.
- Take two times measure, cut once.
- Do not insult the crocodile, when going through the river.
- When you are rich, others hate you; when you are poor, others despise you.
- When you fire up the house, you cannot hide smoke.
- When you count own sheep, cannot keep the wolves away.
- If you hit a dog on the tail will not bite you.
- Who is absent is always wrong.
- Nothing destroys as effectively as idleness.
- A close friend can become a fierce enemy.
- Even trained wolf will not become a sheep.
- The argument is always attended by two people.

1. Participants form small sub-population of three or four persons. Proverbs, with which we want to work, save and ask each subgroup to choose one himself. Then we forward groups corresponding cards.

2. Each group is now working on the interpretation proverb chosen by them: What does this proverb? About what kind of situation is this? How far does the importance of this saying? Has anyone experienced something that suits your say? (10 min.)

3. Now each group is trying to present their saying with a statue or a series of statues. (In each represented scene all members of the subgroup should attend, if possible,) (10 min.).

3. Hot chair.

Goal:
- Creating cultural speaking.

All the children sit in a circle, in the middle where a „hot chair" stands. It occupies the place of the participant who at the moment need the most support and signs of sympathy.

After the turn, he shifts his "hot chair", placing them in front of all the participants, who talk to him about something in it like and appreciate, for example, his brilliant ideas while having fun, caring about little sister, nice letter, elegant hairstyle ... then we talk about how we feel when we have to tell someone you do not actually like, something nice. And as we endure the public accolades in such quantity?
Every child should have the opportunity to take a place on the "hot seat".

4. Minutes of the conflict.

Goal:

- Deep understanding of interpersonal conflicts.

We distribute to participants sticky notes on which they are responsible to the question of our questions. We formulate in writing the protocol of the conflict, which will give us answers to the following questions:

- Who i am quarreled?
- What i wanted to achieve?
- What did reach the other person?
- What i said or what i did?
- What she said or what she did the other person?
- How do i feel now?
- How does he or she feel?
- What could i do to finish our argument?
- What could make the other person to finish our argument?

How difficult is it factual analysis of the conflict, in which we are involved? Are there any contentious issues, appearing again and again? Are there any people with whom very often quarrel? Why is this? What could I do to prevent this?

4. Magic wand.

Goal:
-Ability to formulate sincere expression, taking into account the sensitivity of another man.

Each child can "enchan" three other participants that they were in the future, kind, courteous and friendly towards him. The Magic wand (ruler, tip, etc.), touch the other hand, these three persons on the shoulders and utters the magic spell e.g:

- “Susana, enchanted you a girl who tells me unpleasant things".
- "Ann, you enchant the girl, who is not laughing at me, if I cannot do something”.
- "Andrew, enchant you in a polite neighbor who is not aggressive in the bench”.

Touched by a magic wand children have silently allowed to "enchant" and also consider a magic spell. They are not obliged to adapt to it, but maybe even a little change.

What do the children feel during this fun? What do feel, those who enchant and those who have been bewitched? Extremely relief is that you do not need here to reply to criticism, and that no one is forcing anyone to immediate changes in behavior. This creates a win-win situation, in which most people take to them in spite of all the magic charm to the heart.

6. "Guardian Angel" and the enemy.

Goal:

- Creating in participants awareness that we have in life to deal with different people, acting for their benefit and to the detriment.

This exercise shows that in life we have to deal with both the "guardian angels" and with enemies, but that we contribute to our protection by ourselves. The bigger the group is better. Besides the room group should not be too large.
1. Participants walk around the room, not talking to each other and building a relationship with other people. After several minutes everyone chooses in silence any participant who wants to be treated as a Guardian Angel. During this selection group is in motion.
2. Now everyone chooses in silent one enemy. They are all at the same time in motion. Teacher waiting for one to two minutes before you give the next command.
3. Everyone now has to move around the room in such a way that his "guardian angel" was always between him and his "enemy" (2-3 minutes).
4. Now, participants can use their imagination and imagine different enemies: someone who owe money, a former friend or former friend, an escaped prisoner, unwanted devotee. Participants show these variants with their movements and body. At the same time throughout the play should remain silent.

5. Brief assessment:
• Who chose you to "Guardian Angel"? And who on the enemy?
• How well I could still occupy a protected position?
• What kind of enemy I liked the most?
• How well I was able to activate my fantasy?
• How do you feel now?

7. Chairs.

Goal:
- To draw attention to the fact that everyone may have a different opinion and views

- The configuration of tolerance for other people.

1. Set ten chairs in the series and put them on paper with numbers from one to ten. Then we start from the first, relatively irrelevant questions: "Do you like use public transport?" Participants give answer to the question standing before an appropriate chair. If someone is, for example, a staunch advocate of a more environmentally friendly public transport, then he gets in front of the chair with the number 1. If someone else will drive a car or bike and rejects public transport, then stands in front of a chair with number 10. Other numbers allow different answers. When they took their positions, each short talks about the reasons why he chose this place.

2. This procedure also use to receive answers to other questions that provoke controversial answer:

- Are you a vegetarian?
- Is for especially grave crimes should be a penalty of death?
- Are you a pacifist?
- Is the removal of pregnancy should be completely banned?
- Is cloning of human stem cells should be allowed for improvement of therapeutic possibilities?
- Are you a manipulation of genes in foods?
- Should Poland be the host country for foreigners?
- Does Poland have too many foreigners?
- Can you imagine that you enter in marriage with a partner who belongs to a different race or a different religion?
- Would you like to Polish president to be a woman?
- Does the woman should have the opportunity to become pope?
- Can you imagine that God is a woman?
- Do you believe in further life after death?
- Do euthanasia should be legalized?
- Do you think that homosexuals today are also discriminated?
- Is the marriage partners of the same sex should have identic rights as traditional marriages?

3. Then we conduct a discussion that can deal with the following questions:

- Is this exercise marked the any patterns?
- Did you feel uncomfortable answering honestly to any of these questions?
- What influences on your likes and dislikes?
- Do you consider yourself a tolerant man?
- What are the functions of social prejudices?
- Because of what prejudices do you suffer?

7. **Telephone.**

Goal:

• The ability to actively listen to the problem of partner.

This is a fun to play in pairs, which is carried out by an imaginary phone conversation. The listener has to behave in such a way that the caller the person feel encouraged to further talk about their difficulties.

For half of the participants are preparing cards with problems.

1 Participants split up in pairs and sit back to back in their chairs. The caller receives a piece of paper on which is recorded her problem. (The listener does not receive this information.)

The interesting problems are, for example:

• Did you notice that your friend steals?

• Did you hear that your friend is experimenting with drugs?

• You made just discovered that your friend meets with much older man.

• Your parents lost their jobs and have big financial problems.

• Your partner became ill, with whom you were doing work on the completion of the year, without it him you cannot deal with.

• Your doctor told you that you have cancer.

The caller begins the conversation, but he does it with sniffing, not speaking directly about your problem. It has difficulty in talking about this and must be encouraged by his listener. He must react this way to telling could reveal more about yourself and your problem. You should not give advice, but it may help describing person to plan his next move.

S. 5 ex. 6

GROUP 5: RELAXATION METHODS AND TECHNIQUES.

!!!Modification concern to all exercises because we have to take into account if a person does not have a problem with labyrinth!!!

Task 1. Friendly hand.

Goal: Experience move without the sense of sight, shaping a sense of closeness.
Aids: scarves to tie eyes.
Process: Everybody will stand across the hall. We tie the eyes and then the participants perform 3 turns on its axis. Then all move forward, looking for the hand, which will be nice, good, nice, warm, and so that will not want to let go.

Task 2. Talking hands.

Goal: non-verbal expression, being in touch, a sense of closeness.
Process: Everybody are selected in pairs (counting down to 7). Participants sit facing each other, close their eyes. They shake hands and try using his hands to express: anger, submission, power, sensitivity, caring, impatience, love, joy.

Task 3 - Binding wheels.

Goal: Experience navigate without vision, focus, sensitivity to touch and direction of movement.
Process: Participants are widely spaced from each other along the walls of the room. Everyone has a blindfold. Then the task of the group is to create a circle so that all participants are holding each other hands. Exercise is performed in complete silence.

Task 4 - Touch Massage (turn on relaxing music).

Goal: Relaxation, a sense of warmth and intimacy.
Process: Divide participants into pairs. One person sits with his back to the other and perform massage of the back of another person according to the teacher's instructions.
1. Rubbing hands and touch the back of a colleague / friend.
2. Rain (we touch only by fingers all over the body)
3. Clapping flat hands.
4. Rubbing circular motions.
5. Clap circular motions.
6. Moving fingers from the top of the head to the end of the back.

Task 5 glass sphere (turn on the music of Beethoven "Love Story").

Goal: Mute, fantasy motor, sensitivity to sound.
Process: Participants in silence are widely spaced from each other with eyes closed. Their task is to imagine that they are inside a glass ball, which is painted by music. Their task is to touch by imagined glass ball hands drooping and the ascent of the melody, its surge, intensity, color.

S. 5 ex. 6

GROUP 6: INTERACTIONAL GAMES AND PLAYS FOR CHILDREN AND YOUTH.

Exercise 1:
Who are we?
Goal: Fun provides an opportunity to know each other.

Each of the participants should paint a picture that will present us something important about the participant. You can paint what they like to do or do not like, what they need, what they love, what they hate, what they wish, what to expect, what to fear.
After the drawing, participants sit in a circle and begin to present their drawings on the ground as painted, they explain why did they choose this situation and what it means for them.
Exercise 2.
Loneliness and happiness.
Goal: To realize when we feel particularly lonely, and when very happy.

Participants have cards on which on the one hand have to write 3 situations in which they felt particularly lonely, then on the back to write 3 situations in which they felt very happy.

Counting up to 2 participants are divided into pairs and talk with each other about what you wrote down on their pages. The participants then return to the wheel and subsequently talk about one situation when they felt lonely and one situation when I feel happy. Additionally, they have to tell who they were, what they thought, what emotions accompanied them.

Exercise 3.
Role model.
Goal: Awareness of who the group is for individual participants or whether the model is the same for the other role model.
Participants have to think about who in the group may be a model for them, and are intended to draw a portrait of this person. After the portrait, writing on the bottom of the card, they explain why that person is their model and sign the portrait.

Then we give the participants of cards on which to write that their skills can be a model for other people and why.

Participants they carry his portraits of people who were drawing. Then turn the participants talk about what they got and what they had at home consider exemplary.

Exercise 4.

Little joy.

Goal: Feedback in the form of this game is to deepen the participants' sense of the positive aspects of life and strengthen the sense of mutual acceptance and affection.

Participants sit in a circle. Sequentially they tell how recently made someone joy and why you think that this was the situation caused in someone joy. The person who leads starts running exercise.

After this part of the exercise, the participants talk about succession when enjoyed from what she told them the person of the group. The person who leads starts running exercise.

Exercise 5.

I'm ok - the way I am.

Goal: Emphasizes accept our weaknesses and shortcomings. We want to achieve real and vivid sense of self-worth.

Participants sit in a circle. We distribute cards and ask participants to write down 3 traits of his personality, which they consider to be their weakness example: I bite my nails, often argue with my brother / sister. Then the participants are divided into pairs and ask to talk about what you wrote down on cards. At the interview we give 5 minutes. Then welcome to the circle of participants and available to each of the participants said one of his mistakes recorded on paper and told the sentence, "and yet I'm fine the way I am." These words will be written on the blackboard so that everyone knows what to say. Other participants after hearing mistake a person speak a word: "You (...) and yet you're fine as you are." Each participant performs the same.

Exercise 6.

Goal: Participants realize the kinship with other members of the group. They receive information on how they are perceived by others.

Participants sit in a circle. We say to stand up and look for a person in the group, which is similar to me, and found a person who is completely different, I do. Then we give away cards. Please order on one sheet posted "you're most similar to me (name), because (...)". Then, on the second page are saved "(name), you are completely different than I am, because (...)". After writing by the participant's answers, please read the answers of the group.

S. 5 ex. 8

Unfinished sentences - end of working group:

I adored exercise .....

The least liked exercise .....

I'm going to use .....

I learned/Lem that .....

I liked.....

After the ..... (Name of the exercise) I feel .....

I think our group .....

S. 5 ex. 9

Evaluation survey Please fill up this survey by choosing one of the following Marks in scale 1 – 5 (1 – very bad, 2 - bad, 3 - average, 4 - good, 5 – very good).

1. How do you estimate your knowledge in described area before the workshop

1	2	3	4	5

2. In which level today's workshop intensified your knowledge in this area?

1	2	3	4	5

3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?

1	2	3	4	5

4. Please let us know if the workshop leader made a workshop in a competent way?

1	2	3	4	5

5. How do you mark training materials (substantive, graphic, practical one so possibility of using them after the workshop)?

1	2	3	4	5

6. Please inform if the workshop leader answered for participants questions?

1	2	3	4	5

7. Please let us know if the workshop organization meet your requirements?

1	2	3	4	5

8. Would you recommend workshops to your friends? ?

1	2	3	4	5

9. What can we eventually change in workshops?

Thank you for filling up the survey

S. 6 ex. 1

Worksheets

Worksheet 1 "Profile Card"

1) What kind of device do you use?

_____

_____

_____

_____

2) How does it makes you feel and why?

_____

_____

_____

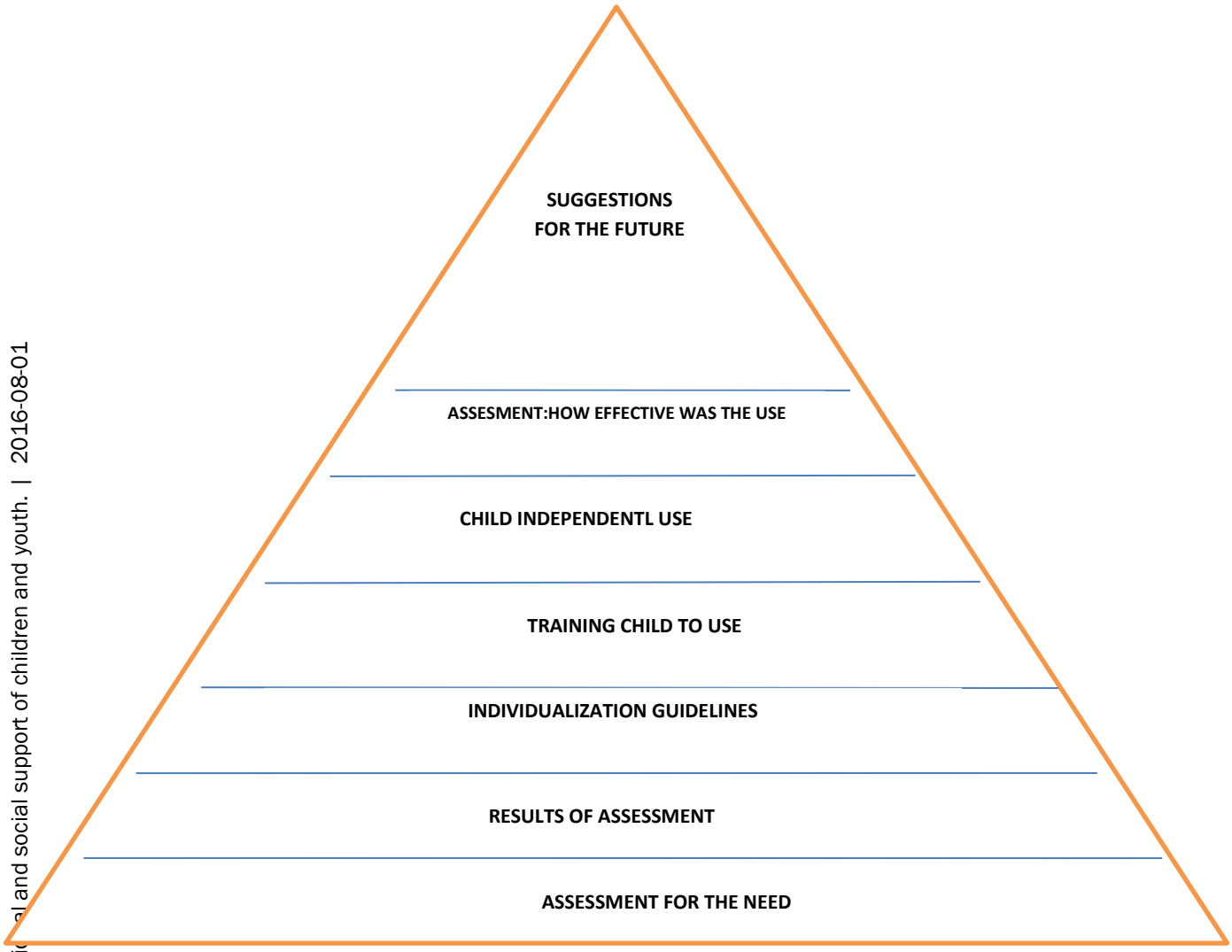
3) Can you use a device to educate special needs students and how?

_____

_____

_____

S. 6 ex. 2


SUGGESTIONS
FOR THE FUTURE
ASSESMENT:HOW EFFECTIVE WAS THE USE
CHILD INDEPENDENTL USE
TRAINING CHILD TO USE
INDIVIDUALIZATION GUIDELINES
RESULTS OF ASSESSMENT
ASSESSMENT FOR THE NEED

S. 6 ex. 3

Groups	Case Characteristics	Plan of individualization Via IPad
A **C**	Girl, 9 years old, ASD, bilingual, compulsive behavior, with difficulties in new environments, her fine motor and receptive skills are intact (her strengths), her eye contact creates the more stress between her communicators (dialog partners). It's good to mention her sensory weakness regarding taste and texture.	
B **D**	Girl, 11 years old the only child, cerebral palsy secondary to prematurity with paraplegia, normal receptive skills but no verbal communication. Very socially accepted, well groomed, excellent interactive eye gaze, very outgoing and the need to be accepted.	
E **F**	Boy, 14 years old, mild to moderate retardation, he is the youngest of 11 children of a family of lower socio0economic background. He depends highly on his siblings for his ADL (activities of daily living). His short and long term memory is so weak that does not let him follow and complete daily routines. The school wants him to be more involved in school outings and overnight stays.	

S. 6 ex. 7

Feelings/Emotions	Positive √	Negative √

S.8 ex. 1

Unfinished sentences:

Today I feel .....
The group usually find myself in the role .....
If I could go where I want, I would choose ....
Two things that I like in myself are. ....
My favorite writer (books, composer, song) is .....
One of the happiest moments of my life .....
The achievement of which I am really proud of it .....
I would like to.....
I am most happy when .....
I'm learning.....
I feel sad when .....
Attending these classes, so ... ..
I'll be disappointed in these classes if .....
From conducting expect .....
My favorite movie star is ....
My hobby is.....
When I'm alone, I like .....
Two words that describe me .....
The most important feature of a friend (student, teacher) is in my opinion ....
One of my best features is .....
One of my favorite books is ....
Birthday gift that I remember, it .....
My family can be described in words .....
In my family I am ....
My favorite dessert is .....
My best vacation .....
In the future, I would like to be ....
Most of my school (work) I like .....
It makes me want to laugh when .....
My favorite animated film is .....
When I'm angry ....
I get angry when .....
That's what I'd like to get out of these classes, it .....
I hope that these classes .....
He wants to (do not want) to lead .....
A person, who I really admire, is .....
My favorite drink is ....

S. 8. Training materials for participants on the approach and methodology of the project the script.

Method of project
Script basing on
K. Chalas (2000)

The method of the project and its exemplification in practice.

Warsaw: Nowa Era

- This method allows to create students skills related to taking concrete actions from the planning stage through to implementation and evaluation of the effects of work, such as:
    - ability to work in a group,
    - formulating and naming issues,
    - planning and organizing work,
    - the use of different sources of information,
    - integrating knowledge from different areas
    - valuation information for suitability,
    - recording information,
    - presenting information in a variety of forms,
    - preparation of an audience,
    - formulate and express their opinions,
    - listen to the opinions of others,
    - decision-making group,
    - solving traffic problems in the group, in this conflict,
    - self – assessment work.

Advantages of the projects:

- develops self-reliance, self-management and the ability to work and live in the peer group, integrates it,
- stimulates cognitive, emotional and motor development,
- takes into account individual needs, interests and talents,
- develops creative thinking,
- strengthens the cognitive motivation,
- integrates the knowledge of school and out of school,
- combines a coherent content divided in school on various subjects.

1. Phases in the method of projects.

The process of working on a project carried out in several stages:
1. Initiation of the project.

2. The division into groups.
3. Consideration of proposals for topics.
4. Allocation of topics.
5. Implementation of the project.
6. Presentation.
7. Evaluation of the project.

I. Initiation of the project.

It requires the teacher to:

- clarify the nature of the project - the teacher should present the proposal to show examples.
- determine the theme of the project - it is possible in 3 ways:
  - ✓ definition of the theme - the students themselves choose the project;
  - ✓ teacher shows the pool of themes to choose from;
  - ✓ one subject, defined by the teacher, is implemented by all groups;

- application framework schedule (which should be defined terms):
  - ✓ start the project;
  - ✓ execution of the project description and work plan of the group;
  - ✓ a written contract;
  - ✓ execution and presentation of the project.

II. Division into groups.

The method of projects is carried out mostly in small 2 - 4 - person groups.

III. Consideration of proposals for topics.

Students after an initial screening of the selected topic make a project description, which should include:

- detail about the project;
- project goals;
- the expected form of execution and presentation;
- plan the work group.

IV. The allocation of project topics.

To bring the project to the school procedures for implementation of real job assignment should be made in writing in the form of so-called. contract.

Each contract should include the following elements:

- project subject and its goals;

- work plan;
- tasks for individual members of the group;
- specific ways of implementation;
- aids professional, e.g. Literature;
- fixed deadline for completion;
- establishing the principles of cooperation with the teacher;
- presentation and its term;
- criteria for project evaluation;
- evaluation.

V. Implementation of the project.

The project should be carried out independently, it should not be inhibited inventiveness and initiative of students. The teacher should create the right conditions for the students of the project.

The end result of the project should be:

- Report (report on the implementation of the project)
- specific product (if provided in the project description) - exhibition, a poster, a set of photographs, model, film, etc.,
- presentation of the project - to the class, school, etc.,
- discussion - during which the students are not performing the project can ask questions for clarification.

What should the report contain?

- **title page** (includes project name, names of authors and guardian, date of submission of the project, the name of the school where the project was carried out);
- **table of contents** (drawn up at the end of the report);
- **a summary of the project** (in condensed form - one A4 page - the objectives, conditions and basic conclusions of the project and highlights its achievements);
- thanks (for individuals, institutions, consultants, affecting the final result of the project);
- **introduction:** the conditions of the project and test procedures (defined goal, topic and time of the project, presents a problem, and previous attempts to solve it, determines the recipient of the project, the scope of research, methods of collecting information and justification of their choice);
- **the main part** - the discovery and information (in small, logically ordered sections shows the existing solutions, analyze the results, measurement, research, description of how to reach a solution, describes the results obtained);
- **conclusions** (should be here the conclusions resulting from the research, experiments or other activities and discuss the advantages and disadvantages of solutions);
- **bibliography** (should refer to the links in the text);

- **attachments** (formulas surveys, etc.).

I. Presentation of the project.

Presentation of the project should be done in a class or school, specially organized activities with students, teachers, parents and invited guests. This is related to the purpose of the project, which is its public presentation.

Here are some possibilities for the presentation of projects:

- reading, lecture, lecture,
- seminar for the class or for all stakeholders,
- exhibition of the work done by students (albums, posters, drawings, models, etc.) With their comments,
- Presentation of the problem in the form of staging,
- screening of the video,
- presentation of the model,
- developing a folder, booklets, brochures, etc.

II. Project evaluation.

Criteria for evaluation of the project should be specified already in the instruction for the student. All students need to know what the requirements to be met by their work, so they could get her high scores.

Making self-assessment, students should answer the following questions:

1. What succeeded and what failed to realize?
2. Why do not all the objectives have been achieved?
3. How was the collaboration in a group, what can be improved in this area?

Assessment should be subject to a number of design elements, including:

- choice of subject,
- realization of the objectives pursued,
- selection of different sources of information,
- degree of expansion and exhaustive,
- ingenuity,
- entrepreneurship,
- studies,
- the presentation of the results of the work.

In assessing the work on the project, we consider:

- the degree of autonomy in choosing the topic,
- design a schedule,

- independence of the decision for consultation or changes,
- finding sources of information,
- justification of the need to use the information collected,
- timeliness of work,
- objective evaluation of the results of their work,
- Ability to justify the choice of solving the problem,
- the level of synthesis of knowledge,
- the level of understanding of the tasks,
- use of professional terminology.

When assessing the presentation, we take into account:

- selection of an appropriate form of presentation, e.g. A report, poster, paper, show, .. etc.,
- organization and planning of the presentation (introduction, conclusion, for a discussion),
- presentation time (or a group of fit at the scheduled time),
- how to use the notes,
- attention to the precision and accuracy of language,
- communication occurs.

In assessing the report of the work we consider:

- processing the acquired information,
- brevity and concreteness of presentation,
- layout of chapters,
- aesthetics work.

When assessing the organization of work in the group we take into account:

- punctuality,
- coherence of the work,
- decision-making and conflict resolution,
- division of work in the group,
- involvement of all members of the group,
- self-esteem of students.

Evaluation can be carried out or not. This shall be done in order to determine:

- encountered difficulties in the implementation of the tasks that they could have been foreseen,
- what needs to be improved to make the classes bring better results,
- strengths and weaknesses of classes,
- that expectations have not been met,
- What was unclear, difficult to understand,
- which can be used in further work.

Attachment 1:

Project contract

Project subject.....

Aims:.....

Date of contract conclusion.....

The contract concluded between the teacher and the participants:

.....

.....

Under this contract:

1. Participants take on the project to complete the form:

• individual work,

• work in pairs,

• operation of the groups.

2. Participants undertake to submit a report on the implementation of the project untill.....

3. Participants undertake to submit a report and present project untill.....

.....

.....

.....

..... (signature of the teacher)

..... (signatures students)

Attachment 2:

ESTABLISHING RULES WORK TEAM

1. Who will be the leader / chairman of the team?

.....

.....

2. How to share responsibility for the tasks?

.....

.....

.....

3. How will we decide?

.....

.....

.....

4. How do we resolve conflicts, disputes?

.....

.....

5. Where and at what time the meetings will be held in our team?

.....

.....

6. What rules will apply in our group that we worked well?

.....

.....

Attachment 3:

Tasks division in a team:

Lp.	Task	Responsible person	Materials needed	Due to

Attachment 4:

Schematic design:

1. Project Subject.....

2. Realization period: .....

3. Start Date: .....

4. Date of completion: .....

5. Date of the presentation and the possible ways: .....
.....

6. Number of implementers (group, individual, class): .....

7. Requirements: .....

8. Targets: .....

9. Project range: .....

Group	Tasks	Consultation period	What will be evaluated?	Remarks

10. Project report .....

11. Project evaluation criteria .....

Attachment 5:

Card of a self-assessment after the completion of the project

Mark the correct answer

I shared with the other members of my knowledge and opinions on the subject under discussion:

A. often B. sometimes C. never

I asked other people about information and opinions:

A. often B. sometimes C. never

I summed up ideas from all members of the group:

A. often B. sometimes C. never

I asked other members of the group for help when needed:

A. often B. sometimes C. never

I helped other members of the group in learning:

A. often B. sometimes C. never

I've made sure that everyone understands the issues we were working in a group:

A. often B. sometimes C. never

I helped the group to focus on the work that we do:

A. often B. sometimes C. never

I've cared that all members of the group were enrolled in the study:

A. often B. sometimes C. never

Attachment 6:

Report

1. Cover Page - Extend:

• Title / theme of the project,

• Name and surname of the author (s), the name of the teacher coordinating the project.

2. Table of contents.

3. Thanks:

• For individuals and institutions, who have devoted their time and grant you support.

4. Summary:

• introduce your most important achievements.

5. Introduction:

- Explain why you are interested in this topic, give goals.
- Introduce the problem, which is the theme of the project.
- Achievement of the authors, describe the project.

6. Main part:

- Please name chapters (depends on the contents of the subject and the type of project).
- Demonstrate solutions.
- Describe methods to achieve the goal.

7. Introduce measures that helped achieve the goal.

8**. Conclusions.**

9. Recommendations:

- introduce measures that need to be taken to implement the project,
- proposals, describe other applications as a result of the project.

10. Attachments: questionnaires, forms, tables, results, drawings, maps, legislation, estimates, etc.

11. Bibliography.

S. 8 ex. 5

Evaluation survey

Please fill up this survey by choosing one of the following Marks in scale 1 - 5(1 – very bad, 2 - bad, 3 - average, 4 - good, 5 – very good).

1. How do you estimate your knowledge in described area before the workshop

1	2	3	4	5

2. In which level today's workshop intensified your knowledge in this area?

1	2	3	4	5

3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?

1	2	3	4	5

4. Please let us know if the workshop leader made a workshop in a competent way?

1	2	3	4	5

5. How do you mark training materials (substantive, graphic, practical one so possibility of using them after the workshop)?

1	2	3	4	5

6. Please inform if the workshop leader answered for participants questions?

1	2	3	4	5

7. Please let us know if the workshop organization meet your requirements?

1	2	3	4	5

8. Would you recommend workshops to your friends? ?

1	2	3	4	5

9. What can we eventually change in workshops?

Thank you for filling up the survey

S.9 ex. 1

Who we are?

Objective: Fun provides an opportunity to know each other.

Exercise:

Each of the participants is to paint a picture that will present us something important of the participant. You can paint what they like to do or do not like, what they need, what they love, what they hate, what they wish, what to expect, what to fear.

After the drawing, participants sit in a circle and in turn begin to present their drawings on the ground as painted, why did they choose this situation and what it means for them.

S. 9 ex. 3

Inclusion indicators:

DIMENSION A: CREATING A CULTURE INCLUSION.

A1: CREATING COMMUNITY:

- We all feel welcome.
- Students help each other.
- The school staff work together.
- Students and school staff relate to each other with respect.
- The school staff and parents / careers work together in partnership.
- School employees and management work together.
- We can always count on the cooperation with the local community.

A2: ESTABLISHMENT OF INCLUSION VALUES:

- high demands are giving to all students.
- Employees, directors, students and lineage/guardians adhere to the common philosophy of inclusion and inclusive education.
- All pupils are valued equally.
- Staff and students treat one another "humanely", while recognizing their "roles".
- The school staff try to limit the barriers in the process of education in all aspects of school life.
- The school strives to minimize all forms of discrimination (also due to poverty, cultural differences or disability).

DIMENSION B: CREATING INCLUSION POLICY.

B1: DEVELOPMENT OF SCHOOLS FOR ALL SUPPORTED;

- Recruitment and promotion system of school staff is fair.
- All new employees receive support schools in implementing the life of the school.
- The school is trying to take all the students from his area and outside it.
- The school adapts its buildings so that physically accessible to all.
- All new students receive assistance in the implementation in the school.
- The school creates conditions to everyone to feel it appreciated.

B2: AID AND SUPPORT ORGANIZATION IN RESPONSE TO THE NEEDS OF PUPILS:

- All forms of support are well organized and coordinated.
- The activities of the development staff to help employees meet the challenge of diversity among students.
- Policy of "special educational needs" is a policy of inclusive education.
- Support for those of students who are learning the Polish language as a second language (this is not their native language) is coordinated with the support of the whole process of teaching.
- educational policy and pedagogical school is associated with the development of curriculum and policy support students in the educational process.
- Reduces the number of early school leavers or "falling out" of education.
- Reduces the level of violence in schools.

DIMENSION C: IMPLEMENTATION OF INCLUSION PRACTICES.

C1: ORGANIZATION OF EDUCATION:

- When planning a training program takes into account the educational needs of all students.
- The lessons encourages all students to participate and activity.
- The lessons encourages all students to participate and activity.
- The lessons contribute to the understanding of differences.
- Students are actively involved and engaged in the process of education.
- Students learn in school cooperation.
- Assessment contributes to the achievement of better results in science.
- Order and discipline in class is based on the principles of mutual respect.
- Teachers work together during the planning the teaching process.
- Teachers assist support the process of teaching all students.
- Asked work home contribute to the development of learning of all students.
- All students participate in extracurricular activities.

C2: ACTIVATION OF RESOURCES:

- The diversity among students is considered to be conducive to the wealth of teaching and learning
- Knowledge and experience of school staff are fully utilized
- Employees are developing ways to support the process of teaching and engaging students in the class and school life
- The school knows and uses the resources existing in the community
- Help and support are fairly disposed and shall be conducted in the spirit of the development of inclusive education (Przewodnik po edukacji włączającej, *Guide to inclusive education* 2011, p. 39-41).

S. 9 ex. 3

Indicators of inclusion:

Dimension A: CREATING A CULTURE INCLUSION

A1: CREATING COMMUNITY

A2: ESTABLISHMENT OF INCLUSION VALUES:

Indicators of inclusion:

DIMENSION B: CREATING INCLUSION POLICY

B1: DEVELOPMENT OF SCHOOLS FOR ALL SUPPORTED

B2: AID AND SUPPORT ORGANIZATION IN RESPONSE TO THE NEEDS OF PUPILS

Indicators of inclusion:

DIMENSION C: IMPLEMENTATION OF INCLUSION PRACTICES

C1: ORGANIZATION OF EDUCATION

C2: ACTIVATION OF RESOURCES

S. 9 ex. 4

INDIVIDUAL WORK PROGRAMME

SCHOOL YEAR……

Stundet's name and surname:	**Class:**
Recognition:	
Possibilities identyfication (advantages)	**Problems identyfication (disadvanatges)**
Objectives to be achieved to the extent to which the student requires the help of psychological and educational Improving mastery of basic techniques of school with special emphasis on: …… Aligning the level of knowledge and skills in the field of school: …… Developing special talents and abilities in the following areas: …… Improving perceptual-motor functions and their integration with particular emphasis on: …… Supporting socio-emotional functioning with a particular focus on: …… Overcoming language communication disorders due to: …… Other: ……	
Methods of work with the student and the range of adjustment of the educational requirements to individual needs and capabilities: a) common to all objects: b) in respect of the specified subjects:	
Actions supporting student's parents:	

Remarks:

……

……

S. 9. ex. 4

ISTITUTO COMPRENSIVO F. SAVERIO NITTI -ROMA

PEI

School Year 201.. / 201..

Class ……Section …….

PROFESSOR ……..……

STUDENT ……..……

ISTITUTO COMPRENSIVO NITTI, ROMA

PART ONE

PERSONALIZED EDUCATION PLAN

Class ……. - Section ……

In favor of the student ……..

Place of birth …… date of birth ……..

Home address …….. - Telephone number ……..

Previous school and class: ……

Professors	
Subject	**Name and surname**
Italian	
History	
Geography	
Mathematics	
Science	
English	
Spanish	
Information Technology	
Art	
Music	

Physical Education	
Religion	
Support	
Assistant	

Certified weekly support hours during last functional diagnosis:

Certified weekly support hours utilized during the school year …….2013 /2014……. : … …….

Weekly support hours assigned in the school year …2014/2015… ……

Weekly support hours assigned in the school year …….2015/2016……..

STUDENT'S PROFILE

Handicap typology:

	Yes	*No*
The school is in possession of the Functional Diagnosis:	☐	☐

Date of the Functional Diagnosis: ……

People who drafted the Functional Diagnosis:

Surname and name	Function and role
Dr.	
Dr.	

The school is in possession of the Dynamic Functional Profile: ☐ ☐

Date of the Dynamic Functional Profile:

The school is in possession of medical certificates: ☐ ☐

Date of the latest medical certificate: ……

PHYSICAL CHARACTERISTICS

Good health condition ☐ ☐ **Difficulty in phonation** ☐ ☐

Harmonious development ☐ ☐ **If yes, which one?.....Non verbal.....**

Shows dimorphisms ☐ ☐ **Good eyesight** ☐ ☐

If yes, which ones? .....

..... **Good auditary function** ☐ ☐

Use of sanitary prostheses or technical aids: ☐ ☐

If yes, which ones?.....

Possible attendance of specialized centers:

Possible pharmacological therapy .....

The student was/is under a psychiatrist's treatment ☐ ☐

The student was/is under a psychiatrist's treatment ☐ ☐

PSYCHOMOTOR FUNCTIONS:

Good general motor coordination ☐ ☐

Side dominance: **Right** ☐ **Left** ☐ **Cruciate** ☐ **Not acquired** ☐

Dysgraphia ☐ ☐

Good fine motor skills ☐ ☐

Dyslexia ☐ ☐

Good space-time coordination ☐ ☐

ANY NECESSARY REHABILITATION INTERVENTIONS DURING SCHOOL HOURS

Date of interventions	Time	Operator reference	Modality	Methodology of agreement school/operator

Emotionality management ……..

Collaboration and participation ☐ ☐ ☐ **Dependence** ☐ ☐ ☐

The student attends lectures: willingly …….. reluctantly ……

Rule acceptance ☐ ☐ ☐

Motivation in terms of school workload ☐ ☐ ☐

Willingness to respect commitments and responsibilities ☐ ☐

BEHAVIOURAL CHARACTERISTICS:

……

……

……

……

……

……

……

……

FAMILY INFORMATION

Student's father
Surname and name:……
Date of birth: ……
Home address: …… - Telephone number……
Qualification: …… - Profession: ……

Student's mother
Surname and name:…… ……
Date of birth: ……
Home address: …… - Telephone number……
Qualification: …… - Profession: ……

Student's siblings

Surname and name	Date of birth	Qualification	Profession

- Living with other family members: Grandparents ⌈ Uncles ⌈ Cousins ⌈ Other ⌈
- The family is: Natural ⌈ Adopter⌈ Foster ⌈

EDUCATIONAL PROFILE

DATA CONCERNING PREVIOUS SCHOOLING				
School year	**Attended school**	**Class**	**Attendance (regular/irregular)**	**Result**
2010-2011				
2011-2012				
2012-2013				
2013-2014				
2014-2015				
2015-2016				

Class description ..... **school year** .....

N° of students in the class .....

1
2
3
4
5
6
7
8
9
10
11
12
13
14

INITIAL SITUATION ANALYSIS

(student's level of integration with their classmates and with other operators in the school)

……

……

……

Class' weekly schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8,10					
9,10					
10,10					
11,10					
12,10					
13,10					

Support's weekly schedule

Distribution of the weekly hours of support in subject areas						
TIME	Support hours **Monday**	Support hours **Tuesday**	Support hours **Wednesday**	Support hours **Thursday**	Support hours **Friday**	Support hours **Saturday**
1						
2						
3						
4						
5						

The student can take advantage, following their parents' request, of a daily reduction of the lecture hours: ☐ ☐

If yes, during which days: ……

Of how many hours: ……

Time of entrance: …….. Time of exit: ……..

ARRANGEMENTS BETWEEN THE FAMILY AND THE EDUCATIONAL SERVICES OF THE AREA

Educational intervention School-Family				
Family references	**Frequency of attendance prevision**	**Provided methods for meeting and collaboration**	**Family, school and teacher's expectations**	**Shared training objectives**
		(reception)	(minimum objectives)	PEI is to be consulted

POSSIBLE EDUCATIONAL INTERVENTIONS IN THE AREA

While at school, can the student also benefit from the service of assistants offered from other institutions, other than of the support teacher?.....

If yes, for how many hours a day and for how many days a week? (total of hours per week)
Institution offering the service…….

Type of intervention primary needs assistance and collaboration as a therapist with the support teacher

Times: alternate

Mode:

Name of assistant

……

Belonging to the cooperative institution

……

Mode of arrangement between the school and Rome's city hall.

IN THE ASSISTANT'S PRESENCE THE FOLLOWING WEEKLY HOUR DISTRIBUTION SCHEDULE IS TO BE CONSIDERED.

DISTRIBUTION OF THE WEEKLY HOURS OF ASSISTANCE IN THE SUBJECT AREAS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					

PART TWO

EDUCATIONAL PROPOSAL

Focus on the method adopted by the alumn

……

SUMMARISED IF THE ALUMN SHARES AN EDUCATIONAL PROJECT WITH THE HELP OF A THERAPIST, PSYCOLOGIST ORA A PSYCHIATRIST

Here are the competences which have to be emproved during the educational path, basing on skills and potential:

……

EMOTIONAL RELATIONSHIP AXIS

As the pupil / or reacted to the new situation and to the new environment:

- inclusion,
  share activities with classmates,
- relationships with pupils, teachers and the entire school staff,
- acceptance of classmates and the school in general,
- integration,

LONG TERM GOALS: ……

MEDIUM TERM GOALS:……

CONTENT AND ACTIVITIES:……

Ability to navigate and move around in school spaces:

- school organization,

- solid organization,
- administration of the reinforcements,
- remains seated at the counter for an hour,
- he recognizes her classroom and school environments,
- assist is able to manage the school supplies,
- tends to implement previous behaviors learned,
- e 'able to perceive the mistake and its because,
- the student is able to externalize moods, illnesses, and avoidance the activity school,

LONG TERM GOALS: .....
MEDIUM TERM GOALS:.....
CONTENT AND ACTIVITIES:.....

LINGUISTIC AXIS

LONG TERM GOALS: .....
MEDIUM TERM GOALS:.....
CONTENT AND ACTIVITIES:.....

MOTORY AXIS

- large motor skills and fine,
- degree of collaboration in the gym,

LONG TERM GOALS: .....
MEDIUM TERM GOALS:.....
CONTENT AND ACTIVITIES:.....

NEUROPSYCOLOGICAL AXIS

- the attentional skills (sharing activities),
- skill of observation,
- skill of listening,
- maintenance of the eye to the reference figures
- positive imitation comrades in the different classroom activities,
- guided activities and not,

LONG TERM GOALS: .....
MEDIUM TERM GOALS:.....
CONTENT AND ACTIVITIES:.....

COGNITIVE AXIS

- acquisition of writing,
- recognition of the letters,
- attention spans.
- fun activities, educational games for the acquisition of reading and writing,

LONG TERM GOALS: .....
MEDIUM TERM GOALS:.....
CONTENT AND ACTIVITIES:.....

ARTISTIC-MUSICAL AXIS

- colors a confined space and well-defined,
- color recognition,

TESTING AND EVALUATION CRYTERIA

The organization of programmed queries, clearing oral evidence of written assignments is not considered adequate, the use of educational mediators during interrogations, more careful consideration to the contents than to the form.

FORMATIVE TOOLS AND STRATEGIES

Take into account the processing time and production quantities of the assigned tasks, deliveries understanding (written and oral), use and choice of teaching devices that facilitate learning (pictures, diagrams, maps, etc.)

.....

.....

PLANNED ACTIVITIES

Recovery activities		Guided tours
Consolidation activities or potentiating		School trips
Laboratory activities		Project .....

Open classes activities (for small groups)		Music Therapy	
Outdoor activities		Possibilities of sports	
Pursuit of cultural, educational, socializing (specify)			

To be signed:

This PEI has been drafted by	.....

Contributors to the formulation of P.E.I.

For school: the teachers of the class council .....

For the family: parents pupil .....

For A.S.L: Dr. .....

For social services: operators .....

Other: the operator afternoon .....

This PEI has been approved by the Class Council

.....

The headteacher
Class coordinator
Class teacher support

S. 9 ex. 4

Study case 1 – 6 from scenario no 2 ex. 3

S. 9 ex. 4

OBSERVATION PROTOCOL

STUDENT …… *CLASS* …….

Frequency: constant/occasional/frequent absences/hospitalisations/Illness/family/lack of interest
Compliance with the rules
Self-esteem

Frustration tolerance

Emotional reaction to various fun/learning
situations

Independence social/school-family

Interaction with adults conflictual/cooperative/employee/oppositional

Interaction with peers leading/cooperative/adversarial/conflictual/gregarious

Any problematic behavior to specify the type of problem

Against school experience he shows curiosity/interest/refusal/apathy

Motor area global/goal/lateralization/coordination

Any problematic behaviors during physical activitie:

LANGUAGE-EXPRESSIVE Area: comprehension and production

LANGUAGE-EXPRESSIVE Area: alternative languages iconic/mimico-gestural

LOGICAL MATHEMATICAL Area: classification and selection capabilities-
operational autonomy / Solution of problematic situations

ANTHROPOLOGICAL Area orientation in time and space

MEMORY CAPACITY adequate/fragmentary/medium-term/visual and verbal/limited to its experienced/if supported by self-interest

ATTENTION CAPACITY adequate/irregular/discontinuous/restricted to personal interests

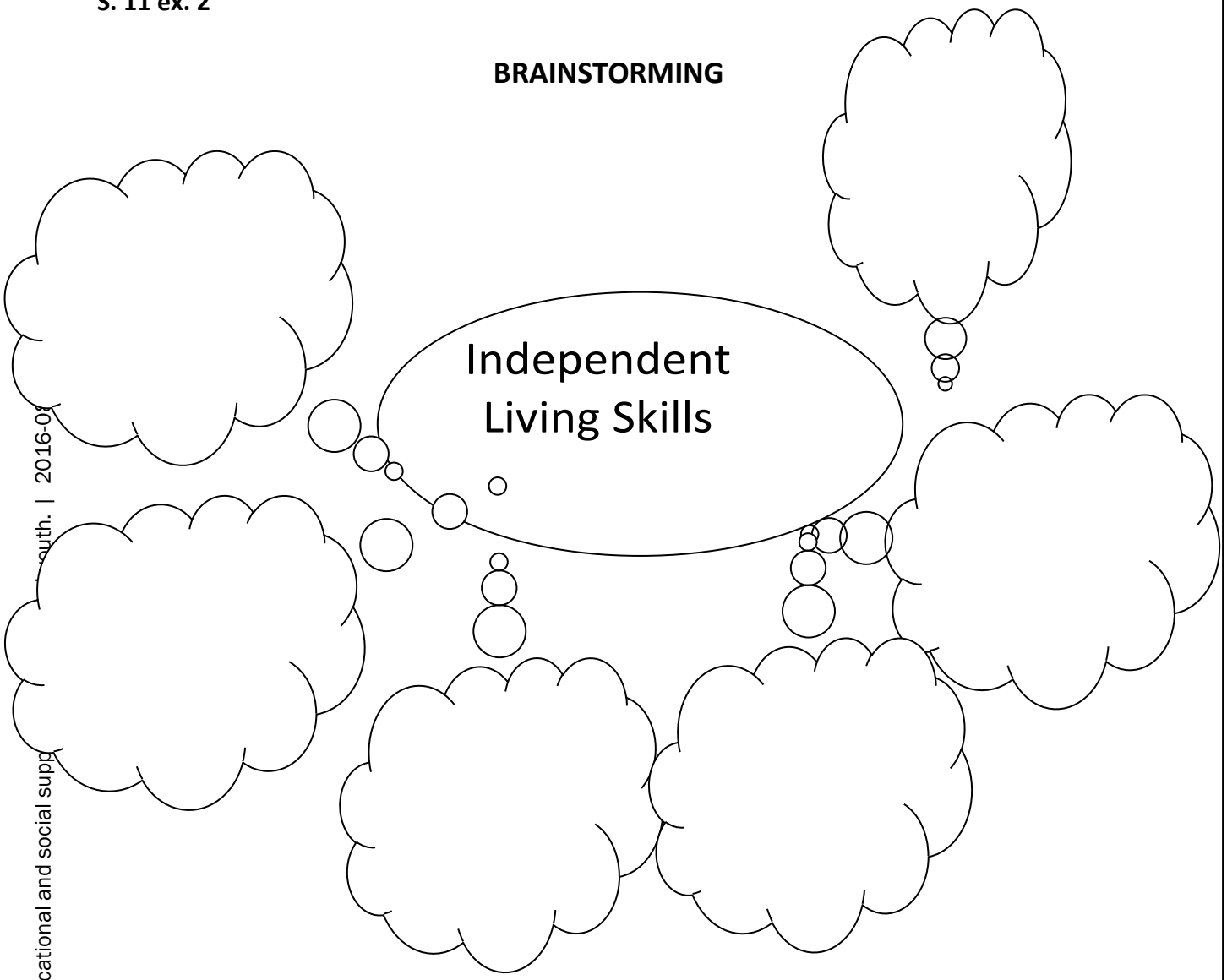
CONCENTRATION SKILLS adequate/irregular/discontinuous/limited to personal interests

Other ……

Individualization of work - a chance for comprehensive educational and social support of children and youth. | 2016-08-01

S. 11 ex. 2

BRAINSTORMING



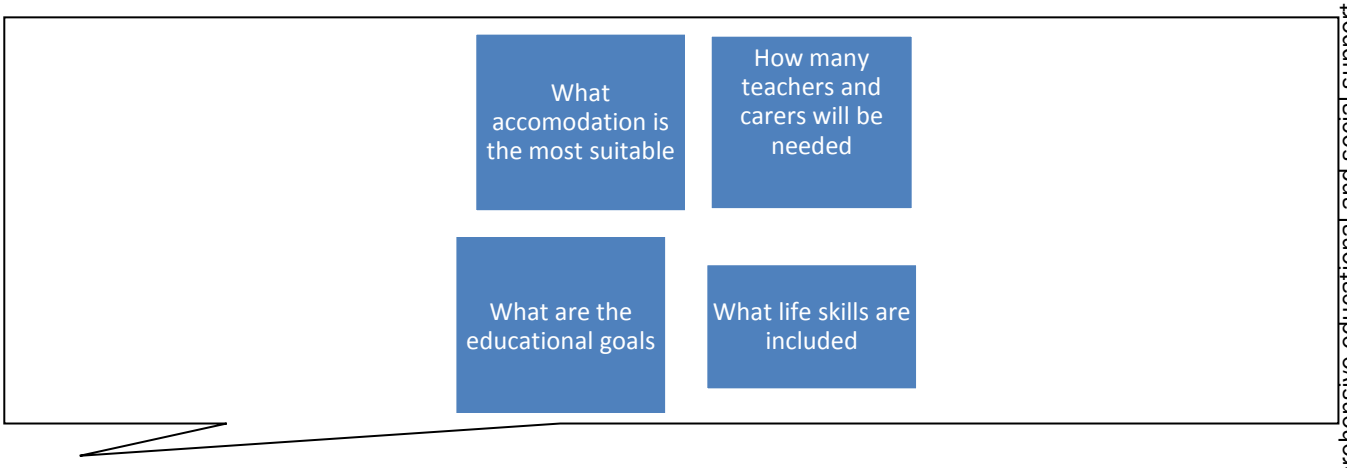
S. 11 ex. 4

Case Study 1:

You have to plan an overnight for these students:
Olivia 12 years old
Mark 14 years old
Bill 11years old
Stella 11years old

Your group of students has learning difficulties. They are students in a Special school. Mark uses a wheelchair and Olivia loves swimming, but she has few chances to swim in her everyday life. Bill is very greedy and has to control what he eats because of diabetes. Finally, Stella's parents are both unemployed and have never had the chance to stay away from their home. She is very afraid to stay away from her mum, who is overprotective of her daughter.

Taking all the information above into consideration your group has to plan the overnight:

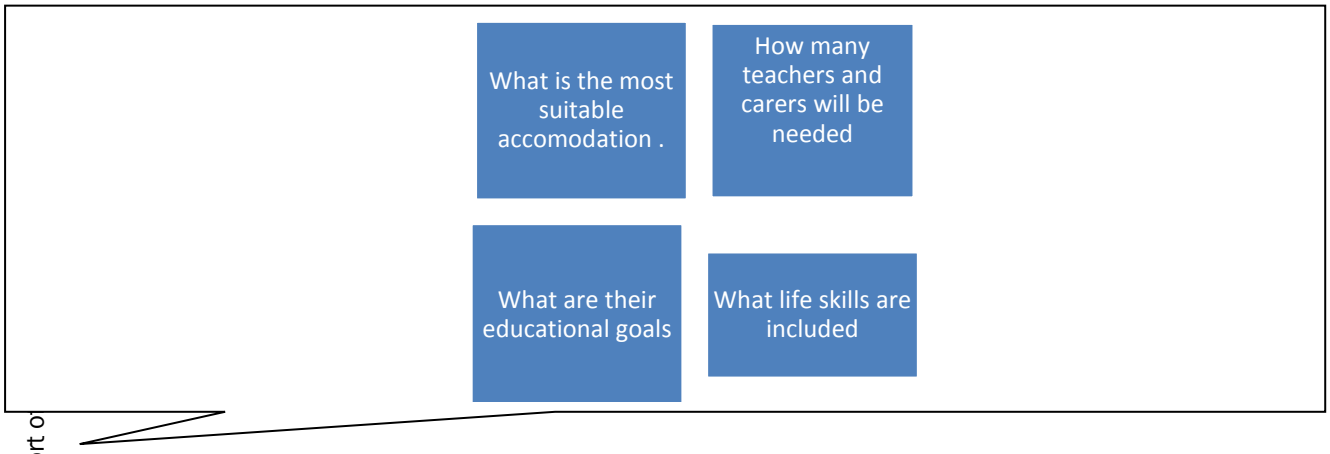


Case Study 2:

You have to plan an overnight for these students:
Evelyn 18 years old
George 14 years old
Mary 17 years old
Joanna 17 years old

Your group of students has economical problems. George's father left the family 9 months ago and his mum is raising her 5 children alone. George sometimes works at the local café on weekends. Mary left house 3 months ago and she is living with her grandparents because she couldn't coop with her mother's drinking problem. Now she seems calm but she doesn't want to meet with her mother. She is also responsible for raising her 9 year old sister who lives with her. Evelyn is living at a motel after a fire destroyed her family's house. They are trying to fix the damages. Joanna is back at school after being at the hospital for 3 months because of serious medical problems.

Taking all the information above into consideration your group has to plan the overnight:



Case Study 3:

You have to plan an overnight for these students:

Mike 13 years old

Andrew 14 years old

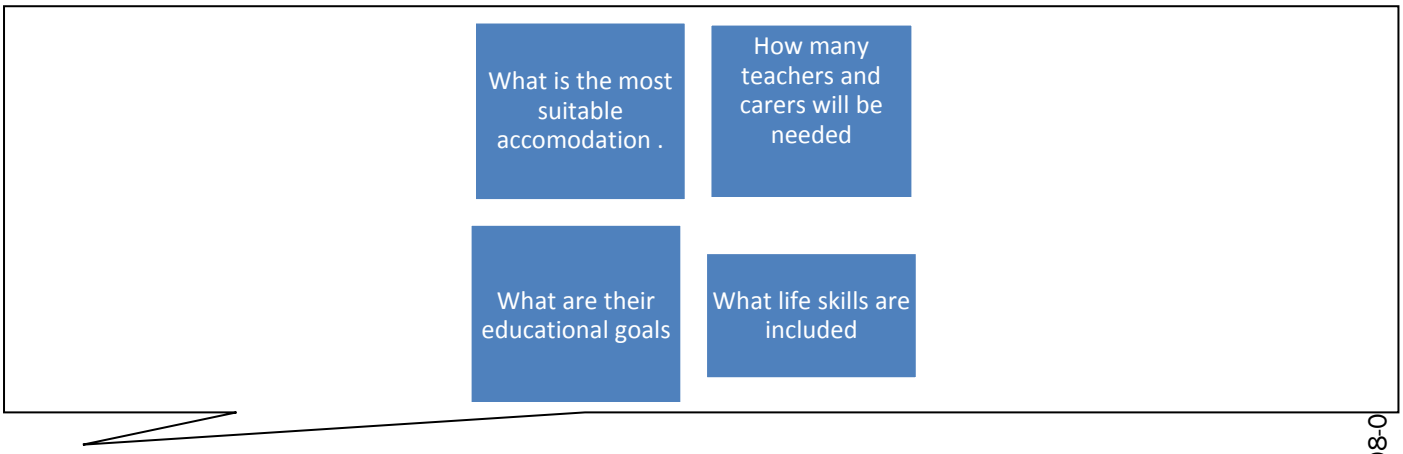
Chris 14 years old

John 16 years old

Tomy 12 years old

Your group of students has serious medical problems and they all are under medication. They are all non-ambulatory and use wheelchairs. They are considered very vulnerable and their teachers have to be very careful for the overnight because Tomy has breathing difficulties when is asleep and sometimes has to be woken during the night. They are all students attending a Special school. Mike's parents are overprotected because he has seizures very often. Chris has seizures as well but these are controlled by his medication. John has Diabetes and Andrew has heart problems from birth. All parents would like their child to try independent living. They are willing to pick up their child if required during the day or night and they all granted consent for teachers to give their children their medication.

Taking all the information above into consideration your group has to plan the overnight:



Case Study 4:

You have to plan an overnight for these students:

Ismael 17 years old

Peter 16 years old

Anna 16 years old

Maggie 15 years old

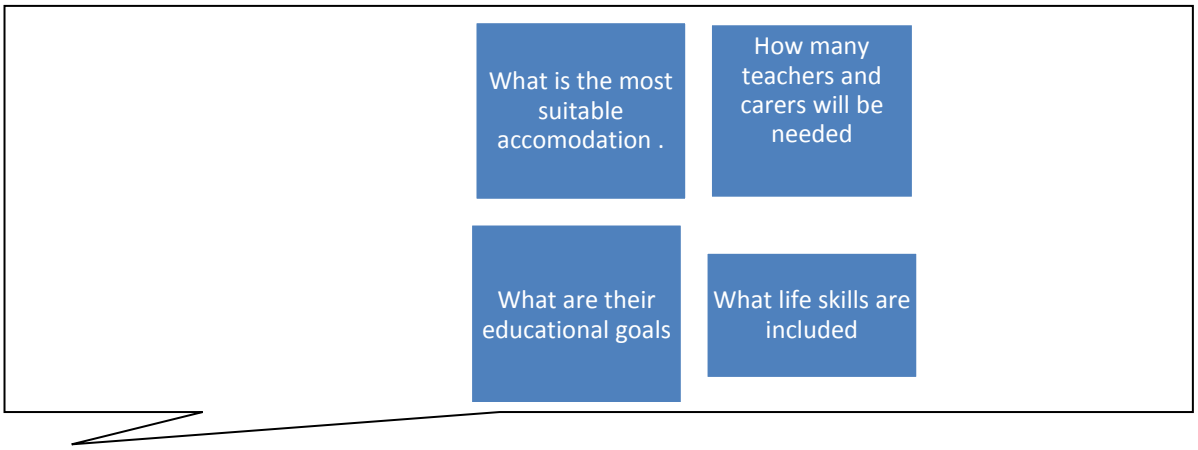
Leila 16 years old

Your group of students has serious emotional difficulties. Both Ismael and Leila are political refugees and they left their country 5 months ago. They don't have their own house yet and it is uncertain if they will stay or leave the country. They have been friends for over 10 years and they refuse to make new friends. Ismael and Leila are a couple and their parents are planning to marry them when they will settle to a new home.

Anna and Maggie are sisters. Their dad passed away 6 years ago and their mum has a new partner and she is expecting a new baby boy in 2 months.

Finally Peter is the older boy of a 5 children family. He and his brother work part time to support their family.

Taking all the information above into consideration your group has to plan the overnight:



S. 11 ex. 5

Workshop Evaluation Questionnaire

Please return this form to the instructor or organizer at the end of the workshop. .

Workshop title:_____

Date: _____

Please rate the following items on a scale from 1 to 5 by circling the appropriate number: 1=Strongly Agree (SD); 2 = Disagree (D); 3 = Not Sure (NS); 4 = Agree (A); 5 = Strongly Agree(SA).

	SD	D	NS	A	SA
1. I felt that the workshop was well organized and the main points were well covered and clarified.	1	2	3	4	5
2. I felt that the facilitator demonstrated comprehensive knowledge of the subject matter.	1	2	3	4	5
3. The facilitator helped me to understand how the workshop material related to my own life.	1	2	3	4	5
4. I felt that the facilitator conveyed ideas effectively and clearly and the material was informative and easy to understand.	1	2	3	4	5
5. I gained usable skills and will be able to apply them to my academic life.	1	2	3	4	5

6. What was the most valuable aspect of the workshop?

_____

_____

7. What could have been done to improve the workshop?

_____

_____

8. Additional Comments or Suggestions:

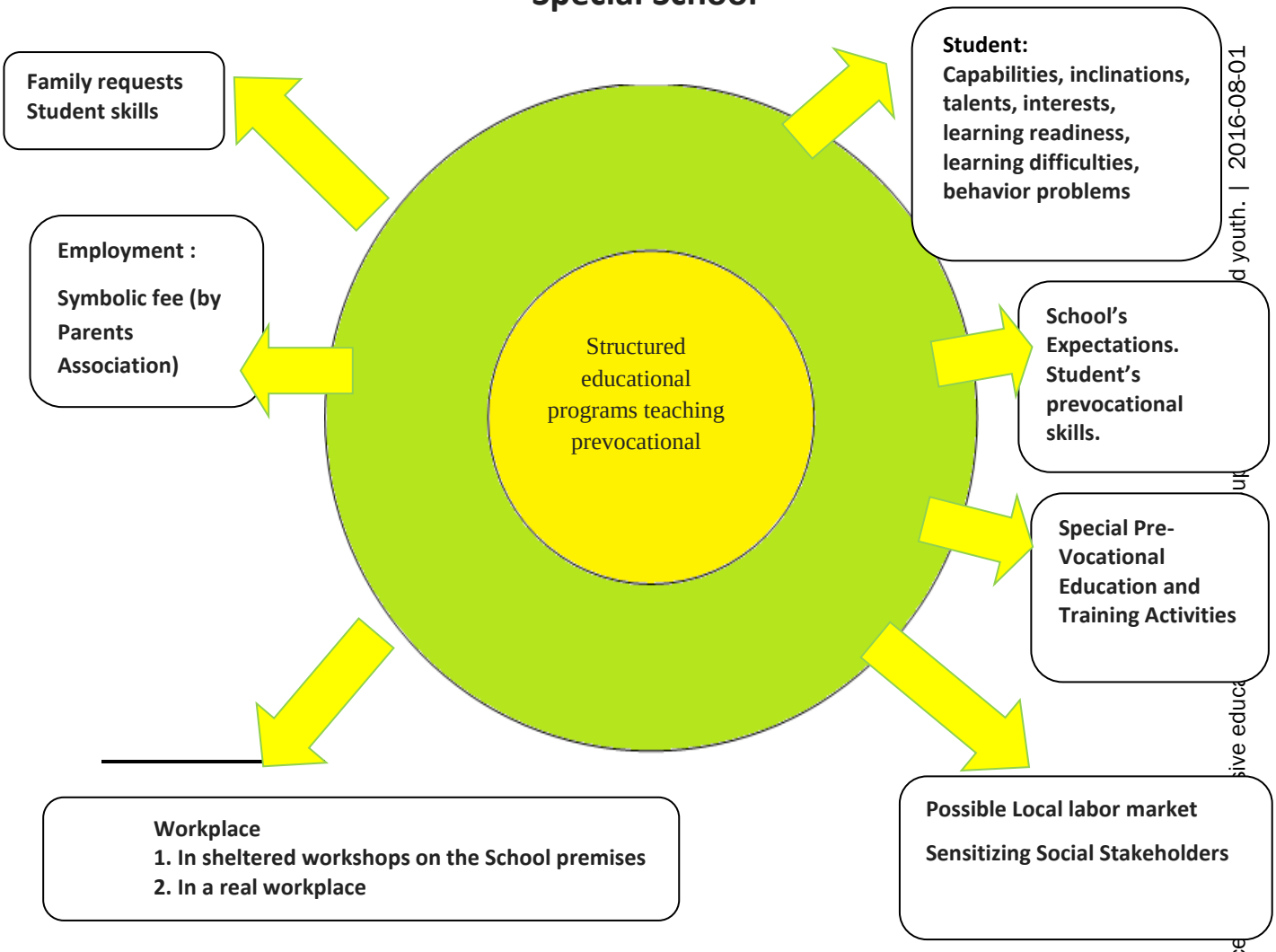
_____

_____

Thank you!

S. 12 ex. 3

Structured educational programs and training that work readiness skills in the Pre-vocational Workshops of "Agios Spyridonas" Special School



S. 12 ex. 4

IEP Format- a)Case study b) Prevocational training Long term goals

a) ASSESSMENT OF THE STUDENT AT THE BEGINNING OF THE PROGRAM (MOBILITY, SENSORY, COGNITIVE, EMOTIONAL, SOCIAL, SELF CARE, COMMUNICATION ABILITIES)

A. Child History

Andreas is an 18 year old student (child) diagnosed with intellectual disability. For this reason he presents several weaknesses in his ability for cognitive and perceptual performance.

B. Sensory- Mobility sector

Andreas does not have any difficulties in either fine or gross motor skills. He participates in all organized sport activities such as gymnastics, hydrotherapy and bowling. He is also an active member of our school theatre club. Moreover, he can look after himself without any particular difficulty.

C. Cognitive sector

- **Reading Skills**

Andreas recognizes all the letters of the alphabet. He can find and write words that begin with a certain letter. Also he can match capital letters with lower case and vice versa. Furthermore, he recognizes phonemes with consonants and vowels, but he has a great difficulty writing them.

When reading a sentence, besides reading very slowly, Andrea's voice is lacking intonation. He has difficulties reading unknown and polysyllabic words. Additionally, he has difficulty understanding written instructions to an exercise and therefore needs further oral explanation.

- **Verbal Communication Skills**

Andreas does not demonstrate any particular difficulties in his verbal communication. Typically he uses sentences which are structurally and grammatically correct, but his intonation is low as he speaks so softly that it is sometimes difficult to hear him. Due to his low self-confidence, Andreas does not answer questions unless he is absolutely sure of his response and he sometimes gets very introverted and he does not respond at all.

- **Written Communication Skills**

Andreas shows difficulties in this area. Specifically, he can write short and simple sentences but ignores spelling rules. He often misspells and does not apply the accent grammatical rules (necessary in Greek writing).

- **Maths Skills**

Andreas recognizes numbers up to 100. He is able to perform simple additions and subtractions up to 20 with guidance and objects. He has difficulty in understanding simple problems and selecting the proper steps to solve them.

D. Emotional and Social Skills:

Andreas has (is a low) self-esteem and is a low-profile individual. He is introverted. He feels uncomfortable and does not participate in all school events, especially when he is assigned a role where he has to speak, recite or sing. In extracurricular activities he needs constant

encouragement to follow his classmates. As a team member he is willing and very co-operative. With the appropriate incentives he achieves satisfactory results. On the other hand, he reacts very negatively when he is pressured. He enjoys sports, a sector that has to be further developed in his individualized educational plan. He also participates in the pre-vocational training and he appears to be very skillful and productive in manual tasks. He must systematically be involved in social activities, which can help him strengthen his self-confidence and self-esteem.

b) **Agios Spyridonas Special School, Larnaca Pre- VocationalTraining**

I. Development of pragmatic skills.	**Yes**	**No**	**Inprocess**	**Suggestion**
1. The student will look towards his or her instructor.				
2. The student will know the names of all his trainers.				
3. The student will use correctly the units used in communication exchanges (hello, goodbye)				
4. The student will know the beginning and the end of a given activity requested.				
5. The student will remain attentive during a given activity.				
6. The student will respect his or her trainers.				
7. The student will accept the directives needed to complete an activity.				
8. The student will follow directions and will ask help when needed.				
9. The student will communicate correctly using appropriate conversational guidelines.				
10. The student will accept redirection without being negative.				
11. The student will attend and respond correctly depending of his skills.				
12. The student will discuss only when he or she is asked.				
13. The student will get engaged correctly in a dialog.				
II. Development of receptive and expressive language.				
1. The student will understand and follow the given directions.				
2. The student will recognize the items which he/she will need.				
3. The student will recognize the machinery he/she will come across (during outplacement).				
4. The student will recognize the objects				

he/she will need to work with in his/hers outplacement.				
5. The student will label the use of equipments.				
6. The student will recognize the dangers he/she will come across during his/her work experience.				
7. The student will follow the directions he/she will come across during his/her work experience.				
8. The student will expressively describe the dangers he/she will come across during his/her work experience.				
9. The student will describe verbally the rules he/she will come across during his/her work experience.				
10. The student will understand/recognize the work place symbols.				
11. The student will use symbols or, words (verbalization) to express his personal needs.				
12. The student will use symbols (PECS/MAKATON) or, verbalizations his/her questions.				
13. The student will express verbally or with the help of pictures his/her personal suggestions.				
14. The student will understand “Who”? questions.				
15. The student will understand “Where”? questions.				
16. The student will understand “How”? questions.				
17. The student will understand “Why”? questions.				
18. The student will answer the type questions of “Who”?				
19. The student will answer the type questions of “Where”?				
20. The student will answer the type questions of “How”?				
21. The student will answer the type questions of “Why”?				
22. The student will understand all vocabulary necessary for his work outplacement.				
23. The student will use all vocabulary necessary for his work outplacement.				
24. The student will describe verbally the activities needed and are necessary				

for the given job.				
III. Cognitive Development Skills.				
1. The student will explain the receptive necessary vocabulary.				
2. The student will use verbally correctly the necessary vocabulary for the given job activity.				
3. The student will know the reason for every work activity.				
4. The student understands the sequence of each and every event necessary to complete the activity.				
5. The student will increase his/her attention				
6. The student will use adequate visual attention in order to complete each activity.				
7. The student will use his auditory memory in order to complete each activity.				
IV. Receptive and Psychosocial Skills.	**Yes**	**No**	**In process**	**Suggestions**
1. The student will know where (place)he/ or she is.				
2. The student will recognize and understand time				
3. The student will use correctly his/her time while at his work.				
4. The student will remain in his seat (place) assigned to him/her.				
5. The student will follow the sequence of his/her work.				
6. The student will understand and follow the safety rules.				
7. The student will understand the use of money.				
8. The student will be polite and friendly in his/her work environment.				
9. The student will respect his/her trainers.				
V. Sensory-mobilitySkills.	**Yes**	**No**	**In process**	**Suggestion**
1. The student will be able to get to know various materials.				
2. The student will be able to use new materials.				
3. The student will increase his/her ability to use his/her fine & gross motor.				
4. The student will increase his visual motor coordination.				

VI. Activity of Daily Living. **A) Hygiene Skills:**	**Yes**	**No**	**In process**	**Suggestion**
1. The student needs to be clean and neat.				
2. The student will brush his/her teeth after each meal.				
3. The student will brush his/her hair.				
4. The student will often wash and wipe his hands in sequence.				
5. The student will clean and dry his/her nose when needed.				
B) Dressing Skills:	**Yes**	**No**	**In process**	**Suggestion**
1. The student will choose adequate clothing.				
2. The student will keep his/her clothes clean.				
3. The student will know how to button and zip his/her clothing.				
C) Eating Skills:	**Yes**	**No**	**In process**	**Suggestion**
1. The student will prepare his/her meals.				
2. The student will use correctly knife and fork.				
3. The student will prepare his/her meal with good eating manners.				

S. 12. ex. 5

SUBJECT: VOCATIONAL TRAINING

LESSON: LEARNING ABOUT MONEY – TRADING

Interdisciplinary approach

Co-Teaching Groups A' and B'

Teachers:
Athena Georgiou (Group A')
Christina Christodoulou (Group B')

Lesson Plan 1

Long term goal:

The students will learn about and enhance their knowledge and abilities regarding their use of money (euro bank notes and coins). They will make exchanges and practice solving problems and executing money transaction activities.

Short term goals:

The students:

1. Will recognize euro notes and coins and will understand their value.
2. Will gain the ability and will practice exchanges in the class and at stores, calculating the value of the products that they will buy and the buying value of the money that they have.
3. Will solve simple problems with money.
4. Will work in groups of 2 and 4 students.

SHORT TERM GOALS:

1. Enjoying the lesson
2. Improving the spoken language
3. Group work –Cooperation amongst students
4. Increasing concentration time

5. Preparing the students for being independent and socially inclusion in the community.
6. Increasing concentration time
7. Orientation in the area

Materials

- interactive white board
- map of Europe
  pictures of the euro
- worksheets
- menus
- computers with access to the internet
- bank notes (sample),
- coins
  white board
- cardboard paper
- scissors
- glue
- coloured pencils
- worksheets
- money
- cards with the words “Thank you”, “Your welcome”, “please”, “can you”, “I would like”
- cards with the words:”I think” and “I believe”

Teaching Activity

- The students sit in a semicircle so that they can view the interactive white board with the story of “Panayiotis”.

  Panayiotis was very happy when his mother gave him a bank note of 20 euros. On his way to school he saw his friend Niko who said to him, “Would you like to give me the bank note that you have, so that I will give you in return 2 bank notes of 5 euro. Panayiotis accepted and was very happy because he thought that now he had more money. In fact, he ran to his mother to tell her that he managed to have more money than what she gave him. What do you think? Will his mother be pleased?

(The teachers listen to the students views and do not comment, because they will return to this matter at the end of the lesson. The teachers tell the students that today they will learn about the new bank note of 5, 10, and 20 euro).

- During the lesson, the class store is available for the students. The students practice buying items from the stores with their bank notes therefore making symbolic purchases. The students are encouraged to think about their roles keeping in front of them their bank notes and making symbolic purchases. The students are encouraged to think about the right use of their money in their transactions. The role of the store keeper is played by the teacher. Similar activities occur on the interactive white board.

  *The teacher encourages the students to use the phrases: " please, I would like, thank you".

1. ***Discussing the problem***

   The students are asked to think about the reasons why it is important to learn and use money.
   During the conversation they are asked to answer questions such as:
   - What was the story about?
   - What is the problem in the story?
   - Did Panayiotis make a mistake?
   - The students express their opinions using the words "I think……", „I believe"……
   - What could Panayiotis do to solve the problem?

The lesson was designed so that individuality in the class can be respected. The lesson begins with what we believe is essential, universal knowledge, which is the main goal of the lesson. The students must understand the connection between money and its use in the buying process where they have to add or multiply. The buying process is put into a mathematical sentence. Different activities take into consideration H. Gardners, "multiple intelligence," personal learning styles, and the personal interest of our students. Also, students' knowledge should be cultivated in an environment of cooperation and interactions.

2. ***Problem solving***

   - Listening and discussing the students' suggestions to solve the above problem.
   - Students are given a handout which has 4 students and 4 wallets which contain bank notes and coins. Each student must calculate how much money is in each wallet and must then find the corresponding amount that each child is holding. Once each student finishes the activity we put Panayiotis money in the corresponding wallet with all the possible money combination therefore coming back to our original question.

3. Remembering the money that was used

The students are given handouts so that they can locate and circle the coins and bank notes that were used in buying at the class store. The handouts are differentiated with either pictures or words according to each student's abilities.

4. Activities for consolidation / unifying of knowledge and assessment

The activities for consolidating the knowledge gained are differentiated according to different levels of abilities. For this reason the students are given activities according to two levels.

Level 1: Handouts where students must write under each coin or bank note its word value.

Level 2: Handouts where students must cut out the word –values and glue it under the correct picture with coins/bank notes.

The following goals are also set with within this activity :

1. Using scissors to cut paper
2. Visual – kinetic coordination (hand-eye coordination)
3. Developing fine motor skills

8. Extension for next lessons

- In future lessons students could learn the myth of Europe and why countries have the same currency.
- For better consolidation of the knowledge gained in this lesson, students could play games on the internet that are about using money in everyday life.

Handouts

Games on the Internet

SUBJECT AREA: VOCATIONAL TRAINING

LESSON: LEARNING ABOUT MONEY – Money Transaction

Interdisciplinary approach

Co-Teaching Groups A' and B'

Teachers:

Athena Georgiou (Group A')

Christina Christodoulou (Group B')

LESSON PLAN 2

LONG TERM GOAL:

The students will learn about and enhance their knowledge and skills as well as their ability to recognize coins and bank notes (euro). They will make exchanges and practice solving problems and executing money transaction activities. They will also recognize Europe on a map, and understand that this is where the currency got its name.

SHORT TERM GOALS:

The students:

1. Will listen to the national anthem of the European Union.
2. Will use the globe of the earth to locate Europe.
3. Will locate countries of the European Union by looking at the map of the European Union.
4. Will correspond the flags with the right countries.
5. Will learn the official symbols of the European Union.
6. Will learn, understand and use in written and spoken language the basic vocabulary surrounding the subject area.
7. Will use connective words in their spoken and written language.
8. Will compare various coins from different European countries and understand that the one side of all the coins is the same for all countries whilst the other side is characteristic for each country.
9. Will understand that the bank notes are the same for all countries.

10. Will recognize the images for the Cypriot euro coin and locate the figures on the coins.
11. Will increase their attending, memory and discrimination skills.
12. Will practice understanding and following instructions.
13. Will cultivate and develop their skills through the making of various crafts.
14. Will understand the meaning and utility of saving money.
16. Will assess themselves.
17. Will view websites with relevant educational games.

LONG TERM GOALS:

1. To enjoy learning and to have fun while learning.
2. To express their opinions freely and increase their spoken language.
3. Group work and cooperation amongst students.
4. Increase of concentration time.
5. Preparing students for autonomy and social inclusion in the community.
6. Orientation in space.

MATERIALS:

- Interactive white board
- Map of Europe
- Images of the euro currency
- worksheets
- menus
- Computer with internet access
- Samples of bank notes
- coins
- board
- cardboard paper
- scissors
- glue
- coloured pencils
- handouts
- real money
- Signs with the words: thank you, your welcome, can you, I would like…
- Signs with the words, : I think, I believe…..

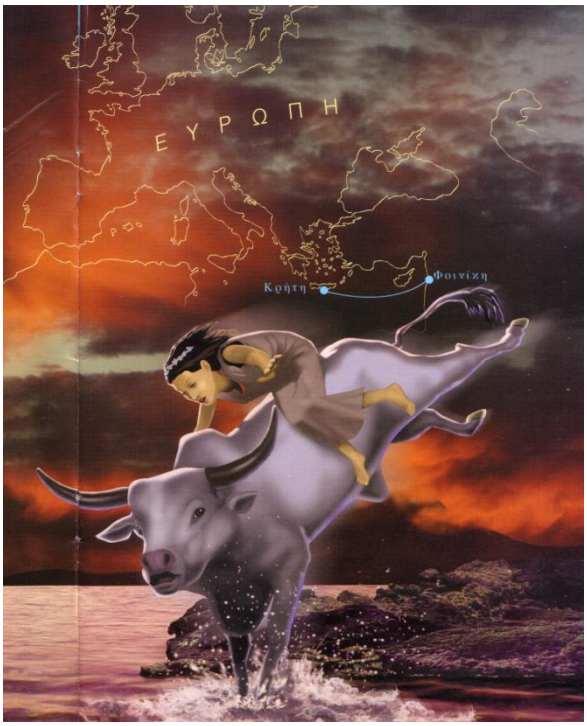
ACTIVITIES:

Activity 1

1. **Beginning**: The myth of Europe.

THE MYTH OF EUROPA
"THE KIDNAP OF EUROPA FROM ZEUS"

Sometime in Phoenicia, of modern times Syria, there lived “Europa” the daughter of King Agenor and Telefassa. One day Zeus saw Europa while she was playing with her friends in a field and was gathering flowers. He was dazzled by her beauty and as a result he turned himself into a white bull and approached her. Europa was charmed by the beauty and calmness of the animal and sat on his back. With Europa on his back, the bull then threw himself into the sea and swam till Crete. Since then the continent above Crete is called Europe.



2. The students are asked “What is Europe today”?
3. The students are shown the map of Europe.
   - They listen to the national anthem of Europe and are told who composed it and what it expresses.
   - By viewing a map of the world the students write the name of the continents.
   - The students locate Cyprus and talk about the relation of Cyprus with Europe.

Individualization of work - a chance for comprehensive educational and social support of children and youth. | 2016-08-01

- With the help of the big map of Europe in the class, the students locate and write a list of all the countries that are members of the European Union.
- Students cut out the flags of each country and stick them on the big map of Europe in the right area for each country (group exercise).
- Students will learn about the idea and goals of the E.U.
- Following is a short conversation with reference to the common currency of the members of the EU. The students are told about the "euro" as a currency.
- What is the symbol of the Euro?
- Which countries have adopted the euro?

4. Students are shown the official symbol of the EU.
5. Students are shown the 1 euro coin and the class discusses the various icons that are on the coins.
6. Following the students are shown the rest of the coins with their values. Each student receives a handout that has 1 euro coins of the 12 European countries. They notice that the one side of the coins is the same, whilst the other has something characteristic of each country. Following this the Cypriot coins are presented and a discussion of their icons is discussed.
7. The students are given menus with a pricelist. They are instructed to solve problems using the 1cent, 2 cent, 5 cent, 10 cent, 20 cent and 50 cent (they complete a table – group work).
8. The bank notes are presented. The students notice the different sides and understand that they are the same for all the countries of the E.U.
9. Using the bank notes of 5, 10, 20, 50, 200 and 500 euros the students solve relevant problems.
10. The students are given handouts for further practice.
11. Students make their own Euro piggy bank.
12. Students conduct self-assessment of the knowledge gained.
13. For better consolidation of the knowledge gained in this lesson, students could play games on the internet that are about using money in everyday life. This activity is described below.

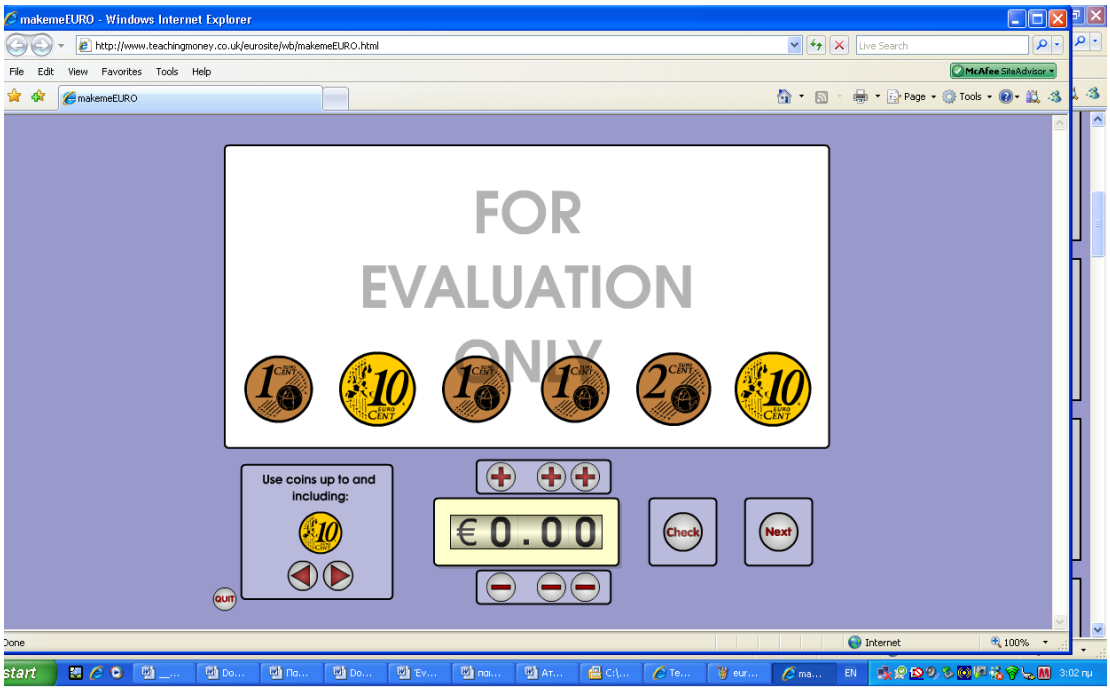
This activity is very useful for students first contact with the euro € which can occur in a one-to-one lesson or in a group lesson of 2-3 children. Before the internet activity there must be a similar activity with real coins so that these are easily understood by the students.

General instructions for using the tool:

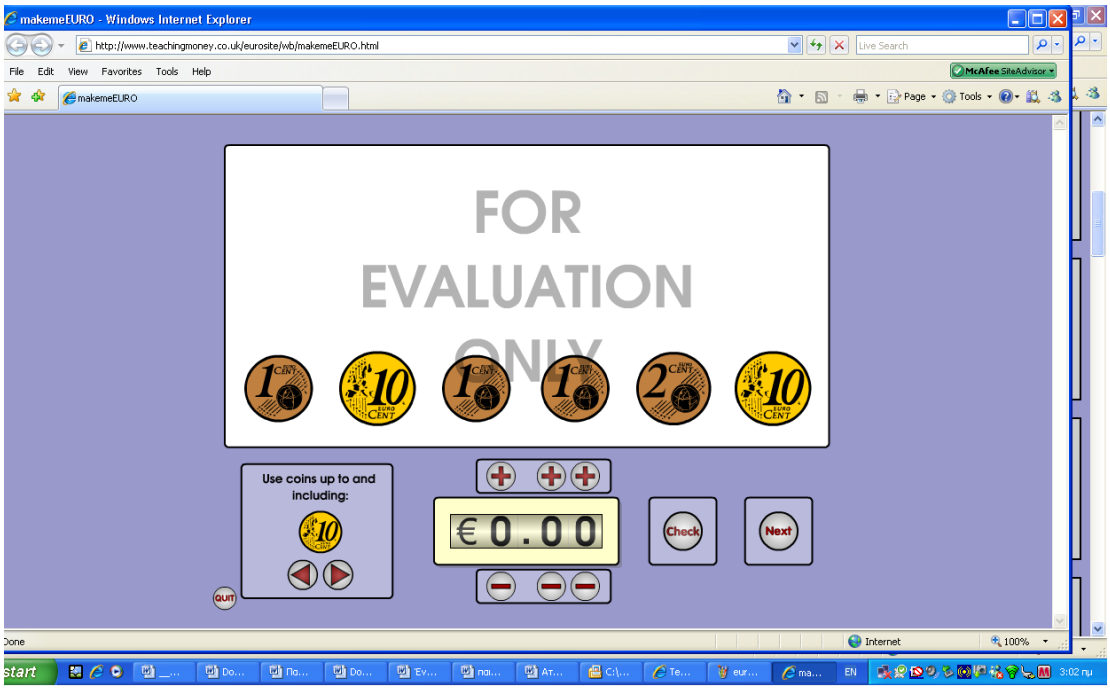
By typing in the following address on the internet you are lead to the games described below:

http://www.teachingmoney.co.uk/eurosite/euroindex.html

By selecting the Count Up game we are guided to the game below:



On the bottom left box we can adjust up to what value of the sum up of the coins we would like to use in the white box. By counting and adding the euro coins the students can show their value on the small screen that now shows. € 0. 00. For the student to write, he/she can adjust with his mouse the numbers from 3 (+) to 3 (-) on the small white screen.
By clicking on the check button the student receive feedback (right or wrong) about the activity. The right answer gives the student the possibility to proceed to the next activity by clicking on the next button.



Samples of expected products for the students:

The student can solve written activities according to his/her abilities.

Possible duration:

In this activity enough time must be given to each student because it is a new activity. This allows for the student to make a first understanding with the coins of the euro currency.

Activity 2

Goal: The student recognizes the coins of euro currency, they label their value so that they may be used in buying items.
This activity is suitable for students with learning disabilities, ADHD, Emotional Disorders.

Lesson Plan:

This activity is very useful for students first understanding with the euro which is done either in a one-to-one activity or in a group lesson of 2-3 students. In the “Shopping spree” the

teacher can determine the value of the items and the students is instructed to pay with the coins. At the end of each activity a confirmation is given of the answer.

Before the Internet activity there must be a similar activity with real coins as well as money transaction activities.

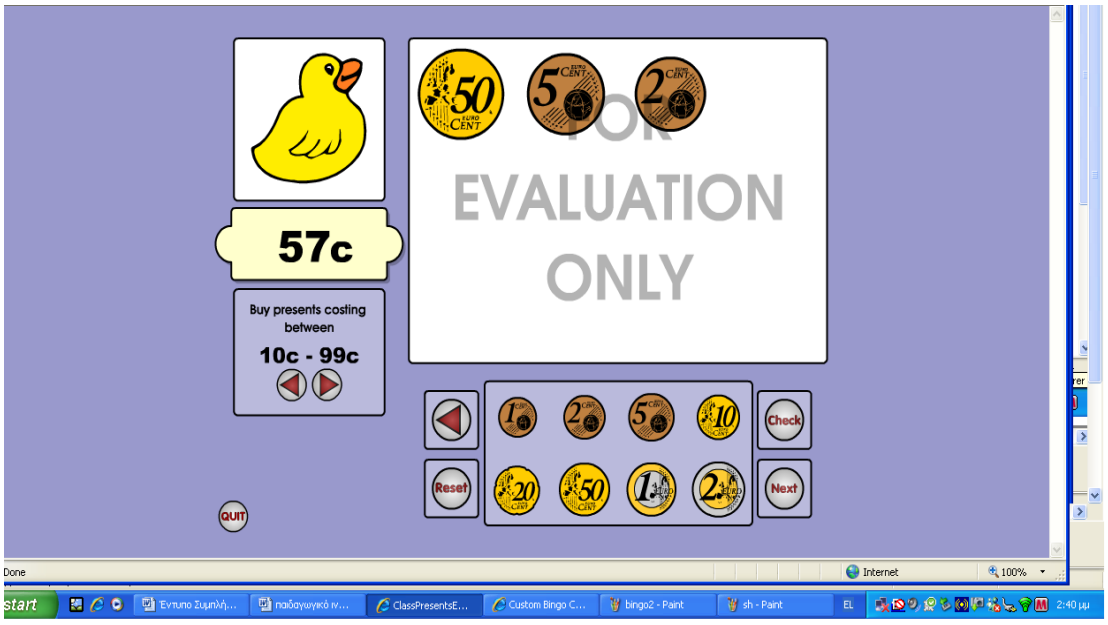
Required items for the activity

- Internet
- Computer

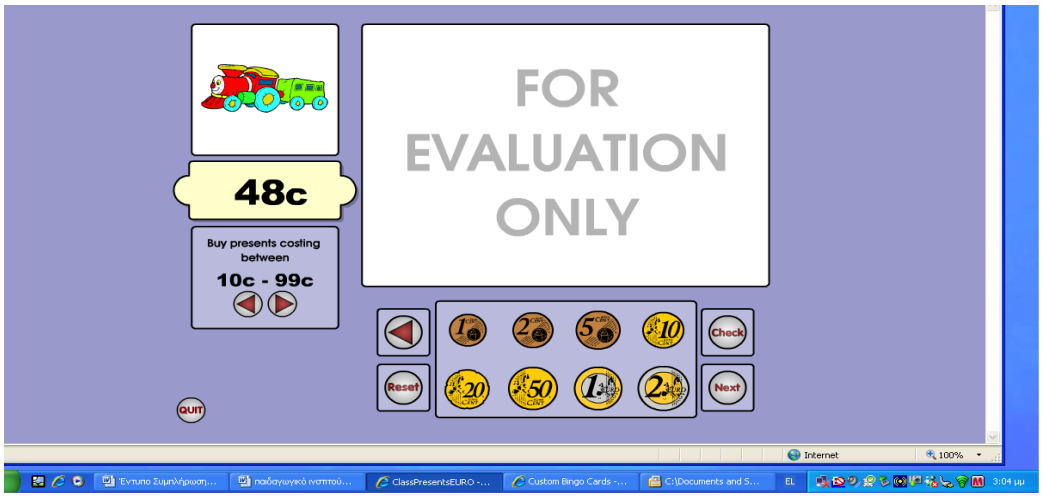
General instructions for using the tool:

By inserting the following website l

http://www.teachingmoney.co.uk/eurosite/euroindex.html into the url of your browser you will get the following. On the bottom left hand corner we see Buy presents costing between with 2 arrows. By pressing on the arrows we can adjust the value of the gift that the student will be buying.



By clicking on the coins the students can place them in the white box that writes FOR EVALUATION ONLY. By clicking on the check button students are given a confirmation that their answer is correct or incorrect. If the answer is incorrect then the student may press Reset so that the window is cleared and students can begin again. In this way the student has the opportunity to try as many times as desired to find the right answer. By click on the next the student can proceed to buying a new gift.



14. Board game(Euro Monopoly).

We start the procedure from the beginning offering the students the chance to shop a great variety of gifts. When they practice enough we can adjust the value of the gift so that it is greater.

8. <u>Extension.</u>

15. In the next lesson students will learn to solve problems with money. They will also learn how to make purchases.
16. Students learn about software and games on the internet that will help them for better consolidation of the knowledge gained.
17. Everyday use of money in symbolic and real purchases.

S. 12 ex. 6

***«AGIOS SPYRIDONAS»* SPECIAL SCHOOL, LARNAKA**

Olympou Street 6046Larnaca, Cyprus.Tel. & FAX +357 24637948, 24637677

Email :agssmail@gmail.com Website: http://eid-ag-spyridonas-lar.schools.ac.cy/

PARENTS' CONSENT

Dear parents,

We are informing you that your child …… has been chosen to participate in the Prevocational Education & Training Program in structured sheltered workshops within the School Unit as well as in work places outside the school, always with the supervision of the teacher in charge.

From school

PERMISSION STATEMENT

STUDENT'S FULL NAME:…….

☐ **YES I accept**

☐ **NO I don't accept**

Parent's Name:……

Parent's Signature:……..

S.12 ex. 7

***«AGIOS SPYRIDONAS»* SPECIAL SCHOOL, LARNAKA**

Olympou Street 6046Larnaca, Cyprus.Tel. & FAX +357 24637948, 24637677

Email :agssmail@gmail.com Website: http://eid-ag-spyridonas-lar.schools.ac.cy/

CONTRACT OF EMPLOYMENT

I ..... wish to take part in the pilot program of pre-vocational training - car washing - which will be held at the school premises every Monday, Wednesday and Friday.

I agree to the following terms and regulations of employment:

Employment regulations

- • I arrive on time.
- • I remain at work until the end.
- • I respect the code of conduct.
- • I respect the subject-matter of the work.

Payment regulations

• Payment will be made at the end of each month.

• I am paid based on my productivity.

An evaluation program will take place.

8 tokens = 15 €

15€ of the total profit will be retained at the end of each month for the purchase of necessary products (washing shampoo, etc.)

The program coordinators have the right to terminate the contract of employment with one of the trainees if they find that the latter do not meet the terms and regulations of employment.

The trainee The instructor

…….. ……

S. 12 ex. 8

FORM OF ATTENDANCE

“Agios Spyridonas” Special School

PREVOCATIONAL EDUCATION & TRAINING PROGRAM

SCHOOL YEAR: 2015-2016

STUDENT’S NAME:_____

DATE	AMALIA SWEETS FACTORY	TECHNICAL SCHOOL CARPENTRY DEPT.	TECHNICAL SCHOOL HOTEL MANAGEMENT DEPT.	SHOPPING/ PURCHASING	CAR WASH

Individualization of work - a chance for comprehensive educational and social support of children and youth. | 2016-08-01

S. 13 ex. 5

Case study
Individual plan

John is a 8 year old boy. He is having problems in school because he lacks concentration in classes. Because of his lack of concentration he is starting to act out and is disturbing other children in class. In the beginning everybody thought it was funny and briefly John was popular with the other children but as his behavioral problems grow so does the tolerance of his classmates. The teacher is worried about his social status. His only friend is starting to avoid John and John is starting to bully other kids for attention.

After school John goes to the after-school program and also attend football practices with at his neighborhood football club.

John lives with his single mother and a younger sibling. His mother is worried that he does not have friends but at the same time does not believe that John has been bullying other children.

John´s teacher thinks that his lack of consentration is due to ADHD but no official diagnosis is available.

How can we strengthen John‘s social status and help him attain new friends? What methods are needed?

S. 13 ex. 5

Childrens individual plan - social support and development

Organization:			
Students name:		**Students age:**	
School year:			
		Date of plan:	

Students needs analysis/ special needs:

Students strengths and interests

Long term goals:

Short term goals:

Ways to short term goals and what to avoid:

Pedagogues signature

Parents signature

Supervisors signature

Additional comments: