



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

**Workshop program**

**Non-Public Youth Educational Centre in Węgrzynów**

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ERASMUS +**

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

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*The program developed in the project “By developing competencies of the teaching staff we develop the creativity of children and youth” - implemented in the program Erasmus +, co-funded by the European Commission.*

### **Authors of the program:**

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**Non-Public Youth Educational Centre in Węgrzynów (POLAND).**

**Board of Education in Kielce (POLAND).**

**Agios Spyridonas Special School, Larnaca (CYPRUS).**

**Technical School of Limassol (CYPRUS).**

**Midberg Leisure Center in Reykjavik (ICELAND).**

**I.C. “F.S. NITTI” in Rome (ITALY).**

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## Introduction

*Dear Sir or Madam,*

We pass you to use an innovative training program for teachers "Individualization of work - an opportunity for comprehensive support education and children's social and youth" developed in the framework of a project carried out by the Erasmus + Niepubliczny Youth Educational Centre in Węgrzyn - project leader and partners with educational organizations in Cyprus, Iceland and Italy. Polish partner of the project is the Board of Education in Kielce.

The training program was developed for the purpose of improving the competence of specialist, methodological, psychological teaching staff, in contact with children and young people with special educational needs and development. The structure of the development and its contents allow to use both the entire program, as each module separately for training staff in State institutions, which is undoubtedly the additional advantage. The program includes detailed scenarios and tools used during the training.

Posted in the scripts for participants, sample card exercises using specific methods and exercises to use in the classroom education - educational institutions, including the individual work with children and young people seem to be an important means for the participants, which determines the use of known ways of working with children and youth in the future. The program also includes tools for measuring the quality of the training program and measure its effectiveness.

The program builds on international experience in the field of theoretical and practical knowledge about the individualization of work, recall examples of good practice in the partner organizations, which may be an interesting inspiration.

It is for kindergartens, schools, psychological - pedagogical centers, special centers for teachers, continuing education establishments, universities and other institutions interested in the development of its employees, working with children and youth.

By proposing to you this publication, we believe that everyone will find something in it for themselves, which is a consequence for their students, students.

*Regards*

*The authors of the program*

## **I. Basic information about the organizations taking part in the project.**

### **1. The organizations taking part in the project:**

#### **1.1. The Non-Public Youth Educational Centre in Węgrzynów (POLAND).**

The Non-Public Youth Educational Centre in Węgrzynów is day-and-night educational centre for resocialisation and rehabilitation, designed for 48 girls aged 13 to 18 who are socially maladjusted. Due to the nature and profile of the institution also students with mild intellectual disability can stay there. It lies in the Świętokrzyskie province, in the picturesque Świętokrzyskie Mountains and it is one of few such places for girls across the country. Rarely this type of facility also serve for rehabilitation purposes and provide support for pupils with disabilities.

The Non-Public Youth Educational Centre in Węgrzynów consists of a primary school and a lower secondary school which have the rights of public schools. The facility employs nearly 40 teachers and specialists and provide both education and educational support, resocialisation and rehabilitation actions, bringing tangible results in the form of a change in the attitudes of students, equipping them with social skills necessary in adult life which allow proper functioning in adulthood. The facility employs teachers of different subjects, educators for educational groups, a psychologist, a pedagogue and a nurse. The teachers have been trained for work with intellectually disabled youth and for conducting various types of therapy. The work of teachers and specialists is a great challenge. Often the institution is not only the place of education and care, but also it substitutes the family home. The staff is committed to carry out their tasks, to ensure that the role set up in the educational system for this type of facility is fulfilled in the best way. Apart from educational support they give students a wide range of social assistance in cooperation with social help centers around the country. They care about their health and safety, provide above-average health care. The fact that students eagerly return to the facility after holidays or vacation breaks and the trust they put in the employees is a facility's success. The center has classrooms for conducting lessons, a gym, a playground, a mini fitness, a library, a common room and a canteen. The facility has got a permanent access to the Internet.

The facility fits very well also in the local environment and collaborates in many areas with the local community. Students from the Centre, for example voluntarily help elderly people in the neighbourhood and care for children from a kindergarten located in the neighbouring town. The facility cooperates with local authorities (at the level of municipalities and district) and locally acting NGOs. Students participate in municipal and district competitions, winning awards and distinctions. The facility is building its identity having the sense of awareness that the community organisations must learn and change in response to changing social, cultural and civilisational conditions. In the project, the management and teaching staff see a great opportunity for the development of the center. The aim sought by NMOW is to create a community of learners and creating learning conditions for others, to which high competences of teachers and specialists will contribute.

## 1.2. Agios Spyridonas Special School, Larnaca (Cyprus).

The school is a public Special School named «Agios Spyridonas» located in a southern littoral town of Cyprus, Larnaca. The town has a population of 62,000 and still manages to maintain a leisurely and relaxed atmosphere. It is the third biggest town in Cyprus and after the Turkish invasion started the operation of Larnaca International Airport.

The school meets the needs of 72 boys and girls, aged between 4 and 21, who mainly have a complex of learning and mobility difficulties as an outcome of their mental disability. The students come from the town and the suburban areas and villages of the district designed by the Ministry of Education. The government pays for their transportation back and forth to school. Most of the students are Cypriots with a very low percentage of immigrants. Most parents are of average income. Some of them are government employees, own their own business or work in the private sector. All the children receive welfare funds due to their disabilities. The school operates under the Ministry of Education and Culture - Department of Primary Education.

The school is committed to the development of each child's abilities individually so that the children can experience life as a worthwhile activity. The staff respect the dignity of each human being and acknowledge their value as an individual, whatever their needs or their abilities to contribute to the society. They also support the continuous development of knowledge, understanding and skills of the children.

The school enjoys an open aspect, football field, playground with outdoor special needs toys (trampoline, wheel chair swings, slides, 4-seat see-saw, merry-go-round, etc), synthetic lawns, and a botanical garden. The building offers a sensory room, a library and resource area, a kitchen and dining area, a sports/ assembly hall and several classrooms with facilities such as interactive boards, personal computers and augmentative and alternative communication devices and other peripherals.

The faculty consists of a Headmaster, a Deputy Head teacher, 10 Special Education teachers, a psychologist, 4 speech pathologists, three occupational therapists, four physiotherapists, three special physical educators, two music therapists, an art/ creativity teacher and two carpentry teaches. There is twenty three other staff employed at the school this year: 18 teacher aids, 3 cleaning personnel, 1 secretary and a janitor.

The school tends to the needs of boys and girls with a wide range of learning disabilities, caused by factors that are either prenatal (genetic factors, genetic diseases, developmental malformation, etc.), perinatal (low birth weight, prematurity, obstetric complications, trauma during labour, asphyxia, etc.), and postnatal (infections, accidents, malnutrition, environmental factors, psychosocial problems, etc). Each class consists of a maximum of 8 students, and an extra effort is made to keep the groups as homogenous as possible.

### The school aims to:

- Value everyone irrespective of age, position, race, gender, background or ability. We endeavour to motivate, support and inspire personal, spiritual, emotional and educational growth in a safe and secure environment.

- Consider the uniqueness and individual needs of its students by delivering the greatest possible educational opportunities within a broad, balanced differentiated and relevant curriculum.
- Provide parent consultation and support keeping them fully informed at all stages of education whilst aiming to strengthen parent –teacher partnerships by three assistants, depending on the needs the group.

Some of the fields of Special Education the school has been participating throughout the last ten years in various European Programmes are:

- Alternative and augmentative communication
- Inclusion
- Vocational training
- Multicultural class
- Environmental issues
- Multidisciplinary team work
- Arts (theatre, music, dance, handicraft)
- Sports as a tool for social inclusion.

We have participated in programmes initiating the pictorial and dramatic reproduction of traditional stories via a multisensory approach, i.e. interactive theatrical activities, art and craft workshops. We have also focused on traditions and culture as a theme for visits. In addition, we have created a sensory garden along with the traditional herbs of Cyprus and of our partners. Furthermore, we have exchanged educational and therapeutic strategies among partner schools enhancing our.

### **1.3. Technical School of Limassol (CYPRUS).**

A Technical School of Limassol started operating sixty years ago in Limassol. It was the first technical/vocational school in Limassol. At first it was for students from the age of 12-18. Now, it has only students from the ages of 15-18, with a three year curriculum.

There are now three technical schools and Technical School of Limasol is the biggest with 580 students and 102 full time and part time teachers.

There are four departments at the school.

- Mechanical Engineering Department  
Specialisations in General Engineering and Automotive Engineering.
- Applied Arts Department  
Specialisations in Graphic Design and Interior Design
- Department of Wood Work and Furniture Manufacturing
- Department of Secretarial Studies

In school, except the teaching classrooms there are drawing room, computer rooms, labs, workshops and other specialized classrooms. There is a theatre, a library, a canteen, a sports hall and teachers rooms.

The students participate in many school, out of school and athletic events.

They hold art exhibitions and participate in many local and international competitions. There is also a drama club, an orchestra and a choir.

Technical School is located in the centre of Limassol, near the old hospital and the General Police Station. Limassol is the second largest city in Cyprus with a population of more than 100,000 inhabitants. Limassol is a coastal city with many beaches and hotels. The city is well known for its wine festival and the carnival. Limassol is known also for its cultural events and its traditional city centre.

#### **1.4. Midberg Leisure Center in Reykjavik (ICELAND).**

Leisure centers were created to operate and manage Youth - and After School Centers. Leisure Centers were run by Sports- and Leisure Division of Reykjavik (ITR). In 2010 the city council began to develop changes for financial optimization within the city administration. This meant alteration and integration of some departments, leisure centers moved from the Leisure Division of Reykjavik to a new division. In the fall of 2011 started a new era with the integration of all elementary schools, kindergarten schools and leisure centers. The new division is called School- and Leisure division – SFS (Skóla- og frístundasvið). SFS is meant to create a comprehensive service to children and families in the city and work on creating a continuity in children’s work and play through school, leisure and sports. School – and leisure division, SFS, oversees the elementary schools, kindergarten schools, leisure centers (after school- and youth centers), school bands and adult education program.

The guiding light of SFS is for the well-being of children and youth of the city, that they continuously progressing and that they receive the education and upbringing of common ground to further their future prospects. The role of SFS is to give children and youth the best possible opportunity for play, education and leisure in coordination with their families and the neighbouring community in addition to leading progressive schools and leisure time. SFS makes the well-being of children and youth their main focus for all their services.

Reykjavik city is divided into 6 divisions/districts and each division has a Leisure Center that is responsible for the operation of Youth Centers and After School Programs that are serviced around the children and youth in the elementary schools in each district. Midberg Leisure Center is in the district of Breidholt and oversees the leisure program for children and youth in five elementary schools of Breidholt in addition to leisure opportunities for 16 - 25 years old. In those five elementary schools in Breidholt, Midberg operates 7 After School Programs for children 6-9 years old and 4 Youth Centers for youth 10-16 years old. Midberg is also responsible for summer activity programs during the school’s summer breaks. Midberg has around 110 full-time and part-time employees during winters and around 65 full-time employees during summers.

Midberg’s goal is to provide children and youth leisure time filled with content and worth their while. The emphasis is on interesting variations during their leisure time. One of today’s requirement is to build up quality and variations during leisure time. Leisure time



that include activities, education, arts, sports and leadership values under the direction of the employees.

Midbergs management consists of Director that is the head of the leisure center, Youth Center Divisional Manager for children 10-16 years old and youth 16-25 years old, After School Divisional Manager for children 6-9 years old and Financial Manager that has the overall financial responsibility of the Leisure Center.

Midbergs responsibilities are mainly divided into children's activities and youth activities. Under the supervision of the Youth Center Divisional Manager are four Youth Centers. Three of them are serving to the youth in those five elementary schools in the district but the fourth is serving to youth with disabilities in two districts and operates similar to the After School Programs. Under the supervision of the After School Divisional Manager are seven After School Programs serving to the children in the five elementary schools. Three of them cater only to children 6-7 years old, two cater to only to 8-9 years old and the other two cater to children 6-9 years old. This is due to the service to the older kids in addition to the layout and location of the schools in the district.

Those divisions work together on other projects in the district such as districts festivals and special events that service the neighborhood and the affiliations in the districts.

Midberg Leisure Center guidelines are from The Leisure Centers job directory issued by SFS (School and Leisure Department). SFS guiding light during citizen's leisure time is that all children have the opportunity to participate in activities that have educational goals centered towards their age and development. The emphasis is on participation, learning by doing, democracy and human rights. Special focus is to strengthen and motivate individuals that are disadvantaged due to their social indifference or disability. Prevention is key in all work at the leisure centers and working with attitude and behavior of children towards healthy lifestyle and social interaction.

#### **1.5. I.C. "F.S. NITTI" in Rome (ITALY).**

"F.S. Nitti" Institute was born from the unification of "R. Merelli" Primary School with State Middle School "G. Petrassi" on 1st September 2012, following a Regional Directive. It is a State School which is supervised by the Ministry of Education. The Institute is composed of 3 school complexes: "F.S. Nitti" Middle School, where 21 classes, Presidency and Administrative Offices are, "Ferrante Aporti" Primary School with 15 classes. "F. Mengotti" Primary School, with 11 classes. In the current school year, 2015-2016, the total of students amounts to 1037: 546 of which attend Primary School and 491 are in the Middle School. The pupils come from different public or private schools of the district or neighbourhood. PRIMARY SCHOOL TIMETABLE: families can choose, according to their needs, between 27 and 40 hours per week. Compulsory Subjects are: Italian, Maths, Science, History, English, Social Studies, Geography, Music,, P.E., Art, R.E. or Alternative Activities. Students who attend school for 40 hours, have lunch at school and have lab activities in the afternoon. MIDDLE SCHOOL TIMETABLE: it consists of 30 hours per week. Compulsory Subjects are: Italian, 1st Foreign Language – English, 2nd Foreign Language – Spanish/French

(families can choose), Maths, Science, Art, Music, Technology, History, Geography, P.E., R.E. SCHOOL AND TERRITORY. Our School operates in a middle-high cultural background, although varied and sometimes problematic. In fact, even if it is mainly composed of professionals, employees and tertiary sector workers, socio-economic disadvantaged situations such as immigration, unemployment, social and cultural degradation, are quite common, both in the school area and in the close districts, where a large part of our students come from. The territory has not got any industrial plantation: professional studios, commercial enterprises, workshops and housework are the main sources of income. Students with Specific Learning Disorder, foreigner students lacking Italian literacy, socially deprived or disabled students are all well integrated in the school. Most of our students reach satisfactory learning levels, get good results and have great expectations for their further studies. Actually, the analysis of the high school enrollment data proves that 90% of students pursue their study in classical or Scientific High Schools, 7% in Polytechnic Schools, 3% in Professional Institutes. School drop-out is 0% With reference to the lifestyle of the district where the school acts, the School Management takes advantage of all the opportunities offered by the School Autonomy Regulations in order to arrange an efficient weekly timetable supplied for 5 days, Monday to Friday. The school can also propose itself as a point of convergence as far as sport and music are concerned, since it acts in a district provided with appropriate facilities such as sports complexes, Music and Language Schools, Scouts and Parish oratories, youth clubs...) Moreover, the Headmistress has signed a Memorandum of Understanding with some Leisure Time Associations so that the students can choose among different activities to be carried out at school, after the curriculum classes. All these activities are included in the School POF (the main school document) and competences achieved by the students will be certified by the Associations themselves.

#### **1.6. Board of Education in Kielce (POLAND).**

Board of Education in Kielce, which supervises teaching standards in schools and institutions in the Świętokrzyskie province is a unit of joint governmental administration of the province as a singled out organisational entity. Board of Education in Kielce employs a total of 47 inspectors and specialists. Inspectors carry out tasks related to pedagogical supervision, i.e. make external evaluation of schools and educational institutions and test the compliance of their performance with the law. Qualitative assessment of schools and institutions is a fundamental task of the institution. Board inspectors also perform tasks supporting schools and institutions. Specialists working in the Board of Education in Kielce also perform tasks other than pedagogical supervision. The staff is well trained and highly competent, which enables professional performance of tasks. Board of Education actively cooperates with all local government units in the province (102 municipalities and 14 districts), creating regional and local educational policy. It also collaborates with regional universities (10) and a number of non-governmental organizations (including the Volunteer Centre, Centre for Local Democracy), associations and foundations which are the governing bodies

of schools and institutions. It is the initiator of many educational projects that promote the value and quality of education, not only in the Świętokrzyskie province, but also throughout the country.

Świętokrzyski School Superintendent covers with his patronage important educational events conducted by academic institutions, cultural associations, schools and educational institutions.

This partnership strengthens institutionally the project and allows the use of partner's expert knowledge in the field of education.

## II. Assumptions of the program.

Trainee program called "Work individualization as a chance for complex educational and social support in children and adolescents" allow to improve teacher's competencies in individualization area of work with children and adolescents referring to special educational needs.

Program includes four modules, containing detailed content:

1. Diagnose of individual developmental and educational needs children and adolescents;
  2. New methods of working with children which allow to develop main competencies children and adolescents:
    - With disability,
    - Social inadequate,
    - With educational problems,
    - With addiction,
    - Gifted children,
    - With social abandonment referred to family situation,
    - With adoptive problems deriving from culture differences and change of educational environment,
  3. Method of project – as a method which develops children and adolescent's creativity;
  4. Individualization of working with children as a way toward to educational inclusion;
- Furthermore, program complement scenarios workshops and tools used during training, which can be also used in work with children and youth.

General purpose of this project is:

- Diagnosis of individual developmental and educational needs children and adolescents;
- New methods of working with children developing key competencies children and adolescents:
  - With disability,
  - Socially inadequate,
  - With educational problems,
  - With addictions,

- With social problems referred to social and economical situation of family,
- With adaptation problems caused by culture differences and change of educational environment,
- Project method – method which develops children creativity;
- Individualization or work with children as a way to educational inclusion.

General target of this program is:

- Upgrading teacher’s competencies in area of individualization of work with children and adolescents;

Specified targets of this project are:

- To gain abilities which allow to recognize individual developmental and educational needs and psychophysical possibilities children and adolescents;
- Knowledge about psycho - pedagogical diagnosis;
- Preparing to use new methods in didactical work with children;
- Preparing participants to effective organization of educational process allowing to develop creativity in used methods and forms of work organization.

**Training schedule:**

I.p.	MODULES	HOURS AMOUNT		
		Total	Lectures	Exercises
1.	Diagnosis of individual development and education needs as well as psychophysical opportunities of children and youth	24	3,5	20,5
2.	Innovative methods of work developing key competencies children and youth.	27	3,5	23,5
3.	Project method – method of developing children’s and youth’s creativity.	8	1,5	6,5
4.	Individualization of work - the way to educational and social inclusion.	21	3,5	17,5
	<b>Total</b>	<b>80</b>	<b>12</b>	<b>68</b>

**Training effects:**

**Participants:**

- Will understand meaning of diagnostic competencies in professional support of a child in educational process;
- Will understand meaning of new techniques in didactic and educational work with children;

- Will have better abilities to diagnosis and rational evaluation complex educational situations, what will allow prognosis of solutions and prediction of some effects in specified didactical and educational areas.

**The best effects refers to:**

- Diagnosis term, individual developmental and educational needs in work with children and adolescents;
  - ✓ Introducing into diagnosis term;
  - ✓ Presenting diagnosis assumptions and basic diagnosis principles;
  - ✓ Description of diagnostic process determinants and basic diagnosis rules;
  - ✓ Presenting of specified diagnostic techniques (observation, document's analysis, interview, survey);
  - ✓ Description of multiple intelligence theory as a diagnosis method of abilities and developing children interests;
- Presentation of some work methods such as: searching methods, heuristic, developing thinking, reading technique, practice and valorization ones;
  - ✓ Describing of main preliminaries project method with special focus on her stages, tasks dividing, into teacher's activities and student activities;
- Description of individual work with children as a way to educational inclusion.

**Addressee:**

Training program has been created in order to improve specialist, methodic and psychological competencies of teachers working with children and adolescents. Direct support in this project covers 34 – 36 persons, representatives of countries participating in project realization according to the international cooperation so from Cyprus, Italy, Iceland and Poland. Indirect support is given to all other employee of partnership organizations. The support can be given to all other people interested the personalized education.

Program includes theoretical boundary issues mentioned above, workshop scripts to realization for 80 hours of training and other didactic materials needed for training. Program includes also scripts for training participants, examples of exercising cards which can be used for certain methods in educational lessons, including individual work with children and adolescents. Program also includes tools which allow to evaluate training quality also job trainers.

### III. Diagnosis of individual development and educational needs as well as psychophysical opportunities of children and youth – introduction.

The key element for compulsory school is the general education and intellectual development for each student. Students need to prepare themselves for an education that is a lifelong commitment. By defining the qualifications for students in the beginning of an education and all through the student's education the aim is for a comprehensive and general education. The qualifications are to be developed and individualized for each student.

Regularly monitoring student's developments and needs throughout their education in compulsory school is an inseparable part of education and teaching. The activities are assessed. The main purpose of using learning assessments is to guide students through their courses and education and help them to achieve their goals. Through the learning assessment teachers are monitoring the student's ability to achieve general criteria of the school curriculum and certain skills, supporting and motivating the students and evaluating their needs for additional assistance in school or need for extra-curricular activities. This should give students', parents and schools additional tools needed for monitoring the course of education, needs and assistance for further education.

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 psychophysical 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, Ziemiński, 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.

### **1. 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, 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.

Diagnosing children's learning abilities and deviations to support individual needs and their education is a process that takes different amounts of time depending on the nature of their needs and deviations.

Diagnosing is used to figure out possible deviations of the child and their nature in addition to assist the child and family with appropriate resources. Through-out the diagnosing process there are different professionals that could be involved such as pediatricians, psychiatrists, physical therapists, speech therapist in addition to other specialists depending on the child needs.

Screenings (diagnosis) are used to evaluate the student in his/hers abilities throughout the key elements in the curriculum and are used to support the child's/student's general growth and development. As mentioned before the key elements are connected to all areas and courses of the student's curriculum. By defining screening tests (assessments/diagnosis) in the beginning of the child's schooling the foundation is laid for comprehensive growth and maturity (Menntamalaraduneyti, 2016).

## 2. Interpersonal Communication.

### Storytelling

In order to conduct an effective diagnostic process are extremely important communication skills the diagnostician: teacher specialist. Innovative and creative way to communicate at the same time is "Storytelling".

**Storytelling** helps you to build a better communication. It is the act of "***telling a story***", that is the branch of knowledge which makes use of the rhetoric and narration.

The instrument is very simple for a student to understand, and it has a high educational and pedagogical potential. Effectively, it can become a very powerful training instrument to communicate experiences, to make one think, to build up new meanings to understand and investigate reality.

Moreover, storytelling can be used to explain causes and reasons of events and circumstances that happen in real life.

In educational field **Storytelling** can be used in any grade of school. In Infant Schools to build up "literacy", and a first construction of meaning. In Primary Schools to introduce topics or important values, rework the content or tell stories. In Secondary 1 Schools to improve



and enhance the learning process. In High Schools to generate dialogic processes reflective and/ or collaborative.

### **Storytelling Method built with plastic bricks.**

The **Storytelling Method** encourages children and youth to express their thoughts and ideas on common topics with the construction of symbolic models using plastic elements. The method ensures a safe and “non-judgmental” process, in which each participant has the opportunity to be actively involved, engaged and listened.

Students use and develop their creative thinking and problem solving skills with the construction of individual models that illustrate their understanding of specific topics within their class. It can also be a great way to manage group’s hostile situations allowing everyone to express their feelings in a constructive way.

The plastic bricks and characters, produced by a very famous multinational factory, are set up as an genuine highly creative educational and training support that allows all participants to communicate as equals, in an **inclusive context, uncompetitive and highly motivating**.

Everyone gets involved and takes an active role in the learning process: the teacher is transformed into a real facilitator of "**thinking with your hands**" in preparing and construct metaphors.

Bricks, colours, mini characters and other elements, inspire students and stimulate their creative thinking and imagination. This allows the teacher, or who manages the group, to create an ideal environment for learning and discussion.

#### **Activity Structure:**

The **Storytelling Method** facilitates the construction of thoughts and ideas through **4 basic actions**:

#### **Challenge:**

The facilitator asks the participants to make a model coherent with the given challenge.

#### **Build:**

The participants build their answers using the bricks (arose in 3D model of their thoughts).

#### **Share:**

The participants share their model with the others.

#### **Summary:**

The facilitator and participants summarize what they have learnt and define possible real actions.

#### **During these activities, it is advantageous to:**

- Provide participants with a framework to express abstract ideas related to the given theme.
- Enable participants to be responsible for their own learning.

- Help participants to listen and understand the different points of view on specific themes related to the subject matter
- Encourage participants to discuss issues related to the proposed theme and their possible concerns, by sharing personal experiences and knowledge and developing concrete solutions to be shared and socialized.
- Share an action plan that allows to put into practice what has been learnt.

### **3. 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).

#### 4. Determinants of the diagnostic process.

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.

### **5. Basic principles of diagnosis.**

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.

## 6. 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).

## **7. The theory of multiple intelligences way to diagnosing capability and developing interests and abilities of students.**

Theory of multiple intelligence was created in 1983 by H. Gardner. According to him intelligence is ability to solving problems, creating new ideas and works (Limont 2005). Regarding this concept intelligence is not the only one feature which describes human's possibilities in area of intellectual activity but there are few different kind of intelligence depending from which kind of intelligence is needed.

Gardner divides intelligence into: (1) language intelligence – this one refers to understanding and fluent communication, including reading with understanding, syntax understanding and language symbols meaning; (2) logical – mathematical intelligence – this one refers to induction and deduction thinking, understating of mathematical terms; (3) space intelligence – refers to space orientation and visual thinking; (4) music intelligence – includes ability to recognizing totality, pace sensitivity, ability to reception, understanding and creating music; (5) body – kinesthetic intelligence – regards to body movement; (6) interpersonal intelligence – this one is related to good understanding relationships, actions and motivations, feelings of other people; (7) intrapersonal intelligence – regards to good understanding own weakness, strength, feelings and moods; (8) nature intelligence – this one refers to understating of surrounding us nature (Limont, 2005, p.47).

It should be mentioned that this concept has a lot negative opinions because of lack of scientific basis of this theory, lack of empirical researches confirming its correctness. Despite of those this theory has a wide usage between teachers, especially because of its clarity and simplicity. Observing different kind of behaviors in a specified person, especially created inventory and questionnaires basing on self – esteem contribute to creating MI profile (multiple intelligence profile). Self – esteem contributes to creating and developing awareness of own competencies and possibilities, increase motivation, mobilize to activity in specified area of taken activities. It influence on future better effects in education.

The theory of multiple intelligences may be used in the development of key competences. Criteria for the assessment of key competencies that cover the basics of all the objectives of education:

- Students must be able to express their thoughts, feelings, and opinions orally, in writing and in a different way. They must have the ability to present their knowledge and skills in order to be able to convey his thoughts in an orderly manner and have the opportunity to actively participate in discussions and debates.
- Students must be able to demonstrate creative thinking and show initiative in their actions, be able to use their knowledge, applications, dare to look for new solutions and use creative thinking and reasoning.
- Students must be able to work individually, in groups and under the guidance of someone else's.
- The student must be able to benefit from a variety of sources in the pursuit of knowledge, able to use the information in a creative, responsible and constructive.

- The student must be responsible for their own education, to be able to evaluate their own work and efficiency.

Theory of multiple intelligence is a method which allows to diagnose and develop students interests and abilities.

#### **IV. Innovative methods of work developing key competencies of children and young.**

“Competency” term exists in 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 in 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.

The criteria for key-assessments in a compulsory school are divided into five main categories that cover the bases for all learning objectives:

- Students’ must be able to express their thoughts, feelings and opinions orally, in writing and in other forms. The ability to communicate their knowledge and capabilities. To be able to deliver their thought and speech in orderly manner and be able to immerse themselves in a conversations and debates.
- Students’ must be able to be creative in thinking and show initiative in their projects and recourses. The ability to use their knowledge to come to a conclusion, daring to look for new solutions and use creative thinking and reasoning.
- Students’ must be able to work independently, in a group and under guidance.
- Student must be able to use different resources and media in their quest for knowledge and for resources. Be able to use information in a creative, responsible and constructive manner.
- Students’ must be able to be responsible for their own education, be able to evaluate their own work and performance.

Key abilities are the ones that are concerning the student himself and are mirroring the skills and learning assessments through the curriculum. It is assumed that schools support these key abilities and that they are evaluated every school year.

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 youth. Before describing specified methods of working with children from the description of the functioning of groups the children and youth should describe the chosen group.

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

Depending on symptoms and additional environmental factors there were mentioned social awkwardness and threatened by social awkwardness. As 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

Social awkwardness 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 awkwardness 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 social awkwardness are negative and inadequate reactions on demands and commands included in social roles such as child in family, colleague in peer group, student in school.

Causes of social awkwardness 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 social maladjustment** 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 social awkwardness 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 social awkwardness 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 social awkwardness (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 from families with difficult material situation.**

During the last decades there has been much concern surrounding the area of child poverty. Numerous studies have been carried out in many societies, so as to outline the problem of child poverty and to propose measures to tackle it (Pashardes, 2007). Poverty is a major problem and it is linked with the inability of covering basic needs of children such as food, clothing and housing. On the other hand, poverty is also linked to social exclusion and the lack of access to quality health and education (Cyprus Mail, 2015). Undoubtedly,

individuals from lower economic environments are often been excluded from the society and they also have fewer opportunities in getting education and work or raising families of their own.

Throughout the years, many factors have been identified as determinants of child poverty. According to Pashardes (2007) these factors include "non-participation in the labour market and unemployment among adults within families with children, children parenthood, low paid employment and inadequacies in the state child support system". Additionally, childhood disability is frequently a "trigger event" of poverty, as a result of additional costs, family break - up and unemployment that can follow the birth or diagnosis of a disabled child.

Pashardes (2007), emphasizes that child poverty appears to be less frequent phenomenon in Cyprus than in the other countries. But recently, statistics which have been released by European Parliament (EP) have shown that one in four children in Cyprus is at risk of poverty (Cyprus Mail, 2015).

Considering all the above, our school has set up an innovative program so as to help students at risk, who come from lower economic environments to acquire several skills that would help them in their everyday lives.

Teaching students at risk is an important issue nationwide and it involves many aspects. Some countries like the U.S.A use the 'the enabling component' model that has been developed by Howard Adelman and Linda Taylor. The model aims to help at risk students to succeed. The program gains nationwide momentum (DeAngelis, 2012). It helps students improve their psychosocial well - being and to have academic success (DeAngelis, 2012).

In the same way our school takes under serious consideration educating students at risk. Our students are persons with multiple and complicated needs and abilities. We offer the most suitable education. We must not ignore though their family environments that affect their emotions and their abilities. Some of the students are considered neglected and at risk because their family does not offer them the same opportunities with other students. According to the National Association of School Psychologists (accessed 15 June 2016), learning should include strategies, resources and practices so as to provide physical, social, emotional and intellectual supports in order for all students to have equal opportunity for succeeding at school. We focus on these students and we try to give them the chance to be able to meet their abilities.

So as to meet our goals we often use innovative methods. One of these methods is to educate the students for independent living. Independent living is a philosophy and a worldwide movement that begins from the right of all people to be included in the community. The right to live independently is guaranteed by Article 19 of the CRPD and protected under EU law, in particular through the prohibition of discrimination on the grounds of disability (Article 21 of the Charter of Fundamental Rights of the EU) and the principle of integration of persons with disabilities (Article 26 of the Charter).

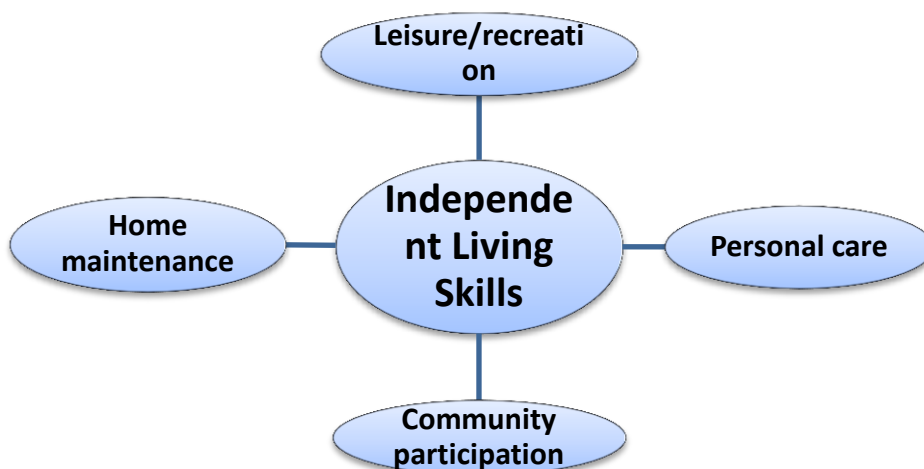


Furthermore, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of people with disabilities:

- to work
- to have equal opportunity to choose work or to be accepted in the labor market and
- to participate in an open, inclusive, and accessible work environment.

Moreover, the Center for Parent Information and Resources (2016) highlights that independent living is about, the student pursuing talents and interests as independently as possible. It is about growing to adulthood, finding a place in the world and achieves the best of your ability. We all would like to see our young people grow to adulthood and find their place in the world, doing for themselves to the best of their ability. However, when it comes to students with disabilities independence can be very complicated. For this goal to be achieved students must be educated and prepared.

According to Cronin (1996), independent living is defined as “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood”. As it is shown in the following figure, these skills are often categorized into the major areas related to students’ daily lives such as: leisure/recreation, home maintenance, personal care and community participation.



All the above independent living skills are important elements of a well-developed personality. Undoubtedly, the acquisition of all these skills can significantly impact a student’s future and the quality of his or her life. Although the acquisition of life skills is a lifelong process, the foundation is established during childhood. It is believed that students do possess the potential to live and work in the community if they receive appropriate life skills instruction (Rusch & Phelps, 1987). Thus, besides parents, teachers have a great influence on the development of every child and they have the power to prepare them to deal with difficult life issues.

Therefore, independent living skills should be taken into consideration during the Individualized Education Program (IEP) planning process. The main goal is to assist individuals to live as independently as possible or desired through the choices they make about where they live, play, learn, and work in their communities.

### **Children and youth especially gifted.**

Children that show higher intellectual ability in one or more areas are considered gifted. Gifted children are more likely than other to:

- Show higher intellectual ability and talent at early age in one or more area (range of interest).
- Have more motivated and learn better, which can be explained by their research interests and discovering more developed than in other children
- They can transfer knowledge, experience and insight to new and exotic conditions.
- Use abstract thinking and can easily solve new and unexpected projects/tasks.
- Receive excellent grades in tests or other types of evaluations.
- More likely to be sensitive in certain situations, show compassion and empathy and are interested in their community.
- Show constructive criticism and are able to detect inaccuracies easily.
- Are organized and systematic in their work.
- Incredibly creative and resourceful.
- Highly talented in artistic and/or sports.

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.

Gifted children learn faster than others and do not need the same amount of reps as others. Gifted children must be able to use, develop, and their reasoning, have higher thinking and creativity. They need to be surrounded by peers with similar intellectual abilities. They need to have more difficult tasks such that encourage additional research and information gathering in addition to the tasks that give them the ability to understand the relationships between different studies and materials. When gifted children will not have tasks that are difficult it may result in behavioral problems and poor grades and achievements in science. In Iceland, for example, there are three different approaches in schools, which are generally taken into consideration and take into account individual needs.

- a) A compulsory school that is working with *differentiated curriculum* has a build in flexibility in their overall structure so there is a possibility for individual plans that take into consideration the needs and abilities of each student, including gifted students. Individual planning and flexibility in students educational choices, courses and project deadlines where each and everybody's interests is upheld is the surest way for gifted students to work on projects that challenge their ability and can lead them onwards to increased knowledge and skills. Use of information technology, independent work and recourses need to be optimized.
- b) *Acceleration* can have different implementation. The most commonly used is for the student to skip one year of classes. Acceleration can also be to finish compulsory school earlier than in 10 years for example to take the two last school years together (9<sup>th</sup> and 10<sup>th</sup> grade) or to take the National coordinated 10<sup>th</sup> grade exams a year early and start taking high school courses along their last year in school.
- c) *Enrichment* entails that gifted children receive extra work (dig deeper) into certain subjects and projects than the other students. There can be different types of variations such as themed subjects or extra projects. It could also be carousel work where the student is working on projects that interest him/her. *Horizontal enrichment* is a variation of the same concept. It entails that the student takes on more projects than the majority of the students such as extra math work. This approach is not likely to be effective unless the student is particularly interested in one subject. But it could work well with enrichment with a well organized plan. (Reykjavík, 2016).

Gifted children can develop asynchronously and their minds are often ahead of physical growth. Gifted children can often be super sensitive, prone to cry a lot and have emotional problems. Many of them believe that they always need to be superior for example always receiving top grades in everything and they find it difficult to deal with defeat and adversity. It is important to teach them that it is ok to make mistakes and that you can learn from your mistakes. Having a group of gifted children together strengthens their self-image since people that think alike are better to understand one another. Gifted children need to be valued as individuals and not just for their intelligence or talent.

The methods of diagnosis that we use to find children with deviations are exactly the same methods we need to use to find gifted children.

There is a common mistake that gifted children do not need assistance during their schooling that they are all doing extremely well in their academics and that they have no social or emotional problems. If that were right than we wouldn't need to worry about their needs in school. To be born with great talents is truly a blessing but that does not mean that is comes with the ability to use that talent or do well in life. Because of high expectations towards gifted people there are many that do not want to be "labeled" gifted although there are many that enjoy the recognition.

Everybody has basic needs that need to be fulfilled, including the need to be recognized. Each individual has the need to be valued and appreciated and to be able to grow their talents. According to Maslow we have 15 needs that are divided into 5 steps. The first four involve needs that when the individual needs it they have to find ways to provide. The fifth need is different from the others, it is the need to grow and develop as an individual and to be able to fulfill dreams and expectations. This points to the direction that gifted children can have personal, social and emotional problems and multiple challenges in school if they are to achieve their best. The schools have means to make sure that their academic needs are fulfilled but their social and emotional needs also need to be met.

Gifted students are normal children with extreme amount of talent and/or intelligence and in no way is this a sure ticket to success in life. Gifted individuals have multiple problems due to their talents. Gifted students need motivation, stimulation and support in school to be able to become as valued in society as they could be. Schools have duty to make sure that this can be their reality. (Gísladóttir, 2016)

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 youth 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, Gałęcki, 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, Gałęcki, 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.

iPad

The process of individualization effectively support information technology and computer.

Assistive technology is defined as “any item, piece of equipment or product system that is used to increase, maintain, or improve the functional abilities of a child with a disability (Bouck, Flanagan, Miller, Basette, 2012). According to “Nicole (2014) in “Using iPads to improve academic gains for students with disabilities” many students with disabilities have a difficult time making academic progress in the classroom. These students need certain “modifications and support” to assist them in their academic tasks. iPads can support students in the areas of communication, academic tasks, and daily living skills. iPads and tablets can be used as a communication and as integration tool in the class and most importantly in the community. iPads can be used to help improve achievement for students with special needs. Students with disabilities can be educated to use iPads or tablets.

In Cyprus the Law supports the use of Information and Communication Technology (ICT) in the classroom. According to the “ICT for Inclusion, Cyprus Country Report,” the law allows the use of high tech means since these allow for more independent life. High technology material can be used as educational means and as tools for communication. Special education law can be found under the law at Article 2, Part I of Law 113 (i)/99. Moreover, Article 12, Part IV, refers to inclusive settings and instructs that public schools are required to provide any help and support to children with special needs. Also, Article 2 (c) and (d) , Part V, refers to the ministry of Council as the organization that grants the provision of any equipment for children’s needs and for their teaching within the realms of special education.

The Ministry of Education and Culture (MOEC) in Cyprus includes an Information Technology Department which includes an Assistive Technology (AT) officer whose responsibilities is to examine students who have been referred by their schools as possible candidates for high technology material. The AT officer examines the students and writes a report that accepts or rejects students for assistive technology material. This report is then examined by the District Special Education Committee, who will accept or reject the reports suggestions.

In “10 ways to teach kids with learning disabilities,” Leah Levy discusses that “Ipad are intuitive to use” and especially beneficially for students who struggle with visuospatial awareness, because apps are easily organized and very natural to use. Furthermore touch screen technology represents a suitable tool for students with motor impairment as it is easier for this category of students to “tap and swipe than point and click,” and also “to visually shift between the screen and the keyboard.”

Furthermore, iPads reduce frustration for students with learning disabilities. Assignments can be completed using the device reducing the frustration that might be conjured due to complex skills required via the natural method of completing assignments.

Being multisensory, iPads students can take the learning approach that is most suitable for them. For example, a student who is an aural learner can record lectures, or a visual learner can benefit from visual aids such as pictures. The device enriches any student's class experience as they can look up any information or definition they don't understand through the internet. iPads are effective for customizing both solo work as well as class work.

According to, "Using the iPad and a sequence of Apps for Young children with Multiple disabilities" (2012), the iPad or tablet has several advantages that make it attractive for students. It provides an interface that students can directly interact with, the child can easily engage with the applications, there are several ways of modifying the screen of most apps, the device is easy to carry around and easy to use.

Applications that are downloaded onto tablets and iPads have several features that make them easy to interact with. Commonly used human gestures can be used to interact with the applications. The screens are touch sensitive. A student may touch or tap the screen to get a response. Things on the screen may be moved left or right, up or down with your finger. This makes it easy for students to quickly learn how to use the device.

The devices have attractive and interactive large surfaces making it easy even for students with low vision or motor impairment to interact. Icons can be made larger for easier use. Items on the screen are colorful, they have good contrast and size and when a student touches them they are easy to move around.

Moreover teachers can adapt the features on the screen to make the device more accessible for students. The scenario section of this subject area will explain exactly how to change accessibility features in the devices. A teacher can increase the volume of speech, change the size of fonts, magnify the region of the screen, change the size of text, change the background colour of the screen for better contrast, change the speak selection which is the rate at which the speech is spoken and also the AssistiveTouch feature allows students with difficulty in movement to achieve the appropriate response from the app. There is a feature for students who are deaf or mono-aural (students deaf in one ear) that can be regulated to meet their individual needs. This feature is found in setting (not accessibility) under sounds.

It is also possible to customize several apps by adding your own pictures or photos or content or you can even record your own voice. For example, in the "My A-Z app (by Night and Day studios, Inc.), it is possible to substitute drawings on cards that correspond to letters with your own photo, voice and /or text. This allows for individualization of students work. Students can even use the device to take photos, record messages or write messages.

A teacher can regulate the sensory level of input that can be displayed to students because several students can be overwhelmed by too much sensory input or information. Not all children process the information as typical children. Teachers can regulate the level of input that children can receive allowing for individuality in education.



The article “Using iPad and a sequence of Apps for Young children with Multiple disabilities,” provides a list of applications that can be used to teach children with disabilities. These are provided in a sequential order beginning from those requiring very basic skills to more refined difficult skills. For example, 1.early visual attending and tracking skills, 2.developing attending and visual tracking skills, 3. Refined hand movements and visual discrimination 4.touching discrete spots and taking in more complicated screens whilst learning various concepts.

Different ways to use iPads can be targeted according to different disability groups. According to Quick (2014) most of the research related to students using iPads in classroom, has focused on intellectual disability, autism and emotionally and behavioral disorders.

Students with emotional and behavioral disorders benefit from tasks that provide immediate feedback. When they notice that they are working correctly, they are more likely to continue the task. According to Quick “students in this disability group will continue working with an iPad because it provides immediate feedback. Also, an iPad provides examples so that a student can easily learn reducing the chance of making a mistake.

iPads can be used by students with Autism who are nonverbal to communicate. Several Apps have a touch and speak option which gives them a voice through touch. Such applications are picture based communication systems.

iPads can help children to build social skills, as they teach for example facial cues when children are learning about emotions in others and themselves. Also social story applications are available for the iPad or tablet. These teach social skills and thus they benefit students with autism. Also there are applications that can be programmed to provide visual cues to students with autism and can help teach skills and remind students of previously learned skills. iPads can be used to create videos that may be used as social stories by students with Autism.

Students with Intellectual Disability can also benefit from using the iPad by helping them to be more included in school and society. iPads provide various modifications for students with intellectual disabilities allowing them to be fully included. Academic tasks and tasks that occur throughout the day.

Motivation to use an iPad to work is great for any student, making them more engaged in the task and more excited about working. Students with attending difficulties can complete their assignment on the iPad and receive instant feedback. Students with learning disabilities that use iPads do not stand out and thus they can be fully integrated and accepted by the classroom.

Quick (2014) mentions that “2 out of every 5 apps can be used to support students’ needs in the school and in the community’ and that “this includes health, safety and advocacy.” Apps can also teach skills such as self-monitoring behavior, taking medicine,

monitoring progress of personal goals and knowing when to do different tasks. Furthermore, while there are other devices that use apps that can be used for educational purposes, the iPad has a “greatest abundance of apps that can be used.” Apple provides a page with a list of Apps that could be used for students receiving special education services.

According to Quick there are some disadvantages to using iPads. Much research must be done to find the correct application for individual students. Most iPads connect to the internet meaning that students must be trained on how to use the social media correctly. Some students may not be responsible enough to use the iPad correctly. Students must know when to work and when to use the iPad for personal enjoyment. Students must be reminded to work on school work and then play games on their iPad. Also, iPads require care because they can break if they are thrown or dropped. Also, students with Autism may use the iPad excessively for self- stimulation purposes

Students must be assessed so that the right assistive technology can be designed and provided based on their individual needs. The right device allows students to take part in the education process and be fully included in school life. iPads can have applications that provide visual, auditory and tactile stimulation allowing for enhanced learning means. Educators must find the right applications to suit the individual means of each student.

### **Educational Robotics.**

#### **An example of innovative ways of working is also Educational Robotics.**

When we speak of *Educational Robotics* we mean the development and use of learning environments based on robotic technologies. These areas are normally made up of robots, software and curricular materials.

But why do we use *Educational Robotics* at school?

We know that within 2018 the increase of the personal robot sales will be \$ 12 billion worth, with about 35 millions of units sold worldwide.

Moreover, the market of industrial robots will reach \$ 48.9 billion within 2021, with an annual growth of 11%.

Finally, in recent years thanks to Robotics 3 million new jobs has been created in the world.

These are the economic and social reasons, related to the labour world, which will involve our children in the coming years.

However, there are specific “educational” reasons to use *Educational Robotics*, since these activities affect the real learning processes, that become "project-based".

In Nursery and Primary Schools, teaching *Computational Thought* provides students with a framework within which to reflect upon problems and systems.

Teaching *Coding* means teaching to think in an algorithmic way, that is to teach how to find and develop a solution to different problems, even the most complex ones.

*Computational Thought* is the basis of most of the ITC and to understand how to think in a computational way provides a valuable awareness of computer working.

### **Educational Robotics at School.**

*Educational Robotics* and *Coding* can be included in the School Curriculum at all levels, from Nursery and Primary School, up to University and Research Centers.

In fact, it promotes, in the students, a brilliant **creative attitude**.

Through the Robotics activities, the student can learn how to:

- Understand the functions performed by the components of robotic kits in the realization of the fundamental structures of the mechanics of movement.
- Know the characteristics of the sensors.
- Recognize the disciplinary, conceptual and operational ties, including Mechanics, Physics, Computer Science.
- Organize the data of a problem to be solved through graphs and diagrams, and translate algorithms with the programming languages.
- Identify hardware and software issues in case of malfunctioning of a robot (Problem Solving strategies).
- Cooperate in group work.

But the benefits **Robotics** manages to get from the group of pupils, and inside the classroom, are more general and can be placed at the Communication level, between children and teachers, creating a new class group's relationship. This is mainly due to a new, necessary operating method which allows to go beyond the "formality" of the traditional lecture (one to one lesson) to adopt group work (peer to peer work) as main method.

This innovative way of working with the class group makes it easier to build a positive atmosphere in the classroom, which allows the student to implement skills of responsibility while facilitating the birth of new ideas and solutions related to group cooperation.

In addition to this, the concept of error, that in the traditional teaching-learning process is experienced as a taboo by the student, becomes a strong point in the activity of *Robotics*, a "necessary, unavoidable passage" to find more and more appropriate solutions.

The benefits that the Robotics generates in students, especially those with special educational needs and in general all disabilities, will be analyzed in detail.

### **Robotics and Creativity.**

*Educational Robotics* is an expanding field that is gaining always more importance from a scientific, economic and cultural point of view, becoming one of the "keys" of current the industrial and cultural revolution. The specificity of this new science implies and promote a brilliant **creative attitude** in students who wish to undertake this career.

In addition to this, the study and application of *Robotics* develop in them a new and active attitude towards new technologies, enhancing teamwork, cooperation and cultural exchange among students.

According to relevant educational experiences (Papert and others), in fact, the use of robots in teaching practice offers, compared to other instruments, many interesting advantages.

These are:

- robots are real three-dimensional objects moving in space and time and that can mimic some features of human and animal behavior;
- young people learn more quickly and easily if they have to do with concrete objects rather than only by working on formulas and abstractions, as it would be if they just commit to program a computer;
- motivation to be able to run an intelligent machine is very powerful. The appeal that the robots have on children and students ensures that, even the youngest, can explore the field of Engineering and the Exact Science from a pleasant perspective, using these sophisticated intelligent toys.

Moreover, according to a vast literature, female students tend to lose interest in scientific subjects during the middle school years: working with robots, in this case, helps them to keep alive the scientific interest by associating it to the development of manual skills and the cooperative work.



### **Learning from Error.**

The error in the construction of robotic artifacts is not a demoralizing factor as a bad mark on a Maths or Italian test can be. The error in the design or programming of the robot does not create discomfort in the students involved, but encourages them to improve. Usually students feel a great satisfaction at seeing how their artificial creature works and, for this, in the case of Errors they feel encouraged to review more in detail their way of thinking and the results derived from it, without feeling judged or tested. The positive role played by the error must be noticed at all time during the class activities and you can take advantage from this idea, to help each student to improve himself.

### **Robotics and School Subjects.**

Often the term "*Educational Robotics*" is not fully understood. Who does not know the projects carried out by many schools might think that *Educational Robotics* has the aim of introducing a new discipline. On the contrary, the teachers who usually use robots for educational purposes, do it to help students to understand curricular subjects in a different way, not as an alternative to the traditional school. *Robotics* is therefore a real tool to enhance learning, to stimulate different intelligences, to invite students to cooperation, to teach different disciplines in a unified way.

While designing, building and programming robots students have to deal with problems of language, logic, mathematics, computer science, physics, biology, history, philosophy, medicine and many other disciplines at the same time, which help them to understand a robot.

Thanks to this "360 ° science" teachers may give preference to certain educational paths and use the same tools with students of different ages, even if the approach has to be changed.

### **Robotics and Future Jobs.**

One aspect that has been just mentioned in the previous paragraphs is the ethical importance of teaching how to use modern, up to date instruments, in order to allow future generations a perfect integration into the labour world, not necessarily related to scientific or engineering field.

In fact, even in 2008, the year of the global financial crisis, *Robotics* has been one of the few sectors that has seen growth of their worldwide turnover (+ 15%). In this context we understand that any kind of future job, from the surgeon to the archaeologist, from the mathematician to the computer technician, from the plumber to the firefighter will be "affected" by *Robotics*. The direct use of highly technological tools like robots will be everyday life and the task of every school/educational agency is to create future generations able to face the challenges of the world, to provide them with tools which can be used in their job and outside it.

Introducing the best technology practices in schools means, then, enable the young people of the future a closer integration with the labour world and a multiethnic society.

### **Educational Robotics and Inclusivity.**

*Robotics*, as we have already said, is able to involve students in lessons actively, increasing their interest in the school environment.

It also facilitates dialogue and communication, the active comparison among students on curricular issues and not, by facilitating the integration and the ability of build relationships and communication.

The development of a complex process asks students to develop their critical thought and teach them to show their work, and speak about it, with peers and teachers.

As a consequence, the *Robotics* becomes a widely recognized and respected subject inside the school as a powerful educational mean for youth inclusion and able to oppose to school drop out.

Not less important, the natural appeal that robots have on children, makes it more pleasant and rewarding the learning process, allowing the teacher/facilitator to build a challenging path, perfect for motivating all the students, especially those less included in the school context.

From an operative and practical point of view, closely linked to class curriculum, *Robotics* activities become a real instrument of integration: the idea, design and construction of a robot are, in fact, activities that require a strong cooperation and thus become natural instruments for the integration of students with very far cultural origins.

In Robotics Labs, students are grouped in teams, each of which contributes to the construction of a part of the final project. Thus, in addition to the internal group cooperation, it is also enhanced the interaction among the different groups. In this way, children can put their talents to the service of the group and may emerge qualities and passions otherwise hidden in the "traditional" individual study.

This strong interaction between children enables the integration and gives the children characterized by "practical talents" the opportunity to emerge and gain esteem within the group. Very often the recognized positive leader in the group do not coincide with the "school leaders", Those identified for the good performance in their studies.

The cooperation among different kind of "intelligence" and different cultures allows children to see their peers from another point of view, creating a positive cooperative environment.



**Children and youth 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 health 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 youth 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 – gestic, 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 – gestic) 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 youth 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. Pólturzacki, 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 (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. Okoń “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.

### **Leisure Time and development of children and youth.**

The screening of the child's development, learning abilities and social interaction continues after school and during the child's participation in leisure and sports. Over 90% of children at the age of 6-9 years old (in Reykjavik) attend and after school program supervised by the Leisure Center located in each neighborhood in Reykjavik. The managers for the after school programs take responsibility in assessing the child's social interaction and support children with different types of deviations through their daily routine and make sure that they find their place in the group. Education and social development is the core of children's welfare in today's society. Kindergarten and elementary schools are responsible for the academic development but organized leisure holds strong leadership in social development. Both should be thinking towards individual programs for the child's best progress. Everybody has potential to be good in something, nobody is good at everything. An increasing part of children and youth's development takes place outside schools when children participate in leisure and/or sport activities. It is important to evaluate children's social behavior and status along with their learning progress.

Children's participation in organized leisure - and/or sports is known to have three pedagogical values; prevention, educational and entertainment.

A major role is also played by the organization of free time children and youth. Leisure time in modern society is a great forum for pedagogical activities where the emphasis is on additional development and skills with various challenges and learning by doing. The focus should be on positive self-image, caring, social skills and active participation.

**Positive self-image:** It is important that individuals have positive self-image and faith in their own abilities. In leisure activities it is important to support positive identity development among children and youth and promote their skills to:

- Identify their feelings, strengths and weaknesses and to have confidence in their own ability's.
- Deal with diverse challenges of daily tasks.
- Be responsible for their own life by making a decision towards a healthier lifestyle among other things.
- Independently and responsibly shape their own image and values

**Caring:** Caring includes on one hand the responsibilities, relationships and empathy and on the other hand will, motive and interest to understand others and give them care. Mutual respect and caring are an important foundation in the development of communities, successful communication and sense of justice. The main objective by cultivating caring for children and youth in leisure activities are that they:

- Care for themselves, others and the environment.
- Take a moral stand of disputes and adopt the difference between right and wrong.
- Show tolerance and respect others.
- Learn how to give and receive care.
- Learn to appreciate and cultivate friendship.

**Social skills:** Social skills aim at having positive and effective communication with others. Healthy identity is the groundwork for social skills. Individuals with good social skills are more likely to initiate communication, sustain them and adjust to ever changing conditions. Differentiated social skill is the foundation for happiness and fulfillment for each person. The main objective of training social skills in your spare time are:

- To be able to identify with others.
- To live in a community with others in harmony.
- Respect the opinions and values of others to be able to have rich and productive relations with individuals regardless of age, gender, sexual orientation, ethnicity, religion, physical and mental capacity.
- Gain perspective that allows individuals to understand and respect the rules of society.

**Active participation:** Active participation includes the ability to perceive and understand what it means to live in community with others. Active participation refers to the attitude

and competence to be active participants in a democratic society in accordance with the rights and duties. In leisure activities, individuals can learn to:

- Develop citizens' awareness and ability to be responsible members of society and to develop and improve the environment with democratic methods and dialogue.
- Develop international awareness and understanding of fundamental human rights.
- Be critical and take a responsible attitude towards the various social etiquette.
- Show initiative and be creative in thought and actions.
- Identify Convention on the Rights of the Child and other rights and duties of children. (Skóla- og frístundasvið, 2015).

**More attention should devote Method projects, which can be used in working with all students.**

### **Method of projects.**

Regarding to Tadeusz Nowacki (1995, p. 19) in teaching orientated into method of projects that kind of working forms with student should be understood where they will be able to participate in choosing subjects, learning content, describing aims of its own work, and evaluating done work.

Teacher accompanies, informs, advise, cooperates when students do the work independently. So into activities in method of projects we can include: (1) choosing of subject; (2) describing targets and problems; (3) methods for realization; (4) bringing problems together; (5) describing effects; (6) estimation of specified actions and effects. Regarding teacher's activities we can mention here: (1) inspiring students to do the specified task; (2) support in choosing subject, realization methods, work organization, solving problems, effects elaboration.

Projects can be realized in individual and in group work form. Arrangement of specified stages in project's method includes:

#### (1) Introducing stage

- ✓ Planning projects by the teacher – important here is analysis of program contents regarding to possibilities of its realization. Important also is content integration from all subjects and creating common rules in area of cooperation different teachers in each part of the project.
- ✓ Project initiation (transfer to student's basic information about project essence and teaching by using this method)

#### (2) Exact stage:

- ✓ Choosing and formulating subjects, targets description;
- ✓ Analysis of project conditions realization;
- ✓ Planning and realization of activities;

- ✓ Preparing to realization, signing of contract;
- ✓ Project realization;
- ✓ Project case study;
- ✓ Presentation;
- ✓ Project evaluation (Chafas, 2000, p. 19 -20).

Using method of projects require from teacher professional and personal competencies, possessing of interdisciplinary knowledge (each project connects issues from different disciplines), encourage, innovation attitude and creative pedagogic imagination. Teacher's knowledge in project's content presented in interdisciplinary way is basis to reach success during project realization in context of described contents. Students need to have knowledge in area of issues connected to group cooperation and processes taking place inside the group (Chafas, 2000, s.20).

### **THEATRE GABRIELLI**

An example of an innovative working method of the project in an Italian school I.C. Nitti Rome is GABRIELLI THEATRE.

An important Project, followed by our school for several years, offering an extremely innovative teaching is the THEATRE PROJECT GABRIELLI.

This project is implemented in the Institute Nitti transversely between the two types of schools and it is so 'called "A MODEL OF INTEGRATION / INCLUSION BETWEEN ALL THE DIFFERENCES".

Through a well-defined path that is expressed through three workshops, ACTING - SCENE AND COSTUMES - BLOG, this project allows teachers to train, develop, evaluate, and above all to monitor the processes of inclusion.

Through the expression of art, the kids, even the most fragile, can express themselves by developing opportunities and hidden potentials that otherwise could not be shown.

The diversity which you can include in the project and then in the three laboratories are all those present in the school, and therefore cover all the BES boys.

So Gabrielli theatre is a concrete answer to what is required nowadays by the Italian school: a concrete response to the SPECIAL NEEDS EDUCATION.

It should be noted, in this context, the support that the project gives the school to consider disability as a non permanent factor: every boy, through the workshop experience works on himself and discovers attitudes, as well as skills that allow him to achieve the common objectives of all his companions.

The central pedagogical action point is clearly directed to disability also including all situations of fragility.

Through pedagogical project-specific action within the three laboratories teachers develop well-defined paths to find appropriate responses to the tacit or explicit requests for help from the pupils.

In this perspective, the project becomes the tool to help the school to be more inclusive.

The priority of the Italian school, based on the guidelines of the Ministry of Education, is the integration and meaningful analysis of the situation of students with special needs. Similar priorities are other educational systems of the partner countries.

### **What is the pedagogical coordination?**

The pedagogical coordination of the Teatro Gabrielli is a promising way to give adequate support to teachers to improve the quality of its interventions.

The pedagogical coordination, role held by a senior teacher of Gabrielli, has to perform a series of tasks in order to make the school more and more inclusive of:

- Taking charge of the educational needs of all pupils by teachers.
- Assessing the effectiveness of actions taken in laboratories.
- Monitoring the changes occurring in the students, the teachers and the school.
- The exchange of ideas and experiences between the different schools in the network.

This aspect of the project, mainly based on research, in the last twenty years has collected objective data and provided, therefore, "pedagogical and educational issues."

### **Strength points of the project:**

During the course of his performances The project Theatre Gabrielli, has had continuous rewardings for its effectiveness by Rome Municipality, the Region Administration, organizations and institutions, experts of national and international theatre.

The following strengths have emerged:

- Ensure the success of all students.
- Give all pupils an opportunity.
- Involve all teachers in disabled pupil learning path.
- Enhance the professional resources of the school.
- Organize the spaces and times school so more and more functional.
- Share the project with experienced people outside the school.

### **Teachers will benefit from:**

- Development of specific topics related to the project.
- Meetings of pedagogical coordination
- Exchange of experiences, different forms of alternative languages with respect to those used in the classroom.
- Specialization.

To sum up, the integrated theatre workshop is a training itinerary for teachers as well as for who, through the experience, acquire the figure of "**OPERATOR COMPANY SPECIALIZED IN EXPRESSIVE TECHNIQUES IN AN INTEGRATED THEATRE**".

The project THEATRE GABRIELLI culminates at the end of the school year with a truly unique event, exciting and conclusive: a FLASH MOB, which has become a ritual meeting that precedes the final representation of the shows and involving all pupils participating in the project with teachers, experts and school staff.



THE FLASH MOB always takes place in the Argentina Theatre Square, under the direction of artistic director Roberto Gandini.

The children gather in the theater and after wearing only a black T-shirt for all, they are instructed on how to proceed.

"You will sing, he will play outside the theater to communicate to all, through an intuitive slogan for all those who are passing by, an important message regarding the respect for diversity."

The phrases: "MISSING IN CIRCLE THE FIRST AND THERE 'THE LAST", and "THE COURAGE TO BE FRAGILE", tell of the great values developed over the past two years.

They are charged with the emotion, solidarity, sharing and feelings that kids will bring with them forever. Workshops for children in primary and secondary schools, "allow the inclusion of disability."

Workshop comprise the steps of:

- **FIRST STAGE** - the creation of the group.
- **SECOND STAGE** – creation of a text in order to be acted at the end of laboratory.
- **THIRD STAGE** – staging the text that will insist on "imagination and visibility."

In his training the student will carry out exercises to improve motor coordination, posture and gestures.

Will produce and reproduce rhythmic sequences; simulate with the voice and with mime various emotional states; reproduce and simulate physical and communicative interactions in different contexts; reproduce and simulate verbal interactions; recite texts; invent texts.

### **FIRST STAGE: FORMATION GROUP**

**COGNITIVE OBJECT:** theatrical activity within the group stimulates comparison with others, improving listening, understanding and self-acceptance. It develops the processes of communication and freedom of creativity while structuring, through the movements and relaxation, the body scheme.

**TRAINING OBJECTIVE:** develop the body scheme to adapt its movements to the space requirements.

Achieve a better understanding of self and other, space and rhythm and improve communications skills and relationships within the class.

**SKILLS:** in addition to improving self-knowledge and developing the knowledge of space, skills are aimed to improve the expressiveness and body control, as well as communication skills.

### **SECOND STAGE: THE CREATION OF THE TEXT**

**COGNITIVE OBJECT:** In this second stage, extremely important, a play will be created.

It is closely linked to the scenic representation of the text itself.

**TRAINING OBJECTIVE:** It includes the structure of a play and his remake through group activity.

**SKILLS:** invent a story and process them through the scenic representation and also create a canvas linked to the various scenes depicted.

The text provides an opportunity for students to express themselves.

For this reason it is very useful to believe in their creativity in processing the story to be sure that this takes into account their emotions, desires, the experienced real or fantastic.

The teacher conscious of the final performance, will lead the story-making so as to ensure the possibility of staging and the balance between the different characters.

#### THERE ARE INFINITE WAYS TO CREATE A THEATRICAL TEXT

When a part of the story appears and it is suitable to start next scene, it will be necessary to ask the students to change the story itself in order to take into account the specificity of theatrical language.

The theatre, in fact, is not film or cartoon, but a genre with certain operating and visual requirements having to be tied to the story by a space and a scenic time with real actors and sets.

At this point, the teacher can ask each student to write a short story that will contain some elements established by the teacher.

- A place.
- Just two characters.

#### **THIRD STAGE: THE STAGING**

**COGNITIVE OBJECT:** The scenic event is a synthesis of written text and theatrical action

**TRAINING OBJECTIVE:** to know how to interact with peers on time and stage actions

**SKILLS:** identify and create the characteristics of the characters be able to move on the stage stick short deadline and stage actions report changes of mood through the mimic-gestural language.

**THE PURPOSE OF THE WORKSHOP IS NOT TO SETTING UP A SHOW BUT TO WORK IN AND WITH THE GROUP CLASS improving its COMMUNICATIVE AND CREATIVE POTENTIAL.**

**SO THE THEATRE WORKSHOP BECOMES AN OPPORTUNITY OF TRAINING, DYNAMIC AND RELAXING WHICH STIMULATES CREATIVE LEARNING BUT NOT ONLY THE INTERPRETATION, SO THE CREATION OF THEATRICAL THEATRE.**

The staging of theatrical acting made by the pupils can be also considered for us as a moment of assessment. We can also ask pupils to write a simple theatrical script of a single act on the basis of the story invented by themselves.



I.C. NITTI ROME, first secondary school degree 24 May 20126 the final representation of the show "The journey of Odys".

## **V. Individualization of work - the way to educational and social inclusion.**

Individualization topic includes ideas and educational targets referred to unit's development but sometimes connects only with personal features of a child and learning possibilities or affects to educational contents and way of their extending.

Regarding to T. Lewowicki educational individualization is differentiation of didactical and educative actions which allows all children gaining information and skills. Thanks to individualization of method process and other elements of didactic system students should reach similar skills and necessary to further learning knowledge resource. Individual influences should make from very differentiated group of students a team which can cooperate and make together specified tasks described in educational process. S. Pałka says, that teaching individualization is when teachers try to customize education process into individual children features. There are mentioned here general features (intelligence), gifts, interests, temper features, health, aberrations from psycho physical norms.

Educational activities should give everybody conditions necessary to his own development. It is very important to find individual differences between students in area of their skills, abilities and needs, and then creating them conditions for complex

development. Individualization is a way of organizing teaching, which takes into account the occurrence of these differences. So differentiation of education is essential in order to give stimulate development students according to their possibilities and needs.

Through tailored paths may be set up the unit of learning together in which a teacher can refer to the context, identify learning objectives indicating time, methodology, organizational arrangements, activities and audits in progress.

The student during the learning process can acquire the skills using knowledge, activities that are sure to be useful for:

- Gain self-consciousness
- Develop your own personality
- Develop greater interaction with the natural and social environment around him
- Develop problem-solving
- Maturing greater reflection on itself
- Understand and mature aesthetic sense
- To live with more awareness within their own ethnic group.

In school and education individualized study is often defined as the teachers efforts to continually react to the students individual needs. A teacher that adapts the study to the needs of each student knows when the need is for group work, to lighten the mood, add extra work to the curriculum or get guidance towards a special skill and the teacher responds to these needs in active and supportive ways. Individualized study is simply the teacher's ability to act on individual needs of certain student og group of students rather than teaching a whole class of students like they all have the same needs and abilities.

The goal of individualized teaching is to maximize the growth and success of each and every student. If in relation to the all students use the same standards, some of them are not able to reach them, the task is not made to measure their abilities. This bears the possibility of certain amount of students losing their way and falling behind if the focus is not on their ability. When trying to teach all in the same way there is also risk that some students do not get the chance to maximize their ability and finish the class or the study earlier than the others (gifted students).

During individualized studies the teacher uses standard comparable criteria, such as goals in steps, learning results as one of many tools to measure the individual progress. In addition the teacher maps the workload and the progress of each individual. The individuals learning results is therefore partially measured from the individuals own progress. This way the progress is positively connected to the individual abilities.

The following is part of the fundamentals that support individualized education:

- Individualized teaching is flexible. If the academic achievements are clear and well defined than the teacher and the students understand that the time for study,

materials, methods, group work and other tools are things to be used to achieve success for the individual and the class in whole.

- Individualized teaching has developed from successful and repeated evaluation of the student's academic needs. In an individualized classroom it is expected that the students are different with different needs and that is the fundamental when organizing the teaching. This main objective reminds us of the connection that has to be between the teaching and assessing the success. The class will be most successful if the teachers are conscious of their student's academic needs and interests. When using individualized methods the teacher uses everything that the student says, does or creates as useful information to understand the student and find ways to organize successful lessons for him.
- Dividing students into flexible groups helps to ensure that the students receive diverse academic opportunities and work methods. In classes where flexible groups are used the teachers organize flexible learning arrangements and opportunities that are divided into short learning cycles. Flexible group work that is used in compliance and with predetermined purpose can have certain advantages such as more accuracy in certain teaching and academic goals, easier access of the material and the individuals in the class room and gives the student the opportunity to measure himself in different situations.
- The workload and the arrangement should always be to the student's needs and ability. This important main rule includes that each and every student has to take on assignments that are of interest, are appealing and at the same time increase the student's skills and knowledge. In a classroom where individualized lessons are the goal the teacher's objective is that all the children are encouraged by their work, they take on information and rules that give them the ability to understand and utilize their skills to move ahead in their studies. Individualized classes do not assume different projects for each student but enough flexibility and variety in the student's projects and work that are suitable for students with different needs.
- In an individualized environment the teachers work with the students and include them in their academics and education. The results will be that the students will become more independent in their studies. (Norðlingaskóli, 2016).

Principles of work with children and youth are therefore based primarily on the belief in the necessity of individualization of the learning process:

- 1) Teachers should know student very well, his possibilities and limitations, continuously verify his knowledge about student;
- 2) All actions taken on behalf of student should refer to all areas of his functioning and development (qualifying only into stimulations might be a reason of school failures of a student);
- 3) During classes teacher should use different work methods and avoid adding methods in case of gifted students;

- 4) During didactic classes teacher should allow students individual work, team work, group work, it should be avoided too much of collective work;
- 5) It is worth to give clever student function of teacher's assistant, in this case he helps his colleagues, gain authority and learns structuralizing and content remittance;
- 6) Teacher, student and his caregivers should together arrange skills development program and take responsibility for its realization (parents and student should know what efforts and restrictions are connected with specified way of development and what kind of difficulties they can meet);
- 7) During valuation teacher should differentiate creating valuation situations from summarizing valuation situations, should encourage student to self – assessment (in area of taken individual targets) and to self – improvement.
- 8) Building of teacher's authority should be on a way of common knowledge reaching with the student, using different information sources, critical content estimation.

English term “inclusion” means support, incorporation, possession. From this point of view this term gives a new view not only for an education but also on a human's place in a sociality. Integration is perceived as a final educational target and it means that a student with disabilities of psycho physical development should be integrated with society as a fully – fledged citizen ready to self – reliant life and work activity. Meaning of the educational integration processes was emphasized by Wygotski, who focused on necessity of creating that kind of educational system which will organically connect learning of children with special needs with general educational system. Educational inclusion and social inclusion is realization of idea of full participation of children with disability in education sphere – it regards to possibilities of benefits from forms of education which is generally available and specialized, rehabilitation adequate to disability, therapeutic and pedagogical support. Social inclusion dimension regards to fact, that a person with disability should have access to mentioned above forms in her local environment – one the level of community or county.

### **1. Examples of individual work plans with students.**

In any learning process we need operating tools, especially when we have to deal with students with disabilities. These extremely delicate situations require lot of care and attention. Hence, the welcome is crucial in order not to fail the first step - which might disrupt communication and interaction with the child - and it allows to establish a good relationship between the school, the family and the student.

All schools with the implemented individual curriculum to help students find their individual interests, establish their occupational preferences oases of learning based on individual career development and individual learning plan.

Since the integration of inclusive education and inclusive participation the Reykjavík Leisure Centers have been developing individual plans for children with deviations and/or special

needs. The after-schools seek to offer all children service no matter their ability, development or disability. The goal is for all children to be able to enjoy leisure and that they can build on their strengths and develop respect for themselves, others and their environment during their social activities. The after-schools work on using democratic ways, enable the children's skills to develop independent opinions and effect their environment and situations.

An individualized plan is made for all children with deviations and/or special needs that need that extra support during their stay in after-school. The after-school manager develops the plan in co-operation with parents, school faculty and other professionals that are connected to the child. When developing the individualized plans the primary emphasis is on empowering the children in their leisure activities and to assist them to be fully active in their play on their own terms. Staff members need to be fully aware of the goals and objectives for each child that has an individualized plan in addition to all the other children.

The purpose of an individualized plan is to develop more professional procedures: it increases the chance of right reaction in case of difficult situations, everybody is aware of the aims and goals for the child, work is effective and strategic, the hope is that the school, parents and the after-school use the same reactions in the child's school, leisure and family life.

To prepare for an individualized plan you need to gather information about the child through:

- Conversation/meeting with the parents
- Meeting with faculty of the child's kindergarten og prior school
- Conversation with a former after-school if applicable
- Mapping
- Does the child need extra assistance and with what
- What does the child enjoy doing
- What are their strengths and interests

The plan is mapped and developed in the spring if possible before the attendance of the child to the after-school program. The after-school manager is responsible that the goals are carried out during the child's after-school hours. At the end of December the individualized plan is re-evaluated and the progress of the child is mapped and sometimes the goals and objectives change.

In the attached (Tools) is an example of the structure of an individualized plan with Reykjavik. The information that needs to be is:

- Short description of the child's needs.
- The diagnosis of the child or deviation.
- What is the plan's objective.
- Short and long term goals for the child.

An example of an Italian individual educational program is designed, developed and reviewed by the teacher Adonella Lafiandra model pei. It surely can be a powerful tool for other colleagues who work with disabled children.

This document should be filled in from primary school. The document should be updated at each new school level reached by the pupil. Only in this way the student's educational history will be clear. This document was approved and currently adopted in the I.C. Nitti, in Rome.

The EIP, (which stands for Educational Individualised Plan), is developed by the team of teachers as a "life project". The PEI becomes the backbone of the entire educational path and integration of those pupils who need more attention. The team of teachers should develop collegially PEI, starting from the real needs of the boy.

This document, then, will be shared with the family and all those who work with the pupil. Model of the program is find attached (Tools).

In Cyprus special schools in Larnaka career counseling to people with disabilities recently been propagated in schools. Only in a few cases, students receive professional information on the preparation for the profession of special educators who have it in the Individual Education Program. They not used it at all students who could participate in the programs of vocational guidance.

In most cases, children do not have the opportunity to develop their skills, habits, and technical knowledge linked with simple forms of work that could help in adulthood.

Currently, this situation has changed. An example is the Special School in Larnaca - one of the project partners. Schools prepare students for the social functioning. At the outset, an educational program initially preparing for the profession to enable children:

- discover their professional opportunities
- solve problems and take decisions
- develop social and cognitive skills
- show appropriate models of behavior at work
- improve the ability of perceptual
- get to know the workplace and materials through exercise sensory
- gain practical training and work experiences.



In order to achieve these goals the children are provided with a multidisciplinary intervention where all the school teachers and therapists cooperate simultaneously for the desired results.

Before participating in the prevocational workshops, the students must sign contracts of employment just like they do in the formal workplaces.

**Pre-vocational knowledge and skills**

Referring to pre-vocational knowledge and skills we mean the preparation of our students





regarding:

- first contact with the work environment, the materials and their use and the equipment of the workshops along with their maintenance
- the professional and technical adjustments
- the first experience with the working world
- the acquaintance and familiarity with the early stages of construction objects

### **Shaping attitudes towards work**

The knowledge and the student's response are important to the habits and conditions of a work environment. Great emphasis is therefore given in the following:

- the first acquaintance and familiarity with the working rules
- the knowledge of an employee's obligations and rights
- *Keeping track of schedule adherence*
- the responsibility and initiative, in the organization and methodicalness, and in collaboration with others.

### **Selection process of a training workshop**

#### **Trial and final participation.**

The trial participation in the training workshops takes place in order to:

- get acquainted with the subject of training
- evaluate their skills in the specific subject matter
- self-assessed (through this process they understand their potentials and can
- set realistic goals because very often the selection criterion of a workshop is their
- friendship with a trainee or their favourite instructor.



After the trial phase, the choice of the workshop is done in cooperation with the multidisciplinary team, the trainee, his family and the workshop trainers.

**For the eventual workshop participation the combination of the following are taken into account:**

- the workshop required skills
- the student's desire and his skills,
- his family's desire
- the student's prospective for job opportunities



The main principle of the program is to put the students work in a real workplace with specific working hours and pay. It is an effort of training and employment, which ultimately aims to ensure possible future work integration for the people with disabilities in the open market employment. Our students get equipped with experience and knowledge which will help them earn some income on which they can survive in the holistic society.

The instructors keep record of each student's.

### **Purchasing program.**

The purchasing program is implemented in combination with the Pre-Vocational Education and Social Learning programs. Within the framework of this program, the students:

- get paid symbolically the amount of €2 per day by the Parents' Association of our school for their participation in the Pre-Vocational Training
- save their money for a certain period of time
- discuss with their teachers about what they would like to buy and what they can buy with money they have accumulated from their jobs
- who want to buy something expensive, they save their money until they reach their goal
- visit the shops with their teachers and find on their own what they want or they ask for help of the shop assistants.

This program serves multiple objectives, having as a main one the development of social skills and money management.

In the "Tools" we present examples of individual work plans with the student from Cyprus, Italy, Iceland and Polish, which can be adapted and used in work with children and youth.

### **CONCLUSION**

For people with special needs, the ability to work does not only mean financial independence, but it gives them the opportunity for:

- abilities recognition
- personal satisfaction
- social integration
- security
- improvement in the quality of their life

With the right planning and the continuous upgrading of prevocational and vocational training services we give the possibility to a person with special needs to possess his place in the social and working community. His place is the one that he can manage to obtain and not the one we think we grant it to him.

The problem is not solved by maximizing his financial allowances, but by:

- minimizing the negative attitude of the < people without disabilities
- creating the appropriate structures and opportunities to help him prove his capabilities and abilities
- providing the expertise to those who design and implement the concerning programs

After the implementation of a series of pre-vocational and vocational training programs, it was found that people with mental disabilities develop skills quickly when the appropriate opportunities are given.

As an old English proverb says:

“If you give me a fish, I will eat for a day  
If you learn how to fish, I will eat every day “

Education and training are key factors in the continuous development of a person with mental disability. They strengthen his will, reclaim his abilities and develop his functionality for a chance in the society.

Below is a letter written by a person with disabilities to his trainers. He wishes to remain anonymous.

The text is a translation from Swedish.

### **LISTEN**

*When I ask you to listen to me and you start advising me,  
then you do not do what I need.*

*When I ask you to listen to me and you start telling me  
how I should feel, then you ignore my feelings.*

*When I ask you to listen to me and you think you should do  
something to find a solution to my problems, then you  
give up on me even though it sounds strange.*

*What I only asked you was to listen to me not to  
advise me nor do something for me-only LISTEN to me.*

*I get by on my own. I'm not useless I may be  
desperate and defective, but not useless.*

*When you do something for me that I can do I must do it by myself,  
then you add stress to my weakness.*

*But when you accept the fact that I feel that way-regardless  
how absurd or silly this is -then instead of trying  
you to understand me, I will be trying to work on my problem.  
And then everything will be easier for me and won't need your advice anymore.*

*Please just listen to me.*

*And if you want to tell me something, wait for a while, your turn will come and I will listen to you.*

Anonymous writer

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