



## CURRICULUM

### TRAINING COURSE

08.23.2015 - 29.08.2015, Bulgaria

"Gifted (for) you"

2014-1 - RO01 - KA201- 002,957

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**Course name: Sensorial room and sensorial garden and work with deaf children with high potential**

#### 1. Learning outcomes:

- a) understand the roots of the multi sensory room – the ethos remains the same but technology/equipment has changed & continues to change
- b) understand the current design principles of multi sensory rooms and how to use these ideas within your classroom, home or learning environment
- c) how to use large scale immersive environments – the pro's and con's, complimentary resources and more ideas
- d) how to create personalised small scale immersive environments
- e) understand why and how to create sensory stimulation activities with a structure for creating and developing multi sensory 'recipes'
- f) an introduction to sensory assessment and creating a sensory skills baseline
- g) ideas for using key pieces of equipment within a multi sensory room/environment
- h) understand how to use the Sensory Toolkits in your school/setting

2.1. A **sensory room** is a special **room** designed to develop a person's sense, usually through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills.

"**Sensory Room**" is an **umbrella term** used to categorize a broad variety of therapeutic spaces specifically designed and utilized to promote **self-organization** and positive change. There are multiple types of sensory rooms

and purposes for use that have been created and implemented in different practice areas to date. When used appropriately, sensory rooms:

- Help to create a [safe space](#)
- Facilitate the [therapeutic alliance](#)
- Provide opportunities for engagement in prevention and crisis de-escalation strategies, as well as a host of other therapeutic exchanges (to teach skills, offer a variety of therapeutic activities, etc.)
- Promote self-care/self-nurturance, resilience & recovery

Multi-sensory equipment is a vital and effective part in the treatment of [sensory disorders](#) with children and adults alike.

Sensory equipment can help [develop key life skills](#) including [vocalization](#), [gross motor skills](#), color recognition and tracking. Examples include sensory rooms, sensory pools, sensory bathrooms and sensory gardens.

They are also sometimes called "multi sensory room", "white room", or "quiet room"

2.2. A **sensory garden** is a [garden](#) or other plot specifically created to be accessible and enjoyable to visitors, both [disabled](#) and non-disabled. The purpose of such a provision is to provide individual and combined sensory opportunities for the user such that they may not normally experience.

A sensory garden, for example, may contain features accessible to the disabled individual such as: scented and edible plants, sculptures and sculpted handrails, water features designed to make sound and play over the hands, textured touch-pads, magnifying-glass screens, braille and audio [induction loop](#) descriptions. Depending on the user group, other provisions may integrate sound and music more centrally to combine the play needs of younger users with their sensory needs.

Many sensory gardens devote themselves to providing experience for multiple senses; those specialising in scent are sometimes called [scented gardens](#), those specialising in music/sound are sound gardens where the equipment doubles up to provides an enhanced opportunity for strategic developmental, learning and educational outcomes.

Sensory Gardens usually have an enhanced infrastructure to permit [wheelchair access](#) and meet other accessibility concerns; the design and layout provides a stimulating journey through the senses, heightening awareness, and bringing positive learning experiences.

## **2. Course contents: Curriculum**

<b>№</b>	<b>Topic</b>	<b>Lenght</b>
1.	Sensorial room and work with deaf children with high potential 1.1. Explanation of what is a sensory room, its general characteristic and the aims of using it. 1.2. Main aims of using the sensory rooms 1.3. The rules of using the sensory rooms 1.4.Virtual walking in a sensory room ( necessary to have an internet connection	1h lecture
2.	Sensorial garden and work with deaf children with high potential 1.1.Explanation of what is a sensory garden, its general characteristic and the aims of using it. 1.2. Main aims of using the sensory gardens 1.3. The rules of using the sensory gardens 1.4.Virtual walking in a sensory garden ( necessary to have an internet connection	1 h lecture
3.	Workshop for making teaching aids used in Sensory rooms	1 h practice
4.	4.1. Short description of five senses 4.2. Aims of the 5 senses stimulation 4.3. Examples of stimulating the senses - Sense of touch (video display +practical exercise) - Sense of sight (video display + practical exercise) - Sense of hearing (video display+ practical exercise) - Sense of smell (video display+ practical exercise) -Sense of taste (video display+ practical exercise)	1 h practice

*This course is developed under Project "Gifted (for) you" 2014-1-RO01-KA201-002,957 for training teachers to work with children with special educational needs.*

**Duration:** 4 hours (2 L +2 P )

**Target group:** 50 volunteers from Poland, Romania and Bulgaria needs and gifted children.