

23rd International Project Week **12th – 16th July 2021**

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University/Company: UNIVERSITY CAMPUS SUFFOLK LTD

Country: United Kingdom

Sensory strategies to support inclusion

Content:

Inclusive practice represents a core principle of professional work with children, young people and families across settings – in home environments, schools, social care, or employment. The bio-ecological system of development and bio-psycho-social functional model of disability as theoretical frameworks of inclusive practice emphasises a direct link between the individuals' needs and their environment. Sensory needs belong to basic physical needs. The functions of sensory processing impact emotional regulation, behaviour and skill development. Therefore, understanding sensory processing needs belongs to key competences of professionals in health, education and social care.

Topics

Inclusion, neurodiversity, participation

Sensory systems and functioning

Supporting children with autism, dyspraxia, ADD and ADHD

Designing sensory-friendly activities and spaces

Collaboration with families, listening to voices of individuals, multi-agency working

Methods:

Lectures/Seminars will be interactive and will include practical examples, case studies and self-experience. Learners will be encouraged to work in pairs and small groups, participate in discussions and share their knowledge and understanding through oral, written and visual means in informal presentations and a poster conference. Creative ways of learning include visual and dramatic expression. Learners will be keeping a reflective log based on their experience in the project.

Competences and skills to be acquired:

Learners will be able to demonstrate knowledge and understanding of

- theories underpinning the philosophy of neurodiversity and inclusion, inclusive practice and related global/European policies.
- sensory processing functioning and needs.

Learners will be able to

- apply their knowledge and understanding to analyse the sensory processing needs of individuals.
- critically evaluate sensory-based approaches in practice and provide evidence-based arguments.
- design sensory-friendly inclusive environments and activities.

- express their ideas and arguments clearly in oral, written and creative ways.
- apply presentation skills in a form of a poster and oral presentation.
- lead and participate in group discussions and tasks.
- reflect on their experience and practice.
- research academic resources and use them as evidence, applying a relevant referencing style.

Prerequisites:

Minimum intermediate level of English language skills (B1) - self-assessed. Participation will require oral and written expression in English. Readings can be completed in German or other languages.

Language of instruction:

English

Recommended for:

Social Sciences