

Case Study II

„Support of the Snoezelen concept
and its integration into university
education“

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Erasmus+

Case Description I

- a girl aged five, a simple attention deficit disorder, attends a regular kindergarten

family history:

- girl in foster care, biological mother does not show interest in the girl, biological father is serving a sentence
 - the foster family lives in a family house with a garden in a small town
 - foster parents have two children, boys aged 12 and 17
 - a girl's younger sibling, a one-year-old boy who had been placed in a nursing home, joined the foster family six months ago
 - the girl is in the care of the foster family for the third year
 - the foster mother is at home with the children, the father works in a private company
 - the surrogate family creates a harmonious impression
 - the impulse to become a foster parent was the wish of older children for this family to have another sibling
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Case Description II



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personal history:

- the girl was born as the third child by caesarean section in the 38th week of pregnancy, the newborn was diagnosed with withdrawal syndrome due to maternal drug addiction
 - morphine administration was discontinued after three months
 - suffered from frequent colds, small weight gain
 - examined by a neurologist at nine months for the observed upward twisting of the left eye
 - she stood up at eleven months, walking alone at sixteen months
 - twice hospitalized - cough, fibrillation, later adenoviral gastroenterocolitis
 - from two years in the care of foster parents, delayed psychomotor development
 - stereotypical movements on the bed before bedtime
 - gradually improving sleep and getting used to the new environment
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Diagnosis



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- Delayed psychomotor development
 - Simple attention deficit
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Description of Symptoms, Manifestations of Disability



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- delayed psychomotor development
- problems with short-term attention, social relations with peers, respecting the set rules

- when entering kindergarten, the girl had a problem with respecting the rules, her attention was very short-term, she often dreamed during the activity, the problem with establishing relationships with other children in kindergarten, the development of fine and gross motor skills slightly delayed
 - she was rather lonely, the only friend was a boy of the same age
 - she was satisfied with individual work
 - parents were offered an examination in the pedagogical-psychological counselling centre, where the girl was subsequently diagnosed with attention deficit disorder, based on the recommendation of the pedagogical-psychological counselling centre, the girl was granted third-level support measures
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Manifestations of Education II



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- teachers also have regular consultations with foster parents, the family is very interested in the child, they try to solve the situation immediately
 - the girl looked more and more balanced, the teachers noticed a slight deterioration in her behaviour after the family also took care of her younger brother
 - currently working with the girl in the classroom on the basis of an individual educational plan, which also includes a regular visit to the Snoezelen environment
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Special Educational Needs



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- after the examination in the pedagogical-psychological counselling centre
 - the third-degree support measures were granted
 - the individual educational plan and the support of the teacher assistant were recommended
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Aim of the Work in Snoezelen



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- helping to establish relationships with other children in an appropriate way
 - understanding the feelings of others
 - improvement of fine and gross motor skills
 - vocabulary development and overall speech development
 - prolongation of the length of attention
 - self-awareness
 - inducing a sense of security in kindergarten
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Course of Stay in Snoezelen



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- the girl attended the introductory class in the Snoezelen environment together with two girls of the same age about a month after starting kindergarten
 - the girls inspected the room, all the equipment, tried on soft furniture
 - the girl was most pleased with the yellow rocking duck
 - with the help of a data projector, the girls were told a short fairy tale called “Bambulín and Berunka in kindergarten”
 - the girl was reluctant to stay in Snoezelen, also due to the fact that she had not yet been examined by a pediatric neurologist and there was no clear diagnosis
 - it is important to plan your stay in Snoezelen with regard to the health of your children, especially if epilepsy is suspected
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Example I



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- the first structured lesson the girl attended was a lesson called „The Sea“
 - in the introductory part, when the children relax to the sounds of the murmur of the sea, she could only relax for a short time
 - participated in all activities of this lesson and managed a stay in Snoezelen lasting 25 minutes, but she had to be more motivated and encouraged than other children, the lesson was planned to be shortened by fifteen minutes
 - the main goal was cooperation with other children and the development of communication
 - children collected and counted shells, sorted them according to structure, size
 - at the beginning of the class she was rather insecure, she gradually talked
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Example II

- she liked individual work and did not cooperate much with children
 - the lesson was divided into three parts, the next two parts were devoted to the development of motor skills (formation of coloured squid from plasticine, folding a lake, jumping over sea waves, walking on sand, etc.)
 - the lessons in Snoezelen took place initially about once every fortnight, later once a week, gradually succeeding in extending the time to 45 minutes and also at least occasionally including another, mostly relaxing (leisure) hour lasting 25-30 minutes
 - in short hours short breathing exercises are performed, children relax with a read or video fairy tale, with listening to music
 - during the activities in Snoezelen, the girl was careful in making contacts, she could not resist the presented offer (fruit) and wait until it was her turn, she did not make eye contact, she liked the technique used in Snoezelen - light fibres, water cylinder, she didn't pay attention to the read fairy tale, she ran from the water pillar to the lake, she seemed dreamily for a while
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Used Tools



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- light fibres
 - water cylinder
 - audio device
 - small aids for the development of fine motor skills
 - natural aids
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Conclusion I

- improvements in communication, vocabulary and cooperation with therapist / educator can be seen through long-term observation
 - thanks to regular visits to the Snoezelen environment, the girl feels safe, has no shyness, communicates
 - she is able to express her emotions here, the teacher also sees an improvement in behaviour and respect for the rules of the class, she appreciates her ability to apologize
 - in one year, the girl improved a lot, not only thanks to her work in Snoezelen, but also the patient work of teachers and especially foster parents certainly helped
 - she manages to establish better relationships with other children, and her stereotypical movements on the lounge have also greatly improved
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Conclusion II



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- improved eye contact and overall communication with teachers and children
 - the girl loves going to kindergarten and literally loves staying in Snoezelen
 - it would be good to continue to use the Snoezelen environment once or twice a week for 40 minutes and to include activities suitable for children with simple attention deficit disorder
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