

# Case Study I

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

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UNIVERSITY**  
FACULTY OF PUBLIC  
POLICIES IN OPAVA



**Erasmus+**

# Case Description

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- this is a boy aged 12, wearing hearing aids on both sides
  - is a fourth-grade primary school student with hearing impairment
  - **family history:** the boy grows up in a family of five, the family is functional, the parents are healthy, the older sister suffers from allergies, and the younger sister is healthy
  - **personal history:** the boy comes from the second pregnancy, the birth took place without complications, in time, spontaneously (3250 grams, 49 centimetres), due to the aspiration of amniotic fluid, he was placed in an incubator for about 10 hours after the birth
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- Multiple combined disabilities
  - ICD-10 G80 Cerebral palsy (central hypertonic syndrome), psychomotor retardation
  - ICD-10 F84.5 Asperger syndrome
  - ICD-10 F90.0 Attention deficit hyperactivity disorder
  - Hearing impairment practical bilateral deafness
  - ICD-10 J45 Asthma
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# Description of Symptoms, Manifestations of Disability

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- **communication:** communicates with sign language, does not use spoken language, fluently uses dactyls and gestures; emphasis is placed on the development of sign language, parents are reminded of the importance of this means of communication
  - the effect of combined disability on overall psychomotor development
  - **autism spectrum disorder:** manifests itself very specifically, movement and sound stereotypes are evident, fondness for spinning, involuntary movements, fondness for shiny, luminous objects, is friendly, uses the teacher's hand to express their needs, eye contact is minimal, sticks to repetition of speeches and communication of experiences
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- at the beginning of school, he was a very problematic student due to his instability, hyperactivity, impatience, non-compliance, negativism, etc.
  - there was a need for strong leadership, consistency, and precise demarcation of behaviour
  - after establishing the TEACCH program, boy behaviour improves at school, there is a certain adaptation to the school environment, and independence develops slowly
  - in the educational process it is necessary to consider the worsened process of concentration with manifestations of hyperactivity, restlessness, and mood swings
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- client of a special pedagogical centre for the hearing impaired
  - education in a kindergarten for children with hearing impairment, postponement of school attendance, preparatory year of primary school for the hearing impaired, currently a student of the 4th grade of the same school
  - the educational process takes place in a class for pupils with multiple disabilities, four other pupils with a combination of disabilities are educated in the class
  - from the second grade it is educated according to an individual educational plan, which is processed in terms of content to respond to the educational needs of a pupil with a combination of disabilities
  - the individual educational plan considers attention deficit hyperactivity disorder, cerebral palsy
  - the TEACCH program with a focus on structuring and visualization was introduced into teaching
  - a teacher assistant is present in the class
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# Aim of the Work in Snoezelen

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## **focus on:**

- problematic behaviour in teaching
  - the development of communication in sign language
  - more active use of the left hand and the development of motor skills
  - on relaxation and rest in the time between individual lessons
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# Course of Stay in Snoezelen

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- the boy goes to Snoezelen regularly once a week for 40 minutes as planned in the individual educational plan, is accompanied by a teacher assistant and these are individual stays in this room
  - initial activities are devoted to the gradual switching on of the necessary equipment, it is necessary to ensure safety
  - behaviour habits are built in the Snoezelen room
  - the structure of the lesson content changes according to the set individual educational plan and follows up on the educational activities of the given week
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# Example I

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- welcome, the boy expresses a wish for what he would like to do
  - he is interested in the hanging swing in which he swings and in which he hides
  - spontaneously communicates brief information to the teacher assistant (usually repeats the experiences from the previous lesson)
  - he likes to spin in a swing
  - followed by tactile relaxation using a magma ball
  - the boy is explained and shown that the magma ball also responds to sound; the boy tries it
  - angry at failure, further refuses this activity
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# Example II

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- the teacher assistant presents the student with pictures of the faces of four people, the boy is interested in them he noticed that his mouth and eyes were missing
  - they move to a place with a table and sit opposite each other
  - the boy chooses the colour of the crayon and paints his mouth and face, while justifying (to the questions of the teacher assistant) why the girl is frowning, etc.
  - painted negative emotions on all four pictures
  - on challenge, he tries to imitate the emotions of the people in the picture
  - in the end, in the calming phase, the boy observes the fish in the cylinder with water, regulates the speed of bubbles in the water and thus affects the water flow
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- when prompted by a short dialogue, the class slowly ends

# Used Tools

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- hanging swing
  - magma ball
  - pictures to practice social skills and emotions
  - bubble column / cylinder with water
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# Conclusion I

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- regular stays in Snoezelen allow the boy to get into a different environment than teaching at school
  - stimulation seems to be beneficial
  - at first, the boy was very unfocused and restless
  - often ran away from activities
  - over time he got used to it, he already respects some rules (mainly safety measures)
  - requires an experienced introduction and conclusion of the visit
  - the boy learns mutual respect and the natural way and principles of decency
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# Conclusion II

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- he loves visits
  - looking forward to Snoezelen
  - enjoys active activities
  - he likes to play on a hanging swing, he is fascinated by lights, he likes glittering things
  - the boy has space to calm down and relax
  - depending on the current mood, more active or passive activities are chosen, always with an individual approach and respect for the boy's mental state
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