

# **MOSI LIFE METHODOLOGY OF MODELLING SITUATIONS FOR LIFE**



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## Project "MOSI LIFE: Modelling Situations for Life"

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# **An Introduction to MOSI Life- Modelling Situations for Life**



## 1. An Introduction to MOSI Life– Modelling Situations for Life

MOSI Life: Modelling Situations for Life is a project which aims to enable young people with SEN to overcome difficulties in dealing with daily life situations, and therefore improve their chances for greater social inclusion. This project, which is referred to as MOSI Life, will lead to three intellectual outputs:

1. MOSI Life Methodology for youth workers/educators working with young people with SEN and which includes 10 non-formal activities for youth workers to use when teaching young people with SEN and a Training manual to instruct youth workers on good practice in SEN education.
2. MOSI Life video resource series which contains nine short educational videos, where characters model daily life situations to teach young people with SEN the skills needed for social inclusion.
3. MOSI Life interactive game focusing on the daily life situations that young people with SEN encounter. These games led by trained youth workers aim to increase young people's social inclusion.

The project will culminate with number of events in partner countries: Train the Trainer sessions, educational sessions with young people with SEN and MOSI Life multiplier events. The games and videos will be available as a resource to be used in multiple settings and potentially delivered by qualified professionals, trained youth workers and parents. The term 'Youth workers' used in this project refers to any person leading the MOSI Life sessions and include teachers, unqualified support workers and allied professionals.



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# **Rationale for MOSI Life – Modelling Situations for Life**





## 2. Rationale for MOSI Life – Modelling Situations for Life

Recent statistics in Europe suggest that at least 15.4% of the school population have a special educational need (SEN) which is defined as follows:

“A young person or young person has Special Educational Needs if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other young people of the same age”. (CSN Education Report 2019/20)

However, these numbers are increasing and social inclusion opportunities for young people with SEN have been severely hampered due to the EU wide response to the pandemic and this has impacted on their future prognosis.

MOSI Life aims to address these issues by developing young people’s life skills and thus increase the social inclusion opportunities for young people with SEN.



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# The context: EU and partner countries



## 3. The context: EU and partner countries

### Special Educational Needs Education in Europe

Special Needs Education (SEN) is delivered in various forms, including the use of resource rooms, in special classes (both in mainstream schools), and in special schools where an amended curriculum is delivered, staff are trained accordingly, and class numbers are reduced. In mainstream schools various adaptations are made such as instruction in small groups, team-teaching, instruction according to different achievement levels and the use of support assistants to support young people with SEN.

SEN conditions supported in mainstream and specialist schools are wide ranging and include conditions such as speech impairment, dyslexia, dyspraxia, dyscalculia, the autism spectrum, emotional difficulties, visual and hearing disabilities, learning disabilities, attention deficit hyperactivity disorder (ADHD) and ADD. MOSI life is designed 'complement' the education provided for young people with SEN in the EU through a partnership of four countries:

- Cyprus
- Lithuania
- Romania
- Spain

Practitioners in each of the countries have in depth knowledge of the educational dynamics in their countries and this experience and expertise informed the development of MOSI Life. It is therefore a programme that is able to be differentiated to meet the needs of a wide range of young people with SEN across the EU.

### 3.1 The Education System in Cyprus





### **3.1.1 Overview: The education provision in Cyprus**

The Ministry of Education, Culture, Sports, and Youth (YPPAN) is responsible for the operation of schools in Cyprus. They provide Day nurseries for children aged 3–6, free compulsory Pre–primary education for 5–6 year olds and Primary education for 6–12 year olds. Secondary education is offered to young people between 12 and 18 years old. It is free for all the six years of duration and compulsory up to the age of 15.

### **3.1.2 Special education provision in Cyprus**

The 47/1979 Special Education Law's most important provision was that the government would take full responsibility for the education of students with SEN between the ages of 5 and 18. This law gave the government the authority to spend public money on special schools. According to this law, students with SEN are categorised as having moderate intellectual disabilities, global learning difficulties, specific learning difficulties, emotional and/or behavioural difficulties, and physical disabilities.

Students with SEN in Cyprus attend both mainstream and special schools depending on need. Many students are fully included in mainstream schools but SEN provision is also delivered in Special Units within mainstream schools. These young people are assigned to a mainstream class where they can attend integrated lessons and participate in celebratory or festive events.

SEN provision in Cyprus is being met through programmes for Special Education delivered by 526 teachers of various specialties (teachers for learning, intellectual, functional and adjustment difficulties, teachers for the deaf, the blind, teachers for special gymnastics, music therapy, occupational therapy, speech and language therapy, educational psychology, audiology and physiotherapy) including teachers seconded from other education providers,

Home Education is allowed according to Law 113(I) 1999 for students with SEN of Pre–primary, primary and secondary education age. The Home education policy in Cyprus also includes students who have very serious health problems and have great difficulty in attending classes and students who have serious problems for a short period of time due to several reasons which inhibit them to attend classes. Home Education is allowed only if it is approved by the Ministry of Education and Culture.



### 3.1.3 Good practice in Cyprus

SENCOs offer guidance in both special schools and mainstream schools. They work under the guidance of the inspector of special education and offer advice and support to specialist teachers and co-operate with teachers and administrators in mainstream schools and with other professionals.

For the past 15 years Cyprus Education has worked towards promoting inclusion and young people with SEN are now entitled to access education until they are 21 years old.

### 3.1.4 Educational challenges in Cyprus

With limited mapping research regarding population growth and in particular young people with SEN, there is limited scope for strategic planning in the development of sufficient schools to meet the growing need, for specific curriculum planning for young people with SEN and an proactive and innovative inclusion policy and practice. Learning disability is categorised under 'Mental Handicap'. Diagnosis and Assessment can be patchy and parents often seek diagnosis and assessment from countries outside Cyprus.

The need for improved teacher training in SEN and a review of the employment practice system in Cyprus requires an urgent review to be undertaken in terms of best practice for the inclusion of students with SEN in education and social inclusion as adults. In addition, Cyprus needs to address the current difficulties in delivering consistent high quality education across Cyprus for young people with SEN.

Much remains to be done in Cyprus to achieve full inclusion for young people with SEN into society as full and contributing citizens but there is a commitment and determination to succeed with this and substantial progress has already been made.

## 3.2 The Education System in Lithuania





### 3.2.1 An overview of the Education System in Lithuania

The Law on Education specifies that the purpose of special educational assistance and separate special support is to make the education of students in need of special educational support more effective. Special educational support is provided to young people up to age 21 by special teachers working in educational psychology services and schools according to the procedure established by the Minister of Education and Science. In Lithuania, special education is organised in compliance with the Constitution, the Law on Education and Government resolutions as well as other legal acts.

### 3.2.2 Special Education provision in Lithuania

The Law on Education specifies that young people recognised as having special education needs have the right to be educated in educational institutions located as close to the place of their residence as possible.

The 'Procedure of Special Education Evaluation and Appointment in Accordance with the Pedagogical, Psychological, Medical and Social Educational Aspects for Students with Special Educational Needs (exclusive students with exceptional abilities), who are assigned special education are entitled, with the approval of their carers, to choose one or another form of education (either complete or partial inclusion or schooling in a special educational institution) according to the recommendation of the educational psychology service.

Students with SEN are admitted to follow the primary, basic and secondary curricula and also adapted curricula in accordance with the Procedure for Consecutive Learning in Accordance with the General Curriculum Framework.

## 3.2 The Education System in Lithuania

**Curriculum, subjects**– The General Teaching Plans for lower and upper secondary education programmes specify that the school must respond to the needs of students with SEN when developing its own Teaching Plan and establish the procedure for meeting those needs: take decisions regarding the learning load of SEN students (plan obligatory and special lessons) and provision of special education and/or special support measures.



In response to the needs of students with SEN, the teacher adjusts (modifies, adapts, or individualises) the general curriculum of separate subjects to tailor it to meet the individual students' education needs. Teachers who educate students with SEN must adjust educational methods, curriculum and content and select relevant teaching aids to match their SEN.

### 3.2.4 Educational challenges in Lithuania

Inclusive education is not only an approach, teaching, but also a different structure and organization of education. To make this successful and create inclusive environment a number of factors need to be in place. The general and special education systems need to be linked and there needs to be an interactive and inclusive approach to disability. Educationalists need to develop and effectively implement appropriate curricula, have the ability to appropriately differentiate their teaching and be able to accurately evaluate and record student's individual cognition and the effectiveness of their interventions. State educational departments need to create a system of support for students with SEN, to improve the competence of teachers and specialists in SEN and improve inter-institutional co-operation and the efficient and targeted use of resources.

The example of Lithuania demonstrates that it is not easy to create such a fully inclusive education system and it takes much effort, competence, cooperation and political will to fully implement the simple idea of high quality and accessible education for all.

### 3.2.5 Conclusions and the way forward

**Adapting the Schools**– According to the action plan for inclusion, guidelines for schools based on principles of universal design need to be developed. This means that educational institutions will have to meet the needs of all community members – for example, the place of education will have to be accessible, safe, attractive, functional, with clear visual and audio directions. To achieve this, with financial support from the European Union, thirty-six pre-schools and general education institutions in Lithuania will be renovated by 2024.



### 3.3 An overview of the Education System in Romania



Education in Romania is based on a free-tuition, egalitarian system. Access to free education is guaranteed by Article 32 in the Constitution of Romania and is regulated and enforced by the Ministry of National Education. Each stage has its own form of organisation and is subject to different laws and directives

**Reform:** Education after the 1989 democratic revolution that brought down communism, the Romanian education system began the process of reform. Education reform was widely adopted, but the implementation thereof was slow. Shortly after the revolution, libraries were emptied of their communist writings, and these were burned in the streets. This, of course, left the system with a need for newer, reform-oriented books—a process that would take some time. In fact, Rabitte (2001) states that it took until 1992 for democratic reform textbooks to appear in schools. Market reforms allowed several new publishing houses to open and print books for the new national curriculum.

Education in Romania is compulsory from the last year of kindergarten to the twelfth grade. Except for kindergarten and tertiary education, the private sector has a low presence in the Romanian education system. High school enrolment is conditional on passing the National Test and participating in the National Computerized Repartition.





There are five types of high schools in Romania allowing access to university, based on the type of education offered and their academic performance. All of these allow for a high school diploma, access to the Bacalaureate exam, and therefore access to University studies. Unlike the Swedish or French systems, the choice of high school curriculum does not limit the choices for university. For example, a graduate of a Mathematics–Computer Programming (Real) Department of a National College may apply to a Language Department of a University. However, because of the subjects taught, the quality of education, and the requirements for admission to universities, artificial barriers may appear: for example, a graduate of a Humane and Social Studies Department will find it difficult to apply for a Mathematics Department at a University because the admission exam for that university department requires knowledge of calculus, a subject not taught in Humanities and Social Studies. But there is no formal limitation: if that student manages to understand calculus, they are free to apply.

### 3.3.1 Special Education provision in Romania

Quality Inclusive Education needs to be on a national level to the benefit of all children in Romania. The cost of implementing the Quality Inclusive Education Package is €84 per student per year during the first school year and €32 thereafter. The special education sector is responsible for the adoption of the inclusive education principle in Romania, with inclusion having been practiced for some years. Before 1989 special classes operated within mainstream schools and the speech therapy network had been working with children with speech impairments in both mainstream and special classes.

Since 1995 there has been a complex process of shifting from the integration perspective to the inclusion one in special needs education and gradually other marginalized groups in education have started to embark on the inclusive education principles. Integrated education has had, and still has the meaning of ‘moving special education practices into mainstream education’ (UNESCO, 2005). Special units and/or classes, resource centers, and itinerant teachers only for students with SEN are examples of such ‘transferred’ practices from the special to the regular schools.



Children living in poor families are 2.3 times more chances to abandon school, in comparison with children from non-poor families. There are additional risk factors for children to attend schools in rural areas. The education of Roma children is a particularly vulnerable and sensible area. 17,3 % of Roma children aged 7-16 years have not been to school. A clear indicator of the lower quality of education in Roma schools is the dropout quota: 11.3 – three times higher than in the average educational system. The need for positive, affirmative actions was clear. There was a particular interest and support in Romania (from inside and outside – the EU in particular) for the education of Roma children.

An important source of weak social inclusion is the traditional school segregation of persons with disabilities. The isolation in special schools has reduced since 2001 when 18.000 students with SEN from special schools were transferred to mainstream schools. The conditions needed here were not realized: adapted curriculum, training of teachers, and the development of a supportive attitude.

### **3.3.2 SEN good practice in Romania**

The literacy rate among those over the age of fifteen has risen from 96.7 percent in 1992 to 97.3 in 2002. Today, 98.8 percent of Romanians are literate.

It has taken 10 years since the inclusive concept already launched in the scientific and practical work in Romania to be included in legislation. Children with disabilities are now part of the national policies for all children. This is obvious in the current law for the protection and the promotion of children's rights in Romania (2004) – which is for all children. Children with disabilities are also part of the law on persons with disabilities (No.448 from December 2006). In the educational field, the concept of SEN (wider than children with disabilities) is now currently used. New regulations were implemented in this respect since 2005. The concept of inclusive education has started to be promoted by the educational authorities in a wider sense than for children having SEN. Such children at risk (or marginalised) could include (OCDE 2006, the chapter on Romania): children from disadvantaged social environments and families, institutionalised children, children who are criminal offenders, children from ethnic or religious minorities, street children, abused or physically and psychologically mistreated, children suffering from chronic diseases.



### 3.3.3 Future directions of work

At the national level: the need for a National Strategy of Inclusive Education, cover all areas of education, all levels and school ages; this should bring a shared vision of an inclusive curriculum for all students, of a more flexible school organisation and teaching-learning strategies and methods; this strategy must bring a more clear terminology – particularly to make the necessary distinctions between integration and inclusion in education); this strategy should cover also particular domains regarding vulnerable (children at risk) groups (Roma children, children with SEN, children from poor and isolated areas and street children).

## 3.4 The Education System in Spain



### 3.4.1 An overview of the Education System in Spain

Education in Spain is financed by the State and is compulsory between the ages of 3 and 16. Despite this, it is the parents or legal guardians of the students who pay for most school materials and textbooks. There are three types of schools: 1) public, mostly financed by the state, 2) private, financed internally and 3) concerted, which receive part funding from the State and part internally.

Post compulsory education stage, students can continue studying at the same institute in the Baccalaureate cycle or they can go on to an intermediate level of Vocational Training (VET). In short, only those students who finish Baccalaureate or a higher-level Vocational Training can access the university. The Spanish educational system consists of the following stages:



**Childhood education (educacion infantil): 0–6 years old.** This stage is divided into two periods. The first, from 0–3 years old, is not compulsory and families are responsible for all or part of the financing of the course. There are also few free public kindergartens where the places depend on the economic situation of the family and the proximity to the location. The education of children from 3–6 years old, is compulsory and there are more public or free options available.

**Primary education (educacion primaria): 6–12 years old.** This stage is widely known as “School.” It is divided into six academic years and the objective is that the students acquire a common and solid basic education in culture, oral expression, reading, writing and calculation. Generally, it follows a playful methodology in which the cognitive and social development of the students is paramount.

**Compulsory secondary education (educacion secundaria obligatoria-eso): 12–16 years old.** This stage caters for students aged 12–16. By law, they must complete the four years of this stage, but if someone repeats the course and is 16 years old before completing this mandatory period, they can drop out if they wish so. The objective of this stage is for students to form their own critical thinking, to develop skills that will help them in their adult life and to learn to work as a team.

#### **Non-compulsory education includes**

- a) High school (bachillerato) which is a two-year course in areas such as art, science and technology, humanities, and social sciences. These studies allow the student to access straight to the University entrance exam or to a higher-level of Professional Training (VET).
- b) Intermediate or higher-grade professional training (formacion profesional de grado medio o superior) which is Vocational Training.
- c) University: degree, masters and/or doctorates. University is non-compulsory and fees are paid by the student. Public universities are cheaper than private universities as support for food, transport and other public aids can be requested.



### 3.4.2 SEN good practice in Spain

The 2020 new law (LOMLOE) establishes a period of 10 years to achieve the real inclusion of all the SEN students. It introduced changes in the schooling of SEN students and in special education centers. The text approved by the Congress of Deputies states that it will ‘be guaranteed’ that ordinary centers have the necessary resources to serve students with SEN and that special education centers perform the role of reference and support centers,” but it is not said that they will close. However, this has led to an enormous controversy between different education provisions, educational professionals and families of students with SEN as they lament that the regulations legislate in a vacuum, without considering the reality of Spain, and will result in harm to the specific centers and by extension, the students.

### 3.4.3 Conclusions and the way forward

In Spain, special education schools have a great educational trajectory and therefore their degree of specialisation is excellent and believed to be higher than any country in the EU. Still, there are significant differences between the different educational levels. At the same time, SEN students are not only those with functional diversities, but with neurodiversity, behavioural and high capacities challenges. The different eight laws from the start of the Spanish Democracy have tried to promote this education with more theory than practical solutions.

It must be considered not only the space (the classroom), but the staff who will support the student and provide them the necessary tools or create collaborative strategies with specialised SEN staff to achieve a real inclusion. The center of the Education must be the student and their needs to be considered, which can be difficult for a single teacher in a class with different diversities. To successfully implement the LOMLOE law (2020) SEN training for the educational community in the philosophy of educational inclusion needs to be delivered. In addition, there is a need for the establishment of evaluation mechanisms that enable the checking of the professional competence of teaching staff. There is also a need to achieve a higher level of autonomy and flexibility for schools that would allow them to establish the principle of educational inclusion as a fundamental axis of their proposal, which would imply making significant organisational and methodological changes.

At public level, the government needs to provide with sufficient resources, both human and material, to facilitate the process of educational inclusion, to continue advancing towards educational inclusion.



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# **MOSI Life - Modelling Situations for Life - Key educational aims and outcomes**



## 4. MOSI Life – Modelling Situations for Life – Key educational aims and outcomes

Following the recommendations of the review of the inclusion of SEN young people in Europe, the main aims (tangible and intangible) of MOSI Life on its completion are:

- The improved skills of young people with SEN in dealing with daily life situations and therefore greater inclusion into society.
- Increased opportunities for personal development of young people with SEN.
- Increased capacity of young people with SEN for introspection, self-assessment, self-motivation, increased resilience and independence.
- Improve and extended the supply of high-quality learning opportunities for young people with SEN tailored to meet their specific learning needs.
- Provide educational tools (educational videos, activities, cards accompanied by a training course) for youth workers working with young people with SEN to improve their ability to deliver high quality SEN interventions and instruction.

It is envisaged that MOSI Life will have a positive impact on young people with SEN's ability achieve social inclusion through increased life skills and independence. This will be achieved through modelling real-life situations, together with virtual hero MOSI, using educational videos, gaming techniques with active learning (including storytelling, theatre, dance, drawing, etc.) methods.

The target group selected are teenagers with SEN aged who are most likely to achieve these aims and benefit most from this project.



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# **The needs analysis leading to the focus and identification of target groups**





## 5. The needs analysis leading to the focus and identification of target groups

It is widely acknowledged that young people with SEN require different methods of teaching than their peers. SEN educational methodology is informed by expertise in child development, knowledge of the range of conditions that fall under the umbrella of SEN and cognisance of evidence based research into 'best practice' in SEN education.

According to the WHO (2020), worldwide, 10–20% of young people experience some form of mental health condition with half beginning by the age of 14. Adolescence is a critical period for the acquisition of socio-emotional capabilities which are the foundation for adult wellbeing and social inclusion. The difficulties experienced by young people with SEN are crucial at this stage of their development and therefore the cohort identified to most benefit from this MOSI Life are young people aged 13–16 with SEN who have the cognitive ability to engage with and benefit from the programme. The young people identified have conditions such as global learning disabilities and/or specific learning difficulties such as dyslexia, dyspraxia, dyscalculia, the autism spectrum, ADHD and ADD.

All partners involved in the development of MOSI Life have worked directly with young people with SEN and confirm the need for training in life skills topics in helping such young people to be better integrated into society. Partners in Lithuania and Romania noted with concern the changes in young people's behaviour during adolescence, the increased numbers of young people with SEN year on year and the exacerbation of social isolation experienced as a result of the pandemic.

Preparatory research undertaken in each country which identified 9 daily life fields that young people with SEN find the most challenging: Health, Money, Education, Fun (Friends), Family, Hobbies, Travel, Food, Hygiene.

MOSI Life therefore focuses on developing young people's skills in these 9 areas in order to improve their social inclusion.



The secondary target groups identified are Youth workers working with young people with SEN who will benefit from the methodology and innovative educational tools developed for MOSI Life, enabling them to provide high impact learning sessions for young people with SEN to prepare them for life and maximum inclusion into mainstream society.

Society will benefit from the increased skills young people with SEN have learnt in order to engage positively with the daily life situations that young people face daily. Both groups will feel more comfortable and confident when they meet each other in common situations which is a prerequisite for full inclusion into society.



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# **The theoretical concepts informing the Methodology selected for MOSI Life**



## 6. The theoretical concepts informing the methodology selected for MOSI Life

All young people may experience learning difficulties at some point but for most young people these difficulties are temporary and are soon overcome with help and encouragement from home and school. This is not the case for young people with Special Educational Needs (SEN)

In the European context, the term 'Special Educational Needs' describes young people who may have a significantly greater difficulty in overall learning than most others of the same age or a disability which prevents or hinders them from making use of facilities provided for others of the same age in mainstream schools. These young people with SEN are likely to need different support from that given to other young people their age due to the following:

Problems with **thinking, understanding, and learning**: these young people may find all learning activities difficult (Global Learning Disabilities), or have difficulties with some learning activities such as reading or spelling (Specific Learning Difficulties)

**Emotional and behavioural difficulties**: these young people may have very low self-esteem and lack confidence. They may find it difficult to attend, engage with others, follow rules or behave appropriately in class, at home or in the community.

**Speech, language, and communication**: these young people may have difficulty in expressing themselves or understanding what others are trying to communicate. They may find it difficult to make friends or relate to others, express themselves appropriately or make sense of the world around them.

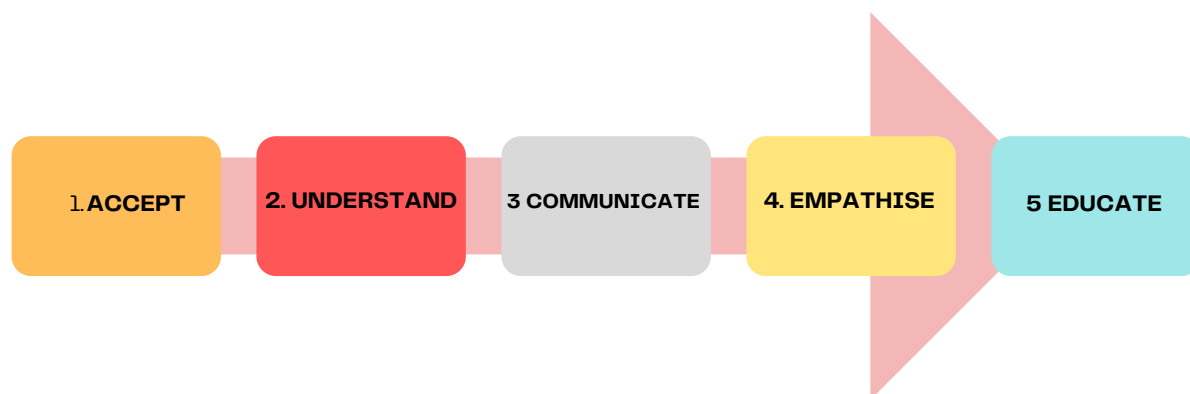
**Physical or sensory difficulties**: these young people may have a disability or a medical condition that has an impact upon their learning. They may have a visual or hearing impairment or be over or under sensitive to sensory stimuli.

**Mental Health conditions**: these young people have difficulty in understanding and managing their emotions, mood and anxiety.



All young people, including those with SEN are entitled to receive a broad, balanced, and suitable education which includes early years education. Most young people with SEN have their needs met in mainstream schools, although those with complex needs may need the specialist help offered in 'resource centres' in mainstream schools or a 'specialist' school.

Being able to effectively support young people with SEN in the classroom is an essential part of every teacher's job irrespective of which type of school they work in. Recent figures show that in mainstream schools, teachers encounter four young people in every class who require support for a SEN. Research also suggests that the attitude, behaviour, and practice of the teacher has the greatest impact on the academic and social outcomes of young people with SEN (Efthymiou & Kington, 2017). This simple diagram demonstrates the steps required by youth workers to enhance the learning and inclusion outcomes for young people with SEN. MOSI Life incorporates these steps in the delivery of the games and videos.



Just as each young person's needs are different, the impact of those needs on learning vary. Young people experience both academic and social barriers due to their SEN, meaning that they are unable to reach their personal potential. Without appropriate support or accommodations in place, those barriers manifest in anxiety, disengagement, and frustration, sometimes resulting in 'challenging behaviours'. These behaviours may include:

- Withdrawn behaviours, including anxiety, school phobia, truancy, and social isolation.
- Disruptive behaviours, such as angry outbursts, screaming and non compliance.
- Violent and/or unsafe behaviours such as physically harming themselves or others, running away, and damaging property.



By effectively supporting young people with SEN in the classroom through tailoring the learning environment and teaching practice to best meet young person's individual needs, youth workers can minimise or reduce these behaviours and barriers to social inclusion.

A young person's area of need may change throughout their school journey. Some young people's levels of need, especially those with a diagnosed SEN condition, will mean that they have difficulty accessing the mainstream curriculum for their entire school career. Others may have fluctuating or isolated needs which may be successfully addressed at some stage during their school career. An individualised education intervention is essential to ensure that targeted interventions are delivered at the time of need.

MOSI Life is an innovative project as it is underpinned by an in depth understanding of SEN and the parameters described above but it goes one step further in providing the appropriate individualised and 'cutting edge' interventions informed by the following concepts.

## **6.1 The concept of Neurodiversity**

This is a viewpoint that brain differences are normal, rather than deficits and recognises the variations in the human brain regarding sociability, learning, attention, mood, and other cognitive functions. Neurodiversity acknowledges that neurological differences including SEN are the result of the natural variation in the human genome. The values underpinning Neurodiversity are the key to realising the full potential of young people with SEN and underpin the MOSI Life methodology.

## **6.2 An understanding of the differences between learning disabilities and learning difficulties.**

All categories of SEN require specific interventions to enable the young people to overcome their difficulties, maximize their strengths and achieve their full potential however the strategies and interventions used to support young people with global learning disabilities and specific learning difficulties are different.



A **learning disability** affects the ability to learn the skills required for daily life and is linked to overall cognitive impairment. The cognitive impact ranges from profound to severe or moderate. These young people learn at a different rate from others of their age and their full potential is at a lesser level. Most young people with profound or severe learning disabilities will need lifelong support. MOSI Life video modelling, activities and games are a very effective way in which to teach these young people and maximize their potential for social inclusion as it is supportive, fun, unthreatening, visual and able to be repeated as often as necessary.

A **'learning difficulty'** on the other hand, refers to the conditions that affect the young person's ability to learn. A 'learning difficulty' does not affect a person's general cognitive ability and is not lined with overall cognitive impairment but their specific learning difficulty impacts on their ability to access learning in specific areas of the curriculum. A specific learning difficulty can affect communication, reading, writing, mathematics, social understanding and behaviour. The difficulties encountered by these young people have a negative impact on academic achievement, social inclusion and wellbeing.

### 6.3 Differentiation of methodology according to Diagnosis

To meet the learning needs of neurodiverse young people with SEN who frequently have co-morbid conditions each requiring a differentiated curriculum delivery method, MOSI Life is informed by an understanding of the cognitive and learning processes of the most common global and specific learning difficulties.

#### 6.3.1 Global Learning Disability

A learning disability affects the ability to learn the skills required for daily life. The cognitive impact ranges from profound to severe or moderate. These young people learn at a different rate from others of their age and their full potential is at a lesser level to their peers. Most young people with profound or severe learning disabilities will need lifelong support and although their opportunities for social inclusion may be limited its important that these opportunities are positive, enjoyable and rewarding for them and their families.

MOSI Life video modelling and games are a very effective way in which to teach these young people the life skills they will need to have the best quality of life possible as an adult. The skills of the Youth workers in 'interpreting' the content to meet the young person's learning is essential in the success of the activity.



## 6.3.2 Specific learning Difficulties

### 6.3.2.1 Attention Deficit Hyperactivity Disorder (ADHD)

3–7% of young people have a formal diagnosis of ADHD. The sex ratio 3–4:1 in favour of males. ADHD affects the ability to concentrate, engage with learning, follow school instructions, and build successful relationships. Many daily activities cause challenges, especially in terms of social inclusion. Young people with ADHD are therefore one of the most disadvantaged groups when it comes to inclusion and are likely to have a diminished quality of life in adulthood due to their behaviour. Video education and modelling such as MOSI Life is a very effective tool for teaching these young people as its non-confrontational, active and incorporates informal education methods that have the most positive impact.

### 6.3.2.2 The Autism Spectrum

A learning disability affects the ability to learn the skills required for daily life. The cognitive impact ranges from profound to severe or moderate. These young people learn at a different rate from others of their age and their full potential is at a lesser level to their peers. Most young people with profound or severe learning disabilities will need lifelong support and although their opportunities for social inclusion may be limited its important that these opportunities are positive, enjoyable and rewarding for them and their families. MOSI Life video modelling, activities and games are a very effective way in which to teach these young people the life skills they will need to have the best quality of life possible as an adult. The skills of the Youth workers in 'interpreting' the content to meet the young person's learning is essential in the success of the activity.

In terms of barriers to inclusion, they have difficulties with generalisation, cause and effect scenarios, planning and organisation, transitions, understanding self, coping mechanisms, memory, attention, and metacognition. Irrespective of their level of cognitive skills, these young people have profound difficulties with relationships, social inclusion, and life skills.

Research has identified that young people on the autism spectrum are the group most likely to be excluded from school and denied inclusion into society. The methodology selected for MOSI Life, the 'virtual' as opposed to inter-personal interaction, is an ideal mechanism to address their specific needs and well suited to their unique and visual learning style.





### 6.3.2.3 Dyslexia

Dyslexia is the most common specific learning difficulty affecting around 10 % of the population, 5% severely. More boys are affected, and it is a condition which runs in families. Dyslexia primarily affects the skills involved in accurate and fluent reading and spelling and the processing of information. The characteristic features of Dyslexia are difficulties with phonological awareness, verbal memory, and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities and co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation. Young people with Dyslexia frequently have social and emotional issues which impact negatively on their social inclusion. They require teaching methods that meet not just their specific learning needs but also their social and emotional needs. MOSI Life uses multi-sensory teaching methods that are most accessible to students with Dyslexia to minimise their learning and social difficulties and increase their inclusion potential.

### 6.3.2.4 Dyspraxia

It is a lifelong neurological condition of unknown causation which affects the planning of movements and co-ordination; both fine and gross motor function, planning, organisation, and time management. Dyspraxia affects many aspects of a person's life; physical, socio-emotional and life skills. They have difficulties with self-care, writing, typing, riding a bike and play and thus affects progress in educational and recreational activities. This is due to brain messages not being accurately transmitted to the rest of the body and therefore the multi-sensory education methodology used in MOSI Life provides an alternative and appropriate means of teaching life skills which matches their learning style which will minimise the negative impacts this condition has on daily life which are detrimental to social inclusion.



### 6.3.2.5 Dyscalculia

This specific learning disability has an impact on many functional life skills required for social inclusion. It affects a person's ability to understand numbers, do arithmetic calculations and learn mathematical facts and this has a wider impact on many functional life skills such as organisation, planning, telling the time, budgeting and independence. These young people avoid tasks as they anticipate failure and are sensitive to criticism. This makes them avoid opportunities to learn the skills required for social inclusion. Learning 'by doing' is the best way for these young people to overcome their difficulties. MOSI Life will help them learn these skills in a 'virtual' and informal way which is 'unthreatening'. This will encourage them to try the skills modelled which they may not have had the courage to do so in other settings.

### 6.3.2.6 Dysgraphia

Dysgraphia is a neurological condition that significantly impairs writing ability and fine motor skills. This condition frequently accompanies other conditions such as ADHD, Speech and Language difficulties and Dyspraxia. Not being able to write, having difficulty holding writing implements, language processing, conceptualization and organization has a negative impact on the acquisition of life skills. Active learning such as singing, drama, games and video modelling are very positive means of education these for young people.

## 6.7 The neurological understanding of SEN informing MOSI Life

There are three major cognitive functions that impact significantly on many young people with SEN's life skills acquisition; Theory of Mind: the ability to attribute thoughts and beliefs to others, Executive Function: the mental processes required to enable planning and organisation and Central Coherence: the linking of separate parts to make a coherent whole.

These three cognitive functions have a major impact on a young person's ability to learn skills required play a fulfilled role in society. This also has a very negative effect on their self-esteem, self-confidence, and morale. Examples of the type of difficulties these cognitive functions can impact on life skills acquisition and social inclusion are:



**Theory of Mind:** Lack of social instinct and understanding, lack of empathy, not understanding facial expression, gesture, body language, and social inuendo.

**Executive Function:** Difficulty planning, organising, completing tasks, multi-tasking, attention problems, problem solving and task completion.

**Central Coherence:** The inability to contextualise things, 'see the bigger picture, put things into perspective, see cause and effect scenarios, analyse and predict risk and anticipate the consequence of one's actions.

MOSI Life is informed by a knowledge of the importance of using a young person's cognitive profile to select the methodology best suited to their learning style. MOSI life also addresses the difficulties highlighted by 'directly teaching' young people the skills required through video modelling of real-life situations where the virtual hero learns the life skills needed in certain situations despite having similar difficulties as the young people watching the videos.



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# **Modelling real-life situations - Why it is needed in SEN to increase inclusion**



All young people, including those with SEN, have a right to an education which is appropriate to their needs and increases their opportunities for full social inclusion. Education should be about enabling all young people, in line with their abilities, to live full and independent lives as part of their society so that they can access and contribute to their communities, relate to and co-operate with other people and engage in meaningful activities.

The aim of MOSI Life is to give young people with SEN the skills for social inclusion through modelling real-life situations together with the virtual hero MOSI. Using a range of formal and informal education methods, educational videos, gaming techniques and active learning methods MOSI Life aims to improve and extend the range of high-quality learning opportunities tailored to the needs of individual young people with SEN.

Modelling is an evidenced based methodology to teach young people, especially those with SEN, social understanding and life skills and has a positive impact on social inclusion.

## 7.1 What is social inclusion and why this is important

Social inclusion is about enabling people or communities to fully participate in society. 'Social exclusion' generally, describes the phenomenon where particular people have no recognition by, or voice or stake in, the society in which they live. This is often the case for people with disabilities. Social inclusion is an essential component in emotional wellbeing.

There is a distinct difference between inclusion and integration which is an important consideration when working with people with SEN. '**Integration**' occurs when a person can participate in education or society, but they must adapt or change to meet the requirements of that institution. '**Inclusion**' on the other hand is where the organisation adapts or modifies itself to accommodate the person with SEN.

Five essential elements have emerged in looking at social inclusion: relationships, shared experiences, advocacy, a sense of identity, and transparency. Schools need to ensure that these principles underpin all aspects of the education of young people with SEN and MOSI Life aims to support schools in this by providing non formal activities to aid social inclusion.



## 7.2 How MOSI 'virtual hero' can help develop the skills for social inclusion

Social inclusion is important for a person's dignity, security, independence, and the opportunity to lead a fulfilled life. Education needs to be focused on supporting everyone, including those with SEN, to feel that they belong and are valued members of society. Education needs to focus on increasing participation for young people with SEN in learning and teaching activities, community relationships and activities thus reducing potential social exclusion, discrimination and barriers to learning.

To achieve this, young people with SEN need to be taught the life skills required to fully participate in society and lead a fulfilled life. MOSI Life addresses this by directly teaching the skills required in 9 key areas of life.

This is achieved through video modelling, activities and games involving a 'virtual hero' named MOSI who has arrived on earth and is learning how to navigate the social world and develop the skills required for social inclusion. MOSI does not have a gender and has been 'adopted' by a traditional family. MOSI has two good friends, Anna and Tom who support him in his development and learning. The learning activities focus on 9 key skills areas which are important skill sets that all young people with SEN need to master in order to facilitate social inclusion.



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**The rationale for the selection  
of life skills to address through  
MOSI Life- modelling situations  
for life learning sessions.**



## 8. The rationale for the selection of life skills to address through MOSI Life–modelling situations for life learning sessions.

The nine areas identified are key areas for intervention as each has a considerable impact on the social inclusion of young people with SEN. The rationale for the selection of these nine areas are as follows.

### 8.1 MOSI Life target skill – Education

The scenarios that MOSI Life– the ‘virtual hero’ can model for students with SEN to emulate can enhance student’s educational experience and therefore outcomes. In addition, this can reduce school anxiety and school refusal which is a common concern with SEN students. The skills needed to be successful at school are the skills required to live in society, make and sustain relationships and to co-operate with others as part of society. These ‘education’ skills also link to many of the other life skill areas identified as essential for social inclusion:

- Getting ready for school (also see ‘Hygiene’)
- Leaving home and missing one’s family (also see ‘Family’)
- Travelling to school (also see ‘Transport’)
- Making friends at school (also see ‘Friends and Fun’)
- How to line up properly, take ones turn, queue for lunch etc.
- Playtime – the unwritten rules of the playground and therefore society.
- Classroom ‘do’s’ and ‘don’ts in terms of ‘peer etiquette’ for example don’t tell the teacher when other class members do something wrong or don’t always answer all the questions first if this subject is your area of skill, give others a chance to ‘shine’.
- How not to get into trouble by being drawn into other groups pranks; peer pressure.
- Understanding the ‘in’ and ‘out’ groups at school and how to deal with this.
- Recognising and coping with unkindness, teasing, intimidation and bullying.





## 8.2 MOSI Life target skill – Hobbies

We learn many life skills through sport and leisure activities. After-school programs are excellent activities for a young person with SEN to show their strengths, build confidence, socialise and thus learn life skills. After-school successes build respect and self esteem. When a young person with SEN succeeds at sport, is part of a hobby group or is deemed knowledgeable in a subject they feel accepted, included and successful.

Hobbies and extracurricular activities increase the young person's opportunities to make friends and find a social niche. Many young people with SEN are excluded from society as they have social communication challenges and have reduced opportunities to learn and practice these skills as its difficult to make friends while in class, on the bus, or navigating the cafeteria. Hobbies and after-school activities are an opportunity to connect with other young people in an informal way and to learn essential skills in a less threatening manner.

Young people with SEN may have impressive talents, regardless of the learning disabilities or social issues they may be dealing with. It's important to recognize and build these talents, especially when it's the young person's difficulties that are so often the focus of discussion. These talents can become lifelong interests and future careers. If the young person becomes interested in music, art, sports, dance, chess, or any other cultural activity while in school, that interest can provide an outlet throughout their life. This is especially important when working with young people on the autism spectrum who frequently have 'special interests' and talents which need to be cultivated and encouraged.

The skills the young person learns after school can be as important (or more important) than the skills they learn in the classroom as they may be learning to be part of a team, building relationships, to support and encourage others, or to try new things. Whilst playing well-known games or watching videos they may also be learning how to the 'unwritten rules' of social interaction, how recognise and manage their own emotions, to understand other people and how predict their actions. These are skills that will last a lifetime.



MOSI Life aims to achieve all the benefits of 'after school clubs' in teaching hobbies, sport and leisure activities through a virtual modelling medium as opposed to 'after school' activities that may not be accessible to the young person with SEN. Hobbies and sport are an extremely valuable way to teach the skills needed for social inclusion and therefore is vital for the future happiness and success of young people with SEN.

### 8.3 MOSI Life target skill – Travel

Learning to be independent is a very important component of social inclusion and travel is a key component in this. The reduction of dependence on others is equally important as is the reduction of vulnerability through learning 'safety skills'. Transport training is important for social inclusion as it facilitates social interaction, access to community support and facilities and is important for future employment. Simply showing an individual a route to travel does not ensure safe travel. Young people with SEN must learn certain skills before they can be considered independent travellers. Three requisite skills are:

- **An awareness of personal space** – People with this fundamental skill know where their own personal space ends and the personal space of another begins.
- **An awareness of their environment** – People with this fundamental skill are aware of what is happening around them. They also understand that information, events and even their own actions have the potential to impact their environment.
- **The ability to recognize and respond to dangerous or unsafe situations** – People with this basic skill can recognize and respond appropriately to situations that either pose, or have the potential to pose a direct threat to their personal safety.

Travel trainers must begin to teach the skills that the young person with SEN is lacking and determine the level of independence that is possible. Because all young people with SEN are different the training methods and techniques will need to be individualised before a concept can be learned and then generalized to all appropriate environments.



## 8.4 MOSI life target skill – Money

All young people need to learn about money to become independent adults and achieve social inclusion. Whether we are shopping for groceries, making a budget, or paying a utility bill, we need to understand the basic concepts related to money and how much things cost. Many young people learn money skills through maths or life skills education at school, personal experience, or by watching their parents. Learning to manage money is an important life skill as it opens many opportunities for independence and links with activities such as travel, friends and family, leisure, and later employment, however, young people with SEN often need special instruction to develop money skills and MOSI Life aims to achieve this through video modelling, activities and games.

## 8.5 MOSI Life target skill – Family

Young people with SEN are members of our society, communities and families and therefore entitled to be fully included in society. Unfortunately, many young people with SEN still find themselves excluded from society and this has a similar effect on their families. While these families often experience additional situations and stressors, they have hopes, dreams, and concerns for their young people just like other families. By providing appropriate and focused educational interventions, Youth workers can positively impact families of young people with SEN by empowering them with knowledge, empathizing with their feelings, and collaborating with other support professionals in their lives.

The skills learnt by being part of a family are the skills we all need to function within society. Most children learn these skills intuitively and indirectly as part of daily living however many children and young people with SEN need to be directly taught these skills. MOSI life is an excellent tool to facilitate this as the 'hero' MOSI will learn the skills needed for social inclusion from his friends and in turn the young people with SEN will see the mistakes that MOSI makes and the difficulties encountered, and learn from and emulate MOSI's successes.



## 8.6 MOSI life target skill – Fun & Friends

Play is central to learning and development for all young people. Playing with others and developing friendships can help young people with SEN feel good about themselves and improve wellbeing. Playing and friendship skills underpin the development of the relationship skills that are needed in all walks of life especially social inclusion.

Play and friendship skills teach young people with SEN communication skills, socio-emotional skills, physical skills, resilience, tolerance, and determination.

Social understanding, social communication and friendship skills are the areas of greatest difficulty for young people on the autism spectrum. As they lack 'social intuition' friendship skills need to be directly taught in a 'scientific manner' thus making explicit what is implicit in all areas of relationships. MOSI Life video modelling is a method that meets the learning style, cognitive functioning and socio-emotional needs of this group of young people.

## 8.7 MOSI life target skill – Food

It is important that all young people have a healthy diet and eat a range of foods and drinks. Many young people with SEN have issues with food and will therefore often have very unhealthy eating habits. Some people on the autism spectrum will only eat a particular colour or texture of food or a young person with ADHD may be obsessed with dieting. MOSI life addresses these issues. According to a 2007 study and survey, a large percentage of young people with SEN (about 36% versus 30% for the general student population) are classified as overweight or even obese.

Going out to eat as a family with a young person with SEN can be challenging. Other diners might not always understand the young person's needs, or they might need special accommodations from the restaurant. Being able to eat with others in a socially acceptable manner is an essential skill for social inclusion and therefore is an essential skill to be learn.



## 8.8 MOSI life target skill – Health

The teaching of health education to young people with SEN is a large and multi-faceted subject. This ranges from teaching young people with SEN to care for their own health, to understand their bodies and feelings and to know when they do not feel well, to developing healthy habits with regards to their bodies, teeth, hair, clothes and healthy sleep habits. Many young people with SEN fear medical visits, the dentist, having their hair or nails cut or having any forms of vaccination and this needs to be sensitively but urgently addressed. In addition, SEN young people need to understand the ‘social etiquette’ required to access community health facilities and what may be required of them.

Healthy relationship education including sex and relationships education is essential for young people with SEN, in particular a focus on friendships and healthy relationships and how this can impact on emotional wellbeing. In addition, this focus on healthy relationships must be taught explicitly and reinforced at appropriate points throughout a young person’s development with those with SEN can be very vulnerable. Young people with SEN may not have the skills required to identify when a friendship or relationship is unhealthy or unsafe. These issues can be effectively taught through the development of MOSI – ‘virtual hero’ who will experience similar difficulties and find ways to overcome these and achieve greater social inclusion in a safe and satisfying manner.

## 8.9 MOSI life target skill – Hygiene

Young people need to keep themselves clean and follow hygiene guidelines. Hygiene is not only important for health reasons, but good personal hygiene is also essential for ‘acceptance’ and is therefore an essential skill in terms of social inclusion. Good personal hygiene for people with SEN will also increase a young person’s self-esteem and confidence.



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# **MOSI Life modelling situations for life – the theoretical basis of the methodology**



## 9. MOSI Life modelling situations for life – the theoretical basis of the methodology

Young people with SEN encounter many 'barriers' to learning within traditional education settings due to the environment, systems and structure, curriculum delivery methods and the social expectations of schools. Good SEN teaching methods aim to minimise or overcome the difficulties encountered below

- Understanding the language used and concepts being taught
- Expressing themselves
- Sequencing time (memory sequencing)
- Predicting and anticipating events
- Processing auditory information
- Generalising what has been learnt from one situation to another
- Differentiating between relevant and background information
- Requiring direct as opposed to indirect learning
- Non-verbal language usage– the use of gesture and facial expression in teaching
- Attention, focus and distraction
- The day-to-day organisation, planning and application
- Sensory issues – hypersensitive or fluctuating sensory input
- Transitions – moving from class to class, playtime etc
- Behavioural expectations

The key to effective teaching and methodology is to understand the individual's 'barriers to learning' and to adapt one's teaching methods and style to minimise these barriers and to maximise the student's potential by using good SEN teaching methods.

"You need to teach young people in the way that they think, perceive the world and therefore learn." It is never the case that a student cannot learn something – It is just that we have not learnt how to teach him or her that yet!" (Reuven Feuerstein)

MOSI Life– modelling life situations subscribe to this philosophy and uses an eclectic approach to achieve this.



## 9.1 Eclectic or 'Blended' approach and methodology

MOSI Life addresses the different needs of the range of neurodiverse young people with SEN by using an eclectic approach. An 'Eclectic approach' is a method of education that combines various education approaches and methodologies depending on the aims of the lesson and the abilities and learning styles of the individual student. Different teaching methods are borrowed, adapted, or combined to suit the specific requirements of the student.

The different methodologies selected for MOSI Life are informed and underpinned by an in-depth knowledge of the learning profiles of the range of conditions that fall under the umbrella of SEN. The framework that facilitates the eclectic approach used in MOSI Life is SPELL, a methodology developed by the National Autistic Society (NAS). UK and the Tizard Centre. Kent. UK. The SPELL framework was developed to support autistic people. The NAS SPELL framework is evidence based good practice in teaching students on the autism spectrum but is also very relevant for a wide range of SEN conditions. SPELL is an excellent framework to support inclusion.

## 9.2 The NAS SPELL framework used to inform SEN good practice and differentiation

SPELL is based on five principles: Structure, Positive interventions, Empathy, Low arousal, and Links. All the strategies used in MOSI Life are informed by these five principles and include: formal teaching methods – direct instruction, informal teaching methods including storytelling, drama, role play, the use of audio-visual materials, active learning and interactive games. SPELL creates the framework on which to 'hang' all the above-mentioned methodologies thus enabling differentiation, individualisation, and the maximisation of learning opportunities. The essential components of the National Autistic Society (NAS) SPELL approach are:

### 9.2.1 S – Structure

Providing structure in the classroom enables the individual to predict events, reduce anxiety and facilitate learning and independence. To achieve this the environment, processes, routines, and programmes are modified to enhance understanding, choice, learning and communication. Youth workers need to recognise that lack of structure and open choices may create anxiety and stress related behaviours.





### **9.2.1.1 Structure – Language use**

Language is a code which requires knowledge and processing. Spoken words and sentences are auditory and abstract and this poses difficulties for many young people with SEN and therefore the reduction of language is very important. Video modelling is a visual means of education which is good practice in SEN education.

### **9.2.2 P – Positive interventions and Expectations**

Creating a positive environment and intervening in a proactive and positive manner is essential in the education of young people with SEN. This starts with an understanding of the young person's condition, learning difficulty, personality and learning style. A thorough assessment of the young person is the first step in this process.

### **9.2.3 E– Empathy**

It's important for youth workers to develop an understanding of how the young person thinks, communicates, learns, and experiences the world. This can be achieved through careful assessment based on association and knowledge, a co-operative relationship with the parents and by reflecting on the perspective of the individual – 'put yourself in their shoes'. Understanding the individual is a key factor in successful teaching and learning.

### **9.2.3 L – Low arousal**

Low arousal strategies aim at reducing barriers in the environment that cause anxiety and stress, increase anti-social behaviour, and reduce the ability for the young person to focus and learn. There are a range of strategies to achieve this such as having a calm, focused, planned interventions, a non-confrontational style of interaction, a supportive rehearsal of any potentially stressful or aversive event and interactions and instructions that are clear and unambiguous. Video modelling as a learning tool is an example of good practice.

### **9.2.5 L – Links**

Partnership with the individual, relatives, mainstream and other agencies to ensure consistency and continuity are essential when working with young people with SEN. If the young people are in special schools, there need to be initiatives for accessing and inclusion in mainstream school and community activities.



### 9.2.5.1 Supporting young people with SEN through Transitions

Transitions occur on a micro and macro level and many young people with SEN have difficulties with both. Youth workers need to consider how to support young people with SEN on a 'micro' level such as moving from one room to another or dealing with change and inconsistency or on a 'macro' level which is supporting the young person through life stages such as starting school or moving to secondary school.

Training the Trainer events for youth workers will explain the fundamentals of the NAS SPELL framework in order to enable them to deliver the video sessions, activities and games in the most effective manner. The publication that supports this methodology is highly recommended as a training resource and details are contained in the reference section of this document.

## 9.3 How the NAS SPELL approach facilitates differentiation

The principles of the NAS SPELL approach provide a framework for interventions and other teaching methods in all settings including video modelling and games.

- The use of visual teaching methods recognises that many young people with SEN are 'visual learners' as opposed to the 'verbal methods' used in traditional education. MOSI Life uses teaching methods based on visual strengths.
- Creates a structure where young people know what is required of them, what will follow each step of an activity, how long the activity will take and how it will end.
- Uses methods which reduce social language and enhance social comprehension.
- Reduces anxiety and behaviours which inhibit progress or impair their quality of life through being able to 'experience and practice' challenging situations.
- Enhances concentration and remove distraction through the use of videos and games
- Uses multi-sensory approaches – watching, listening, doing and feeling.
- Plays to the young person's strengths which enhances motivation, confidence, and self esteem. The empathy of the youth worker is essential in achieving this.
- The use of 'direct' verses 'indirect' teaching recognises that many young people with SEN need to be taught directly what other people learn 'indirectly or intuitively'. Video modelling is a very effective method to achieve this and youth workers will ensure that the young people understand what is being taught.
- Recognises that young people with SEN learn best when engaging in activities that are fun, functional, age appropriate and challengingly exciting.
- Enables a methodological framework on which to 'pin' the range of SEN teaching methods selected for each young person's individualised education programme.



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**MOSI Life methodology within  
the SPELL framework  
developed by the  
National Autistic Society, UK**



## 10. MOSI Life methodology for young people with SEN within the NAS SPELL framework

The methodology selected for the MOSI project include the following:

- Video modelling of real-life situations with MOSI, the virtual hero
- Coaching
- Scripting
- Drama and role play
- Mirroring
- Games and activities
- Story telling
- Dance, singing and music
- Peer and adult mentoring – providing role models
- Scrap books and picture albums to reinforce what has been learnt

### 10.1 Non-formal education methods

In order to understand why these are appropriate educational methods for young people with SEN the difference between formal and informal education needs to be understood.

✓ **Formal education** refers to a highly institutionalised, chronologically graduated and hierarchically structured educational system. The traditional school curriculum.

✓ **Non-formal education** is the education that is offered to complement, update, and supply additional knowledge in the academic aspect. The 'enrichment' curriculum.

Non-formal education does not replace formal education, which is the core of academic growth, but complements and enhances it by covering needs or aspects that the formal education does not reach. The 'enrichment' of skills acquisition is fundamental to MOSI Life.



## 10.2 SEN and the importance of Non-Formal Education

The following are outcomes frequently a result of non-formal methods in SEN education.

**Overcoming anxiety and frustration**– Many young people with SEN are intolerant of unplanned changes which leads to anxiety and frustration. A structured approach in teaching alleviates this. (S in the SPELL approach)

**Enjoyment and mental wellbeing** – Non-formal education includes activities that are enjoyable eg. games and videos, and enriching such as understanding the meaning of their own and other's emotions, how to make friends and communicate with others. These are essential elements in SEN education. (E in the SPELL approach)

**Conflict resolution** – the use of deflection, diversion and diffusion are key skills needed by youth workers. Non-formal education facilitates working in a flexible and 'playful' way, and possible conflicts such as inappropriate behaviour can be resolved in a positive and unthreatening manner. Positive reinforcement rewarding effort and not just the result is good practice in SEN education. (P & L in the SPELL approach)

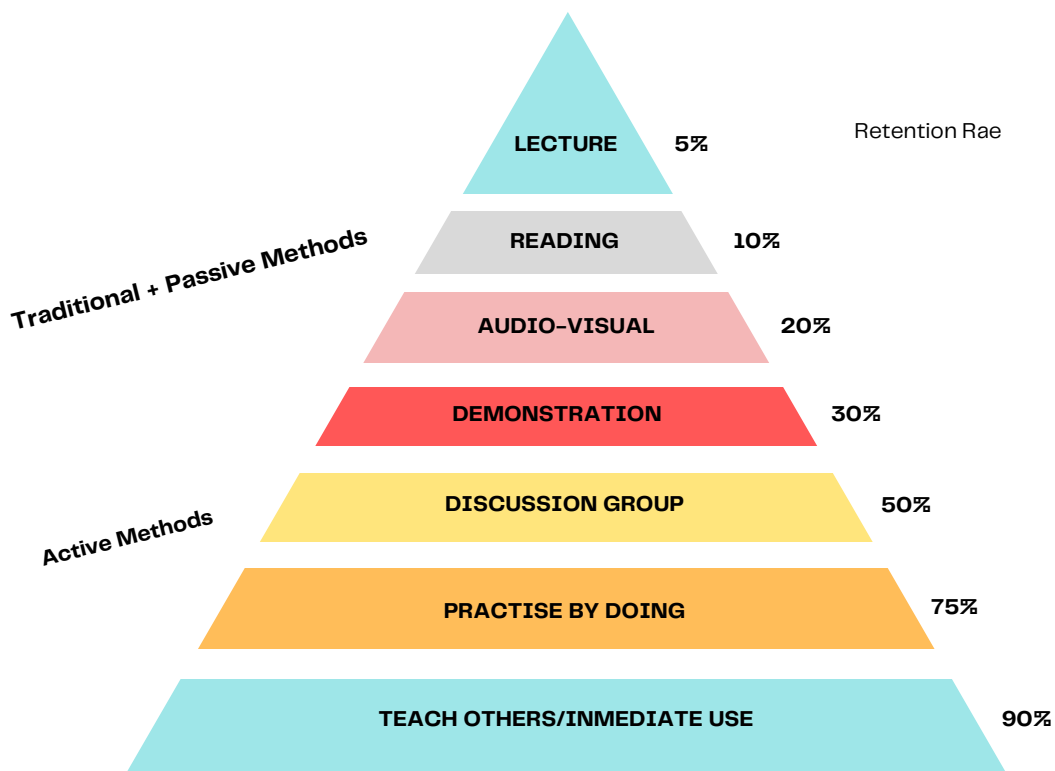
**Individual evaluation** – There is a continuous evaluation focusing on young people's individual progress and adapting teaching in terms of times, content, resources, delivery, and requirements. (P in the SPELL approach) This enables youth workers to pitch the lessons at 'emerging skills' thus maximising potential progress. If specific problems arise, the family or school are involved as there needs to be continuity of approach across all settings. (L in the SPELL approach)

Non-formal education provides the psycho-social development required during formative years, thus providing the opportunity to learn social skills and emotional self-control. This is essential in helping the young person with SEN in their daily life through the development of the life skills that are needed for social inclusion.



### 10.3 Active learning methods

“What we have to learn to do, we learn by doing.” said Aristotle. “This is what we call natural learning, not teaching.”



Active learning is an educational approach that involves actively engaging young people with the training materials through discussions, problem solving, case studies, storytelling, and role play. These learning methods are particularly suited to young people with SEN. Young people with SEN learn by doing, by watching, by copying, by playing and by understanding the reasons and functions of the skills trying to learn.

Active learning methods also include dance, theatre, music and singing and this is therefore an effective medium not just for teaching skills but also reinforcing skills taught through both formal and informal methods. These activities developed in parallel to MOSI Life virtual hero videos reinforce and generalise the life skills learnt.

The diagram above illustrates the impact of Active Learning and why it is successful in terms of retention.



## 10.4 Guidelines regarding the elements of Active Learning

Active learning is...

- **an adventure:** It cannot be predicted. Once it starts, it is the young people who create the learning experience, and the youth worker guides them on this adventure.
- **fun and engaging:** Through playful activities the young people relate to reality and the relationship between play and culture encourages young people to explore the process of knowing and understanding in an unthreatening manner.
- **it involves everyone:** The young people are merely observers of the youth worker's presentation, they are active participants in the learning experience. The youth worker creates opportunities where activities can be done independently or in group, offering the appropriate adjustments and support where required.
- **it is led by the needs of the young person, not the youth worker:** Young people play an active role in their learning process, are involved with and aware of their own learning. The youth workers are guides and participants in their learning journey.
- **it is process oriented:** Young people learn through asking questions, the analysis of evidence, of connecting such evidence with pre-existing knowledge, drawing conclusions and reflecting on their findings. The youth worker helps the young person plan their actions, make decisions and reflect on their progress. This is important in helping young people with SEN develop their independence.
- **it is relational:** It encourages learning from each other and sharing experiences. In terms of social understanding and social inclusion, this is an important skill for young people with SEN to learn and it needs to be directly taught not assumed to be learnt.

### 10.4.1 Active learning methods

It is important to determine the objective of the lesson when establishing the active learning classes through games, activities, workshops, projects, experiments and group work. The youth workers, in addition to teaching the content, guide the students so that they can improve their skills through practice.



**Storytelling:** It is the art of telling a story, helping to communicate a specific message to generate feelings. Stories engage young people, are believable and entertaining, and facilitate recall. Stories can be used to teach life skills enjoyably.

**Dancing:** it is a practice that improves the sense of balance and helps improve coordination, concentration, and memory. It helps to create links with others, aids socialisation, helps to release tension, increase self-esteem, improve self-confidence, and encourages young people's creativity and imagination.

**Music** helps stimulate different skills that promote young people's learning. It reduces stress, helps improve concentration, encourages creativity, and promotes the young person's psycho-motor development whilst being fun and sociable.

**Singing** helps develop intelligence and creativity through imagination. Following the rhythms of movements and music, eg. clapping or tapping, promotes logical and mathematical development. Singing in a group teaches social skills, cooperation and consideration.

Theatre promotes cooperative work and enables new forms of communication and expression. It is also an excellent way of 'practicing' dealing with situations in a safe way. Role play and video modelling are very good SEN teaching tools.

**Game based learning** uses competitive exercises for young people to experience success and failure in a 'safe' setting. It increases motivation, promotes learning in a positive manner from their mistakes.

Informal teaching and learning is unstructured and occurs outside of a conventional learning setting. Informal learning is based on practical and functional learning and usually takes place in informal situations. Informal learning consists of experiences and actual day to day living activities in the family or community or through experiences at school. Informal learning methods are very useful for young people with SEN as they can learn in a functional and practical manner. To aid generalisation, they can learn and practice the skills required in the situations that they are needed in. MOSI Life provides informal life skills teaching through the use of MOSI Life videos and games.





## 10.4.2 The use of audio visuals for young people with SEN

Audio visuals, in particular video modelling is a very popular and effective tool for teaching a variety of skills to young people with SEN. Video modelling is simply a video of a model doing the task being taught. There are several types of video modelling used when teaching young people with SEN:

- **Basic video modelling** – the actor models the behaviour to be taught and the young person watches the video and models the behaviour
- **Video self-modelling** – the young person is videoed doing the tasks and then as the young person improves the video is edited showing the young person successfully achieving the task. This works well for learning social behaviours as the young people engage with the ‘personalisation’ aspect of it.
- **Point of view modelling** – two young people each having a different point of view on a subject are videoed and this is discussed with the young people. This aids the development of theory of mind, social understanding and conflict resolution.
- **Video prompting** – this type of modelling is where the video serves as a cue for the steps of a task such as brushing teeth. There is evidence that for teaching daily living skills video prompting is a more effective tool than basic video modelling as it breaks down the skill into simple tasks. MOSI Life includes aspects of video prompting.

MOSI Life video modelling is an innovative method to teach the life skills young people with SEN require to achieve social inclusion. Research supports the use of video modelling as an effective intervention strategy to facilitate the development of language, social interaction, play skills, and functional skills. The facilitation and interaction of the youth workers in this process increases life skills development through individualisation and differentiation. MOSI Life games enable young people with SEN to ‘experience and practice’ social inclusion in virtual form before generalising and reinforcing these skills by practicing them in real life situations.



### 10.4.3 The advantages of Video Modelling in the teaching of life skills

**Makes complex concepts easier to understand.** Presenting educational information visually is useful for students with SEN, as it focuses on both visual and auditory memory.

**Engages young people in the learning process.** Animation is an effective way to help students gain theoretical knowledge and improve practical skills. It is a more **entertaining method** of instruction than listening to a lesson, aids attention and concentration as animated videos are short and present concentrated information.

**Transferring experience.** Teaching young people with SEN about certain concepts can be quite challenging and animation can 'bring them closer' to the taught subjects as animated videos are usually accurate and precise in representing real life. Video modelling however is unsuitable for teaching highly sensitive target skills, such as some personal self-care skills, because certain aspects of the target behaviour cannot be modelled (Lee, et al., 2014) and other methods such as books etc will be used to supplement this.

**Increasing imagination skills.** Animated educational material is very visual and engaging through the use of movement, colour, shapes and sounds which can help young people to remember visually what they have previously seen or inspire them to imagine new things.

**Non-social learning** – Visual representations do not impose social attention such as face-to-face interactions therefore visually cued information makes video modelling an ideal medium for young people on the autism spectrum and other SEN to learn new skills, especially social inclusion skills.

**Consistency of replication and approach** – video modelling is an excellent intervention because these characteristics promote exact replication of instruction which is important in SEN teaching.

**Generalisation** – Young people acquire and generalise skills quicker with video modelling and is therefore an effective method for teaching various target life skills to young people with SEN and those on the autism spectrum who have profound difficulties in this area.



**Functional** – Video modelling provides the opportunity for young people with SEN to watch the desired target like skill being performed in the exact setting in which they are required to imitate the skill (Ayres & Langone, 2008). Modelling the target skill in the same setting increases the likelihood that young people with SEN will be successful in attaining and retaining the target skill.

**Motivation** – Video modelling increases the motivation of young people and acts as a naturally reinforcing method of skill acquisition (Acar & Diken, 2012). Since motivation increases the desire to practise a skill, target behaviours are often rapidly achieved compared to other interventions.

**Promotion of independence** – Video modelling offers the opportunity for educators to slowly remove the presence of the videos to promote independence in maintaining the desired target skill. Young people only acquire and maintain target skills, but they learn to generalize these skills within other environments (Akmanoglu, Yanaradag, & Batu, 2014).

**Structure verses spontaneity**– Many young people with SEN depend greatly on a structured learning environment, which promotes observational learning; however, providing frequent predictable demands can lead to rote responses or a lack of spontaneity in new situations (Corbett, 2003). The SPELL framework used in MOSI Life balances structure and spontaneity.

**The learning of 'soft' skills** – Video games and modelling are good at teaching many of the 'soft skills' required to be successful in life and increase opportunities for social inclusion. There are the indirect learning opportunities provided by these activities which are essential especially for young people with SEN who have difficulties in these areas and may not have other situations to learn these skills. Amongst the skills learnt are patience, compromise, reciprocity, resilience, perseverance, cause and effect, planning and organisation, problem solving, socialising, empathy, observation, and analytical skills.

**Sharing practice and experience in a fun way**– Using this medium, young people can absorb information faster and more efficiently. The virtual hero in MOSI Life turns the learning material into part of a game or a fun conversation and has the potential to become a 'friend or mentor' to the young person, accompanying and supporting them throughout the learning process. MOSI Life includes games based on this concept of fun and mentorship.



**Cost effective** – Video modelling is both cost and time effective. Presenting concentrated information in the form of animation allows the educator to skip long explanations thus reducing language which is essential when teaching young people with SEN. Videos can also be repeated and shown to large groups of students year after year.

## 10.5 The combination of formal and informal teaching methods used in MOSI Life

Many young people with SEN have limited opportunities to learn the range of life skills they need to fully access the community and achieve full social inclusion. This is due to several reasons such as learning disabilities, health issues, vulnerability resulting in lack of independence, inappropriate behaviour, or exclusion from school or community activities. MOSI Life therefore aims to overcome this by 'bringing the world out there into the young person's world'.

In education, formal teaching methodology includes a curriculum formed by set lessons and activities with aims, teaching methods and outcome measurements. MOSI Life can complement and reinforce formal instruction received in schools and 'practice' these in a virtual situation.

Informal teaching methods include the 'qualitative' learning experiences that occur parallel to academic skills acquisition such as increased confidence, independence, improved verbal skills, emotional development, a larger repertoire of experiences to learn from, improved skills in problem solving and decision making. All of these life skills are essential for social inclusion.

The blend of formal and informal methods is often required to meet the needs of many young people with SEN. Many need to be taught certain skills 'directly' which other young people may learn 'indirectly or intuitively'. This 'informal to formal' or 'implicit to explicit' methodology is included in the MOSI Life methodology. In parallel to video teaching and learning, active learning methods such as games, dance and drama are used to reinforce and further develop the student's learning through 'direct' instruction and explanation.

Youth workers' knowledge of informal education is important as the differentiation facilitated through the use of the NAS SPELL framework will enable the use of an individualised approach to enhance the young people's learning experience. A Training the Trainer programme supports the delivery of MOSI Life.



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**Non-formal education activities  
used in MOSI Life to improve  
social inclusion.**



## 11. Non-formal education activities used in MOSI Life to improve social inclusion.

Successful teaching and learning needs to be fun, engaging and rewarding. This can only be achieved by understanding the wide range of needs of the young people with SEN who will be involved in the lesson or activity.

The nine life skills selected as being key in facilitating social inclusion are delivered in a manner that is enjoyable and stimulating and meets the learning and emotional needs of the individual young people with SEN.

### 11.2 MOSI Life activities



The activities aim to enrich the life skills that young people with SEN have learnt at school, at home and in the community by providing realistic, fun and safe opportunities to 'experience' social inclusion situations by observing MOSI, the virtual hero, as it encounters problems, looks for solutions and reflects on the outcomes.

The MOSI Life General is a contextualisation activity introduces the young people to MOSI, the virtual hero, and the nine key life skill areas selected for MOSI Life.

1. General
2. Education
3. Hobbies
4. Travel
5. Money
6. Family
7. Fun and Friends
8. Food
9. Health
10. Hygiene





## 11.2.1 MOSI Life – General






### ACTIVITY NO. 1


# BRAIN MAP


20-30 min.
5-15






<b>WHAT YOU NEED:</b>	White paper sheets, pens, coloring markers	<b>GOAL:</b> Participants are invited to introduce their thoughts, hobbies / main areas of interest.
<b>ACTIVITY:</b>	The facilitator asks the youth to think about their daily life. <i>What areas are most important to them? What are their interests?</i> Then all participants are invited to individually create a "brain map" - a visual representation of their inner thoughts, hobbies, and perhaps some challenges. After creating the brain maps, all participants are asked to one by one present the visuals to group.	
<b>QUESTIONS:</b>	<ul style="list-style-type: none"> <li>How did you feel during this activity?</li> <li>What was the easiest part of this activity? Why?</li> <li>What was more difficult? Why?</li> </ul>	
<b>TIPS FOR THE FACILITATOR:</b>	It's okay if some of the participants are not willing to share their results. By the end of the activity, you can ask everyone to stick their maps to the wall/board and give some time for the participants to walk around and analyze all brain maps created by the group.	



## BRAIN MAP VISUAL EXAMPLE









## 11.2.2 MOSI Life activity – Education

		<b>ACTIVITY NO. 2</b> <b>EDUCATION</b>	 30-40 min.	 2-8
<b>WHAT YOU NEED:</b> Identifying Emotions Game		<b>GOAL:</b> Build skills and confidence in a funny way in SEN youth		
<b>ACTIVITY:</b> This game is mostly about exploring emotions. It is to be played by two - four players. A board is printed and find some playing pieces and a dice. With each roll, the player moves to a new emotion space. They talk about a time when they felt that emotion, and then it's the next player's turn. It can be played as a way to help young people recognise their feelings and open up. Small groups are also a solution.				
<b>QUESTIONS:</b> <ul style="list-style-type: none"> <li>• What is there for me?</li> <li>• How can I find something I enjoy sharing?</li> <li>• Will I enjoy playing the game with my peers?</li> </ul>				
<b>TIPS FOR THE FACILITATOR:</b> It is very rare to be good at something right away. Building skills, making new friends, and learning how to have fun takes time and practice				





### 11.2.3 MOSI Life activity – Hobbies




## ACTIVITY NO. 3 HOBBIES




**WHAT YOU NEED:** Paper, pencils and imagination


**GOAL:** To act, say or describe a hobby

**ACTIVITY:** It is an artistic game. You have to act, say or describe a hobby and the rest of the group need to find out which one it is and talk about that particular one.


**QUESTIONS:**


- Do you do it by yourself?
- Do you use any tool like a ball? (Is it a small one or a big one?)
- Do you use any part of your body in order to do it? (Which part?)

**TIPS FOR THE FACILITATOR:** More or less you have to identify the hobby and see how many of them you know.




## EXAMPLE OF HOBBIES







**TENNIS**




**ACTING**




**SWIMMING**




**PAINTING**




**SOCCER**



**COOKING**





**RUNNING**



**DANCING**





## 11.2.4 MOSI Life activity – Travel

ACTIVITY NO. 4



# TRAVEL DOMINOES

**WHAT YOU NEED:** Printed paper sheets of travel dominoes, pens/markers

**GOAL:** Learn about safe and efficient ways to develop independent travel skills in a fun way

30-40 min. 5-15





**ACTIVITY:** Participants are asked to match the tiles with the correct means of travel and to arrange them in an order that tells a story. The dominoes finalist is the person, who completes all three scenarios first. If they are able to relate a travel scenario with their dominoes they are the winner - if not, then the next person who completes all the scenarios is invited to relate their story.


**QUESTIONS:**

- What three types of transport are used in this game?
- Which types of transport do you use most often?
- Why is it important to learn travel skills and to be able to travel safely on your own?

**TIPS FOR THE FACILITATOR:** During the activity encourage the youth to discuss various travel scenarios and the problems they may encounter. Encourage them to share experiences and brainstorm solutions. Each scenario has a number (1-3) Use the markers to number the matched cards (1-1, 1-2, 1-3 etc)




# TRAVEL DOMINOES




(1) I AM TRAVELLING BY BUS TO THE SHOPPING MALL		(2) I AM TRAVELING TO THE PARK ON MY BICYCLE		(3) I AM WALKING TO SCHOOL WITH MY FRIENDS	
I ARRIVE AT THE SCHOOL GATES ON TIME	I LOOK OUT FOR THE UPCOMING TRAFFIC AND USE MY MIRROR	I WALK TO THE CORRECT BUS STOP	I PUT ON MY SAFETY HELMET AND REFLECTIVE VEST	I STAND UP TO GIVE MY SEAT TO AN OLDER PERSON	I BUY A TICKET FROM THE BUS DRIVER
I GO TO THE BIKE RACK, GET OFF AND LOCK MY BIKE	WE SOMETIMES WALK IN A SINGLE LINE, SO THAT OTHER PEOPLE CAN PASS US	I CROSS THE ROAD WHEN THE TRAFFIC LIGHT IS GREEN	WHEN WE CROSS THE STREET WE LOOK RIGHT, LEFT AND RIGHT AGAIN	I STAY ON THE RIGHT HAND SIDE OF THE ROAD	I WALK ON THE PAVEMENT WITH MY FRIENDS
I CHECK THE TYRES AND BRAKES BEFORE I SET OFF	I PRESS A STOP BUTTON IN THE BUS, TO GET OFF AT THE CORRECT STOP	WHEN I SEE THE CYCLE TRACK, I STAY ON IT	I TAKE A SHORT CUT THROUGH THE PARK	I CHECK THE TIMETABLE OF THE BUS ROUTES	I SIT DOWN IN AN EMPTY SEAT



## 11.2.5 MOSI Life activity – Money




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ACTIVITY NO. 5



# MONEY SNAP



30-40 min.



5-15

**WHAT YOU NEED:**  
COPIES OF THE MONEY SNAP CARD, PENS AND MARKERS, COINS AND NOTES


**GOAL:** The aim is to match the snap card with a card that has the same answer.

**ACTIVITY:** There are 14 cards with money questions on them. You need to work out the answers and then match the cards with the same answer. You have to work fast as the first person who matches 2 cards calls 'snap' and they get a point. Number both cards (1) The first person who completes all 7 snaps is the winner. The runner up is the person who scores the next highest number of points


**QUESTIONS:**

- All these questions are about money and how to manage your money
- How many of you get pocket money? Facilitate a discussion about this
- Before we start let's remind ourselves of the coins and notes we use.


**TIPS FOR THE FACILITATOR:** EXPLAIN HOW TO MARK THE SNAP CARDS 1-1, 2-2, 3-3 ETC. ENCOURAGE THE YOUTH TO DISCUSS EXPERIENCES THEY HAVE HAD WITH MONEY AND ANY DIFFICULTIES THEYVE ENCOUNTERED. BE SOLUTION FOCUSED - WHAT COULD WE DO IN THAT SITUATION?



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# MONEY SNAP



10% TIP ON A €10 LUNCH BILL	THE COST OF TWO €5 CINEMA TICKETS	THE COST OF A HALF-PRICE TICKET WHEN THE FULL PRICE IS €1	MY POCKET MONEY IS €20 PER MONTH. HOW MUCH IS THIS PER WEEK?
THREE FRIENDS HAVE BEVERAGES THAT COST 50C. WHAT IS THE TOTAL COST?	I HAD €5 AND I SPENT €1 - HOW MUCH DO I HAVE LEFT?	I HAVE SPENT HALF OF MY €10 POCKET MONEY. HOW MUCH DO I HAVE LEFT?	I BOUGHT A TICKET FOR €4.90. HOW MUCH CHANGE FROM €5 DO I GET?
IF FOUR CHOCOLATES COST €1, HOW MUCH DOES EACH ONE COST?	I HAVE SAVED €1 A WEEK FOR A MONTH. HOW MUCH MONEY HAVE I SAVED?	HOW MUCH DOES A COMPUTER GAME COST IF I HAVE PAID FIVE €2 COINS?	I USE TWO 10C AND ONE 5C COIN TO PAY FOR THE TOILET. HOW MUCH IN TOTAL HAVE I SPENT?
WE BOUGHT THREE POOL TICKETS, FOR 50C EACH. WHAT WAS THE TOTAL COST?	I SPENT HALF A EURO. HOW MUCH DID I SPEND IN CENTS?	I BUY TWO BUS TICKETS FOR 50C EACH. HOW MUCH HAVE I SPENT IN TOTAL?	I PURCHASED 20 SWEETS AND PAID €2 IN TOTAL. HOW MUCH DID EACH SWEET COST?



## 11.2.6 MOSI Life activity – Family



### ACTIVITY NO. 6 YOUR FAMILY



30-40 min.



5-15



**WHAT YOU NEED:**

Paper, pencils, knowledge

**GOAL:**

To understand the concept of 'the extended family'

**ACTIVITY:**

It is a way of getting to know your own family including aunts and uncles, grand parents etc the 'extended family' and how you can do things with your family that you don't do with others, like hugging tight...

**QUESTIONS:**

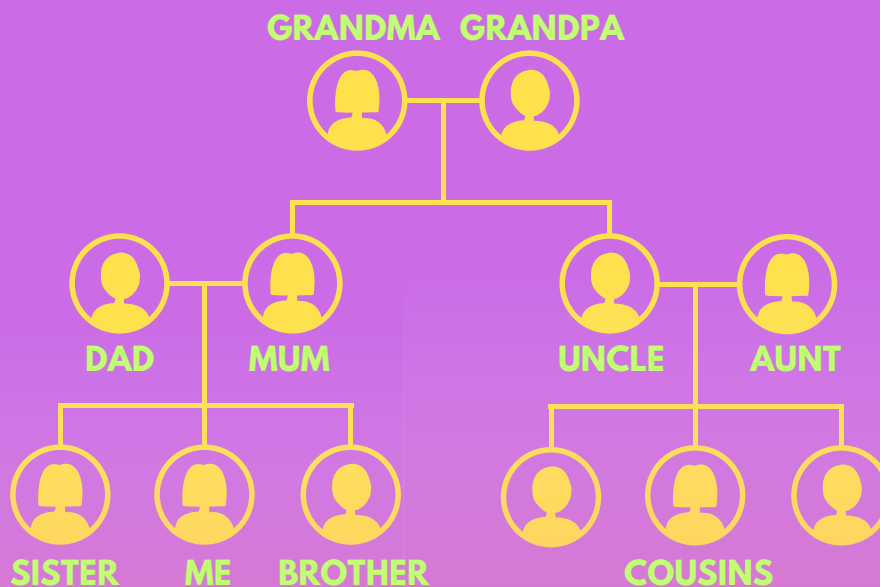
- Do you know your whole family including your 'extended family'?
- Do you know them all, have you met them all, do you know their names?
- How do you behave with your family which is different from the way you behave with others?

**TIPS FOR THE FACILITATOR:**

More or less you have to identify all members of your family and get to know them better.



## FAMILY TREE EXAMPLE





## 11.2.7 MOSI Life activity – Fun & Friends



### ACTIVITY NO. 7 ANGER AND FRIENDSHIP



30-40 min.



5-15



**WHAT YOU NEED:**

Paper, pens, colour pensils, felt-tips

**GOAL:** To teach participants to deal with sudden anger

**ACTIVITY:**

The facilitator reads the story to the participants about friendship and anger. Participants together with facilitator discuss the story. Methods of anger management are named. After that youth are do a creative task . Each needs to draw a boy and girl on separate sheets.. They then write a selected method of anger management and "I am very angry..." then to do a book.

**QUESTIONS:**

- Which anger management method did you like best?
- What methods do you use to manage your anger in your daily life?
- Why it is important not to act impulsively?

**TIPS FOR THE FACILITATOR:** To end the activity, encourage every participant to remember the methods of anger management and to read the book at times of anger to remind them how to stay calm.



## STORY ABOUT ANGER AND FRIENDSHIP

Anna has a tent and she lay down inside it and fell asleep. Tom ran past the tent. He did not see that Anna was sleeping under the tent and started pulling the tent down and destroyed Anna's house. Anna wakes up and saw that Tom had destroyed her house. Anna was very angry with Tom. Anna stood up, slowly inhaled and exhaled 5 times, counted to 10 and said: "I am very angry that you destroyed my house Tom.". Tom apologized to Anna and explained that he did not realise that it was her tent. Together they put up Anna's tent again. Anna and Tom remained very good friends.

### THE “STAIRS OF ANGER“

- Inhale and exhale deeply and slowly 5 times.
- Count to 10.
- Saying that you are angry in a calm and polite way.
- Relax and walk away.



## 11.2.8 MOSI Life activity – Food




### ACTIVITY NO. 8


## HEALTHY/UNHEALTHY DRINKS

  
 30-40 min.


  
 5-15





<b>WHAT YOU NEED:</b>	2 eggs; 2 cups, a coca cola; a glass of water; 2 glasses and a device to access the Internet	<b>GOAL:</b>	To Introduce youth with healthy/not healthy drinks options
<b>ACTIVITY:</b>	The facilitator leads a discussion about healthy/unhealthy drinks with the young people and introduce their choices. Youth answers are also discussed. The facilitator together with youth researches on the internet the benefits/damages of the selected drinks. After that they all do the experiment with drinks together.		
<b>QUESTIONS:</b>	<ul style="list-style-type: none"> <li>WHY IS IT IMPORTANT TO DRINK HEALTHY DRINKS?</li> <li>HOW UNHEALTHY DRINKS MAY HAVE A NEGATIVE EFFECT ON OUR HEALTH</li> </ul>		
<b>TIPS FOR THE FACILITATOR:</b>	By the end of the activity, encourage every participant to share their thoughts on the healthy drinks provided in the experiment.		

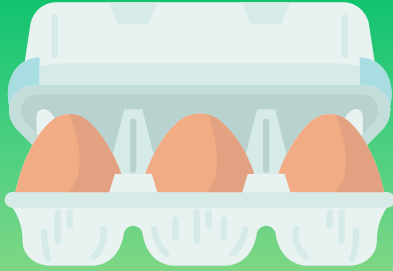


# EXPERIMENT





Put one egg into one glass and fill it with water.  
 Put the other egg into the other glass and fill it with coca cola. Look for reaction .  
 The experiment is discussed and the conclusion is drawn.









## 11.2.9 MOSI Life activity – Health






ACTIVITY NO. 9

# HEALTH BINGO

  
 30-40 min.

  
 5-15

<b>WHAT YOU NEED:</b>	Printed paper sheets of health bingo, pens/markers	<b>GOAL:</b>	Analyze healthy habits in a fun and engaging way
<b>ACTIVITY:</b>	The facilitator introduces the health topic to the youth. Participants are invited to fill in the health bingo - mark the healthy habits that they are familiar with and/or are using in everyday life with an X. The Bingo winner is the person, who marks the most squares at the end of activity).		
<b>QUESTIONS:</b>	<ul style="list-style-type: none"> <li>Which healthy habits were new to you?</li> <li>Which ones were the most important? Why?</li> <li>What bingo tip would you like to try in your daily life?</li> </ul>		
<b>TIPS FOR THE FACILITATOR:</b>	By the end of the activity, encourage every participant to share their thoughts on the healthy tips, provided in the bingo sheet.		





# HEALTH BINGO



I GET AT LEAST 8 HOURS SLEEP	I LIMIT MY SCREEN TIME UP TO 1 HOUR A DAY	I LISTEN TO RELAXING MUSIC	I DISCUSS HEALTHY HABITS WITH MY FAMILY
I DO AT LEAST 3 MORNING EXERCISES	I EAT AT LEAST 3 VEGETABLES A DAY	I EXPRESS MY FEELINGS	I HAVE A REGULAR HEALTH CHECKUP
I BRUSH MY TEETH	I SPEND MY WEEKEND IN THE NATURE	I DRINK AT LEAST 3 CUPS OF WATER A DAY	I GO ON A HIKE WITH MY FAMILY
I TAKE A COLD SHOWER IN THE MORNING	I PARTICIPATE IN SPORTS NON-FORMAL ACTIVITIES	I TRY FREESTYLE DANCING	I PRACTICE HUMOR





## 11.2.10 MOSI Life activity – Hygiene






ACTIVITY NO. 10

# HYGIENE

  
 30-40 min.

  
 5-15

<b>WHAT YOU NEED:</b>	A poster with Personal Care	<b>GOAL:</b>	Raise awareness of hygiene importance to the SEN youth
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**ACTIVITY:** Hygiene can be a sensitive subject for some teens to discuss, but it is a topic that impacts on their well-being as well as their interactions with peers and adults. Use the poster to help young people explore their hygiene knowledge and learn about the importance of consistently maintaining good hygiene habits. Each student receives a poster to tick where appropriate.

**QUESTIONS:**

- What is hygiene?
- Why having good personal hygiene is important?
- How to have good personal hygiene?

**TIPS FOR THE FACILITATOR:** Divide students into pairs and have them share their routines. Discuss as a class why they take care of their bodies and introduce the topic of personal hygiene.



# PERSONAL CARE POSTER



<i>How often do I?</i>	<i>Daily</i>	<i>Regularly</i>
<b>Change underwear</b>		
<b>Change socks</b>		
<b>Brush teeth</b>		
<b>Change clothes</b>		
<b>Wash/condition hair</b>		
<b>Cut hair</b>		
<b>Cut nails</b>		





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# **Policy and infrastructure to support the MOSI Life modelling situations for life delivery**



## **12. Policy and infrastructure to support the MOSI Life modelling situations for life delivery**

All organisations have policies in place that support SEN provision and Equal Opportunities. It is important that youth workers are familiar with their organisations policies and guidelines.

### **12.1 Grouping young people with SEN for MOSI Life sessions**

Young people with SEN benefit from additional lessons to develop the skills they need for social inclusion and MOSI Life will provide this. These activities can be done in groups of students of the same age, same gender and/or same type of SEN. For example, a group of students on the autism spectrum in a session teaching social understanding, a mixed age group of students selected on ability learning advanced money skills or a group of same aged girls learning about sex education.

Youth workers needs to assess the advantages and disadvantages of each type of grouping. This will need to be handled sensitively so that individuals do not feel singled out because of their age, gender, or SEN. Where possible, smaller groups are beneficial as they enable greater differentiation thus meeting the range of different needs more effectively.

As these activities are designed for young teenagers all activities need to be delivered in an 'age appropriate' manner taking cognisance of 'what's in' in terms of teenage culture.

### **12.2 The selection of youth workers**

The selection of youth workers to deliver these lessons will consider applicants' commitment to inclusion and equal opportunities, the motivation to learn about new educational tools and methods and the ability to use them in enabling young people with SEN to develop the skills needed for social inclusion. The youth worker's enthusiasm is an important success factor.



To extend and develop the skills of youth worker when working with young people with SEN training is provided in the methodology and use of educational tools. MOSI Life will be widely shared across the partnership and EU through training, multiplier events and by 'word of mouth'; the sharing of good practice through social media such as Facebook, Linked In etc.



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# MOSI LIFE- guidance for Youth workers



## 13. MOSI LIFE– guidance for Youth workers

Video modelling is a method of intervention that enables young people to recognise both the target skill and the steps needed to imitate this skill. Many young people with SEN need to be ‘directly taught’ in order to learn and therefore the youth worker needs to have the skills to do this eg. to ‘make explicit what is implicit’ by focusing young people’s attention on the key points, explaining what is happening in an activity, simplifying the language clarifying cause and effect scenarios, asking leading questions, and re-focusing the young people, when necessary, thus maintaining interest, engagement and fun.

MOSI life videos, activities and games are accompanied by a Training the Trainer manual which gives instruction to youth workers on the use of the video materials, develop an understanding of the range of SEN, the SPELL framework which facilitates an eclectic approach, and SEN good practice ‘Hint and Tips’. Youth workers will be guided through this process by experienced practitioners in the field of SEN. They will also be guided in the general principals as contained in this methodology document.

### 13.1 General guidance for youth workers in preparing for MOSI Life sessions

Using the good practice guidance contained in the National Autistic Society SPELL framework for guidance youth workers can prepare for the activities by thinking about the following:

1. Identify the life skill and target behaviour – what life skill does the video or game aim to teach the young person?
2. Do a task analysis of the target behaviour – What are the different things the young person will need to be able to do to achieve the aim of this video and list these.
3. What skills does the young person already have? List the key skills that the young person needs to have mastered before they undertake this video session or game and therefore what ‘bridging skills’ may need to be taught first.
4. List the difficulties the young people with SEN may have with this like skill eg. not able to write, has a sensory sensitivity etc. and how you can help them with this. Ask the school or parents for information.



5. Think about the young people in the group– can they ask questions? How can I 'interpret' this for them? How can I make my language more simple?
6. How to monitor the young person's reaction to the video or game – think about the different ways this can be done.
7. How to reinforce this behaviour and to practice it in real life situations – consider the types of opportunities there may be to reinforce this learning.
8. Determine the situation of the scenario the target life skill will be taught in – think about where the session will be delivered. Is the room appropriate or does it need adaptations? The duration of the session and timings – if it's after school will the young people need refreshments and toilets?

The guidance contained in the SPELL framework will inform the differentiation process for each lesson and enable the youth worker to create a positive and supportive environment for all young people without exception and maintain a consistent and positive approach to behaviour. Pre-planning is essential good practice in the education of young people with SEN.

## 13.2 General tips and hints when working with young people with SEN

- Provide a wide range of **developmentally appropriate materials and activities** – this lets all young people achieve success when working and playing.
- **Apply consistent routines and transitions** – this will help young people know what to expect and feel secure. Anxiety detracts from the learning process.
- It is also important to consider the type of **assistance given** to young people. It is important to help young people learn independence and give them just enough help to be successful without helping them too much which stultifies their development.
- When planning interventions, start with the **least restrictive changes** like changing the environment, activity, or materials before providing direct assistance.
- Provide **opportunities for young people to have sustained social interactions** and participate fully in any program. The youth worker may need to facilitate this.
- **Time spent** observing young people, planning for the day, creating modification and adaptations to activities can help inclusion be more successful.
- For youth leaders, it is important to **talk to families** to see what they do at home, learn strategies that parents use successfully or any resources that the young person might need. Working together with parents and staff will enable greater inclusion.



- **Provide multisensory learning opportunities.** Young people of all abilities learn best when they are actively interacting with materials. Rather than expecting young people to sit still or passively during lessons, create activities that allow them to have a more active and hands-on experience incorporating as many senses as possible.
- **Offering adaptations for activities** so that young people of all abilities can fully participate in activities, games, crafts, and lessons.
- **Creating different learning opportunities** to teach the same concept so that young people with SEN who may learn in different ways are able to absorb new ideas.

### 13.3 The promotion of 'wellbeing' through delivering MOSI Life

The (NAS) SPELL framework focuses attention on the specific considerations required when working with young people with SEN. It also enables differentiation and the reduction of barriers to learning which are essential in ensuring young people's wellbeing. The following are important 'mental health' considerations when working with young people with SEN

#### **Actively promote student wellbeing**

- Teachers communicate with and respond to young people in a positive manner which reduces anxiety and promotes their wellbeing.
- Explicit teaching regarding emotions, emotional regulation and wellbeing
- Directly teach relationship and friendship skills.
- Introduce a 'class feelings board' where young people (and the youth worker) can indicate their mood by attaching their name or photograph to a chart that is divided into different feelings.

**Positive relationships-** Prioritising, modelling, and encouraging positive relationships has also been shown to be a valuable strategy in supporting young people with SEN

**Building an ongoing, holistic understanding of young people and their needs-** Each young person's needs are different and the youth worker should know that what works for one young person will not necessarily help a young person with a similar diagnosed need.



**Talking to the young person with SEN** – The most important source of information that should be consulted continuously is the young person themselves. Using a young person’s personal interests can also be a powerful tool to foster engagement and it is particularly recommended in the case of young people on the autistic spectrum. These special interests can be incorporated into learning activities and create personalised reward systems.

### **13.4 The reinforcement of MOSI learning sessions– the building on MOSI virtual learning in real life situations (scaffolding)**

When teaching young people with SEN it’s important to focus on generalisation – that is, the ability to use and apply the skills learnt in a range of situations. Young people on the autism spectrum have great difficulty with generalisation and to a lesser but no less important degree do those with ADHD. The planning of reinforcement activities is essential for their learning, and these will be delivered in order of difficulty for example:

Stage 1 – Watch the MOSI Life video and discuss this with the young people.

Stage 2 – Watch the video again with the youth worker eliciting or pointing out the mistakes made by MOSI and asking for ideas on how to avoid these. This stage can be repeated

Step 3 – Practice the skills learnt in the classroom with peers with the support and guidance of the youth worker

Step 4 – Do ‘work experience’ within the school with support and guidance. Repeat this until the young person is confident and competent to do this activity independently.

Step 5 – Practice this skills in context in the community with subtle supervision until the young person is confident and competent to do this activity independently.





### **13.5 Insuring and assessing progress in MOSI Life**

It's important to be constantly aware of the levels of understanding of the young people with SEN and not make to assumptions based on language or 'attitude'. This can also change from day to day or the session being taught. The use of a variety of apparatus to explore and explain the concepts will increase comprehension. The SPELL framework (National Autistic Society) is an excellent tool to plan, assess and reinforce the skill acquisition of young people with SEN.

To enable young people with SEN to participate while still assessing their understanding, youth workers can encourage young people with SEN to hold up visual prompt cards eg. red/green, happy/sad, true/false cards or yes/no cards depending on their level of understanding. This can be turned into a game of 'no talking' which is fun and inclusive.

Good quality education for young people with SEN is dependent on parental engagement so that messages can be reinforced in all settings. It's important to communicate regularly with parents and carers and keep them informed and seek their views on progress.



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# Training the Trainer



## 14. Training the Trainer

Young people with SEN have a wide range of complex needs, abilities and barriers to learning to overcome. The skills of the youth workers are paramount in supporting each individual to reach their full potential. To quote a young person on the autism spectrum:

'People with (SEN) think differently, process information differently and learn differently. We need therefore to be taught differently; in every situation we are in.'

In order to maximise the potential of MOSI Life in supporting young people with SEN's social inclusion training materials have been developed.

### 14.1 Training the Trainer content

The Training the Trainer course contains practical strategies, examples of good practice, tips, and hints supporting the development of understanding in good practice when teaching young people with SEN. The range of topics covered are:

- The range of conditions that fall under the umbrella of SEN
- The SPELL framework – good practice in autism informing work with SEN
- Tips for good communication skills when working with young people with SEN
- Tips for ensuring a positive environment that promotes learning
- Tips regarding the use of classroom equipment
- Positive behaviour tips for youth workers
- Guidelines for youth workers on how to help young people with SEN engage with education
- Guidelines on how to prepare young people with SEN for a lesson.
- Tips on how to help young people with SEN participate during the lessons
- Hints to help young people with SEN retain focus throughout a lesson
- Hints on how to provide follow-up directions during a lesson
- Tips for concluding lessons and activities



These slides, presented by experienced practitioners in the field of SEN, contain practical and informative content linked to MOSI Life activities and games with opportunities for questions, role play and coaching. After completion of the training events, MOSI Life learning sessions delivered by youth workers will be accompanied by reflective supervision to further develop the skills of the youth workers. These initial MOSI Life learning sessions will be delivered in a familiar environment under the supervision of members of the organisation who will also indirectly participate as observers and critical friends.

Coaching and mentoring is provided through the 'reflective supervision' of session delivery, thus enabling youth workers to practice and develop their understanding of SEN and the SPELL framework thus developing their ability to adapt and be flexible in individualising the activities and task goals according to the specific individual or group needs.

## **14.2 The translation of training manuals and course material**

The further aim of the Training the Trainer events is to share the accumulated experience gained during the MOSI LIFE project lifetime. 'Lessons learnt' will enable revision of the materials to ensure that the resources and skills required are of the highest standard.

## **14.3 Training dissemination and revision of materials**

The further aim of the Training the Trainer events is to share the accumulated experience gained during the MOSI LIFE project lifetime. 'Lessons learnt' will enable revision of the materials to ensure that the resources and skills required are of the highest standard.



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# 15

## Conclusion and ways forward



## 5.1 The elements of innovation contained in the MOSI Life

MOSI LIFE project is innovative as it is the result of an accumulation of various partners' expertise across the EU and the virtual hero MOSI is based on target group needs (young people with SEN) and is informed and differentiated to meet the neurodivergent needs of students with SEN currently in schools in the EU.

Modelling, an evidence-based example of good practice in SEN has been further developed to incorporate several aspects of video modelling to produce a unique method specifically designed to meet the needs of students with SEN which will not only increase their life skills to enable greater inclusion but will also help address their emotional, social, behavioural, and mental health needs which will further enhance social and cultural inclusion.

The combination of formal, non-formal, virtual, and active learning methodology including videos, games and activities provide a multi-sensory educational experience for young people with SEN and maximise the achievement of their full potential in social inclusion.

The project is also innovative in its aim to be sustainable and transferable so that the information provided in the outcomes can be used to train other youth organisations, social partners and associates, who can then cascade and multiply the training to others. All the materials are downloadable and widely accessible.

The partners in this project have relevant and complementary experience and they are able to draw on in terms of current and previous relevant project experience, to further develop this theme. There is potential for further areas of life to be incorporated later thus ensuring that MOSI LIFE has a substantial and long-lasting impact.



## **15.2 MOSI life: Measuring expected impact and transferability potential**

MOSI LIFE partners will use the conclusions and findings of the project to refine and improve the activities presented by MOSI Life for young people with SEN and the training of youth workers delivering these activities.

MOSI Life is wide reaching in terms of numbers of young people with SEN who attend the learning sessions, the number of educational and allied professionals reached through targeted events, the number of downloads of the materials reinforced by the positive outcomes evidenced. The increase in life skills and social inclusion of young people with SEN as a result of MOSI Life will stimulate transferability and motivate further replication.

## **15.3 The impact and potential replication of the MOSI project to address the needs of different target groups**

A strategic aim of MOSI Life, at a national and European level is the improvement of educational curricula, with an emphasis on the increased knowledge of 'best practice' in SEN educational methodology in schools across the EU. The increased awareness of the learning styles of the range of SEN that fall under the umbrella of neurodiversity' will enrich the inclusion of young people with SEN in mainstream education settings and as a consequence, social inclusion including employment.

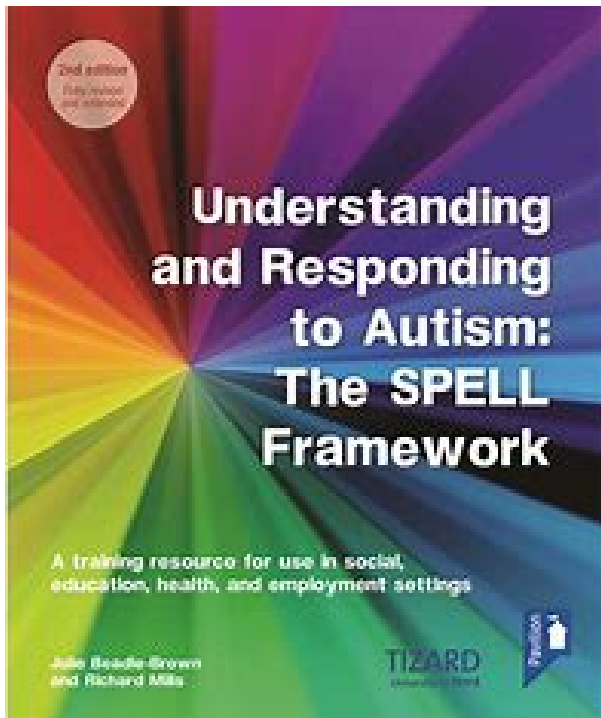
MOSI Life is aimed at young people with SEN aged 12–16 but this can be further developed in the future to include younger children who can learn basic skills required to be successful at school through 'MOSI Life: Learning to Learn' and young adults who can learn relationship and employment skills through 'MOSI Life: Preparation for adulthood.'

## **15.4 The dissemination of the MOSI Life project**

The dissemination strategy is a continuous & two-way communication with key target audiences through social media, activities, and word of mouth. Regular updates are shared with organisations working with young people having SEN, educational institutions and other experts working in the field of social inclusion.



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