

State Educational Institution "**Secondary School No.1 of Postavy**" invites cooperation and co-financing within the framework of the humanitarian project

“School for All, School for Everyone”

The State Educational Institution “Secondary School No.1 of Postavy” educates 16 students with special psychophysical needs (SPPN), including children with Autism Spectrum Disorder (ASD). The number of students in this category increases annually. Consequently, the institution actively works to create an adaptive educational environment to ensure the successful learning experience of these students.

Each classroom where children with ASD study is equipped with sensory zones that have a specific set of special equipment. However, the layout, size of the classrooms, and the cost of individual equipment do not allow for the proper organization of the subject-spatial environment to solve sensory and behavioral problems in the development of children with ASD. Therefore, the presence of a sensory room in our institution, equipped with various types of stimulators, is a necessary modern model for the implementation of a comprehensive approach to the education and development of children with ASD and the provision of comprehensive correctional assistance to them.

Full Name of the Humanitarian Project:

“School for All, School for Everyone”

Project Implementation Period: 2025

Organization - Applicant: State Educational Institution "Secondary School No.1 of Postavy"

Relevance:

In recent decades, the method of sensory integration has been actively used in correctional and developmental work with children with ASD in many countries. This method is aimed at stimulating the work of sensory organs in the conditions of coordination of various sensory systems. It has also been successfully applied in working with children who have learning difficulties and hyperactive children. Children with ASD may and want to learn and communicate with peers, and in the future become independent members of society. One of the important

components of the full development of children is sensory development, as a prerequisite for full intellectual development. How well the child will be formed and developed, the function of perception of the surrounding world, and how well they hear, see, and perceive the environment depends on their further integration into society. The school has created conditions for the organization of the educational process. The implementation of this project will help optimize the technical conditions for the education and upbringing of children with developmental features as full members of society and will contribute to the deep socialization of such students.

Project Goal:

To improve the quality of correctional-pedagogical and socio-psychological assistance for children with autism spectrum disorders in the conditions of a general secondary education institution by organizing a special sensory environment.

Project Tasks:

1. Create special conditions for children with ASD to master various types of cognitive, creative, and communicative activities in accordance with their cognitive abilities;
2. Provide modern technical means and methodological equipment for the premises based on the state educational institution "Secondary School No. 1 of Postavy";
3. Improve the quality of correctional-pedagogical assistance to children with autism spectrum disorders;
4. Create a unified informational space of the educational institution, involving all participants of the educational process;
5. Provide comprehensive consulting and methodological support to pedagogical workers, legal representatives.

Project Description:

1. Development of a project for the creation of a multifunctional sensory room in a specially designated room of a general secondary education institution;
2. Acquisition of necessary materials and equipment:

- o **Television:** Useful for educational and developmental purposes (educational programs, information visualization, social skills development, therapeutic programs, interactive activities);
- o **Interactive Sandbox:** An innovative tool that can be very useful in working with children with disabilities. It helps develop fine motor skills, sensory perception, creative self-expression, and more;
- o **Interactive Table:** Using an interactive table in working with children with disabilities requires a careful and individual approach to each child. However, it can become a powerful tool for development and learning;
- o **Bubble Panel:** This module carries many useful functions and features that make it an indispensable developmental tool for children with autism, Down syndrome, speech and psychomotor delay, cerebral palsy, and other developmental features. The main goal of this panel is to help children unlock their potential and reach new heights in the process of play and development while stabilizing their emotional state. It helps create a comfortable, safe, and stimulating space;
- o **Fiber Optic Strands ("Star Rain"):** Provide visual, tactile stimulation, a sense of calm. They can be touched and held;
- o **Hanging Hammock:** Used in corrective sessions for the development of the vestibular apparatus;
- o **Tactile Panels and Surfaces:** These are developmental modular boards on which elements of various shapes, sizes, and colors are located, introducing tactile sensations, allowing the development of tactile skills;
- o **Massage Mats or Paths:** Designed for point massage of the reflex zones of the feet, improving blood supply to the feet, leading to overall health improvement;
- o **Balance Boards:** Used to stimulate balance sensations and develop the vestibular apparatus;
- o **Mirror Ball with Motor:** A rotating mirror ball with a faceted sphere. A narrow beam of light directed at the mirror

ball reflects off it, creating an effect of an infinite number of reflections, reminiscent of falling snow or flickering "sun bunnies." The device is actively used during relaxation sessions and fantastic fairy tale classes, stimulating visual perception, developing imagination, focusing attention on moving reflections. It enhances perception and imagination, contributes to the development of visual perception and spatial orientation, creating psychological comfort;

- o **Bean Bag Chair with Granules:** A seat filled with polystyrene granules. Sitting or lying on the bean bag, one can relax and observe what is happening around. One can lie on their stomach, crush the bean bag under themselves, hug it with their arms and relax the back muscles. The surface of the bean bag contributes to the tactile stimulation of the body parts in contact with it. Lightweight polystyrene granules provide a soft, pleasant effect and contribute to better relaxation through light point massage. In addition, the air space between the granules provides ventilation and dry heat;
- o **Massagers (Massage Balls "Hedgehogs," "Wild Cucumbers," and Massage Rollers):** Rubber massagers in round, oval, and cylindrical shapes with numerous rounded protrusions all over the surface. They are used to stimulate tactile sensitivity, relieve muscle tension, teach self-massage, and enhance the effect of relaxation during sessions in the sensory room. They increase muscle tone, develop proprioceptive and spatial representation, improve fine motor skills, and communication abilities;
- o **Weights for Hands, Legs, Shoulders, Weighted Blanket:** Bags filled with granular material, fastened with Velcro. They contribute to the development of proprioceptive perception, the sense of the body in space, and body boundaries;
- o **Sensory Ball "Fitball":** A soft rubber ball with a textured surface. It stimulates sensory perception, provides a light massage of the entire body, improves eye-hand coordination, motor activity, the ability to feel one's body, and control muscles;

- o **Soft Constructor:** Develops coordination, imagination, color perception, spatial thinking, orientation in space, etc.

Development and Training:

1. Improve the qualifications of teaching staff through training on a paid and budgetary basis;
2. Implement modern socio-psychological technologies using electronic tools;
3. Conduct psychological-pedagogical, corrective sessions with students, consultations with legal representatives;
4. Exchange pedagogical experience through open events, round tables using information and communication technologies;
5. Summarize and transmit the experience of enriching the sensory experience of children with disabilities through interaction with sensory environmental complexes.

Total Funding Volume (in USD): 12,300

Source of Funding | Volume of Funding (in USD):

- Donor Funds | 12,000
- Co-financing | 300

Project Implementation Location: Vitebsk region, Postavy
Yubileinaya Street, 16

Expected Results: All children, regardless of their physical, intellectual, and other characteristics, are included in the general education system and study together with their peers in a mainstream school that considers their special educational needs.

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