



Educating Ronald

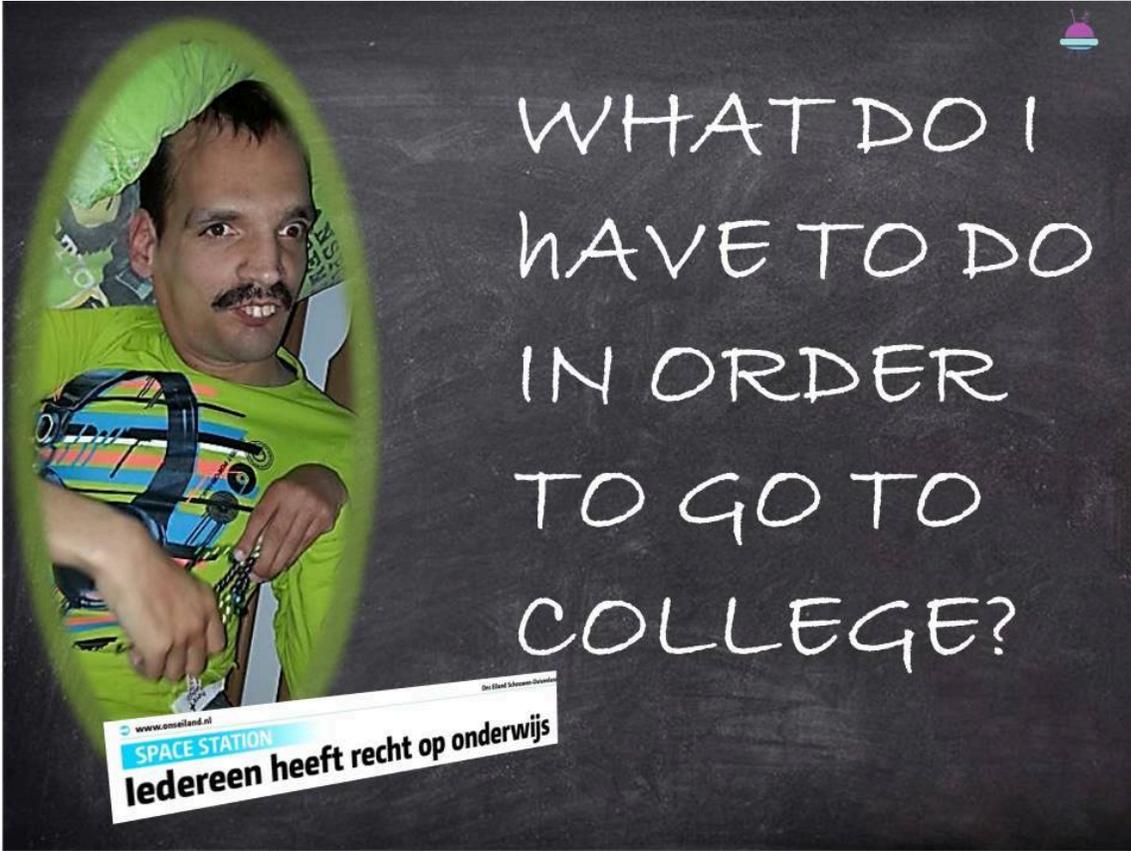
International Disability Conference, Amsterdam. December 2017

Presenters: Ariene van Westen, Philomene opt Hof



Welcome to Holland

- ▶ 1. Space Station: introduction
- ▶ 2. Videoclip Educating Ronald
- ▶ 3. The art lesson
- ▶ 4. Assessment: exchanging ideas
- ▶ 5. Profound disability: text and slides



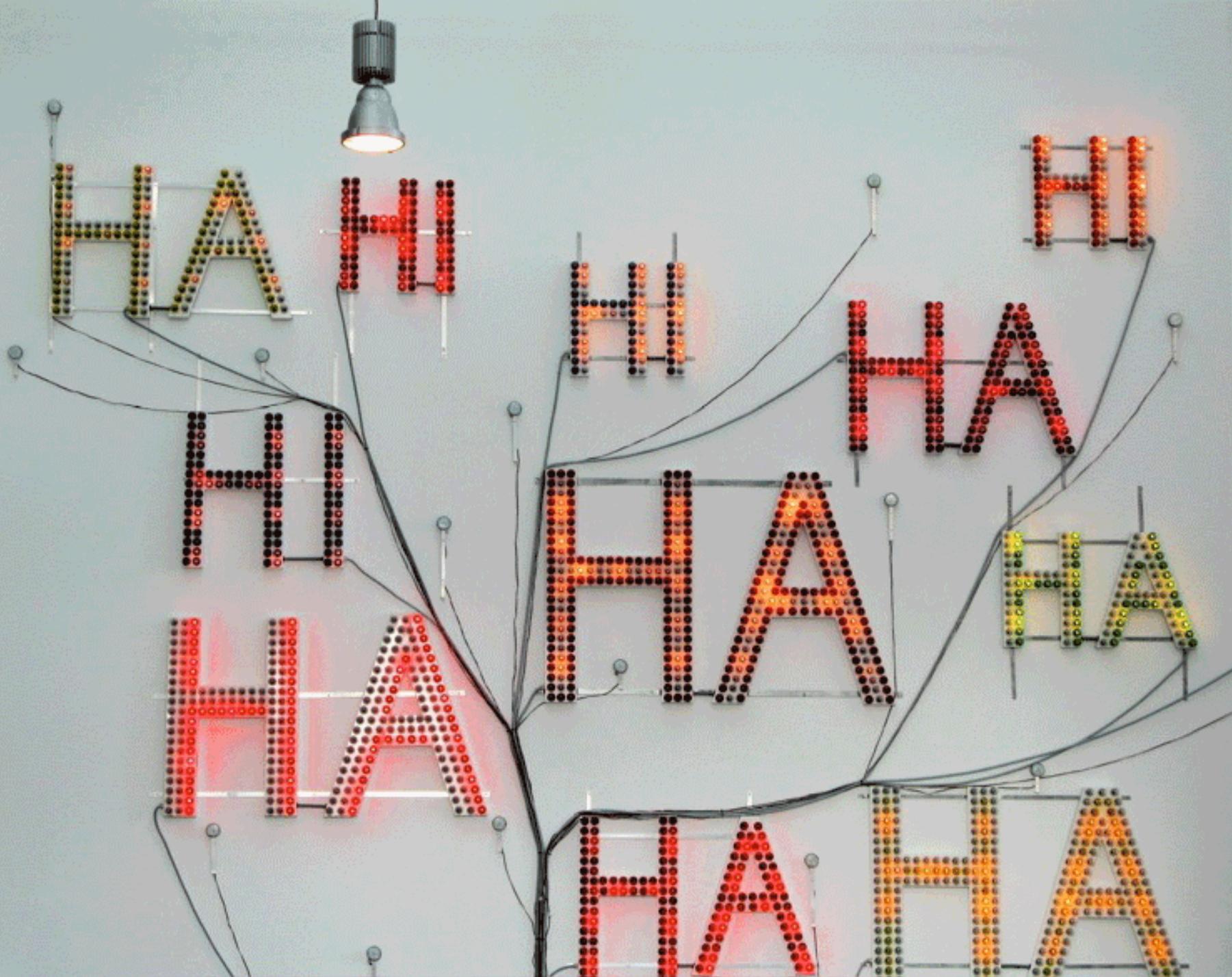
*There is no discrimination
in The Netherlands*

- ▶ 2003: The Act on Equal Treatment of Disabled and Chronically Ill People.
- ▶ This law gives persons with disabilities the right to the adaptations necessary to enable them to participate fully in society.



➤ *There is no discrimination in America.*





Hint:
Nu
lachen!

Space Station

- ▶ Educating the excluded
- ▶ Mainstreaming
- ▶ Human rights focus
- ▶ A sensory approach to the curriculum
- ▶ From text to texture
- ▶ Drama workshops
- ▶ Study kits *Sensstuff*
- ▶ Figuring it out
- ▶ Project Beeldschoon
- ▶ Space Station Light



Partnerships



Workshop themes

- ▶ Student involvement as co-creators.
- ▶ The curriculum consists of 60 drama workshops spread out over a period of three years.



Inclusive Design

- ▶ The diorama
- ▶ Vibrating floor
- ▶ Dress code
- ▶ floor piano
- ▶ Working with technology companies



Space Station – i.s.m RDG Kompagne



Educate together

- ▶ *“We fully support an end to all segregated education on the grounds of disability or learning difficulty, as a policy commitment and goal for this country. ” U.N Inclusion Charter*





SPACE  STATION

Leuk dat je er was!



Education and a sense of belonging

- ▶ “Als onderwijs en werk niet inclusief worden vormgegeven, hoe kunnen mensen met een beperking er dan ooit bij horen in de samenleving?”

Paul van Trigt is postdoctoraal onderzoeker aan de Universiteit van Leiden.

Belonging is a state of mind, achieved through ongoing activity where shared spaces of interest and excitement are not only accessed, but also negotiated, and ultimately occupied.

“The only limitations are,
as always, those of vision.” Broughton



Syntess Software

Vakkundig voor vakmensen



HET BEVORDEREN VAN STEUN AAN MENSEN
MET EEN VERSTANDELIJKE HANDICAP



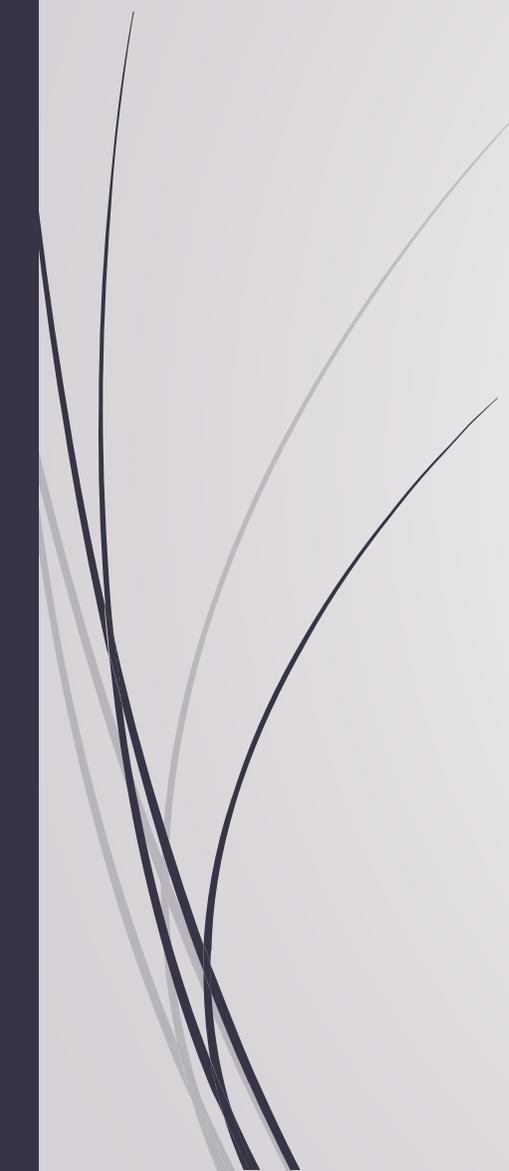
**FONDS
verstandelijk
gehandicapten**

Dare to be different





Inclusive education is amazing
because.....



Part 2



Educating Ronald

De film *Educating Ronald* from *Videozeeland* is on:

<https://www.youtube.com/watch?v=iPmZyjgiRnQ&feature=share>



Part 3

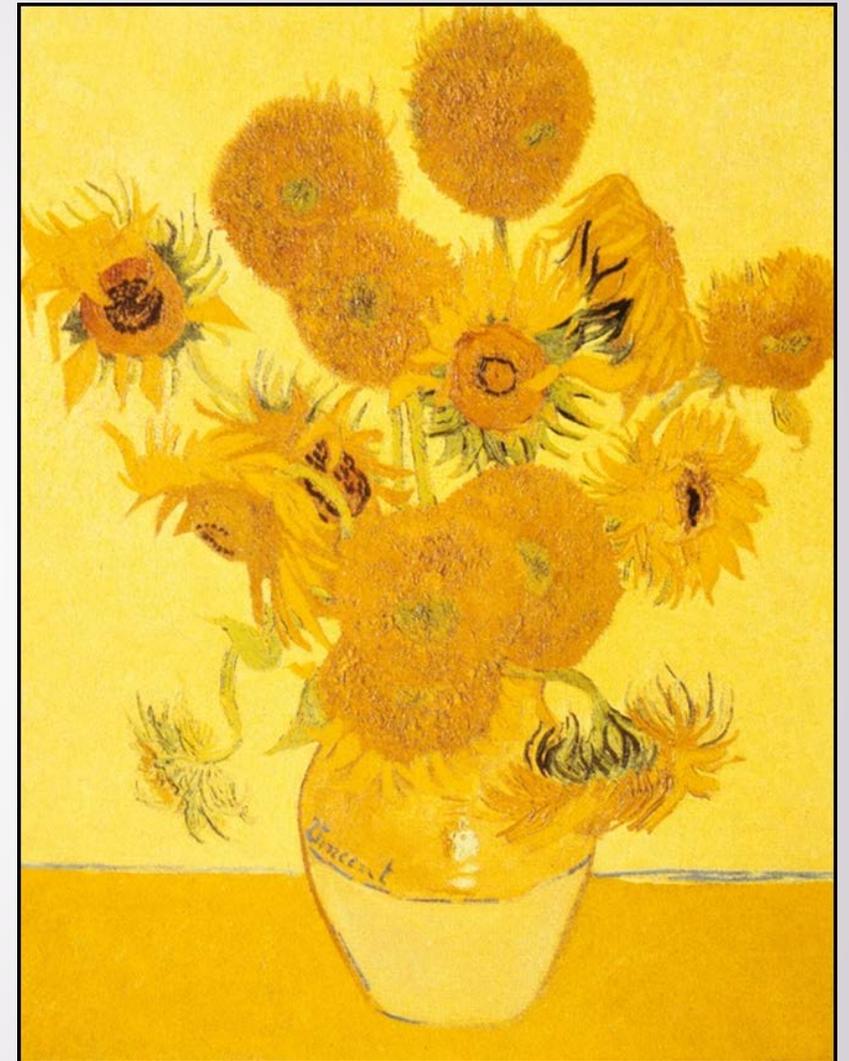


A sensory approach to the curriculum

The art lesson

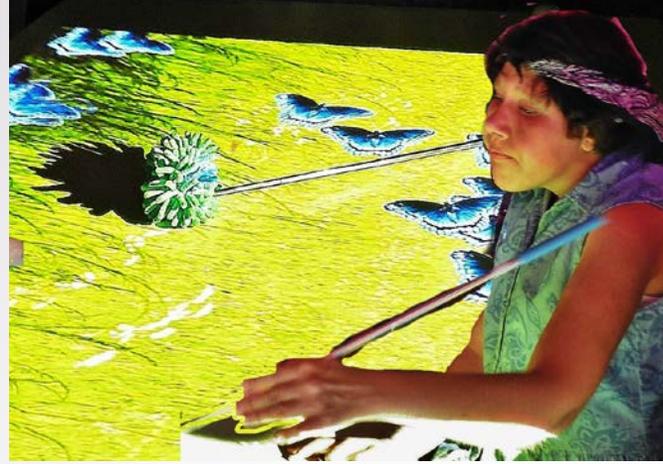
Speak to me in flowers.
It will be easier for me to understand.

Creativity helps the dumb girl speak, allows the deaf man to hear, encourages the wheelchair-bound to take flight and adds an extra layer of meaning to the lives of those who live with an intellectual disability.



“It is not the learner who fails to learn but the teacher who fails to provide an adequate learning opportunity.”
Collis and Lacey 1996





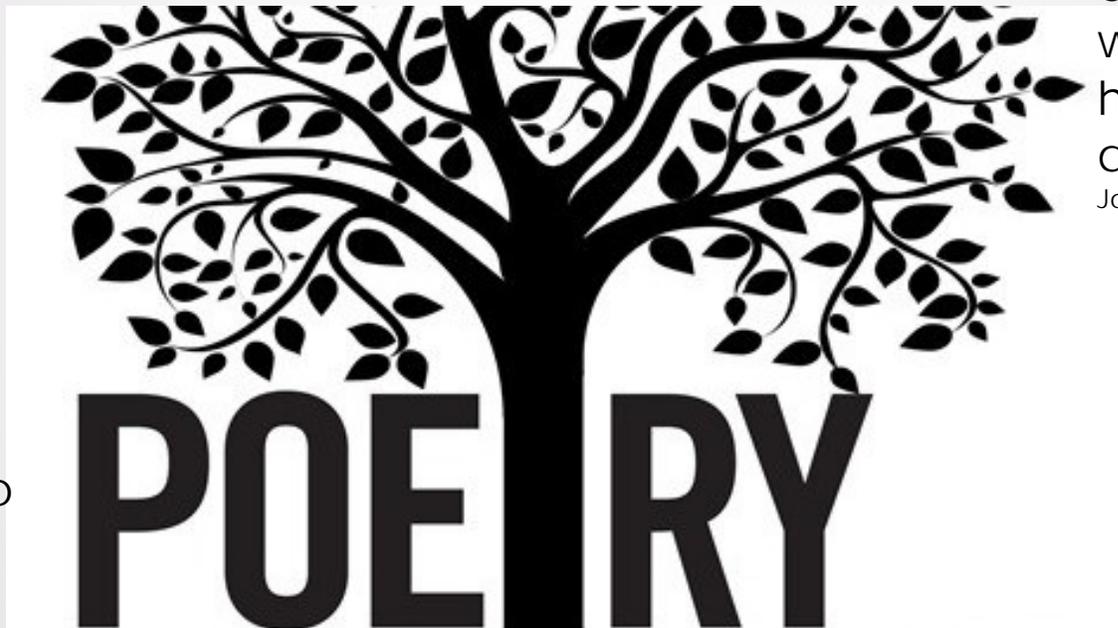
Imagine being Ronald. How would YOU introduce Ronald to *The Sunflowers*?

Suppose we got up to begin with.

No harm in trying.



The Poetry Lesson



The Sparrow

Chirp chirp - chirp chirp
chirp chirp chirp chirp-
chirp chirp chirp chirp
chirp chirp chirp chirp
chirp chirp chirp Chirp
etc.

Jan Hemo

Ozo Heppie
Ik voel me ozo heppie,
zo heppie deze dag
en als je vraagt: wat heppie
als ik eens vragen mag,
dan zeg ik: hoe wat heppie,
wat heppik aan die vraag,
heppie nooit dat heppieje
dat ik hep vandaag?

Joke van Leeuwen

Poem for the lonely

Hello!

Spike Milligan

Part 4





Crediting Ronald Assessment and accreditation

What can I,
Ronald,
learn from
drama
workshops?

I can learn to

- explore more
- feel more
- see more
- hear more
- be more

What can I, Ronald, learn from drama workshops?

- I can go to a normal school. I can stop being someone else's client and become a student.
- I can use my senses to explore the people, the props and the costumes in the drama.
- I can make friends and influence people
- I can learn to recognize and appreciate rhythm, rhyme and repetition in stories or songs
- If you help me move around more, I can develop my spatial awareness.
- I can learn to bow: accept and appreciate that I am valued by others for my unique gifts.
- I can gain satisfaction and self-esteem from seeing my responses and initiatives acted upon.
- I can become a group member and participate in the creation of meaningful stories
- I can, can, can!
- I can fake it until I make it.
- Try to know me better. We could be friends.

What can I, Ronald, learn from drama workshops?

- ▶ I can practice the art of belonging.
- ▶ I can become a student ambassador.
- ▶ I'd like to go on a school tour.
- ▶ I can develop my communication skills in a range of contexts.
- ▶ I can study subjects that deal with human experience and emotions.
- ▶ I can take part in the extra-curricular activities.
- ▶ I can get my diploma.

You'd be dumb, too, if you never went to school.

Who owns the curriculum?

- ▶ Unless the students become co-pilots, the curriculum will fail.
- ▶ The assessment process makes clear that student input and involvement in choosing the workshop themes is essential.
- ▶ Our curriculum schema is then no more than a dirty sketch that must be adapted to the students needs and preferences.
- ▶ The art forms used in Space Station methodology can be extended to suit the preferences of the students.

Reading tips

- ▶ My Space Magazine:
<http://www.stichtingspacestation.nl/documents/MySpaceMagazine.pdf>
- ▶ Drama. Guidelines for teachers of students with severe and profound learning difficulties:
http://www.ncca.ie/uploadedfiles/P_Sev_Drama.pdf . An NNCA publication
- ▶ Ervaringsdeskundigheid by DSiN
- ▶ Katey and the Sunflowers by James Mayhew
- ▶ A sensory approach to the curriculum by Judy Davis
- ▶ The Mozart Effect by Don Campbell
- ▶ Creative Drama by Sue Jennings
- ▶ Dramatherapy. Theory and practice for teachers and clinicians. Ed. by Sue Jennings.
- ▶ Earthtalles. Storytelling in times of change. By Alida Gersie
- ▶ Guerilla marketing for non-profits by Levinson, Adkins and Forbes

Part 5



Profound disability? What it means?

It means you love colours and sounds and smells and all things bright and beautiful. Your presence calls up gentleness and is a call to embrace life, especially the present moment, to the full. You get people to slow down so that they can walk beside you instead of in front of you. You get them to shut up so that they can sense the deep silence at the centre of your being. When you smile, you light up the world and your tears touch the human heart. Your fragile understanding of things and your precarious health diminish your intelligence but in no way diminish the wisdom of your soul. Within your family, you bring joy and deeper understanding.

Different hair styles

The group of persons with a so-called profound disability is in no way heterogeneous. They differ in hair styles, skills, behavioral patterns, eye colour, life goals, sexual orientation, religion, body shape, personal preferences and personal performances. In fact they are hardly a group or a classification at all since the only thing they share is the D factor, this thing which in our ignorance we call Disability.

Profound invisibility is a sign of profound disability within our society that persons with a very low IQ suffer from profound invisibility, have less entitlements, less chances, less rights than all other human beings. This causes them to be isolated, excluded from education, work, social support - the cumulative effects of which constitute the chief characteristics of profound disability. We have to search and re-search for a better evidence-based and more enhancing name. The old Irish name was "Daoine le Dia" which means "those who are close to God". The Celtic assumption is then that some people's support needs are higher and they need extra care.

Conclusion

To conclude, we have no definitions. There are no definitions, only social constructions and ambiguities that change from week to week, from year to year, from generation to generation.

(For our Jack. Photo: Ruth. Text: Phil)





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