

THE DEVELOPMENT OF LEARNING TOOLS FOR PUPILS WITH SEVERE AND PROFOUND INTELLECTUAL AND/OR MULTIPLE DISABILITIES (SPIMD) as an interdisciplinary user-centred process

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This is a design research that focuses on **the following problem**: the needs of pupils have not been considered when creating tools supporting learning. **The aim of the study** is to develop, in cooperation with designers, prototypes for tools supporting learning, with the needs of the pupils with SPIMD in mind.

In this project, an interdisciplinary, user-centred design process is used in the development of learning tools for children with SPIMD.

In working with children with SPIMD the primary evaluator of the consumer's needs is the teacher or the therapist. **The first cycle of the study focuses on the assessments by the specialists.**

INTRODUCTION: Pupils with severe and profound intellectual and/or multiple disabilities (further referred to as SPIMD) are taught according to the curriculum for children with SPIMD (2010).

In 2012, there were 271 pupils with SPIMD in Estonia (EHIS, 2012). The curriculum was approved as the appendix to the simplified national curriculum of basic school in 2010. Pupils with SPIMD have been taught in Estonia for over 10 years.

The key objective of teaching children with SPIMD is to preserve and develop their existing functions and skills, in order to ensure, given their potential, so that the children manage more and more independently in a familiar environment (The simplified national curriculum of basic school, 2010)

User-centred design, the principle which is followed is that „the user knows better“. It means, first of all, that the consumers are aware of their needs, preferences and aims, and that the work of the designer is to design accordingly (Saftir, 2007, 31).

I CYCLE – ASSESSMENTS BY SPECIALISTS

