



TACTILE WALL for Porkuni School

Providing alternative activities for simplified curriculum students to enrich their learning experiences

PORKUNI SCHOOL expectations`

- To create „ the tactile wall“ solution to Porkuni School
- “Close to nature” – eight wooden plates are used;
- Has to teach cognitive,- motor as well as everyday- and communication skills
- Buttons, switches, attachments must be usable and take into account the lack of motor skills
- Universal tool;
- Easy to clean
- Tools can be mixed and combined

TARGET GROUP

- Students with severe and intellectual disabilities who study at the Porkuni School and are following the simplified curriculum
- The tactile wall can additionally provide opportunities for a lesson and can be used as part of a lesson on specific weekly topics.

THE GOAL

Collect different ideas, analyze them according to the needs of Porkuni School and create the result as a handcrafted tactile wall for simplified curriculum students

DESIGN CHALLENGE

When working with people with intellectual disabilities, different materials should be used as learning materials than in mainstream schools. The students task was to create sensory -stimulating tools for children studying by the simplified curriculum.

TACTILE PART

- Colours
- Different materials
- Sounds

LEARNING/ ACTIVE PART

- QR koodid/ äpp QR codes/ app
- Buttons, zippers, clips chains, snaps

The course was built up with a user-centered design in mind. The ideas were developed based on the theoretical knowledge, research and meetings with the target group during the course of study, or different studies were conducted to map the needs of the target group. Thereafter, the tools to support the learning were created and feedback was asked from the users (teachers, students).

RESULTS

- The tools were designed with the following in mind: that the development of cognitive skills is closely related to the development of motor, social, everyday and communicative skills;
- Differences in the student's cognitive process (eg in the distinction between sensory stimuli) were considered;;
- clumsiness - fasteners must be usable also with the lack of fine motor skills;
- Learning tool must not enhance unpredictable/bad behaviour
- learning tool must be universal and easy to adapt according to student's individual needs
- Easy to clean and reliable

The tools address special needs, are accessible and allow for a combination of cognitive, motor and social skills as well as communication using a variety of learning styles.

A novelty in simplified education was the creation of apps that can help in learning the sounds of domestic animals using a tablet, a mobile phone or even a smart board and a computer. It can be used by the students as well as toddlers. PCS -Picture Communication Symbols were used in the apps and the design of the on-wall tools was also inspired by the PCS symbols.

LIFE experience

- Enhanced the knowledge of teamwork between different personality types - finding solutions to problems and compromise.
- Provided the school with some knowledge of the university student's learning outcomes to understand the content of so-called school-related curriculum.
- Boosted the school with a good idea to start over with the activity wall / tactile wall
- Gave an opportunity to meet wonderful and understanding fellow students;
- Teamwork experience
- Taught to work together for a common goal
- Gave an opportunity to improve communication skills
- Helped to redescover forgotten handicraft skills

A big thanks to our helpers and supporters: Eha Mölls, Kairi Kohberg, Raiko Lohk, Marita Lumi, Janek Kimsen, Hanna-Maria Põldmaa
OÜ Rinaldo Interior, Porkuni School team

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