



DigiStorID – Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities

Report on prototyping phase to define the real needs of the two target groups, people with intellectual disabilities and their teachers, and guidelines for adaptation of Digital Storytelling programme to intellectually disabled

Project information

DigiStorID - Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities

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Foreword

The following document "Report on the prototyping phase to define the real needs of the two target groups, people with intellectual disabilities and their teachers, and guidelines for the adaptation of Digital Storytelling programme to intellectually disabled" is an Intellectual output of the Erasmus + project, supported under the Key Action 2 "Cooperation for Innovation and Exchange of Good Practices", a supporting strategic partnership for adult education whose main objective is "Innovation". That is to develop an innovative learning approach – Digital Storytelling adapted to people with intellectual disabilities with an aim to deliver an innovative, empowering and fun tool for teachers/facilitators that work with people with intellectual disabilities which will help them up-skill, understand and empower people with intellectual disabilities.

The partnership consortium consists of six organisations working together with the main aim to develop the Digital Storytelling programme and methodology adapted to the needs and characteristics of people with intellectual disabilities. With the latter, the consortium wants to increase educational opportunities for people with intellectual disabilities, enhance their basic skills, enable their participation in society and thus increase their social inclusion. With the Digital Storytelling method, they have the opportunity to tell their personal stories and express themselves.

In the first intellectual output, you can read the findings regarding the first goal of the project – implemented interviews with professionals working with people with intellectual disabilities. The interviews explored their perspectives/views on needs, interests, motivation, abilities and obstacles of people with intellectual disabilities and the needs of the professionals themselves, working with them on a daily basis, for the purpose of adapting the Digital Storytelling method to learners – people with intellectual disabilities. The data obtained from the interviews serve as a basis for adapting the method for use when working with people with intellectual disabilities.

DigiStorID partnership

1. Introduction of the project

The main aim of the project “Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities”, in short DigiStorID, is to develop an innovative learning approach – Digital Storytelling adapted to people with intellectual disabilities with an aim to deliver an innovative, empowering and fun tool for teachers/ facilitators that work with people with intellectual disabilities, which will help them up-skill, understand and empower people with intellectual disabilities.

The newly developed and tailor made Digital Storytelling programme will take into account the needs, characteristics and abilities of learners with intellectual disabilities to be able to take as much advantage from the method as possible. With this method, the learners will have the opportunity to tell their personal stories and at the same time improve their basic skills (literacy – by writing and reading their stories and ICT – by computer editing). To develop the tailored Digital Storytelling programme for people with intellectual disabilities, we have a solid foundation in the Digital Storytelling method called the Berkeley model. According to this model, a digital story is a short, first person video-narrative created by combining recorded voice, still and moving images, and music or other sounds. It is a personal story and it works on multiple levels; the script, the voice-over, the imagery and sometimes also through music and/or sound-effects.

The method has proven to be a significant tool, as the participants experience empowerment and belonging through the recognition of being heard, they go through a self-reflection process, which increases self-awareness and identity, it involves reflection and understanding across differences through the sharing of personal narratives, development of group awareness and communication skills through the facilitated group process, enhancement of creative skills and critical thinking and of course improvement of basic skills, literacy and ICT, through the work with the script, voice-over and editing programme.

In the project, we are addressing two main target groups:

- teachers/facilitators of people with intellectual disabilities and
- people with intellectual disabilities.

Thus, the target groups needs are:

- the need to increase educational opportunities for people with intellectual disabilities to participate fully in society and manage successfully transitions in the labour market,
- the need to enhance basic skills, literacy and digital skills of people with intellectual disabilities, enable their participation in society and thus increase their social inclusion,
- the need to up-skill facilitators/teachers who work with people with intellectual disabilities to use the Digital Storytelling method adapted to people with intellectual disabilities,
- the need to improve EU education systems for people with intellectual disabilities with an innovative methodology that will be adapted to individual needs of people with intellectual disabilities.

In order to prepare a tailor made program, we had to gain insight into the needs of our target groups, people with intellectual disabilities and their teachers/facilitators. In the following report, we present the findings and conclusions of the research, in which we conducted 30 interviews with professionals working with people with intellectual disabilities on a daily basis.

2. Research problem

Digital Storytelling is not a stand-alone methodology, but it has the ability to accommodate the learning approach to the very needs of target groups. In this project, we are going to develop a Digital Storytelling method adapted to needs and characteristics of learners with intellectual disabilities (ID).

To develop the Digital Storytelling programme and methodology adapted to people with ID, we need to gather data relevant to Digital Storytelling, taking into account people with ID and teachers/facilitators/other professionals working with people with ID. We want to focus on the real needs teachers/facilitators other professionals have in their daily work with the target group regarding basic skills and teaching methods, suggestions for improvements of their work, etc. The aim of the research is to get answers on a set of issues, problems and challenges that teachers/facilitators/other professionals face in daily work. They would have the opportunity to express their experiences and views on their work with people with ID: learners` needs, teaching methods, learners` characteristics, skills shortages, etc. The outcomes of the research will serve as a basis and orientation point for the development of the Digital Storytelling methodology and programme adapted to people with intellectual disabilities.

3. Research questions and research goal

The aim of the research is to find out how the Digital Storytelling method can take into account the needs and characteristics of people with ID.

Four areas of research were identified among partners based on an internal discussion before conducting the interviews to assure a common frame for all interviewees:

I. Can we distinguish between different levels of intellectual disability/different intellectual disabilities (ID), and do we need to?

The aim is to make the Digital Storytelling method more broadly applicable, taking into account different levels of disabilities and other peculiarities and characteristics, and easier to implement with people with intellectual disabilities, and thus to deliver an innovative, empowering and fun tool for professionals that work with people with ID which will help them up-skill, understand and empower people with intellectual disabilities.

II. Is there a need for Digital Storytelling for people with intellectual disabilities (ID)?

The aim is to find out whether the professionals working with the target group people with intellectual disabilities to enhance their basic and life skills, which enable them to participate in society and thus their social inclusion, consider that there is a need for a method like Digital Storytelling.

III. How can we reach the highest degree of agency with our storytellers – people with ID?

Within the project, we aim for ownership and empowerment of people with ID. We need to minimize the time a facilitator spends with a participant, as one-to-one facilitation is impossible in most cases. Professionals working with people with ID know the characteristic of the target group and know what is already working in practice, the learning methods and techniques they use, the perceptions of the target group, their abilities and the level of their independence. This means that people with ID will have the opportunity to take as much advantage from the method as possible.

IV. Is it practically possible for institutions to implement Digital Storytelling in their program?

The aim is to discover the needs of the professionals working with people with ID. At the same time, we want to determine if there are any obstacles or opportunities that we can take into account when developing the methodology of Digital Storytelling and its implementation in their work with people with intellectual disabilities/organizations.

4. Methodology

4.1. Research method

Interviews can be defined as a qualitative research technique, which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives/views on needs, interests, motivation, abilities and obstacles of people with intellectual disabilities and the needs of the professionals working with them on a daily basis for adapting the Digital Storytelling method to learners – people with intellectual disabilities.

With a qualitative approach, we analyze the interpretations of individuals in order to study the selected phenomenon, problem, situation, etc. as comprehensively as possible (Vogrinc, 2008).

4.2. Interviewees

Interviewees were selected based on the purpose, which means we used the purposeful sampling technique (Vogrinc, 2008), because we were looking for people who are relevant to our research. The interviewees in the survey were the professionals – special teachers, social educators, psychologists, work instructors, group habilitators, facilitators, caretakers, other professional that work with the target group – people with ID in everyday life, coming from organisations providing day-care, management and employment under special conditions and special schools.

Interviews were also conducted with Digital Storytelling facilitators who participated in the Erasmus+ project DIGIPOWER – “Digital Storytelling – Empowerment through cultural integration” and work with the target group.

The Digital Storytelling method had already been implemented in the DIGIPOWER project, which included different target groups. The project showed that the method had the greatest positive effects on people with ID – their empowerment, social integration, in ICT learning, their increased openness towards others – and has the potential to be introduced to mainstream education for people with ID. At the same time, during the course of the project, the conclusion was made that the method needs to be adapted significantly – re-developed from its basis when working with people with ID, who, due to their characteristics, need a different approach. These interviewees were able to provide us with answers to questions in relation to using the Digital Storytelling method based on their own experiences.

4.3. Research technique used

A semi-structured interview was used in the research (Vogrinc 2008). In this interview, the interviewer has the main questions prepared in advance to ensure the acquisition of the valuable data in order to achieve the research goal. Each interviewee received questions from a list of questions (a question guide). In cases of uncertainty, sub-questions or additional questions were raised for further explanation, the interviewees were directed, so that they

did not go too far from the topic and that all the data needed were collected. The process is the same in the focus group. However, there is a possibility that some new ideas develop, as the participants can hear the answers from others, resulting in a discussion. A semi-structured interview is a flexible form and technique of data collection, as it allows opening up new topics and capturing a broader perspective during the interview.

4.4. Data collection and processing

Data were collected through live or online interviews – via skype, which were either audio-recorded or transcribed. The interviews were scheduled with all interviewees in advance. Interviews were conducted individually or in the form of focus groups. The purpose of the research was explained to the interviewees and a safe and confidential environment and anonymity were ensured.

Each project partner implemented 5 interviews, covering the views of 30 professionals in 6 countries. Interviews were conducted from March to June 2019.

After conducting all interviews planned, we analyzed the collected material with a qualitative content analysis (Vogrin, 2008). This means that we performed a process of categorization, in which we determined the meaning of individual parts of the material. The relevant categories were implemented into the needs` analysis, forming a grounded theory for adapting Digital Storytelling process for people with ID.

5. Presentation and interpretation of results

5.1. Key research area: Can we distinguish between different levels of intellectual disability/different intellectual disabilities (ID), and do we need to?

In general, intellectual disabilities are classified using the following scale: mild intellectual disability, moderate intellectual disability, severe intellectual disability, and profound intellectual disability. In addition, some people with ID have specific learning problems (dyslexia), autism spectrum disorders, attention deficit and hyperactivity, and emotional behavioral disorders. The intellectual disability can also be accompanied by a physical disability. The scale of the intellectual disability is determined before coming to the institution, based on the documentation/the categorization report. Although disabilities are categorized based on the documentation, interviewees from all institutions pointed out that they determine the degree of disability based on the individuals, their needs, desires, interests and abilities. They get to know each individual well and see what they are actually capable of – a person-centered approach. As one interviewee stated: *“We see who we have before us. Everyone has skills, it is necessary to determine which ones. You take into consideration everything that a person has to offer and more than you can expect.”* All the institutions have a personal/individual approach to their clients/users to find appropriate methods/ways for each one.

Differences in age as well as in the concentration/attention span and capacity are very wide, so individual considerations must be made at all times. Skills also depend on the degree of ID, ranging from very independent learners to individuals with severely limited skills regarding language, communication and mobility.

The strongest skills and abilities within the group of persons with mild to severe disabilities vary widely. Usually, most of them are strong in the areas of music, singing and dancing. Some have good art and acting skills. Their advantages are good motivation to learn, eagerness to communicate and talk about simple everyday life issues and what happened in the family, eagerness to socialize, and cooperative work. In general, there are many kinds of personal skills amongst the target group that are difficult to formulate as one skill. Some of them have good motor skills. They love to work, especially if they are successful at work and they like to get confirmation of their work.

Depending on the users`/learners` level of intellectual disabilities, the concentration span can vary significantly, for some it is only a few minutes, while for the others it can be a couple of hours. Regarding the concentration of persons with intellectual disabilities, the most important is the preparation for the activity, so that they can accept it. In general, if the task given is familiar to users/learners, it is possible to leave them working alone as long as their teacher or assistant is still in the room. In most cases, users/learners can remain focused for about 30-45 minutes, and then they need a few minutes of rest. In that time, they can watch TV, walk, listen to music, drink coffee and socialize, and talk about different topics. Most of them can remain focused for about four pedagogical hours per day.

The same goes for spending time in a social setting – it is very varied and individual. It depends on the depth and the quality of the social interaction, on the personality, on mental and chronological age and gender. It is important to think about how you mix groups, if the persons are friends, and also about learners` abilities. Some of them can only socialize for a very short time (lots of privacy or calm moments during the day needed) while others enjoy spending time in social settings. If an unknown person participates in the social interaction, it takes time for them to open up. The concentration span in a social setting can vary greatly, depending also on the mood, circumstances and activity topics. Usually persons with intellectual disabilities can remain in a social setting for about 30-60 min, and then the rest is needed. Persons with autistic spectrum disorders are rarely included in the social environment.

In general, persons with mild and moderate intellectual disabilities can be left alone, with the presence of their mentor/working instructor/caretaker, up to 30 min. Some can work on their own. This time depends on the activity that a person is performing. Nevertheless, mentors need to provide instructions that must be honest, accurate and understandable. Arrangements must be respected. Some of the learners cannot be left alone. Some always have an assistant, some have two assistants.

People with intellectual disabilities learn about cooperation and respecting the differences daily – an individual maintains and strengthens the social skill of cooperation. They talk about what it means to help others. Whoever is able to and knows how to help, helps others. The bigger the person's limitations are, the more respect one needs. They have a very nice relationship and try to help each other. There are differences in personal cooperation abilities and the willingness to help others among the individuals. Some of them can assist each other, others not at all. For them, managing themselves is an achievement enough. To be able to master basic social skills is a lifelong challenge. Helping others gives them a sense of their own value.

Cooperation with other learners is working reasonably well within one group for learners with mild or moderate disability. Difficulties might occur with learners outside their own group. It is also about group dynamics. It depends on the combination of the right individuals, friends.

Learners with ID are very rarely capable of self-reflection. They are very weak in this area and they need many focused activities to develop these skills. In general, self-reflection is difficult and it only works on some level, with assistance. It is necessary to find ways to approach the person, to find their ways of communication.

Some of the learners understand time limits, some do not understand the concept of time management and some of them might easily be stressed about the limited time for a task. Some individuals understand time management, as the system they are involved in is defined in advanced. Some understand time orientation, some are orientated in other ways and they receive instructions from the mentors. Usually in this case time does not present stress, as long as the instructions given are clear. It is good to announce in advance what the time-plan is. The concept of beginning and ending is important. Setting a time limit with the help of a bell that indicates the completion of a particular activity or parts of the day is welcomed. In the case of using a bell or other sounds, it is necessary to explain their use. The best is to use

music and image materials (pictures, photos). Flexibility is important. Not being stressed about the time frame for a task can be possible if the task is planned in a way that allows the work to be completed in time. Not all participants realize that everybody in a group has the same amount of time.

The ability to read and write varies from not being able to read and write at all, to very weak reading and writing skills and to quite good skills. Even if they can read and write, they cannot independently summarize texts, and we cannot conclude that they understand what they have read. It is necessary to use picture materials and simple texts, to only write the essence, to use capital and large letters when dealing with persons with a moderate disability. They usually write individual words and short sentences. It is advisable for them to be included in the text preparation phase. Some can even read and write poems and longer texts. Clear goals of where to lead and preserve their literacy are needed, depending on their capabilities. Most learners have a language. They use short sentences. They are encouraged to speak or to express themselves, which can be achieved by asking additional questions and guiding the conversation. Language expression takes time. Non-verbal communication must be taken into consideration, you need to observe and ask sub-questions. Learners with ID also express themselves through pictures, games, psychodrama, movement, corrective gymnastics, dancing. Those who have not developed a language to the extent that they can communicate use various methods of alternative and augmentative communication (e.g., they express themselves with gestures, use photographs and BoardMaker pictures, digital devices, etc.).

Concerning the level of listening to others and understanding them, most learners are able to listen, but they need a clear explanation. They understand things as long as they get short and clear instructions.

In principle, learners with ID respect others when they speak. However, for many of them it is difficult, they need to be reminded to respect the fact that someone else is talking and that they need to wait their turn. They are constantly learning the rules of communication and respect. Mostly, they are capable of receiving feedback but it needs to be repeated several times. They need guidance and sometimes emotional calm. About half of the learners could receive feedback, at least from teachers. Not all learners have the necessary social skills for giving feedback. The ability to give feedback to what they have listened to is in general poor, possible with sub-questions and guided conversations. For those who do not have a traditional language, the use of pictures or some system/method of untraditional communication, mime and gesticulation or sounds would work and they would make a sound back.

Challenges with memory varies a lot, some of the learners can remember episodes of their lives in detail, while some have big problems both with short-term and long-term memory. Many remember major events through visual material, through pictures that they associate with those events.

The most skilled learners use ICT, computers, laptops, tablets/iPads and phones. They might use Google, Chrome, YouTube, Spotify, Spark Video, Microsoft Word, Microsoft Paint, email and simple Facebook games. Many of them use tablets/iPads for the entertainment, some use the 365 Photo-program for diaries with pictures and text. They may use social media to keep

in touch and communicate with their family. However, the majority of the learners with ID have poor digital skills or they are not familiar with electronic devices at all and do not want to use them. Motoric skills also represent obstacles. The level of use of social media strongly coincides with the abilities and social skills of the individual.

5.2. Key research area: Is there a need for Digital Storytelling for people with intellectual disabilities (ID)?

Interviewees agree that in most cases they are only roughly acquainted with the history of the users/learners or only partly familiar with their personal stories, sometimes partly very well. Nevertheless, they would like to know more. All of them are convinced that knowing more of the personal stories of their users would help them in their everyday work. Personal stories are very important in understanding the users. Interviewees also agree that knowing their learners' personal stories better would bring another layer of the learner into view. They believe that sometimes it would be easier to find a way to understand an individual and plan suitable activities at the institution level. Personal stories enable individuals to present themselves, to talk about things that matter to them, and they are given the opportunity and the right to tell their stories in their way, without judgement on our part on what the truth is, what to say and what not. Personal stories give them the power to tell what they want about their life and basic everyday things. The learners' more personal stories, told from their own point of view, could open the world's eyes to the fact they are individuals who have needs and aspirations.

People who might be interested in getting to know the personal stories of users/learners could be parents and other family members, close friends, colleagues, employees, persons, who work with them on an individual level, people in general who want to know more about disabilities, disability communities and associations, decision makers and learners themselves.

Interviewees stated that many activities are provided to fulfil the needs of their users/learners. They perceive their needs and try to realize them through different activities. The biggest unfulfilled or partly unfulfilled need of the users/learners is the quality of life in general, the need to be seen and heard and understood as an individual, the possibility to make one's own choices about all kinds of things, the need to become an equal member of society, the need to express an identity and personal aspects of life.

The subjects covered in classes/workshops at the institutions differ depending on the needs, skills and interests of the users/learners as well as the role of the institution. All institutions proceed from the individual needs of each person. The main areas are retaining the acquired knowledge and skills before they decrease, especially social skills, basic and everyday life skills. Basic needs and social care – integration into the environment, communication and relationships (respect and tolerance), helping with contact with relatives (for persons living in a residential unit), retaining reading and writing skills, workshops for preparing to work, guided activities, such as the arrangements with external collaborators, cooperation with societies, cultural events, concerts. In group workshops and on the individual level, they discuss topics like diversity, emotions, love, caring for themselves, tolerance, listening to

others and respecting what others say, male-female relationship, partnership and anything they bring up and show interest in. Other subjects for discussion can be issues/news of the day, what learners did yesterday, movies or sport. Some institutions have literature groups, drama groups, and debate journalism groups, where learners read stories, tell stories in different ways, through speech, film, drama, and drawing. Some institutions have cooking courses, computer courses, dance courses, creative writing and reminiscence sessions. Creative work or art work is very important, as they can express their creative spirit and individuality.

Empowerment, development of social skills for life, would be the most beneficial for users/learners with ID. It is important to learn mutual respect and cooperation, to listen and communicate, to give feedback, to solve conflict situations, etc. Gaining self-confidence, the ability to tell who you are, to tell your story, to be able to express your longings and desires. It would be useful to work with emotions, as it is important to be able to describe your own feelings, to work with reading and writing, with technology, memory and creativity. All activities are important, as long as the learners with ID have the opportunity to work and show what they are capable of.

5.3. Key research area: How can we reach the highest degree of agency in our storytellers?

When working with users/learners, the best way to help them reach the highest degree of agency is to proceed from their needs, from their inner motivation. In doing so, we encourage their expression. In principle, we can have a relaxed conversation about different topics of their choosing. You often need to calm them down rather than to activate.

Learners are capable of doing simple tasks on their own. Many can draw, review pictures, cut out some pictures from newspapers or magazines, take photos of the surroundings on their own when they go for a walk with their teacher and other learners (some need assistance outside the classroom), some go to the store or the library alone, they listen to music (search for it on YouTube), and write words or short sentences. They are not familiar with grammar rules but the meaning is understood. Some tell stories in different ways, through speech, film, drama, and drawing. Some need more support than others. Some are able to play board games, like Memory, Dominoes, Ludo and Four in a row. Some of them express what they want to learn. Some may do routine work on their own, easier household chores, and easier chores outside. However, everything is in the agreement.

Interviewees expressed that institutions are generally in good contact with the learners' family members and think that cooperation with the learners' contact persons (all persons that are close to the learner) is important. However, it is hardly feasible that they can take part in a workshop or some kind of activity, as some parents are older and not vital enough or they cannot cooperate because of their work obligations. One interviewee stressed that experiences have shown that some learners are sometimes not relaxed in the presence of their parents. In this case, it is better that people who are not related to them are involved, such as volunteers. In some institutions, it is common that there is an assistant present who

can express the will and understanding of the learner in courses/teaching-sessions. With good explanations and guidance, it should be possible to get help from relatives/friends in some cases.

It is important that the learners evaluate all activities that they are involved in. The best way to gather evaluations is after every day or even after each activity, as most of the learners have trouble remembering the tasks separately, after doing more different. And for those with a short attention span, it is also good to make evaluations after each session, since it can be too late at the end of the day. Many of them need assistance in the evaluation process. The best is to use real pictures or emoji cards. Pictures are used as a cue, and then the learners are able to say something more. Some can evaluate with the help of a guided conversation, some by narrating, and some through writing. For a more detailed evaluation, it is the best to perform it one to one with a caretaker. All interviewees agreed that pictures would be important for the evaluation process.

5.4. Key research area: Is it practically possible for institutions to implement Digital Storytelling in their programme?

Interviewees generally expressed openness and receptiveness to new projects, approaches and methods. They are open to novelties, especially if they see the possibility of professional upgrading of their existing practices. They always come from the users` needs. The general approach is that they are willing to implement a new method if their users/learners benefit. They are flexible and they like to take on new challenges. Interviewees feel that they will have time to implement a new method, yet are little concerned about the busy every day working life. And it also depends on the method. Some methods will be implemented if there is an advantage over the others. They strive for upgrades that do not require major financial investments or lead to increased staffing needs. Additional activities can serve to increase employees` personal growth. If they are interested in the project, they devote sufficient time to the implementation. Time intervals devoted to a new project depend on the agreement and remaining activities carried out at institutions.

Many learners need individual teaching (one to one), sometimes even two teachers/caretakers for one user. Generally, when working with groups of people with ID, groups would be 4-6 learners and 2 teachers. Standards are set by regulations.

Whether an institution is technically well equipped depends on the type of the institution and their users/learners and differs from one institution to another. Some institutions have computers, laptops, tablets, iPads, a projector, a microphone and loud-speakers, smartphones. They use these devices as well as cameras and SmartBoard and GreenScreen. Some of the learners have their own devices like tablets or smartphones, while in other institutions they do not. Some of the institutions are not well equipped. Using technology depends on the individuals and the nature of their work. Some caretakers use technology daily, like Pinterest, internet, email, Microsoft Office, but some of them need help with technical devices from time to time. For teaching purposes, teachers are trained for use-dedicated programs (BoardMaker) or in general. Interviewees believe technology is helpful at

work. It is increasingly common to use technology in teaching. In general, the interviewees have a positive attitude towards technology and are familiar with the basics.

Only a few interviewees expressed that they have some assistive technology at their disposal, like Tobii eye tracking system, BoardMaker, E-reader, SoundingBoard app, GoTalkNow app. The interviewees expressed that they are open to finding ways to enhance the learners' communication skills.

To activate the learners' creativity, interviewees proposed various materials that would be helpful, such as paper in various forms, cardboard, coloured pencils, watercolours, paint, Orpheus musical instruments, waste material such as fabric for clothing, leather, wool, wadding, cork and even Das modelling clay. Some users sew goods (bags), make jewellery, make clay and wood objects, print, embroider, etc.

All interviewees agreed, based on the method description provided before conducting the interview, that the Digital Storytelling method is very useful. They could use this method and working style to pay more attention to the individual, to bring his/her life into the spotlight and to nourish and promote equality. They think they could be involved in implementing this method, but feeling a little fear of using this method on their own. They need the experience and knowledge, time and tools to learn the method and how to use it with people with special needs, together with the resources. To implement a method like this, institutions would need a person trained to use it. The main obstacles for not implementing the Digital Storytelling method are the lack of time, old or inadequate technology and lack of computer programs they could work with.

Support and good guidance are important in trying out a new method. Both the methodology and the idea behind it would have to be clear. The biggest challenges in implementing a method like this expressed by interviewees are: to test a brand new method and to fit it in the institution's schedule routine in relation to other activities being carried out, time and financing the work, how to choose the learners and how to find out in what way they are capable to tell their story, how to reach the learners to open and participate as independently as possible. However, if the purpose and goals are clear, interviewees believe nothing would keep them from trying a new method.

6. Needs Analysis

We are building the DigiStorID project around the form of Digital Storytelling called *the Berkeley Method* (hereinafter DS), developed by Dana Atchley and Joe Lambert in Berkeley in the 90s. This method has a number of defining components and outcomes, which we aim to transform to fit in the best possible way to our target group, people with intellectual disabilities and their helpers/organisations.

To identify our needs for the next steps of the project, it has been important to first point out the components and outcomes relevant to the method which might need to be approached differently when working with our target group. We need to clarify which ones should be moderated by analysing the interviews. That has been the aim of key questions 1 and 3, with key question 2 being more focused on the needs of the outcomes of DS with our target group, while key question 4 focused on the practical challenges of implementing DS in different organisations.

First, a brief introduction to the important components of the classic DS which might need to be approached in a different manner when working with people with intellectual disabilities. This introduction is based on Joe Lambert's book *Digital Storytelling – Capturing Lives, Creating Community*, as well as many years of experience of Signe Sander, a facilitator of the method.

6.1. Important components and outcomes in Digital Storytelling

The highest degree of agency

DS is participatory media, and for it to be successful, we must aim for the highest degree of agency from the storyteller and let the individuals tell their own story in their own way in order to maximize empowerment. It is not our goal to produce a professional product, but rather a product which best fits the abilities of the storyteller. We want everyone to be able to tell their story, and we believe that every story is important. In DS, the process is as important as the final product. We are aware of the fact that the group and the facilitator have a big influence on the stories, but in the end it should be the individual storyteller deciding on their own way.

The group

In DS, it is crucial that the storytelling takes place in a group. The group is fundamental to the process. Although DS is also an individual process, as it should be in order to reach the highest degree of agency, the group is indispensable for reflection and support from the first moment the storytellers are faced with the challenge of sharing, often with people they do not know. The journey of the story, from the storyteller's mind, through verbal language, out into the open, where the storyteller hears it spoken out loud, and at the same time experiences the

reflection in others, holds a lot of the empowerment and opportunities for self-reflection that are a part of DS.

As facilitators, we must trust the abilities of the group. We are there to help create the right group dynamic and an environment where people feel encouraged to help each other, but we cannot be everywhere at all times, and the inspiration and help that people in the group can give each other are most often as helpful as ours.

In every workshop we also assign “buddies”, we divide the participants in pairs, and let them know that they have to help each other reach their goal. We have different exercises they can do together, and they often go to each other first when they need help and advice.

Safe space

One of the most important prerequisites for sharing is the safe space the facilitator is responsible for creating and maintaining in every workshop. It is crucial that the storytellers feel safe and respected by the whole group if they are to share their personal stories.

Time management

A big part of creating a safe space is time management. It is important, especially in the sharing situations, that the facilitator gives an equal amount of time to everyone. In a group there will always be some who tend to dominate and some who are more shy. It is important for the facilitator to help both types to reach a common level of speaking time.

Listening

In the DS process, the storytellers are not only there to tell their own stories, they are also there to listen to the stories of others and in some cases to learn how to listen. When someone is sharing, we ask the others not to interrupt, not to turn the conversation to their own stories and to respect the time and maybe the silence that the storyteller needs.

Feedback

Feedback is important for the storytellers to see how their story influences others. Maybe something is not easy to understand, or there can be mixed messages that the storyteller does not see. All this can be revealed in constructive feedback. We always ask the group to pay special attention to their feedback. It should first and foremost be positive and concrete, “I liked it because ...”. If there is something unclear or something they do not like, they can suggest it by either asking questions “I didn’t quite understand this, what does it mean?”, or by starting their comment with “if it was my story, I would ...”. When the storytellers start sharing, it is important that they do not feel attacked in any way, or feel that their story is “wrong”. This is again a part of creating the safe space.

Working hours

The classic DS is an intense process of three days. The storytellers are encouraged to accept imperfection, to rely on creative impulses, and to keep it simple. This is hard for many, but often makes the story more authentic and interesting to others.

Facilitation

DS is a facilitated process, and it is for everyone. The facilitator facilitates the group dynamics as well as the individual through the whole process. One facilitator can facilitate up to 6 persons, depending on the abilities in the group, as the facilitator is dependent on the resources in the group, and on the participants helping each other on the way.

Memories

When we ask people to tell a personal story, we also ask them to tap into their memories. We want them to consider what story could be important for them to tell, what story has made them what they are today, and what story holds a lot of meaning. Many already revisit childhood memories in the creative exercises – memories of loved ones, crucial events in their lives, or places that were very special.

Self-reflection/ emotional work

When the storytellers have found their story, we want them to consider why they chose that particular one. The facilitator asks questions which are meant to enhance self-reflection and emotional work; as such story work often makes the story clearer, for both the storyteller and others.

Literacy and creativity

We ask the storytellers to write a short script for their story, a part of the process where both their literacy and creativity are challenged. The facilitator helps the individual where needed – it could be to find a more colourful language, to simplify, or just to find the right words.

Voice Over

Working with the voice of the storyteller is an important part of DS in making the story personal and maximising the agency of the storyteller. Basically everyone finds that their voice sounds weird when they are recorded, but they usually get used to it and with time they are often proud of it.

Visuals

We ask the storytellers to apply visuals to their voiceovers – it can be photos, drawings or videos. We challenge them creatively and the task is also an important part of the memory and self-reflection process.

Digital competences

In DS, digital competences are not required. We use very simple and intuitive tools, so most people are able to learn by doing.

Sharing

An important step of DS is the sharing. Not only during the workshop, but also when everyone has finished their stories. We always finish the workshop with a screening and celebration, where the group watches the stories on a big screen, and where we give the storyteller the opportunity to introduce or tell something about their process, as well as to get positive feedback from the rest of the group about their final product. It is a strong and emotional moment, and often very important for the storytellers, as they see their process come a full circle. We never ask a storyteller to share if they do not want to, it is their story the whole way through. Afterwards, the storyteller can share their film on social media, with family and friends or with groups who might learn something or recognize themselves in the stories. This is another dimension of the sharing, which can increase empowerment and the feeling of identity and belonging even more.

Evaluation

We always evaluate the process with the group, as it is an intense experience for many, and we want to give them a further chance to reflect on what they have gone through, after finishing. Of course we also evaluate to improve our work as facilitators, and there is always something to learn.

6.2. Findings and our idea of building bricks

Based on the answers to key question 2

All interviewees express their support for a method like DS, they agree that there is a need for it, for people with ID. The arguments are that it gives this marginalised group a platform to express themselves. It humanises the individuals and shows diversity, which is important, as people with ID are often seen as one homogenous group. It can thus nurture and promote equality. It gives the participants a chance to have their voices heard, and as one interviewee said, “It’s not about them, it’s from them”.

The interviewees emphasise the benefits for their clients, who listen to each other and cooperate respectfully, enhancing their social skills and practising self-reflection, emotional work and memory work. They find the empowerment extremely important, as well as the self-esteem, self-image and pride that come along in the process. The upskilling in technical skills, creative skills and communication skills is also important.

The interviewees also agree that there is always a need for caretakers to know more about their users/learners, and that DS could be very helpful with that. Other interested groups could be family members, friends, school mates, teachers, assistants at school and during free time, people in general who want to know more about disabilities, disability communities and associations as well as decision makers. The short film could also be helpful to the participant when applying for a job.

Finally, the interviewees who had worked with the method before (in the DigiPower project), expressed that both clients and parents liked the whole process a lot.

Based on the answers to key question 1

There are various official classification methods for intellectual disabilities. In general, the assessment happens on government level, which then helps to judge how much support the person needs. The most common classification method described by the interviewees is a classification with a mild, moderate, severe and profound intellectual disability.

Most of the interviewees agree, however, that they need to meet the person first as an individual and not concentrate on the diagnosis. Classifications can be guidelines, but we need to remember that every person is different and has different abilities.

In DigiStorID, we have been working with the idea that instead of a static programme, we would like to present a set of building bricks where each programme point has a few different approaches, so as to reach as many people as possible. At first, we set out to fit these bricks to the different levels of ID, but taking the answers from the interviews in consideration, we have come to the conclusion that we will present the set of building bricks and it should then be up to the person that knows the participant with ID to judge which brick will be the most appropriate when implementing the programme.

The important components of DS from the perspective of working with people with ID

Based on the answers to key questions 1, 2 and 3

The highest degree of agency

First and foremost, it is crucial that the facilitator knows his/her participant well when working with people with ID. That will allow the facilitator to operate on the limits of the participant's abilities and thus find the point where the participant can be the most independent. It will help the facilitators to know when they have to step in and help the participant, and when to leave them to work by themselves. The story is for the storyteller, not the facilitator. Facilitators must not overstep their role and they should make it clear to the participants that it is acceptable to say no.

Furthermore, it is important to have enough time, especially in the beginning, when performing self-reflection and emotional work. The benefits of time pressure might not apply to this target group.

If possible, it could be helpful to empower participants with basic computer skills before the DS workshop and thus give them a further opportunity to be an active part in the editing process.

The group

It is difficult to conclude whether or not to work with a homogeneous group of participants – both approaches have their advantages. The homogenous group makes the group work easier; it increases the chance of no one being bored because they are too far behind or too far ahead. It would also mean that sharing situations could be handled more easily by the facilitators if there is a similar level of understanding. However, we cannot overestimate the many benefits of meeting people who are different from yourself.

If assigning buddies, it is of course important as a facilitator to know who might be working well together, both to ensure the safe space and to let them help each other as much as possible. The pride, empowerment and inspiration of being able to give support to a partner should also be taken into account.

Use groups that are as small as possible; they can grow in size later on.

It is important to practice cooperation.

Safe space

Having a safe space is especially important with this target group if they are to do emotional work and self-reflection. For them to feel comfortable and safe, the participants must know their facilitator.

To ensure a safe space, it is necessary to be aware of any special characteristics or habits of one participant that could affect other participants in the group. It is also very important to be aware of the participants who do not know how to behave, and we need to bear in mind that for people with intellectual disabilities learning communication and social skills is a lifelong process.

Time management

Time management needs to be addressed specifically, as not everyone understands how long 10 minutes is, for example. It is important to prepare the participants well before the task or activity and it is good to have clear rules. It is also a good idea to have visual or sound-based aids – it could be a small bell, a clock, or a board where you can “take away” minutes. Managing time is also possible with the use of an hourglass as a visual aid. Most participants seem to work well under a little bit of pressure. It might be a challenge to keep the story short, which is why the concept of a beginning, a middle and an end is important.

It is important that the participants know what is happening next after finishing one task or activity. A process chart can be a great tool, better with visuals (pictures) instead of the text. The participants are being given the possibility to monitor progress on their own and see where they are in the process of working.

An important aspect is also flexibility.

Listening

It can be hard to stay concentrated and focused enough to listen to other participants, but it is good practise. Again, visual aids might be of help, it could be that the one sharing the story shows a picture that is important for the story. Repetition is in general good. It is important to learn to listen, communicate and respect boundaries of others.

Feedback

It is hard to remember for some, they might remember their own story and the stories they like. It is a good idea to ask if they remember, and if they have problems, the facilitator can ask a few guiding question or show the picture that the storyteller showed during the sharing. Feedback to other participants should be kept constructive. Emoji-feedback is an option or picture cards.

We need to be clear about the kind of feedback we are seeking and ask a question by question. What do you like? What do you think? Participants need to practice feedback in advance. Facilitator mediates and tries to help them with what they want to say. A sign with “If it was my story I would...” or “I have an idea...” could be used for participants who use language.

Working hours

It varies how long the target group is able to work, and some might not be able to work more than 30 minutes before needing a break. As it is also different from organisation to organisation, how much time a week they will have to implement the workshop, the programme will consist of 30 minutes building bricks, which the individual facilitator can fit to the abilities of their participants and daily schedules. As mentioned above, it is important to have enough time for the participants, especially in the beginning when doing self-reflection and emotional work. The benefits of time pressure might not apply to this target group.

Facilitation

The number of facilitators per participant varies. Some will need one to one facilitation, as they need their facilitator to aid them in many things, sometimes these participants will have a personal assistant with them at all times, who can then act as their hand. Many facilitators will probably find themselves in a situation where there are too few to be around all the participants all the time. It is therefore important to find tasks which the participants can do on their own. It is a good idea to establish groups where the participants are able to help each other, and the facilitator might also consider asking friends or relatives for help. If this is the case, however, it is very important to underline that it is the storyteller's story, not the helper's.

We need to take the number of facilitators into account when implementing the story circle in the DS workshop. Some participants might need one-to-one facilitation or even a continuous presence of a personal assistant.

It is advisable that a facilitator goes through the process of DS on their own for the first time to gain some experience.

Memories

Memory levels vary a lot. Often the target group has a well-functioning long-term memory, whereas the short-term memory might be less functional. That is beneficial to our story work, as we look for stories that might have taken place a long time ago. It is good to use visual support to help with recollecting and memorizing.

Recall memories with the families.

Self-reflection/ emotional work

In general, this is difficult for the target group. The participant should be helped to find the story which is meaningful and important to him/her. Guided questions should be used. Working with expression/communication is important and empowering, as well as being able

to express your longings and desires. It would be useful to work with emotions, as it is important to be able to describe your feelings, so this should be of special focus.

Facilitators are responsible for making the participant feel good again. They must be careful not to open a wound they cannot close.

Literacy and creativity

Communication skills can vary from small facial movements to good language skills. Creative work is important for our target group.

Let participants draw, paint and write in the process of Digital Storytelling. The aim is to expand participants` skills with different approaches.

Voice Over

It is important to make sure that the quality of the recording is good. If the participant has no spoken language, it is still possible to have a helper/facilitator act as their voice, but the participant should always be in the room for the recording, and he/she might be able to add sounds, which will make the film more personal. If the participant has a sign language, or wants to express him/herself in visuals, it is possible to add video clips to the film.

Visuals

Drawings and pictures made or chosen by the participant can be used. In addition, photos taken by the participant can be used. Keep it simple and creative.

It is necessary to proceed from the participants, their needs, abilities, interests and wishes. A storyboard can be of a great help when making a story.

Digital competences

Depending on the skills of the participant, the editing itself can be done by the facilitator. It is also a place to save time. Especially if the participant does not find it fun.

Some participants might need a helper/facilitator to act as their hand during the editing process, but it is important to involve them every step of the way to ensure agency. Apart from that, there are of course various degrees of digital competences, and this is a case where the facilitator must judge to what extent the participant can work on it alone, and when they need help to move forward. The software used should be simple, preferably using drag and drop. If possible, it is a good idea to empower the participants with some digital skills before the process.

Sharing

We must consider ethics when it comes to story sharing. Participants have to be given a choice whether or not to show their stories to others. We also need to take into account the consent from their legal guardians if it is under the law.

Evaluation

The best way for the participants to evaluate might be through pictures/smiley faces for overall feedback and one to one with the facilitator if a more detailed evaluation is needed. The best way to gather evaluations is after every day or even after each activity, as most of the participants have trouble remembering individual tasks after completing several different ones. It can be difficult to reflect critically. Pictures might help or even photos taken during performing an activity – real pictures. Visual material can help participants to remember.

7. Conclusion and further steps in the development of the Digital Storytelling method for people with intellectual disabilities

Based on the needs` analysis we defined important components and outcomes of the Digital Storytelling method, which we aim to transform to fit in the best possible way to our target group, people with intellectual disabilities and their helpers/organisations.

We outlined the guidelines for the programme and methodology taking into account the needs, specifics and characteristics of people with intellectual disabilities.

In DigiStorID, we have been working with the idea that instead of a static programme, we would like to present a set of building bricks where each programme point has a few different approaches, so as to reach as many people as possible. At first, we set out to fit these bricks to the different levels of ID, but taking the answers from the interviews in consideration, we have come to the conclusion that we will present the set of building bricks and it should then be up to the person that knows the participant with intellectual disabilities to judge which brick will be the most appropriate when implementing the programme.

The newly developed and tailor made programme will consist of 30 minutes building bricks, which the facilitator can fit to the abilities of their participants and daily schedules.

The next step in the project is to implement a training course for the Digital Storytelling facilitators working with people with intellectual disabilities to learn how to use the methodology with learners with intellectual disabilities.

The Digital Storytelling programme and methodology will be further tested, evaluated and upgraded during the shadowing phase of the implementation of the Digital Storytelling workshops with end users, people with intellectual disabilities.

8. Resources

Lambert, J. (2013). *Digital Storytelling: Capturing Lives, Creating Community*. New York: Routledge.

Vogrinc, J. (2008). *Kvalitativno raziskovanje na pedagoškem področju*. Ljubljana: Pedagoška fakulteta.

Appendix 1

List of key questions

Key Question 1. Can we distinguish between different levels of intellectual disability/different intellectual disabilities, and do we need to?

1. Is there a scale of different levels of intellectual disabilities?
2. What are some of the typical characteristics of people with intellectual disabilities?

The interview/ the focus group

1. What level of intellectual disability would you say that your clients/ learners have?
Is there a scale already?
2. What are the best/strongest skills and abilities of your clients/learners?
3. How long can your clients/learners be concentrated? (Per day? With breaks in between?)
4. How long can your clients/learners spend in a social setting?
5. Are you able to leave your clients/learners alone (you are still in the room, but maybe helping another)? How long at a time?
6. To what degree do you think that your clients/learners are capable of cooperation (with other participants)? In what ways do you think, they can help each other best?
7. To what degree do you think your clients/learners are capable of self-reflection/self-discovery?
8. How is the understanding of time management? Does it stress? How about a little bell/another sound when time is up? Do you think your clients/learners would appreciate that they have limited time, and that all have the same amount?
9. To what degree are your clients/learners able to read and write?
10. To what degree do your clients/learners have a language? If they do not have a language do they have another way of expressing themselves?
11. To what degree are your clients/learners able to listen and understand? Do they respect when others speak? To what degree are they able to receive feedback from others?
12. To what degree are your clients/learners able to give feedback to what they have listened to?

13. To what degree are your clients/learners able to remember? (Mainly long-term memory.)
14. To what degree are your clients/learners able to work on an electronic device? Laptop, tablet, smart phone? Which programs do they use?
15. To what degree do your clients/learners use social media?

Key Question 2: Is there a need for Digital Storytelling for people with intellectual disabilities (ID)?

The interview/ the focus group

1. How well do you know the personal story of your clients/learners?
Would you like to know more?
2. Do you think it would help you in your everyday work, if you knew more of the personal stories from your clients/learners? (Person centred care.)
3. Who do you think would be interested in getting to know the personal stories of your clients/learners?
(Could be a family and friends, colleagues, caretakers, local community, policy makers, international community?)
4. What would you say are the biggest unfulfilled or partly unfulfilled needs of your clients/learners?
(Could be the need of being taken seriously, the need of being heard and understood, the need of expressing an identity, the need of remembering...)
5. What are you normally covering in your classes/workshops with your clients/ learners?
(Creativity, identity, self-reflection, emotional work, remembering, cooperation, learning to listen, giving feedback, reading, writing, working with technology ...)
6. What do you think would benefit your clients/learners most in their lives to work with?
(Creativity, identity, self-reflection, emotional work, remembering, cooperation, learning to listen, giving feedback, reading, writing, working with technology ...)

Key Question 3: How can we reach the highest degree of agency from our storytellers?

The interview/ the focus group

1. What creative exercises do you think work best? *(This question is applicable only for the facilitator from previous Digital storytelling project.)*
 - Drawing (your family/friends, favourite place, favourite activity)
 - Looking at pictures (latest picture on the mobile, old photo album)
 - Bring an object which is important
 - Take us to a place which is important
 - Photo Safari
 - The Story Circle with story questions
 - Music and memories
2. Do you know any good creative exercises, which work well with your clients/learners?
3. What kind of activities can your clients/learners do on their own?

(Drawing, working on a tablet, writing, going through pictures, going for a walk to take pictures, listening to music, any other ideas?)
4. Would it be possible to get help from relatives/friends in your institution/organisation? That they are a part of the workshop?
5. How do you think your clients/learners can best evaluate? Which technique?

(Pictures of the different exercises? One to one with caretaker? After every day/ the whole workshop? Smiley evaluation/ conversation picture cards? Other ways of expressing their emotions? Other ideas?)

Key Question 4: Is it practically possible for institutions to implement DS in their program?

The interview/ the focus group

1. How open would you say that you are to new projects and approaches in your institution/organisation?
2. Would the caretakers in your institution/organisation feel that they have the time to implement a new method?
3. How much time would you be able to put aside to a new project, and in what intervals?
4. How many caretakers are you to each person in your classes or projects?
5. Do you have technical equipment available in your organisation?

(Like iPads, tablets, laptops or computers? Projector? Loud speakers? Microphone? Smart phone?)

6. Are the caretakers in your organisation used to use technology? How often do they use it and what programs?

7. What is the attitude of the caretakers towards technology?

(A little frightened/unsecure when using, knows the basics, ready to try out new technology/programs ...)

8. Any possible implications in using the method? *(This question is applicable only for the facilitator from previous Digital storytelling project.)*

9. As a caretaker, what would keep you from trying out a new method?

(Too time consuming, unsure of the results, unsure if good enough, too heavy technology wise)

10. Do you have any assistive technology (ACC f.ex.) at your disposal?

11. What materials do you think would be helpful for your clients/learners to be creative? What is popular to work with?

(Paper, colours, paint, pictures, music instruments ...)

12. You had been sent a short description of the method, did you read this? What is your immediate impression from this?

13. Could you imagine yourself and/or your organisation implementing this method? Why/Why not?

14. What would you/your organisation need to implement a method like this?

15. What do you think is the biggest challenge in implementing a method like this?

Appendix 2



Participant Information Sheet

Project name: DigiStorID – Digital Storytelling for up-skilling and empowerment of learners with intellectual disabilities

Researcher: _____

Contact Number: _____

Email address: _____

Introduction: The aims of the research

We will conduct intensive interviews with a small number of respondents to explore their perspectives/views on needs, interests, motivation, abilities and obstacles of people with intellectual disabilities and the needs of the professionals working with them on a daily basis for adapting the Digital Storytelling method to learners – people with intellectual disabilities. You are being invited to take part in this research because of your experiences and work with the people with intellectual disabilities. We believe that you can provide valuable data. This Participant Information Sheet will help you to decide whether to take part or not in this research. It explains why we are doing this research, what your participation involves and what will happen after the research ends. Your participation in this research is voluntary. First, let us inform you about the project's aims, objectives and the Digital Storytelling methodology.

Project's aims and objectives

The main aim of the project is to develop an innovative learning approach – Digital Storytelling adapted to people with intellectual disabilities with an aim to deliver an innovative, empowering and fun tool for teachers/facilitators that work with people with intellectual disabilities which will help them up-skill, understand and empower people with intellectual disabilities.

Specific objectives

- To increase educational opportunities for people with intellectual disabilities to participate fully in society and manage successfully transitions in the labour market,
- to enhance basic skills (literacy and digital skills) of people with intellectual disabilities, enable their participation in society and thus increase their social inclusion,

- to up-skill facilitators/teachers who work with people with intellectual disabilities to use the Digital Storytelling method adapted to people with intellectual disabilities and thus increase acquisition of different life skills of people with ID: literacy, digital skills, social skills, etc. and
- to mainstream and sustain the innovative Digital Storytelling methodology adapted to the target group, that includes the practical implementation of the process with real life and includes Methodology implementation manual and Simple guideline for people with ID for future use.

What is the Digital Storytelling method?

Digital storytelling methodology has the ability to accommodate the learning approach to the very needs of the target group. In this project, we are going to develop the Digital Storytelling method adapted to characteristics of learners with intellectual disabilities which has never been done to this extent before. The method has proven to be a significant tool, as the participants experience empowerment and belonging through the recognition of being heard, they go through a self-reflection process, which increases self-awareness and identity, it involves reflection and understanding across differences through the sharing of personal narratives, development of group awareness and communication skills through the facilitated group process, enhancement of creative skills and critical thinking and of course improvement of basic skills, literacy and ICT, through the work with script, voice-over and editing programme.

What I would be asked to do if I took part?

You will be asked to participate in an interview. This will be carried out as an individual interview or in a focus group method (according previous arrangement with the researcher). It will take approximately 1,5 hours of your time. Interviews will be conducted in all partner countries of DigiStorID project: Denmark, Finland, Iceland, Italy, Lithuania and Slovenia. There will be conducted 5 interviews in each country, all together 30. Data collected will only be used for the analysis in connection with this project and no other use will be made of it without your written permission. The report findings from the research will be available, when the research will be concluded.

Data collected about you will be anonymous. It will not contain any personal information. Data collection and processing will comply with the principles of the Data Protection Act.

For further information

If you have any questions as a result of reading this information sheet you may ask the researcher at any time on the above contacts. Thank you.

Researcher's name

Researcher's signature

Date
