





EOS

IO1 PROJECT - Organization of the learning space

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EOS PROJECT

101 - Organization of the learning space

ET.2 - Defining the main problems

I. Identified key challenges for the organization of the learning space for independent living students.

- The space of a special school is still mainly organized in based on the biomedical paradigms of disability focusing on corrective and compensatory actions aimed at eliminating disturbances i developmental dysfunctions.
- 2. Although special schools in their assumption are tailored to the needs of students from disabilities and meet the conditions of accessibility (architectural, information, etc.), in To a small extent, spaces are created whose integral task is to support the independent functioning of students.
- 3. Developing independence
- 4. Few schools have training flats, and if they are, they often perform various didactic functions, not always directly related to building competences for independent living, e.g. conducting revalidation classes.
- 5. The organization of school work is regulated by framework work plans for individual types of schools, which do not provide sufficient flexibility for the effective implementation of educational programs in training apartments. Dedicated classes in the training apartment are often held in as part of extracurricular activities, educational projects. Classes in the subject of "Personal and social functioning" are usually conducted by educators of class divisions, which results in difficulties in accumulating them, e.g. in one day for the implementation of a more complex program in training apartment.
- 6. There are no special systemic preparation strategies in schools independent living in terms of independent living.



- 7. Training for employment is conducted in considerable detachment from the labor market and the actual conditions of the labor market space available to graduates of special schools.
- 8. Classes preparing for work are often simulation in nature, but in the model of school classes, and not preparation for work activities in companies and institutions of the open labor market, which results in a limited acquisition of soft skills necessary to take up a job. (lack of getting used to long-term, often monotonous work, overprotection and overprotection of students by teachers, sometimes infantile tasks not adapted to the age / professional predispositions of students).
- 9. To a small extent, there are supported internships for students in the companies of the open labor market.
- 10. Schools do not have the resources to build relationships with the entities of the open labor market, it is a systemic problem, largely independent of schools, which results in a very limited job offer for graduates.
- 11. The school space is often inflexible, there are difficulties in adapting it to the needs and capabilities of students from disabilities.
- 12. Schools are constantly underfunded.
- 13. Breaks in the school year in Poland are planned ineffectively, long holidays often result in regression in of students, again long periods of work without breaks (e.g. a week's break from classes) result in exhaustion of students and teachers.
- 14. There are no systemic solutions that would indicate what kind of housing a special school should prepare for. Usually, after completing school education, a person with I stay at home with more severe disabilities until my parents die. The system of protected housing i organized in Sosnowiec is one of the few systemic activities of this type in housing area for people with disability in Poland, especially in spaces of public institutions.



- II. Conclusions for the development of a prototype of a model for the organization of education of people with disability, especially in the field of constructing a training apartment in school structures.
 - 1. Efforts should be made to create a training flat in the school's resources for learning competences in the field of independent living and living.
 - 2. The created training apartment should be as flexible as possible, enabling classes to be conducted in groups of different ages at all educational stages.
 - 3. A comprehensive work strategy as part of a training flat should be created, correlated with the education program, work methodology, the process of diagnosis, assessment and evaluation taking into account the formal framework for the functioning of the school, such as the framework curriculum and the resulting subjects, and the number of hours of individual classes at a given stage of education.
 - 4. Constructed programs and the methodology adapted to them should be created in a spiral way that allows for gradual expansion of learned skills and systematic repetition of already learned skills.
 - When creating an educational space, solutions should be sought that maximize the independence and independence of students with respect for their subjectivity and autonomy.



PROJECT EOS

IO2 - Organization of learning space - training flat model ET.3 - Creating prototypes

I. Description of the facility

Name of the facility.

Special School Complex No. 4 in Sosnowiec, which includes:

- Special Primary School No. 44 in Sosnowiec
- School Preparing for Work
 - 1. Number of intellectually disabled students.

In total, 167 students with moderate, severe and severe intellectual disabilities and multiple disabilities study at the Special Schools Complex No. 4 in Sosnowiec. 125 - students study at the Primary School, 42 - at the School Preparing to Work. Moreover, as part of Early Child Development Support, WWR classes are organized for 306 preschool children.

Description of the school - What does the empowerment of students look like today.
 Taking into account the different educational stages. (in what subjects, in what number of hours)

Learners' empowerment covers all activities in in the field of school and out-of-school education
- is a key axis of education in ZSS4 included in IPET - individual educational and therapeutic programs, tailored to the needs and capabilities of students.

Gaining independence for students in the	In terms of additional activities:	
field of school education		
Gaining independence includes activities	Collaboration with the Foundation	
in within the items in hour grid: personal	Institute for Creative Integration: projects within	
	the framework of becoming independent are	
functioning i social, creativity in line	carried out as a commissioned public task.	
with assignments for each class at a certain	Currently, the foundation runs 4 similar target	
stage of education.	flats ("Safe independence" project) and one	



Revalidation classes of 10 hours / week per class, including: hipo, dogo, felinotherapy - mainly dealing with in everyday situations and during animal care.

training ("Same, no wall between us" project) in which people with with a disability, they can "try" what it is like to be independent for a period of 3 months.

After the end of the stay in the training flat, it is possible to live in integrated, secured apartment - if the pupil and parents are ready for it for the supported independence of their own children.

This is a proven method of care and activating students who require special care in terms of self-service, communication, living conditions and possible ad hoc interventions.

Organizing a place of stay for them in an open environment significantly improves the effectiveness of self-empowerment, rehabilitation, integration and activating interactions. The functioning of a student in an integrated apartment significantly influences the process of its development. Social activity is extended by the level of direct interactions in the group, strengthening the level of motivation and self-perception.

Cooperation with the ING for Children Foundation - implementation of over 40 projects enhancing creativity, activity and independence of students in cooperation with ING bank volunteers.



In addition, the school raises funds for additional classes for students, such as the project "We have a chance, we can do it. Development program for disabled students at ZSS No. 4". Extra activities 108 of students ZSS No. were enrolled including 51 students of the Special School Preparing to Work. As part of the SSPdP project, students attended additional didactic and revalidation classes: art therapy (320 h), therapeutic swimming (192 h), hippotherapy (192 h) art and ceramic classes (768 h), career counseling (156 h). All the above-mentioned classes included becoming independent or broadly understood self-service

. Cyclical picnics "Beautiful meetings", becoming independent in terms of coping with a wide social environment. The role of the host of the Polysensory Garden who is on the permanent board of the ZSS4

school event "Magic Night" is also an opportunity for independence - representing the facility worthily, showing guests around the building and the Polysensory Garden.

Student internships on the open labor market: in nearby restaurants, factories. Cooperation with S3 Sosnowiecka Spółdzielnia Socjalna - introducing people to profession and becoming independent. Sosnowiecka Spółdzielnia Socjalne S3- provides work for 3 of our wards with deeper intellectual disabilities, produces decorative and utility items.

Taking up work in the open labor market: in MacDonald, in companies and plants in Sosnowiec and neighboring cities.



1. Proposal for a model for organizing a training

1. apartment. Apartment equipment.

Mixing should consist of 2 rooms, one of which may be combined with the kitchen. The apartment should be equipped with the necessary household appliances - fridge, induction hob, washing machine, dishwasher, iron, furniture and all basic household items that allow you to carry out all the main activities related to training skills for independent living. When furnishing an apartment, it is necessary to ensure the availability of space for people with disabilities - rides for people in wheelchairs, subdued colors, handles in cabinets at different heights, signage with the use of pictograms. When equipping flats, it is good to provide space for collecting / storing materials supporting the independent functioning of students, e.g. instructions for using household appliances in a simple language adapted to the needs of people with intellectual disabilities. Already at the design stage, it is worth ensuring a uniform and consistent way of placing the markings and in the instructions so that it is the same for all areas of the apartment. As much as possible, efforts should be made to make the training flat resemble a simple flat in which school graduates will potentially be able to live after they are ready to live independently.

2. Apartment area.

Area: 47-54 m2

If it is possible, it is worth designing or rebuilding the apartment in such a way as not to multiply rooms unnecessarily. At the expense of many small rooms, it is better to arrange large and large interiors spacious, in which it will be possible to move freely in a wheelchair. Connecting rooms is a highly recommended solution. An example would be the kitchen, living room and dining room. By demolishing the walls, you can create one large living room that will be spacious, comfortable and practical. Another example is a separate toilet and bathroom. FROM the perspective of the convenience of a disabled person, a much better solution is to combine two bathrooms into one - larger one.

3. Adaptation of the apartment for students with intellectual disabilities.



General:

- The flat is on the ground floor or with access to the elevator.
- Wheelchair ramps,
- Thresholds and passages -

One of the most difficult barriers to overcome in the home of a disabled person is the threshold and the narrow passage. For a wheelchair user, the necessity to cross thresholds and maneuvering in the passages between rooms is a very big obstacle. To make the aisles comfortable, they should be at least 90 cm wide. However, it is best when it will be 110 cm.

• The colors of the apartment:

The color of the interior of the apartment is of key importance for the well-being of the residents. The colors not only give the interior a climate, but also affect the way it functions. Light beige and whites optically enlarge the room, in which they are used with - these are the best colors for a small apartment. Beiges and the so-called "broken whites" are very universal colors, they harmonize well with both wooden furniture. The light of the lamps will make the beige in the evening even warmer receipt.

floor

is of great importance - it can either make it easier or difficult to move around in a wheelchair and for people with visual impairment. You should avoid all carpets, rugs, rugs and other decorative elements that can block the wheels. The most comfortable floor for free movement on a wheelchair is smooth panels and parquet. If you want to put on tiles, let them be non-slip tiles, preferably with a grooved surface.

- The light switches must be installed slightly lower than usual.
- The apartment should be marked with the person's alternative and supportive communication method. Therefore, the communication system should be easy both to install and dismantle.

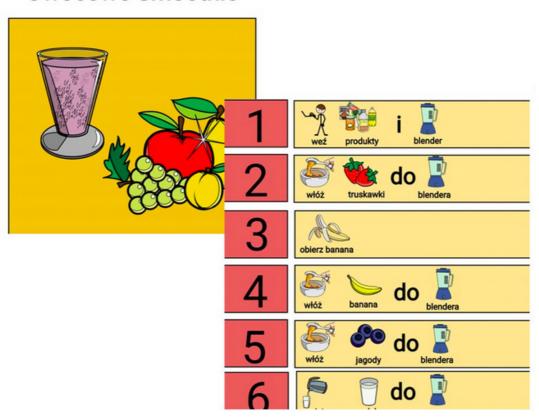
Kitchen:

- two table heights,
- table top for wheelchair users,



- kitchen cabinets with pictures / photos (the student will know what they contain, where to put the equipment).
- books sequences of activities how to wash dishes, how to put dishes in the dishwasher, how to prepare a simple meal

Owocowe Smoothie



Kitchen furniture is made to measure, which gives almost unlimited possibilities of adjustments. You can adjust the height of the countertops as well as the division and method of opening kitchen cabinets. There should be a work space in the kitchen that can be easily used while on a wheelchair. A countertop that does not have a kitchen cupboard underneath is ideal, but instead there is an open space. The trolley then fits underneath, and preparing a meal is much easier. An alternative to this solution is a retractable top. The worktop in the kitchen of a disabled person should be about 80 cm high.

Another important aspect to pay attention to is the cupboards. The upper cabinets have practically no use, so they can be dispensed with in favor of decorative shelves. Lower cabinets will fulfill the most functions, so it is worth making sure that they are practical. Drawers that

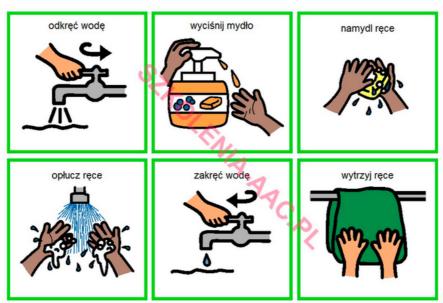


facilitate organization and provide easy access to the items inside are the best. It is also worth using cargo drawers, which are an additional facilitation in the organization of the kitchen.

Proper selection of household appliances. Especially when it comes to the refrigerator and stove. The refrigerator should be low and the stove should preferably be replaced with an induction hob which is safer. It is possible to purchase a plate in which the pots are placed in series. As a result, they are easier to access than in the case of traditional hobs and cookers. When choosing a sink, look for one that is not too deep. The pull-out spout will also be very useful.

Bathroom:

- movable toilet mirror
- about half a meter above the floor handrails and handles around the toilet
- hanging washbasin to be able to drive up the trolley
- cabinless shower, equipped with handles and handrails
- on the walls described sequences of activities, e.g.:



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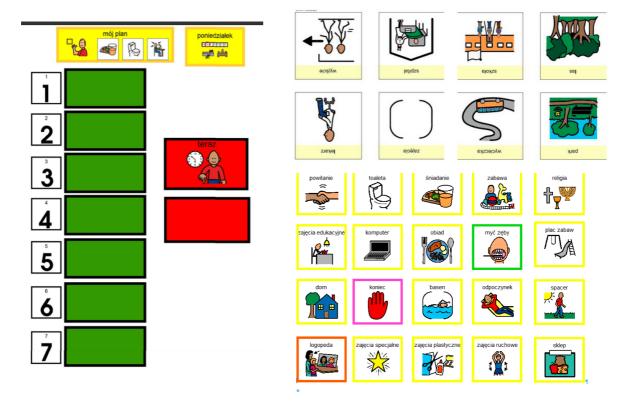












0. Sketch of the apartment. Room plan.







4. Actions taken in the apartment.

It is a program intended for people who require care and care and are inactive due to their disability. Moreover

Participation in self-reliance and self-service trainings carried out by a team of therapists: trainings in hygiene, toilets, food preparation, cleaning.

- Social activation through active participation in the life of the community and training:
- training in public transport and orientation in the field,
- free time organization training,
- cultural events / holidays.

5. Educational activities within the framework of which activities will take place in the apartment. Including educational steps.

 communication therapy - develops interpersonal skills by increasing communication skills,



- orientation in space-somatognosia, placing objects in space, defining directions
- , cleaning
- training, hygiene training, health promotion and learning to prevent complications in disabilities,
- training
- social skills training focused on the sphere of interpersonal relations, making friends,
 making relationships
- , physical recreation activities improve the body and increase independence,
- personal development training learning and naming emotions, respecting the emotions of others
- , healthy eating classes increase knowledge about proper nutrition and taking care of your own body,
- training "Citizen

Classes	1st stage of education	2nd stage of education	3rd stage of education
Communication	x	x	x
Orientation in space	x	x	x
Self-service activities	х	х	х
Cleaning activities	х	х	х
Shopping		X	х
Cooking		x	Х
TUS - relationships			Х
Development training personal		х	Х
Health promotion			Х
Citizen			x



6. Diagram of a working day in an apartment, divided into stages of education.

Stage 1 - the class uses the apartment for a specific training, e.g. Preparing a meal

Stage 2 and Stage 3 - one training day

7.00 Coming in

8.00 Preparing breakfast

9.00 Cleaning up after a meal

10.00 Cleaning training (washing, ironing etc.)

12.00 Preparing dinner and tidying up

14.00 Free time training - relaxation, games

15:30 Independence in the field (shopping)

17:00 Personal development training - emotions

19.00 Preparing dinner

20.00 Training spending free time (e.g. a film show)

7. Comments for further work.

The prepared proposal for the organization of the training apartment space and the strategy for the implementation of classes is a prototype version, which will be available, if possible, to schools cooperating in project implemented in the testing phase. The proposed solutions will be evaluated, on the basis of which recommendations will be made to create the final model of the training apartment functioning.



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ET.4 - Testing solutions - work plan / schedule



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IO1 - Organization of the learning space

ET.5 - Evaluation of activities - evaluation plan and tools.