

Orangery of personality

A program of activities that develop communication

for students of a special school preparing for work with moderate or severe intellectual disabilities and for students with multiple disabilities

The program was developed on the basis of the regulation:

Regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for first-cycle vocational schools, general education for a special school preparing for work and general education for post-secondary schools.

[Dz.U. z 2017, item 356](#)

General purposes

- Basics of communication:
 - Definition of communication and its importance.
 - Elements of communication: sender, recipient, message, context.
 - Types of communication: verbal, non-verbal and alternative.
- Communication skills:
 - Active listening.
 - Expressing your own thoughts and feelings.
 - Understanding other people's emotions.
 - Developing speaking skills in front of a group.
 - Use alternative communications if necessary.
- Communication tools:
 - Body language language.
 - Gesticulation and facial expressions.
 - Using nonverbal communication to express feelings.
 - Alternative means of communication: communication boards, assistive communication devices (AAC) adapted to the needs.

Educational material	Specific objectives	Detailed learning outcomes. After completing the classes, the student is able to (depending on the student's individual psychophysical capabilities resulting from the certificate and IEPT):
Motivating students to actively communicate	<ul style="list-style-type: none"> ● Developing the ability to actively participate in conversations by learning how to ask and answer questions. ● Instructing you to deal with conflict situations by expressing your needs and looking for solutions. 	<ul style="list-style-type: none"> ● The student will actively participate in the conversations, asking questions and providing answers. ● The student will be able to deal with conflict situations by expressing his needs and looking for solutions.
Developing listening skills, speaking, asking questions, establishing and conducting dialogue, providing adequate feedback	<ul style="list-style-type: none"> ● Developing the ability to express thoughts both verbally and using gestures or pictures (if using AAC). ● Instructing the student to create short statements on various topics and formulate information in accordance with grammar. 	<ul style="list-style-type: none"> ● The student will be able to express his or her thoughts both verbally and through gestures or pictures (if using AAC). ● The student will be able to create short statements on various topics and formulate information in accordance with grammar.
Establishing and conducting dialogue with various people.	<ul style="list-style-type: none"> ● Developing the ability to focus on the interlocutor for at least 3 minutes. ● Instructing the student to repeat key points of the interlocutor's statement. ● Developing the ability to ask questions about the topic of the conversation. 	<ul style="list-style-type: none"> ● The student will be able to focus on the interlocutor for at least 3 minutes. ● The student will be able to repeat the key points of the interlocutor's statement. ● The student will be able to ask questions about the topic of the conversation.
Expressing your own thoughts and feelings	<ul style="list-style-type: none"> ● Developing the ability to describe your emotions in various situations. ● Instructing the student to express his or her preferences for various activities or situations. ● Developing the ability to identify basic feelings and describe them verbally. 	<ul style="list-style-type: none"> ● The student will be able to describe his emotions in various situations. ● The student will be able to express his or her preferences for various activities or situations. ● The student will be able to identify basic feelings and describe them verbally.

<p>Understanding other people's emotions:</p>	<ul style="list-style-type: none"> ● Developing the ability to recognize emotions based on facial expressions. ● Instructing the student to identify emotions accompanying various life situations. ● Developing the ability to respond to others' emotions in an empathetic way. 	<ul style="list-style-type: none"> ● The student will be able to recognize emotions based on facial expressions. ● The student will be able to identify emotions that accompany various life situations. ● The student will be able to respond to the emotions of others in an empathetic way.
<p>Developing speaking skills in front of a group:</p>	<ul style="list-style-type: none"> ● Developing the ability to present a short presentation about your own interests. ● Instructing the student to ask questions to other group participants. ● Developing the ability to provide information in a way that is understandable to others. 	<ul style="list-style-type: none"> ● The student will be able to give a short presentation about his/her own interests. ● The student will be able to ask questions to other group participants. ● The student will be able to provide information in a way that is understandable to others.
<p>developing the ability to ask for help, express gratitude and give thanks</p>	<ul style="list-style-type: none"> ● Developing the ability to identify situations in which a student needs help and consciously ask for it. ● Instructing the student to express gratitude for help received in a direct and polite way. ● Developing the ability to express gratitude through actions such as helping others in need. 	<ul style="list-style-type: none"> ● The student is able to identify situations in which he needs help and consciously asks for it. ● The student expresses gratitude for the help received in a direct and polite manner. ● The student can also express his gratitude through actions, such as helping others in need.
<p>developing the ability to make and maintain friendships, taking care of friends and acquaintances;</p>	<ul style="list-style-type: none"> ● Developing the ability to initiate contact and establish relationships with other people. ● Introducing the student to understand the importance of empathy in interpersonal relationships and the ability to demonstrate it towards friends. ● Developing the ability to identify behaviors conducive to building lasting friendships and their practical application. 	<ul style="list-style-type: none"> ● The student is able to initiate contact and establish relationships with other people. ● The student understands the importance of empathy in interpersonal relationships and is able to demonstrate it towards friends. ● The student identifies behaviors that help build lasting friendships and puts them into practice.

	<ul style="list-style-type: none"> ● Instructing the student to resolve conflicts in friendly relationships in a constructive and beneficial way for both parties. ● Developing the ability to take care of your friends by showing interest, support and concern for their emotional well-being. 	<ul style="list-style-type: none"> ● The student is able to resolve conflicts in friendly relationships in a constructive and positive way for both parties. ● The student cares for his or her friends by showing interest, support, and concern for their emotional well-being.
<p>Use alternative communication if necessary:</p>	<ul style="list-style-type: none"> ● Developing the ability to use communication boards or assistive communication devices (AAC) to express needs and thoughts. ● Introducing the student to the use of assistive communication (AAC) devices to communicate with others. ● Developing the ability to use gestures or other forms of alternative communication in the event of speaking difficulties. 	<ul style="list-style-type: none"> ● The student will be able to use communication boards or assistive communication (AAC) devices to express needs and thoughts. ● The student will be able to use assistive communication (AAC) devices to communicate with others. ● The student will be able to use gestures or other forms of alternative communication in case of speaking difficulties

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The aim of the project is to develop a comprehensive, systemic model of preparation for professional activity of people with deeper intellectual disabilities. Preparation of professional laboratories with training programs and methodology. Development of a coherent and systemic strategy for supporting the employment of people with intellectual disabilities on the labor market in cooperation with the District Labor Office in Sosnowiec. Working out a path of professional development and a strategy of inclusion in the open and / or protected labor market, taking into account the educational, legal, organizational housing for schools, people with disabilities, public institutions and entrepreneurs that can potentially employ people with disabilities.