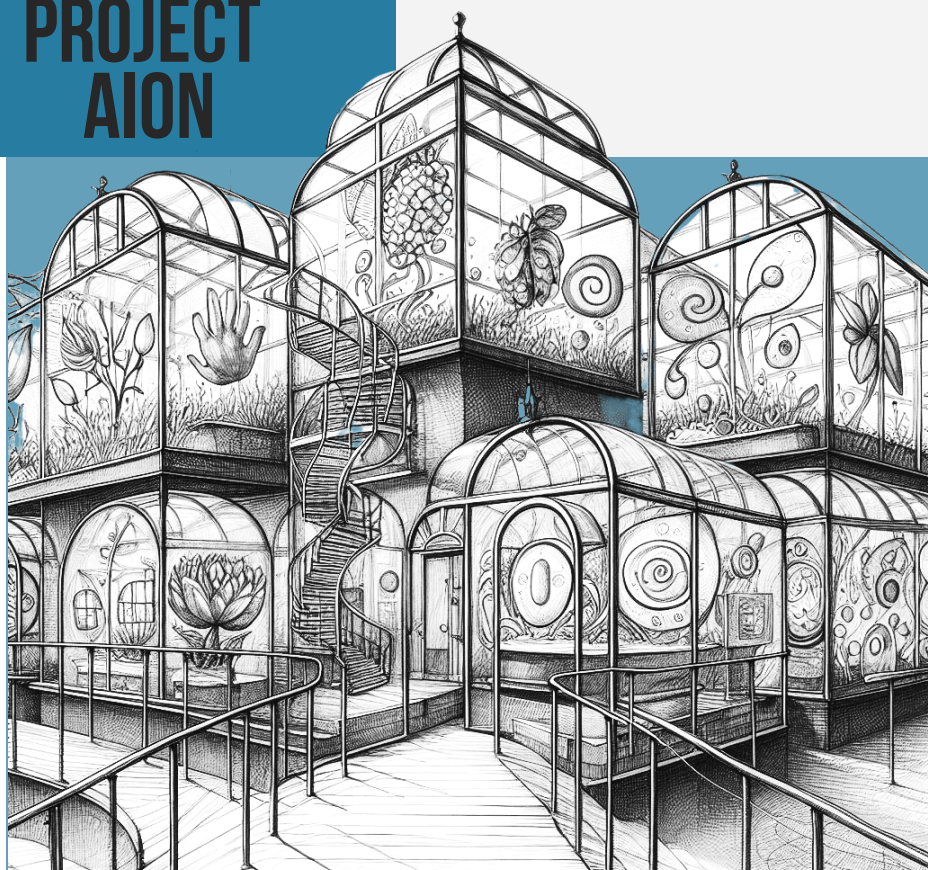


ORANGERY OF PERSONALITY

PROJECT AION



Iceland 
Liechtenstein
Norway grants



Iceland Liechtenstein Norway grants

The AION project benefits from a grant of € 195828 received from Iceland, Liechtenstein and Norway under the EEA Grants.

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.



CONTENTS

INTRODUCTION TO THE CONCEPT

EFFECTIVE COMMUNICATION

Key Aspects of Effective Communication I have a voice!
Alternative and Augmentative Communication Speak - a voice for those who need it
Eyetracker - the eye speaks when the mouth is silent
Diy in communication

PERSONAL RESOURCES

Identification and development of personal resources
We work with juice
How to work with juice during the lesson?
CV: Your personal passport to success
Gallery of achievements
E-Portfolio
Create your own E-Portfolio

STIMULATION OF MINDFULNESS, CONCENTRATION AND MOTIVATION

Biofeedback - body and mind control
Mindfulness training

INTRODUCTION TO THE CONCEPT

CONSERVATORY OF PERSONALITIES

The "Personality Orangery" is a metaphor that helps us understand how diverse students' personalities are and how important it is for teachers to be able to recognize and appreciate them. Just as in an orangery, where different species of plants have different requirements and needs, students with different personalities need different approaches and teaching methods. The purpose of the "personality conservatory" is to provide teachers with tools that will help them better understand their students and adapt their teaching methods to their individual needs. As a result, students will be more engaged, motivated and willing to develop their skills.

O AION PROJECTIONS

Programme: Education (EEA Financial Mechanism)

Component: III Project No.: EOG/21/K3/W/0035W Project

leader: Sosnowiec Commune – Special School Complex No. 4 in

Sosnowiec Partners: Logis Loegmenn (Iceland); Institute for Creative Integration, NOE

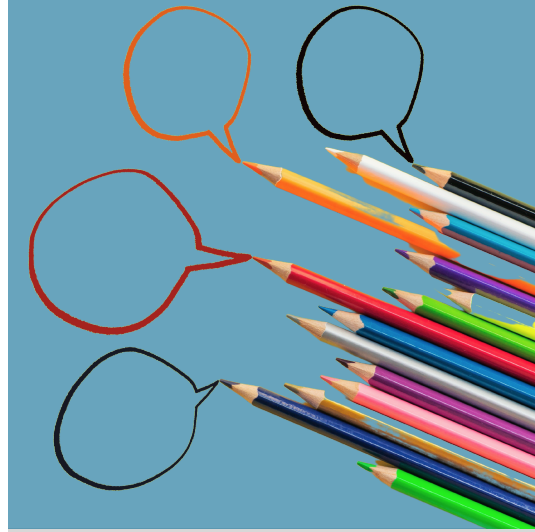
Association The AION project benefits from funding worth EUR 195,828 received from Iceland, Liechtenstein and Norway under the EEA Grants.

Iceland 
Liechtenstein
Norway grants

CHAPTER I

EFFECTIVE COMMUNICATION

Communication is the foundation of the teaching process, and its role becomes even more important when working with students with intellectual disabilities. It is important to remember that effective communication includes not only what we say, but also how and when we say it. Our goal is to create an environment in which every student feels heard and understood. Therefore, we should pay attention to ensuring that our words are clear and adapted to the students' perceptive abilities, and that our intentions are clear to them.



**The most important
thing in communication
is to hear what is not
said.**

Peter Drucker

EFFECTIVE COMMUNICATION

THE IMPORTANCE OF EFFECTIVE COMMUNICATION

Communication is a key aspect of human interaction and experience and plays an extremely important role for students with intellectual disabilities who may encounter a variety of barriers in expressing themselves and understanding the world around them.

THE CONCEPT OF COMMUNICATION IN AN EDUCATIONAL CONTEXT

In education, communication is not only about imparting knowledge, but also about sharing emotions, building mutual understanding and relationships based on trust.

For students, communication allows them to express their own needs, feelings and opinions, which is crucial for their social, emotional and cognitive development.

Students with intellectual disabilities may experience difficulties with verbal and nonverbal communication, including choosing words, constructing sentences, interpreting the body language of others, and understanding abstract concepts. Therefore, it is crucial for teachers to be able to adapt their communication methods to the individual needs of the student.



EFFECTIVE COMMUNICATION

KEY ASPECTS OF EFFECTIVE COMMUNICATION

CLARITY AND SIMPLICITY

Use simple, clear and direct sentences. Avoid abstract concepts that can be confusing.

PATIENCE

Give students time to process information and express their own thoughts.

CONSEQUENCE

Maintain consistency in communications so students understand expectations and behavioral patterns.

VISUAL SUPPORT

Support communication with images, pictograms, or other visual aids that help understand the message.

NON-VERBAL COMMUNICATION METHODS

Be aware of your body language, gestures and facial expressions as they often speak louder to students than words.

EFFECTIVE COMMUNICATION

PRINCIPLES OF EFFECTIVE VERBAL AND NON-VERBAL COMMUNICATION

Communication is at the heart of teaching, combining verbal and non-verbal elements. Key principles that help build bridges of understanding with students with intellectual disabilities include:

Verbal communication – words have power: Simplicity, clarity, specificity, repetition and emotional consistency.

Nonverbal communication – body language: Eye contact, facial expressions and gestures, body posture, personal space and timing.

Effective communication requires the integration of both verbal and non-verbal elements, ensuring that words match body language.

THE BENEFITS OF EFFECTIVE COMMUNICATION

- **Greater engagement in learning:** Students who understand the message are more interested and engaged in the educational process.
- **Better relationships:** Effective communication builds strong and positive relationships between teacher and student, which is the foundation of a good classroom atmosphere.
- **Personal development:** Students who feel understood are more motivated to work on themselves and have greater self-confidence.
- **Independence:** The development of communication skills is key to building independence and preparing students for life in society.

EFFECTIVE COMMUNICATION

I HAVE A VOICE! ALTERNATIVE AND AUGMENTATIVE COMMUNICATION

In the education of students with intellectual disabilities, augmentative and alternative communication (AAC) often becomes a key path to understanding and expressing thoughts and feelings. Modern technologies, such as augmentative communication software and eye trackers, make it possible to overcome communication barriers.



EFFECTIVE COMMUNICATION

EYETRACKER - THE EYE SPEAKS WHEN THE MOUTH IS SILENT

Eyetracker is an innovative device that allows you to control your computer using your eye movements, offering people with limited mobility an alternative to traditional computer methods such as keyboards or mice. When combined with augmentative communication software such as Boardmaker or Grid, the eyetracker becomes a powerful tool that allows users to express their thoughts and needs without speaking. Integrating eye trackers with these systems opens new doors to communication and education, allowing people with disabilities to participate in school activities and interact with their surroundings. This allows users to not only communicate better, but also gain more independence in accessing education and information.

HOW TO USE EYETRACKER IN EDUCATION?

- **Accessibility:** Allows students to communicate without using words by selecting symbols or images on a computer screen.
- **Educational possibilities:** Eyetracker can be used in educational games and exercises that support the development of cognitive and communication skills.
- **Reaction assessment:** This device allows you to monitor student reactions, providing valuable feedback regarding their engagement and interest in the material presented.



CHAPTER II

PERSONAL RESOURCES

Each student has a unique set of personal resources – a specific combination of talents, skills, interests and character traits that together define their potential. The process of identifying and developing these resources is crucial to supporting students with intellectual disabilities in achieving personal and professional success.



Your unique talents and strengths are the most important assets you have. When you discover and develop them, you become unstoppable.

Ken Robinson

PERSONAL RESOURCES

IDENTIFYING AND DEVELOPING PERSONAL RESOURCES

Discovering and cultivating a student's personal resources can be done through:

1.Observation and dialogue:

Constant conversations and observations of students in a variety of contexts enable us to recognize their strengths and interests.

2. Group activities: Active participation in group activities can reveal previously unknown talents and preferences, giving students the chance to explore new areas.

3. Peer Feedback: Comments and feedback from fellow students often reveal and highlight the abilities of individuals and serve as a valuable source of guidance.

4.Observing behavior:

Analyzing how students approach problem-solving, responding to tasks, and cooperating with others can provide important information about their resources.

5.Class discussions: Motivating students to share their interests and experiences can help discover hidden talents.

6.Self-reflection: Encouraging students to reflect on what they enjoy and what they do with ease helps identify their natural abilities.



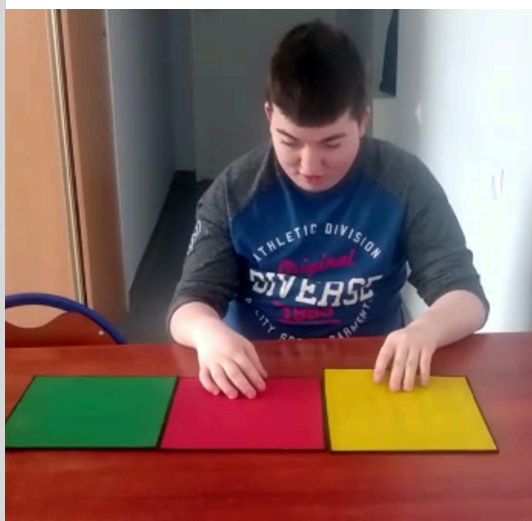
PERSONAL RESOURCES

LET'S WORK WITH SOK

SOK, or Formative Assessment of Skills, is a method that combines the acquisition of scouting skills with formative assessment. Skills are proven skills that can be used when needed. They help develop interests, teach resourcefulness and reliability. Formative assessment, on the other hand, is the process of supporting students in their learning through reflection on completed tasks and planning further steps.

WHY IS IT WORTH WORKING WITH SOK?

Working with the SOK method, we implement a strategy of supporting students in becoming responsible for their own learning. SOK develops self-management competences, which is particularly important for students with intellectual disabilities. Self-management includes attitudes of perseverance and orientation towards the future, as well as the ability to learn and develop one's interests.



PERSONAL RESOURCES

HOW TO WORK WITH SOK DURING LESSONS?

- **Planning skills and abilities:** Based on the curriculum objectives, the teacher plans the skills that students will develop and develops skill cards.
- **Success Criteria:** For each skill, the teacher establishes specific and measurable success criteria. Students can independently or with the teacher's help choose the order in which the criteria are to be completed.
- **Self-assessment and reflection:** After meeting the criteria, students self-assess using the traffic light technique (green, yellow, red). They then self-reflect on the process of acquiring the skill.
- **Feedback:** The teacher provides feedback, indicating what has been done well, what needs to be improved, and gives specific tips and recommendations.
- **Awards and documentation:** Students receive diplomas or badges for acquired skills, which they can document in special notebooks.



PERSONAL RESOURCES

CV: YOUR PERSONAL PASSPORT TO SUCCESS

Creating a CV is a key step in your job search. A well-written CV allows you to stand out from other candidates by presenting your experience, skills, and achievements in a clear and professional manner.

BUILDING CV

CV Structure: Educating students about CV structure includes familiarizing them with sections such as personal details, education, skills, experience, and achievements.

Personalization: Encourage the selection of information that best reflects the student's personality and skills. It is important for students to know how to prepare both an electronic and printed CV, and how to name the CV file so that it is professional and includes their name.



CV: YOUR PERSONAL PASSPORT TO SUCCESS

PERSONAL DATA

Header: The student's name and surname should be prominently displayed.

Contact: Provide email address and phone number.

Address: Decide whether to provide a full address or just the city and country.

EDUCATION

Chronology: Presentation of educational information in reverse chronological order.

Details: Name of school, dates of attendance, any qualifications.

SKILLS

Matching: Selecting skills that are relevant to your CV objective.

Examples: Describing where and how the skills were acquired.

ACHIEVEMENTS

Successes: Awards, distinctions, participation in projects, competitions.

Interests: Hobbies or other interests that may be relevant.

PERSONAL RESOURCES

E-PORTFOLIO ACHIEVEMENT GALLERY

DOCUMENTING EDUCATION AND DEVELOPMENT:

Developmental Chronology:

A presentation of student progress.

Educational achievements:

Certificates, diplomas, written works and research projects.

Multimedia: Photos, videos, presentations enriching the presentation of skills.

KEEPING DOCUMENTS UP TO DATE:

Regular updates: Emphasis on the importance of document updates.

Feedback: Collecting opinions that can help develop content.

WHAT'S THAT?

E-portfolio is a modern, digital tool that serves as a dynamic gallery of student achievements. It allows for the presentation of their education and development over time, allowing for continuous updating and interactive presentation of skills. E-portfolio differs from the traditional CV, offering students the opportunity not only to document their educational journey, but also to present their narrative in an attractive way. It is a tool that evolves with the student, constituting a permanent documentation of their development and skills.



PERSONAL RESOURCES

CREATE YOUR OWN E-PORTFOLIO



Mahara is a popular open-source e-portfolio platform that allows users to create, share, and manage their personal accomplishments and projects. It offers a wide range of features such as blogs, pages, groups, and journals that help users fully document their educational and professional experiences.
<https://mahara.org/>



Keeps everyone in the learning loop

Seesaw is an interactive learning platform that allows students, teachers and parents to create, share and manage digital portfolios. Seesaw is particularly popular in primary schools and secondary schools, offering intuitive tools that support the teaching and learning process.
<https://seesaw.com/>

CHAPTER III

STIMULATION OF MINDFULNESS, CONCENTRATION AND MOTIVATION

In today's globalized and dynamically changing world, the ability to focus, concentrate, and effectively motivate yourself to act is crucial for both students and teachers. The challenges of school, peer pressure, and everyday stresses can significantly affect students' ability to learn and succeed. Therefore, it is important to introduce techniques into everyday educational practice that help in dealing with these challenges.



**A distracted mind is an
unhappy mind.**

Jon Kabat-Zinn

STIMULATION OF MINDFULNESS, CONCENTRATION AND MOTIVATION **BIOFEEDBACK - BODY AND MIND CONTROL**

WHAT'S THAT?

Biofeedback is a method that uses electronic equipment to monitor and report on physiological processes in the body that usually escape our conscious control. With this technique, students can learn to identify their stress reactions and work on regulating them using visualization or audio signals.



This process not only increases body awareness, but also helps develop stress management skills, which can lead to improved concentration and overall well-being. Regular use of biofeedback can support students in achieving better results by reducing stress and improving their ability to focus on learning.



APPLICATION OF BIOFEEDBACK IN EDUCATION:

- **Biofeedback Sessions:**
Regular sessions help students learn to control their brainwaves, for example by focusing on tasks or meditating, which can significantly improve their concentration abilities.
- **Muscle Relaxation:**
Conscious muscle relaxation techniques can help reduce tension and improve focus.
- **Monitoring responses:**
Students learn to recognize early physiological signs of stress, which is the first step to controlling them.
- **Breathing techniques:**
Integrating breathing exercises with biofeedback can lower stress levels and slow your heart rate.

PRACTICAL TIPS:

- **Regularity:** Make biofeedback part of your daily school routine.
- **Gradual difficulty:** Start with easier tasks and gradually increase their difficulty level.
- **Integration into lessons:** Use biofeedback on tasks that require focus to practice concentration in an educational context.



TRENING MINDFULNESS



WHAT'S THAT?

Mindfulness is a practice that involves paying attention to the present moment in a conscious and non-judgmental way. It originates from meditation traditions, but in recent years has gained enormous popularity in Western cultures as a tool for improving mental and emotional health. In an educational context, mindfulness can play a key role in helping students cope with academic challenges, improving concentration and relaxation.

"Mindfulness is a way of being fully in the present moment. It teaches us not to succumb to stress and tension, but to accept every moment that life brings with openness and curiosity."

Jon Kabat-Zinn

STIMULATION OF MINDFULNESS, CONCENTRATION AND MOTIVATION

BENEFITS OF MINDFULNESS PRACTICE

Improving concentration and learning:

It helps students focus on one thing at a time, which can increase their ability to learn new information and improve their academic performance.

Stress reduction:

They help reduce levels of the stress hormone cortisol, which can lead to improved well-being and reduced symptoms of anxiety.

Emotional regulation:

Regular practice teaches students how to recognize and regulate their emotions, which is crucial for mental health and interpersonal relationships.

Increasing self-awareness:

Mindfulness promotes self-awareness by helping students understand their thoughts and emotions, which can lead to better decisions and more conscious living.

HOW MINDFULNESS CAN SUPPORT THE EDUCATIONAL PROCESS

Time and task management:

Students who practice mindfulness can better manage their time and priorities, which helps them complete schoolwork effectively.

Building relationships:

Mindfulness practices can improve students' social skills by teaching them empathy and better communication with peers and teachers.

Developing socio-emotional competences:

Mindfulness supports the development of socio-emotional competences, such as stress resistance, the ability to work in a group and conflict resolution.

Improving the classroom atmosphere:

When the whole class practices mindfulness, it can lead to a more calm and focused atmosphere, which promotes a better learning environment.

STIMULATION OF MINDFULNESS, CONCENTRATION AND MOTIVATION

PRACTICAL MINDFULNESS EXERCISES:

Breathing exercises: Basic conscious breathing techniques can be introduced at the beginning of each lesson as preparation for learning.

Bodyscan: An exercise that focuses attention on different parts of the body and felt sensations.

Thought Observation: Learning to observe thoughts without interacting with them or judging them.



INCORPORATING MINDFULNESS INTO TEACHING:

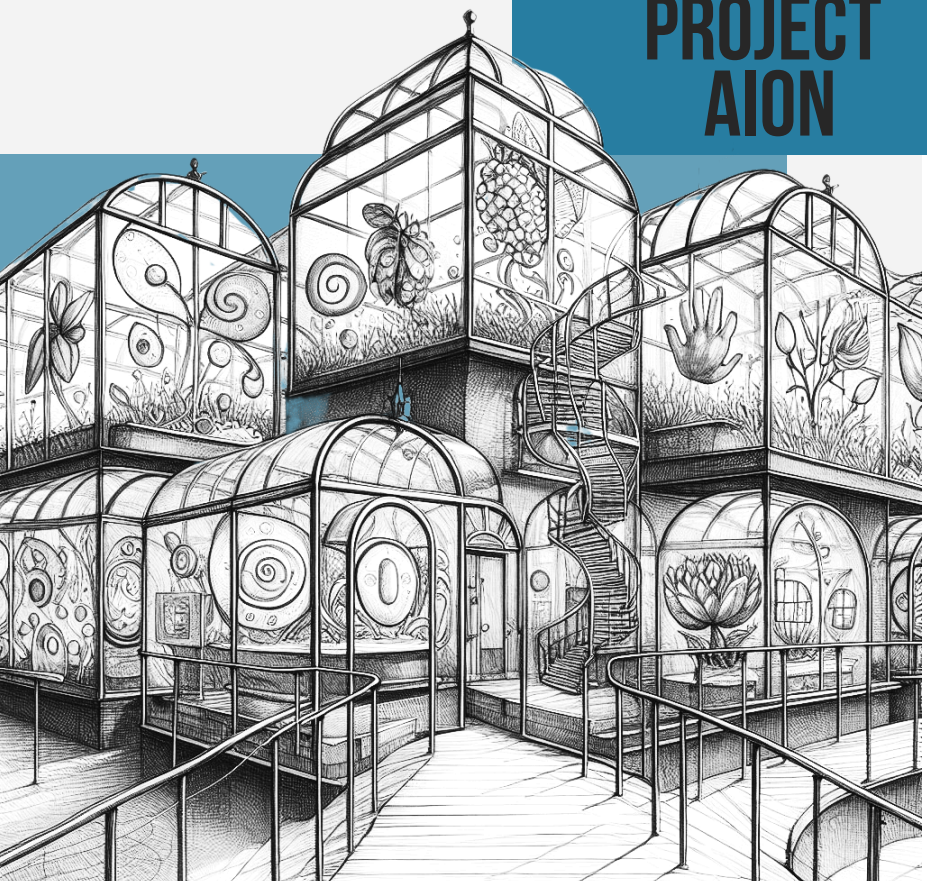
Short sessions: Introduce short mindfulness sessions during the school day.

Stress Response: Teach students to use mindfulness techniques to respond to stress.

Mindfulness and tasks: Prepare tasks that require your full attention, such as observing nature or listening to music, to practice mindfulness.



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