



VOSIDIS
Specialized vocational training
for people with severe and profound
intellectual disabilities

GUIDE FOR DEVELOPING WORKING
SKILLS OF PEOPLE WITH SEVERE AND
PROFOUND INTELLECTUAL DISABILITIES

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PROJECT INFORMATION	
Project acronym:	VOSIDIS
Title of the project:	Specialized vocational training for people with severe and profound intellectual disabilities
Grant agreement number:	2008-5777-LdV-ToI
Duration of the project:	15. 10. 2008 – 15. 08. 2010
Lead partner organisation:	Centre for qualifying, work and social care Črna na Koroškem
GUIDE INFORMATION	
Title of the project result :	Guide for developing working skills of people with severe and profound intellectual disabilities
Partners on the project:	CUDV Črna na Koroškem, BAPID, FENACERCI, Alianta d.o.o.
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Picture material:	Archive of project partners

This project has been funded with support from the European Commission.
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Explanation of abbreviations and some terms

RNO – developmental neurological treatment (slo. razvojno nevrološka obravnava); concept of assessment and approach to rehabilitation of children with early central motor damage, in stage of development

Bobath concept – important approach to rehabilitation in the care of patients with injuries to the brain. It strives to appropriately and adequately stress the central nervous and muscular systems such that an individual creates, maintains, and reinforces the sensorimotor pathways to enable efficient motor control in their desired environment. It is named after its inventors, Berta and Karel Bobath.

PNF – Proprioceptive neuromuscular facilitation stretching is a physical therapy procedure designed in the 1940s and 1950s to rehabilitate patients with paralysis.

RNO, PNF and Bobath concept are all neurophysiotherapeutical approaches to rehabilitation of people with neurological symptomatics, with different philosophies and techniques

MATP – is designed for persons with severe limitations who do not yet possess the physical and/or behavioral skills necessary to participate in official Special Olympics sports. Tasks and equipment are adapted to needs of the participating athletes.

MAS – Motor Assessment scale, a performance-based scale that was developed as a means of assessing everyday motor function in patients with stroke. It is based on a task-oriented approach to evaluation that assesses performance of functional tasks rather than isolated patterns of movement. The scale has 6 stages and includes assessment of 8 motor skills.

RBI – The Barthel scale or Barthel ADL index is a scale used to measure performance in basic Activities of Daily Living. It uses ten variables describing activities of daily living (ADL) and mobility.

PEDI – Pediatric Evaluation of Disability Inventory, The Pediatric Evaluation of Disability Inventory (PEDI) was developed to provide a comprehensive clinical assessment of key functional capabilities and performance in children between the ages of six months and seven years. The PEDI was designed primarily for the functional evaluation of young children, however, it can also be used for the evaluation of older children if their functional abilities fall below that expected of seven-year-old children without disabilities.



FOREWORD

The world of employment with its variety, challenges and tests should be accessible to everyone, no matter what they are capable of. It is simply about human dignity. The VOSIDIS project sets new milestones for people, who are less capable in the eyes of the major part of society.

People with severe and profound disabilities (PSPID) are not incapable by themselves. They are stigmatised as such by the environment. The VOSIDIS project challenges the environment through its system of values, which is mirrored in the project goals: to develop a working skills training programme as a basis for enforcing the right to work and suitable training. It challenges the environment through expert knowledge incorporated in the Guide for developing working skills of PSPID and it proves impossible has become possible. It challenges the environment through its rich experience, empathy and human warmth expressed in every piece of modular structure of the training.

At the end of the Guide are testimonies. Three testimonies of key actors: three good experiences from very different environments. And the first part of the Guide is dedicated to these environmental differences and circumstances. It introduces conditions in the field of training of people with severe and profound disabilities in the three partner countries Bulgaria, Portugal and Slovenia and these realities are representative for the whole Europe. Their incorporation in the VOSIDIS project is an example of a good practice that can be transferred across Europe.

The core of the Guide are two families of modules and definition of minimal requirements for their implementation. The first family of modules is intended for training of professionals. Each of its elements is equipped with an extensive selection of relevant references that bring added value to the modules. The second family of modules aims at training of people with severe and profound intellectual disabilities and is based on functional curriculum, directed at recognition and development of skills needed for improvement of possibilities for active participation in different fields, such as employment, free-time activities, housekeeping activities etc. The pilot implementation training which implemented the modules in practice and reflexion proved that the concepts and implementation algorithms are correct and useful.

This Guide is of extreme quality and its key values are professional excellence and holistic approach to abilities of people with severe and profound intellectual disabilities. It will be used by people who care – decision makers, professionals and parents, who will find out how can their children with severe and profound intellectual disabilities, make their dreams reality. The same way Carlos Pires realized his.

Prof. dr. Katja Vadnal

President of Sožitje, Slovenian union of associations for helping people with intellectual disabilities



1. INTRODUCTION

The first paragraph of Article 23 of the Universal Declaration of Human Rights states that “everyone has the **right to work** /.../ and to protection against unemployment”. Article 26 states that “Everyone has the **right to education**./ .../” and that “/.../ Technical and **professional education** shall be made generally available (...)”.

In more recent years, the UN Convention on the Rights of Persons with Disabilities states in its article 24, § 5, that “States Parties shall ensure that persons with disabilities are able to access general tertiary education, **vocational training**, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.”

At European level, Article 14 of the EU Charter of Fundamental Human Rights states that “Everyone has the right to engage in work and to pursue a freely chosen or accepted occupation.” According to the report done by the Open Society Mental Health Initiative in 2006¹, few people with intellectual disabilities are engaged in employment of any kind.

As we can see, the right to work and to receive adequate training has been enshrined in legally binding documents for some time. However, most countries have done a poor job in terms of preparing people with disabilities to exercise their rights in this matter.

This is even more true when we think of people with intellectual disabilities. For most of them, the possibility of having adequate training and to find a job is no more than a mirage.

Several factors such as lack of adequate training curricula and materials, financial constraints, and lack of trained human resources can be accounted for the situation. Political will is also one of the reasons for the delay in giving these citizens the training and job opportunities they are entitled to. In the last twenty years we have seen that service providers have started to respond to this need by providing vocational training for people with mild and moderate intellectual disability. However, for people with severe and profound intellectual disability this is not the case.

To tackle two of the identified problems, i.e. lack of training and adequate curricula, the partners in the VOSIDIS project have developed materials and methodologies for both professionals and people with disabilities.

These materials, together with country overviews and reports on training, form part of the **Guide for Developing Working Skills of People with Severe and Profound Intellectual Disabilities (PSPID)**.

The Guide has two main aims: to provide information about the partners’ reality and about the implementation of the VOSIDIS project, and to provide training tools which can be used by other countries replicating our methodology.

In terms of European value, it is our belief that the **Training Modules for Professionals** will be perceived as innovative and useful for service providers all over Europe, due to different realities existing in the three partner countries. The modules, tested by all partners, are indeed a tool that will allow professionals to design and implement successful training for people with severe and profound intellectual disabilities, enabling them to perform work-related activities.

¹ *Access to Education and Employment for People with Intellectual Disabilities: An Overview of the Situation in Central and Eastern Europe* (2006)



The **Training Modules for PSPID** can also be widely used, with minor content adaptations. Identifying core skills, this resource is pretty flexible in terms of learning contents and operational goals, which can and should be adapted to specific realities and/or groups.

One of the challenges of European partnership work is to agree upon definitions and concepts, which are sometimes dependent on national realities and legal framework. VOSIDIS partnership tackled this by making a **Glossary** that defines the terms and concepts used and explored during the project timeline.

We are convinced that all professionals and organisations providing services for people with intellectual disabilities, namely vocational training and occupational activities, can find use of the material developed by the VOSIDIS project.



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2. PRESENTATION OF THE VOSIDIS PROJECT AND PARTNERS

The project entitled **Specialized Vocational Training for People with Severe and Profound Intellectual Disabilities (PSPID)**, co-financed by Lifelong Learning Leonardo da Vinci programme, aims to develop work-related skills and competences of PSPID by providing a specialized vocational training for them, enabling their inclusion into the working process and developing a systematic approach to their vocational training in the participating countries Slovenia, Bulgaria and Portugal.

The most important objective of the project is to develop methodology for vocational training of PSPID, together with motivational training modules and seminars for trainers, and to conduct pilot implementation of trainings for their verification.

Centre for qualifying, work and social care Črna na Koroškem

CUDV – Centre for qualifying, work and social care Črna na Koroškem is one of the five institutions in Slovenia providing residential and day care. It is also a day work and care centre for people with moderate, severe and profound intellectual disabilities. The educational and training activities for all wards include: team treatments, individual planning for each ward, education and training with basal stimulation and communication, education and training with cabinet lessons: work, art, sports and music education, learning to read and write, etc. The pedagogues at the centre work with people with moderate, some also with severe disabilities, who participate in a specialized vocational training. The training enables their inclusion into special and enriched forms of work in four different areas: cooperative production for external partners, different services, integrated employment at other organizations and centre's own production.

In the VOSIDIS project CUDV is responsible for professional management of the project. Its experts participate in the exchange of experience and know-how with other partners and in the preparation of needs analysis. They also provide their expertise in the development of the training modules in the project. The pilot implementation of the working skills training for PSPID was conducted at the applicant's premises. It was complemented with an establishment of a specialized production line. CUDV also has a very important role in maximizing the long-term impact of the project results in Slovenian and also in wider European space.

Bulgarian Association for Persons with Intellectual Disabilities

BAPID – Bulgarian Association for Persons with Intellectual Disabilities is a national association for intellectually disabled people, their families and their friends with acknowledged national representation. It unites fifty-four parent organisations of families of people with disabilities. Their specific expertise and competences include lobbying for the interests of people with intellectual disabilities and their families, as well as taking active part in improvement and development of social care provision for young and adult people with intellectual disabilities in order to guarantee their basic human rights. In the VOSIDIS project BAPID is mainly in charge of needs analysis of target groups, but also contributes to the transfer and upgrade of methodologies for working skills training of PSPID, and to the preparation of the Guide for Developing Working Skills of PSPID.



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National Federation of Social Cooperatives (FENACERCI)

FENACERCI is Portuguese National Federation of Social Cooperatives. It is a non-governmental organisation that represents fifty-one cooperatives for education and rehabilitation of people with special needs. They provide direct or indirect support to approximately 8.000 children, youths and adults with intellectual or multiple disabilities. FENACERCI's main objectives are: to promote recognition of the rights of citizens with intellectual disabilities and multiple disabilities, to advance their interests and those of their families, to discuss with political forces in central government and in other organisations. In the VOSIDIS project their main contribution was in the field of exchange of innovative approaches and special treatments examined in the needs analysis of target groups, but they also contributed to the transfer and upgrade of methodologies for working skills training of PSPID and organised seminars for trainers within FENACERCI.

ALIANTA

Alianta, projektno svetovanje, d.o.o., is a small professional enterprise, dealing with project consulting. It has a lot of experience with participation in European projects and preparation of project documentation. In project implementation, Alianta mainly deals with project and management coordination activities, dissemination and evaluation. Its specific expertise lies in coordinating projects with special emphasis on continuous management of the consortium and sufficient communication flow. In the VOSIDIS project Alianta assumed the role of technical coordinator. It is responsible for technical project management, organisation of the meetings, etc. It also conducted the interim and final evaluation activities, assuring a fluent flow of the project's process.



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3. COMPARISON OF THE POSSIBILITIES FOR INCLUSION OF PSPID INTO WORKING PROCESSES IN SLOVENIA, BULGARIA AND PORTUGAL

Following the main aim of the project, which is to provide working skills training for people with severe and profound intellectual disabilities, the project partners determined that the first step in project implementation would be to analyse the needs and the current state in the field of working skills training for PSPID in the participating countries Slovenia, Bulgaria and Portugal. At this stage of the project, our activities consisted of three basic parts due to which we can show particular characteristics of each country and draw a general conclusion from the collected data. The first is country overview. It includes: legal and administrative framework, access to education and access to employment. The second part consists of SWOT analysis and Transversal analysis of the situation of PSPID concerning working skills training. It also includes working with elaborated tools (questionnaires and focus group programs). The third part stemmed from our needs in practice. We decided to create a glossary, which does not pretend to be comprehensive but clarifies common professional terms and the meanings assigned to them during our work. The obtained recommendations can be useful to prevent future risks in project implementation and to support efforts of different specialists working with similar topics or in similar fields.

As a result from country overviews we determine the following specific findings for each partner:

Slovenia

- Compulsory elementary school education lasts for 9 years and is provided by elementary schools, elementary schools with an adapted programme, departments of training and education, social care institutions, or as education at home;
- Elementary school education is free of charge; children must be registered at the Ministry of Education and Sport;
- The placement of people with intellectual disabilities is based on modern and up-to-date interdisciplinary approaches;
- *Elementary School Act, Kindergarten Act and Placement of Children with Special Needs Act* promote and facilitate integrative forms of schooling for people with intellectual disabilities. However, the implementation of integration has yet to become a widely accepted practice;
- In Slovenia, the doctrine on education of people with intellectual disabilities is unified, based on legislative framework and controlled by the state and state institutions;
- Post-compulsory education of youth after the age of 16 continues in secondary schools; people with intellectual disabilities have the opportunity to continue training until the age of 21; people with intellectual disabilities placed in social care institutions have the opportunity to continue training under the *Training for Life and Work* programme until the age of 26;
- There is no systematic teaching base for developing work-related skills of people with intellectual disabilities;

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- Working skills training for people with severe and profound intellectual disabilities is not possible due to their functional disabilities;
- People with severe and profound intellectual disabilities are excluded from the labour market;
- There are no developed mechanisms for including the youth and adults with severe and profound intellectual disabilities into the labour market;
- People enrolled in work-related skills training have different levels of education;
- Since there is no systematic learning base for work-related skills training, PSPID gain necessary skills through practical work;
- The methodology of working with people with moderate intellectual disabilities regarding work-related skills will be transferred and adapted for people with severe and profound intellectual disabilities (PSPID);
- The general public needs to be informed about the abilities of PSPID;
- The quota for integration of people with disabilities is primarily used to employ people with physical disabilities or chronic diseases.

Bulgaria

- The mechanisms of classification and further needs assessment regarding the level of disability are out of date;
- There is no access to education or working skills training for PSPID (with only a few exceptions);
- There are no practical mechanisms for organising working skills training programmes for PSPID;
- There are no developed working skills training methodologies;
- There are no trained professionals in the field of working skills training for PSPID;
- Professionals who work in the field of services for people with disabilities have a low social status, low pay and consequently motivation problems;
- There is no specified state financial backup for working skills training programmes focused on PSPID;
- In general, due to conservative public attitudes, people with disabilities have low employment motivation;
- Employers have obligatory quotas for employing people with disabilities, but use them mainly for people with chronic diseases;
- There are no developed mechanisms for including the youth and adults with severe and profound intellectual disabilities into the labour market;
- According to the BAPID survey, day centres could be considered as potential bases for developing and implementing working skills training for PSPID.



Portugal

- The instruments used to classify and design individual interventions are in accordance with WHO recommendations and are up-to-date;
- Access to education is granted to all school-age children, either at a special education school or at regular schools. There are no exceptions based on the level of intellectual disability;
- Basic education is free and all school-age children must be registered in the Ministry of Education database;
- It is clear that the policies in Portugal have been directed to promote an inclusive school, following the guidelines of the *Declaration of Salamanca* (1994). However, when it comes to people with intellectual disabilities, the translation of these policies into practice remains, in the opinion of those who work in the field, clearly insufficient;
- The existing set of solutions is extremely diverse, according to the service that designs them. It is often stated that the issue of students who show behavioural problems in addition to one or more deficiencies is especially problematic. There is also a belief that special education schools are used as a last resort, when everything else fails;
- There is a need to define concepts related to education and people with disabilities that can be embraced by all. Lack of mechanisms for evaluating the implementation of measures makes it extremely difficult to understand the effectiveness and efficiency of the existing legislation in practice;
- The learning of work-related skills for PSPID is regulated by legislation for Occupational Activities Centres (OACs);
- There are some tested methodologies that enable PSPID to develop some work-related skills;
- The professionals employed at the OACs have developed and implemented several methodologies for training working skills;
- There is no systematised programme aiming at the development of work-related skills of PSPID;
- Vocational training is not accessible to PSPID due to the fact that it aims at integration into the regular labour market;
- The professionals working at OACs have different educational backgrounds;
- The professionals do not have to undergo a specific training in order to work at an OAC. As a result, some professionals learn by doing and at internal trainings.
- The methodology used to train PSPID is adapted from the one used at vocational training centres;
- Some PSPID attending OACs may be integrated into the regular working environment;
- The general public needs to be informed about the abilities of PSPID;
- The quota for integration of people with disabilities is primarily used to employ people with physical disabilities or chronic diseases;
- There are some cases of successful integration of PSPID into the regular working environment, with the right support and with the right adaptations (working time, selection of tasks, etc.).



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- Non-recognition of certification obtained by the students who attended the educational system with alternative curricula is the main reason for unequal access to the labour market. Since some academic content has been removed from these curricula, employers cannot validate the certification, thereby inhibiting these people from entering the labour market on equal terms.
- With regard to the existing legislation, there is a legislative gap in relation to new problems, such as behavioural problems. In its limit, people in these situations can be considered disabled, resulting in dropping out and no certification. The fact that the existing legislation is silent with regard to private networks creates a diversity of practices in action, due to different interpretations of legislation by the professionals.

GENERAL CONCLUSIONS

Slovenia

As applicant partner Slovenia is in position of early joined EU members which became aware of the need to develop suchlike projects.

Educational programmes with lower educational standards are as a rule meant for people with light intellectual disabilities. Lower vocational education is implemented in schools in cooperation with enterprises or independent contractors. Students receive public valid certificates.

For people with severe and profound intellectual disabilities country does not provide vocational educational programmes. PSPID are included into special educational programmes and are therewith preparing for later employment under special conditions.

People with intellectual disabilities, who are diagnosed by directing commissions as people with moderate, severe and profound intellectual disability, are once again assessed regarding their abilities when turning 18 years of age.

If the diagnose (moderate, severe or profound intellectual disability) is confirmed, person in question is acknowledged right to gain status of disabled person, who does not participate in open labour market. This is regulated with Act Concerning Social Care of Mentally and Physically Handicapped Persons.

After acquiring the status of disabled person, PSPID gain possibility, not right, to be included into sheltered workshops.

Guidance, care and employment under special conditions is organized form of care which enables beneficiaries to actively participate in social and working environment according to their abilities. Therewith they are able to perform useful work which is adapted to their abilities. The service also ensures other forms of care which enables beneficiaries and their families to participate in community in social and working manner. Beneficiaries are also entitled to payment which depends on general act of the executant. Service of guidance, care and employment under special conditions is offered by sheltered workshops. In Slovenia there are over 100 sheltered workshops centres.

According to legislation, people with moderate, severe and profound intellectual disability are foreseen for being included into sheltered workshops but the execution of the employment



under special conditions is adapted mostly for beneficiaries with moderate disability. PSPID thus remain in institutional care.

Bulgaria

In Bulgaria, no state policy is oriented towards the training of PSPID and their inclusion in the working process. Moreover, there is lack of qualified and trained professional workers who could train and coach PSPID in the training programmes. Another problem is lack of methodology for training PSPID and including them in the working process.

Improved motivation and a proper coordination of activities on each level (PSPID, parents and relatives, professionals, local authorities, state institutions) are crucial in order to overcome the resistance and to enable a successful implementation of such a programme.

On the basis of the Needs assessment of the situation of PSPID in Bulgaria, it can be concluded that:

- The project is timely and responds to the needs of PSPID to be included in the working process. It will result in improving their life and raising the quality of care in accordance with European standards and recommendations:
 - It is necessary to widely promote the project aims and results, and to gain support from society;
 - It is necessary to elaborate and implement the methodology for selection of PSPID and professionals. The training programme should be elaborated and implemented in partner countries. Based on the results, guidelines with a broader scope applicable not only in the three countries will be developed.
- The activities to be performed in the project are realistic, up-to-date and applicable:
 - Public campaign to promote the project tasks and results;
 - Elaboration of methodology for selection, training and implementation of the training programmes for PSPID;
 - Elaboration of methodology for selection of professionals, for training and for implementation of programmes in daily work with PSPID;
 - Implementation of motivational training for PSPID, professionals and parents;
 - Elaboration of guidelines that summarise the experience gained during the implementation of activities in the three partner countries.
 - Based on the results of our assessment, it can be concluded that the most suitable places to test the methodology in Bulgaria are day care centres for people with disabilities. The multidisciplinary teams possess basic qualifications and the investment in their further professional development will enable future possibilities for real social inclusion of PSPID in the community life.

The analysis results from Bulgaria raise the need for working skills training programmes that are realistic, applicable in practice and adapted to the existing competences and abilities of PSPID.



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Portugal

In Portugal, the training in professional activities for PSPID is already being implemented. We must not forget that people attending the Occupational activities centres are the ones who were not able to engage in vocational training. However, according to their abilities, we offer two different options that both imply providing some kind of work. PSPID can be at the centre doing some activities that can be considered as work, or alternatively, they may work at enterprises. Both solutions can be “transposed” to the project, as well as the training methodologies used. Nevertheless, it should be kept in mind that this is NOT a vocational training and that it is not paid as a “real job”.

The implications for the lives of PSPID and their families are huge, since we still live in a society that values work as a sign of the ability to be included. Social inclusion can thus be achieved, and the changes in how PSPID are perceived (by their peers, their families and society in general) are very positive.

DEVELOPMENT OF THE FIELD IN SLOVENIA

Being the lead country in this project, Slovenia holds the position of earlier EU accession countries who have identified the need of the present project. The development of the services for PID is on a higher level. The CUDV suggests using and improving the already existing system of occupational activities for people with moderate disability.

The participation of Portugal and FENACERCI, which have a long-standing practice and well-developed system of care for PSPID, has significant importance for the successful implementation of the project’s activities and the set of realistic and well-defined goals.

The BAPID’s participation as an organisation with prestige and authority in Bulgaria in the sphere of work and care of PID and the existence of methodological and practical experience is an important component of the project team working process, introduction and development of occupational training for PSPID.

DEVELOPMENT OF THE FIELD IN BULGARIA

Bulgaria is making efforts to harmonise its legislation, with one of the main priorities in the social sphere being the improvement of quality of life of people with intellectual disabilities.

The country is in the process of establishing new services across the country and developing training and therapeutic programmes. It has initiated different activities to enable the integration of people with disabilities into the community life. Being the lead organisation in this process, BAPID is also an active partner to the government and local authorities, and works together with parents and the NGO sector in order to improve the life of PID through:

- Participation in a number of working groups to change the legislation and administrative framework in conformity with the European and international standards;
- Establishment of community-based services for PID;
- Elaboration of methodology and instruments for the needs assessment and individual care planning consistent with the specificities of care in different services;
- Elaboration of procedures and rules for multiagency work on the regional level.

Bulgaria has successfully sped up reforms; the EU accession brings many new opportunities to introduce the proven experience of the oldest member states in accordance with the country's specifics. This is why the participation of BAPID in this project is of key importance for the implementation, development and popularisation of project inputs in Bulgaria, where



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there is no existing system for occupational training of people with severe and profound disabilities and their inclusion in the working process.

DEVELOPMENT OF THE FIELD IN PORTUGAL

Portugal has a longstanding history and experience with care for PSPID. The country has developed its own legislative framework, which is updated regularly. There is an established system of care for PSPID and a system for vocational training, which in the other two countries is targeted mainly at people with a mild level of disability, whereas in Portugal, it is aimed at people with moderate or mild intellectual disabilities only, but there is no legal basis that would prevent PSPID from undergoing the training. Our Portuguese colleagues have a precise definition of the term “vocational training”, which implies the provision of a diploma and equal participation in the labour market. Portugal embraces the World Health Organization's definition for vocational training: “Engaging in all activities of a vocational programme and learning the curriculum material in preparation for employment in a trade, job or profession.”

In Portugal, a system of occupational activity centres (OAC) is developed, where services for the development of working skills, occupational training and activities for PSPID are provided. FENACERCI describes different examples of PSPID who participate in professional work teams outside OAC, stressing the significance of the individual approach when PSPID are selected and trained. Portuguese colleagues have raised the question of responsibility and presented an example of how such activity is organised in their country: “Socially useful activities always take place outside the institution and people themselves can be paid for the job. However, there is no labour contract. The legal framework is provided by protocols between the institution and the enterprise, but referring to a concrete individual. It is the responsibility of the institution to assess and to supervise the work that is done by PSPID. PSPID who are engaged in those activities are subjected to a regular evaluation.” Only adequate selection and preliminary training of PSPID make their inclusion in the working process possible, for instance, “the institution develops protocols with several enterprises in order to create a large range of possible jobs for PSPID.”

It can be concluded that the three models are representative of the existing system of care for PSPID in Europe. The results of project activities that are presented in the following chapters could serve as a good example of collaboration, development and continuity, in order to unify the systems and improve the quality of PSPID's life in the European commonwealth.

GENERAL RECOMMENDATIONS FOR FURTHER WORK ON THE PROJECT

- To elaborate clear criteria for selection of PSPID and staff in order to prevent an early loss of motivation due to slow progress and arising difficulties when training is implemented.
- To perform preliminary work with the staff and relatives so that realistic tasks and expectations are set regarding the expected results from working skills training implementation.
- The elaboration of appropriate training materials should be based on an individual approach. The materials need to be in accordance with the possibilities and wishes of PSPID who are included in the training.



- To popularise the project results through public campaigns. Information on the progress of the project should be sent to the responsible state and local institutions on a regular basis as well as to other NGOs working in the field in order to ensure formal recognition of the methodology and its inclusion in the care of PSPID in the three countries.

GENERALISATION

Based on the assessment results, the following generalisation can be made:

An individual model of care for PSPID is outlined for each participating country; the specificity of each model derives from the characteristics of each country and organisations where the model is carried out. In describing the models, a comparison of the following basic areas in the three countries can be made: legislative framework and existing system of care for PSPID.

The legislation in all three countries is in compliance with the existing European regulations concerning people with intellectual disabilities; however, Bulgaria has not signed *Protocol №12 to the European Convention for the Protection of Human Rights and Fundamental Freedoms* (ECHR). While the Bulgarian Constitution does not ensure protection against discrimination on the grounds of disability, there is supplemental anti-discrimination legislation, the *Protection against Discrimination Act* in particular, which includes disability as a protected ground. New legislation envisages an independent body which will address discrimination cases, i.e. the Commission for Protection against Discrimination.

All in all, we can say that new legislation for integration of people with disabilities was adopted in the three countries; it ensures the creation of additional bodies which address specific issues relating to people with disabilities, as well as a more inclusive approach to education, employment and improved data collection.

The administrative framework in the three countries has the same structure but a different level of development. The same can be said about the current social care system for PSPID in Slovenia, Bulgaria and Portugal.

With regard to the legislation and priorities in the social policy for integration of People with Intellectual Disabilities (PID) in the three partner countries, the project objectives are timely, up-to-date and respond to the needs of PSPID, who have the right to live and feel useful, seeing themselves as part of a normal working process and rhythm of everyday life.

The working skills training system is similar in all three countries, providing people with mild and moderate level of disabilities with diplomas and different qualifications.

The countries implement work activities for PSPID within day care and institutional care. Only in Portugal, a system of occupational activity centres (OAC) is developed, where services for development of working skills, occupational training and activities for PSPID are provided.

In Bulgaria, no specialised training methodology is available for PSPID. Slovenian colleagues propose using and adapting the existing methodology for people with moderate intellectual disabilities.



4. WORKING SKILLS TRAINING MODULES

We have decided to present the material for training in the form of modules. In order to achieve our aim of including PSPID into working processes, the training must be devoted to two target groups: professionals working with PSPID and PSPID themselves.

The first part of the chapter is training modules for professionals working with PSPID where we define certain fields of expertise which professionals should be familiar with when working with PSPID.

The second part is devoted to training modules for PSPID, focusing on motivation, socialization and working skills necessary for their inclusion into work-related activities. Although these modules are adapted to the needs of our pilot group, we feel they can be further adapted and used in every working environment.

The final part of the chapter provides experience of the partners with pilot implementation of the training modules. The modules for professionals were implemented in all three countries, while the modules for PSPID were implemented only by the lead partner in a small pilot group at a newly established workshop.

4.1. TRAINING MODULES FOR PROFESSIONALS WORKING WITH PSPID

The training modules are created for professionals who work with PSPID. The modules aim to refresh the knowledge of professionals, develop gradual steps in the process of training of PSPID, introduce the approaches for individual work with PSPID, ways of their motivation and learning to learn. The preparation phase was followed by a pilot implementation of the modules in all partner institutions separately.

The selection of a training method must take into consideration the audience, the content, the organisation of the environment, and the learning objective.

A well-adjusted method will motivate the trainees to learn and prepare themselves for learning, enabling them to apply and practise what they have been taught, and to retain and transfer what they have learned.

In order to ensure that the contents of the modules were adapted to the learners' needs, we had to identify core areas/themes considered by the professionals as crucial for achieving the final goal: to develop working skills in persons with severe and profound intellectual disabilities. This was done by asking the professionals who work with people with intellectual disabilities in all partners countries about what their needs were and what practices they had successfully implemented in their countries.

Since the professionals working in this field are very heterogeneous in terms of their educational background, we had to make sure that the modules were build in a flexible way, allowing adaptations to accommodate different levels of knowledge.



For the training sessions for professionals we used several common group training methods, like:

- Facilitated workshops
- Demonstrations
- Role Playing
- Case Studies
- Simulations
- Movies and videos

We also made use of accelerated learning principles, like:

- A positive learning environment
- Total learner involvement
- Collaborative learning
- Variety appealing to all learning styles
- Contextual learning
- Learning by doing

The use of accelerated learning aimed at getting results that will last. People remember just 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and 90% of what they say and do.

Having this in mind, our training sessions had slide presentations (read, see), an expert facilitator or trainer (hear, see), group discussions (hear, say), role play (say, do), simulation (say, do) and group activities and verbal feed-back (say, hear).

The measurement of the success of the training was done through an evaluation questionnaire. The questionnaire reflected the degree of satisfaction of the trainees regarding the organisational aspects, the quality of trainers and materials, and the acquisition of knowledge, among other.

Training modules for professionals are prepared as print working material. Modules were implemented in each country separately to avoid potential language barriers. They aim at improving professional competences of professionals who work with PSPID and upgrading their treatment of the target group in a new learning process. This is an important condition for an appropriate implementation of working skills training for PSPID.

The purpose of training modules for professionals is to provide them with education and new theoretical and practical knowledge. This will lead to a better capacity of professionals participating in daily work in the working process of PSPID and will also play an important role in combating prejudices and fixed perceptions about the abilities of our target group.



Training modules for professionals working with PSPID consist of two different module types: obligatory and optional.

There are 5 obligatory modules:

- *Personal planning*
 - *Methods of working with PSPID*
 - *Training of communication with people who do not speak*
 - *Relations with parents*
 - *Work-related activities (organization, planning and inclusion in working environment)*
- and 2 optional modules, which can be implemented according to established needs (for novice workers, etc.):
- *Intellectual disability*
 - *First aid.*

The aims of the modules are as follows:

1. To transfer knowledge from one target group to another; methodological approach that is currently used in the field of work with people with moderate intellectual disability should be transferred to work with people with severe and profound intellectual disability.
2. To transfer good practice in the field of training of professionals working with the target group in Portugal to Slovenia and Bulgaria.
3. Modules as innovation. Modules in form as systematised in *Training modules for professionals working with PSPID* are derived from many different sources and as such did not exist prior to the project in any of the 3 participating countries.

Each training module consist of the following parts:

- General objectives
- Learning content
- Specific objectives
- Material conditions
- Staff requirements
- Competences to develop at the target group
- Trainees' selection criteria
- Duration of the training session
- Location of the training
- Methods of work

The document can be used for guidance in internal training of professionals who will train PSPID in working skills.

Certain chapters of some modules refer to European origins and others to the individual countries. Literature and sources are thus either common European or, in most cases, the project partners extract knowledge from the existent literature in their mother tongue.



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I. MODULE 1: INTELLECTUAL DISABILITY

People differ regarding physical, psychological and intellectual characteristics. Every area has its set of typical characteristics which cannot be placed. When a certain characteristic does not fit into the typical set, we talk about special needs and people with these characteristics are called people with special needs. One of the areas of special needs is intellectual disability, which as a rule manifests itself by significant limitations both in intellectual functioning and in adaptive behaviour.

<p style="text-align: center;">TRAINING MODULE »INTELLECTUAL DISABILITY«</p>	
Module type	<p style="text-align: center;">OBLIGATORY OPTIONAL </p>
General objectives	To give the professionals working with PSPID a possibility to acquire theoretical knowledge and better general understanding of the clients with intellectual disability.
Learning contents	<p>1. Intellectual disability</p> <ul style="list-style-type: none"> 1.1. Definition, EU and of the individual countries 1.2. Differences between mental diseases and intellectual disability 1.3. Causes of intellectual disabilities <p>2. Description of abilities of PSPID</p> <ul style="list-style-type: none"> 2.1. Communication 2.2. Taking care of oneself 2.3. Learning abilities 2.4. Practical abilities 2.5. Socialization 2.6. Motor skills 2.7. Health specialities <p>3. Normalisation and social role valorisation</p> <ul style="list-style-type: none"> 3.1. Self-determination 3.2. Social integration and support 3.3. School integration and support 3.4. Work integration and support <p>4. Ethics</p> <ul style="list-style-type: none"> 4.1 Etymology and concept 4.2 Importance of deontology in human relations and professional domains 4.3 Deontological debate: good professional vs. good person 4.4 Deontology in rehabilitation 4.5 Different levels of deontological debate: relations with colleagues, clients, organization and society

Specific objectives	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - To know the definition of intellectual disability, - to list possible causes of disability origins, - to be able to distinguish between intellectual disability and mental illness (characteristics and differences). 2. <ul style="list-style-type: none"> - To recognize and describe the characteristics and abilities of people with intellectual disability. 3. <ul style="list-style-type: none"> - To know and respect the right of PSPID to choose and make decisions by themselves, - to know possible forms of social inclusion and integration, - to know possible forms of social support, - to know the forms of school inclusion, integration, school programmes and support, - to know the possibilities of work integration and support. 4. <ul style="list-style-type: none"> - To know basic personal characteristics (empathy, tolerance, ability to work in a team, to negotiate, to control stressful events, etc.) and knowledge (social work, defectology, innovativity, etc.) expected from people working in social care, - to know about The European Committee of Social Rights and its responsibilities, - to know The Charter of Fundamental Rights of the European Union and to be able to list the sections into which these rights are divided, - to know The European Social Charter and to be able to list and understand basic social human rights, - to know about the international Ethics in Social Work, Statement of Principles, - to know, understand and act according to the Code of Ethical Principles in social care of the country (ethics – basic treatment, respect of human rights and privilege, acceptance of diversity, respect of professional ethics codes, equal status of voluntary work, help for independence, mutual help and self-help, role incompatibility, consideration of individual's decisions, possibility of one's selection of help, duty to help, preservation of independence in one's natural living environment, respect of human uniqueness and dignity, public relation/communication criteria, prevention of personal molestation and violence, enforcement and protection of privacy in social institutions, openness of institutions, trust and data protection, obligation to research and improve, cooperation and mutual help between workers in social care). 5. <ul style="list-style-type: none"> - To know the function and significance of human sexuality, - to know, describe and recognize the characteristics of sexual behaviour of people with intellectual disabilities,
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	<ul style="list-style-type: none"> - to know and acknowledge the right to sexuality and partnership of people with intellectual disability, - to discuss the offspring issue in the lives of people with intellectual disability, - to discuss the issue of sexual abuse.
Material conditions	PC, projectors, films
Staff requirements	professor of defectology in cooperation with social worker and psychologist
Competences to develop at the target group	<ul style="list-style-type: none"> - practical and theoretical knowledge of PSPID characteristics - knowledge of PSPID self-determination, social, school, work integration and support - ethical consciousness - awareness of PSPID sexual issues
Trainees' selection criteria	working with PSPID
Duration of the training session	3 + 2 hours
Location of the training	premises with suitable equipment
Methods	lecture, participant observation, practical work



Materials/Documents

a. Literature

1. Bases Gerais do Codigo de Etica da CODEM. (2009).
2. Byron, P. (1989). *Nonverbal Learning Disabilities: The Syndrome and the Model*. Guilford Press.
3. Gardner, J. F.& Chapman, M. S. (1993). *Developing Staff Competencies for Supporting People with Developmental Disabilities: An Orientation Handbook*. Paul H. Brookes Pub co.
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13. Stalker, K. (1998). *Some Ethical and Methodological Issues in Research with People with Learning Difficulties*. *Disability and Society*, 13, 1, 5-19.
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b. Internet resources

17. <http://www.slideshare.net/andreadc/a-defincincia-mental-nveis-e-tipos>, 15. 6. 2009
18. <http://www.psicologica.com.pt/artigos/textos/A0434.pdf>, 15. 6. 2009
19. <http://www.sexualityandu.ca/teachers/tools-10-1.aspx>, 15. 6. 2009
20. <http://www.iassid.org/>, 15. 6. 2009
21. <http://respectproject.org/code/index.php>, 15. 6. 2009

II. MODULE 2: PERSONAL PLANNING

Personal planning brings new quality of comprehension, treatment and approach to children, youngsters or adults with intellectual disability, using interdisciplinary methods. Fundamental subjects are always people with intellectual disability. Working with them has to derive from their individual needs and potentials. When forming a personal programme, the workers who work with the person need to engage themselves to the same extent (interdisciplinary team)



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as the person with the disability (if able to) and his or her parents or guardians. The personal programme consists of: description of abilities - profile of abilities of the person with the disability, planned goals, execution and evaluation.

Social skills are of key significance for personal development and any personal planning. People with intellectual disability have fewer opportunities for social environment inclusion and consequently fewer opportunities to develop social skills. At the same time, social relations and situations are not self-evidently comprehensible to them, that is why new situations have to be designed for them and they need to be taught social skills. Gaining and mastering new social skills enables a better socialisation and consequently personal development, which affects the quality of their lives.

TRAINING MODULE »PERSONAL PLANNING«	
Module type	OBLIGATORY ✓ OPTIONAL
General objectives	To form a suitable personal programme based on individual's needs and abilities.
Learning contents	<ol style="list-style-type: none"> 1. Profile of abilities of people with disability 2. Goal planning, execution and evaluation 3. Social skills and personal development
Specific objectives	<ol style="list-style-type: none"> 1. and 2. <ul style="list-style-type: none"> - To know the didactic principles of individualisation (the meaning of individual needs, recognition of differences , learning, aims and principles of education of PID), - to know the legal foundation of the personal programme, - to recognize, evaluate and describe the profile of abilities and the developmental profile of PID (observation), - to know and use certain measurement instruments which are used in describing ability profile of PID (Gunzburg scale, AAMD scale, small steps, different check lists, ...), - to set and form individualised operative goals, - to plan the execution, - to plan the evaluation, - to know how to include youngsters and adults with intellectual disability into programme formation and execution, - to know the parents' or guardians' role in programme formation and execution, - to know the purposes of teamwork in personal planning.



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	<p>3.</p> <ul style="list-style-type: none"> - To understand the concepts: social skills, socialization, personal development, - to know and describe the characteristics of socialization of people with severe and profound intellectual disability, - to understand the significance of socialization for PSPID, - to know, list and describe the methods and techniques of gaining social skills, - to know and describe the advocacy and self-advocacy principles, - to understand the needs of PSPID regarding their sexuality, - to know the basic contents of sex education for PSPID, - to know the rights of PSPID as regards partner relations, - to know the basic contents of partner relations.
Material conditions	PC, projectors, personal programme forms
Staff requirements	professor of defectology, psychologist
Competences to develop at the target group	<ul style="list-style-type: none"> - strategy for personal programme implementing - knowledge of methods and techniques for gaining social skills
Trainees' selection criteria	working with PSPID
Duration of the training session	2 x 2 hours
Location of the training	premises with suitable equipment
Methods	lecture, practical work (seminar)



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Materials/ Documents

a. Literature

1. Beeman, P., Ducharme G.& Mount, B. (1989). *One candle power: Building Bridges into Community Life for people with disabilities*. Manchester, CT: Communitas.
2. Bigby, C., Fyffe, C.& Ozanne, E. (2007). *Planning and Support for People with Intellectual Disabilities*. UNSW Press, Australia and New Zealand.
3. DiLeo, D. (1994). *Reach for the Dream! Developing Individual Service Plans for Persons with Disabilities*. (2nd Edition). St. Augustine, FL: Training Resource Network.
4. DiLeo, D. (2000). *Enchancing the Lives of Adults with Disabilities*. (3rd Edition). St. Augustine, FL: Training Resource Network.
5. Forest, M.& Snow, J. (1987). *The MAPS PROCESS*. Toronto: Frontier College.
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12. Mount, B., Beeman, P.& Ducharme, G. (1988). *What are we Learning about Bridge-Building? A Summary of a Dialogue Between People Seeking to Build Community for People with Disabilities*. Manchester, CT: Communitas.
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15. O'Brien, J. (1980). The Principle of Normalization: A Foundation for Effective Services. In J. F. Gardener, L. Long, R. Nichols, D. Iagulli (Eds.), *Program Issues in Developmental Disabilities*. Baltimore: Paul H. Brookes.
16. Perske, R. (1988). *Circles of Friends*. Nashville: Abingdon Press.
17. Perske, R. (1980). *New Life in the Neighbourhood*. Nashville: Abingdon Press.
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20. Vandercook, T.& York, J. (1988). *Integrated Education: MAPS to get you there*. MN UAP IMPACT, Vol. 1(2), Winter.
21. Wolfensberger, W. (1972). *Normalization in Human Services*. Toronto: National Institute on Mental Retardation.
22. Wolfensberger, W. (1983). Social Role Valorisation: A Proposed New Term for the Principle of Normalization. In *Mental Retardation*, 21, 234-239.



III. MODULE 3: METHODS OF WORKING WITH PSPID

Working with PSPID requires additional methods and approaches due to their intellectual and motor specifics.

Teaching/learning approaches: Presentation of new contents and learning can be done in different ways. The most efficient method of learning and acquiring new information depends on an individual. The approaches must be therefore individually adapted. People with severe and profound intellectual disability do not have the ability of abstract thinking, which is why concretization is extremely significant for them.

Relaxation, motivation and therapy methods: PSPID, due to their characteristics and abilities, need special preparation prior to gaining new knowledge. Apart from space ergonomics, methods and therapies that indirectly affect the levels of relaxation and motivation for further work are of the utmost importance.

Methods of evaluation of changes in PSPID: It is of key significance, when evaluating the quality of life and work of PSPID, that we systematically monitor changes in the areas of socialization, communication and working skills. Specifics of the population demand an adaptation of evaluation instruments. The evaluator has to know the specifics of the population and of the evaluated individual very well.

Placing and mobilization techniques: In most cases people with severe and profound intellectual disability at the same time experience motor damage of central nervous system as an outcome of immature central nervous system handicap. The nerves guide and adjust all human functions, that is why the consequences of nerve damages are numerous and usually complicated. During child's development these particularities are further modified. Approaching a person with central nervous damage requires knowledge in basic neurophysiological processes and their specifics in relation to central nervous system damage. It also requires knowledge in handling with and placing people with central nervous damage.

In the habilitation process the staff must be able to recognize changes in an individual's motor functions, know what the consequences of particular damages are and be able to take advantage of the remaining abilities while taking all deficits into consideration.

Behaviour management: It is characteristic of people with intellectual disability to function below average and differently in every aspect of life and work. This is especially true for people with severe and profound intellectual disability. They often manifest behaviour specifics due to different external and internal causes. Due to poorly developed communication, these specifics are not understood or recognized and consequently not treated in a correct manner.



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TRAINING MODULE »METHODS OF WORKING WITH PSPID«	
Module type	OBLIGATORY ✓ OPTIONAL
General objectives	To obtain additional approaches to working with PSPID.
Learning contents	<ol style="list-style-type: none"> 1. Teaching and learning approaches 2. Relaxation, motivation and therapy methods 3. Evaluation methods of changes in PSPID <ol style="list-style-type: none"> 3.1. Collecting information before the treatment 3.2. Evaluation with observation methods 3.3. Documenting 3.4. Data analysis 3.5. Evaluation plan 4. Placing and mobilization techniques <ol style="list-style-type: none"> 4.1. Neurophysiological aspect of people with central nervous system damage 4.2. Handling with and approaching a person with motor damage of central nervous system 4.3. Orthoses and orthopedic aids 4.4. MATP 4.5. Halliwick concept 5. Behaviour management
	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - To know, list and recognize modes of learning (channels of human perception), - to list and describe teaching approaches (observation method, narration, questions and answers, explanation, instructions, demonstration, practical work, learning with Small steps). 2. <ul style="list-style-type: none"> - To know and list purposes and impacts of relaxation, motivation and therapy for PSPID, - to list and describe different methods of relaxation and motivation and various therapies (music therapy, art therapy, aromatherapy, sensory room, sensor integration method, brain gym). 3. <ul style="list-style-type: none"> - To know the methods of data collecting, - to list the sources of information and distinguish between them

<p>Specific objectives</p>	<p>according to their significance,</p> <ul style="list-style-type: none"> - to know observation methods and their applicability, - to know how to document gained data, - to know data analysis methods, - to know the contents and form of the evaluation plan and the ways of applying it. <p>4.</p> <ul style="list-style-type: none"> - To know and list the most frequent pathophysiological causes of neurological damage, - to define muscle tonus and its impact on one's posture and movement, - to recognize and list forms of pathological muscle tonus and its impact on one's posture and movement, - to recognize pathological reflex activities and significance of their inhibition, - to know the principles and the purpose of correct handling with and placing of people with motor damage of central nervous system and its influence on their physical and functional development and health condition, - to know health complications resulting from an incorrect treatment of people with diminished movement ability, - to know physiological changes that emerge from diminished movement ability, - to know how to place a person with diminished movement ability into a proper position while taking into account the individual's specifics, - to know how to lead or execute daily activities as regards fulfilling basic needs of people with diminished movement ability while taking into account the individual's specifics and neurological principles, - to be able to observe own movement, - to know the basics of ergonomics when working with people with diminished movement ability, - to know the types of orthoses and orthopaedic aids, - to know the purposes and the ways of usage of orthoses and orthopaedic aids, - to know seven basic programmes of MAT activities, - to know the programme of the swimming school based on the Halliwick concept. <p>5.</p> <ul style="list-style-type: none"> - to recognize behaviour characteristics of PSPID, - to recognize and describe the forms of non-adaptive behaviour of PSPID (auto-aggression, aggression towards objects and other people, ...), - to know the causes of emergence and development of non-adaptive behaviour forms, - to know the ways, methods and techniques of mastering and elimination of non-adaptive behaviour forms (modification of behaviour, gestalt therapy, brain gym, etc.), - to know the methodology of behaviour specifics treatment.
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Material conditions	PC, doll, orthoses, orthopaedic aids, forms
Staff requirements	professor of defectology, physiotherapist, occupational therapist and psychologist
Competences to develop at the target group	<ul style="list-style-type: none"> - teaching and learning strategies - theoretical and practical knowledge of relaxation, motivation methods and therapy - evaluation strategies - knowledge of pathological changes in motorical behaviour - strategies of orthoses placing and placing into orthopaedic aids - knowledge of MATP and Halliwick principles - behaviour management strategies
Trainees' selection criteria	working with PSPID
Duration of the training session	4 x 2 hours
Location of the training	premises with suitable equipment (sensory room, working environment of PSPID)
Methods	lecture, practical work

Materials/Documents

a. Literature

1. Adler S.S. (1993). *PNF in practice*. Berlin Springer.
2. Bobath B. (1978). *Motor development in the different types of cerebral palsy*. London: Heinemann Medical.
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12. Hitejc Z. (2001). Gibanje in ustrezna lega otroka z najtežjo motnjo v duševnem in telesnem razvoju. *Obzor Zdr N*, 35: 111-6.
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15. Pierangelo, R.& Giuliani, G. A.(2006). *Learning Disabilities: A Practical Approach to Foundations, Assessment, Diagnosis, and Teaching*. Merrill.
16. Princes T. (2001). *Dodatek k vodiču po panogah motoričnih aktivnosti*. Vipava.
17. Scott, S., McGuire, J.M.& Foley, T.E. (2001). *Universal design for instruction: An exploration of principles for anticipating and responding to student diversity in the classroom*. Storrs, CT: Center on Postsecondary Education and Disability.
18. Vrečar I. (2000). *Indikacije za uporabo pripomočkov za izboljšanje gibalnih funkcij v rehabilitaciji otrok z okvaro osrednjega živčevja*. Zbornik predavanj, 11. Dnevi rehabilitacijske medicine: IRSR.
19. Westwood, P. (2004). *Learning and learning difficulties: a handbook for teachers*. Aust Council for Ed Research.

b. Internet resources

20. <http://www.halliwick.org.uk/html/whatis.htm>, 5.5.2009



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IV. MODULE 4: TRAINING OF COMMUNICATION WITH PEOPLE WHO DO NOT SPEAK

People with intellectual disabilities have different communication abilities. They may or may not use speech, augmentative and alternative communications, visual or behavioural cues for their wants, needs and feelings. Persons with severe and profound intellectual disability are the ones with even more limited communication skills. It is up to the professionals to know how to establish, develop and maintain trustworthy relations with the people they work with.

TRAINING MODULE »TRAINING OF COMMUNICATION WITH PEOPLE WHO DO NOT SPEAK«	
Module type	OBLIGATORY ✓ OPTIONAL
General objectives	To know how to establish, develop and maintain trustworthy relations with PSPID.
Learning contents	<ol style="list-style-type: none"> 1. Communication characteristics of PSPID 2. Augmentative and alternative communication strategies (i.e. PECS – Picture Exchange Communication System) 3. Informal communication systems (non-verbal communication) 4. Total communication 5. Substitute communication
Specific objectives	<ul style="list-style-type: none"> - To recognize the characteristics of communication of PSPID, - to know augmentative and alternative communication strategies, - to know informal communication systems, - to know the basics of body language theory, - to recognize, describe and list key non-verbal communication elements (eye contact, facial expressions, language of different body parts, space sense, other), - to recognize and describe disemia, - to know EBL as an example of non-verbal communication method (interaction structures, common expressions, units and phases of eye play), theory and practice, - to know the concepts of total communication, - to know the concepts of substitute communication.
Material conditions	communicators, picture applications, pictograms, combo programmes, projectors, computer, audio sources, paper, crayons
Staff requirements	a qualified communication expert



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Competences to develop at the target group	<ul style="list-style-type: none"> - communication strategies - strategies to communicate with people with PSPID - theoretical and practical knowledge of PSPID
Trainees' selection criteria	working with people with PSPID
Duration of the training session	3 hours
Location of the training	premises with suitable equipment
Methods	short lecture, practical work (seminar)

Materials/Documents

a. Literature

1. Beukelman, D. R.; Mirenda, P. (2005). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs*. (3th ed.) Paul H. Brookes Publishing.
2. Brady, N. C., McLean, J. E., McLean, L. K., & Johnston, S. (1995). Initiation and repair of intentional communication acts by adults with severe to profound cognitive disabilities. *Journal of Speech and Hearing Research*, 38, 1334-1348.
3. Copeland, S. R., Keefe, E. B. (2005). *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*. Paul H. Brookes Publishing.
4. Downing, J. E. (2005). *Teaching Communication Skills to Students with Severe Disabilities*. (2nd ed.) Paul H. Brookes Publishing.
5. Silver, R. (2000). *Developing Cognitive and Creative Skills Through Art: Programs for Children with Communication Disorders or Learning Disabilities*. iUniverse.
6. Soto, G.& Zangari, C. (2005). *Practically Speaking - Language, Literacy, and Academic Development for Students with AAC Needs*. Paul H. Brookes Publishing.



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V. MODULE 5: RELATIONS WITH PARENTS AND RELATIVES OR GUARDIANS

Family relations are rather complex processes and they get even more complicated if a family member is a person with special needs.

People with special needs are often rather dependent on other people's help. This goes especially for people with severe intellectual disability, who need help with their everyday chores. If these people live at home, that kind of care can represent a considerable burden to their parents or guardians. If the person with disability is included into institutional care or into any other form of daylong care, a part of the burden is transferred.

The professionals have to cooperate with the parents or guardians, offering them regular information and consulting. Apart from that, they have to be able to find an adequate way of solving possible problems that might emerge from interpersonal communication.

TRAINING MODULE »RELATIONS WITH PARENTS AND RELATIVES OR GUARDIANS«	
Module type	OBLIGATORY ✓ OPTIONAL
General objectives	To understand and consider the importance of proper communication and relations with the parents (all aspects).
Learning contents	<ol style="list-style-type: none"> 1. The parents and a child with intellectual disability (phases of acceptance of the child's disability, the parents and their adult daughters and sons with intellectual disability). 2. Cooperation with the parents: <ul style="list-style-type: none"> - quality interpersonal communication, - forms and ways of cooperation, - conflicts and differences. 4. Helping the parents. 3. Meeting the parents.
Specific objectives	<ul style="list-style-type: none"> - To know and describe the parents' reaction phases when receiving information that their child has special needs, - to know the possibilities of helping the parents and how to guide them to get help, - to know, list and describe possible forms of cooperation with the parents, - to know, list and describe the contents of the cooperation: regular informing about the state of the child, interval informing about possible progress, making the parents or the guardians understand that their children are growing up and consequently have the need to attain independence and the right to advocacy, self-advocacy and partnership (sexuality),



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	- to know and pay regard to the protection of personal information regulations.
Material conditions	PC, projectors
Staff requirements	social worker, professor of defectology, parent
Competences to develop at the target group	<ul style="list-style-type: none"> - strategies of cooperation with parents, relatives or guardians - consciousness about the importance of parental inclusion as equal partners in the process
Trainees' selection criteria	working with PSPID
Duration of the training session	2 hours
Location of the training	premises with suitable equipment
Methods	lecture, discussion, workshop



Materials/Documents

a. Literature

1. Adelizzi, J. U. & Goss, D. B. (2001). *Parenting Children with Learning Disabilities*. Bergin and Garvey.
2. Bigby, C. (2000). *Moving on without Parents: Planning, Transitions and Sources of Support for Middle-Aged and Older Adults with Intellectual Disability*. Brookes Publishing Company.
3. Holt, G. (2004). *Guide to Mental Health for Families and Carers of People with Intellectual Disabilities*. Jessica Kingsley.
4. Jurišič, B. D. (2000). *Sožitje za starše oseb z motnjo v duševnem razvoju*,
5. Remiaš, A. M. (1996). *Predstavitev alternativne oblike dela s starši z uporabo gestalt terapije*. V: Defektologica Slovenica, Specialna in rehabilitacijska pedagogika, Revija specialnih in rehabilitacijskih pedagogov. (1996, 1).

VI. MODULE 6: FIRST AID

Due to their health, motor, cognitive and personal characteristics, people with intellectual disability are constantly facing the risk of different injuries, self-injuries and acute illnesses. In most cases, when it comes to people with intellectual disability, self-help is limited and that is why these people are especially dependent on other people's knowledge and help.

TRAINING MODULE »FIRST AID«	
Module type	OBLIGATORY OPTIONAL 
General objectives	To recognize acute health conditions, type of injury and take correct measures when required.
Specific objectives	<ul style="list-style-type: none"> - To know acute health conditions and their symptoms, - to recognize particular acute health conditions, - to know correct measures for particular acute health conditions, - to take correct measures for particular acute health conditions, - to know types of injuries, - to identify particular types of injuries, - to know correct measures for particular injuries, - to take correct measures for particular injuries.
Material conditions	first aid doll, first aid kit, PC, projectors, blackboard, defibrillator



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Staff requirements	medical expert
Competences to develop at the target group	theoretical and practical first aid skills
Trainees' selection criteria	working with PSPID
Duration of the training session	3 hours
Location of the training	premises with suitable equipment
Methods	lecture, practical work

Materials/Documents

a. Literature

1. Keggenhoff, F. (2007). *Prva pomoč*. Prešernova družba.
2. Yougnson, Dr. R. M. (2008). *Primeiros Socorros – 2ª Edição*. Diagram.



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VII. MODULE 7: WORK-RELATED ACTIVITIES (ORGANIZATION, PLANNING AND INCLUSION INTO WORKING ENVIRONMENT)

People with intellectual disabilities that are not eligible for vocational training, can benefit from a specific training of skills, which will enable them to perform a job-related activity. Everyone has the right to develop his/hers full working potential and this is also true for people with severe intellectual disabilities. Individuals with severe disabilities can acquire many skills that will allow them to function, at least in part, in a wide variety of least restrictive environments and activities.

For that purpose, a functional curriculum is made, which is oriented towards recognizing and developing skills in order to enhance one's ability to participate in several spheres, like: work, leisure activities, home.

TRAINING MODULE »WORK-RELATED ACTIVITIES (ORGANIZATION, PLANNING AND WORKING ENVIRONMENT INCLUSION)«	
Module type	OBLIGATORY ✓ OPTIONAL
General objectives	Professionals should understand and know how to use functional curriculum.
Learning contents	<ol style="list-style-type: none"> 1. Functional curriculum (form, goal, objectives) 2. Functional curriculum adaptation <ul style="list-style-type: none"> - Person related - Task related 3. Social skills training 4. Professional skills training in occupational centres <ol style="list-style-type: none"> 4.1. Task analysis <ul style="list-style-type: none"> - Specificity of task components - Using the right tools - Materials - Environment - Posture - People involved in the task 4.2. Continuous evaluation of processes, participants and satisfaction levels 5. Vocational (socially useful) activities in other organizations (enterprises) <ol style="list-style-type: none"> 5.1. Working skills training model <ul style="list-style-type: none"> - Assessment and vocational guidance - Individualized vocational plan - Searching suitable enterprises - Job analysis - Matching the client's skills with job analysis - Individualized training programme - Monitoring training development



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	<ul style="list-style-type: none"> - Contract negotiation - Contract - Ongoing support <p>5.2. Continuous evaluation of processes, participants and satisfaction levels</p> <p>6. Working skills training strategies in an open labour market</p> <p>6.1. Training in an open labour market</p> <p>6.2. Individual planning with each client and each family</p> <p>6.3. Continuous evaluation of processes, participants and satisfaction levels</p> <p>7. Evaluation</p> <p>7.1. Evaluation methods</p> <p>7.2. Evaluation tools</p>
Specific objectives	<ul style="list-style-type: none"> - to know and understand functional curriculum and its main contents (define: domain, environment, sub-environment, activity and sequence of skills), - to know how to access or where to get information about the person's functional abilities, - to do task analysis, - to develop and use evaluation grids.
Material conditions	flipchart, computer, projector, marker, paper, other
Staff requirements	experienced professional in the field
Competences to develop at the target group	<p>Professionals should:</p> <ul style="list-style-type: none"> - know how to write a functional curriculum that will respect the age, motivation and personal expectations of the individual, - know how to access or where to get information about the person's functional abilities, - know how to do task analysis, - know how to develop and use evaluation grids.
Trainees' selection criteria	working with PSPID
Duration of the training session	3 x 3 hours seminar
Location of the training	premises with suitable equipment
Methods	short lecture, practical work (seminar)



Materials/Documents

a. Literature

1. *A Integração de pessoas com deficiência nas empresas: como actuar.* (2005). Lisboa: GRACE.
2. Anderson, L. & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* New York: Longman.
3. Brinckerhoff, L.C., McGuire, J.M.& Shaw, S.F. (2002). *Postsecondary education and transition for students with learning disabilities.* (2nd ed.). Austin, TX: PRO-ED.
4. Browder, D. M. (2001). *Curriculum and Assessment for Students with Moderate and Severe Disabilities.* Guilford Press.
5. Brown, L. et al. (1989). *The Madison Strategy for Selecting Nonschool Environments for Instructional Purposes.* Madison: University of Wisconsin and the MMSD.
6. Brown, L. et al. (1983). The Critical Need for Nonschool Instruction in Educational Programs for Severely Handicapped Students. In *The Journal of the Association for Persons with Severe Handicaps.* 8(3), 71 – 77.
7. Brown, L. et al. (1988). The "Why Question". In *Educational Programs for Students Who Are Severely Intellectually Disabled.*
8. Brown, L. et al. (1979). A Strategy for Developing Chronological Age Appropriate and Functional Curricular Content for Severely Handicapped Adolescents and Young Adults. In *Journal of Special Education,* 13(1), 81 – 90.
9. Brown, L. et al. (1981). Longitudinal Transition Plans. In *Programs for Severely Handicapped Students.* In *Exceptional Children,* 47(8), 624 – 631.
10. Calculator, S., & Bedrosian, J. *Communication Assessment and Intervention for Adults with Mental Retardation,* (pp. 139 -153). San Diego: College Hill Press.
11. Claudino, A. (1998). *A orientação para a formação profissional de jovens com deficiência intelectual.* Lisboa: Secretariado Nacional de Reabilitação.
12. Costa, A. M., Leitão, F., Santos J., Pinto, J.& Fino, N. (2000). *Currículos Funcionais – Conjunto de Materiais para a Formação de Professores Lisboa.* Instituto de Inovação Educacional.
13. Follette Story, M., Mueller, J.L.& Mace, R.L. (1988). *The universal design file: Designing for people of all ages and abilities.* Raleigh, NC: North Carolina State University, The Center for Universal Design.
14. Jonassen, D. H., Tessmer, M.& Hannum, W. H.(1999). *Task analysis methods for instructional design.* Lawrence Erlbaum Associates.
15. Martins, M. (2001). *Deficiência mental e desempenho profissional.* Lisboa: Secretariado Nacional de Reabilitação.
16. Neel, R. S.& Billingsley, F. F. (1989). *IMPACT: A functional curriculum handbook for students with moderate to severe disabilities.* Baltimore: Brookes.
17. O'Donohue, W. T., Fisher, J. E.& Hayes, S. C. (2003). *Cognitive behavior therapy: applying empirically supported techniques in your practice.* John Wiley and Sons.
18. Pierangelo, R., Giuliani, G. A. (2006). *Learning Disabilities: A Practical Approach to Foundations, Assessment, Diagnosis, and Teaching.* Merrill.
19. Scott, S., McGuire, J.M., Foley, T.E. (2001). *Universal design for instruction: An exploration of principles for anticipating and responding to student diversity in the classroom.* Storrs, CT: Center on Postsecondary Education and Disability.
20. Westling, D. L.& Fox, L.(1995). *Teaching students with severe disabilities.* Englewood Cliffs NJ: Prentice-Hall.
21. Westwood, P. (2004). *Learning and learning difficulties: a handbook for teachers.* Aust Council for Ed Research.



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22. Wolery, M., Bailey, D. M. & Sugai, G. M. (1988). *Effective teaching: Principles and procedures of applied behavior analysis with exceptional learners*. Boston: Allyn and Bacon.

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23. <http://vels.vcaa.vic.edu.au/support/disability.html>, 10. 5. 2009

24. www.nwlink.com/~donclark/hrd/bloom.html, 14. 5. 2009

25. www.corrosion-doctors.org/Training/Bloom.htm, 10. 6. 2009

26. www.coun.uvic.ca/learn/program/hndouts/bloom.html, 10. 6. 2009

27. www.adprima.com/examples.htm, 1. 2. 2009

28. www.ac.wvu.edu/~assess/slo.htm, 1. 2. 2009

29. www.uct.ac.za/projects/cbe/mcqman/mcqappc.html, 1. 2. 2009

Tools for identifying domains and levels of learning (psychomotor, intellectual, affective)

Bloom's taxonomy of cognitive domain

30. <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/bloomstax.htm>, 10. 5. 2009

Gagne's five learned capabilities

31. <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/gagnetax.htm>, 10. 5. 2009

Krathwohl's taxonomy of affective domain

32. <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/krathstax.htm>, 2. 6. 2009

Harrow's taxonomy of psychomotor domain

33. <http://classweb.gmu.edu/ndabbagh/Resources/Resources2/harrowstax.htm>, 2. 6. 2009

Determination of prerequisite skills and task/content structure

Hierarchical/Prerequisite analysis

34. http://classweb.gmu.edu/ndabbagh/Resources/Resources2/hierarchical_analysis.htm, 10. 6. 2009

Conceptual Graph analysis

35. http://classweb.gmu.edu/ndabbagh/Resources/Resources2/conept_graph.htm, 2. 6. 2009

Differences between hierarchical & procedural

36.

http://classweb.gmu.edu/ndabbagh/Resources/Resources2/hierarchy_vs_procedural.htm, 2. 6. 2009

Information-processing analysis

37. http://classweb.gmu.edu/ndabbagh/Resources/Resources2/info_processing.htm, 10. 5. 2009

Procedural analysis

38. http://classweb.gmu.edu/ndabbagh/Resources/Resources2/procedural_analysis.htm, 10. 5. 2009



4.2. TRAINING MODULES FOR PEOPLE WITH SEVERE AND PROFOUND INTELLECTUAL DISABILITIES: MOTIVATION, SOCIALIZATION AND WORKING SKILLS FOR INCLUSION INTO WORK-RELATED ACTIVITIES

This part is devoted to training modules for PSPID, focusing on motivation, socialization and working skills necessary for their inclusion into work-related activities. The following modules are based on the needs of the pilot implementation group. Their content is adapted to the working process the pilot group went through – the production of plastic table covers.

Our aim is to present the structure of the modules and the way the work should be organised. Even though some parts are very specific to the pilot group, the more general parts can be used when further adapting the modules for use in other working processes or other working environments.

An adequate level of motivation and social skills plays an important role in qualifying people with severe and profound intellectual disabilities (PSPID). It has to be synchronised with the development of work-related skills of PSPID.

The contents of modules for motivation, socialization and training of work-related skills are adapted to personal needs. When working with PSPID, one of the main requirements is to set clear objectives and systematically fragment the programme tasks. For PSPID to acquire certain knowledge, skills and habits in motivational and socialization area and in the field of work-related skills training, each activity must be decomposed into the simplest elements. We should also bear in mind that the easiest way to teach PSPID is direct manipulation.

The contents stated in continuation have for this reason characteristics of a situational programme. The contents of individual modules should be carried out according to participants' individual needs. The contents are interconnected and reciprocally upgraded. In the module for work-related skills development, especially in the area of occupation, contents need to be complemented and upgraded in accordance with participants' individual needs, abilities and interests.

Methodologically formed contents will be used by working instructors in the process of direct implementation of work-related activities of PSPID.



4.2.1. MOTIVATION AND SOCIALIZATION OF PEOPLE WITH SEVERE AND PROFOUND INTELLECTUAL DISABILITIES

1. MODULE: BASIC SKILLS

1.1. AREA 1: PERSONAL APPEARANCE AND HYGIENE

1. 1. 1. Unit 1: Hand hygiene

Aims: The participants signal to the instructors their intention to wash hands and execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- access to washbasin with water
- towel
- soap
- picture instructions (hand washing)

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the intention to wash hands	<ul style="list-style-type: none"> - to signal the intention to wash hands after using the toilet - to signal the intention to wash hands before eating/ feeding - to signal the intention to wash hands after eating/ feeding - to signal the intention to wash hands when they are dirty 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of different opportunities for washing hands - experimental learning/ learning by doing - repeating activities 	<ul style="list-style-type: none"> - self-annotating table for marking the frequency of notifying and washing hands



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<p>II. Hand washing</p>	<ul style="list-style-type: none"> - to turn the sleeves up - to open tap water - to adjust a proper water temperature - to wet hands - to use soap - to rub soaped hands - to rinse hands - to close tap water - to dry hands by using a towel - to put the towel down and place it to an appropriate place - to turn the sleeves down 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - practical work (autonomous, cooperative or coactive implementation) - verbal instructions (explanation) - demonstration - repeating activities 	<ul style="list-style-type: none"> - picture instructions (hand washing) - soap - towel
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1. 1. 2. Unit 2: Face hygiene

Aims: The participants signal to their instructors their intention to wash face and execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- access to washbasin with water
- small towel for face washing
- towel
- mirror
- picture instructions (face washing)

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/documents
<p>I. Perception of one's mirror reflection</p>	<ul style="list-style-type: none"> - to take a look at one's mirror reflection - to point to the reflection of changes (dirt) on one's face 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - explanation with practical activity implementation - repeating activities 	<ul style="list-style-type: none"> - mirror
<p>II. Notification about the intention to wash face</p>	<ul style="list-style-type: none"> - to notify about the intention to wash face after seeing the changes (dirt) on the face 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of different opportunities for washing face - repeating activities 	
	<ul style="list-style-type: none"> - to observe one's own mirror reflection 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - practical work (autonomous, 	<ul style="list-style-type: none"> - instructions (face washing) - small towel



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<p>III. Face washing</p>	<ul style="list-style-type: none"> - to open tap water - to adjust a proper water temperature - to wet a small towel - to wring out the small towel - to rub and clean the face with a small wet towel - to put the small towel into the basin - to wipe the face with a towel - to put the towel down to an appropriate place - to rinse and wring out the small towel - to put the small towel to an appropriate place - to check changes in own mirror reflection 	<p>cooperative or coactive implementation)</p> <ul style="list-style-type: none"> - verbal instructions, explanation - demonstration - repeating activities 	<ul style="list-style-type: none"> - mirror
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1. 1. 3. Unit 3: Oral hygiene

Aims: The participants signal their intention to clean their teeth and execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- access to washbasin with water
- toothbrush
- toothpaste
- cup
- mirror
- towel
- picture instructions (teeth cleaning)

Staff requirements: caregiver, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the need to clean teeth	<ul style="list-style-type: none"> - to signal the intention to clean teeth after the meal 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of the meaning and necessity of teeth cleaning - repeating activities 	
II. Teeth cleaning	<ul style="list-style-type: none"> - to recognize and choose own teeth cleaning kit - to open tap water - to pour water into the cup - to close tap water - to put down the cup - to open the toothpaste - to press the toothpaste onto the toothbrush - to put down the toothpaste - to brush the teeth with the toothbrush - to put down the toothbrush - to sip water from the cup - to rinse mouth - to wash the face - to give the cup a good rinse and put it down to an appropriate place - to give the toothbrush a good rinse and put it down to an appropriate place - to close the toothpaste - to rinse the washbasin - to close the water tap 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - practical work (autonomous, cooperative or coactive implementation) - verbal instructions, explanation (teeth cleaning) - demonstration - repeating activities 	<ul style="list-style-type: none"> - picture instructions (teeth cleaning) - small towel - mirror - towel - cup - toothbrush - toothpaste



1. 1. 4. Unit 4: Hygiene after toilet use

Aims: The participants signal their intention to use toilet paper after using the toilet and execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- toilet bowl
- toilet paper

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the intention to use toilet paper after toilet use	<ul style="list-style-type: none"> - to signal the intention to use toilet paper after urinating (women) - to signal the intention to use toilet paper after discharging urine/ excrement (women and men) 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of the meaning and necessity of using toilet paper after toilet use - repeating activities 	
II. Using toilet paper after toilet use	<ul style="list-style-type: none"> - to reach out for toilet paper - to use an appropriate quantity of toilet paper - to tear off the paper - to place the paper in the hand - to wipe out the place of leading off - to throw the toilet paper into the toilet bowl - to repeat the procedure several times 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - practical work (autonomous, cooperative or coactive implementation) - verbal instructions, explanation (toilet paper use) - demonstration - repeating activities 	<ul style="list-style-type: none"> - picture instructions (toilet paper use)

1. 1. 5. Unit 5: Menstrual hygiene

Aims: The participants signal their intention of using/changing a sanitary towel autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- bidet
- washbasin



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- small towels
- towel
- sanitary towels
- toilet paper
- dustbin

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the intention to use/ change a sanitary towel	<ul style="list-style-type: none"> - to signal the intention to use/ change a sanitary towel 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of the meaning and necessity of sanitary towels use - repeating activities 	
II. Using/changing the sanitary towel	<ul style="list-style-type: none"> - to prepare a sanitary towel and all necessary sanitary materials - to take off lower part of clothes - to remove the sanitary towel from the underwear - to wrap the sanitary towel into paper - to throw the sanitary towel into the dustbin - - - - - - to open the bidet water tap and adjust temperature - to take a small towel - to sit on the bidet - to wet a small towel - to wipe the pubic region - to rinse the small towel - to repeat the procedure several times - to put away the small towel - to wipe the pubic region with a dry towel - to put down the 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - practical work (autonomous, cooperative or coactive implementation) - verbal instructions, explanation (using/changing sanitary towels) - repeating activities 	<ul style="list-style-type: none"> - picture instructions (sanitary towel use) - bidet - washbasin - small towels - towels - sanitary towels - toilet paper - garbage can



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	<p>towel to an appropriate place</p> <p>-----</p> <ul style="list-style-type: none">- to place a fresh sanitary towel onto the underwear- to put on lower parts of clothes- to wash hands		
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1. 1. 6. Unit 6: Dressing/undressing and putting shoes on/taking shoes off

Aims: The participants signal their intention to dress/ undress and to put their shoes on/ take them off; they execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

- clothes
- footwear
- mirror
- clothes hanger
- seat
- shoehorn
- picture instructions for dressing/undressing and putting shoes on/taking shoes off

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the intention to dress/ undress or to put the shoes on/take them off	<ul style="list-style-type: none"> - to signal the intention to put the clothes on/ take them off and to put the shoes on/take them off upon the arrival to a certain place - to signal the intention to put the clothes on/ take them off and to put the shoes on/take them off when leaving a certain place - to signal the intention to put the clothes on/ take them off when using the toilet - to signal the intention to arrange the clothes - to signal the intention to be properly dressed for work 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation of the meaning and necessity of changing the clothes and footwear upon arriving and leaving a certain place - discussion and explanation of choosing proper clothes and footwear - discussion and explanation of the meaning and necessity of a proper way to put the clothes on/ take them off when using the toilet - repeating activities 	
	<ul style="list-style-type: none"> - (clothes which unbuckle in full length) - to unbutton and unbuckle - to fix the sleeve with the other hand 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) 	<ul style="list-style-type: none"> - picture instructions (undressing) - mirror - clothes hanger - seat



<p>II. Taking off the upper parts of the clothes</p>	<ul style="list-style-type: none"> - to pull the arm from the sleeve - to repeat the procedure with the other hand - to grasp the clothes by the collar with the free hand - to hang the clothes on the clothes hanger ----- - (pullover) - to fix the sleeve with the other hand - to pull the arm from the sleeve - to repeat the procedure with the other hand - to pull the clothes over the head in forward direction - to arrange the clothes - to hang the clothes 	<ul style="list-style-type: none"> - verbal instructions 	
<p>III. Putting on the upper parts of the clothes</p>	<ul style="list-style-type: none"> - to recognize and choose one's own clothes - to take the clothes off from the clothes hanger - to define the front and the rear part of the clothes - to fix the upper front part of the clothes with the opposite hand - to pull the sleeve onto the free arm/ to push the free arm into the sleeve - to place the upper part of the clothes on the shoulder of the dressed arm - to reach behind the back and place the arm into the sleeve - to arrange the clothes on the body 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions (putting clothes on) - mirror - clothes hanger - seat



	<ul style="list-style-type: none"> - in front of the mirror - to button and buckle - ----- - (pullovers) - to place the clothes on a flat surface front side down - to wrinkle the back of the clothes towards the head hole - to lift and pull the pullover over the head - to find the sleeve opening with the opposite hand and fix it - to put the free arm into the sleeve - to repeat the procedure with the other hand - to pull the clothes' front and back downwards the body - to arrange the clothes on the body in front of the mirror 		
<p>IV. Putting the trousers and the underwear on/ taking them off before and after toilet use</p>	<ul style="list-style-type: none"> - to unbutton - to unzip - to grab the belt on both sides with both hands - to push the trousers to the middle of the thighs - to grab the underpants on both sides with both hands - to push the underpants to the middle of the thighs - ----- - to grab the underpants on both sides with both hands - to pull the underpants over the buttocks 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions (putting clothes on/off) - mirror - clothes hanger - seat



	<ul style="list-style-type: none"> - to arrange the underpants - to grab the underpants on both sides with both hands - to pull the trousers over the buttocks - to arrange the trousers - to button and zip 		
V. Taking the shoes/ slippers off	<ul style="list-style-type: none"> - (shoes) - to sit on a seat - to reach for the shoes - to undo the laces/ unbuckle the zip or fastening tape - to lift a leg - to grab the shoe at the heel - to pull the shoe off the foot - to put the shoe away - to repeat the procedure with the other leg - to put the shoes to an appropriate place (slippers) - to sit on a seat - to pull the foot from the slipper on the ground or to lift the foot and pull the slipper from the foot by hand - to repeat the procedure on the other foot - to put the slippers to an appropriate place 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions (taking shoes/slippers off) - seat - shoes/slippers
VI. Putting the shoes/ slippers on	<ul style="list-style-type: none"> - (shoes) - to recognize and choose proper shoes - to prepare the shoes and the place for putting the shoes on - to sit on a seat - to place the shoes 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions (putting shoes/slippers on) - seat - shoes/slippers



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	<p>properly according to the leg (left leg/ right leg)</p> <ul style="list-style-type: none"> - to grab the upper side edge of the shoe with both hands - to lift the leg - to place the leg on top of the shoe - to push the fingers and part of the foot into the shoe - to pull the shoe over the heel - to put the shoed foot on the floor - to do the laces, buckle the zip or fastening tape - to repeat the procedure with the other leg - (slippers) - to recognize and choose proper slippers - to prepare the slippers and the place for putting the slippers on - to sit on a seat - to place the slippers properly (left/ right leg) - to lift the leg - to target the slipper with the foot - to push and arrange the foot into the slipper - to repeat the procedure with the other leg 		
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1. 2. AREA 2: PROPER FULFILMENT OF PHYSIOLOGICAL NEEDS

1. 2. 1. Unit 1: Feeding

Aims: The participants feed at a proper time and place, and in a socially acceptable way; they execute the activity autonomously, in a cooperative or coactive way.

Material conditions for module delivery:

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- table
- knife, fork and spoon
- plate
- cup
- napkin
- food and drink
- picture signs

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Choosing a proper time for feeding/ drinking	<ul style="list-style-type: none"> - to define a proper time for feeding/ drinking according to the functional schedule (module 3) - to signal the intention to eat/ feed/ drink 	<u>Methods:</u> <ul style="list-style-type: none"> - discussion and explanation of schedule use - discussion and explanation of perception and expression of feeding and drinking needs - repeating activities 	<ul style="list-style-type: none"> - functional schedule - picture signs
II. Preparing a proper place for feeding/ drinking	<ul style="list-style-type: none"> - to orientate towards the feeding/ drinking place (in a well-known environment) - to choose a knife, a fork and a spoon for feeding - to place the cutlery (knife, fork, spoon), the cup and the napkin on the table 	<u>Methods:</u> <ul style="list-style-type: none"> - demonstration - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture signs - knife, fork, spoon - cup, glass - napkin etc.
III. Feeding in a socially acceptable way	<ul style="list-style-type: none"> - to wash hands before the meals (see Area 1, Unit 1) - to take a proper amount of the food - to choose a proper way of putting the food onto the plate – the use of cutlery - to choose a proper way of putting the food into the mouth - to control the speed of the feeding - to pay attention to 	<u>Methods:</u> <ul style="list-style-type: none"> - demonstration - discussion and explanation - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities <p><i>Example of good manners:</i></p> <ul style="list-style-type: none"> - to wait with feeding until all others are served, 	<ul style="list-style-type: none"> - picture instructions (hand washing) - aids and kit for hand washing - food and drinks - knife, spoon and fork for feeding - picture instructions of appropriate and inappropriate table manners



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	good manners when feeding	<ul style="list-style-type: none"> - not to disturb others during feeding, - not to talk, - not to take other's food 	
IV. Clearing the table after feeding	<ul style="list-style-type: none"> - to take the non-consumed food away - to put the non-consumed food to a proper place - to take the cutlery, the cup and the napkin away from the table - to put the cutlery to a proper place - to wipe the table with a wet cloth 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - discussion and explanation - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture signs - food and drinks - knife, spoon and fork - wet dishcloth

1. 2. 2. Unit 2: Urination and defecation

Aims: The participants signal their need to urinate and defecate and fulfil the need at a proper place and in a socially acceptable way; they execute the activity autonomously, in a coactive or cooperative way. Participants signal their need for diaper change.

Material conditions for module delivery:

- toilet bowl
- washbasin
- pissoir
- toilet paper
- soap
- towel
- picture signs
- diapers
- small towel

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Signalling the intention to urinate/ defecate or the need for diaper change	<ul style="list-style-type: none"> - to signal the intention to urinate or defecate or the need for change diaper - to choose a proper way of signalling the intention to urinate or defecate or the need for diaper change 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation - strengthening knowledge 	<ul style="list-style-type: none"> - picture signs



<p>II. Choosing a proper place for urinating/defecating</p>	<ul style="list-style-type: none"> - to define/ choose a proper /intimate place for urinating/defecating - to orientate towards that place (in a well-known environment) - to choose a proper aid (toilet bowl, pissoir) to execute the activity 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - discussion and explanation - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture signs - toilet bowl - pissoir
<p>III. Urinating</p>	<ul style="list-style-type: none"> - to take off the trousers/ lift the skirt, to take off the underwear - to sit on a toilet bowl <ul style="list-style-type: none"> • <i>to execute the need</i> - to stand in front of the pissoir <ul style="list-style-type: none"> • <i>to aim a jet of urine at the pissoir</i> • <i>to execute the need</i> - to use toilet paper after the finished activity - to put on the underwear, trousers/ skirt - to rinse the toilet bowl or the pissoir - to wash hands 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions - toilet bowl, pissoir - toilet paper - washbowl - soap - towel
<p>IV. Defecating</p>	<ul style="list-style-type: none"> - to take off the trousers/ lift the skirt, to take off the underwear - to sit on the toilet bowl <ul style="list-style-type: none"> • <i>to execute the need</i> - to use toilet paper after the finished activity - to put on the underwear, trousers/ skirt - to rinse the toilet bowl - to clean the toilet 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - discussion and explanation - practical work (autonomous, cooperative or coactive implementation) - verbal instructions - repeating activities 	<ul style="list-style-type: none"> - picture instructions - toilet bowl - toilet brush - toilet paper - washbowl - soap - towel



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	bowl with a toilet brush - to wash hands		
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1. 2. 3. Unit 3: Sexual needs

Aims: The participants fulfil their sexual needs at a proper time, at a proper place and in a socially acceptable way.

Material conditions for module delivery:

- pictures

Staff requirements: caregiver, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Choosing a proper way for fulfilment of sexual needs	<ul style="list-style-type: none"> - to become aware of sexual need - to express or signal a sexual need - to choose a proper way of fulfilment of sexual needs 	<u>Methods:</u> <ul style="list-style-type: none"> - discussion and explanation of sexuality and awareness of sexual needs - discussion and explanation of proper ways of expressing and signalling sexual needs - discussion and explanation of different possibilities for fulfilment of sexual needs - discussion and explanation of untouchability of one's body and about respecting individual's intimacy - experimental learning 	- pictures
II. Choosing a proper place for fulfilment of sexual needs	<ul style="list-style-type: none"> - to choose a proper place for fulfilment of sexual needs 	<u>Methods:</u> <ul style="list-style-type: none"> - discussion and explanation - experimental learning 	
III. Choosing a proper time for fulfilment of sexual needs	<ul style="list-style-type: none"> - to choose a proper time for fulfilment of sexual needs 	<u>Methods:</u> <ul style="list-style-type: none"> - discussion and explanation - experimental learning 	
IV.	<ul style="list-style-type: none"> - to wash hands 	<u>Methods:</u>	- washbowl, bidet



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Protection and hygiene before, during and after the fulfilment of sexual needs	<ul style="list-style-type: none"> - to wash genitals - to place a condom 	<ul style="list-style-type: none"> - discussion and explanation of the importance of hygiene of washing hands and genitals - discussion and explanation of the importance of condom use - experimental learning 	<ul style="list-style-type: none"> - soap - small towel - towel - condom - pictures
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1. 3. AREA 3: COMMUNICATION

1. 3. 1. Unit 1: Introduction to the symbols used in a specific environment

Aims: The participants learn to use different agreed (picture) symbols according to their abilities and needs.

Material conditions for module delivery:

- objects used as a part of the activity which they represent,
- objects identical to the ones used in the activities,
- objects similar but not identical to the ones used in the activities, (colour photographs of the objects)
- full-sized coloured drawings/ pictures of the objects,
- reduced coloured drawings of the objects,
- personal communication albums (books) with pictures,
- full- sized participants' and instructors' colour photographs (face images),
- reduced participants' and instructors' colour photographs (face images),
- coloured drawings with YES, NO, DON'T KNOW (positive, negative, neutral) symbols,
- coloured drawings of certain buildings and places (post office, health centre),
- coloured image instructions.

Staff requirements: instructor for leading work-related activities of PSPID

Note:

Before we introduce the pictorial instructions to the participants, they have to know the aims of picture communication and how to read and announce the activities through coloured drawings/symbols. The learning contents in the chart below go from basic to more complex and it is recommended to follow the given order.

When using a coloured drawing/ symbol or any other adequate communication tool, the instructor should always verbalize the meaning of the picture (ascribed word or phrase).

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
	<u>To recognize an activity through a symbol (learning steps, from concrete towards abstract) :</u> <ul style="list-style-type: none"> - to recognize the announced 	<u>Methods:</u> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real environment 	<ul style="list-style-type: none"> - objects used as a part of the activity they represent - objects identical to the ones used in the activities - objects similar but not

<p>I. Activity recognition through the symbol</p>	<p>activity through an object used as a part of the activity that it represents</p> <ul style="list-style-type: none"> - to recognize the announced activity through an object which is identical to the object used in the activity - to recognize the announced activity through an object which is similar but not identical to the object used in the activity - (to recognize the announced activity through a part of the object used in the activity) - (to recognize the announced activity through a colour photograph of the object) - to recognize the announced activity through a full-sized coloured drawing/ symbol, - to recognize the announced activity through a reduced coloured drawing/ symbol 	<ul style="list-style-type: none"> - individual work - strengthening knowledge <p><u>Proposed activities to recognize through a symbol:</u></p> <ul style="list-style-type: none"> - greet ('hello') - take off/put on shoes - take off/put on clothes - wash hands - wash face - shower - clip nails - comb (hair) - go to toilet - masturbate - diaper change - work (cut, colour, rip etc.) - break time (coffee, cigarette break etc.) - exercise - listen to music - visit - lunch - eat (feed) - clean room - say goodbye - go home - pay (money) - (catch) bus/car - wait, finish - continue, start - holidays - other instructions or requests: please be quiet, cover your mouth, don't bite yourself/ others etc. 	<p>identical to the ones used in the activities (colour photographs of the objects)</p> <ul style="list-style-type: none"> - full-sized coloured drawings of the objects, - reduced coloured drawings of the objects - personal communication albums (books) with pictures
	<p><u>To announce an activity with a symbol (learning steps, from concrete towards abstract) :</u></p> <ul style="list-style-type: none"> - to announce an 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real 	<ul style="list-style-type: none"> - objects used as a part of the activity they represent - objects identical to the ones used in the activities



<p>II. Activity announcement (with a symbol)</p>	<p>activity with an object used as a part of the activity that it represents</p> <ul style="list-style-type: none"> - to announce an activity with an object identical to the object used in the activity - to announce an activity with an object similar but not identical to the object used in the activity - (to announce an activity with a part of the object, used in the activity) - (to announce an activity with a colour photograph of the object) - to announce an activity with a full-sized coloured drawing/ symbol - to announce an activity with a reduced coloured drawing/ symbol 	<p>environment</p> <ul style="list-style-type: none"> - individual work - strengthening knowledge <p><u>Proposed activities to announce with a symbol</u> are the same as the activities to recognize through a symbol (see above).</p>	<ul style="list-style-type: none"> - objects similar but not identical to the ones used in the activities (colour photographs of the objects) - full-sized coloured drawings of the objects, - reduced coloured drawings of the objects - personal communication albums (books) with pictures
	<ul style="list-style-type: none"> - to recognize a building and a place through a symbol which is the same as the symbol for the activity that goes on in that particular building/ place (note: to highlight and to strengthen the knowledge in 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real environment - individual work - strengthening knowledge <p><u>Proposed buildings and places:</u></p> <ul style="list-style-type: none"> - workshop 	<ul style="list-style-type: none"> - coloured drawings/ symbols for work, toilet, washing hands, lunch, home, store, bank (pay/ money), post office and health centre



<p>III. Building and place recognition through a symbol</p>	<p>synchrony with the recognition and announcement of activities)</p> <ul style="list-style-type: none"> - to recognize a building and a place through a symbol which is different from the symbol for the activity that goes on in that building/ place (note: learning steps, from concrete towards abstract) 	<ul style="list-style-type: none"> - toilet/bathroom - kitchen/ tea room - home - (grocery) store - bank - post office - health centre 	
<p>IV. Photo face recognition</p>	<ul style="list-style-type: none"> - to recognize co-workers, instructors and self in a photo (learning steps, from concrete towards abstract): - to recognize (own) face in a mirror, - to recognize face in a full-size colour photo, - to recognize face in a reduced colour photo. 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - mirror - participants' and instructors' full-size colour face photos - participants' and instructors' reduced colour face photos
	<ul style="list-style-type: none"> - to recognize coloured drawings with agreed symbols for YES/ NO/ DON'T KNOW - to answer a question or choose by using a coloured drawing/ symbol for YES/ NO/ DON'T KNOW 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real environment - individual work - strengthening knowledge <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. When asking a question about an activity we are sure the participant will 	<ul style="list-style-type: none"> - coloured drawing with YES symbol - coloured drawing with NO symbol - coloured drawing with DON'T KNOW symbol

<p>V. Choice symbol indication</p>		<p>respond to in a positive manner, we offer the YES symbol. The symbol should always be within the participant's reach.</p> <ol style="list-style-type: none"> 2. The first step is to repeat the question for several times in a concrete situation. The question is related to a particular activity which is put into realization after the symbol has been used. 3. The next step is to gradually add desired activities. 4. The same activities are used for teaching the NO symbol in case of undesired activities. 5. The participant should always have a selection of at least 2 symbols (YES/ NO) at hand. After choosing one, we put the corresponding activity into action. 	
<p>VI. Mood symbol indication</p>	<ul style="list-style-type: none"> - to recognize coloured drawings with symbols for different moods (GOOD, BAD, ANGRY, HAPPY, SAD, etc.) - to express positive and 	<p><u>Proposed activities:</u></p> <ul style="list-style-type: none"> - Each positive mood is acknowledged by placing the corresponding symbol in the participant's field of vision (on the desk, wall, body part,...). 	<ul style="list-style-type: none"> - coloured drawings with symbols for moods in good mood spectre - coloured drawings with symbols for moods in bad mood spectre

	negative mood by using coloured drawings/ symbols.	- To encourage the participants to place the corresponding symbol by themselves is essential.	
VII. Image instructions reading	<ul style="list-style-type: none"> - to carry out a sequence of already learned activities which are illustrated with coloured drawings/ symbols - to follow a sequence of coloured drawings which illustrate the steps in a particular complex activity 	<p><u>Proposed image instructions:</u></p> <ul style="list-style-type: none"> - washing the hands (see Module Basic Skills, Field 1, Unit 1) - washing the face (see Module Basic Skills, Field 1, Unit 2) - brushing the teeth (see Module Basic Skills, Field 1, Unit 3) - using toilet paper (after going to toilet), (see Module Basic Skills, Field 1, Unit 4) - changing/ using a sanitary towel (see Module Basic Skills, Field 1, Unit 5) etc. 	Image instructions for: washing the hands, washing the facebrushing the teeth, using toilet paper (after going to the toilet), changing/ using a sanitary towel, taking off the upper part of clothing, putting on the upper part clothing, taking off/ putting on the trousers and underclothing, taking off the shoes putting on the shoes.

1. 3. 2. Unit 2: Individual communication styles

Aims: The participants communicate with their peers, instructors and others in a comprehensible and an appropriate way.

Material conditions for module delivery:

- reduced coloured drawings of the objects,
- picture instructions, corresponding objects and photographs, gestures, etc.

Staff requirements: instructor for leading work-related activities of PSPID

Note: It is recommended to keep a record of the vocabulary of each participant. It can be a part of an individual's personal plan and should be adapted during the process.



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Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
<p>I. Strengthening of already acquired suitable elements of communication, adapted to participant's needs</p>	<ul style="list-style-type: none"> - to strengthen already acquired acceptable ways of communication (e.g. gestures, words, comprehensible symbols) - to substitute inappropriate ways of communicating with acceptable and understandable gestures, words or agreed symbols - to add new acceptable and generally understandable ways of communication into participant's communication system - to add new concepts into communication 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation, - experimental learning, - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - collection of agreed symbols - - personal plan



2. MODULE: SOCIAL SKILLS

2. 1. AREA 1: SELF-RESPECT AND RESPECT FOR OTHERS

2. 1. 1. Unit 1: Development of social-emotional skills

Aims: The participants are aware of themselves, they establish appropriate contacts in various social situations, they are aware of other group members and are able to establish contacts with them, they know and pay attention to the basics of etiquette.

Material conditions for module delivery:

- objects made from different materials
- tactile-board
- photographs
- pads
- comfortable personal wardrobe
- CD player
- CDs with tranquil music
- massage oils
- ball
- soft bag
- mirror

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Stimulus awareness	<ul style="list-style-type: none"> - to be aware of the stimuli and to concentrate on them - to feel tactile stimulation - to respond to pleasant/ unpleasant tactile stimulation - to respond to physical contacts - to perceive the body and be aware of oneself - to establish eye-contact 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - simple exercises and games for the establishment of physical contact - individual work <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Body and body parts stimulation with different means 2. Touch relaxation, caressing to tranquil music, still murmuring, singing 3. Light rolling on soft pads (back and forth) 4. Touching different body parts, naming different 	<ul style="list-style-type: none"> - objects made from different materials - tactile-board - pad - CDs with tranquil music - CD player - comfortable personal wardrobe

		<p>body parts</p> <p>5. Swinging in a hanging net</p> <p>6. Harmonised breathing</p>	
<p>II. Establishment of social situations</p>	<ul style="list-style-type: none"> - to react to physical contact - to relax due to contact - to express contentment due to contact - to show affection to the loved ones in own way - to know when it is appropriate to laugh, cry... - to observe photographs and recognize friends and co-workers 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - individual work <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Simple exercises and games for body contact establishment 2. Body and body parts stimulation with different means 3. Body relaxation massage 4. Palm relaxation massage 5. Guided self-massage 6. Physical contact with caressing while naming the activities and the touched body parts 7. Touching and naming different body parts 8. While touching: naming participant's expressional elements (breathing, uttering sounds, movement...) 9. Body and body parts stimulation with different means 10. Selection, observation of photographs, person recognition and naming 	<ul style="list-style-type: none"> - comfortable personal wardrobe pad - massage oils - photographs

<p>III. Group inclusion</p>	<ul style="list-style-type: none"> - to establish contact with others - to follow the group leader - to join in an activity on one's own initiative - to search for contact with others in an appropriate way - to cooperate with others 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - individual work, pair work, small groups - observation and imitation of others <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Game »Travelling ball say« 2. Elementary cooperating games (magic bag ...) 	<ul style="list-style-type: none"> - ball - soft objects - bag
<p>IV. The basics of etiquette</p>	<ul style="list-style-type: none"> - to establish eye contact - to establish physical contact (to touch oneself, to caress) - to properly behave in a group - to know the basics of etiquette during visits (to say hello, greet back, say thank you...) 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - experimental learning <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Exercises for establishing eye- and physical contact 2. Basic role play method 3. Exercises and games in front of a mirror 	<ul style="list-style-type: none"> - mirror

2. 1. 2. Unit 2: Feelings and emotions

Aims: The participants sense and feel physical and emotional safety in order to be relaxed and trust the people who work with them; participants sense and express some emotions (sadness, happiness).

Material conditions for module delivery:

- pads
- CD player
- tranquil music
- different drawings and photographs
- poster
- scissors
- glue

Staff requirements: instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/ Proposed activities	Material/ Documents
I. Physical safety	<ul style="list-style-type: none"> - to sense and express the feeling of safety - to be relaxed 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Relaxation and trust establishment Listening to tranquil, meditation music 2. Body contact establishment exercises (see UNIT 1 for proposed activities) 	<ul style="list-style-type: none"> - comfortable personal wardrobe - CDs - pad
II. Emotional safety	<ul style="list-style-type: none"> - to establish eye- and physical contact - to allow physical contact - to express contentment 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Allowing participants to choose between two offered activities 2. Praising participants for the performed activity 	
III. My feelings	<ul style="list-style-type: none"> - to sense and express various emotions in an individual way - to express likes and dislikes 	<p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Role-playing "How do I feel": demonstrating different activities to participants; substantiating with pictures and storytelling (for example "I got a present. I am so happy!"). Participants tell/ show the corresponding feeling in the picture. 2. Role-playing "I am sad/ I am happy": telling participants a simple story. 	<p>Pictures, photographs of different activities, poster, glue scissors</p>



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		<p>Showing (mimics) how protagonist feels (happy, sad); participants tell/ show the appropriate feeling in the picture.</p> <p>3. Game "I like it - I don't like it": looking at pictures of different animals. Participants express in their own way (tell, show the animal) whether they like it or not.</p> <p>4. Exercise "My favourite dishes": naming daily meals. Participants show their favourite dishes in the pictures. Making a poster in cooperation.</p>	
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2. 1. 3. Unit 3: Personal identity development

Aims: The participants are aware of themselves, distinguish between themselves and others, accept others as regards behaving in a proper manner towards them, are independent in some phases of the activities, and are aware of their independence.

Material conditions for module delivery:

- large sheet of paper
- markers, chalk
- finger paints
- mirror
- photographs
- pictures
- products made by participants

Staff requirements: instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Self-awareness	<ul style="list-style-type: none"> - to be aware of one's own body and of different body parts - to distinguish between oneself and others - to know meaning of 'I' - to be aware of own role in a group 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work, work in small groups <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Exercising senses, getting to know own body and distinguish between different body parts 2. Drawing body shapes (around a person) and observing them-saying: "THIS IS ME. THIS IS..." 3. exercising in front of a mirror 4. palm printing 5. Exercise "My fingers" - finger printing 	<ul style="list-style-type: none"> - large sheet of paper - markers - chalk - finger paints
II. Who am I?	<ul style="list-style-type: none"> - to express satisfaction as regards oneself (personal looks) - to observe oneself in a mirror - to sense and recognize oneself in a photograph - to behave properly in elementary social situations - to independently carry out simple activities 	<p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Exercising in front of a mirror 2. Getting presentable for work – judging own looks in a mirror before going to work 3. Observing photographs, showing, naming persons in them. 4. Encouraging an activity or an activity phase (making oneself presentable, taking care of clothes, room ...) to be carried out individually and independently, praising for a job well done in an appropriate way. 5. Playing game "I like to work". 6. Encouraging to show activities and work to others. 	<ul style="list-style-type: none"> - mirror - comfortable personal wardrobe - photographs - pictures of desired activities - products made by participants



2. 2. AREA 2: GETTING TO KNOW DIFFERENT WORKING ENVIRONMENTS

2. 2. 1. Unit 1: Visit to the work premises (inside the care centre for PSPID)

Aims: The participants sense and recognize the change in environment, sense, get to know and observe the work of individual workers.

Material conditions for module delivery:

- known environment/room
- different objects
- work premises with various equipment
- comfortable personal wardrobe

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Orientation in the nearest environment	<ul style="list-style-type: none"> - to orientate in a direct environment (room, room exit) - to establish HERE 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - individual work, working in small groups - learning in real environment <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Showing various objects in a room, searching and showing room exit 	<ul style="list-style-type: none"> - comfortable personal wardrobe - different objects in direct environment
II. Orientation in closer environment	<ul style="list-style-type: none"> - to sense features on the way to the work premises 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - observation method <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Stopping at places where different features (a painting, kitchen entrance...) appear, observing and talking about what has been observed. 2. Telling participants about different features, showing them various details. Participants show different features themselves. 	<ul style="list-style-type: none"> - different objects on the way to the work premises
	<ul style="list-style-type: none"> - to say hello when entering the work 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - observation method - experimental 	



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<p>III. Observing and getting to know the work premises</p>	<ul style="list-style-type: none"> - premises to sense and recognize the change in environment - to observe and look at the objects in the room (work) - to observe individuals at work - to observe and get to know the working environment - to observe what is going on at the work premises - to say goodbye when leaving the work premises 	<p>learning</p> <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 2. Encouraging participants to observe different features when entering the work premises. 3. Enabling participants to touch and hold some objects (work) and tools at the work premises. 4. Introducing co-workers; when observing someone's work we name that person, participants also point at and name that person. 	
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2. 2. 2. Unit 2: Visit to the work premises (other locations)

Aims: The participants sense and recognize the change in environment, sense different features on the way to the work premises, sense, get to know and observe the work of individual workers.

Material conditions for module delivery:

- comfortable personal wardrobe
- features on the way
- work premises with various equipment

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
<p>I. Orientation in the nearest environment</p>	<ul style="list-style-type: none"> - to orientate in nearest environment 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - learning in real environment - individual work, working in small groups 	<ul style="list-style-type: none"> - objects in the environment

		<p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> Showing several objects in the room, searching for room exit. 	
<p>II. Orientation in wider environment (way to the work premises)</p>	<ul style="list-style-type: none"> - to sense apparent features on the way to the work premises - to observe features on the way to the work premises - to sense people on the way - to say hello to known persons on the way to the work premises - to sense a building – the work premises 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - observation method - learning in real environment - individual work, working in small groups <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> Stopping on several locations on the way to the work premises, observing and talking. Participants show some features. Participants show where to continue the way. 	<ul style="list-style-type: none"> - comfortable personal wardrobe - features on the way to the workshop
<p>III. Observation of the work premises</p>	<ul style="list-style-type: none"> - to say hello when entering the work premises - to observe the room - to look around the room - to observe, look at the objects in the room - to observe, look at the workers - to observe, look at, get to know the working tools - to say goodbye when leaving the work premises 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - observation method - learning in real environment <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> Encouraging participants and pointing out some features when entering the work premises. Participants touch and hold various objects, tools ... Introducing the co-workers, naming them. 4. Pointing out basic good manners (saying hello and goodbye). 	<ul style="list-style-type: none"> - objects and tools at the work premises



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2. 2. 3. Unit 3: Visit to a store

Aims: Participants observe the new environment and sense some features on the way; they observe, sense and point at some items at the store, they observe the store clerk and buy the desired item cooperatively.

Material conditions for module delivery:

- comfortable personal wardrobe
- features on the way to the store
- store
- various shopping items
- money
- shopping basket
- shopping bag

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Orientation in nearest environment	<ul style="list-style-type: none"> - to orientate oneself in nearest environment 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. See proposed activities from Unit 2. 	<ul style="list-style-type: none"> - comfortable personal wardrobe
II. Orientation in wider environment (way to the store)	<ul style="list-style-type: none"> - to sense features on the way to the store - to observe features on the way to the store - to sense people on the way, saying hello to known ones - to sense and spot the store (building, store entrance) 	<ul style="list-style-type: none"> - experimental learning - observation method <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Stopping on several locations on the way to the store, observing and talking about the features. 2. Pointing out various features in the environment (car, person ...), encouraging to observe. 3. Playing a simple riddle game. 	<ul style="list-style-type: none"> - features on the way
III. Observation of the store clerk	<ul style="list-style-type: none"> - to observe, look at the store clerk working (serving bread etc.) - to establish contact with the clerk - to buy one item cooperatively 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning in real environment - observation method - participation method - individual work 	<ul style="list-style-type: none"> - various store items - shopping basket - money - shopping bag

	<ul style="list-style-type: none"> - to say thank you - to say goodbye when leaving the store 	<p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Setting an example in basic good manners when entering and leaving the store. 2. Showing participants various items and enabling them (if possible due to health reasons) to touch, hold them ... 3. Enabling participants to show or tell what they desire to purchase; helping them with buying the items. 	
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2. 2. 4. Unit 4: Visit to the VOSIDIS Project workshop

Aims: Participants observe the new environment, sense various features on the way, recognize the location of the workshop, the workshop sign and the workshop room.

Material conditions for module delivery:

- comfortable personal wardrobe
- VOSIDIS project sign
- workshop room with various equipment and products

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Orientation in up-to-present working environment	<ul style="list-style-type: none"> - to orientate oneself in a direct environment - to orientate towards the room, where the activity has been carried out up to this point 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning in real environment - individual work and working in small groups <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. <i>See proposed activities from Unit 2.</i> 	<ul style="list-style-type: none"> - comfortable personal wardrobe
II. Products in the working process	<ul style="list-style-type: none"> - to observe the products made in the working process 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - observation method - experimental learning <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 2. Participants observe 	<ul style="list-style-type: none"> - various products



		and show their products.	
III. Orientation in wider environment (way to the workshop)	<ul style="list-style-type: none"> - to sense features on the way to the workshop - to sense and point at the building where the workshop is located - to recognize the VOSIDIS project sign and the workshop - to open the workshop door - to say hello 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - learning in real environment - observation methods <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Stopping at several locations on the way to the workshop, observing and talking about the features. 2. Observing what is happening on the way to the workshop. 	<ul style="list-style-type: none"> - environment features
IV. Orientation in the workshop	<ul style="list-style-type: none"> - to sense rooms - to observe rooms - to observe various features in the environment - to recognize own working spot by the sign - to point at various objects in the room 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - learning in natural environment - observation method - individual work, working in small groups - demonstration method <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Guiding participants through the rooms, telling about and showing them the features. 2. Playing a simple memory game in order to recognize the signs that mark individual working spots and the VOSIDIS project sign. 3. Enabling participants to touch, hold and put different objects to a proper place. 	<ul style="list-style-type: none"> - objects in the environment - pictures



2. 3. AREA 3: INTERPERSONAL RELATIONS AT WORK

2. 3. 1. Unit 1: Getting to know the working space

Aims: Participants know different environments and the activities that take place there, they know the signs for their working spaces and they participate in taking care of their working surface.

Material conditions for module delivery:

- rooms with adequate equipment
- cleaning supplies
- working tools
- pictures

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Acquaintance with different working spaces	<ul style="list-style-type: none"> - to know all the rooms - to know certain rooms (work premises, tea room, toilet) - to know the function of individual rooms - to distinguish the working space from the tea room - to know signs for individual rooms - to take part in arranging/ cleaning the rooms 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - observation method - conversation method - learning in natural situations <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. When moving around the rooms, we tell the participants the names of particular rooms. This enables knowing and distinguishing signs for different rooms. 2. Simple riddles 3. Recognizing different rooms in the pictures 4. Recognizing the activities that take place in different rooms. 	<ul style="list-style-type: none"> - rooms with adequate equipment - pictures/ photographs of the rooms
II. Acquaintance with own working space	<ul style="list-style-type: none"> - to recognize own working space by the sign - to memorize own working space - to take part in arranging the objects on own working surface - to wipe the 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - learning in natural situations - working habits development <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Picking an individual sign from number of signs. 2. Getting hold of, 	Pictures that mark individual working spaces, cleaning supplies, various objects for work delivery



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	working surface	arranging the objects on the working surface. 3. Wiping the working surface.	
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2. 3. 2. Unit 2: Interpersonal relations with other group participants

Aims: Participants know their close co-workers and cooperate with them, they know other group members and working instructors, they know and follow basic workshop rules.

Material conditions for module delivery:

- materials that are needed for work delivery

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Knowing one's nearest co-worker/ neighbour	<ul style="list-style-type: none"> - to know one's nearest working partner - to observe one's nearest working partner - to cooperate with one's nearest working partner during various phases of work 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - observation method - mutual cooperation <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Accustoming participants to cooperation during various phases of work 2. Playing games for easier recognition of one's nearest working partner. 	<ul style="list-style-type: none"> - materials needed for work delivery
II. Knowing working groups	<ul style="list-style-type: none"> - to know the members of the working group - to observe other members of the working group at work - to know the working instructors 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - method of mutual cooperation - experimental learning - observation method 	
III. Working rules	<ul style="list-style-type: none"> - to know basic rules that apply to the workshop - to follow the rules that apply to the workshop 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - individual work - observation method <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Teaching the rules: to sit at one's working space etc. 	



2. 4. AREA 4: HIERARCHY IN INTERPERSONAL RELATIONS

2. 4. 1. Unit 1: Getting to know the hierarchy in interpersonal relations

Aims: Participants know all group members and working instructors and realize that instructors give them appropriate work and provide help when needed, they know other employees at work premises.

Material conditions for module delivery:

- photographs
- pictures

Staff requirements: instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Knowing co-workers/ working partners	<ul style="list-style-type: none"> - to know all group members - to know the names of the group members - to know the working instructors - to know the names of the instructors - to know basic tasks of the working instructors (to help and guide them through the working process) - to know some other workers from sheltered workshops, with whom they come in contact on a daily basis 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - conversation - mutual cooperation method <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Playing simple social games for naming individual persons that are in the room. 2. Accustoming the participants to observe individual persons at work, telling them about what they are doing.... 3. The participants help individual workers at work (individual phases of work, help...) 	<ul style="list-style-type: none"> - photographs - pictures



3. MODULE: ELEMENTS OF MOTIVATION

3. 1. AREA 1: SCHEDULES

3. 1. 1. Unit 1: What is a functional schedule

Aims: The participants recognize the sequence of working day activities with the help of pictures with symbols representing those activities.

Material conditions for module delivery:

- board with attached fastening tape (velcro)
- easy to read pictures with attached fastening tape
- photographs
- drawings

Staff requirements: caregivers, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/documents
I. Learning about a functional schedule	<ul style="list-style-type: none"> - to recognize and go to one's own schedule, marked with a proper photo - to name the activity and choose a proper picture with a symbol - to attach the pictures according to the sequence of activities - to perform the activities by following the sequence of pictures with symbols 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - board with attached fastening tape - proper pictures with attached fastening tape

3. 1. 2. Unit 2: Why is a schedule needed

Aims: The participants orientate themselves in working time and know what is expected from them.

Material conditions for module delivery:

- board with attached fastening tape
- easy to read pictures with attached fastening tape
- photographs
- drawings
- material conditions to implement planned activities

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Learning about the meaning of a functional schedule	<ul style="list-style-type: none"> - to see, realize and say what he/ she is going to do on a particular day and how many different activities he/ she is going to perform - to see, realize and say when his/her favourite activities are going to be on the schedule - to orientate in time according to the schedule/ planned activities 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - board with attached fastening tape - proper pictures with attached fastening tape

3. 1. 3. Unit 3: Learning to use a schedule

Aims: When the participants arrive at their working place, they look at planned activities for that day, perform the sequence of activities and when they are finished, they move the picture from the space TO DO to the space DONE.

Material conditions for module delivery:

- board with attached fastening tape
- easy to read pictures with attached fastening tape
- photographs
- drawings

Staff requirements: caregivers, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
	<ul style="list-style-type: none"> - to perform an activity by following the sequence of pictures with symbols - to move the symbols after completing a certain activity 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - experimental learning - learning to use a schedule through a practical demonstration of moving adequate pictures with symbols to a proper 	<ul style="list-style-type: none"> - board with attached fastening tape - proper pictures with attached fastening tape



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<p>I. Learning to use a schedule</p>	<p>from the space TO DO to the space DONE on the instructor's initiative</p> <ul style="list-style-type: none"> - to move on one's own initiative the symbol from the space TO DO to the space DONE after completing a certain activity - to review at the end of the day together with an instructor how many activities were accomplished that day, how many symbols were moved from the space TO DO to the space DONE - to evaluate an activity by using the GOOD/ BAD symbol each time it is accomplished 	<p>space of accomplished activities on the schedule</p> <ul style="list-style-type: none"> - verbal and practical demonstration of accomplished activities using proper pictures at the end of the working day 	
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3. 2. AREA 2: SELF-ASSESSMENT AND ASSESSMENT OF OTHERS

3. 2. 1. Unit 1: Self-assessment

Aims: The participants recognize the GOOD/BAD pictures – symbols, compare their products in quality and learn indirectly to evaluate their attitude towards the working process.

Material conditions for module delivery:

- board with attached fastening tape
- easy to read pictures with attached fastening tape – GOOD/BAD picture – symbol
- photographs
- pictures

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Self-assessment	<ul style="list-style-type: none"> - to recognize and use GOOD/ BAD pictures – symbols - to compare own products in quality - to compare the quantity of products made under the same working conditions - to evaluate oneself on the basis of comparison with the instructor's help - to choose a proper GOOD/ BAD symbol - to put the symbol in the SELF-ASSESSMENT space near the assessed activity or observe others at self-assessing 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - board with attached fastening tape - proper pictures with attached fastening tape/ GOOD/BAD symbol - photographs - products

3. 2. 2. Unit 2: Assessment of others

Aims: The participants recognize GOOD/BAD pictures – symbols, compare equal products in quality and indirectly learn to evaluate their attitude towards the working process. They also learn to express their feelings in relation to others and their accomplishments.

Material conditions for module delivery:

- board with attached fastening tape
- easy to read pictures with attached fastening tape - GOOD/BAD symbol
- photographs
- pictures

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Assessment of others	<ul style="list-style-type: none"> - to recognize GOOD/BAD pictures – symbols - to compare co-worker's products in quality - to compare the quantity of products made under the same working conditions - to use criteria understandable to them - to evaluate others on the basis of comparison - to choose a proper GOOD/ BAD symbol - to put the symbol – assessment in the space ASSESMENT OF OTHERS near the assessed activity 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - board with attached fastening tape - proper pictures with attached fastening tape – GOOD/ BAD symbol - photographs - products

3. 3. AREA: 3 PAYMENT AND REWARD

3. 3. 1. Unit 1: Payment and reward (understanding from PSPID perspective)

Aims: The participants know that they get rewards for their effort at a certain task. The reward is money they can spend on material things of their desire. The reward is given weekly.

Material conditions for module delivery:

- schedule – space for self-assessment
- money
- visit to the store

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Payment and reward	<ul style="list-style-type: none"> - to connect work/ activities with a reward (mostly material) - to know the criteria for defining the reward - payment - to know about the reward being handed out on certain days - to recognize money in a visual and tactile way - to recognize the symbol for money - payment - to change money for goods in a store – to buy things - to know the meaning of money - payment 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - schedule – space for self-assessment - money - symbol for money - payment

3. 4. AREA 4: WORK RESULTS – PRODUCT

3. 4. 1. Unit 1: Work results – product (understanding of applicability of work results)

Aims: The participants see the product, recognize its value through a practical demonstration of its applicability, recognize the value of their work and the whole production line.

Material conditions for module delivery:

- product of production line

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Understanding of the applicability of work results	<ul style="list-style-type: none"> - to recognize own product - to observe the demonstration of product applicability - to practically use own product - to sell his/ her products in various fairs cooperatively, together with an instructor - to know and understand that one gets payment for one's product 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge 	<ul style="list-style-type: none"> - product - money

3. 5. AREA 5: BREAKS AND RELAXATIONAL ACTIVITIES

3. 5. 1. Unit 1: Breaks – why they are needed

Aims: The participants know that breaks are healthy, recognize that after breaks it is easier to continue working and that breaks are time when they can do something for themselves.

Material conditions for module delivery:

- functional schedule with a symbol for break
- relaxation aids
- pads
- CD ROM with relaxational music
- mini-kitchen

Staff requirements: caregivers, instructor for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
	<ul style="list-style-type: none"> - to know the symbol for break - to orientate oneself on the functional schedule, to know when it is break time - to know that 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening 	<ul style="list-style-type: none"> - CD ROM with relaxational music - CD player - comfortable personal wardrobe - pillows - mini-kitchen



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<p>I. Understanding of a break</p>	<p>during a break one does not work on the product</p> <ul style="list-style-type: none"> - to know and express that breaks are meant for relaxational and enjoyable activities - to know and express that break time is for enjoyable and relaxational activities of own choice - to choose the break time activities - to actively cooperate in the implementation of these activities - at the break end, to put the symbol for break to the space DONE on the schedule - to start working after the break is finished 	<p>knowledge</p>	
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3. 5. 2. Unit 2: Relaxational activities

Aims: Participants get physically and psychologically relaxed, they enjoy doing relaxational activities.

Material conditions for module delivery:

- functional schedule with symbol for break
- relaxation aids
- pillows
- CD ROM with relaxational music
- mini-kitchen

Staff requirements: caregivers, instructor for leading work-related activities of PSPID



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Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Relaxational activities	<ul style="list-style-type: none"> - to cooperate actively when doing motion exercises, to follow the instructions actively - to prepare a CD player and a CD, to turn it on with the help from the instructor - to make oneself comfortable (to sit, lay down) - to enjoy a massage with aromatherapy and suitable music - to make oneself a simple drink (coffee, tea, juice, mineral water ...) with co-workers 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration, - explanation - experimental learning - learning in real environment - individual work - strengthening knowledge <p><u>Proposed activities:</u></p> <ul style="list-style-type: none"> - motion exercises - basal stimulation - relaxation at music - relaxation at chatting, drinking coffee... 	<ul style="list-style-type: none"> - CD ROM with relaxational music - CD player - comfortable personal wardrobe - pillows - mini kitchen



SCHEDULE EXAMPLE:

PHOTO

NAME AND SURNAME:

TO DO	DONE	SELF EVALUATION
PICTURE WITH A SYMBOL		



4.2.2. WORK-RELATED SKILLS

4. MODULE: WORK-RELATED SKILLS

4. 1. Unit 1: Coming to work

Aims: The participants arrive at the work premises in a guided group, properly prepare themselves for work, recognize their working space.

Material conditions for module delivery:

- personal wardrobe and shoes
- working clothes and shoes

Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Coming to the workshop	<ul style="list-style-type: none"> - to come to the work premises by oneself or guided by a working instructor - to recognize own wardrobe spot (closet, hanger) - to take upper clothes off (with or without help) - to put upper clothes down on a marked spot (with or without help) - to recognize (by the sign) own working clothes - to put on own (with our without help) working clothes - to take off shoes (with or without help) - to put shoes to a proper spot (with or 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - activity repetitions <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Individual work with participants in initial activity learning phases; verbal directing and encouraging. 	<ul style="list-style-type: none"> - personal wardrobe and shoes - working clothes and shoes



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	<ul style="list-style-type: none"> - without help) to put on working shoes (with or without help) 		
II. Knowing one's working environment	<ul style="list-style-type: none"> - to recognize the working environment - to recognize one's own working space - to go to own working space/ to point at, to look towards own working space (in case of physical disability) - to know the closest working partner (to name, to point at) 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - observation 	<ul style="list-style-type: none"> - properly equipped individual's working space

4. 2. Unit 2: Work-related activities (example: production of table covers)

Aims: The participants (with or without help), guided and directed individually, accomplish individual working phases. They follow simple working instructions and wait for further work after they are done with one working phase.

Material conditions for module delivery:

- table protection sheets
- wall-paper (A3)
- watercolour or acrylic paints
- colour cups
- paintbrushes
- sponges
- holders
- cloths
- rubber stamps
- foil machine
- foil
- scissors

Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/ Documents
I. Work preparation	<ul style="list-style-type: none"> - to participate in a warm-up activity, led and guided by the working instructor - to sense, follow and observe the preparation of the materials and tools needed - to participate in protecting the working surface according to one's abilities - to put the required tools to a proper spot - to know some tools - to follow simple elementary instructions, given by the working instructor - to wait for the working instructor to demonstrate each individual working phase 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - individual work - observation and repetition - experimental learning <p><u>Proposed activities:</u></p> <ul style="list-style-type: none"> - Starting work preparation with a warm-up activity (game, finger warming, simple conversation...) - Instructions have to be simple, divided into steps and illustrated with pictures - Adopting various methods to teach the participants to wait for instructions. 	<ul style="list-style-type: none"> - properly planned working procedures - table protection sheets - wall-paper (cut to A3 format) - sponges - paintbrushes - colour cups - various watercolour and acrylic paints, - rubber stamps - holders
II. Activity implementation (product: table cover)	<ul style="list-style-type: none"> - to sense, look at, observe the required materials and tools (wall-paper A3, colour cup, paintbrush/ sponge) - to point at various tools, named by the instructor - to follow individualized instructions - to hold the 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - demonstration - experimental learning - observation <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Methodical procedure of one activity implementation is showed. When planning the implementation of another activity, we 	<ul style="list-style-type: none"> - properly planned working procedures - table protection sheets - wall-paper (cut to A3 format) - various watercolour and acrylic paints, - colour cups - paintbrushes - sponges - holders - cloths - rubber stamps



	<p>named tool and to name it</p> <ul style="list-style-type: none"> - to colour (with or without help) the wall paper: to put a paintbrush or a sponge with a holder in the paint and paste the paint to the wall-paper - to put down the paintbrush or sponge to a proper spot - to wait for the coloured surface to dry - to observe the closest working partner at work - to follow the work of others - to follow simple individualized instructions of the following working phase - to hold (with or without help) a rubber stamp and to name it - to steep a rubber stamp in the paint (with or without help) - to impress (with or without help) the rubber stamp - to repeat (with or without help) the activity (several impresses/prints on the surface) - to put the rubber stamp down to a proper spot - to put down (individually) the product to a drying spot - to wait for the 	<p>have to divide it into steps that have to be exercised towards independent implementation of that activity by the participant.</p> <p>2. Different activities can be divided to phases and carried out separately, with different participants (simple "production line").</p>	<ul style="list-style-type: none"> - foil - foil machine - scissors
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	<ul style="list-style-type: none"> - product to dry - to observe the nearest co-worker at work - to follow the work of others, directed and guided by instructors - to repeat (with or without help) the whole working procedure - to take part in preparing the foil and machine - to bring own product (with or without help) - to take part in putting the product into the foil - to follow/ observe the completion of the product/ emergence of the cover 		
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4. 3. Unit 3: Breaks during work

Aims: The participants use the toilet (with or without help); the right to intimacy should be respected at all times. They wash their hands, prepare for lunch and eat it, wipe their nose and saliva, choose a relaxational activity and carry it out; all with or without help.

Material conditions for module delivery:

- properly planned working procedures
- pictures
- personal wardrobe
- suitable toilet room
- soap
- towels
- paper tissues
- table covers
- bowls
- cutlery (knives, forks, spoons)
- plates
- lunch
- radio
- CD
- magazines
- books



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Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods, proposed activities	Materials/Documents
<p>I. Going to the toilet</p>	<ul style="list-style-type: none"> - See Module BASIC SKILLS; Area 2, Unit 2 - See Module BASIC SKILLS, Area 1, Units 4,6 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - knowing participants well <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Regular accustoming to a proper and an appropriate expression of needs. If participants do not speak, we teach them to use pictures. 2. Gradual (step by step) accustoming towards an independent relief. In early learning stages we follow the participants, directing them towards carrying out individual steps of the activity; when they know how to do it themselves, we let them do it (the right to intimacy). 3. The participants with movement disabilities receive full help from instructors. 	<ul style="list-style-type: none"> - properly planned working procedures - pictures - personal wardrobe - suitable toilet room - soap - towels



<p>II. Washing hands after going to the toilet</p>	<ul style="list-style-type: none"> - See Module BASIC SKILLS; Area 1, Unit 1. 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - experimental learning - demonstration 	<ul style="list-style-type: none"> - properly planned working procedures - soap - towels - suitable toilet room
<p>III. Nose hygiene</p>	<ul style="list-style-type: none"> - to signal the intention to wipe nose - to take a handkerchief without help - to let an instructor wipe their nose - to participate in wiping nose - to use a handkerchief when needed and without help - to put the used handkerchief down to a proper spot 	<ul style="list-style-type: none"> - Note: Handkerchiefs should be available at all times! 	<ul style="list-style-type: none"> - handkerchiefs/paper tissues - garbage can
<p>IV. Wiping saliva</p>	<ul style="list-style-type: none"> - to express the need to wipe saliva - to take a tissue without help - to let an instructor wipe their saliva - to participate in wiping the mouth - to wipe the mouth - to put the used tissue down to proper spot 		<ul style="list-style-type: none"> - tissues or towels - garbage can
	<ul style="list-style-type: none"> - See Module BASIC SKILLS; Area 1, Unit1 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - experimental learning 	<ul style="list-style-type: none"> - soap - towels - table cover



<p>V. Lunch break</p>	<ul style="list-style-type: none"> - See Module BASIC SKILLS; Area 2, Unit 1 	<p><u>Proposed activities/ Notes:</u></p> <ul style="list-style-type: none"> - The participants should always have enough time to eat. - It is important to pay special attention to safety during feeding. - The participants should always have their own feeding space, be used to it and recognize it. - The instructors and participants make a schedule of orderly duty (picture signs) for cleaning after lunch. - The participants should be accustomed to cleaning after themselves according to their abilities. 	<ul style="list-style-type: none"> - napkin - lunch - bowls
<p>VI. Relaxational activities during work (music, magazines, books ...)</p>	<ul style="list-style-type: none"> - See module Elements of motivation, Area 5, Units 1, 2 		<ul style="list-style-type: none"> - radio - CDs - magazines - books etc.

4. 4. Unit 4: Safety at work

Aims: The participants follow safety instructions at the work premises (with guidance and directions)

Material conditions for module delivery:

- properly planned working procedures
- suitable working clothes
- working materials
- suitable furniture
- pictures

Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
<p>I. Safety on the way to the work premises (optional)</p>	<ul style="list-style-type: none"> - to walk on a pavement (with guidance) - to walk on a pavement alone (in a group) - to carefully walk on a wet and slippery pavement 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - working in small groups - experimental learning <p><u>Proposed activities:</u> The instructor should benefit from emerging situations on the way to the work premises and warn the participants about possible dangers.</p>	<ul style="list-style-type: none"> - properly planned working procedures - proper working clothes - working materials - suitable furniture - pictures
<p>II. Safety at work</p>	<p>-----</p> <ul style="list-style-type: none"> - to be careful when walking around the work premises - to know and pay attention to possible dangers in the work premises (sharp table edge, ...) - to know the danger of hot water - to properly sit in the chair (not to rock the chair, ...) - not to interfere with the neighbour's working sphere - to wear safe working clothes - to know the danger of handling sharp objects (scissors, etc.) - to know the dangers of handling hot objects (hot glue) 	<p>-----</p> <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. Accustoming the participants to wear working clothes regularly. 2. Sticking pictures to drawers, wardrobes. The objects which should be placed in the drawers should always be kept there. 3. Guiding the participants and providing them with control (being with the participants or nearby at all times). 4. Paying attention to working posture, avoiding restrictive postures. 5. Taking active breaks during work. 	



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	<ul style="list-style-type: none"> - gun, etc.) - to carefully hold and carry sharp objects - to be careful when handling colours - to know that colours spill if handled in an inappropriate way - to know that colours should not be ingested - to know not to put materials, tools, etc. into the mouth - to wipe the working surface with help - to take care of hygiene during the working process - to get used to organized work in phases and operations 		
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4. 5. Unit 5: Self- assessment of delivered work

Aims: The participants know picture symbols for certain activities. They assess their work with the instructor's help, choose a symbol and pin it to a daily assessment sheet.

Material conditions for module delivery:

- properly planned working procedures
- schedules
- daily assessment sheets

Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/Proposed activities	Material/Documents
I. Daily assessment of delivered work	<ul style="list-style-type: none"> - See module ELEMENTS OF MOTIVATION, Area 2, Unit 1 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - demonstration - individual work - experimental learning 	<ul style="list-style-type: none"> - properly planned working procedures - schedules - daily assessment sheets



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		Proposed activities: Self-assessment should be carried out daily.	
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4. 6. Unit 6: Cleaning and leaving the work premises

Aims: The participants become aware of the importance of cleaning the working place before leaving work and acquire adequate skills to do so.

Material conditions for module delivery:

- properly planned working procedures
- materials and tools used in the activity

Staff requirements: instructors for leading work-related activities of PSPID

Learning contents	Operational goals	Methods/ Proposed activities	Material/Documents
I. Cleaning after work	<ul style="list-style-type: none"> - to listen to instructions - to put the product down to an appropriate spot in the work premises (with or without help) - to clean and wipe the paintbrushes and sponges (with or without help) - to put clean paintbrushes and sponges down to an appropriate spot (in a closet, on a marked shelf) - to put away the cup with colour (with or without help) - to wipe the table protection sheet and table if necessary (with or without help) - to remove the table protection sheet (with or without help) - to fold and put away the table 	<p><u>Methods:</u></p> <ul style="list-style-type: none"> - individual work - demonstration - experimental learning <p><u>Proposed activities:</u></p> <ol style="list-style-type: none"> 1. See unit 2 of current Module. 2. Dividing learning contents into steps. 	<ul style="list-style-type: none"> - properly planned working procedures - materials and tools used in the activity



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	<p>protection sheet (with or without help)</p> <ul style="list-style-type: none"> - to adjust the chair (with or without help) - to take part in sweeping the work premises 		
<p>II. Leaving the work premises</p>	<ul style="list-style-type: none"> - to go to the wardrobe (with or without help) - to take off the working robe and hang it (with or without help) - to take off the working shoes and put them down to a proper spot (with or without help) - to put on upper clothes (with or without help) - to put on the shoes (with or without help) - to wait for everybody - to leave the work premises in a group - to walk on the pavement in a group and pay attention to own safety 		<ul style="list-style-type: none"> - personal working clothes and shoes - personal wardrobe

4.3. EXPERIENCE FROM THE PILOT IMPLEMENTATION OF THE TRAINING MODULES

Since a comprehensive training programme for professionals working with PSPID does not exist in any of the participating countries, it was agreed during project preparation to implement the training for professionals in all three countries.



Due to time and organisational constraints, the pilot training programme for PSPID was carried out only in Slovenia with the pilot group of nine clients of the CUDV Črna na Koroškem.

In this part we present the experience from all pilot implementations and provide some recommendations for further work and training of PSPID.

4.3.1. PILOT IMPLEMENTATION FOR PROFESSIONALS WORKING WITH PSPID

A need to have trainings for professionals for leading work-related activities occurs when working with PSPID. The specifics of profile of PSPID demand a specific approach and special knowledge of professionals who deliver training for work-related activities to PSPID.

The Catalogue of knowledge – Training professionals for leading work-related activities of PSPID serves as a base for planning and pilot implementation of training professionals for leading work-related activities of PSPID in all three countries participating in the project. The catalogue of knowledge was written with a purpose to combine all necessary knowledge for leading work-related activities of PSPID.

The information about the trainings implemented in Slovenia, Portugal and Bulgaria is presented below.

Time and place:

1. Slovenia: 21 September 2009 – 9 October 2009 at CUDV premises.
2. Portugal: 9 November 2009 – 9 January 2010 at FENACERCI training centre.
3. Bulgaria: 7 December 2009 – 9 December 2009 at Varna school for blind and visually impaired students.

Duration:

1. Slovenia: 34 hours
2. Portugal: 60 hours.
3. Bulgaria: 21 hours.

Participants:

1. Slovenia: 6 professionals.
2. Portugal: 16 professionals.
3. Bulgaria: 8 professionals.

Trainers:

1. Slovenia: 12 trainers.
2. Portugal: 9 trainers.
3. Bulgaria: 7 trainers.

Modules and topics:

1. Slovenia:

Module 1. Intellectual disability (topics: Normalisation and social role valorisation, Ethics, Ethics in rehabilitation, Intellectual disability, Abilities of PSPID);



Module 2. Personal planning (topics: Planning aims, Social skills and personal development, Profile of abilities of persons with intellectual disabilities);

Module 3. Working methods with PSPID (topics: Teaching and learning approaches, Relaxation, motivation and therapy methods, Evaluating, documenting, etc., Techniques of placement and mobilization approach to a person with central motor disorder, Orthoses in ortopedic aids, Medical Assistance Transportation Program (MATP), Halliwick, Behaviour management);

Module 4. Communication training with people who do not speak (topics: Communication characteristics of PSPID, Substitute and supporting communication);

Module 5. Working with parents and relatives (topics: Informing parents, helping them, raising consciousness);

Module 6. First Aid (topics: First aid);

Module 7. Vocational activities (topics: Socially useful activities at enterprises, Work-related skills training strategies, Assumptions for functional curriculum, Social skills training, Evaluation).

2. Portugal:

Module 1. Intellectual disability (topics: Intellectual disability, Abilities of PSPID; Normalisation and social role valorisation, Ethics, Deontology in rehabilitation; Sexual aspects);

Module 2. Personal planning (topics: Profile of abilities of people with disability, Goal planning, execution and evaluation, Social skills and personal development);

Module 3. Working methods with PSPID (topics: Teaching and learning approaches, Relaxation, motivation and therapy methods, Evaluation methods of changes in PSPID, of Placement and mobilization techniques, Behaviour management);

Module 4. Communication training with people who do not speak (topics: Communication characteristics of PSPID, Augmentative and alternative communication strategies, Informal communication systems (non-verbal communication), Total communication, Substitute communication);

Module 5. Relations with parents and relatives or guardians (topics: Informing parents, Helping parents, Consciousness raising);

Module 6. First aid (topics: Acute health conditions, Types of injuries, their symptoms and correct measures);

Module 7. Working skills training (topics: Socially useful activities - enterprises, Working skills training strategies, Assumptions for functional curriculum, Social skills training, Professional skills training, Evaluation).

3. Bulgaria:

Module 1. Intellectual disabilities (topics: Intellectual disability, abilities of PSPID, Ethics in rehabilitation of PSPID);

Module 2. First aid (topics: Acute health conditions, their symptoms and correct measures, Correct position for cerebral palsy);



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Module 3. Relations with parents and relatives or guardians (topics: Partnership work with parents and relatives);

Module 4. Working skills training (topics: Assumptions for functional curriculum, Social skills training, Professional skills training, Evaluation, Socially useful activities - enterprises, Working skills training strategies);

Module 5. Education of persons with severe communication problems (topics: Communication characteristics of PSPID, Augmentative and alternative communication strategies (i.e. MAKATON, PECS – Picture Exchange Communication System), Informal communication systems (non-verbal communication), Total communication, Substitute communication);

Module 6. Personal care planning (topics: Holistic approach in care for PSPID, Individual care planning and personal profile for PSPID (children, youths and adults);

Module 7. Working methods with PSPID (topics: Teaching and learning approaches, Relaxation, motivation and therapy methods, Evaluation methods of changes in PSPID, Data collection before the treatment, Evaluation with observation methods, Documenting, Data analysis, Evaluation and calendar system planning, Working with symbols).

Methods:

1. Slovenia: lecture, observation, practical work, role-playing.
2. Portugal: lecture, role-playing, practical work, observation.
3. Bulgaria: Observation in PCMD (program for children with multiple disabilities) lecture, individual and group case study, discussion, presentation of real cases and documentation, practical work, role-playing.

Materials:

1. Slovenia: PC, projectors, films, working sheets, evaluation forms, forms, flip chart, markers, screen, working tools and materials, first aid doll, first aid kit, video, paper, crayons.
2. Portugal: PC, projectors, films, working sheets, evaluation forms, preparation sheets, doll, orthotics, orthopedic aids, forms, flip chart, markers, screen, working tools and materials, first aid doll, first aid kit, blackboard, defibrillator, video, paper, crayons, communication boards, communication cards.
3. Bulgaria: PC, projectors, flip chart, text materials for individual and group work, application forms, sheets, evaluation forms, markers, films, communicators, picture applications, pictograms, combo programmes, first aid doll, first aid kit, working tools and materials.

CONCLUSION

The trainings are very useful for professionals and/or caregivers who work with people with PSPID as well as with people with multiple disabilities. The information gained during the training provides an opportunity for feedback and experience exchange.

The analysis of evaluation questionnaires reflects the fact that the participants in the trainings are well-experienced and skilled. Solving concrete problems is more important to them than learning theory. Both trainers and trainees rated the trainings as very successful.

All participants and trainers felt that attending and/or organizing such trainings, aimed at connecting theoretical knowledge with practical skills as well as connecting professionals, is extremely important.



4.3.2. PILOT IMPLEMENTATION FOR PSPID

An organised inclusion of PSPID into work-related activities is a novelty in Slovenia. CUDV saw the task, which has been left unresolved so far due to the pretentiousness of approaches towards PSPID, as a challenge. The specifics of the population dictate a specific approach and individual planning. Motivation, socialization and work-related skills modules were of key significance for inclusion of PSPID into work-related activities.

Choosing persons for pilot implementation was based on the following criteria:

- the person has a proper diagnosis – severe or profound intellectual disability
- the person is over 16
- the person has certain motor skills developed (to hold, to transfer...)
- the person has basic elements of socialization developed
- the person understands and follows basic instructions

Nine persons with severe and profound intellectual disabilities were included in work-related activities. These persons have already been included in various programs at CUDV, but not in any work-related program.

About the location where the program was implemented

The municipality of Črna na Koroškem (located in northern Slovenia) gave us a possibility to rent an old house in the very centre of the town. The premises were renovated with financial help from the municipality. The central location gives PSPID an opportunity to be in the heart of the town's social pulse, to have social interaction with its inhabitants and to develop new experience in different situations despite their motor disorder. From socialization point of view, it is very important for PSPID that the new workshop is located in the centre. The workshop itself has a very good infrastructural and organizational connection with the main premises of CUDV, which is financially acceptable at the moment.

The rented premises have been equipped and properly adjusted for the pilot implementation of work-related activities of PSPID.

The timeline of the implementation of the training program with the inclusion of PSPID into work-related activities

The implementation of the program began on 16 November 2009 with introductory two-hour meetings twice a week. At these meetings, and with the help of testing and assessment methods, a scheme of including individuals into work-related activities was being established, with regard to their abilities and expected benefits. On 1 February 2010 we started with inclusion of PSPID into work-related activities. Four persons are included in work-related activities four times a week and the other four alternately participate in the activities twice a week. The individuals who come to the workshop twice a week alternately cover specific phases of work. They stay at the workshop for three hours a day, a break included. On average, work-related activities last for about one and a half hours.



The course of the implementation of the training program and the inclusion of PSPID into work-related

Before starting the implementation of the training program, we obtained an agreement from PSPID's parents or relatives and presented to them the contents, aims of the project and the program plan. The parents and relatives were invited to cooperate in the project already at its beginning, when we finished the research regarding country analysis, presented in the second chapter.

The initial meetings of PSPID were mostly focused on socialization and motivation contents, since it was very important for them to get to know each other in a proper way, start communicating and begin functioning as a group. Socialization and motivation contents are present throughout the training process, but in this initial phase they played an especially important role.

An example: At first, the participants were surprised and looked at each other suspiciously, since everything was new to them. By playing different get to know each other and team-building games, they got to know each other better and started functioning as a group. Nowadays, they know each other and they show that by mimicking or verbally.

Before their inclusion into work-related activities, they were tested with different scales. We tested the level of self-care, socialization, communication and motor skills. The following instruments for assessment were used:

- Gunsburg progressive assessment table of social development of PSPID
- AAMD
- Extended Barthel Index (RBI)
- Motor Assessment Scale (MAS)
- Pediatric Evaluation of Disability Inventory (PEDI): functional abilities of an individual
- Test of working activity level
- Parents or relatives and workers who know the users very well answered the questionnaire "Assessment of an individual's abilities"
- During the program implementation the specifics of an individual are monitored.

Due to the specifics of the population, we used different instruments to evaluate practically the same areas. The changes that we expect are small and difficult to measure, that is why we used many different instruments. The whole testing will be repeated several months after starting the implementation of the program.

We also tested functional abilities of an individual during practical work. As a consequence, the first test product, a plastified table cover, was chosen and put into production in the framework of qualifying PSPID for work-related activities. The production of table cover was divided into different phases, so everyone could participate in the making process.

After introducing, testing and choosing the first product to be made, PSPID got involved in work-related activities. The results are table covers, already introduced and put into market at various opportunities like meetings of parents, a fair in a nearby town, etc.

PSPID are included in work-related activities through the training program "Motivation, socialization and working skills for inclusion into work-related activities" presented in chapter 3.4, which was implemented by work instructors, who had finished the educational program



“Qualifying professionals for leading work-related activities of PSPID”, that is presented in chapter 4. Five instructors, responsible for leading work-related activities, are led and guided by an occupational therapist.

Responses of persons included in training programs for inclusion into work-related PSPID’s response

PSPID responded in a very positive way. Loyalty to the group and to a common goal was evident from the very beginning. Their reactions when going to work are very positive, they are well-motivated. Most of them cannot orientate in time, so they keep asking, when they are going to work. Calmness and happiness can be felt during the activities in the workshop and in their free time. The fact that their product can be and will be sold is accepted very emotionally.

Parents’/ relatives’ response

They were surprised at the level of commitment of their sons and daughters. They were not prepared for such positive response. The majority of PSPID included in work-related activities are passive, so their participation in the production of table covers is a huge achievement for them. The parents and relatives have noticed that the inclusion of PSPID in work-related activities has given them a sense of self-confirmation and an improved self-image.

Work instructors’ response

Work instructors have gained new knowledge, which should be used when working with PSPID. Happiness of the individuals in the working environment is a result that reflects instructors’ work and commitment. A positive outcome of the program can therefore be attributed to team work and cooperation with parents and relatives.

Conclusions

The training program for inclusion of PSPID into work-related activities is still going on, so the final results have not been achieved yet. However, the responses and comments of those included in the program already point out the following facts:

- The structure of the training program is understandable and useful to work instructors
- The chosen contents of the program are suitable for the achievement of desired goals
- The program enables adaptation of contents to the abilities of an individual
- According to their abilities, PSPID are included in the process of production of a certain product sold on the open market
- PSPID contribute to the final result of team work (product)
- PSPID are well-motivated
- Their happiness is transferred to other segments of life
- The employees who take daily care of PSPID have noticed positive changes in the fields of communication, socialization and taking care of themselves
- The parents and relatives have noticed that the inclusion in work-related activities gave PSPID an opportunity to develop their potentials
- The local community has shown that it is ready to accept differences



Recommendations

- The program gives results on the level of individual adaptation of the contents, methods and procedures to an individual
- The program is more effective if implemented by the instructors who have knowledge on the field of leading work-related activities of PSPID
- A part of the program is targeted at a chosen and defined product, so when changing the product, it is necessary to properly adapt and redefine the making procedures
- The program aims at being transferred to similar institutions which deal with inclusion of PSPID into work-related activities in all three countries



5. FINAL CONCLUSIONS AND RECOMMENDATIONS

With this **Guide for developing work-related skills of PSPID**, the VOSIDIS partnership wants to provide useful information and tools that can be used by all professionals and organizations providing training for people with intellectual disabilities.

We also want to show that it is possible to produce common useful materials despite the fact that we come from different countries with very different realities as far as recognition of abilities of people with severe and profound intellectual disabilities is concerned.

The Guide is a compilation of several materials/products developed by the partnership, the most important ones being those about the development of working skills in chapter 3 – Working skills training modules. In fact, training modules for professionals and PSPID are the core materials of this Guide.

In order to produce these materials, we had to carry out a number of activities, which are described in the Guide.

A structured collection of country data, the importance of which is stressed in Chapter 4 – **Country Overview**, enabled the partnership to pave the way for further work. This chapter shows the existence of **similar legal framework** in all three countries, which establishes the right to education, training and employment of all people. The **main differences** seem to reside in the **level of the implementation** of working skills training and the **recognition of abilities** to develop working skills and to perform work-related activities. We believe that the differences are essential due to the fact that one partner has been dealing with these issues for over 30 years, while for the other two partners this is a relatively recent reality.

We think that it is important to highlight the two core products of our project - **Qualifying professionals for inclusion of people with severe and profound intellectual disabilities into work-related activities** and **Motivation, socialization and working skills for inclusion into work-related activities**.

Training for Professionals

A major concern was to ensure that the training would meet different needs and realities, and have sufficient flexibility. We knew that the professionals working in this field had different educational backgrounds and work experience, and that PSPID also had different levels of abilities, which had to be taken into consideration when designing the training. The partnership tackled this by identifying core skills and competences that PSPID should develop in order to be able to perform work-related activities, and by identifying basic knowledge that the professionals working with PSPID should possess. Due to the differences in educational background, some of the learning contents were optional.

With regard to the **professionals** working with PSPID and the fact that the modules should serve as a learning base, we identified seven main areas:

Intellectual disability – this was an optional module, since some of the professionals had already done training on this content. In this module we wanted to provide basic information about intellectual disability, abilities of PSPID, normalization and social role valorisation and ethics.

Personal planning – this was an obligatory module. In this module we wanted to make sure that professionals acquired knowledge about person centred planning and intervention, recognition of individual learning profiles, and the importance of social skills for inclusion.



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Methods of working with PSPID – this was an obligatory module. PSPID have motor and cognitive specificities that should be taken into consideration when designing learning contents.

Communication – this was an obligatory module. Communication is a key issue when working with PSPID. Most of the times, they do not have a high level of communication skills and we need to find alternative ways to communicate in a successful way.

Relations with family and guardians – this was an obligatory module. One of the reasons for successful or unsuccessful intervention with PSPID is, undoubtedly, the degree of communication between family members, guardians and professionals. In this module, we explored the importance of good communication between these three pillars.

First aid – this was an optional module. The professionals learned how to identify possible health problems and risk situations and how to (re)act when faced with them.

Work-related activities – this was an obligatory module. The professionals learned how to design a functional curriculum and the importance of task analysis for PSPID. They also learned about the importance of evaluation and the use of evaluation materials that will enable self-evaluation by PSPID.

The implementation of training modules for professionals was, according to the trainees, a success and we can say that we have achieved our goals. However, there is always room for improvement. Having this in mind, we would like to make some recommendations if you are planning to deliver this training in your country.

Recommendations for implementation of Training for Professionals

1. **Time** - Although it was intended to make the training as practical as possible, the amount of hours for some of the modules makes this a difficult task. In fact, some of the areas need a certain degree of theoretical approach in order to organise the knowledge, and then there was not enough time for practical experience. So, the proposed amount of hours for each module should serve as guidelines, which can and should be changed according to trainees' needs.
2. **Selection of trainees** – Sometimes obligatory and optional modules did not correspond to the profile of the group. In some groups, the heterogeneity of the trainees made it difficult to assure that everyone profited most from the training. One way of tackling this could be by selecting the trainees, trying to organise more homogeneous classes.

Training for People with Intellectual Disabilities

Training modules for people with intellectual disabilities were only implemented in Slovenia. However, they were designed with inputs from all partners, thus reflecting the needs and experience in all three countries. We followed the same method used for modules for professionals to develop the contents: identification of core skills that PSPID must acquire in order to perform work-related activities.

Before thinking about the development of working skills, we must take into consideration basic and social skills. In fact, without mastering those, at least to some degree, it is not possible to develop working skills.



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The identified **basic skills** were (a) personal appearance and hygiene, (b) fulfilment of physiological needs, and (c) communication. Those areas are crucial if we want to place PSPID into work environment or in a training structure. **Module 1** addresses these topics.

The **social skills** identified as needed for inclusion into work-related activities were (a) self-respect and respect for others, (b) orientation and spatial recognition, and (c) interpersonal relations and hierarchy. **Module 2** addresses these topics.

One of the core principles of successful intervention is, undoubtedly, **motivation**. For our target group it is really important that they feel motivated and rewarded. They also need a structured environment and well-defined routines. We have identified five main areas to be developed by PSPID in order to enable them to perform work-related activities: **time management** – trained through functional schedules, **assessment** of individual performance (self and by others), performance **rewarding**, understanding relation between performed activities and the final product – **work results**, and well-being – **breaks and relaxation**. **Module 3** addresses these topics.

When performing work-related activities PSPID need to master and understand some basic skills: how to **get to work**, the **activities** related to the task or tasks to perform, management and importance of **breaks**, basic work safety, **self-assessment** of work, management and tidiness of **workspace**. This module – **Module 4** – is the one that will need more adaptations in order to be used by others. In fact, the operational goals and the proposed activities are dependable, to a high degree, for our group. When using our training modules for PSPID, professionals should be aware of this and adapt module 4 to their target group specific needs.

Recommendations for implementation of Training Modules for PSPID

1. **Time** – our training modules for PSPID do not have standard time for implementation. This is due to the need to adapt them to the trainees' learning profiles and abilities. PSPID are a very heterogeneous group, and individual approach is needed in order to achieve good results. So, take your time and make sure that you allow enough time for trainees to understand and experience each process.
2. **Involvement of parents, family and guardians** – due to the fact that in some European countries PSPID are still under guardianship (even if adults), it is crucial to involve parents and family in the process, making them allies and avoiding possible legal issues. We also believe that it is always a plus to involve parents and family in (re)habilitation and integration processes, even if PSPID are legally adults.
3. **Professionals delivering the training** – the selection of the professionals should take into consideration their previous experience of working with PSPID and their knowledge about the working activity and the product. By doing this we make sure that task analysis is well done and that adequate training approaches are used. If there are no professionals with such background, we must train them beforehand.
4. **Management of expectations** – this particular issue relates not only to PSPID themselves but particularly to parents and professionals. It should be made clear to the parents that their sons and daughters will probably not be able to get a paid job on the regular job market after the training. But we should also point out the value of performing work-related activities regarding self-esteem, well-being and community status. As far as professionals are concerned, they should be open-minded and flexible enough to think outside the box when implementing the activities. For



instance, if a trainee finds it easier to perform a certain task sitting on the floor rather than on a chair, and if this is not disruptive for the others, it should be allowed.

In the VOSIDIS project three different professional organisations joined with the aim of trying to develop learning contents for people with severe and profound intellectual disabilities in a structured way, which has not been done in the participating countries so far. This Guide is the result of our approach and it combines the knowledge we put together and verified at our organisations.

We believe that we have developed an innovative approach and we present our structures to the wider public. Our hopes are that each professional working with PSPID will find the provided information useful in his/her daily work. The aim of this Guide is therefore not to provide a comprehensive overview of the methodology of work with PSPID, but rather a first approach in this direction.

We hope that professionals will find the proposed topic useful and will adapt it to their realities. We are aware that there is always place for improvement and upgrading, and that there is still a long way to a better inclusion of people with intellectual disabilities not only into working processes but also into society. Last but not least, we believe that this Guide and the presented training materials are our contribution to making the life of some people with intellectual disabilities more meaningful and fulfilled.

6. STATEMENTS OF THE PARTICIPANTS AND PHOTOS

1. Carlos Pires, FENACERCI employee, Lisbon, Portugal

My name is Carlos Pires and I have an intellectual disability. I am 44 years old. I have been working for the FENACERCI office since 1989, as a bellboy. Before that I worked at a very nice pastry shop, in downtown Lisbon. There was a fire in 1988 and the shop was destroyed. That is how I started working for FENACERCI.

Before working at the pastry shop, I received training at one institution – CERCILISBOA. I learned several things: to respect my colleagues and the “boss”, how to talk to the clients, the importance of hygiene, the importance of arriving on time and not leaving before the working day is finished, and other things.

The work I do now is not like the one I was trained to do. But there are some things that are still very useful. I think it is very important for everyone to have a job. For me, it is like saying I am useful to society. I feel good about myself. I can pay my bills. I can even help my family. I think everyone should have access to training and education. We are all people. We all have dreams. My dreams are closer because I have a job.



2. Tzvetelina Dimitrakova, social worker at Association “Egida” – Pazardjik, which is a member of BAPID, Bulgaria

About the experience gained at the training for professionals working with PSPID: For me, the training in Varna was a challenge that has changed my working style and methods. I had the opportunity to meet fellow professionals and trainers with good experience in working with people with intellectual disabilities. I saw that vocational training is essential for people with severe disabilities. It combines all educational areas, including fine motor skills, cognitive skills, language and communication, social skills, behaviour, etc. and builds these skills through functional activities. The main purpose of vocational training is to prepare disabled people for life, which ideally includes work.

After the training I shared the gained knowledge and experience with my colleagues, labour therapists at the Association “Egida”. We have developed individual programs for clients of the Centre for Social Rehabilitation and Integration, including vocational skills and competence training. The training corresponds to the age and individual features of people with severe disabilities, as well as the time they need for developing vocational skills. For example, one program focuses on basic skills of sorting and grouping, and another on making decorations and souvenirs. Along with gaining specific working skills, we teach the clients how to behave appropriately at the workplace: paying attention to the task, following instructions, communicating and cooperating with the others.

This will enable the users of “Egida” services to build good vocational skills and contribute to their successful inclusion in the work process. It will also improve the work of the specialists.

3. Aleš Sedelšak, client of CUDV Črna na Koroškem, participant in the pilot group

I enjoy going to the workshop because it is a change of environment. It is okay because it is quiet there and we all work on our own task, given to us by our teachers. I paint pads for table covers. Time goes by fast at the workshop for me.