

Programmes for training students with disabilities should be developed according to the type of disabling pathology, nature and degree of functional impairment and disability.

Training may include classes, group training and games.

Classes reveal the rules of communication in different social structures (at work, at home, in educational institution, in public institutions and enterprises, etc.) and training and games simulate different life situations (visiting friends, parties, cafe, laundry, etc.).

Socially oriented training programmes are used to develop the abilities and communication skills of students with disabilities in general or every day sociocultural situations. Communication training includes training of students with disabilities in the use of technical means of communication, information and signaling, as:

- Optical means (magnifiers, binoculars and telescopes, field of vision expansions, prismatic glasses, etc.);
- Telephones (text-input-output telephones, including Braille-text telephones, loudspeakers, telephone dialing indicators, headphones);
- Internal conversation devices;
- "Face to face" means of communication (sets and templates of letters and symbols, voice generators, personal head amplifiers, auditory tubes, etc.);
- Hearing aids (auditory, auricular, set-up-in-the-frame of the glasses; haptic, i.e. transforming sounds into vibration; hearing aids with implant, etc.);
- Means of signaling (an audible informant (an "electronic nurse"), alarm systems, etc. ).

Communication training also includes the removal of communication barriers specific to students with disabilities, which arise as a result of restrictions on movement and poor accessibility of students with disabilities to the environment, the media and cultural institutions. Communication training therefore includes sessions that provide information to students with disabilities about barrier-free infrastructure in their neighborhood, as well as about the Transport Service for People with Disabilities.

Specialists of the HEI for Social and Domestic Adaptation are responsible for ensuring that students with disabilities are provided with the technical means to travel when necessary. During the training of students with disabilities, issues of their integration into interpersonal communication structures (communication groups within associations of people with disabilities, clubs, dating services, etc.) can be addressed.

Inclusion of students with disabilities in the mass communication network can be ensured through provision of information on social literature (for the blind, visually impaired), special libraries (for disabled of all categories, for visually impaired, for hearing disabled).