



Cap sur l'école inclusive
en Europe



Pedagogical sheet

Communication with pictograms in the activity of training -education and recuperation of non verbal autistic students

Section of the module /E

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General definition :

The analysis of school documents and research shows that the number of students with severe disabilities who attend school has increased significantly and special classes include a significant number of nonverbal students.

Classroom educational activities lack the development of guidelines, mainly the communication between the teacher and the student with a severe disability, and strategies to lead the "lesson" that in fact, there is a traditional lesson, but it takes the form of therapeutic sequences, instructive and recuperative.

Special education is always dominated by joint activities; it is strictly supervised by a psychopedagogue, the same way for all children, but adapted to the psycho-individual particularities of children.

Therefore, it is necessary to adapt not only the psycho-individual content, but also the methods of evaluation of teaching-learning especially for children who are non-verbal.

This adaptation should first focus on the communication relationship between the psychopedagogue and the student, and then expand to the teaching-learning-evaluation relationship.

Using pictograms in the act of communication and in educational and informative activities, children will learn:

- ✘ Speak to people who give them an image of the message they want to convey and receive another image instead;
- ✘ Send a request, an idea or anything else that can be displayed and symbolized on a map;

- ✘ Present the sequence of hours and breaks in the daily program of educational activities;
- ✘ Communicating using letters, syllables, words until forming propositional structures;
- ✘ Express certain actions, allowing to gradually assimilate the succession of complex activities;
- ✘ Making connections inside a class of objects (colors, shapes, jobs, voices)



Principles and theoretical foundations-basis of the theory

The educational intervention includes, in addition to educational activities, behavioral therapies, such as:

- ✘ **ABA (Applied Behavioral Analysis)**
- ✘ **TEACCH** (Treatment and Education of Autistic and Communication Handicapped Children)
- ✘ **PECS** (Picture Exchange Communication System)

Use/ fields of application

(describe the fields of application: for whom, for what, when, how)

For:

conducted by the psychopedagogue, from the communication of the calendar to the communication of certain categories or classes of objects (sensory organs, shapes, colors, crafts, actions).

The introduction of pictograms into work with children who have a severe developmental disorder is carried out on learning units, following the curriculum recommendations and the psycho-individual peculiarities of the students.

Targeted skills

- Active involvement of students in the learning process.
- Collaboration / group communication to find the best solutions to solve certain tasks
- Communicate through letters, syllables, words to propositional structures;
- Express some actions, allowing to gradually assimilate the succession of complex activities;
- To establish links within a class of objects (colors, shapes, trades, voice)

Evaluation criteria :

In educational activities, to discover the importance of pictograms in the communication of non-verbal autistic children, we used the observation as a reference, recording the data obtained in an observation grid and compiling registration cards. complex for all communication behaviors. do not lose details)

The system of working with the pictograms is very attractive for the children, we observed, following observations in the observation grid, that at the end of the experiment, the frequency of the aggressive behaviors decreased because of understanding and feedback.

All this can lead to the gradual release of communication, to the accumulation of knowledge useful in the education of these students. In the long term, the results of the activities with pictograms can enrich the psychological knowledge of development and complement the existing didactic materials in development activities.

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