



Cap sur l'école inclusive
en Europe



Pedagogical sheet

The importance of visual support in the formation of reading skills for children with autism

Section of the module /E

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LOGO

General definition:

Aspects common to all children with autism:

- Communication and language problems
- Difficulties in establishing interpersonal contacts
- Repetitive behaviors (stereotypes)

Communication skills are influenced by:

- The general level of child development
- Interest and willingness to communicate
- Appropriate stimulation of the family environment, involvement of parents in the communication process

Principles and theoretical foundations

The analytic-synthetic phonetic method

- more difficult to use in children with autism because it involves:
- well-developed phonemic hearing (to identify the initial sound)
- the formation of the concept of number (to specify the number of syllables in a given word)

Visual indicators

- Pictures
- Technique used to treat children with autism and can be applied in all classroom activities
- Facilitates the formation of representations

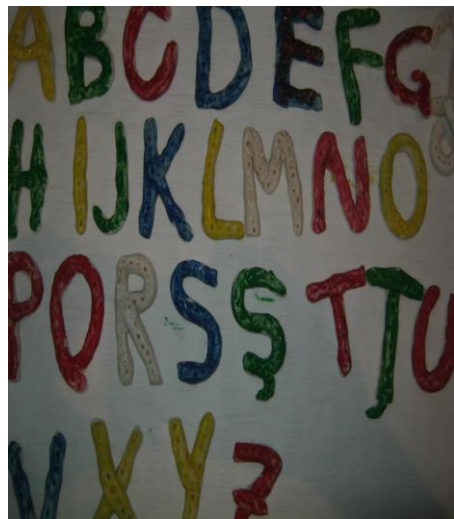
Why: explain and understand the concepts in children with invasive disorders development

Instruments

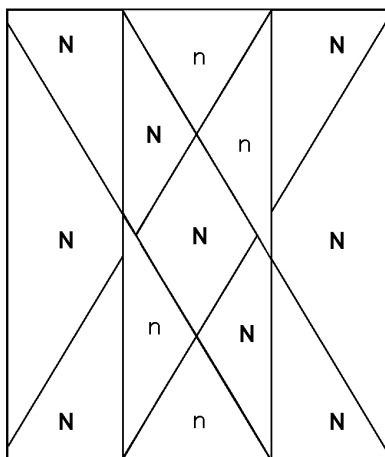
Felt pens, large sheets of paper, PPT presentations, computer, communication board, images

Presentation of the methodology:

Making letters using modeling clay



Color according to the code of the letter



Color the capital N's purple.

Color the lower case n's gray.



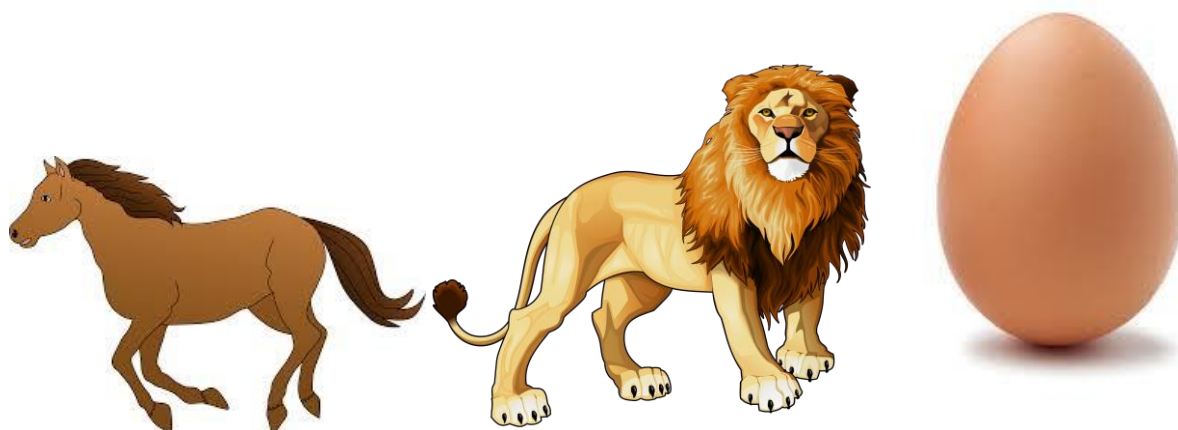
Activity description

Associations letter-sound initial-picture-word



Words with one syllable and two syllables

- Representative images -



Combination of letters and syllables

- PA PE PI PO PU PĂ
- PAT PAC POC PIC POT PAR PAS
- PATĂ PARCĂ PASĂ PICĂ PARĂ
- LA LE LI LO LU LĂ
- LAT LAC LOC LOR LOT LIN
- LAMĂ LATĂ LALEA

Boards, thematic images



Targeted skills

- Active involvement of students in the learning process.
- Develop communication skills, communicate with others
- Communicating from letters, syllables, words to propositional structures;
- Express certain actions, allowing to gradually assimilate the succession of complex activities;
- Establish links within a class of objects (colors, shapes, trades, voices)

Evaluation criteria :

- the child recognizes the letters in large print
- the children recognize all letters (large and small), but they do not repeat at the same pace
- the child recognizes in particular vowels and similar letters (C-c, U-u)
- the communication context is more and more different and nuanced
- all children communicate spontaneously, especially with adults

Bibliography

GHERGUȚ A.”*Psihopedagogia persoanelor cu cerințe speciale*”, Editura Polirom, Iași, 2006;

GHERGUȚ A.”*Evaluare și intervenție educațională*”, Editura Polirom, Iași, 2011;