

CEIP Bernardino Pérez

Well being  
4 all

SPAIN

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DE DON JUAN

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## CEIP “BERNARDINO PÉREZ” LTT FRAMEWORK

Special needs is an umbrella term for a staggering array of diagnoses: physical, developmental, behavioural/emotional and sensory impaired. Understanding the characteristic of special needs and their implications for behaviour, learning and the ability to process information is critical for anyone working or interacting with SEN students. Their needs are commonly defined by “what a child can,t do “ -goals unreached, activities avoided or experiences denied-. These hindrances can hit teachers and families hard and may make special needs seem an unaffordable obstacle. That,s why this Erasmus+ project contribution will help participants getting involved in inclusive sessions planning, empowering them to handle emotions and attitudes towards a lasting school wellness.

The main objective of this LTT is to prepare the participants to work accurately with different school disabilities and needs to build a healthy atmosphere for all learners and teachers. The goal of the learning content is also the interaction teachers/students/care-givers and support and motivation in dealing with these challenges

By the end of the week the participants will have a substantial understanding of different disabilities, characteristics and consequences for learning. They will also be using ARASAAC & TEAACH-based practices and PE resources to provide effective interventions and explore strengths and weaknesses of individuals with disabilities.

Tasks are outlined as a process with emphasis on establishing a mentor relationship between the participants and specialists/therapists. The format is didactic, experiences based and interactive along with discussions, individual and team exercises. The focus is on experiential learning and workshop approach. The Erasmus teachers will be welcome to see first hand, inclusive education for SEN students according Spanish law and local context. The analysis of gained knowledge and skills and key learning points are discussed as well as planning the activities, dissemination and implementation of learning outcomes.





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*“Ask, how will they learn best? not, can they learn?” .-*  
*Jaime Escalante, (1930-2010), bolivian-american teacher. Garfield High School in East Los Angeles, California (USA)*

## 1.SCHOOL

“Bernardino Pérez Kindergarten & Primary School “ (C.E.I.P. BERNARDINO PÉREZ) is a state funded institution. in the northwestern small town of Valencia de Don Juan. It is based in León, one of the Castilla y León provinces. located in the spanish central plateau, with a population of 5,184 inhabitants, according recent census, which is remarkably increased during summer season due to tourism. Farmland, livestock and small factories hold the local economic activity.

This public (state funded) School is attended mainly by local and nearby students (figures usually tilted troughout the year because of migrant newcomers).

Kindergarten Education -non mandatory- ( 3/6 years) 149 pupils

Primary Education -mandatory- ( 6/12 years) 360 pupils

Migrant student rate .- 16% of different nationalities such as: Bulgaria, Morocco, Honduras, Argentina, Venezuela, India, China, Ukraine, Colombia, Brazil.

### 1.1 CORE CURRICULUM & DEVELOPMENT

In CEIP “Bernardino Pérez”, early teaching years on Kindergarten and Primary Education keep on developing students´ learning capabilities and interests, and lay a solid foundation in kids as well as to deepen their knowledge, skills, values and attitudes when they grow up.

The learning goals of these stages are coherent and related. The updated School learning goals emphasise the importance of nurturing a sense of belonging to our community, its culture, values, education, active learning,





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media and information, literacy, special needs and low gifted students, a healthy lifestyle and balanced physical and mental development.

- ✓ We hope students to achieve the following learning goals throughout kindergarten/primary education-
- ✓ Fulfill their duties as members of group, family and society, showing positive values and attitudes, such as respect, integrity and care for others, as well as thoughtful and sensible judgements and behaviours
- ✓ Show awareness towards English as a foreign language and into our bilingual program “Science in English”, using it as an effective tool of communication in a global context.
- ✓ Develop national Curriculum to achieve generic skills and learn independently in a EU citizenship framework.
- ✓ Promote active and extensive reading habits and a responsible and rational usage of information and technology.
- ✓ Lead a healthy lifestyle, develop personal hobbies and foster interests to appreciate physical activities in order to achieve a balanced physical and mental achievements.
- ✓ Eventhough, the School philosophy provides an overall framework for general and more specific whole aims and objectives as the basement from which all aspects of our community “develop”.-
- ✓ Standards of learning experiences for all children by providing access of Spain Curriculum.
- ✓ An awareness of self-confidence.
- ✓ Natural curiosity that children exhibit about themselves and their world in order to encourage positive attitudes towards learning.
- ✓ Differentiated learning to meet individual needs.
- ✓ Social awareness and group responsibility through social learning context, regardless sex, religion, origin or any other condition.
- ✓ Understanding and appretiation of the world we live in.





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- ✓ Children´s imagination and creativity by offering a huge range of experiences.
- ✓ Positive relationships between home, school and the social community.
- ✓ Parents ´involvement in School life.
- ✓ A broad, balanced, taylor-made and differentiated curruculum for all students.

## 1.2 ERASMUS BACKGROUND

Basically, our experience as Erasmus partners has played an important learning teaching role, not only for professional but also for personal growth. School has enlarged horizons in a EU and global layout, accepting diferences and at the same time students and teachers became more open to new educational experiences. A remarkable and creative way of battling stereotypes giving the community the chance to interact with foreign cultures hands on by providing priceless experience..

Erasmus+ gives both teachers and students a chance to visit local schools, in order to share not only their experiences of mobility and living in a challenging and never imagined environment, but also the culture and traditions of their home countries.

## 1.3 PREVIOUS EXPERIENCES & INTERNATIONAL PROJECTS

2012 School Visiting teacher stay at “Hadji Dimitar” Primary School in Byala, Sliven (Bulgaria). COMENIUS Program

2012/2013 E-Twinning project “ Let´s exchange e-mails and videos” with College “ Saint Joseph”in Beaumont de Lomagne (France).

2014/2015, 2015/2016 “Pen-Pal Project” for Primary students with Fort Worth Academy, Forth Worth, Texas (USA)





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2016/2017 2017/2018 Job Shadowing Mobilities in Croatia, Slovenia, Latvia, Turkey, Italy and Poland

2018/2020 Erasmus+ KA2 “Gamification for better results, Teach me how to play” Sola Osnovna -Bistrica ob Sotli- (Slovenia) & Skola Osnovna -Varazdin- (Croatia)

2020/2022 Erasmus + KA2 “Life long skills” Sola Osnovna –Bistrica ob Sotli- (Slovenia), Skola Osnovna -Varazdin- (Croatia) & Instituto Comprensivo “Paolo Petricic” -San Pietro al Natisone- Udine (Italy)

## 1.4 SCHOOL SPECIAL NEEDS & DISABILITIES

C.E.I.P. “Bernardino Pérez” is a public (state funded) Kindergarten and Primary Education School where students with special needs and disabilities (SEND) are early diagnosed and taught throughout academic life in an inclusive way. According law, all of them require a psychopedagogical assessment based report, signed by School Psychologist team.

SEN students must be fully integrated into mainstream school where possible. Spanish state requires state funded schools and state/student funded ones to attempt to join SEN students within regular schools if facilities and teachers and therapists available. These students are not segregated into special classes, they are part of mainstream classrooms

They are enrolled, at a regular basis, in average groups, but they attend to taylor made lessons in different rooms and receive special support by specialist/therapist in charge at a particular schedule. Not to leave the room those about a learning problem or disability that make them more difficult to learn than most children their age. They are helped individually with schoolwork by a teacher assistant.

“No kids left behind”







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## 1.5 TEACHING STAFF RUNNING THE PROJECT

1 teacher specialised in Therapeutic Pedagogy

1 teacher specialised in Speech and Hearing Language Impairment

1 teacher specialised in Sign Language

2 teaching technicians for supportive special education service

2 teachers in charge of Compensatory Education Services, designed to help children at risk of low educational achievement.

Erasmus + Project team is made up of 16 teachers ( Specialists in English, Physical Education, Music, Art, and teachers in charge of Kindergarten and Primary School Education assigned grades. 7 Special needs teachers and other therapists are also enrolled.

A well experienced crew will aim to support the development of knowledge, skills and competencies of individuals to promote good practices and cooperation within and beyond the successful project.

## 2. TEACH, ARASAAC & PE, SUITABLE RESOURCES IN WELL BEING

When it comes to motoric disabilities and other development impairments, School implements **TEACH** Method and **ARASAAC** Approach in addition to Physical Education proposals. to maximize student's abilities and minimize any special challenges they may face. ARASAAC approach will ease functional communication, cognitive accessibility and personal autonomy in different environments and activities of everyday life. Visuals are quite helpful especially for those kids who are not verbal or not as verbal as others.

Adapting a game or a task increases the opportunity for fun, skill development and assertiveness. Learning a new sport or recreational





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activity improves the quality of a person's life that has a visual or motoric deficiency and creates a general sense of well being and competence.

Physical Education is a reliable tool for the health and well being of target students. It is enjoyable, builds self-confidence and improves one's health and fitness. It is also spotted a degree of social inclusion due to the use of team games which involve basic motor abilities and body language.

**TEAACH Method** "Treatment and Education of Autistic and related Communications Handicapped Children", to support kids on the autism spectrum with their social skills, language, communication, and autonomy. This method promotes structured learning environments focusing on visual learning for children with a range of disabilities such as those with visual information processing and those who have difficulties with social communication attention.

**ARASAAC Approach "Aragonese Center of Augmentative and Alternative Communication"**.-The Augmentative and Alternative Systems of Communication as ways of expression, different from spoken language, that aim at increasing (augmentative) resources and/or compensate (alternative) the difficulties of communication and language of students with disabilities. Workshop to autism spectrum disorder affected children setting up this pictographic based methodology **researched and developed in Spain**. The main objective of the infographics is to inform in a visual, sequential and didactic way about more complex activities or phenomena, images, diagrams and graphs with which we can obtain summarized information on any subject.

## PHYSICAL EDUCATION AS AN EFFECTIVE TOOL IN SEN

Physical education is a crucial part of a child's growth and well being. That goes for every kid, including those with special needs. In general, physical exercise carried out with students diagnosed with autism



spectrum disorder and other development impairments in the field of Physical Education curriculum, will enhance the variables below.

First, it's assumed that students enrollment in team games sessions increases their participation in cooperative learning based strategies, and peer to peer socialization skills.

Secondly, different types of psycho-motor activities, such as balance, self-awareness, visual motoric coordination or lateral movement and team games are expected to reduce stereotyped behaviour. Running-based exercises will report improvements in students' behaviour and emotional balance as well.

Because of Physical education routines, it is also found remarkable benefits in social functioning, mainly in those kids with larger social impairment before the intervention. Finally it is spotted a degree of social inclusion due to the use of cooperative games which involve basic motor abilities and body language.

These range of activities will encourage participation in motoric based sessions and games. An appropriate verbal interaction by teacher, focused on positive reinforcement, slows down stereotyped mood and improves emotional control. It will enlarge cooperation and interpersonal relationships too.



## Pe, Helpful resource in Well Being

Due to students motor deficits, the specialists and teachers or therapists will evaluate children, on a regular basis, to identify their functional motor limitations and restrictions and to determine a plan of action to address those.

Physical based tasks will target towards fine and gross motor skills and go above and beyond to check child's posture, mobility, body awareness, transitions, playing skills, daily routines, and how they physically interact with others.

Physical tasks development will help to reach learning teaching goals as they boost

- ✓ Engagement in daily habits at home and school
- ✓ Acquisition of new movement skills
- ✓ Development better coordination and a more balanced posture
- ✓ Playing skills improvement, such as catching/flapping a ball.
- ✓ Development motor imitation skills.
- ✓ Self-esteem improvement
- ✓ Enhancement of balance, coordination and gross motor skills
- ✓ Self confidence in social interaction
- ✓ Support better behaviour and mood
- ✓ Provide resources and support to parents

### 2.1 WHAT WE ARE LOOKING FOR.

The goal of this methodology procedure is to maximize child's ability to function by reducing autism spectrum disorder symptoms and supporting development and learning of other disabilities. Early intervention during

the preschool years can help your child learn social communication skills, functional and behavioral abilities.

It is also found remarkable benefits in social functioning, mainly in those kids with misfit like background.

The first and foremost expected result includes:

Identify and share effective teaching strategies.

Behavioral and socio-emotional instructional practices.

Ensure consistency across the different therapists involved

Ensure students benefit & well being.

Outline a healthy atmosphere in school routines.

A priceless chance for bring together mainstream & specialist teachers with different perspectives and different knowledge to meet learner stereotypes.

To be able to help SEN students and their schoolmates in creating an inclusive environment, tolerating and appreciating differences and each other,s personal space promoting positive behaviour and well being for all.

## 2.2 ACTIVITIES CONTENT

### Physical Structure

It refers to the individuals surroundings or environment. Clear physical boundaries are in place for all the days activities. Playing routines and eating ones take place in different areas. Having organized physical spaces have their own function when working with younger students and also students with autism or development disability. Needs of the

individuals in a classroom should be taken into consideration when creating the classroom space which can be modified throughout the year based on needs.

### **Consistent Schedules**

This can be established through verbal communication, drawings or pictures. A given schedule might include a board with pictures of the day schedule. Those items could feature a picture of a book for storytime and a picture of crayons for art. The second row would get a picture or flashcard of a dish for snack or lunchtime, a picture of a playground for break time and a picture of a ball for gym class.

Being consistent is crucial. It not only helps to teach the students the schedule so that they can be more independent with time management but it also can reassure pupils who need to know what is coming next and prefer a predictable routine.

### **Establishment of expectations**

These expectations may be behavioral, task based, academic, or communicative. Having a clear set of them makes it easier for a parent, caregiver, teacher or therapist to set up consequences or interventions when expectations are not met. This includes activity measurements as well. The goal is to set up the child for independent work. Establishing and practising classroom expectations as well as those in other subjects...hallway, lunchroom, bus, is a must. Students need clear instructions, visuals and a lot of practice to learn what is expected of them. Generally, they thrive on clear boundaries and rules.

### **Routine maintenance**

Keeping a routine is essential for kids with autism and other disabilities. They typically thrive on consistency. When something out of their habitual



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routine happens, this may cause them to withdraw or become uncooperative for the event. Parents and teachers need to work together in order to maintain consistency in a routine from one environment to another and year after year.

### Visual based cues

Visual based cues are designed to supplement verbal information provide by teachers and/or therapists. Visual information could be jotted down on a paper or on a computer. Drawings and graphics are resourceful tools as well . Visuals are quite helpful especially for those kids who are not verbal or not as verbal as others.

Visuals can be used for any reason, such as when going over expectations, as reminders, for students to use them when asking for a break, to allow students to express their feelings to show that is time to change tasks, or as a behaviour incentive.

## 2.3. ARASAAC – A PICTOGRAPHIC REFERENCE SYSTEM IN AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

### What is it?

This project is researched by the Department of Education, Culture and Sport of the Government of Aragon (Spain) coordinated by the General Directorate of Innovation and Vocational Training.

Arasaac offers pictographic resources and materials adapted with a Creative Commons license (BY-NC-SA) to ease communication and cognitive access to those who, due to different factors (autism, intellectual disability, language acquisition retardation, the elderly, etc.), face serious difficulties in these areas, which hinder their inclusion in daily life. ARASAAC should be considered as a means or a necessary condition for



the person with a speech disability to communicate, develop their abilities and participate in the world around.

## What are pictograms?

The word pictogram is a term that has its etymological origin in Greek and Latin, since it is made up of two words from these languages: “Picto”, which derives from the Latin adjective “pinctus” that can be translated as “painted” and “Grama”, which is a Greek word that means “written”. Therefore, pictograms are signs that, through a figure or a symbol, allow to develop the representation of something.



In the field of communication and cognitive accessibility, pictograms have become an essential tool for people who have difficulties in this area due to different factors (autism, intellectual disability, language delaying, the elderly, etc.).

## 2.4 WHAT IS AUGMENTATIVE COMMUNICATION?

In 2018, the State Reference Center for Personal Autonomy and Technical Aids (CEAPAT) carried out the project “Your opinion counts” , whose objective was to know the current situation of implementation and use of Augmentative and Alternative communication (AAC) systems with support products in order to design strategies and actions that improve





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communication with people who have limitations in this activity, and facilitate their social participation in equality.

After this prestigious study, CEAPAT defines AAC as the “means used by people with difficulties in oral communication, to express themselves and interact effectively in any environment”, counting on the necessary and appropriate supports to their skills, whose use is shared with their interlocutors, and which allows them to get an active participation in society, in equal opportunities.

**Augmentative communication** is considered when the medium used by the student complements and accompanies their oral communication.

**Alternative Communication** is considered when the means used replace oral communication.

Both types of communication allow the person to unbox their full communicative potential.

## 2.5. ARASAAC, PICTOGRAPHIC COMMUNICATION SYSTEM

Carmen Basil, teacher and psychologist from University of Barcelona and one of the most prestigious professionals of the AAC at national and international level, defines Augmentative and Alternative Communication Systems (AACS) as “forms of expression different from spoken language. which aim to increase (augmentative) and/or compensate (alternative) the communication and language setbacks of many people with difficulties in this area. AACS include “various systems of symbols, both graphic (photographs, drawings, pictograms, words) or letters and gestures (mimicry, gestures or manual signs) and, in the case of the former, also requires the use of “support stuff”

These symbol systems are adapted to the needs of people with very different ages and motor, cognitive and linguistic abilities.



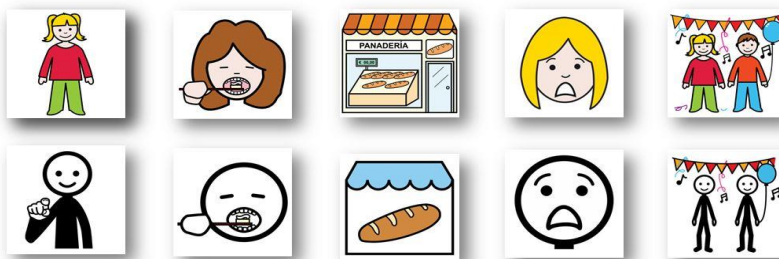
The most used pictographic system in Spain is “the PCS” (Pictographic Communication System) and the ARASAAC system, developed by the



Aragonese Center for Augmentative and Alternative Communication” with a Creative Commons license (BY-NC-SA).

## 2.6. CHARACTERISTICS OF ARASAAC AS A PICTOGRAPHIC COMMUNICATION SYSTEM

### Descriptive and schematic pictograms.



ARASAAC offers a double aspect of pictograms: descriptive and

schematic. Descriptive pictograms are very useful in the first stages of implementation of a communication system since they are the link between reality (objects and pictures) and graphic representation. The schematic pictograms are designed to be used in more advanced stages in which the user has a greater capacity for abstraction. They are also recommended to be used by adults with strokes, the elderly or non native people.

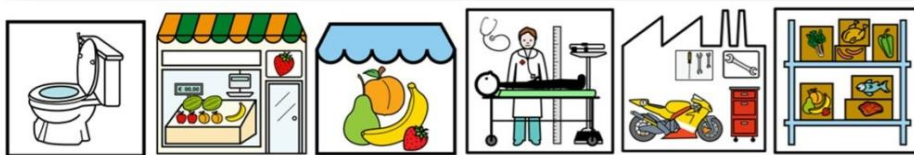
## Action pictograms

ARASAAC offers a unique variety female/male and chematic pictograms. Although current studies show that the level of abstraction required for its understanding is similar in all three cases, the database has all three models so that professionals and families can adapt them to the evolutionary characteristics, needs and cognitive capacity of users.



## Places pictograms

In ARASAAC, graphic conventions are also handled to differentiate pictograms representing buildings, rooms, workshops, factories,..A box, the outline of a store or a factory help to find out places in our nearby



Pictogram  
s for

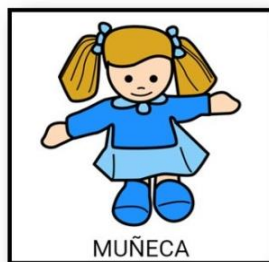
## Intangible concepts

Abstract concepts don't have a visual reference that helps us represent them graphically, although most of them derive from a real concept that is representable. In ARASAAC, the use of a "cloud" or bubble like surrounding the tangible concept to represent the intangible one has been taken as a convention.



**Pictograms  
for plurality**

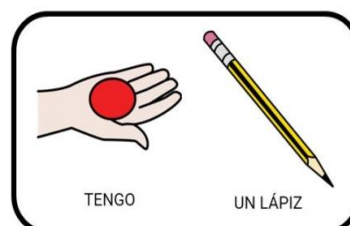
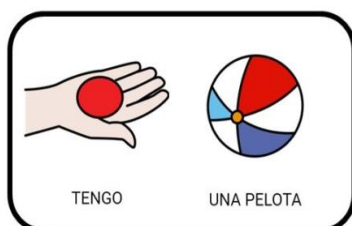
In ARASAAC we use the + symbol to compose words plural since this sign is internationally recognized as a concept of plurality. When we use the plural of a pictogram, + sign will appear in the upper right corner



### Indefinite concept in pictograms

On many occasions, it is necessary to use a wild card in the design of pictograms, which allows us to link given action or object to “something indeterminate”. In ARASAAC, that wild card is represented through a red circle.

Let's take an example. In the case of “have” actions we need to use that wild card to indicate that we can have different objects: a ball, an orange or a pen. You can not design a pictogram with each of the objects that we can have. Therefore, the convention of the red circle helps us to generalize this verb to different objects.



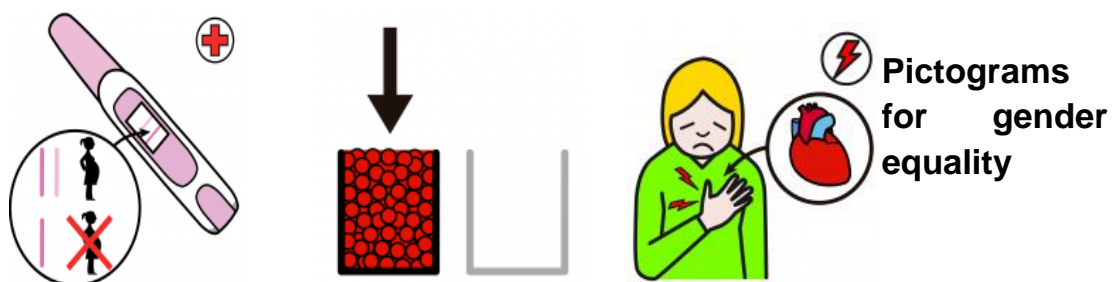
## Creative licenses in pictograms

To represent some concepts, it is necessary to use some creative licenses in order to improve the understanding and significance of the concept represented.

On some occasions, an arrow can help to indicate what is the main element of the pictogram and what gives its meaning. The use of the grey colour in the rest of the components of the pictogram highlights even more the attention on the message we want to convey, as in the case of the word “first”.

In the case of the pregnancy test, a magnifying glass has been used to highlight the essential element to understand the meaning of the pictogram. In this case, within the magnifying glass the two possible results of the pregnancy test are detailed. In other cases, the magnifying glass allows us to enlarge a part of the pictogram or indicate that something is or is put “inside”.

Finally, the exaggeration of certain actions, consequences or characteristics is also used to make their meaning more evident.

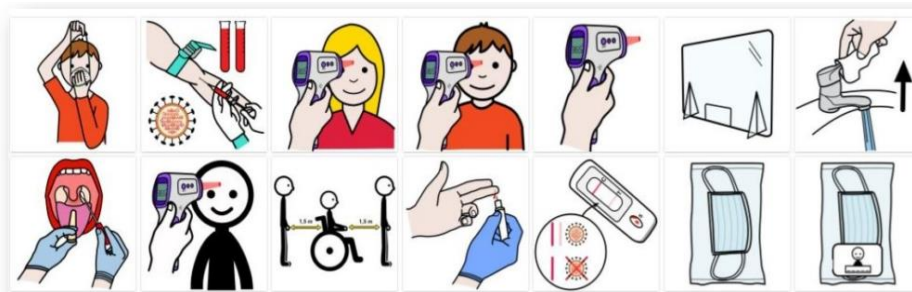


Another of the basic statements of ARASAAC is respect for gender equality in all areas of daily life, so all actions, jobs, activities and emotions are represented with pictograms of male and female gender, which makes it a reference system to follow



## Pictograms for a changing society

Due to the demands of professionals from all areas, fields and institutions, ARASAAC pictograms are a clear reflection of today's society. In addition to basic pictograms for communication in different environments ( home, school, hospital,..) pictograms have also been joined to fight gender violence, bullying among other topics. People with communication difficulties need these visual supports to understand, express and face complex situations that can seriously affect their daily lives.



**Respecting  
differences  
pictograms**

Respect and awareness for cultural, social or religious diversity is another of the key aspects of the ARASAAC pictograms, since tolerance, solidarity and everyone acceptance. The demands of pictograms from the

different countries of the world, from the different cultures or religions help to enrich the vocabulary repertoire and for anyone with communication problems to have the necessary support to integrate fully into the society in which we all live



## ARASAAC Pictograms as visual support

Over the years, thanks to the collaboration of professionals from all fields, families and institutions, together with the characteristics of the pictograms and their Creative Commons license, the pictographic system of ARASAAC has also become a reference base within the visual support.

On some occasions, there is some confusion about the term visual support and pictograms. Let's clarify it, because one contains another.

Intervention programs, both to structure the environment and adapt it to SEN students in a way that facilitates their understanding and autonomy, and those that are aimed at improving communication and social interaction are usually translated into a set of visual support.

These visual supports are helpful tools to turn verbal utterances into visual information with the aim of improving oral language comprehension. Among the most used visual supports we have gestures, objects, photographs, pictograms and written words.

Through these visual supports we can elaborate materials such as communication boards, routines, agendas, anticipations, social stories, curriculum adaptations, ...etc.



## ARASAAC achievements

With the creation of the ARASAAC portal by the Government of Aragon, people with autism, their families and the professionals who work with them have been able to get free access to high quality pictograms with which to create numerous materials and design intervention projects. This has undoubtedly marked a before and after for everybody, by providing free access to a set of resources with their own identity, responding to the cognitive and communicative needs of many people with ASD.



## 3. ARASAAC AT “BERNARDINO PÉREZ”

### 3.1. HOW IT DOES WORK

#### PICTOGRAMS AT THE SCHOOL VENUES

Pictorial representations using images or icons throughout school in order to build spaces free of obstacles that students face when attempting to effectively communicate.

#### DAILY AGENDAS

Pictograms used in daily routines.

#### ACTIVITY SEQUENCING

Sequencing activities into habitual situations to improve student self confident and autonomy in social interactions.

#### TEACHER TRAINING

Session to enable teachers and other education staff to effectively instruct on ARASAAC implementation.





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## 4. TEACCH METHOD

### 4.1 What is the TEACCH method?



The TEACCH method, which stands for the **Treatment and Education of Autistic and Communication Handicapped Children** method, was specifically developed for children with autism spectrum disorder. This method of teaching was developed at the University of North Carolina by Dr. Eric Schopler and Dr. Robert Reichler in the 1960s; its methodology delivers a structured form of visual learning and is sometimes referred to as Structured Teaching.

One of the benefits of the TEACCH method is that it is specific to ASD and bears in mind all the characteristic traits of autism, and each autistic child's difficulties, making the intervention specific for every child's needs. This is done through structured and continuous intervention, by adapting the environment, and providing alternative communication training. It can also be implemented alongside other approaches or therapies.

It takes into account people's strong points to help them clarify the 'where-how-when-how long' of events so they become more independent in managing their own space and time. The aim of the TEACCH method is to help children on the autism spectrum have a better understanding of reality from a perceptual point of view by using visual aids.

The role of parents is recognized in the TEACCH method, so much so, the method is not only centered around structured learning based on the child's learning style, but also, it teaches parents how to assess and implement individualized support for their children at home.



## 4.2. TEACCH guidelines

The TEACCH method relies on the core principles of **Structured Teaching**. These principles are: the organization of the physical environment, a predictable sequence of activities, visual schedules, routines and flexibility, work/activity systems, and visually structured activities.



## 4.3. THE ORGANIZATION OF THE PHYSICAL ENVIRONMENT/PHYSICAL STRUCTURE

This principle looks at making the environment conducive for learning. It should be interesting and manageable for children with autism.

The layout of the environment needs to account for the student's learning styles and sensory differences. It involves furniture placement and the organization of learning aids around the classroom; a well established environment decreases stimuli, limits distractions, and reduces anxiety and unwanted behaviours, as well as promotes consistent and effective work.



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To make the environment effective, clear boundaries need to be in place to avoid the child from wandering. Explicit visual cues or written information (for verbal children on the spectrum).

#### 4.4. PREDICTABLE SEQUENCE OF ACTIVITIES/SCHEDULING

When the activities and environment are predictable, this reduces anxiety, especially when it involves activities that follow after the other. Each sequence in the activities is explained to the child with ASD through the use of visual aids.

#### 4.5. VISUAL SCHEDULES

Visual communication is generally much easier to understand and much more accessible. When a person on the spectrum follows a particular routine by looking at the schedule, the task becomes less confusing and therefore reduces the occurrence of unwanted behaviors. Another benefit of visual scheduling is that it builds independence and competence, especially when the person or child learns to adopt this themselves in their everyday routine.

Examples of visual schedules include: to do lists, a schedule outline activities, step-by-step instructions to complete tasks (using pictures for example), or timetables.

#### 4.6. Routines and flexibility

Routines serve two purposes: firstly, they make the activity or everyday task predictable, which reduces confusion and anxiety; secondly, for parents, teachers, or therapists, they stop the child from developing his/her own routine which could otherwise not be favorable or adaptable socially.



With routine, there needs to be a balance with flexibility because our everyday life is not constant, each day has its own challenges that force us to sort out. So, due to children with autism have difficulty understanding the world is not invariable, their routine should be challenged. For example, using slightly different materials when he/she works, walking different paths, introducing different games, or choosing different times than usual when going out for walks etc. The goal is for the routine to be predictable but also vary slightly so the focus is on the structure not the detail.

#### 4.7. STRUCTURE WORK/ACTIVITY SYSTEMS

This helps the child understand the task, stay focused and complete the task independently. It answers four key questions: first, what is the task or activity about?, secondly, how much work is required for this task during this specific period?, thirdly, how will the child know when he/she is making progress and when the activity is completed?, and lastly, what happens after the task is completed?

For an autistic child who may struggle to understand language, these questions can be answered using pictures, symbols, colours, numbers, or objects. For example, when doing a matching activity, using items like Velcro to stick pictures where appropriate and ensuring the activity is visually clear on what the child needs to do i.e. matching colors or shapes.

On the other hand, an autistic child who understands language would do well with written lists of tasks and labels.

#### 4.8. VISUALLY STRUCTURED ACTIVITIES

Activities need to be visually clear and meaningful to the child. If the child can't touch, see or hold the activity, he/she will likely not engage in the



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activity nor find it engaging enough for him/her to give attention. Visual instructions tell the child what he/she needs to do, visual organization involves providing the required materials needed to complete the task, neatly organized and stable. Finally, visual clarity helps the child to know what he/she is doing because it is clear and it is not visually distracting, overwhelming, or confusing.

#### 4.9. WHAT ARE THE BENEFITS OF THE TEACCH METHOD?

Besides the fact that the TEACCH method was developed specifically for children with autism, its use of visual cues for teaching makes learning more accessible, especially for children who are non-verbal. Visual aids make learning a universal tool.

The main repercussion of the TEACCH method in ASD children is to acquire social skills and to help change their perception of social settings in a positive way.

Research studies have shown the TEACCH method is effective, when it comes to autistic children's adaptive behaviours, plus social reciprocity, including parent's stress levels and parent-child interactions. Similar research has shown accuracy in self-injurious behaviours

An added benefit to the TEACCH method is that, when parents are trained and can apply this method at home, and thereafter the child's behavior becomes wanted in their everyday routine, parental stress decreases. The role of parents in applying this method at home not only increases its fairness, but also contributes to the child's independence and improved social integration. This demonstrates the positive impact of the method on individuals with ASD. By providing a structured approach, TEACCH helps students and teachers overcome challenges and reach their potential





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## 4.10 Summing-up

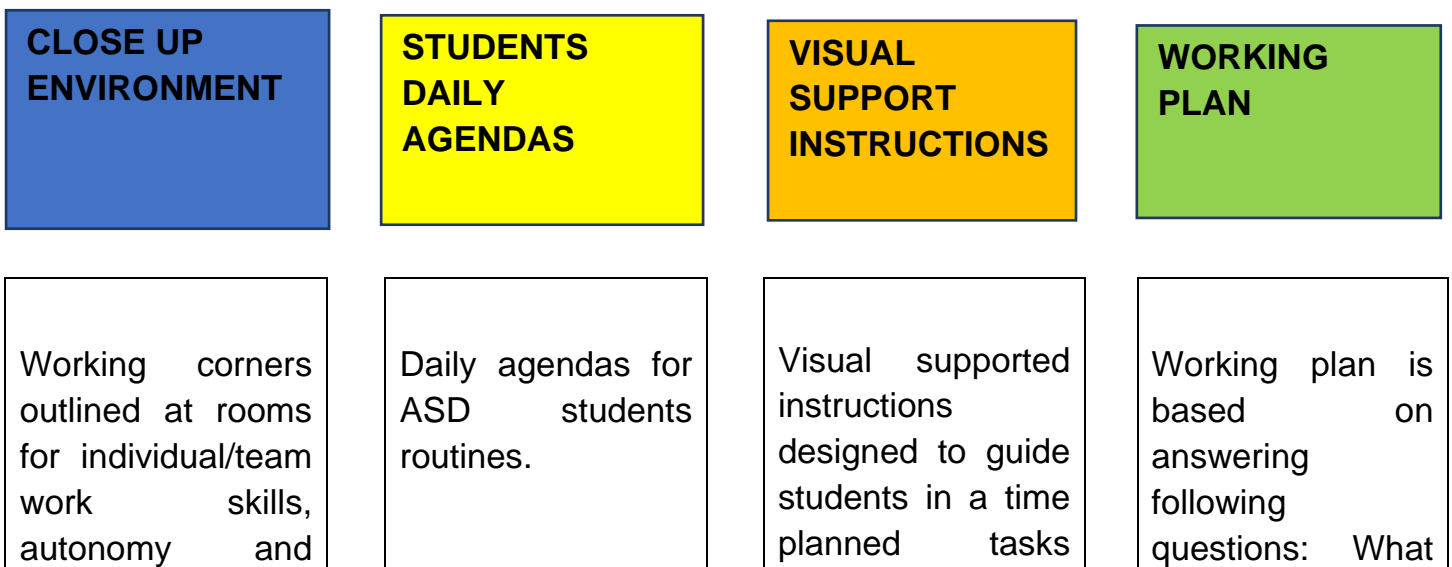
Parents of children with autism can benefit from the TEACCH method because it recognizes the challenges related to autism and adapts its methodology to the child's specific needs. It's even priceless because parents can take training and therefore implement this method at home.

Remember, for any behavior to become unconscious and occur naturally, it needs to be reinforced not just by the teacher or therapist, but its application at home is also crucial.

Procedure is designed to help individual with autism develop skills and independence, improve communication and social utterances and reduce unwanted behaviours. Teacch method uses visual aids, task analysis, routines, individualized instruction and parents/teachers involvement.

# TEACCH AT “BERNARDINO PÉREZ”

## 5.1 HOW IT DOES WORK





spare time.

sequence at  
school.

do I do?, How do I  
do?, How do I  
know I,m done?,  
What happens  
when it,s over?

Taylor made  
showing up tasks





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