



UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

**PICTURE EXCHANGE COMMUNICATION SYSTEM AS SUPPORT IN A
SECOND LANGUAGE ACQUISITION FOR CHILDREN WITH AUTISM
SPECTRUM DISORDER**

TRABAJO RECEPCIONAL

**QUE PARA OBTENER EL DIPLOMA DE
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA
EXTRANJERA, MODALIDAD EN LÍNEA**

PRESENTA:

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ASESOR: ALMA DANIELA OTERO SOSA

México, DF. a 22 de junio de 2020.

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INTRODUCTION

Autism is a neuropsychiatric disorder characterized by severe and sustained impairment in social interaction, deviance in communication, and patterns of behavior and interest that are restricted, stereotyped, or both. (Kanner, 1992).

Children and adults with autism characteristically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities (Adams, 2011).

This is why they are regularly considered as poor students or are denied a regular education and do not have access to all the subjects taught at school, including English.

Having a problem or deviation in communication, it would be thought that acquiring a second language could be difficult and even impossible for a child with these characteristics. However, communication alternatives can be found for the child to develop and acquire a second language.

Picture Exchange Communication System has been tested on children whose language and communication is null. (Bondy, 1985) It has had results for the development of a mother language or it is used as a support for the acquisition of an oral language.

However, how this system would support the development of a second language such as English has been little studied. Therefore, in the present work the results of a pilot test are presented, the objective of which was that the student could achieve and understand descriptions of objects, in this case flags, through the use of pictograms and, if their condition allowed it, orally.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY AND PHILOSOPHY

The beginning of my career as a teacher was something unexpected for my family and me but it has been something that I really appreciate that it has happened because it has opened my eyes to many realities and in turn has brought me many challenges and satisfactions.

First, I did not study the teaching career or something related. I am a biochemical engineer with a specialty in environmental. When I was studying my career, I got pregnant and I had my little one. At that time, I had to change all my ideas of working in a big company because my son needs me.

A friend told me that because I did not start teaching in my spare time and started giving regularizations of math, chemistry, thermodynamics, biochemistry etc. among my classmates.

Later, and after leaving school, I won a prize for the best average of my generation, with this award came some offers of companies to work but there was always the problem of going outside my city and leaving my son. Now, I could not sit still and not work because my son was starting to grow up.

For all the above, I decided that my best option was to be a teacher. Initially I never thought of teaching English, I thought that I will teach only subjects that were related to my career.

I started my career as a teacher in a private high school in my city. It was honestly a bad and good experience at the same time. Bad for the working conditions, since from the first day I arrived they did not even give me the program that I should teach, and good because I had the opportunity to meet many young people with very different ideas and thoughts that filled me and they motivated me. However, I had to get out of that job, due to many personal and work circumstances.

That is when I started teaching English. All starts when my child starts the first year of preschool. I was usually going to leave my son to school and I was thinking about starting a project giving courses and workshops for children that would help me to have in my curriculum, so which I went to talk to the director (who already knew me on time) I proposed my idea. I really did not have an answer in that moment but I left my entire curriculum. Within my curriculum came my experience as a teacher and my English certification. At the next month, I saw the principal and she told me that she needed an English teacher and wanted to see if I know anyone who can teach, I said no, and that was when she proposed that I be the one to teach.

Although, if I had been a teacher that was not my work area and I did not have an experience in teaching a second language. At the beginning I said no, but that I could be teaching while they would find a teacher with preparation and certifications and at that moment the principal told me that if I accepted or not, and then I said yes.

That same day I returned to give two demo classes, I really had about three hours to prepare my material and my two classes, because they were for two different grades. When I arrived, I taught my classes and the principal was observing my demo class with several teachers. The children of the two groups were very attentive and had fun with the activities, although they did not understand me all that I was talking about, because I spoke to them at a higher level than they had at that time, but with signs and mimics My students understood me.

At the end, they gave me an exam that I had to answer, about my knowledge of the language, and they told me they were talking to me. In the afternoon when I went to pick up my son, they called me, handed me all my books, and told me that I was starting on Monday. Since then I teach English in the same school.

When I started preparing my classes and seeing what they were asking for, I realized that I really didn't have the experience to teach so I started thinking about what my life was like as a second language student.

I need to mention that in these days I did not know the Stephen Krashen's Hypothesis and far from knew the different methods of teaching English. Everything I did was empirically and as I thought okay to teach it.

For this, I started analyzing each of the English teachers I had. It is worth mentioning that since I was in preschool I have taken English, even when they gave me my job as an English teacher I decided to take classes to improve my English and not stay stuck.

When I analyzed them, I always wondered and tried to remember the way in which they taught me the subjects and how they motivated us to reach some goal. For example, to whom I owe most of my knowledge are three professors: Mr. Lara, Mrs. Ariza and Mrs. Harris.

Each one had a very different way of teaching and teaching, for example Mr. Lara always gave us a Friday to ask him questions on any subject and that gave us the confidence in his classes to ask him and take us more enjoyable at work. Similarly, he gave us permission to eat in class if we told him in all the tenses that we knew some sentences. Now that I have studied, I know that he used methods such as Audiolingual, Communicative Approach, Grammar Translation Method, etc. This teacher marked my teaching a lot because I reaffirm

all my knowledge in grammar and gave me the confidence to speak without fear of being wrong and if I was wrong, I corrected myself without being rude.

Mrs. Ariza, on the other hand, usually used the Based Approach method. She filled us with games where we could practice our skills in a natural way and this really made us two hours of class very relaxed. For her, her way of motivating us was by giving us small prizes like erasers, pens, etc. Mrs. Ariza taught us how to expose a topic and asked us to design games where we could explain some topic to our colleagues.

Finally, Mrs. Harris, my second English teacher. She used the Grammar translation method in particular, and thanks to her during elementary school, I learned most of the grammar rules. Maybe she was not the funniest person but I loved her class because when you did not understand she approached and explained doubts in Spanish, and then made students repeat the words in English.

In addition to analyzing my best teachers, I remembered the teachers who in my opinion were perhaps not the best or rather did not know how to reach our heart or our brain.

I had many very desperate teachers; they were easily frustrated to see that we did not have the appropriate level to understand them or that their effort did not bear fruit in our learning. In the same way, some were very conceited and made you feel like a silly person who could not understand them and that greatly diminished our motivation and our qualifications.

I remembered how they fought to teach us subjects, to make us follow basic instructions. As a student, not understanding frustrates you and prefers to do something else and it is when a second language becomes stormy, boring and frustrating because even if you have all the motivation as a student you cannot understand and alone you put the obstacles to understand.

From all these teachers I learned not to be stuck and investigate more and prepare more every day. I learned to look for more information and different methods that were more innovative for my students and that would attract their attention so that they can understand but have fun.

This helped me to form my philosophy as a teacher and since then it has been: Be the teacher you would have liked at that age and be the teacher who leaves a mark on the students both in knowledge and in their heart. No is useful learning anything academic if you have not been able to change something in their heart. Be the prepared teacher who can have five plans B if your students do not understand a topic. Be the teacher who can read on the face of the students their emotions about your class, and learn to stop if your students are tired. Always look for an activity that entertains them and is their reward for working hard at the end of each class.

In addition, the motto I have with my students is: fake it until you make it. With this motto, I try to motivate my students and teach them that they may be wrong fifty or hundred times but there is no problem and they can try until they achieve it.

While I may not be the best teacher or have all the preparation in the world, I try to be the teacher that my students need and be prepared to teach my students what they need for this moment of life and what will serve them for their future.

1.02 THEORETICAL FOUNDATIONS

1.02.01 AUTISM

Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behavior. Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms generally appear in the first two years of life.

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), a guide created by the American Psychiatric Association used to diagnose mental disorders, people with ASD have:

- Difficulty with communication and interaction with other people
- Restricted interests and repetitive behaviors
- Symptoms that affect the person’s ability to function in school, work, and other areas of life.

In terms of cognitive, the 75 percent of the children with autism are cognitively underdeveloped. Their level of cognitive ability is deeply dependent on the severity of their autistic symptoms. (Frith, 1991). IQ test during preschool years are not a good measure of the cognitive state of children with autism. This is due to the reason that some of them may be able to improve significantly through specialized treatment and academic adaptation programs. (Ghaneshirazi, 2018). Some group of the children with autism have good musical, mathematical, and visual-spatial abilities.

In terms of communication, kids with autism usually lack the ability to fully comprehend and use speech and gestures for their communication. These kids have language disorders. (Frith, 1991) The reason for this can be mainly due to the autistic children's inability to characterize speech. The ability to characterize speech requires the ability to decode the rapid autistic stimuli which is compromised in children with autism. All these circumstances leads to the most devastating language disorder. (Ghaneshirazi, 2018).

These disorders include verbal auditory agnosia or verbal deafness. As autism has a spectrum, less affected children may better comprehension than expression. (Ghaneshirazi, 2018). This is why they may have poorly articulated, grammatical and spare speech. Others who have the ability to improve their communication are able to form complete and fluent sentences, but their communication would be around repetitive phrases and words. Very low level of intuition would be used in their communication. (Frith, 1991).

Autism is known as a “spectrum” disorder because there is wide variation in the type and severity of symptoms people experience. ASD occurs in all ethnic, racial, and economic groups. Although ASD can be a lifelong disorder, treatments and adaptations can improve a person’s symptoms and ability to function.

1.02.02 PICTURE EXCHANGE COMMUNICATION SYSTEM

A fundamental goal of teaching children with autism is improved communication, the most socially acceptable form of which is speech. A large proportion of very young children with autism (those under 5 years of age) enter formal programs without speech or other behaviors that are interpreted as having communicative intent.

For these children, the pace of acquisition of functional communication skills is often the key prognosticator of long-term success.

Aside from speech, another avenue for teaching functional communication skills has involved the use of alternative or augmentative communication systems (Reichle, 1991). These systems include sign language, either alone or in combination with speech; electronic communication devices; or "lowtech" communication systems that use either abstract symbols or pictures with varying degrees of symbolic representation.

Certain augmentative or alternative communication systems involving the use of pictures have avoided some of the issues associated with initial attempts to teach eye contact and imitative skills (Reichle, 1991). These picture-based systems have required the student to point to pictures (or touch and/or tap them).

Traditionally, pointing to pictures has followed a matching-to-sample format, wherein the child is taught to match objects to objects, objects to pictures, and then pictures to objects (Carrier, 1975).

The Picture Exchange Communication System is an alternative or augmentative communication system that was developed to teach functional communication to children with limited speech. The approach is unique in that it teaches children to initiate communicative interactions within a social framework.

The Picture Exchange Communication System training protocol is described when children are taught to exchange a single picture for a desired item and eventually to construct picture-based sentences and use a variety of attributes in their requests. (Nam, 2016).

Children using Picture Exchange Communication System are taught to give a picture of a desired item to a communicative partner in exchange for the item. By doing so, the child initiates a communicative act for a concrete outcome within a social context.

Similarly, there is a high relationship between the implementation of the Picture Exchange Communication System with the development of nonverbal student speech. (Nam, 2016).

1.02.03 ASSESSING RECEPTIVE AND PRODUCTIVE SKILLS

English language learners can be assessed in both receptive skills (including listening and reading) and productive skills (including speaking and writing).

Typically, the communicative skills of speaking and listening comprehension are developed at a faster pace than the more academic skills of reading and writing.

Comprehension is such an internal process that listening comprehension and reading comprehension are much more difficult to assess than other areas.

In order to assess a student's comprehension, teachers can ask students to provide non-verbal responses. Asking students to "point to" or "show me" the correct answers (with pictures or manipulatives) allows them to demonstrate comprehension physically and not verbally. Drawing a picture or completing a simple graphic organizer is also effective. In this student work sample, we see that this student has at least a basic understanding of a story about amusement parks.

English language learners need tremendous amounts of scaffolding in order to access knowledge through reading. Readers must understand the purpose for reading, activate relevant prior knowledge, and focus on the most important aspects of the reading in order to successfully comprehend the text. This is best achieved through instruction that actively involves the use of before, during, and after reading strategies. Additionally, in order to be able

to comprehend the text, students need to be familiar with any specialized vocabulary being used.

With a text that is both appropriate developmentally and linguistically, along with instruction in reading strategies and processes, English language learners should be able to demonstrate their comprehension.

English language learners begin speaking in order to facilitate their communication with peers and teachers. Interference from the students' native language can impact their pronunciation in English.

As the proficiency level of the student increases, the complexity and accuracy of the student's speech increases as well. Students with low levels of proficiency may only be able to echo words or phrases. Teachers can use choice questions such "is this a...", "which one of the...", or "pick the..." to assess students at the beginning stages of language fluency. Yes/no questions are also effective at this level.

Students with intermediate levels of proficiency typically can speak using simple sentences and then move to complex sentences, while students at the advanced levels of proficiency are able to speak using more complex grammatical structures with higher levels of accuracy.

As the abilities and language proficiencies of students change, teachers can move to questioning strategies that require increasingly higher amounts of language production on the part of the student - for example, Wh- questions, higher order thinking questions, and embedded questions that ask students to apply personal analysis.

Frequently writing skills are among the last skills fully developed by English language learners. Writing involves the integration of many skills including comprehension, grammar skills, and higher order thinking skills.

In assessing student writing, teachers need to be specific about the purpose of their assessments. For example, a student may write about Maryland in their Social Studies class using entirely correct content knowledge, but have improper grammar or spelling. While the teacher may decide to provide meaningful and constructive feedback on the grammar and spelling errors, it would be reasonable to assess the content for demonstrating knowledge of Maryland.

Whenever possible teachers should create rubrics for assignments. For English language learners, rubrics provide clarity and structure by knowing what is expected of them. Additionally, students and parents can take rubrics home, taking more time to understand them.

1.02.04 RUBRICS

A rubric is a scoring tool that lays out the expectations of a task or assignment across 3 to 5 levels of performance. Rubrics can be used to state standards, instructional goals and objectives for the type of performances that students should be able to achieve while completing a task. (Chowdhury, 2018)

Instructors or teachers use rubrics to divide assignments or tasks into different component parts, with a detailed description of each component reflecting what constitutes acceptable or unacceptable levels of performance.

Instructors can construct various models of rubrics and use rubrics in their classroom for different purposes; however, rubrics are not suitable for all types of tasks. (Kohn, 2006) For example, they are not suitable in assessing test items where there is one specific, clear, correct answer.

Rubrics are useful grading tools that add reliability, validity and transparency to assessments. They are often used to increase transparency in assessments and to decrease subjectivity (Silvestri, 2006).

A well-designed rubric is one that helps instructors not only to judge students' work effectively but also help students acquire certain skills and knowledge. (Chowdhury, 2018)

Rubrics are mainly used to judge students' skills in performance-based tests, such as writing a persuasive essay on a given topic. Performance tests are intended to measure student mastery of certain types of skills that educators regard as worth learning and promoting.

Rubrics can help instructors to clearly convey their expectations to the students by providing evaluative criteria for use in grading. With the help of rubrics, students can understand what level of work is considered good, very good, excellent or bad. (Kohn, 2006)

A well-designed rubric can also help students or parents by delivering constructive feedback about their common mistakes and by providing further information about how to improve their work. (Chowdhury, 2018)

CHAPTER 2: METHODOLOGY AND PRACTICE 15

2.01 LESSON PLAN

2.01.01 CLASS PROFILE

The "Extracurricular English Group" was selected to perform all the information mentioned here. They were chosen to carry them out in a single group so that the changes were observed in a concrete way.

The group has 7 students in list, all the students fall under the diagnosis of Autism Spectrum Disorder (ASD). Four of the boys have a consolidated language in their mother language and the other three are developing it.

They are primary college students between 6 - 12 years old. The group has 6 boys of different school grades. They are mostly beginners.

For contingency reasons, English classes are being conducted through Google Classroom, Zoom videoconferences or videos and questionnaires in Kahoot!.

2.01.02 REQUIREMENTS

As stated above, working with a student with autism requires different characteristics of both the environment and the materials that will be used.

Especially for working from home, different conditions are required which will be listed below. These are suggested to provide the student with a more conducive environment for learning.

2.01.03 PHYSICAL SPACE

A comfortable and quiet space.

There must be no stimuli that can be distracting (such as toys, the television on, there must be no music near them or the cell phone).

A chair (take care that the bottom of your feet reaches the ground, if not, place a support underneath, for example a shoe box or a rectangular Tupper).

A table

2.01.04 MATERIALS

Computer or cell phone with Internet connection, microphone and camera.

Work annexes and extra material to work.

2.01.05 FAMILY SUPPORT


For this work, it is necessary to have the support of an adult, either a family member or the child's guardian, in order to provide the support that is needed at all times, such as helping them to point out or repeat the indication if they have not understood it, as well as to support them with computer manipulation.

At the beginning of the session, the family member or tutor will connect to explain the way of working that will be carried out during that session.

At the end of the session, the family member or tutor will stay for a 5-minute feedback to solve doubts.

2.01.06 LESSON PLAN

The planning was made based on the number of classes that are held in a week, the previous advances that children have had during the school year and the specifications that are requested within the specialty.

	COLEGIO BERTHA VON GLUMER C.C.T. 21PPR10720 ZONA ESCOLAR: 024 2019 – 2020 SECOND LANGUAGE: ENGLISH		Author:	Nidia Krystell Alonso Gómez.
			EEAILE tutor on line:	Alma Daniela Otero Sosa.
			Level:	Beginners / Basic.
			Educational Stage:	Elementary School.
			Date:	May, 2020.
Title of your Lesson plan:		Flags Descriptions.		
Learning Objective of the plan/Competency:		<p>Language purpose:</p> <p>Develop in the student the ability to make and understand short descriptions using up to three adjectives in English, through the use, understanding and identification of colors; grammatical structure inference and obtaining specific information for understanding.</p> <p>Formative-intercultural purpose:</p> <p>Introduce students to the diversity of flags that exist in the world, in addition to knowing their distinctive designs and colors that characterize them.</p>		
Communicative skill considered:		Listening / Reading / Writing / Speaking.		
Functions:		Describe objects. Correct use of pictograms.	Follow simple instructions. Comprehension of simple instructions.	
Main Grammar Structure:		“ It is ... ”		
Brief description of the plan:		The description of flags was chosen as a theme as it is part of the general culture and as a theme that children can relate to in a simple and easy way.		

	<p>In the language use section, easy exercises are proposed for children with ASD as well as their easy evaluation.</p> <p>In the formative - intercultural section is proposed to introduce the small flags of different countries as a game, in such a way that it will have a greater impact on their formation.</p>	
Hours of the plan implementation:	5 hours.	
Number of sessions:	10 sessions of half hour each.	
Contents required for the lesson:	<p>Colored pictograms.</p> <p>Flags pictograms.</p> <p>Worksheets.</p> <p>Computer with Internet.</p>	<p>Colored sheets.</p> <p>Communication board.</p> <p>Visual agenda.</p> <p>Notebook.</p>
Link of the content:	https://classroom.google.com/u/0/c/MTA1Mzg5NDc2MzYx?hl=es	

Introduction to the Lesson

STEP OF THE LESSON	TEACHER ACTIVITIES	STUDENTS ACTIVITIES	SESSION NUMBER
<i>Before the lesson</i>	<p>The teacher presents the section pictograms to the parents and how they will be employed.</p> <p>The teacher generates worksheets that can be used by her students.</p>	<p>Students have their communication board as well as their agenda with the pictograms that will be dealt with in the session.</p> <p>Students have their worksheets pasted in the notebook, their clippings and sheets of paper ready, so that when they are requested they have easy access to them.</p>	00
<i>During the lesson</i>	The teacher welcomes her students in English.	Students greet the class and express briefly how they feel	01

	<p>The teacher asks “how are you?” And “how do they feel?” Through gestures, the teacher explains their emotions.</p> <p>The teacher presents the pictograms of the class, as well as the agenda that will be carried out during the session.</p> <p>The teacher gives a general review of the previous topic (colors).</p>	<p>that day through affirmation or repetition of words and mimicry. Students point to their agendas and paste them in the order the teacher points to them.</p> <p>Students practice what they learned about the colors.</p>	
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Communicative Skills Development.

SPEAKING

Step of a Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Vocabulary	<p>The teacher reviews the vocabulary seen in previous classes.</p> <p>The teacher presents the vocabulary that will be used for each of the sessions by showing the pictograms on the computer screen.</p> <p>the teacher shows examples of different colored flags and asks</p>	<p>The student does a review of the vocabulary.</p> <p>The student points to his pictograms along with the teacher.</p> <p>The student responds by pointing to the pictogram and</p>	<p>Flags pictograms</p> <p>Colors pictograms</p> <p>Communication board</p> <p>Computer with Internet</p>	<p>01 – 10</p> <p>01 - 02</p> <p>03 - 04</p>	<p>Assessment is carried out through continuous assessment and is not advanced until knowledge has been fully consolidated.</p> <p>If learning has not been consolidated, return to the activity</p>

	<p>her students "what color are they?" and displays the pictograms to help answer.</p> <p>The teacher shows examples of different colored flags and asks her students "what color are they?" and wait a while. If the student does not respond, reinforce with a pictogram.</p> <p>The teacher shows examples of different colored flags and asks her students "What color is it? It 's." and displays the pictograms on the language board for the student to complete the sentence.</p> <p>The teacher shows examples of different colored flags and asks her students "What color is it?" and displays the pictograms on the language board for the</p>	<p>saying the color. If the language is not yet acquired, any type of sound that the student emits is taken as valid.</p> <p>The student responds by pointing to the pictogram and saying the color. If he cannot do it in the indicated time, the student takes the reinforcement that the teacher gives.</p> <p>The student answers the question by implementing the subject and the verb just shown.</p> <p>The student assembles the sentence on the language board and repeats it as points to it.</p>		<p>05 - 06</p> <p>07 - 08</p> <p>09 - 10</p>	<p>as many times as necessary.</p>
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	student to put together the sentence.				
LISTENING					
Step of a Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Follow instructions with pictogram exchange.	The teacher presents the worksheets, as well as the instructions that will be carried out for each of them.	The student pays attention to the teacher's instructions.	Flags pictograms	02 - 09	Assessment is carried out through continuous assessment and is not advanced until knowledge has been fully consolidated. If learning has not been consolidated, return to the activity as many times as necessary.
	The teacher points to the name of the country and displays its flag like visual support. Later it indicates to the student what color they are going to paint the flags by using pictograms.	The student exchanges pictograms for the colored pencils that the teacher indicates with the support of the accompanying adult. After this, he makes the indication that the teacher gives him.	Colors pictograms Communication board	02 - 03	
	The teacher points to the name of the country. Wait a while for the student to take the colors corresponding to the flag. Later it indicates to the student that he should paint the flags. If there is an error, the teacher reinforces	The student exchanges pictograms for the colored pencils on his own initiative with the support of the accompanying adult. After this, he makes the indication that the teacher gives him.	Computer with Internet	04 - 05	

	<p>again showing the pictogram with the indicated color.</p> <p>The teacher points to the name of the country and displays its flag for visual support. Later it indicates to the student of what color is going to stick the pieces of colored sheets on the flags by using pictograms.</p> <p>The teacher points to the name of the country. Wait a while for the student to take the pieces of paper of the colors corresponding to the flag. Later it indicates to the student that they should stick them. If there is an error, the teacher reinforces again showing the pictogram with the indicated color.</p>	<p>The student exchanges pictograms for the pieces of colored sheets that the teacher indicates with the support of the accompanying adult. After this, he makes the indication that the teacher gives him.</p> <p>The student exchanges pictograms for the pieces of colored sheets on his own initiative with the support of the accompanying adult. After this, he makes the indication that the teacher gives him.</p>		<p>06 - 07</p> <p>08 - 09</p>	
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READING

Step of a Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
<p>Read and follow the instructions. In case of not having consolidated the reading - writing will be done only by pictograms.</p> <p>Otherwise, start with pictograms, until achieve the activity without them.</p>	<p>The teacher presents the worksheets, as well as the instructions that will be carried out for each of them.</p> <p>The teacher presents the written instructions using pictograms and gives the student time to read them. Subsequently, the teacher gives the indication to do the activity.</p> <p>The teacher presents written instructions using words and gives the student time to read them. Subsequently, the teacher gives you the indication to do the activity. If the student does not understand the activity, the word or words that they do not understand are exchanged for the pictogram of that word.</p>	<p>The student pays attention to the teacher's instructions.</p> <p>The student reads the indication by using pictograms. Subsequently, carry out the activity requested by the teacher.</p> <p>The student reads the indication by using words. Subsequently, carry out the activity requested by the teacher. In case the student does not succeed, they return to the previous step and repeat as many times as necessary.</p>	<p>Flags pictograms</p> <p>Colors pictograms</p> <p>Communication board</p> <p>Worksheet</p> <p>Computer with Internet.</p>	<p>02 - 09</p> <p>02 - 05</p> <p>06 - 09</p>	<p>Assessment is carried out through continuous assessment and is not advanced until knowledge has been fully consolidated.</p> <p>If learning has not been consolidated, return to the activity as many times as necessary.</p>

WRITING

Step of a Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
<p>Grammar Structure</p>	<p>The teacher presents the worksheets, as well as the instructions that will be carried out for each of them.</p>	<p>The student pays attention to the teacher's instructions.</p>	<p>Flags pictograms</p>	<p>01 – 10</p>	<p>Assessment is carried out through continuous assessment and is not advanced until knowledge has been fully consolidated.</p> <p>If learning has not been consolidated, return to the activity as many times as necessary.</p>
	<p>The teacher tells the students to trace the names of the colors and the countries.</p>	<p>The student traces the names of the colors and the names of the countries.</p>	<p>Colors pictograms</p> <p>Communication board</p> <p>Computer with Internet</p> <p>Flags pictograms</p>		
	<p>The teacher indicates to replicate the sentences that appear on the screen through the use of pictograms.</p>	<p>The student replicates the sentences that the teacher indicates through the use of pictograms on her language board.</p>	<p>Colors pictograms</p> <p>Communication board</p> <p>Worksheet</p>	<p>03 - 04</p>	
	<p>The teacher displays pictograms in disorder and asks the student to form a sentence with them.</p>	<p>The student arranges the pictograms and forms a coherent and well-ordered sentence.</p>	<p>Notebook</p> <p>Computer with Internet.</p>	<p>05 - 06</p>	
	<p>The teacher shows a flag and shows the pictogram with the</p>	<p>The student selects the corresponding</p>			

	<p>name of the country. Subsequently, she teaches all the colored pictograms and tells the student to form the sentence.</p> <p>The teacher shows the flag and asks the student to put together a sentence describing it.</p>	<p>colors and forms a coherent sentence.</p> <p>The student observes the flag and makes a coherent sentence. Either by using pictograms or written words.</p>		<p>07 – 08</p> <p>09 - 10</p>	
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Intercultural component:

The activities are carried out using the pictograms and names of the countries, giving it an attractive approach for children.

Evaluation:

The evaluation will be done continuously and will be reviewed session after session, in order to check weaknesses and opportunities that the student may have in their learning. The limitations that the student may have will be taken into account and the development that the students have will be marked.

Conclusion:

The Conclusion will be divided in two categories: language & personal development, according to the purposes of the lesson (Language & formative-intercultural). Students will be able to apply this knowledge with objects of everyday life so that it serves as a means of communication in their daily lives.

Follow up activities:

As a final project, the student will design their own flag and display it to the teacher through the use of pictograms or orally. It will present a poster with its description and its flag.

2.02 TOOLS TO ASSESS THE PROGRESS OF STUDENTS.

To achieve a more in-depth assessment of student progress, two rubrics were designed to be used to assess the progress students make during the suggested topic.

The first is done based on the description of the general rubrics, since it is done in a general way and only one is rated in each session or class.



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.

Name: _____
Date: _____

Criteria	2 Excellent	1 Good	0 Insufficient
Vocabulary	Understands, points and exchanges pictograms with the vocabulary seen during the session correctly.	Understands, points out and exchanges pictograms with the vocabulary seen during the session with difficulty.	Does not understand, point out or carry exchanges of pictograms with the vocabulary seen during the session.
Grammar	Correctly use simple grammatical structures on your communication board or notebook.	Use simple grammatical structures with difficulty on your communication board or notebook.	Can't use simple grammatical structures on your communication board or notebook.
Fluency	Speaks correctly, pronouncing or using the pictogram exchange system appropriately.	Have difficulties speaking, pronouncing or using the pictogram exchange system incorrectly.	Can not communicate, pronounce, or use the exchange system correctly.
Comprehension	Understands the written or oral instructions.	Understands written or oral instructions with difficulty.	Does not understand written or oral instructions.
Attitude	Present a positive attitude and open to learning during the session.	Has an attitude that is not very positive and open to learning during the session.	Has a negative and closed attitude to learning during the session.

Total score: _____

Adaptations: _____

Recommendations: _____

As observed in the rubric, five criteria are evaluated: vocabulary, grammar, fluency, comprehension and attitude. In addition, for each of them a rating is designated: excellent (2 points), good (1 point) and insufficient (0 points).

A summation is made and it is evaluated how much the student obtained, taking a maximum of 10 points and a minimum of 0 points. In order for the student to obtain a passing grade, they must obtain more than 6 points. If the student obtains less than this score, it is suggested to review the topics where the student has difficulties.



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.

Name: _____

Date: _____

Criteria	2 Excellent	1 Good	0 Insufficient
Listening	Outstanding progress in the development of listening skills. Total understanding of the instructions and vocabulary that their teacher expresses orally.	Considerable progress in developing listening skills. Partial understanding of the instructions and vocabulary expressed by their teacher orally.	Little or no progress in the development of listening skills. Does not understand the instructions and vocabulary that her teacher expresses orally.
Speaking	Outstanding progress in developing writing skills. It is expressed either orally or through the use of the communication board.	Remarkable progress in the development of writing skills. It is partially expressed orally or through the use of the communication board.	Little or no progress in the development of writing skills. It is expressed inappropriately orally or through the use of the communication board.
Reading	Outstanding progress in developing reading skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Writing	Outstanding progress in developing writing skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Teacher Support	Does all the activities by himself without the help of the teacher or tutor.	It requires little help from the teacher or tutor in charge to do their activities.	The activities are achieved through the support of the teacher or tutor in charge.

Total score: _____

The second rubric will be evaluated at the end of all the activities and sessions marked in the lessons plan. The latter includes the evaluation of the development of the four skills used.

As in the first rubric, in the second one a numerical value is obtained and the result is sought to be greater than 6 points. If a lower number is obtained, it is considered that there was not an adequate development of the skills managed for this topic and it is suggested that work be done again with activities that help the development of the student's skills.

Based on the result of these rubrics, it is going to be considered whether the student goes to the next topic or if reinforcements are still needed. Some of the aspects may vary from child to child, as not all have a consolidated or well-structured language. The conditions and diagnostic are taken into account for the evaluation.

2.03 EVIDENCE OF STUDENT'S WORK

Some evidence of the students' work was collected through photographs and videos that were sent by the parents. These are attached in Chapter 3: Experience Report, in order to illustrate and give a better understanding to the analysis of the results obtained.

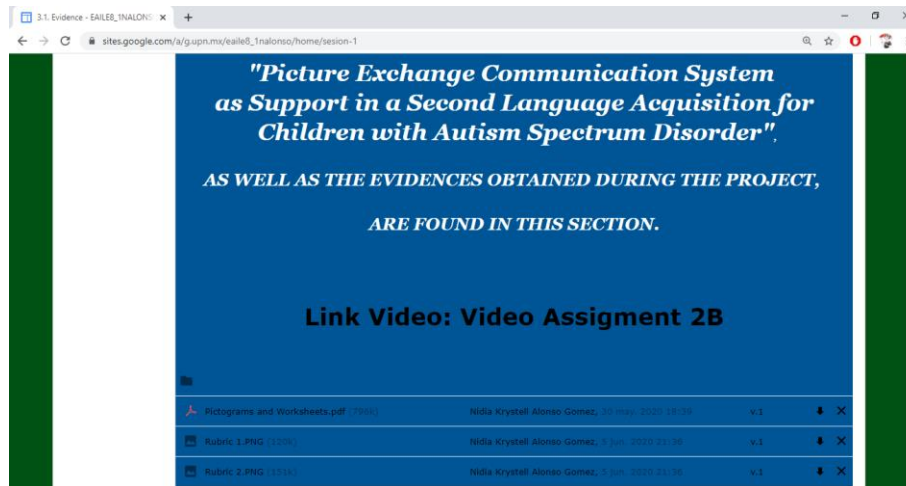
The images with the best sharpness were chosen. Not all students presented a video, and some of the videos featured flaws, screams, echolalias or stereotypes (fluttering, attempted blows to the head) typical of the condition, which prevented the children's work from being properly observed. This work seeks to show only the evidence of the work presented and not of the student's behavior during the work.

To protect the integrity of the student, it was requested that most of the evidence of the work only be shown and not the face of the student. For a student who appears in the

compilation video, a written authorization was issued to his parents, which sets forth the use that will be given to the material in which his son appears.

All the evidence, worksheets and rubric formats used in the work are presented at the following link:

https://sites.google.com/a/g.upn.mx/eaile8_1nalonso/home/sesion-1



2.04 EVIDENCE OF THE EVALUATION TOOL

At the end of each of the sessions, rubric number one was applied, which evaluates the learning obtained during the session. This rubric is sent via WhatsApp to the corresponding numbers of the parents. It was evaluated individually and some suggestions for extra work were made with the parents.



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.
Name: Eduardo Emilio Guevara
Date: May 25th, 2020.

Criteria	2 Excellent	1 Good	0 Insufficient
Vocabulary	Understands, points and exchanges pictograms with the vocabulary seen during the session correctly.	Understands, points out and exchanges pictograms with the vocabulary seen during the session with difficulty.	Does not understand, point out or carry exchanges of pictograms with the vocabulary seen during the session.
Grammar	Correctly use simple grammatical structures on your communication board or notebook.	Use simple grammatical structures with difficulty on your communication board or notebook.	Can't use simple grammatical structures on your communication board or notebook.
Fluency	Speaks correctly, pronouncing or using the pictogram exchange system appropriately.	Have difficulties speaking, pronouncing or using the pictogram exchange system incorrectly.	Can not communicate, pronounce, or use the exchange system correctly.
Comprehension	Understands the written or oral instructions.	Understands written or oral instructions with difficulty.	Does not understand written or oral instructions.
Attitude	Present a positive attitude and open to learning during the session.	Has an attitude that is not very positive and open to learning during the session.	Has a negative and closed attitude to learning during the session.

Total score: 8 points

Adaptations:

Recommendations: It is recommended that the student come to the session rested and without distracting objects.



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.
Name: Santiago Espindola
Date: May 29th, 2020.

Criteria	2 Excellent	1 Good	0 Insufficient
Vocabulary	Understands, points and exchanges pictograms with the vocabulary seen during the session correctly.	Understands, points out and exchanges pictograms with the vocabulary seen during the session with difficulty.	Does not understand, point out or carry exchanges of pictograms with the vocabulary seen during the session.
Grammar	Correctly use simple grammatical structures on your communication board or notebook.	Use simple grammatical structures with difficulty on your communication board or notebook.	Can't use simple grammatical structures on your communication board or notebook.
Fluency	Speaks correctly, pronouncing or using the pictogram exchange system appropriately.	Have difficulties speaking, pronouncing or using the pictogram exchange system incorrectly.	Can not communicate, pronounce, or use the exchange system correctly.
Comprehension	Understands the written or oral instructions.	Understands written or oral instructions with difficulty.	Does not understand written or oral instructions.
Attitude	Present a positive attitude and open to learning during the session.	Has an attitude that is not very positive and open to learning during the session.	Has a negative and closed attitude to learning during the session.

Total score: 5 points

Adaptations:

Recommendations: It is recommended to review the vocabulary at home, as well as practice the use and exchange of pictograms.

At the end of the planning, each of the students was evaluated individually seeking to be objective with the learning acquired and seeking to reinforce unconsolidated learning during the planning. For this evaluation, rubric two was applied, which was sent individually with a copy to the school psychologist, as well as job suggestions if the student required them.



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.
Name: Eduardo Emilio Guevara
Date: June 5th, 2020.

Criteria	2 Excellent	1 Good	0 Insufficient
Listening	Outstanding progress in the development of listening skills. Total understanding of the instructions and vocabulary that their teacher expresses orally.	Considerable progress in developing listening skills. Partial understanding of the instructions and vocabulary expressed by their teacher orally.	Little or no progress in the development of listening skills. Does not understand the instructions and vocabulary that her teacher expresses orally.
Speaking	Outstanding progress in developing writing skills. It is expressed either orally or through the use of the communication board.	Remarkable progress in the development of writing skills. It is partially expressed orally or through the use of the communication board.	Little or no progress in the development of writing skills. It is expressed inappropriately orally or through the use of the communication board.
Reading	Outstanding progress in developing reading skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Writing	Outstanding progress in developing writing skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Teacher Support	Does all the activities by himself without the help of the teacher or tutor.	It requires little help from the teacher or tutor in charge to do their activities.	The activities are achieved through the support of the teacher or tutor in charge.

Total score: 9 points



Colegio Bertha Von Glumer
Ciclo Escolar 2019 – 2020
Lengua Extranjera: Inglés

Topic: Flags Descriptions.
Name: Santiago Espindola
Date: June 5th, 2020.

Criteria	2 Excellent	1 Good	0 Insufficient
Listening	Outstanding progress in the development of listening skills. Total understanding of the instructions and vocabulary that their teacher expresses orally.	Considerable progress in developing listening skills. Partial understanding of the instructions and vocabulary expressed by their teacher orally.	Little or no progress in the development of listening skills. Does not understand the instructions and vocabulary that her teacher expresses orally.
Speaking	Outstanding progress in developing writing skills. It is expressed either orally or through the use of the communication board.	Remarkable progress in the development of writing skills. It is partially expressed orally or through the use of the communication board.	Little or no progress in the development of writing skills. It is expressed inappropriately orally or through the use of the communication board.
Reading	Outstanding progress in developing reading skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Writing	Outstanding progress in developing writing skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Remarkable progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. Failed to properly decode the written message. Either with letters or with the help of pictograms.
Teacher Support	Does all the activities by himself without the help of the teacher or tutor.	It requires little help from the teacher or tutor in charge to do their activities.	The activities are achieved through the support of the teacher or tutor in charge.

Total score: 3 points

As can be seen in the rubrics, the skills that the students have obtained are highlighted in yellow. Below the rubric, a summation of the numerical grade obtained by the students is shown.

For the evaluation, some conditions and impediments of the students that did not allow them to acquire or achieve a correct development of the skills as well as the performance of all the activities were taken into account.

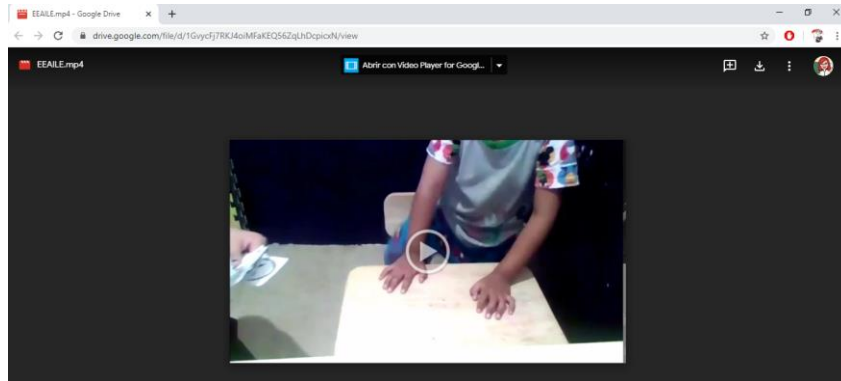
2.05 VIDEO EVIDENCE

A video was made combining all the evidence obtained following the format that EEAILÉ suggested doing. The link is attached below:

Link:

<https://drive.google.com/file/d/1GvycFj7RKJ4oiMFaKEQ56ZqLhDcpicxN/view>

W



The video is on Google Drive, with access to all people who have an email from the National Pedagogical University.

CHAPTER 3: EXPERIENCE

3.01 CLASS PROFILE

The "Extracurricular English Group" was selected to perform all the information mentioned here. They were chosen to carry them out in a single group so that the changes were observed in a concrete way.

The group has 7 students in list, all the students fall under the diagnosis of Autism Spectrum Disorder (ASD). Four of the boys have a consolidated language in their mother language and the other three are developing it.

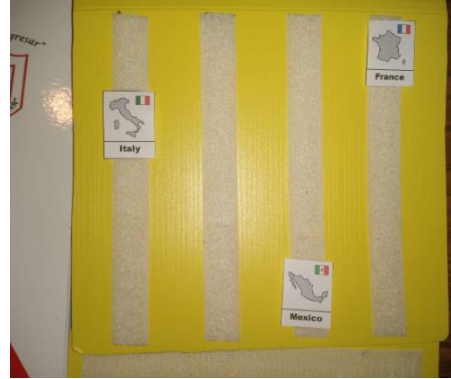
They are primary students between 6 - 12 years old. The group has 7 boys of different school grades. Their mostly beginners.

For contingency reasons, English classes are being conducted through Google Classroom, Zoom videoconferences or videos and questionnaires in Kahoot!.

3.02 RESULTS

The activities were carried out individually through the use of the ZOOM application. Three of the participants were sent the activities by WhatsApp because their parents and tutors were unable to connect due to work issues or because they did not have internet access at home. For these students, their parents or guardians were the people who carried out the activities following the instructions.

Four of the children do not have a language board, since they are verbal, the other three used their language board.



They all used their pictograms. Some of them were made in color and others were colored by the students. They were not asked to use the same type, because not all of them were able to print in color for economic reasons or to avoid printing. Similarly, they were not asked for a standard pictogram size, since each one handles the size that is most convenient for them.



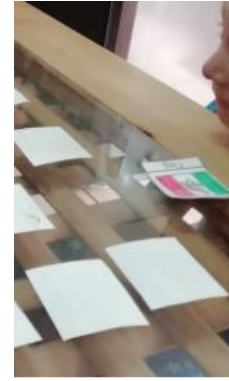


The exercises that were performed were the same as those described in the lesson plan. None were changed and the instructions established there were followed.

In the listening skills activities, 2 students with outstanding performance, 3 students with intermediate performance and two more with low performance were observed.



In the speaking skills activities, 4 students with outstanding performance, one student with intermediate performance and 2 students with low performance are observed.



It is necessary to clarify that for speaking, sounds emitted by some students who have not consolidated their language were taken into account. In addition, the pronunciation was not rated in students with poor language and pronunciation problems in their mother tongue.

In the activities for reading skills, 3 students with outstanding performance, 3 students with intermediate performance and one student with low performance are observed.



In the writing skills activities, 3 students with outstanding performance, 3 students with intermediate performance and two students with low performance are observed.

Criteria	2 Excellent	1 Good	0 Insufficient
Listening	Continues to progress in the development of listening skills. Fully understands the instructions and vocabulary that their teacher addresses.	Continues to progress in developing listening skills. Fully understands of the instructions and vocabulary expressed by their teacher orally.	Has no progress in the development of listening skills. Does not understand the instructions and vocabulary that her teacher addresses orally.
Speaking	Continues to progress in developing oral skills. It is expressed either orally or through the use of the communication board.	Continues to progress in the development of oral skills. It is partially expressed orally or through the use of the communication board.	Little or no progress in the development of oral skills. It is expressed through the use of the communication board.
Reading	Continues to progress in developing reading skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Continues to progress in developing reading skills. It manages to partially decode the written message. Either with letters or with the help of pictograms.	Little or no progress in the development of reading skills. It failed to properly decode the written message. Either with letters or with the help of pictograms.
Writing	Continues to progress in developing writing skills. It successfully decodes the written message. Either with letters or with the help of pictograms.	Continues to progress in developing writing skills. It manages to partially decode the written message. It may with letters or with the help of pictograms.	Little or no progress in the development of writing skills. It failed to properly decode the written message. It may with letters or with the help of pictograms.
Teacher Support	Does not require the support of the teacher or other students in the classroom.	Requires little help from the teacher or other students in the classroom.	The activities are approached through the support of the teacher or other students in the classroom.

Total score: 10 points

Criteria	2 Excellent	1 Good	0 Insufficient
Vocabulary	Continues to learn and recognize vocabulary words during the lesson with the teacher.	Continues to learn and recognize vocabulary words during the lesson with the teacher.	Does not understand the vocabulary words during the lesson with the teacher.
Grammar	Continues to learn grammatical structures through the use of the communication board or notebook.	Continues to learn grammatical structures through the use of the communication board or notebook.	Does not learn grammatical structures through the use of the communication board or notebook.
Fluency	Speaks with confidence and fluency. The participant exchanges ideas with the teacher.	Speaks with confidence and fluency. The participant exchanges ideas with the teacher.	Does not communicate, pronounce, or use the oral language system correctly.
Comprehension	Understands the written or oral instructions.	Understands written or oral instructions with the help of pictograms.	Does not understand written or oral instructions.
Attitude	Shows a positive attitude and interest in learning during the lesson.	Shows a positive attitude and interest in learning during the lesson.	Shows a negative attitude and lack of interest in learning during the lesson.

Total score: 10 points

Adaptations:

Recommendations: Excellent work! keep it up!

The two rubrics mentioned in chapter two were used. These were filled out individually for each of the students and sent to their parents via WhatsApp.

Only one student submitted all low performance assessments. Most ranged in intermediate and outstanding performance. In the same way, their particular characteristics are taken to be able to assess whether they continue with the next topic or reinforce the skills.

In general, the students who presented low performance in two or three areas are the students who still have problems in consolidating their language. So they are recommended to take extra sessions to develop the relevant skills, in addition to sending a report to the school psychology to develop some skills such as fine and gross motor skills or language exercises.

No activity was detected that was complicated for the students, or that had any impediment to perform them.

The flags made will be displayed on the school wall along with their descriptions using pictograms.

CHAPTER 4: CONCLUSIONS

Autism is a life condition presented by at least one child in the classrooms of the Bertha Von Glumer School, a school in which I have worked for 3 years. When I started teaching at that school, I did not know how to teach or transmit my knowledge to children with this condition. For this reason I found myself in the need to look for different strategies and take training to be able to give a quality service and be able to help children.

A year and a half ago I implemented the use of the Picture Exchange Communication System with two students, one from the sixth year who graduated last year and one from the first grade. This year it was extended to 7 of the students who are in curricula, implementing a group that takes separate classes on days.

This method was chosen because it is a simple method to implement and has had very good results in nonverbal children with autism and has helped others to develop their language.

Similarly, it is thought that if in the future they need to travel to a foreign country, carrying their pictograms can be understood with anyone, as these are abstract images and easy to understand. Another objective to be met is to seek the autonomy of the student so that she can achieve independent communication.

The planning was carried out based on the progress that the children have had, as well as the management of the pictograms that they have.

It was taken into account that the level that each child can reach and the time in which they achieve it depends on the degree of autism that they have, as well as the support at home to fulfill all their duties.

Similarly, it was taken into account that not everyone has a consolidated language and what was written on the language board was taken as an activity of speaking and writing skills. For students with a consolidated language, the aim was to develop speaking and writing skills.

In both cases, the ability to understand simple instructions, both oral and written, was rated.

The development of skills was achieved in a remarkable percentage in most of the students. Some students are recommended to do extra exercises or home reviews.

The theme of the flags was chosen to introduce them to the multiculturalism that learning a second language involves. To a greater or lesser extent and independent of the condition that the students present, they should be made aware of activities like these so that they can understand aspects of the language that do not directly involve the productive and receptive skills.

To carry out a reliable evaluation that objectively measured the progress that the students have had, the use of rubrics was implemented. Specifically, two were used, one that is filled at the end of each of the sessions and saved together with the progress and activities of the student and another that helps to make the decision to continue to the next topic or to reinforce the weaknesses that existed during the theme.

There is undoubtedly much to explore as alternatives in learning and communication systems for children with autism spectrum and more in a second language, as there is not much bibliography.

However, using the pictogram exchange system, can make considerable progress and raise children's concerns when they see the diversity that exists in the world. In the

same way, it is considered that these systems and languages enter into the multiculturalist that exists, since not all of us learn, speak or communicate in the same way and learn different types of non-verbal communication or ways of expressing ourselves within the multiculturalism that It seeks to acquire and teach students.

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