



Project n° 2017-1-ES01-KA201-038636-1



## Result of “Observation in schools”

### Task 1 of Intellectual Output n°1: Online training for pre-school teachers

Coordinated by Asociación Mi Hijo y Yo with the participation of:

- Educational Research Institute
- Schola Empirica
- Fakultní mateřská škola “Sluníčko pod střechou”
- Svetovalnica za avtizem

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## 1. Introduction

The Early aTTention for the inclusion of children on the autism spectrum in Early Childhood Education and Care systems (ETTECEC) project focuses on offering education and training for pre-school teachers to reduce disparities and foster inclusion. The project will develop an on-line training course for pre-school teachers based on the observations in pre-school classrooms and interviews with teachers completed in partner countries. The project will then deliver a pilot of the training for 18 pre-school teachers from 5 schools (from Slovenia, the Czech Republic and Spain), who will use their newly acquired competences in a classroom setting. 270 children will therefore be involved in inclusive education methods.

During the second stage of the project (March- May, 2018), the partners of the ETTECEC project have been completing qualitative interviews with pre-school teachers and were involved in school and classroom observations in order to detect the problems encountered by teachers and pupils, and more generally by families. The report bellow presents the summary of observations and interviews carried out in seven schools from three different countries, which will serve as a basis for the training content that will be developed by the project partners.



## 2. Summary of observations and interviews

### 2.1. Slovenia

#### Preschool 1: Vrtec Pod Gradom

Observer/Report prepared by: Maša Vidmar, Manja Veldin.

#### Preschool 2: Vrtec Mengeš

Observer/Report prepared by: Maja Škrubej Novak.

#### 2.1.1. Background information

##### Preschool 1:

- Number of visited classrooms: 2
- Number of interviewed teachers: 4
- Number of interviewed parents: 2
- Number of interviewed children with ASD: 2

Observations took place in two groups with the following characteristics:

Age of children	4-5 years	2-4 years
Number of children	19/22 children present (5 with special needs)	17 children present (1 with special needs)
Number of adults	4 adults (2 teachers and 2 extra adults for special needs children)	2 teachers

##### Preschool 2:

- Number of visited classrooms: 2
- Number of interviewed teachers: 4
- Number of interviewed parents: 2
- Number of interviewed children with ASD: 2

#### 2.1.2. Observations

##### *Physical context*

##### Preschool 1

The preschool is located in centre of the capital. Physical context is in accordance with national standards. It has large fenced backyard with several playground “stations” (swings, slides, sandbox...), sitting areas, grass areas, trees, access to water. There are only animals naturally present. The building has three storeys with lots of natural light. The gates are secured with child-proof locks so children cannot leave the preschool on their own.

Common spaces are spacious with lots of natural light. There are potted plants and art work of children as well as toys, books and piano. Each group has a changing area (wardrobe) with assigned spot for each child.



The classrooms of the two groups are relatively small, busy with furniture. There is lot of natural light, but artificial lights are also on. On the wall there are different materials: schedule, birthdays, calendar. Play corners are labelled with pictures and written signs. Children have free access to materials and toys (at low height). Children's artwork and info boards for parents are exhibited in the playroom or in front of it. In both classrooms children have quite spot if they need it.

### Preschool 2

The preschool has a large backyard and large front yard with playgrounds. The yards are fenced and double secured (children cannot get to the street by themselves). There are a lot of little sitting areas as well as shade all around the yards. The equipment on the play areas (swings, slides, 3 large sandboxes with roof) is modern and within legal national safety standards. Most of the playrooms on the ground level have a smaller fenced playground (within the bigger yards) to which children can access directly from the playroom. In the back of the building there is a stream and a forest. There are no animals but the ones naturally present (birds, bugs, ...)

The individual rooms are well equipped, some more spacious than others – within the national standards, all have good natural lightning. Furniture, toys and other equipment in the rooms are adapted according to group ages.

### *Temporal context*

#### Preschool 1

There is a normalised order in which activities take place, but the exact timing and duration is not specified: children coming, breakfast – morning circle – structured (educational) activity followed by free play (gradual transitions deepening on child interest) – fruit snack – outdoors: structured activity or free play (playground, walk) – lunch – rest/sleep – snack – outdoors, children leaving. Children move in and out of the classroom several times during the day. The structured activity is based on theme of the weeks or month, selected and prepared by teachers (children's interest can be taken into account). Teachers prepare annually and weekly plans of their work in the group and goals they plan to achieve with these activities. Activities are planned in accordance with national document binding for all public preschools Kindergarten Curriculum. There are six activity areas: locomotion, language, art, society, nature and mathematics.

Children are expected to follow certain rules (e.g. stand in line before leaving the room, washing hands before meals, not speak loudly).

Art is integral part of the daily activities. Children mostly draw, but also sing and dance. However, these activities are primarily not intended for children to express themselves, but to reach the learning objectives from the Curriculum.

### *Emotional context*

#### Preschool 1

Emotions or feelings are not visually exposed in the classroom not is there talk on this topic unless a problematic situations occurs. Children are taught social competence mostly via instructions on how to behave – regulation of behaviour (e.g. do not pull toys from each other, be quiet when another is talking). In one group, teachers ask a child to take another child perspective (e.g. how would you feel in another's child place). In one group teacher encouraged children to play with each other and communicate in respectful way, which she also was a role model of. In the other group there is little two way communication between children and teachers (teachers mostly instruct).



## Preschool 2

*Group 1-2 years, 14 children in the group, a teacher and an assistant teacher*

Teachers focus on feeding the children, changing diapers and taking care of general comfort of the children. A lot of children cry and are unable to communicate their needs at this age. There are some guided activities in smaller groups focusing on art and music, they play outside or go for a walk daily. Teachers are not trained to recognize the signs of autism or how to teach a child with ASD. In this group they have one boy with ASD diagnosis and 2 boys without diagnosis but with all the signs of ASD. No special strategies or methods are used with these children.

*Group 4-6 years, 24 children in the group, a teacher and an assistant teacher*

Teachers promote empathy among children; some of their time is devoted for building social competences of children – in different everyday situations. Teachers are not trained to recognized signs of ASD or equipped with strategies of teaching a child with ASD.

### 2.1.3. Interviews

#### *Teachers*

#### Preschool 1

All four teachers (two teachers and two assistant teachers) were anxious to participate in the interview, but soon became relaxed and talkative. Their age range is from 26 years to 55 years with 3 to 35 years of experience. The two assistant teachers have completed high school (one is studying at the university) and two teachers have completed preschool education at tertiary level.

All teachers feel satisfaction and find their work meaningful despite the difficulties. Three teachers express the need for additional seminars, training on the topic of ASD with special emphasis on strategies on dealing with children on ASD: e.g. dealing with transitions between activities, following the rules, helping them establish good interaction with peers, maintaining their attention to the things that are not very interesting for them, helping them verbally express themselves, helping them keeping connection to their thoughts, supporting them upon returning to preschool after longer breaks, handling resistance and aggression with children, adjusting the planned educational activities to reach the same goals as for other children. One teacher emphasized the importance of the relationship – *“at first, I gain the children’s trust by cuddling, being fair, helping when they need me”* – and the importance of talking to other children about why some things are different for some children.

Teachers receive the most support from the special pedagogue who also prepares individualized programmes for each child. All teachers report good cooperation with parents and support from other teachers.

All teacher mention that it is a struggle to accommodate many different special needs, pay attention to all the individual needs, and implement adequate strategies.

#### Preschool 2

The teachers have a good support from their co-workers, principal and preschool psychologist. One of the teachers would like to cooperate with the developmental doctor, where the child with ASD is usually monitored.

They all said they are not trained in recognizing signs of ASD or how to help a child with ASD but would like to attend a course with these topics. They do not use any special methods while working with children with ASD, they try to adapt their daily schedule and activities in a way that all children can participate.



## *Children*

### Preschool 1

Both children were verbal, but with speech problems. Their answers were very short (telegraphic) and some questions were not answered. One child immediately made contact and he responded to our interaction. As soon as we started asking questions, he withdrew. Teacher asked questions for us. The second child at first did not respond to us trying to make contact; later when we were alone in the classroom (no other children or teachers), he responded to our questions while he was drawing. After this, he also initiated interaction with us. Based on observations, we saw that he did not play or interact with other children in the classroom, but he played with other boys outside in the playground.

### Preschool 2

Only non-verbal children, which led to echolalic answers. There is a need to teach these children an alternative communication or to build on their speech and understanding

## *Parents*

### Preschool 1

Both parents report their child talks about preschool at home and has friends at preschool. Both parents reports they have professional support also outside of the preschool (e.g. psychologist, speech therapist). Both parents report they have confidence in teachers, but all report that special pedagogue at preschool is the key person for them and for teachers. They ask the special pedagogue for help. Parents say they have everything they need from the preschool.

### Preschool 2

Parents of two children with ASD were interviewed. Both mothers said they have some support from other professionals outside the preschool but have to find the information and pay for the service. One mother said she would expect professionals to work together to maximize the outcome.

## 2.1.4. Identification of strengths and challenges

### *Identified strengths*

- Physical context (safe, light) and temporal contexts (routine) are appropriate;
- Teachers are willing to learn and have support from co-workers, especially social pedagogue;
- Some existing knowledge about signs of ASD and strategies of teaching child with ASD (especially pictograms and in regard to food sensory issues);
- Good cooperation with parents;
- Some understanding of the importance of relationships with a child;

### *Identified challenges and competences needed by teachers*

- Dealing with child acting-out: all teacher mention that they need competence how to deal with acute situations of child acting-out.
- Recognizing signs of ASD: As recognized by the observers, some teachers recognize the signs of ASD, while others do not. It seems that for some teacher ASD's prime sign is sensory hypersensitivity rather than difficulties in social interactions.



- Broadening the pools of strategies needed to dealing with ASD: As recognized by observers, some teachers use special strategies of teaching a child with ASD, while others say they ‘treat all children in the same way’. A lot of attention in regards to strategies is devoted to pictograms (schedules) or dealing with sensory issues in regards to food. A larger variety of strategies is needed (see above for specific situations, e.g. handling resistance and aggression with children, adjusting the planned educational activities to reach the same goals as for other children) alongside with teacher awareness that these are just tools, options available to them— these are not recipes. Teacher need to learn to choose the adequate strategies from this pool, which can/should be adapted to individual children.
- Expanding social and emotional learning in the classroom: As recognized by the observers, very little attention is given to the emotional life of children (e.g. acknowledging, naming/identifying, discussing emotions...). More emphasis of this is needed. In regards to social competences, the learning should go beyond regulation of own behaviour, also to self-awareness and social awareness. Build more personal relationship with children.
- Supporting children’s speech/verbal development by interacting with a child frequently, inviting a child to verbally express often (in 1:1 interaction if group is a problem).
- Paying attention to the amount and type of triggering stimuli (for some children it can noise, for some crowd, for some smell), being aware of and recognizing potential triggering situations and act timely; develop possible options of what a child could do (or a teacher) in such situations.
- Developing self-care programs for teachers: teachers report being overwhelmed with many special needs (difficult to know everything about every disorder, know how to adjust). Learning how to recognize and overcome own resistance in working with children on ASD (which is natural because sometimes these children need a lot of attentions and adjustments), learning how to take a break before getting overwhelmed is crucial.



## 2.2. Czech Republic

### Preschools observed:

Fakultní mateřská škola “Sluníčko pod střechou”, SPC Jihlava, and MŠ Sluníčko, Roudnice nad Labem.

### Observers / Report prepared by:

Helena Zdrubecká, Petra Ristić, Barbora Stehlíková, Egle Havrdová

#### 2.2.1. Background information

- Number of interviewed teachers: 10
- Number of interviewed parents: 5
- Number of interviewed children with ASD: 6

#### 2.2.2. Interviews

##### *Teachers*

### Problematic situation encountered by teachers:

Socializing / making social contacts: It is difficult for children with autistic spectrum disorder (ASD) to make friends. If other children get too close or want to join their game, they can get aggressive.

*“The social contact is difficult. When the children are playing in the garden she sits aside and she wants it like that. When you ask her if she has a friend, she names one child who is the noisiest or somehow noticeable because this child stays in her mind. So she says that he is her friend but she doesn’t have any friends.”*

- ASD diagnosis. Teachers feel unsure as how to work with the child who is still in the process of being diagnosed. *“I have a particular case of a boy for which I necessarily need a diagnosis because I cannot start any method without knowing his condition, in order not to harm him.”*
- Change of the daily routine. The children with ASD are easily put out of balance with the slightest changes in the daily routine. *“The most usual difficulties are related to the rituals that children have. For example, where the things have to be put, on which shelf the toys and books should be placed. It is important not to move the things from the places, where they are usually placed and children learnt about it.”*
- Triggering situations: Children with ASD can get unsettled by usual situations (e.g. coughing, physical closeness). *“He didn’t like coughing. When we gave a cough he started screaming. Then the assistant took him from the classroom and they walked through the kindergarten or only on the stairs. It is important to calm down the situations and to explain briefly what you do and why.”*
- Dealing with negative emotions of children, parents and teachers. *“Emotions are most often solved here in the classroom, emotions of children, parents and teachers. I help to deal with unexpected emotions, and serve as a mediator or for negative emotions. Some parents come to us and are disappointed so we help them to look forward to the future.”*
- Spatial orientation. *“Orientation of children in school is sometimes a problem, so we use pictograms and cards to help them to get oriented”*



### Strategies used by the teachers:

- Communication cards and visual support for communication with the child. *“The communicative cards were very helpful. It is important to explain everything calmly and to emphasize and repeat what we will do, how we will do it, why we go outside, what we will do there etc.”*
- Distracting child’s attention (by singing a song, offering a favourite activity). *“When the boy had a problem, I tried to distract his attention. Recently it has not been so complicated because he has an assistant and he doesn’t disturb the class.”*
- Method of free choice *“I had a method of demonstration and of free choice. I wanted the boy to have the possibility to choose. When I saw that he was getting angry I tried to distract his attention, e.g. I sang him a song.”*
- Individual approach and letting the children to find their own way to get used to the situation *“I have to find out about each child individually and try some methods, if they work and if they do, we can carry on. I try to be calm and good listener to the child, observe the behavior. You have to be very creative. There is no way to plan, because every day is different and the situation might change.”*
- Cooperation and daily communication with the parents to avoid misunderstandings. *“Misunderstandings from the side of parents are sometimes hurtful. We are trying hard and suggest books and literature. We also invite parents to the class, so they can observe the child in the group. Of course, the situation is changed by the presence of parent, but still it is very useful for them.”*
- The possibility to ask the parents for the solution. *“With the boy’s parents we were in daily contact and we could always ask them how they solve some situations at home. When it was something specific they asked the psychologist who they visited every week.”*
- Physical contact with the child (stroking him, holding his hand...). *“When I want her to go to sleep, I have to lie next to her and I have to stroke her until she falls asleep. Otherwise she would run away.”*
- Providing explanations about everything and everywhere, which requires the individual approach and time dedicated by the teachers. *“I have learned talking with him, because Theo wants me to explain everything.”*
- Flexibility of methods and strategies teachers use in work with autistic children. *“There is no single strategy that would work for every child”/“Every day is different, and if they come in bad mood from home, it is difficult to change it during the day.”*
- Trampoline therapy or other physical therapy to teach children to manage emotions, learn rules and support social competences. *“Trampoline works well for sorting out negative emotions.”*

### *Parents*

- The parents stressed the importance of open-minded attitude and approach of the school staff towards difficult and unusual situations. They even valued that more important than whether the teachers have any special education or not. *“However the most important is that all the teachers in this kindergarten are open and they face all problems with ease. It is all about the people and I am happy that our boy feels great in this kindergarten.”*
- Parents also pointed out that not every school is disposed to accepting disadvantaged children. *“My older daughter attend another kindergarten and I made an arrangement with the*



*headmaster of that kindergarten that they would accept our son as well as an assistant even though they had not yet had an assistant. On the date of enrollment in the kindergarten, the headmaster told me that other teachers did not agree with the assistant therefore they would accept our son without an assistant. I did not want it because I knew it was not possible. The teachers were complaining also about my older daughter when she did not want to drink anything else than water and I couldn't imagine how they would manage to work with the son. Fortunately at that time I came to enroll him also into this school and he was accepted here.”*

- It is important for parents to be able to talk about their children and receive advice and help from teachers. *“In the beginning he did not eat at all and that's how we found out, that something was wrong. Teachers suggested me to call into the SPC for consultation. There are very tolerant and attentive. I am satisfied.”*
- Parents stressed, that the advice by teachers and pedagogical staff is very helpful. *“When we had to pick up some extra curriculum activities, I had a thought about swimming or kickboxing, but the teachers suggested to me, that he is very good at making things, so we should join the ceramics and we did, and he loves it.”*
- Parents would appreciate the raise of public awareness of the Autism – information/education of general public. *“They have now made the tee-shirt for children with autistic difficulties saying ‘I see the world differently, do not worry about it’, which is nice, but people anyway do not understand and do not want to accept this information. They would rather say ‘Look, how badly behaved this child is and she (the mother) would let him do whatever instead of giving him a lecture’. We have to be explaining all the time, what is autism and why he behaves like that... it is discouraging in the long-term, because these situations occur over and over again and one would rather confine yourself at home. “*

### 2.2.3. Identified challenges and competences needed by teachers

- Methods to support social and emotional skills of children.
- Developing teachers’ diagnostic skills and enhancing their confidence in their own diagnostic skills. Teachers feel very unsure about how to work with the child without a diagnose. However, they have already developed and use their own strategies on how to work with the child.
- Broadening the pools of strategies needed to dealing with ASD.
- Recognising the triggering situations and preventing them. Concerning this issue, the videos could be helpful. *“In general, I consider videos very useful where I could see how to work with those children. There would be also useful a publication which would complement the videos.”*
- Skills and methods to establish partnership with parents.
- Help from the professional available for teachers. *“I would like if an expert visited our kindergarten every week and gave us an advice on what we should currently focus on in the development of the child.”*
- More experiences/knowledge/information about the work with ASD children from other cultural environments.



- Specific tools for working with ASD children. *“It might be useful to have some tools which would be specific for particular age and it would be possible to observe the progress on it.”*



## 2.3. Spain

### Preschools observed:

CEIP ARUCAS and CEIP OJOS DE GARZA.

### Observers / Report prepared by:

Davinia González, Octavio O'Shanahan

#### 2.3.1. Background information

- Number of interviewed teachers: 4
- Number of interviewed parents: 4
- Number of interviewed children with ASD: 4

#### 2.3.2. Observations and Interviews

At the school level we have observed:

- the lack of specific training for daily work concerning the needed adaptations for children with ASD, inside and outside the classroom;
- the lack of tangible resources to be able to offer an adapted learning environment to pupils;
- the lack of support from education and health professionals.

During the interview with teachers, they reported feelings of anxiety and stress due to factors such as the ratio per classroom that exceeds 27 students currently, and the lack of resources and materials to support children with ASD. The overall functioning of the educational centre lacks reflective tasks, such as meetings with specialists, families and guided work as a line for each case and children with special needs.

#### 2.3.3. Identified needs

- Specific training in the classroom for teachers;
- Creation of Sensitization Workshops for Parents and Students with ASD;
- Creation of specific classrooms suitable for Intervention Model for TEA and other pupils;
- More synergy between professionals specialized in ASD and school and families (professionals as mediators).



### 3. Conclusion

Although the three involved countries have very different educational contexts, some similar needs were identified. Indeed, none of the interviewed teachers had basic knowledge about **Autistic Spectrum Disorder** diagnosis and lack of synergy between health professionals, families and teachers was noticed in all three countries. Those conclusions have led to the definition of the final curriculum of the training that will be developed.

The main topics of the curriculum include:

Introduction explaining the complexity of the Autism Spectrum Disorder (ASD)

I. Understanding ASD: the way the child perceives the world.

II. Guidelines for teachers on how to detect the ASD: what type of child`s functional activity and behavioral aspects signal ASD.

III. Strategies to be used by teachers in work with ASD children in the classroom and teachers self-care /self-survival guide.

More information on [www.ettecec.eu](http://www.ettecec.eu).



## 4. Profile of the involved researchers

### 4.1. Slovenia

- Maja Skrubej Novak has a Bachelor's degree in Special Education. She has many experiences in working with children, youngsters and adults with ASD and their families. She also works as a school counsellor and is certificated in the ASDs specific assessment and diagnostic tools like PEP-3, 3Di and approaches like Social Stories™, EarlyBird, PECS, SPELL and TEACCH. She worked at the NGO Center za avtizem as head of Early Intervention Programme and run Social and communication skills groups and summer camps for people with ASD at CDA. As licensed SPELL trainer she has many national and international experiences in training school teams in field of ASD.
- Maša Vidmar: Her expertise is the role of students' and teachers' social and emotional competences in education as well as education of disadvantaged students (e.g. Romani pupils), including the issue of early school leaving. She is one of the key researchers in Erasmus project Hand in Hand: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach). She also has experience with in-service teacher training, she is currently doing trainings in EU-funded project Social and civic competences of professionals in education (<https://lezdrugimismo.si/>). She has expertise in early childhood education systems across Europe. She is author of several scientific articles and publishes regularly at the (inter)national conferences. She is collaborator of Eurydice network and is co-coordinator of the OECD Transition project (i.e. transition from ECEC to school).
- Manja Veldin is a researcher at the Educational Research Institute. She holds a BA in Psychology and is a PhD candidate in Experimental psychology at the Faculty of arts. She used to cooperate with the Centre for Psycho-diagnostic Assessment, Chameleon consulting and participated in the study "The quality of life of patients after kidney transplantation" and a Slovenian project: Explaining effective and efficient problem solving of the triplet relationship in science concepts representations. She is currently working on several EU projects (HAND in HAND, BRAVEdu, ETTECEC).

### 4.2. Czech Republic

- Egle Havrdová, Ph.D. is a founder and executive director of SE. She has defended her PhD. thesis in the Department of Social Policy, Institute for Sociological Studies, Faculty of Social Sciences, Charles University. Her research interests include early intervention strategies, youth crime prevention, innovative program design and implementation, evaluation, and dialogue between academics and practitioners in the field. She has been involved in, and led, several quantitative and qualitative research activities including design of methodology for evaluations, completing qualitative interviews and observations and analysis of data. In addition to her academic work and research skills, Egle has experience of project management.
- Barbora Stehlíková has graduated from Master's study programme on General Anthropology at Faculty of Humanities, Charles University. In the past she worked as a volunteer for Amnesty International CR, lecturing the project Live Libraries in elementary and secondary schools. Nowadays she participates voluntarily in activities of Organization for Aid to Refugees and she is a member of a few student initiatives. She is currently involved in preparation and implementation of international educational projects at Schola Empirica.
- Helena Zdrubecká works as a preschool teacher since 1975. In 1981-185 she worked as a Deputy to the Director in a Chlupova preschool facility in Prague 5. In 1985 she was appointed the headmaster of the Sluníčko pod střechou pre-school facility in Prague 13 and has since



worked on this position. Under her leadership Sluníčko pod střechou has built an excellent reputation of a school offering high-quality preschool education. In 1995 Helena established a close cooperation with Pedagogical Faculty of Charles University in Prague which resulted in two important things: at first many students, future pre-school teachers, do their practical training in Sluníčko pod střechou every year. Secondly she has had the opportunity to get involved in many interesting projects and researches (e.g. enviromental project and exchange programme with a Hamburg pre-school facility; long-time cooperation with an NGO supporting children-foreigners in education and their teachers). Helena had also promoted and put in practise inclusive education long before the Czech Republic passed a law introducing inclusive education to schools. Since 2017 she has been lecturing workshops for pre-school teachers on the topic of education of two-year-old children in pre-school facilities. She holds a Master´s degree in Pre-school Pedagogy (Special Education) from Charles University, Prague. Helena speaks Czech and Russian.

- Petra Ristič works as a pre-school teacher in Sluníčko pod střechou pre-school facility in Prague since 2011. In 2013 she was appointed the Deputy to the Director. Since 2014 she conducts practical training of secondary school and university students of pre-school education. She has acquired much practical experience in inclusive education. Since 2013 she has been teaching pre-school children English language in Playtime and later KIKUS method. Since 2016 she has been lecturing workshops for pre-school teachers on inclusive education of children with different mother tongue. She holds a Bachelor´s degree in Pre-School Teacher Training, a Master´s degree in Pre-school Pedagogy (Special Education) from Charles University, Prague. She also earned the official qualification of KIKUS Course Leader for teaching English and Czech language to Pre-school children. Petra speaks Czech, English, German and Serbian.

#### 4.3. Spain

- D. Octavio O'Shanahan Juan has collaborated in numerous initiatives from the field of Creativity of Drawing, Painting as well as Sculpture, both in purely Artistic, Educational and Therapeutic contexts. He gives courses and workshops around Plastic and Visual arts, with an Educational, Artistic, or Therapeutic aim. He collaborates with diverse social associations. Professor of the ULPGC in special didactics, he teaches content on plastic creativity for future teachers of primary and secondary education. Doctoral thesis: "The Development of Creativity in Plastic Expression: Implications in Teaching-Learning of the Artistic Process in Primary Education".
- María Davinia González Pineda, founder of the Asociación Mi Hijo y Yo, Psychologist at home for families with ASD. Psychosocial intervention with children at social risk, educator-trainer specialized autism, habits in learning, motor development and therapeutic in the educational field. Degree in Psychology University of La Laguna, Practicum in Educational Psychology, Accredited as a Sociosanitary Psychologist. Master in physical and forensic anthropology, University of Medicine of Granada. Masters in ABA (Functional Analysis of Behavior by the Association for Behavior Analysis International).