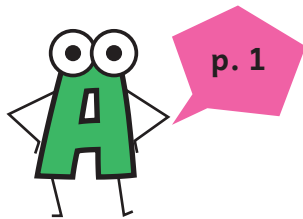


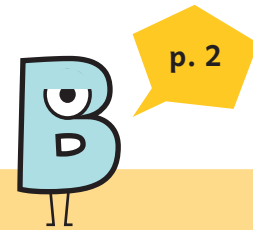
# White Paper Implementing the Plural Words method in class

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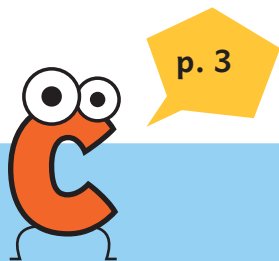
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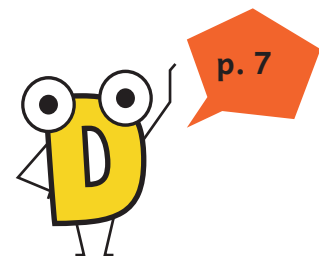
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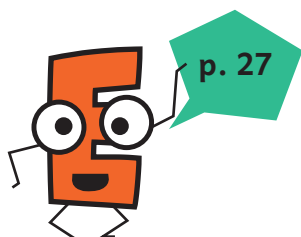
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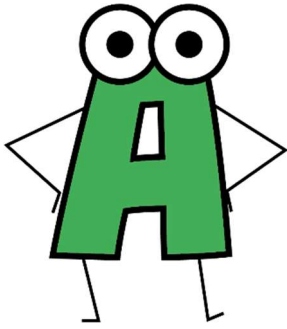


## To go further

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All the resources are available on the website of the project:

[www.plural-words.eu](http://www.plural-words.eu)



# INTRODUCTION

Plural Words is a European initiative born from a shared conviction: all children, regardless of their language abilities or learning profiles, deserve **meaningful access to stories, language, and communication**. This project brings together educators, therapists, and digital learning specialists from across Europe, united by the desire to design inclusive and engaging learning tools. At the heart of this initiative lies the use of **Augmentative and Alternative Communication, or AAC**, as a key to unlock participation, interaction, and expression for all learners.

The Plural Words approach recognises that communication goes far beyond words. Language can be **visual, gestural, symbolic...** It should be tailored to the child rather than asking the child to conform to a single model. This is why AAC is central to our work. For children with autism, intellectual disabilities, speech or language disorders, or for those learning a second language, AAC offers accessible pathways to understand, to be understood, and to engage with others.

Rather than viewing AAC as a tool for a small group of students with special needs, Plural Words adopts a broader, inclusive perspective. AAC strategies can enhance language development, storytelling, social interaction and even early literacy for a wide range of learners. By designing resources that combine pictograms, simplified language, repetition, and visual structure, we aim to empower each child to participate fully in shared learning experiences. Above all, **Plural Words is about giving every child a voice**, sometimes spoken, sometimes visual, always valued.



# **THE ACCESSIBILITY OF THE PLURAL WORDS RESOURCES**

From the very beginning of the project, **accessibility** was not treated as a separate concern but as a **guiding principle**. Every story, every visual element, and every activity was designed with the clear intention of being understood and enjoyed by children with diverse needs. The teams involved paid close attention to structure, language level, visual layout, and cognitive load, to ensure that the resources could reach as many learners as possible.

The stories created within Plural Words are available in multiple formats and levels of complexity. They use pictogram systems to support understanding. Visuals and texts are harmonised so that learners can follow the storyline with or without strong reading skills. The materials can be adapted depending on the child's developmental level or learning profile. This means that the same story can be used with a class of children who are verbal and reading independently, as well as with non-verbal learners using AAC devices.

Importantly, these **resources were not developed in isolation**. They were tested directly in schools, libraries and specialised institutions across the partner countries, which will be presented shortly after. Across all of these settings, teachers and facilitators observed an **increase in engagement, comprehension, and confidence**.

Accessibility in Plural Words is not about lowering the bar, it is about opening the door. When we design with inclusion in mind, all children benefit, and no one is left behind.





# STEPS IN CREATING AAC RESOURCES FOR THE CLASSROOM

Developing effective AAC resources for inclusive education requires thoughtful design, adaptation, and testing. Within the Plural Words project, partners collaborated to **transform traditional storytelling into accessible, multimodal learning experiences for diverse classrooms**. Below we describe the key steps we followed to create the AAC boxes and activities that can be replicated by educators.

## Working with Existing Texts

Adapting an existing story is often the most practical and culturally engaging approach. In Plural Words, we selected well-known tales (Odysseus and the Cyclops, Jack and the Magic Bean, Alice in Wonderland, Little Red Riding Hood, The Wizard of Oz etc.) and reimagined them with accessibility in mind.

Text simplification: Stories were rewritten to match developmental levels and reading abilities. Sentences were shortened, language simplified, and narrative structures made clearer, with some boxes offering two levels of difficulty.

### Tips for educators:

Choose stories children know or can easily relate to.





## Choosing Images and Pictograms

Visual support is essential for AAC. We focused on clear, meaningful images to reinforce understanding and expression.

Selecting pictograms: We used existing **AAC symbol libraries** (e.g., ARASAAC) for consistency and accessibility. Where needed, we created custom images to illustrate specific story elements or cultural details.

Balancing realism and abstraction: We chose between photos and pictograms based on student needs, more realistic images for students with cognitive delays, more abstract symbols for advanced users.

### Tips for educators:

Choose more realistic images or even pictures for students with cognitive delays.

## Editing and Producing Digital Versions

To ensure resources were accessible in both print and digital formats, we used **BookCreator** to develop interactive storybooks.

Layout and design: Text was paired with pictograms line by line. Pages were designed to be clean and uncluttered to reduce cognitive load.

Interactivity: Digital features included clickable symbols and audio narration options, making them accessible for non-readers or students with visual impairments.

### Tips for educators:

Free tools like BookCreator or Google Slides can help you adapt stories for your class with minimal technical knowledge.





## Designing AAC-Based Activities

Beyond reading, we designed activities that embed AAC tools to promote communication, interaction, and learning across subjects.

**Linking to curriculum areas:** Activities included literacy tasks (retelling, sequencing), language development (synonyms/antonyms), maths (counting with story contexts), and environmental education (sustainability themes in Alice in Wonderland box).

**Interactive and multimodal design:** Activities combined tactile, visual, and verbal elements as pictograms, cards, physical objects to engage diverse learning styles.

**Differentiation:** Materials were designed to allow teachers to adjust complexity, support small group work, and personalise for students with varying needs.

### Tips for educators:

Start simple. Use pictograms to scaffold responses in discussions, retelling, or problem-solving.

## Choosing Appropriate AAC Tools for Activities

Selecting the right AAC tools was critical for ensuring all students could participate.

- **Pictogram cards:** For vocabulary building, retelling, and emotion identification.
- **Communication boards:** For sentence construction and storytelling choices.
- **Digital AAC apps:** For students with higher tech access, supporting voice output and interactive choices.
- **Tactile objects:** For sensory learners or those with attention challenges.







### Tips for educators:

Mix and match tools based on student profiles. Flexibility supports true inclusion. Model AAC use yourself to show students it's normal and valuable for everyone.



Through these steps, Plural Words aimed to transform traditional literacy education into an accessible, inclusive, and engaging experience for all learners, empowering teachers to use AAC confidently in their daily practice.

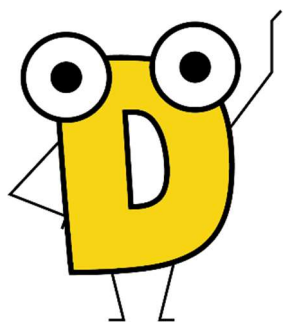


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# IMPLEMENTING AAC IN SCHOOLS

The testing phase was designed to evaluate the usability and impact of AAC Boxes in real school settings and gather feedback from teachers and students on the accessibility, inclusiveness and pedagogical value of the materials by assessing how AAC tools support the participation of children with and without disabilities.

Moreover, the Plural Words consortium aimed to identify areas for improvement, especially in terms of adaptation, clarity, and flexibility for different educational contexts.



## Testing Methodology

Each partner country selected at least one class in which to pilot one of the AAC Pilot Boxes created in the first stage of the project implementation:

- 6+ years: Odysseus and the Cyclops
- 8+ years: The Magic in Life
- 10+years: Green Wonderland (based on Alice in Wonderland with a sustainability theme)





The testing involved:

- Direct use of the box in regular classroom settings
- Observation of student engagement and participation
- Collection of qualitative and quantitative data, including number of students involved, number of students with disabilities, class level and age group, teacher feedback.

This process allowed the consortium to validate the materials across different educational systems and cultural contexts, and to gather input for final refinements of the resources.

## Materials tested

The materials tested included resources from the AAC boxes: stories adapted in AAC format on two levels of difficulty: level 1- adapted text & pictograms and level 2 - Adapted text & images, AAC tools (pictograms and visual supports), interactive games and classroom activities.

## Test participants

During our testing, **202 children** from kindergarten to secondary school **tested the material** with their teachers. **149 of these children had special educational needs.** Schools from Belgium, Croatia, France, Italy, Romania, Poland, Switzerland, France, Italy and Switzerland were involved in this testing phase.

## Testing tools

To evaluate the effectiveness of our AAC resources in the project, both teachers and pupils filled questionnaires before and after the testing phase.





The questions in both questionnaires aimed to assess how familiar pupils and teachers were with the AAC tools and how the materials from the Pilot Boxes helped children to improve their understanding of the lessons and facilitated their learning. The post-test questionnaires helped us to identify both the strengths of our approach and the challenges we encountered. All these observations were essential for further improving the materials.

## Testing process

Given the diversity of our partnership, the testing process was organised differently in the six partner countries, depending on the specificity of the schools, the specificity of the groups of students participating in the testing, the age of the participants. In the following section, we present you how the partner schools have implemented the AAC resources within their institutions, providing you precious insights and best practices.

# Testing the Plural Words resources in 3 special education schools

## A. Josip Matoš Primary School (Croatia)

Josip Matoš Primary School is a **school** for students with **special needs**, primarily intellectual disabilities, but also cerebral palsy, Down syndrome, autism spectrum disorder, etc. Students aged 7 to 21, and are educated in classes, which can have up to 9 students, and educational groups that have 3 to 5 students. Special education teachers, speech therapists, psychologists, social pedagogues, teachers and a nurse work with students. Most students have difficulties in communication, primarily in verbal





communication, but also in reading and writing. Therefore, the application and use of adapted materials and tools that facilitate communication and encourage the acquisition of, above all, fundamental competences, is essential in working with students. Teachers therefore use assistive technology daily and prepare materials based on the principles of Alternative and Augmentative Communication (AAC), whether they use ready-made, resources (e.g. ARASAAC, Board maker) or by creating their own.

The materials and content created in the Plural Words project were primarily used during the pilot testing phase (January and February 2025), and until the end of the school year. They were applied in classes (1st to 8th grade, students age 7 to 15) and older educational groups (students age 16 to 21), and included students with mild and moderate intellectual disabilities, cerebral palsy, and autism spectrum disorder. All students had varying degrees of communication difficulties, from students who had difficulty reading and writing to students who had completely underdeveloped speech or any verbal communication. A total of about 30 students were included, during regular classes (e.g. Math, Mother language, Science, Art, etc.) and extracurricular activities (e.g. Creative groups). All the materials of the box were tested. Teachers mainly used the Alice in Wonderland box, given that most students are familiar with the story. The areas of literacy, mathematics and daily life were covered.

During mother language classes, teachers used the story Alice in Wonderland, primarily to develop reading skills (e.g. accurate, fluent and intonation-correct reading) and understanding and retelling skills (e.g. concise summary of the read text). Given that the created materials have cross-curricular elements, some activities were applied in various subjects. For example, although the Eco-Talk Animal Research Board was primarily intended for literacy development, it had also been used during science classes. Since students with disabilities learn best when they actively participate in an activity,





activities in which students made various objects (e.g., making calendar from recycled materials) proved to be very useful and interesting.

The teachers further enriched and expanded the materials and content: Co-creation of puppets based on the characters, creation of a Kamishibai story based on the level 2 story. The students presented it in front of students from other schools.



Generally, students understood more easily the stories (or other written materials and content), when they were created with pictures and/or pictograms and when they were accompanied by additional contents and activities (e.g. puppets or useful products). It enabled them to answer to the questions independently and to retell the story briefly (verbally or with AAC). It also increased student's active participation in the learning







process. They had the impression of playing, when they were, in fact, learning. No less important is the stimulation and encouraging of students' imagination and expression and easy connection to everyday life, which is the foundation of special education.

“I must emphasise the ease of understanding of the teaching process with the use of AAC. Using AAC I am sure that my students understood what I was teaching them, regardless of the type and degree of their difficulties. Regarding the materials created in the project, the activities related to everyday life were particularly effective, the students enjoyed them the most.”

Special Education Teacher Maja P.M

From a practical perspective, AAC materials and contents can be easily adapted to any school activities and grade level - from preschool to the secondary school. Or it can be tailored to the specific needs of students, regardless of their specific difficulties, level of knowledge or skills. This flexibility strongly supports inclusion, as every student, regardless of their (dis)abilities, can learn alongside their peers. Moreover, such materials can compensate for the lack of adequate books, texts, or contents adapted for students with communication difficulties. Teachers can also just use them as additional material in their work with students. The added value is their multimodality and cross-curricular nature.

One of the main challenges in applying AAC materials and content in work with students following a special program is the diversity of student's needs within a single classroom. Often learners present very different abilities and possibilities and require highly individualised approaches. This makes the preparation of suitable materials more time-consuming and demanding, which may lead to teacher overload and, eventually, discouragement from using these tools. However, when teachers know their students well, receive support from colleagues and school leadership, and work within a school







culture that values and supports teachers, success becomes not only possible but inevitable.

“Sometimes the process of preparing all the necessary materials takes a bit longer, especially when you have students with different abilities and educational needs in your class, which is often the case in special schools, but it is worth it many times over, because the learning and teaching process itself in the school is definitely easier to implement.” Special education Teacher Božica Č.

What every teacher who works with students with developmental disabilities needs to know when using AAC is that it is a powerful tool that is within the reach of every teacher, but that it is not omnipotent. It should be applied when students need it, that is, when they will benefit the most from it, and in a way that suits them best, considering their capabilities and abilities, as well as the support they have in their environment.

## B. Liceul Tehnologic Special pentru Deficienți de Auz Cluj-Napoca (Romania)

Testing the AAC Pilot Boxes provided an opportunity to apply the resources developed within the project in a real context. It helped us to understand not only whether the resources are well-designed in theory, but also whether they could be applied effectively, easily and with impact, in everyday teaching and therapeutic activities.

In our institution, the resources have been implemented in both didactic and therapeutic activities with 50 children with special educational needs, aged between 6 and 12 years: 45 children are enrolled in the special school, and 5 children are enrolled in mainstream school and participate in hearing and language therapy activities at the Family Support and Early Intervention Centre of the school.





The teaching strategies (methods and materials used) and the forms of organisation of the activities were different from class to class, so we were able to test the utility of the materials in different contexts, for students with different needs, with different learning styles and different learning rhythms. For these reasons, the materials testing phase allowed us to assess how flexible and adaptable the project resources are, especially for children with disabilities, communication difficulties and specific learning difficulties.

The implementation of AAC resources in our school involved a series of steps, each step being important to identify the benefits and advantages of AAC, as well as possible limitations and adaptations needed for further improvement of our resources:

### **Preparation for testing/implementation**

In the preparation phase, teachers and children filled in pre-test questionnaires. The teachers familiarised themselves with the contents of the materials contained in the AAC boxes, consulted the pedagogical guide and the pedagogical sheet, and prepared the materials (printing, laminating, downloading stories on tablets etc.) for the didactic and therapeutic activities.



### **Organisation of the didactic/therapeutic activities**

The children involved in the resource testing have a wide spectrum of difficulties or disabilities - hearing impairments, mild intellectual disabilities, autism spectrum





disorders, ADHD, delay in expressive and receptive language development, dyslexia, dysgraphia, language and speech disorders.

The organisation of the activities was made differently depending on the age, the needs and the potential of the children. For the kindergarten children, we chose to organise individual activities, while for primary school children mainly whole class or group activities were planned. The resources were also tested in specific therapy and compensatory activities implemented at the Family Support and Early Intervention Center and in the school.

### **Testing/ implementing resources in teaching and therapeutic activities**

The implementation of AAC resources in the class activities took place during several weeks in order to give teachers and children the opportunity to practice different AAC tools in a variety of activities.

In the majority of the didactic activities, the starting point was the story from the AAC box. For familiarising the children with the content of the story, adaptation level 1 (adapted text + pictures) was used. During the testing, teachers used the stories in both digital and paper formats.



According to the complexity of the children's special needs and their age, for the retelling phase we used either level 1 or level 2 of the story. After presenting the content





of the story, the teachers organised activities with the children to practise vocabulary (words + pictograms or signs + pictograms), to use vocabulary in different communication contexts: games, dramatisation, role-playing, shadow theatre.



Then the children practised their mathematical skills (numerical skills for young children, the use of geometric shapes in concrete contexts, familiar to children over 8 years old).



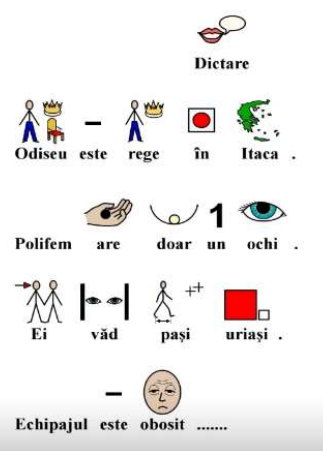
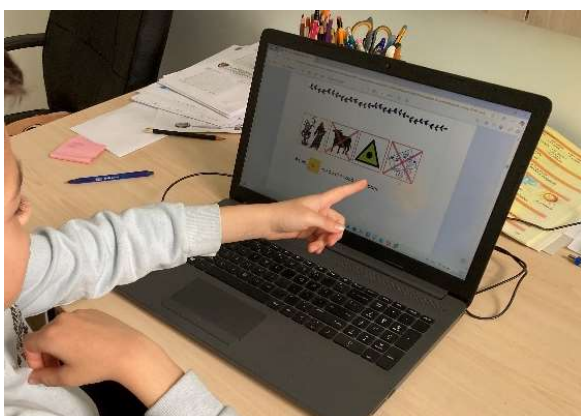
The activities continued with the development of daily life skills: expressing emotions in different contexts, starting from the story of "Odysseus in the land of the Cyclops", describing their dream house after reading the story "Jack and the Beanstalk" or practicing their environmental skills, discussing endangered animals and possible actions to reduce the risk of extinction or practicing selective waste collection.







In the therapeutic activities, the children first practiced literacy skills, then exercised communication skills in different contexts, using the AAC tools: words, pictograms, images, signs. The children used writing with symbols with Widgit SymWriter and drew or painted scenes from the stories they had read. Some of the children participated with drawings/paintings and won prizes in national interdisciplinary competitions such as “Story in Watercolor” or “The World of Stories”.



### The overall impact and benefits of AAC boxes:

- **Vocabulary and literacy improvement:** The association of the written word with visual resources, icons and signs significantly facilitated language development, reading comprehension and narrative skills.





- **Collaboration and inclusive learning:** Activities were engaging, creative and promoted collaboration between children, encouraging mutual support.
- **Emotional development:** The AAC resources supported the children to better understand the emotions and motivations of the characters, improving their emotional intelligence.

The teachers appreciated the support materials and the proposed activities from the AAC boxes, the flexibility offered in the approach to the content and the methodological guidance, which contributed to the development of the pupils' competences and increased their involvement and participation in the teaching activities.

Sometimes the materials provided in the AAC boxes required further adaptation, especially for younger children (6- to 7-year-olds), for whom some texts were too long, or some content was too complex. The texts were divided into shorter chapters and read over several reading sessions, and for more complex content, more icons or evocative pictures were included to support comprehension and retelling.

The project was also a valuable opportunity for teachers to develop their professional skills, experiment new methods and diversify their working tools in a direct, applied and child-oriented approach.

This experience has shown us that alternative communication resources are not just useful tools; they are bridges between people who communicate through words and those who communicate through images and symbols. And the benefits are clear: more communication, more involvement and collaboration, more trust. Not just for the children, but also for us who work with them.







### C. The UNICEF Special School and Educational Centre (Poland)

Our school is entirely a special education institution. All our students have special educational needs, including intellectual disabilities. Many of them are on the autism spectrum and have multiple disabilities. Our students are aged between 7 and 24. The UNICEF Special School and Educational Centre in Słupsk/Poland consists of three school units: a primary school, a vocational school and a school preparing students for employment.

Over the two years of the project our students repeatedly participated in activities using Plural Words resources. The pilot boxes were translated into Polish and distributed to interested teachers and therapists. We were very curious about their opinions and the therapeutic results achieved. The boxes also served as models for creating our own teaching aids, which we developed after the training held within the project. The teaching materials prepared by the Plural Words team of professionals are designed primarily for individuals with communication difficulties and include special sets of pictograms for alternative communication. They also aim to develop children's reading, writing and numeracy skills, as well as to support proper emotional development through fostering prosocial attitudes and teaching everyday life skills. The boxes were tested among students of different ages, even much older than the recommended age group. Teachers and therapists used Plural Words eBooks and activities in their classes. Thanks to such teaching **we broke down barriers and stereotypes about alternative communication, facilitate communication** between individuals affected by various disorders and disabilities and promote inclusion.





## **Examples of educational and therapeutic activities carried out within this project using its resources:**

- For children with intellectual disabilities the materials designed for younger children could be used and adapted for older students, including teenagers and even adults.
  - The Plural Words boxes were used in both individual and group therapy, as well as during sports activities conducted in the gymnasium and outdoors. This demonstrates the universality of the prepared boxes, and the flexibility teachers and therapists can show by combining their own professional skills and experience with the teaching materials provided by our partners.
  - The materials were divided into two levels and included stories adapted with pictograms for alternative communication, user instructions for teachers and therapists and worksheets with specific activities ready for therapeutic use.
- While testing the materials prepared by the Plural Words team our teachers had no difficulties understanding the instructions. They could easily adapt the content to the needs of students with intellectual disabilities, autism and various communication challenges. The materials could be used either as the main tool or as a supplementary aid during therapy. In many groups, some children had communication difficulties while others did not. The Plural Words boxes helped integrate the groups and enabled mutual communication between verbal and AAC-using students.

## **General benefits and impact of using AAC resources:**

- Using materials that include alternative communication aids provides excellent therapeutic opportunities for students with intellectual and multiple disabilities.





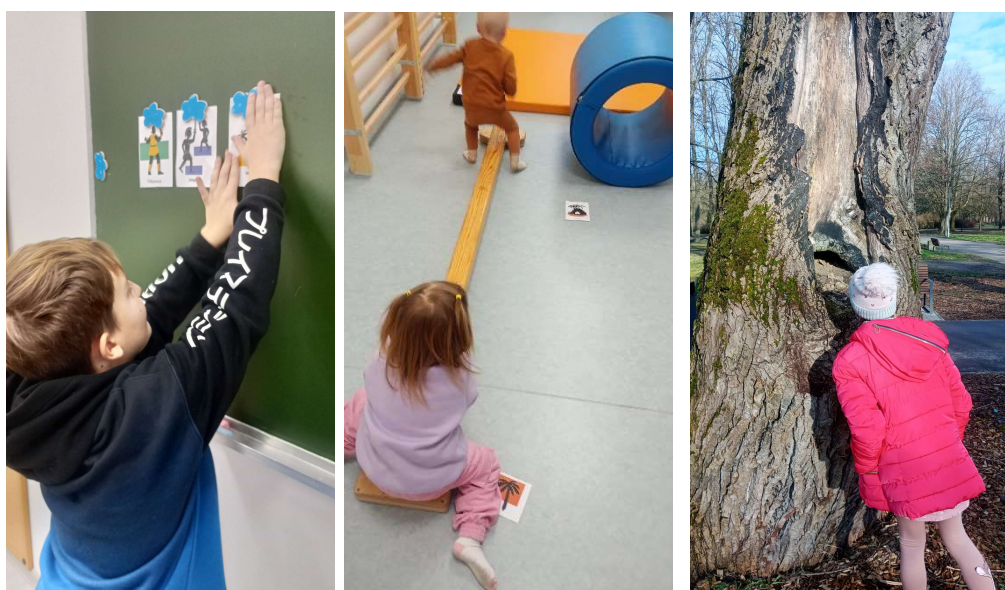
- The pictograms are widely accessible, and their use makes it possible to translate entire sentences into alternative communication. This way, the whole story becomes understandable to the recipient and helps the therapist convey messages to non-verbal students.
- Thanks to participating in activities using Plural Words materials, our students strengthened their self-esteem.
- The materials enabled them to better express their needs and emotions.
- Students increased their independence and self-care skills.
- The Plural Words sets supported language and cognitive development and stimulated the acquisition of new concepts.
- The activities led to a reduction in challenging behaviour, which often resulted from unmet or misunderstood needs.
- Using AAC materials facilitates social interactions and enables participation in conversations, play and work.
- The teaching sets using AAC methods are an excellent alternative to traditional educational booklets.
- The use of popular stories, myths and fairy tales significantly increases the attractiveness of the sets, while also stimulating children's imagination and creativity.





## Limitations / required adjustments:

- The greatest limitation in testing Plural Words sets among our students was the need to adapt the content to each child's individual abilities. Due to intellectual disabilities ranging from mild to profound, as well as possible coexisting disabilities such as visual, hearing, motor impairments, co-occurring illnesses or autism spectrum disorders, barriers could arise from differences in cognitive development and capacity for learning or understanding the content. The role of teachers and therapists was to adapt the available materials to each student or group of students. Sometimes only fragments of the prepared sets could be used. The recommended age group indicated in the sets was not always suitable for our students. During classes we used the materials in Polish, which posed a challenge for our Ukrainian students, although in the long term it may help them acquire Polish vocabulary.
- Choosing and implementing alternative methods of communication requires time, patience and consistency in therapy. It also requires teachers to explain to students the rules of using AAC, since not all of them had previous experience with such methods.





# Testing the Plural Words resources in a Montessori environment

## Montessori Rive Gauche (Switzerland)

### Pictogram Books in a Montessori Setting

The Montessori school where we tested this material is bilingual (French/English). Most of our students are native French speakers or speak another first language. English is often their second language, and it is taught in immersion within the school.

During the testing phase of our pictogram boxes, we chose to introduce Level 1 AAC books in English, which is a second language for our 6 to 8-year-old students.

When presenting these books, the English-speaking teacher would ask the children what they saw in the pictograms. This approach allowed the children to naturally take ownership of the books and spontaneously use English vocabulary to describe the images.

### Observations and Outcomes

These sessions allowed us to:

- Discover the extent of vocabulary the children already knew in their second language.
- Observe how pictogram prompts naturally led children to say the intended word or a synonym.
- Encourage second language speaking in a meaningful and engaging context, through storytelling.







- Facilitate the learning of new words, as vocabulary presented in a concrete and interesting context is easier to remember.

The books were then made freely available to the children. Those who chose to revisit the books:

- Retold the story aloud.
- Created small plays, each taking on a character's role.
- Developed Kamishibai performances that were later presented to other classes.

These repeated activities using varied formats helped sustain interest and strengthened vocabulary retention.

This tool has therefore proven particularly valuable in supporting the development of a second language in the classroom.







## Extending to Younger Learners

Encouraged by these results, we introduced pictogram books to our younger students, aged 3 to 6. Once again, the experience was a success. The children enjoyed this type of book and were able to retell the stories using the pictograms, mostly in their native language for 3-year-olds, but also in a second language for 5-year-olds.

## Limitations of the Proposed Boxes

In a Montessori classroom, the practical life and math activities included in our boxes are somewhat less relevant for neurotypical children, given the wide range of concrete materials already available in our environment.

However, these activities remain very interesting as extensions for neurodivergent children, who are also part of our classrooms, as they provide alternative ways to approach certain skills, sometimes at a different pace or developmental stage than what the Montessori materials are designed for.

## Pictograms as a Classroom Management Tool

While reviewing our AAC practices, we were surprised to realise how present pictograms already were in our classrooms, often unconsciously.

From Positive Discipline, we had already learned to use images rather than repeated verbal instructions, especially to avoid constantly repeating negative orders, by displaying pictograms that show the desired behaviour.

Here are a few examples of good practices already in place:

- Pictograms showing the appropriate clothing needed to go out to recess for the day's weather.
- Pictograms showing which materials the child is responsible for tidying.





- Visual reminders to wash hands after recess, ...

## Pictograms as Emotional Support

We also realised how helpful pictograms can be in helping pupils to express emotions.

When overwhelmed, it is sometimes easier for a child to point to a pictogram than to name the problem.

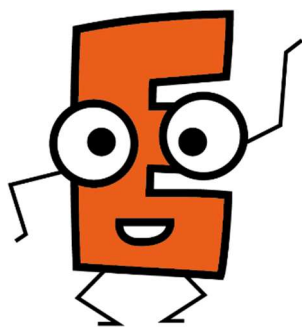
Pictograms also help children situate themselves within their daily routine, using a visual timeline with photos of the full day's schedule and a marker to show where they are on this schedule.

## Sign Language Integration

We introduced sign language through songs with children aged 3 and up. The children were very engaged, and their ability to sing and associate gestures with words was remarkable! It even helps some of them to focus on the activity.

In a bilingual classroom, we also noticed that when both teachers (speaking different languages) use the same gesture for the same word, **it helps the children integrate the second language more easily**, since the signed word remains the same in both languages.





## TO GO FURTHER

While the core of Plural Words is built around the development of symbol-supported stories and educational activities, the project has always been intended as a foundation for future work. The aim is not only to offer ready-to-use resources, but also to provide a methodology that can be **adapted, extended, and sustained** well beyond the project's timeline.

Throughout the project, partners have created and tested a wide range of complementary activities. Many of these activities have been delivered in inclusive classrooms, but also in libraries, community centres and therapy settings, demonstrating the flexibility and reach of the approach.



As part of its commitment to sustainability and capacity building, the Plural Words project has also developed an e-learning course designed specifically for educators, speech therapists, and other professionals working with children. This online training offers a practical introduction to AAC, including its core principles, the different types of tools available, and strategies for integrating AAC into everyday educational and therapeutic settings. The course also presents real-life examples and interactive activities based on the Plural Words resources, allowing participants to see how symbol-supported communication can be used to enhance language development, literacy, and





participation. By making this training accessible and flexible, the project ensures that more professionals are equipped to adopt inclusive communication practices and adapt them to their local contexts.

Looking ahead, the potential of Plural Words extends far beyond its initial scope. The resources are already being explored as tools for multilingual education, family literacy, early childhood intervention and even cultural mediation in public spaces. Future partnerships may include public libraries, publishers, training providers and advocacy organisations working in the fields of disability, language education and inclusive design.

The long-term vision of Plural Words is a simple but powerful one: **to make symbol-supported communication a natural and valued part of every child's learning journey.** Through collaboration, creativity and inclusion, we can continue building a future where all children have access to language, and through it, to connection, confidence and joy.



Plural Words is a European project that started in October 2023. It is co-funded by the Erasmus+ Programme of the European Commission to support school education.

The project aims to make learning and using Augmentative and Alternative Communication (AAC) easier for young children in early childhood and primary schools. With creative tools and visual aids, Plural Words helps all students communicate, learn, and be included, ensuring equal opportunities for everyone.

## plural-words.eu

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