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**Promoting teachers' professional
development and inclusion through
the integration of emerging
technologies in the teaching of
children with autism**

**WP2-A1: BeAusome Social Competence Framework for Children with ASD
Leading partner**





Project Number: 2022-1-PL01-KA220-SCH-000086733

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Consortium:

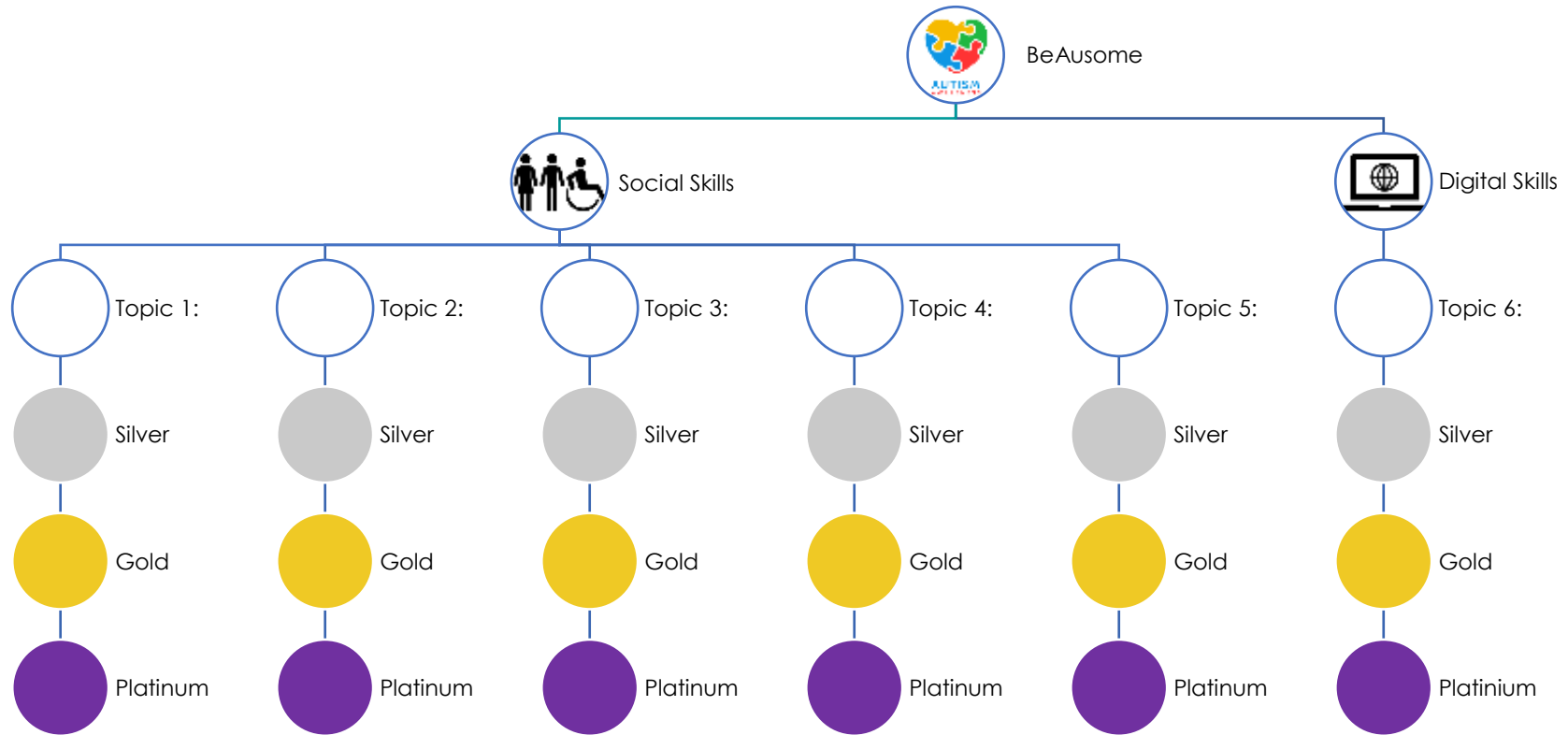


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Division of Modules & Topics

	Organisation	Module & Topic
P3	Special School Nicosia	Social Skills/Topic 1. Communication and social interaction skills
P4	APPDA Coimbra	Social Skills/Topic 2. Emotional skills
P6	Fundacja Zrozumiec Autyzm	Social Skills/Topic 3. Problem-solving skills
P2	Regional Directorate of Central Macedonia, Greece	Social Skills/Topic 4. Behavioral skills
P5	Emphasys	Social skills/Topic 5. Team playing
P1	SAN	Digital skills/Topic 6. Social Communication online

The educational pack is directly addressed Primary School Children (8-13) with ASD falling under these categories:

- Low functioning Autism: children with ASD who show the most severe symptoms in ASD and require most of the support (Level 3 ASD) 'very limited ability to speak clearly and will rarely start interactions with other people' (SILVER)
- Middle-range of Autism: Level 2 ASD – 'tend to speak in simple sentences and also struggles with nonverbal forms of communication' (GOLD)
- High functioning Autism: Level 1 ASD- 'able to speak in full sentences and communicate, but has trouble engaging in back-and-forth conversation with others' (PLATINIUM)

(Masi A, Demayo MM, Glozier N, et all, 2017)

Module 1: Social Skills

Topic 1: Communication and social interaction skills

Module 1, Topic 1: Communication and social interaction skills

Main objective: People with autism may have difficulties communicating and socialising with other people. This may affect their ability to start and maintain a conversation, understand non-verbal elements of their interlocutors' behaviour and the feelings they may be experiencing during the conversation, such as body language and facial expressions. The main objective of this module is to understand and implement strategies that will be able to help people with autism to acquire social skills that will help them in their later life and career. The ultimate goal is to increase the individual's self-confidence, which will lead to their autonomy. Of course, this depends on the dualities of each person.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none"> Understand negative behaviours that are unacceptable to others Understand the way he/she can communicate to express his/her basic needs (alternative method of communication e.g. switches, pictures etc.) Understand that there can be any change in a planned activity 	<ul style="list-style-type: none"> Practice picking out negative behaviour (e.g. social stories, pictures, picture sequencing) Practice in the ways he/she can communicate in order to express his/her basic needs (e.g. with the use of switches ask for water, food etc.). Practice self-regulation to reduce the stress he/she experiences because of the changes in a planned. activity (e.g. sensory integration exercises etc.) 	<ul style="list-style-type: none"> Begin eliminating negative behaviours Start developing ways of communicating with others in order to express basic needs Begin to acquire self-regulation mechanisms

<p>LEVEL GOLD</p>	<ul style="list-style-type: none"> • Understand what behaviours are acceptable to others • Understand the way he/she can communicate to express his/her general needs (speech, alternative methods of communication e.g. tablet, pictures, etc.) • Understand the basic ways to communicate with others (e.g. to return a greeting) 	<ul style="list-style-type: none"> • Practice in recognizing negative and positive behaviours from and towards others • Practice in the ways he/she can communicate in order to express his/her general needs (e.g. speech, with the use of a tablet and pictures to ask for water, food, etc.) • Practice in the basic ways to communicating with others (e.g. to return a greeting) 	<ul style="list-style-type: none"> • Begin recognizing negative and positive behaviours from and towards others in a conversation • Begin developing ways of communicate with others in order to express general needs • Start developing basic skills of communication with others
<p>LEVEL PLATINUM</p>	<ul style="list-style-type: none"> • Understand the ways he/she should behave in order to be acceptable and likeable by others • Understand the way he/she can express his/her more specific needs • Understand the way he/she can communicate with others in order to have a constructive discussion 	<ul style="list-style-type: none"> • Practice in the ways he/she should behave in order to be acceptable and likeable by the people he cares about • Practice in the ways he/she can communicate in order to express his/her more specific needs. • Practice in the ways he/she can communicate with others in order to have a constructive discussion 	<ul style="list-style-type: none"> • Start developing skills that will make him/her able to behave in such a way that will be likeable and acceptable by those involved without experiencing negative emotions • Begin acquiring communication skills that will help him meet his specialised and individualised needs • To begin to acquire communication skills which in the future will enable him to start or/and participate in a constructive discussion.



Examples of activities:

Many children with autism face difficulties communicating a need to others (toilet, food, water, play, sleep, warmth, etc.). These difficulties can lead them to an emotional impasse. This may have as a result, the appearance of negative and socially unacceptable behaviours and emotional stress.

The goals are:

1) Low functioning autism:

Students to be able to successfully communicate their needs, avoiding unpleasant situations for themselves and others (e.g. Depending on the student's level, the teacher begins to associate the student's basic need with a picture, a switch that produces a sound, and/or with their speech if the student is able to speak. For example, every time the student wants to drink water, he/she has to take a picture with the water on it, or press the switch with the sound "I want to drink water", or tell to his/her teacher "I want to drink water", so he/she can drink water. Repeating the process each time the student wants to drink water may lead to the initiation of interaction aimed at satisfying that particular need).

2) Middle-range autism:

Students to divide negative and positive behaviours that are acceptable or/and unacceptable to others (e.g. We teach a social story about a child who is in the park and wants to play on a swing. Unfortunately, all swings are reserved. Depending on the students' level, the child has to choose what behaviour is socially acceptable, what behaviour is not acceptable, and what behaviour can result in the possible initiation of a friendly conversation).

3) High-functioning autism:

Students, depending on their level, to acquire basic or specialised communication skills that will help them create or participate in discussions (e.g. through a role-play, two adults have an introductory dialogue. The dialogue is differentiated according to the abilities of the students participating in the activity. Then we replace one adult



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with the student and ask him/her to imitate the dialogue he/she watched earlier. We integrate this activity into the student's daily routine so that they become familiar with the process as quickly as possible and can generalise to real situations).



Module 1: Social Skills

Topic 2: Emotional skills

Module 1, Topic 2: Emotional skills

Main objective: Emotional skills are extremely important to the overall well-being and development of all children, including children with autism. Autism is a developmental disorder that affects communication, social interaction and behavior. Children with autism can have difficulty understanding and expressing emotions, and they often have difficulty communicating effectively.

Emotional skills are essential to help children with autism to better communicate and relate to others.

Thus, the main objective of this module is to work on the ability to recognize and identify emotions in themselves and others, the ability to express emotions in a welcoming way and the ability to regulate their own emotions.

It is also the objective of this module to develop self-awareness, self-control, self-motivation, social awareness and empathy and emotional awareness skills, allowing children with autism to learn to deal with and develop their emotions, starting to gain control of themselves better, in situations of euphoria or discomfort.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none">• Know different types of emotions.• Associate emotions with verbal and/or non-verbal communication.• Recognize emotions in the others.	<ul style="list-style-type: none">• Self-awareness;• Self-control• Social awareness and empathy;• Communication: express emoticons.	<ul style="list-style-type: none">• Know the emotions;• Express emotions;• Recognize other's emotions;• Develop communication and relationship skills.



	<ul style="list-style-type: none"> • Know facial expressions and body language. • Participate in breathing exercises that reduce anxiety. 		
<p>LEVEL GOLD</p>	<ul style="list-style-type: none"> • Knowing different types of emotions; • Understanding that controlling emotions allows improving the way to communicate; • Understanding the impact of self-motivation on stress management; • Recognize the emotions in others and be able to respect their feelings; • Recognize and adjust facial expressions and body language in interactions; • Understand the importance of breathing exercises in reducing anxiety and improving processes associated with psychological well-being. 	<ul style="list-style-type: none"> • Self-awareness • Self-control and self-motivation • Social awareness and empathy • Communication: recognize, express and regulate emotions • Emotional awareness 	<ul style="list-style-type: none"> • Recognize and name one's own emotions; • Express emotions appropriately; • Recognize other's emotions; • Develop communication and relationship skills

<p>LEVEL PLATINIUM</p>	<ul style="list-style-type: none"> • Express different types of emotions and recognize actions taken in response to sensory stimuli; • Understanding that controlling emotions and perceiving the reactions of others allows improving the way you communicate; • Perceive the impact of self-motivation on the ability to pursue one's goals and manage stress; • Understanding that a certain feeling aroused a certain emotion in the other and being able to validate and respect that feeling in the other; • Understand that relationship skills are connected to communication skills and this can be improved by recognizing facial expressions and understanding body language; 	<ul style="list-style-type: none"> • Self-awareness • Self-control and self-motivation • Social awareness and empathy • Communication: recognize, express and regulate emotions Emotional awareness 	<ul style="list-style-type: none"> • Recognize, analyze and name one's own emotions; • Control and express emotions appropriately; • Put oneself in another's shoes and understand the other's emotions; • Regulate emotions and develop communication and relationship skills
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Examples of activities:

1) *Low functioning autism:*

- Simple knowledge/identification of emotions games/activities.
- Simple imitation games: imitate facial expressions or simple gestures;
- Short social Stories with simple and clear pictures that show to children socially and emotionally appropriate behavior;
- Storytelling with “emotional puppets/cards” or using digital technologies (applications, movies, videos, games) that help children to learn about emotions through their artistic expressions;
- Artistic activities such as drawing with crayons or finger painting can be therapeutic and help children to express their feelings in creative ways;
- Sensory play with simple textures, such as playing with plasticine or sand, can help children to calm down and focus better;
- Simple music activities, such as playing percussion instruments or singing simple songs together, can help children to develop social and emotional skills;
- Mindfulness with simple breathing exercises can help children with autism calm their minds.

2) *Middle-range autism:*

- Simple board games with clear, easy-to-understand rules can help children develop social and emotional skills;
- Short social stories with more complex images and more detailed narratives that show children appropriate social and emotional behaviors;
- Storytelling with “emotional puppets/cards” or using digital technologies (applications, movies, videos, games) that help children understand and express emotions through their facial expressions. As the story is told, talk with child about how the characters are feeling, naming and mimicking the emotions expressed by each of them;

- Artistic activities with various materials, such as acrylic paint and crayons, can be therapeutic and help children express their feelings in creative ways;
- Sensory play with varying textures, such as water and ice, can help children calm down and concentrate better;
- Musical activities, such as playing musical instruments and singing songs together, can help children develop social and emotional skills, as well as improve their hand-eye coordination and communication skills;
- Mindfulness with breathing activities and concentration exercises can help children with autism focus on the present moment and to calm the mind, recognize and regulate emotions.

3) *High-functioning autism:*

- Board or digital games that involve cooperation and communication, such as the memory game or the card game "Uno", can help children develop social and emotional skills.
- Social stories with more complex images and longer, independent narratives that show children socially and emotionally appropriate behaviors. Stories can be written or told orally.
- Storytelling with “emotional puppets/cards” or using digital technologies (applications, movies, videos, games) that help children understand and express emotions through their expressive expressions. As the story is told, talk to the child about what the characters are feeling, naming and imitating the emotions expressed by each of them.
- Artistic activities with varied materials and with more advanced techniques such as observational drawing and oil painting can be therapeutic and help children to express their feelings in a creative way.
- Sensory play with textures and fun experiences, such as making slime or foam, can help children calm down and focus better.
- Challenging music activities, such as composing songs or joining a band, can help children develop social and emotional skills, as well as improve their hand-eye coordination and communication skills.



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- Mindfulness with breathing exercises, concentration activities and longer meditation practices. It can help children with autism focus on the present moment, calm their minds, and recognize and regulate their emotions.

Module 1: Social Skills

Topic 3: *Problem-solving skills*

Module 1, Topic 3: Problem-solving skills

Main objective: Children with autism have difficulty solving social problems and finding multiple solutions to problems. Problem-solving is a process of observing what is going on in your environment; identifying things that could be changed or improved; diagnosing why the current state is the way it is and the factors and forces that influence it; developing approaches and alternatives to affect change. From a behavioral perspective, a person faces a problem when he or she experiences a state of deprivation or aversive stimulation and reinforcement depends on a response that is present in the person's repertoire but cannot be elicited under current conditions. Individuals with autism spectrum disorders (ASD) often have difficulty resolving social conflict, although this skill is important for successful social interaction, maintenance of relationships, and functional integration into society. However, they are relatively good at responding to visual cues such as pictures and animations.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none"> • Introduce and understand a visual schedule • Understand how to use alternative communication (images) in social situations • Shaping the ability to solve simple social problems 	<ul style="list-style-type: none"> • Practise how to use visual support in social situations • Practise how to approach other people (where you stand, do not get too close, etc.) • Practise self-regulation to behave appropriately in challenging situations 	<ul style="list-style-type: none"> • Promoting participation in brief social interactions



<p>LEVEL GOLD</p>	<ul style="list-style-type: none"> • Understand why cooperation is important to solve a problem • Understand communication skills • Overcome fear of social contact 	<ul style="list-style-type: none"> • Practise following a teacher's or parent's instructions how to behave in social situations • Follow social norms and rules • Develop feedback skills • Practise communication skills 	<ul style="list-style-type: none"> • Developing self-determination • Encouraging self-esteem • Develop social responsibility
<p>LEVEL PLATINIUM</p>	<ul style="list-style-type: none"> • Challenge with back and forth conversations with the other person involved in the interaction to better understand the situation • Understanding and responding to social cues such as eye contact and facial expressions • Decreasing desire to share personal interests or emotions • Learning to work in a team and interact with others to solve problems 	<ul style="list-style-type: none"> • Practise defining and formulating a problem • Practise finding alternative solutions • Know how to make a decision about which type of solution is most appropriate • Know how to implement a solution • Practice of choosing from several possible options 	<ul style="list-style-type: none"> • Development of accepting and supportive social contacts • Development of a sense of agency and independence • Recognition of the value of social relationships



Examples of activities:

1) *Low functioning autism:*

In the classroom - the child wants to play a puzzle. It has to choose a picture, approach the teacher, make contact and interact to show the right picture to get what it wants.

2) *Middle-range autism:*

A) **Bus**- The child is waiting for the bus. She has to wait for the correct bus number. When the bus comes, the child has to find/choose the correct ticket, wait to board the bus, show the ticket to the bus driver and find an empty seat.

B) **Shop** - The child has a shopping list. He/she has to talk to the shop assistant to collect and buy all the things on the list.)

3) *High-functioning autism*

Birthday party- The child has to first choose a birthday present from the presented option (for example he or she goes to the girl who likes horses and there are three options: horse album, ball, and play station) and then approach to the kid and give a present (start conversation, wish all the best etc.)

Module 1: Social Skills

Topic 4: Behavioral skills

Module 1, Topic 4: Behavioral skills

Main objective: Transporting students with ASD to and from school may not be easy for students with ASD. These students should follow the bus driver's and/or an assistant's instructions. The main goal of this module is to train students with ASD to understand and apply strategies and rules that differ from their classroom rules. Our ultimate goal is to train our students in behavioral and social skills, to respect the private space of their classmates, to manage challenges, to reduce their fear of the unknown, to prevent the appearance of problem behaviors, to combine skills and to increase their self-confidence, which can eventually lead to their autonomy.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none"> Understand and consistently follow the same routine. Understand that the bus must follow the same route. Comprehend that they should sit in the same seat everywhere. Accept and understand if there are any changes and should be informed as soon as possible. 	<ul style="list-style-type: none"> Develop students' communication skills with non-verbal communication. Practice student communication skills to respond to specific phrases or hand signals. Practice using flashcards or pictures that describe a situation students are likely to encounter. These cards show students how to respond to different situations, from covering their ears when there is too much noise to what steps to take in an emergency. 	<ul style="list-style-type: none"> Start developing basic skills of communication with others. Communicate with others in order to express basic needs. Evaluate what is right or wrong, good or bad in a particular situation. Learn what the limits of their actions are. Appreciate the consequences of their actions.

		<ul style="list-style-type: none"> ● Practice acquiring appropriate behavior skills: It is important to explain to the child how to behave properly inside a bus. ● Gain skills in using social stories to explain to them e.g. that y should not shout or walk inside the bus. 	
<p>LEVEL GOLD</p>	<ul style="list-style-type: none"> ● Follow the same routine consistently. ● Should always sit in the same seat. ● Should wait at the same time in the same place, and the bus should follow the same route. ● If there are any changes, should be informed as soon as possible. 	<ul style="list-style-type: none"> ● Practice skills to manage external stimuli that cause distress. ● Practice by using social stories: Social stories are an effective way to prepare students for the bus. This will give student a sense of knowing what to expect. ● Practice acquiring interaction and communication skills with other people. ● Practice in acquiring skills to create and maintain interpersonal relationships. ● Practice acquiring skills in recognizing the emotions of other students. ● Acquire skills in managing emotional reactions in social situations. ● Acquire skills in practicing and using the knowledge and skills they already possess and how to act responsively. 	<ul style="list-style-type: none"> ● Cultivate the development of basic communication skills with others. ● Begin to develop and use knowledge and skills in the cognitive and emotional domain. ● Cultivate self-awareness and evaluate what is right or wrong, good or bad in a particular situation. ● Manage their emotions in a positive way ● Can ask questions related to values and boundaries

<p>LEVEL PLATINIUM</p>	<ul style="list-style-type: none"> ● Consistently follow the same routine. ● Understand how to express specific needs. ● Understand how to communicate with others. ● Understand the way they can express their more specific needs. ● Understand the way they can communicate with others. 	<ul style="list-style-type: none"> ● Practice listening skills. We can talk to the student about the experience they are going to have when they get on the bus. ● Practice social interaction skills. We encourage students to report and share with other people what bothers them the most. ● Practice social and self-control skills. The students are likely to feel more relaxed if they know someone will be there waiting for them when they get off the bus. ● Practice skills to recognize disturbing situations. 	<ul style="list-style-type: none"> ● Acquire self-regulation mechanisms. ● Acquire communication skills that in the future will allow them to initiate and/or participate in a constructive discussion. ● Learn to make decisions about important things in their life. ● Learn to make important decisions in all areas of private and public life. ● Use their knowledge and skills and act in responsible ways.



Examples of activities:

1) *Low functioning autism:*

We help students have the plan to deal with sensory issues they may experience on the bus (ie how the child reacts to the senses of sight, sound, taste, smell, touch, pain and balance). For example, children may wear headphones to reduce the disturbance from noises that are present inside the bus and may disturb and upset them. Or they may need to bring their favorite toy with them to help them stay calm and reduce stress.

2) *Middle-range autism:*

Most students need a behaviour plan for the bus. The plan can include things like allowing students to bring a fidget or comfort item on the bus or moving students to the front of the bus. It also can include ways for staff to reinforce a student's positive behaviour.

3) *High-functioning autism:*

Students will be able to use their knowledge and skills to handle their personal relationships and behaviour on the school bus with their classmates, the attendant and the driver in a responsible manner, and by extension to use this knowledge in other public media transport in a responsible and safe manner.

Module 1: Social Skills

Topic 5: Team playing

Module 1, Topic 5: Team playing

Main objective: The objective of this module is to develop social skills of children with ASD in team-playing. This is an extremely important activity for each child as it cultivates the values of friendship, respect and sharing while it can also facilitate development of social communication skills, problem solving skills, behavioral planning skills etc.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none"> Comprehend the idea of team playing Understand how to use toys during playing 	<ul style="list-style-type: none"> Get familiar with being around their peers (autistic and non-autistic children) Practice in using different kind of toys (different textures and shapes) 	<ul style="list-style-type: none"> Cultivate social values regarding communication and interaction with peers
LEVEL GOLD	<ul style="list-style-type: none"> Understand principles of team playing e.g. turn-taking during the game, share toys etc. Understand the importance of communication for effective and enjoyable team playing 	<ul style="list-style-type: none"> Be able to apply the rules of team playing Implement principles like turn-taking, sharing toys etc. Practice some verbal communication (i.e. small sentences) Develop behavioral planning and problem solving skills 	<ul style="list-style-type: none"> Appreciate the values of sharing, patience Appreciate importance of friendship and human interaction



LEVEL PLATINUM	<ul style="list-style-type: none">• Understand potential risks involved (e.g. negative influence of peers, disputes) and how to deal with them in a peaceful and polite manner (how to manage extreme situations)• Comprehend techniques of conflict management and stress management	<ul style="list-style-type: none">• Practice in forming friendships through team playing• Be able to to discuss and solve any disagreements• Be able to recognize signs of misbehavior of peers and not mimic it• Implement conflict management/stress management	<ul style="list-style-type: none">• Cultivate the importance of discussion and respect in solving disputes• Develop critical thinking regarding behavior of one's self and others• Appreciate importance of conflict management and stress management
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Examples of activities:

1) *Low functioning autism:*

Allow a child with autism and a non-autistic child to play with a few toys for some time. Give to the children different types of toys e.g. a lego, a ball, a doll etc. and allow them to explore the different colors, shapes, texture of each toy. Show to the child either offline - physically as an instructor or online as another avatar in the VR game, how each toy is used during playing.

2) *Middle-range autism:*

Playing with a ball and then passing the ball to another child to play (understand and apply principles of team playing and turn-taking. Each child will have 2 minutes to play with the ball so they can understand the concept of time limit and mutual respect (this activity can be done on both VR settings and offline)

3) *High-functioning autism:*

Interact with a friend and have a disagreement about which game they will play. Both children express their views but they are different. Learn to apply a conflict management technique and develop some verbal communication to agree with the other child that they will first play 2 minutes of 1 game and then 2 minutes of another game.

Module 2: Digital Skills

Topic 6: Social Communication online

Module 2, Topic 6: Social Communication online

Main objective: Communication based on online contacts can be a threat for children as well as a source of potential development. The aim of this module is to equip children with ASD with the skills to use appropriate communication in virtual contact. With particular emphasis on the security of such communication. Due to the different forms of Internet communication, children with different levels of ASD will acquire different communication skills in the virtual world.

Module and Topic:	Learning Outcomes		
	Knowledge and understanding	Skills	Values and attitudes
LEVEL SILVER	<ul style="list-style-type: none"> The child distinguishes between different forms of communication. The child knows what it means to take care of the security of their data on the Internet. 	<ul style="list-style-type: none"> Indicates some examples of communication via new technologies (e.g. mail, chat, sms, video call) Not giving anyone your data (address, telephone number, photos). 	<ul style="list-style-type: none"> Developing basic knowledge about communication through new technologies Acquiring knowledge about the risks of improper use of new technologies in the field of e-communication.
LEVEL GOLD	<ul style="list-style-type: none"> The child knows how to communicate their needs on an ongoing basis through new technologies. 	<ul style="list-style-type: none"> Writing an e-mail or other text message on a topic that is important to him. Giving an adequate, friendly comment under a photo or 	<ul style="list-style-type: none"> The ability to correctly formulate thoughts in a simple language of communication via the Internet

	<ul style="list-style-type: none"> • The child knows how to express his opinion in the comments on matters that interest him • The child knows how to defend himself against online hate. 	<p>video. He uses the internet to comment on things that interest him</p> <ul style="list-style-type: none"> • Distinguishing constructive and friendly from vulgar and offensive messages. He responds well to hate. 	<ul style="list-style-type: none"> • It shapes the ability to express one's thoughts and views in a non-aggressive way • Ability to defend against the threats of Internet communication
LEVEL PLATINIUM	<ul style="list-style-type: none"> • The child knows the rules of intelligible spelling in Internet communication (netiquette). • The child knows how to communicate safely on the Internet and how to react in difficult situations. 	<ul style="list-style-type: none"> • Conducting a conversation in real time (via instant messengers, chats, video) • are able to choose the appropriate communication channel depending on the purpose of communication and needs (e.g. sending an e-mail) • Distinguish between hostile and friendly messages. He knows how to react to hate. 	<ul style="list-style-type: none"> • Developing communication skills using new technologies and the ability to express and accept criticism. • It develops critical thinking skills. • Protecting yourself and others from the threats that may come from the Internet.



Examples of activities:

1) *Low functioning autism:*

Indicate in the figure which of the devices is used for: sending e-mails, writing text messages. Show in the picture which information can not be given to people you do not know? (the child chooses the pictures with the appropriate pictograms, which the student was familiar with earlier.

2) *Middle-range autism:*

Write something under a friend's photo posted on the Internet. Try to write something friendly, don't judge. How will you react when a stranger you met online asks you to send a photo or provide your address?

3) *High-functioning autism:*

Try to join a chat conversation between people you don't know and try to talk about a specific topic that interests you. Lead such a discussion for about 10 minutes. Tell your classmate why giving personal information (address, phone number) to people you meet online can be dangerous. Write an e-mail to your teacher asking for rescheduling the announced test. Video chat with your friend, try to maintain eye contact several times during the conversation after min. 5, talking about some important thing you heard or read recently