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

**WP2-A2: Professional Development
Programme Material for Educators**

Leading partner



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Ειδικό Σχολείο Λευκωσίας



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Introduction

Professional Development Programme for teachers based on micro-credential design aims to offer flexible learning for educators on VR and game design skills and teaching social skills to children with ASD through digital means to foster opportunities for professional development and upgrade of skills of teachers to integrate digital technologies in the learning of students with ASD and be able to design online games based on student-individual needs. Educators will be able to acquire a digital badge to foster motivation and encouragement.

This document aims to guide the trainers to complete this training and apply its solutions into their teaching.

Materials to be used

- Visualized pictures of sorting process at the cashier
- Visualized pictures of products (e.g. food, fruits, cleaning products and the locations in the supermarket)
- Visualized images of staff who might work in a supermarket (eg butcher, greengrocer, etc.)
- Realistic objects (toy fridge, toy supermarket stands, toy fruits, toy grocery store etc.)

The Teacher has to visualize pictures of objects and products that are available in a supermarket and images that will illustrate the entire process of paying for products. He/She also has to create a supermarket simulation in the classroom by using realistic objects that can be found in a supermarket and assign roles of employees who may work at it.

Special Request

- This particular lesson plan is based on students who have not yet developed the social skills that will allow them to function autonomously in a supermarket environment.
- We use visual material because many times our students are not verbal and helps in easier understanding and communication.
- Some of the students are not at the sequencing stage, so for their convenience we can provide them with the pictures in the correct order as a help.

Lesson Plan Template

MODULE 2: Social Module: Develop competences of educators in teaching social skills to children with ASD	
Lesson 1	Learning about the Supermarket
Duration	40 minutes
Short description	The specific lesson concerns activities that can help students to be able to gain some autonomy regarding the procedures they must follow to buy some basic products from a supermarket.
Learning Outcomes	Knowledge: Understand the behaviors that are acceptable to others in a supermarket environment (staff, customer etc.) in order to successfully complete the entire shopping process
	Skills: Practice in the ways he/she can communicate in order to express his/her needs so he/she can successfully complete the entire shopping process (e.g. with the use of switches ask for the food he/she needs etc.).
	Attitude: Start developing ways communicating with others (supermarket staff, customers etc.) in order to express his/her needs so he/she can successfully complete the entire shopping process.
Key vocabulary	Identification, Visualized images, Categorization, Grouping, Serialization, Socialization
Activities	
Activity 1	A 1.1.1
Aim of the activity	Identification of similar products available in the supermarket
Equipment (if needed)	<ul style="list-style-type: none"> • Visualized pictures of products (e.g. food, fruits, cleaning products etc.) • realistic objects • Visualized images of staff who might work in a supermarket (eg butcher, greengrocer, etc.)

Duration	15 minutes
Type of Activity	Identification
Teaching Objectives	<p>The student should be able to:</p> <ul style="list-style-type: none"> • recognize products available in the supermarket • recognize staff that might work in a supermarket • demonstrate products available in the supermarket • identify similar products/staff available in the supermarket
Resources	Nordenhof, M. S., & Gammeltoft, L. (2007). Autism, play and social interaction. Jessica Kingsley Publishers.
Activity 2	A 1.1.2
Aim of the activity	Categorizing items based on their location in the supermarket (e.g. fridge, shelf, fruit stand, etc.)
Equipment (if needed)	<ul style="list-style-type: none"> • Visualized pictures of products (e.g. food, fruits, cleaning products and the locations in the supermarket) • Visualized images of staff who might work in a supermarket (eg butcher, greengrocer, etc.) • realistic objects (toy fridge, toy supermarket stands, toy fruits, toy grocery store etc.)
Duration	15 minutes
Type of Activity	Grouping - categorizing objects
Teaching Objectives	<p>The student should be able to:</p> <ul style="list-style-type: none"> • recognize products available in the supermarket • recognize staff that might work in a supermarket • demonstrate products available in the supermarket • grouping – categorizing products/staff available in the supermarket
Resources	Bock, M. A. (1999). Sorting laundry: Categorization strategy application to an authentic learning activity by children with autism. Focus on Autism and Other Developmental Disabilities, 14(4), 220-230.
Activity 3	A 1.1.3

Aim of the activity	Sorting process at checkout
Equipment (if needed)	Visualized pictures of sorting process at the cashier
Duration	10 minutes
Type of Activity	Serialization
Teaching Objectives	<p>The student should be able to:</p> <ul style="list-style-type: none"> • Recognize the correct order to follow in order to complete the shopping process • Process generalization to a real supermarket environment • Recognize the behaviors that are acceptable to others (staff, customer etc) in order to successfully complete the entire shopping process
Resources	Adjorlu, A., Høeg, E. R., Mangano, L., & Serafin, S. (2017, October). Daily living skills training in virtual reality to help children with autism spectrum disorder in a real shopping scenario. In 2017 IEEE international symposium on mixed and augmented reality (ISMAR-Adjunct) (pp. 294-302). IEEE.
Further Reading	
Resource 1 title	Matson, J. L., Hattier, M. A., & Belva, B. (2012). Treating adaptive living skills of persons with autism using applied behavior analysis: A review. <i>Research in Autism Spectrum Disorders</i> .
Resource 2 title	Van Bourgondien, M. E., & Coonrod, E. (2013). TEACCH: An intervention approach for children and adults with autism spectrum disorders and their families. <i>Interventions for autism spectrum disorders: Translating science into practice</i> .

References

Adjorlu, A., Høeg, E. R., Mangano, L., & Serafin, S. (2017, October). Daily living skills training in virtual reality to help children with autism spectrum disorder in a real shopping scenario. In 2017 IEEE international symposium on mixed and augmented reality (ISMAR-Adjunct) (pp. 294-302). IEEE.

Bock, M. A. (1999). Sorting laundry: Categorization strategy application to an authentic learning activity by children with autism. *Focus on Autism and Other Developmental Disabilities*, 14(4), 220-230.

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