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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**



**SPOŁECZNA AKADEMIA NAUK**  
UNIVERSITY OF SOCIAL SCIENCES



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## Consortium:

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## Ειδικό Σχολείο Λευκωσίας



ZROZUMIEĆ AUTYZM

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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

Please describe here the material that the students will use during the lesson. Explain what the teacher needs to prepare before running this session.

- Visual schedules (visual representation of daily routines and activity)
- Visual supports: picture cards, visual timers, choice boards, etc.
- Social stories
- Sensory materials
- Alternative Communication examples (AAC)

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## Special Request

None

## Lesson Plan Template

MODULE 5	
<b>Lesson 5</b>	<b>Teaching Methodologies for Contextual and Temporal Set-up of a Classroom for Children with Autism Spectrum Disorder</b>
Duration	120 minutes
<b>Short description</b>	<p>In this interactive workshop autistic children from primary school learn about effective teaching methodologies for setting up supportive classroom environment. Workshop focus on contextual and temporal set-up strategies specifically designed for children with Autism Spectrum Disorder.</p> <p>Workshop scenario can be adapted to suit the specific needs and interests of the children. The facilitators should maintain a positive and inclusive atmosphere, providing opportunities for active engagement and participation from the children.</p>
<b>Learning Outcomes</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding the characteristics of Autism Spectrum Disorder and how it may affect learning and social interactions</li> <li>• Gain knowledge of effective teaching methodologies for setting up a contextual and temporal classroom environment for children with ASD</li> <li>• Learn about the importance of visual supports, structured routines and sensory-friendly design in promoting learning and engagement for autistic children</li> <li>• Acquire knowledge of communication tools, social interaction strategies and resources available to support children with ASD in the classroom</li> </ul>

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	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Develop skills in creating visual supports such as schedules and cues, to enhance structure and organization in the classroom</li> <li>• Demonstrate the ability to implement consistent routines and transitions, promoting predictability and reducing anxiety for children with ASD</li> <li>• Apply strategies for creating a sensory friendly classroom design, including managing sensory sensitivities and providing sensory integration opportunities</li> <li>• Develop skills in using communication tools, visual aids and social stories to facilitate effective communication and understanding of emotions</li> <li>• Acquire skills in promoting social interaction, fostering peer relationships and creating inclusive learning environments for children with ASD</li> </ul>
	<p>Attitude:</p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward inclusion and understanding the unique needs of children with ASD</li> <li>• Appreciate the importance of creating a supportive and accommodating classroom environment for all students</li> <li>• Show empathy and patience towards children with ASD, promoting a welcoming and accepting classroom culture</li> <li>• Demonstrate a willingness to adapt teaching methodologies and practice to cater to the individual needs of children with ASD</li> <li>• Develop a collaborative mindset, actively seeking input and support from teachers</li> </ul>
<p><b>Key vocabulary</b></p>	<p>Autism, safe environment, self-regulation, communication, effective teaching, inclusion</p>
<p><b>Activities</b></p>	
<p>Activity 1</p>	<p>A 1.1.1</p>
<p>Aim of the activity</p>	<ul style="list-style-type: none"> <li>• Introduction</li> </ul>

Equipment (if needed)	Whiteboard and markers, sticker notes
Duration	10 minutes
Type of Activity	Teacher welcome the participants and introduce themselves Children are encourage to introduce themselves in a way they are able Teacher explain the purpose and objectives of the workshops
Teaching Objectives	To share objectives of workshops and encouraged children to introduce themselves
Resources	<ul style="list-style-type: none"> <li>Armstrong, T. (2018). Neurodiversity in the Classroom:Strategies to Help Students with Special Needs in School and Life</li> </ul>
Activity 2	A 1.1.2
Aim of the activity	<ul style="list-style-type: none"> <li>Understanding Autism spectrum disorder</li> </ul>
Equipment (if needed)	Visual aids, social stories, videos
Duration	20 minutes
Type of Activity	<ul style="list-style-type: none"> <li>The special education teacher provides a child-friendly explanation of ASD and its characteristics</li> <li>The children are engaged through interactive activities such as a short video or visual aids to illustrate the differences in how people think and perceive world</li> <li>Teachers encourage questions and discussions to ensure understanding</li> </ul>
Teaching Objectives	To understand differences in how every person can perceive classroom environment
Resources	<ul style="list-style-type: none"> <li>Honeybourne, V.(2018). The Neurodiverse Classroom. A teacher Guide to Individual Learning Needs and How to Meet Them.</li> </ul>

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Activity 3	A 1.1.3
Aim of the activity	<ul style="list-style-type: none"> <li>• Setting up a structured environment</li> </ul>
Equipment (if needed)	Markers, flipcharts
Duration	30 minutes
Type of Activity	<ul style="list-style-type: none"> <li>• Teacher demonstrate how to create visual supports such as schedules and visual cues using colorful visuals and examples.</li> <li>• The children are invited to participate in hands-on activities such as creating their own visual schedules for typical school day</li> <li>• Facilitator explain the importance of consistency and routines in a structured classroom environment</li> </ul>
Teaching Objectives	To learn how to create a structured and predictable environment that supports children with ASD
Resources	<ul style="list-style-type: none"> <li>• Boroson, B.L. (2016). Autism Spectrum Disorder in the Inclusive Classroom, 2nd Edition: How to Reach and Teach Students with ASD</li> </ul>
Activity 4	A 1.1.4
Aim of the activity	<ul style="list-style-type: none"> <li>• Creating a sensory- friendly classroom design</li> </ul>
Equipment (if needed)	Visual support, schedules, communication devices
Duration	20 minutes



Type of Activity	<ul style="list-style-type: none"> <li>• Facilitator explain sensory sensitivities and sensory processing difficulties an a child- friendly manner</li> <li>• The children engage in a sensory exploration activity such as a sensory table with different textures and objects</li> <li>• Teacher discuss strategies for creating a sensory-friendly environment such as using calming corners and providing noise-canceling headphones</li> </ul>
Teaching Objectives	To learn about the tools and materials that can be used to support children with ASD in the classroom
Resources	<ul style="list-style-type: none"> <li>• Lawrence, C., Atwood T. (2019). Teacher Education and Autism</li> </ul>
Activity 5	A 1.1.5
Aim of the activity	<ul style="list-style-type: none"> <li>• Communication and social interaction</li> </ul>
Equipment (if needed)	Communication tools, visual aids, social stories
Duration	20 minutes
Type of Activity	<ul style="list-style-type: none"> <li>• Facilitator demonstrates communication tools to support effective communication</li> <li>• The children participate in a group activity where they practice turn- taking and using visual prompts to express their thoughts and feelings</li> <li>• The facilitator discuss strategies for promoting social interactions and developing peer relationships such as cooperative games and buddy system</li> </ul>
Teaching Objectives	To learn about communication strategies that can be used to support children with ASD in the classroom
Resources	<ul style="list-style-type: none"> <li>• Bleiweiss, J.D., Cohen, S. (2013). Everyday Classroom Strategies and Practice for Supporting children with Autism Spectrum Disorders.</li> </ul>

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Activity 6	A 1.1.6
Aim of the activity	Practical Activities and Resources/ Conclusion
Equipment (if needed)	Educational apps, projector, any assistive technologies
Duration	20 minutes
Type of Activity	<ul style="list-style-type: none"> <li>• Teacher guide the children through a series of hands on activities such as creating personalized visual supports and practicing self-regulation techniques</li> <li>• The children are introduced to useful resources such as educational apps and assistive technologies through interactive demonstrations</li> <li>• The workshop concludes with a brief discussion on how the children can apply what they have learned in their classroom and daily lives</li> </ul>
Teaching Objectives	To learn about the tools and materials that can be used to support children with ASD in the classroom
Resources	<ul style="list-style-type: none"> <li>• Boroson, B.L. (2016). Autism Spectrum Disorder in the Inclusive Classroom, 2nd Edition: How to Reach and Teach Students with ASD</li> </ul>

## References

- Bleiweiss, J.D., Cohen, S. (2013). Everyday Classroom Strategies and Practice for Supporting children with Autism Spectrum Disorders.
- Lawrence, C., Atwood T. (2019). Teacher Education and Autism
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