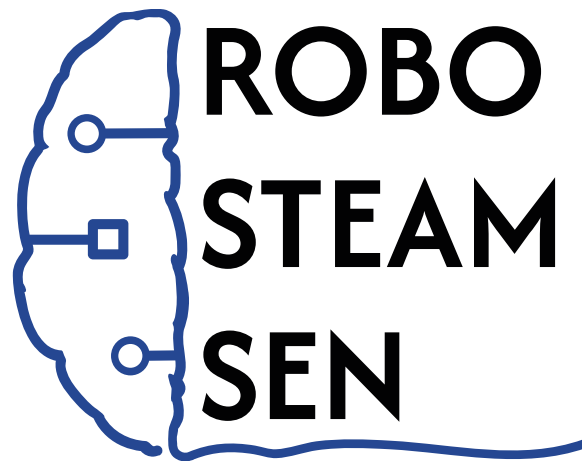


## WP2.T5 Case Scenarios Report

### “WP2. Adapting Resources, Methodologies and Tools by IDD”



**Training SEN teachers to  
use ROBOTICS for fostering  
STEAM and develop  
computational thinking**

**Project No. 2023-1-ES01-KA220-SCH-000155379**



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# 1. Case Scenarios Identificaiton

In WP2 an important part is to know how to use the taxonomy and user model to do adaptations at classes considering IDD students. This is conducted by documenting the use that can be applied in most common case scenarios. In the description of WP2.Task5 we proposed the following: *“Definition of case scenarios for the adaptation of interventions. Resources from WP2.T4 will be used and also the user model (WP2.T3) and the taxonomy (WP.T2). Led by UEF and evaluated technically by universities and pedagogically by schools.”*

This involves two main parts, one to be done during the definition of the taxonomy and the user model and during the compilation of resources that is the identification of most common case scenarios and the other the description of that case scenarios using the results of WP2.T2, WP2.T3 and WP2.T4.

## 1.1. Case scenario concept

When we talk about a Case Scenario we understood it as the necessary steps to carry out an action in a specific context or situation. Each scenario should consider a set of steps and a possible workflow diagram.

### Example

- **Case Scenario Name:** A new student with IDD.
- **Description:** A new student arrives to our institution, and it is necessary to provide an adaption to his/her features....
- **Frecuency:** 1 each two months.
- **Steps:**
  1. Analysis of the student IDD evaluation.
  2. Analysis of the student IDD profile identifying the specific features for this student of the IDD.
  3. Adaption of the resources.
  4. Adaption of the activities.
  5. If 3 or 4 does not work, go to 2 and analyse again.
  6. Integrate the student into the class.
- Flow diagram describing the possible steps
- Resources used: Evaluation forms
- Activities:
  - Analysis of student IDD:
    1. Read health care recommendations.

2. Talk with the parents.
3. Study medication

## 1.2. Case scenario identification template

In order to facilitate compilation and identification of case scenarios a template was defined with several tables. First it was necessary the identification and evaluation of possible intervention scenarios (Table 1) considering the **name**, **frequency** (number of times per year) and **priority** (from 0 to 10). The table provided includes some possible scenarios where the school partners should add frequency and priority and also should add at least two more.

Table 1. – Identification of scenarios

| Name of the scenario                  | Frequency        | Priority             |
|---------------------------------------|------------------|----------------------|
| New student with IDD                  | <times per year> | <value from 0 to 10> |
| New resource to use with the students | <times per year> | <value from 0 to 10> |
| New activity                          | <times per year> | <value from 0 to 10> |
| New learning program to implement     | <times per year> | <value from 0 to 10> |
| <Add at least two more>               | <times per year> | <value from 0 to 10> |

Once they have identified the common scenarios, they should select 2 of them and describe them by following the table 2 instructions. Including a description, the main steps a flow diagram, resources that they use and activities.

Table 2. – Description of selected scenarios your scenario

|                                                                              |
|------------------------------------------------------------------------------|
| Case scenario name:                                                          |
| Description: <no more than 500 words>                                        |
| Steps: <describe the steps followed by you, see above sample>                |
| Flow diagram: <take into account the steps description>                      |
| Resources: <that you use if any>                                             |
| Activities: <that you carry out if any, they can be described also as steps> |

## 2. Scenarios Results

The schools involved in the scenarios' identification considered a total of 32 common scenarios in their specific context, all of them are described in the table 3, including the frequency and of each of them. The first four scenarios are those included in the table 1 as more relevant considering schools' opinion, the rest depends on each school context. It is interesting to point out that SCO as Special Needs School identified very concrete scenarios with students with severe IDD while the rest present more common procedures (some related with students adaptations or even with context interventions) that can be applied in several contexts when educating in STEAM. Frequencies depends on the contexts and the scenario for instance in all schools from 1 to 2 new students with IDD per year are the usual while other scenarios such as the inclusion of a new activity are different. Regarding priority it is different in regular and special needs schools except when talking about a new student with IDD, that in every institution is on the highest level.

Table 3. – Scenarios description by partner including frequency and priority

| Scenario                                 | CIC               |          | EuroED        |          | UEF         |          | SCO                                                        |          |
|------------------------------------------|-------------------|----------|---------------|----------|-------------|----------|------------------------------------------------------------|----------|
|                                          | Frecuency         | Priority | Frecuency     | Priority | Frecuency   | Priority | Frecuency                                                  | Priority |
| New student with IDD                     | 2 per year        | 10       | 1 per quarter | 10       | 1 per year  | 10       | At the beginning of the course and once or twice a quarter | 10       |
| New resource to use with the students    | 1 per year        | 5        | 1 per month   | 10       | 1 per month | 8        | 1 per quarter                                              | 7        |
| New activity                             | 1 per year        | 5        | 1 per month   | 8        | 1 per month | 9        | every 15 days                                              | 6        |
| New learning program to implement        | 1 per year        | 4        | 1 per quarter | 10       | 1 per year  | 8        | every quarter                                              | 7        |
| New student with IDD on the class/course | 2 per class/year  | 10       |               |          |             |          |                                                            |          |
| Student with learning difficulties       | 10 per class/year | 8        |               |          |             |          |                                                            |          |
| Transitioning to Online Learning         |                   |          | 1 per quarter | 6        |             |          |                                                            |          |
| Social Skills Development                |                   |          | Every Day     | 10       |             |          |                                                            |          |
| Inclusion in Extracurricular Activities  |                   |          | 1 per month   | 10       |             |          |                                                            |          |
| Parental Involvement Program             |                   |          | 1 per month   | 10       |             |          |                                                            |          |



| Scenario                                                                                                                                                                                                                                                                   | CIC       |          | EuroED    |         | UEF       |         | SCO             |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|-----------|---------|-----------|---------|-----------------|----------|
|                                                                                                                                                                                                                                                                            | Frecuency | Priority | Frecuency | Priorit | Frecuency | Priorit | Frecuency       | Priority |
| Use of the school nursery to go both when we have symptoms of an illness (mouth pain, stomach pain...) and when we want to simulate a medical check-up. In this way we work in a natural context with an event that is sometimes difficult to understand for our students. |           |          |           |         |           |         | Once a month    | 7        |
| We worked on cleaning activities in the school bathroom. Washing hands, combing hair, brushing teeth. In this way we improve our autonomy skills.                                                                                                                          |           |          |           |         |           |         | Every day       | 9        |
| Cinema classroom. We pretend to go to the cinema, so we prepare tickets, popcorn and watch a movie. In this way we work on standards of conduct in a social context and the enjoyment of leisure and free time.                                                            |           |          |           |         |           |         | Twice per month | 3        |

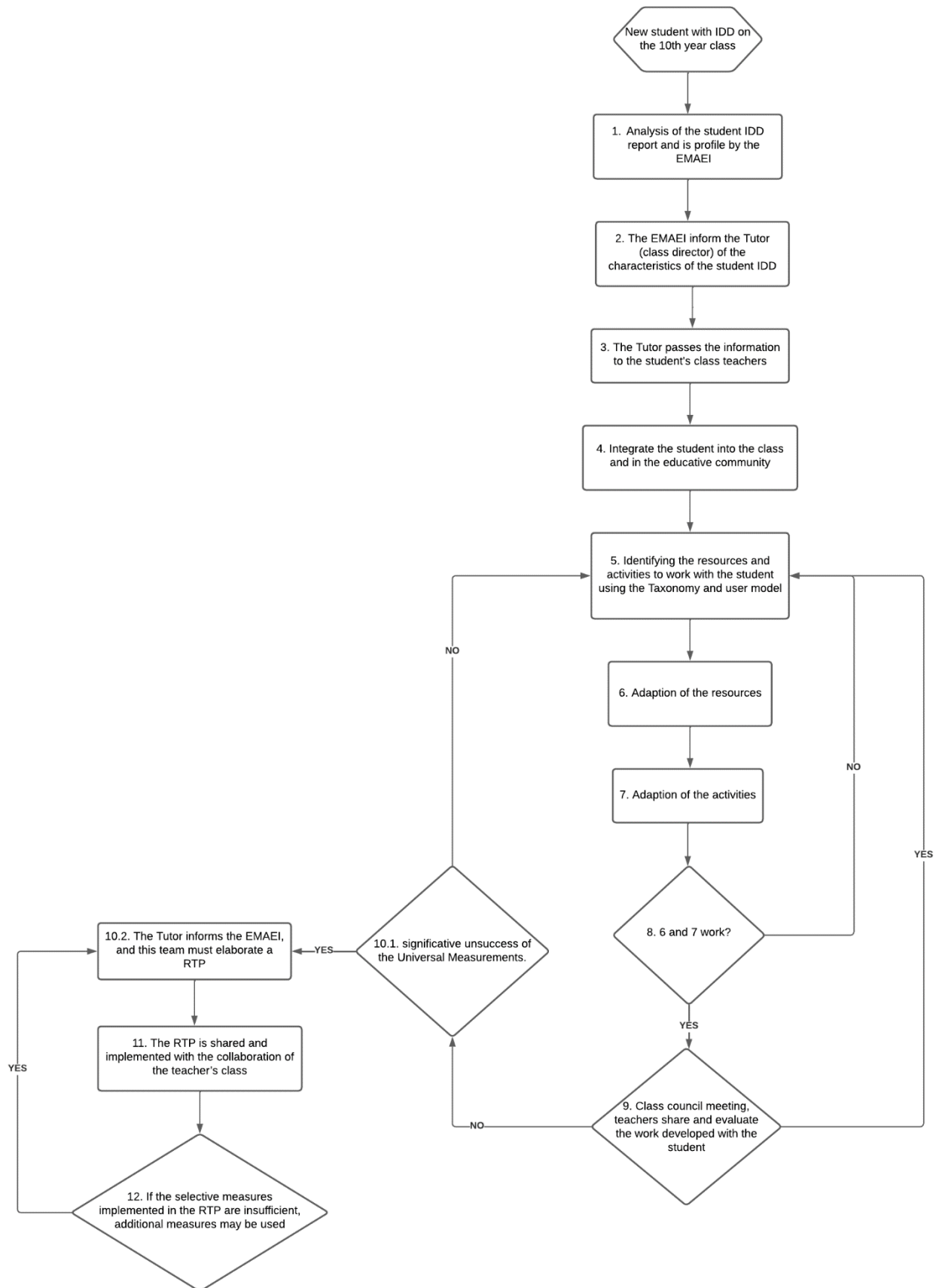
### 3. Selected Scenarios Description

In this section the selected scenarios by the schools are described using the template of table 2. It should be noted that in some of the flowchart is not shown, this is because those scenarios are just a set of sequential steps.

#### 3.1. Colegio Internato Dos Carvalhos (CIC)

*Table 4. – CIC Scenario 1 – New student with IDD on a specific class*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Case scenario name:</b> New student with IDD on the 10th year class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Description:</b> A new student is inserted into a tenth-year class that is part of an area of study, and the following year they can choose a course in that area of study. This new student has already been referenced from the previous school with their IDD, having a report with information on the measures previously adopted and possibly some characteristics of the student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Analysis of the student IDD report and is profile by the EMAEI (Multidisciplinary Support Team for Inclusive Education), where they identify specific features for this student.</li> <li>2. The EMAEI inform the Tutor (class director) of the characteristics of the student IDD and, if possible, some specific features to work with the student.</li> <li>3. The Tutor passes the information to the student's class teachers.</li> <li>4. Integrate the student into the class and in the educative community.</li> <li>5. Each Teacher analyses the information of the student IDD profile identifying the resources and activities to work with the student using the Taxonomy and user model.</li> <li>6. Adaption of the resources.</li> <li>7. Adaption of the activities.</li> <li>8. If 6 or 7 does not work, go to 5 and analyse again.</li> <li>9. At the end of each school period, in a class council meeting, teachers share and evaluate the work developed with the student, thus being able to redefine new resources and activities (go to step 5 if necessary).</li> <li>10. In case of significative unsuccess of the Universal Measurements, the Tutor informs the EMAEI, and this team must elaborate a RTP (technical-pedagogical report), being able to appeal of the following resources and activities:               <ul style="list-style-type: none"> <li>Differentiated curricular paths.</li> <li>Non-significant curricular adaptations.</li> <li>Psych pedagogical support.</li> <li>Anticipation and reinforcement of learning.</li> <li>Tutorial support.</li> </ul> </li> <li>11. The RTP is shared and implemented with the collaboration of the teacher's class.</li> <li>12. If the selective measures implemented in the RTP are insufficient, additional measures may be used, which include:               <ul style="list-style-type: none"> <li>Frequency of the school year by subjects.</li> <li>Significant curricular adaptations.</li> </ul> </li> </ol> |
| <b>Flow diagram:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



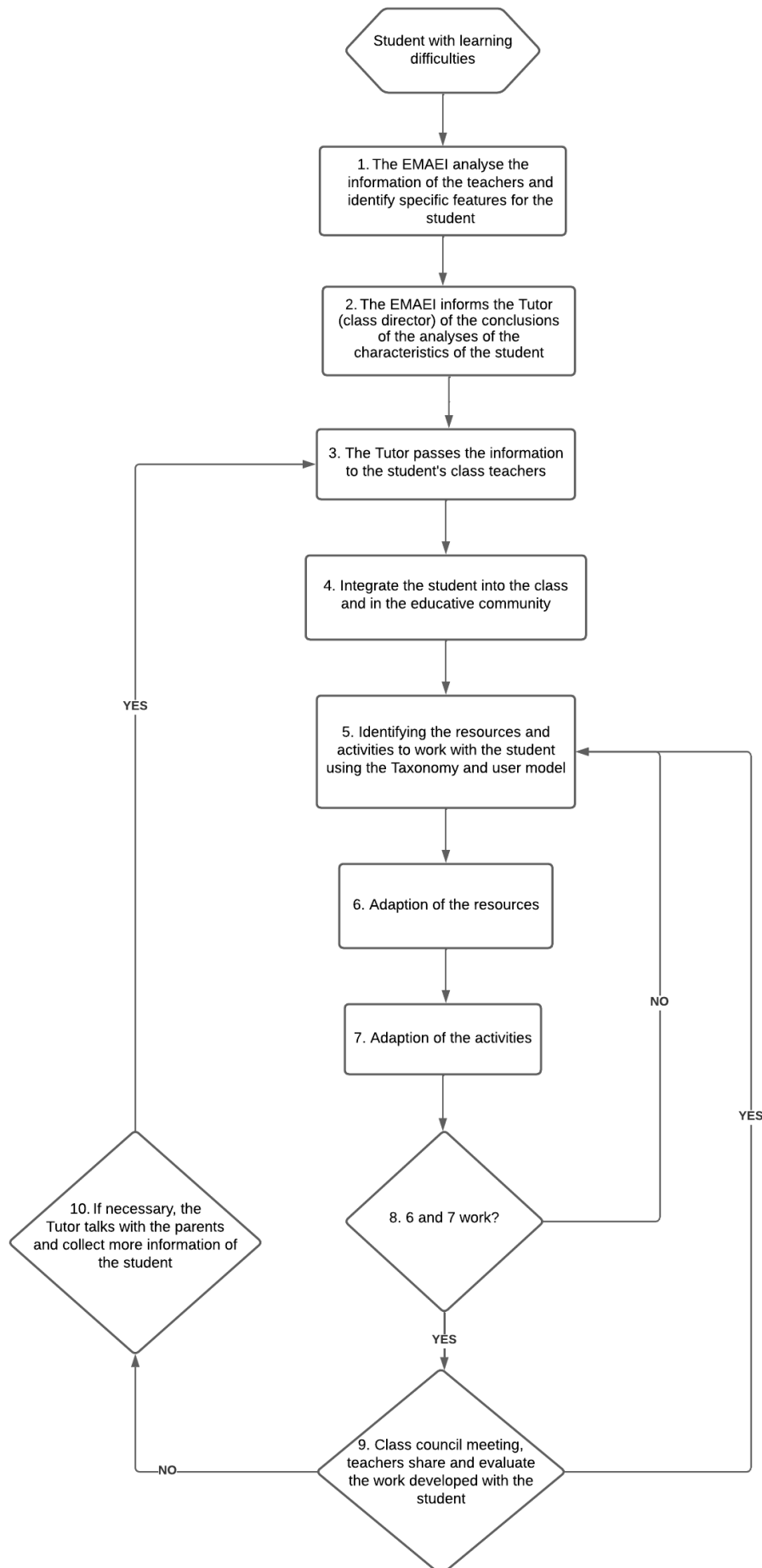
**Resources:** Evaluation forms, diagnose tests, summative tests, research work, practical work, robots.

**Activities:**

- Analysis of student IDD information:
  - Read health care recommendations.
  - Talk with the parents.
  - Medical reports.
  - Psychological assessment reports.
  - Study medication effects.
  - Teachers reports.
- Differentiate student productions.
- Stand with the student while giving instructions and/or making presentations.
- Place the student in a place in the classroom that provides a better field of vision.
- Sit the student next to a “positive role model” colleague.
- Organize the classroom space so as not to contain stimuli that could be distracting for the student.
- Provide the student with additional time to conduct tasks that require greater effort.
- Pay particular attention to oral or written assessments, safeguarding the positive aspects.
- Give clear instructions to the student, one at a time, without overloading them with too much information at the same time.
- Work on non-verbal signaling with the student, for example a gentle touch on the shoulder, when they are not paying attention.
- Make some notes available, preventing the student from having to copy them from the board.
- Write the key contents on the board.
- Allow time for the student to respond.
- Conduct reviews using questions like those on the evaluation form.
- Prioritize assessment through practical work, giving them greater weight.
- Using the computer to support teaching-learning.
- Prepare/copy the correction of the evaluation form.
- Conduct assessments according to the student’s learning pace.
- Do not penalize students for their handwriting, spelling mistakes and sentence construction errors.
- Provide more time.
- Replace the test with an oral assessment and/or other activity, according to the student's needs.
- Provide specific guidance.
- Create questions: more direct, multiple choice, association, or correspondence, simplifying terminology. Reduce the number of questions, adapting the quotes. Assigning less weight.
- Organize work groups that allow students with different potentials to help each other.
- Give the student the opportunity to respond.
- Value/evaluate student participation and responsibility.
- Use clear and precise rules in the classroom context.
- Value the cooperative development of behaviors and routines in the classroom.
- Use strategies to promote autonomy and initiative.

Table 5. CIC Scenario 2 – Student with learning difficulties

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Case scenario name:</b> Student with learning difficulties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Description: A student reveals learning difficulties in some disciplines, principle in Portuguese and Math's, and in the others the results are not satisfactory. If he is a student of tenth-year class is possible that not have a report of the problematic of the student, in this case is possible to one teacher report the problem to the Tutor (class director) and then the Tutor report the case to the EMAEI (Multidisciplinary Support Team for Inclusive Education). After this point begins the investigation of the problems of the students and is characteristics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. The EMAEI (Multidisciplinary Support Team for Inclusive Education) analyse the information of the teachers and identify specific features for the student. At this point is possible Psych pedagogical support to identify psychological problems.</li> <li>2. The EMAEI informs the Tutor (class director) of the conclusions of the analyses of the characteristics of the student.</li> <li>3. The Tutor passes the information to the student's class teachers.</li> <li>4. Integrate the student into the class and in the educative community.</li> <li>5. Each Teacher analyses the information of the student IDD profile identifying the resources and activities to work with the student using the Taxonomy and user model.</li> <li>6. Adaption of the resources.</li> <li>7. Adaption of the activities.</li> <li>8. If 6 or 7 does not work, go to 5 and analyse again.</li> <li>9. At the end of each school period, in a class council meeting, teachers share and evaluate the work developed with the student, thus being able to redefine new resources and activities (go to steps 5 if necessary).</li> <li>10. If necessary, the Tutor talks with the parents and collect more information of the student and informs the student's class teachers.</li> </ol> |
| <b>Flow diagram:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



**Resources:** Evaluation forms, diagnose tests, summative tests, research work, practical work, robots.

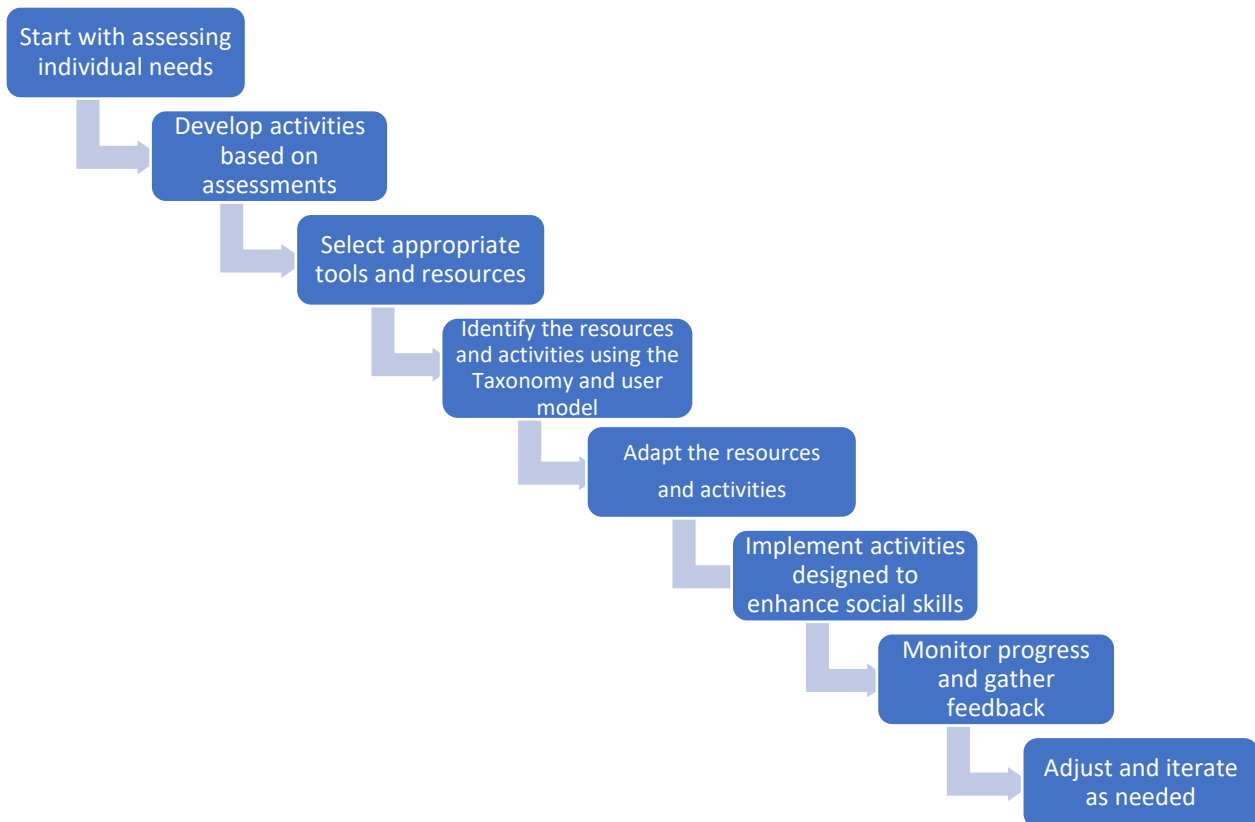
**Activities:**

- Analysis of student information:
  - Talk with the parents.
  - Psychological assessment reports.
  - Teachers reports.
- Differentiate student productions.
- Stand with the student while giving instructions and/or making presentations.
- Place the student in a place in the classroom that provides a better field of vision.
- Sit the student next to a “positive role model” colleague.
- Organize the classroom space so as not to contain stimuli that could be distracting for the student.
- Provide the student with additional time to conduct tasks that require greater effort.
- Pay particular attention to oral or written assessments, safeguarding the positive aspects.
- Give clear instructions to the student, one at a time, without overloading them with too much information at the same time.
- Work on non-verbal signaling with the student, for example a gentle touch on the shoulder, when they are not paying attention.
- Make some notes available, preventing the student from having to copy them from the board.
- Write the key contents on the board.
- Allow time for the student to respond.
- Conduct reviews using questions similar to those on the evaluation form.
- Prioritize assessment through practical work, giving them greater weight.
- Using the computer to support teaching-learning.
- Prepare/copy the correction of the evaluation form.
- Conduct assessments according to the student’s learning pace.
- Do not penalize students for their handwriting, spelling mistakes and sentence construction errors.
- Provide more time.
- Replace the test with an oral assessment and/or other activity, according to the student's needs.
- Provide specific guidance.
- Create questions: more direct, multiple choice, association, or correspondence, simplifying terminology. Reduce the number of questions, adapting the quotes. Assigning less weight.
- Organize work groups that allow students with different potentials to help each other.
- Give the student the opportunity to respond.
- Value/evaluate student participation and responsibility.
- Use clear and precise rules in the classroom context.
- Value the cooperative development of behaviors and routines in the classroom.
- Use strategies to promote autonomy and initiative.

## 3.2. EuroEd

Table 6. EuroEd Scenario 1 – Social Skills Development

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Case scenario name: Social Skills Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Description:</b><br><br><p>This case scenario focuses on enhancing social skills among children with Intellectual and Developmental Disabilities (IDDs) through an adaptive, multimodal instructional design. Recognizing the diverse needs of children with IDDs, the scenario is tailored to facilitate meaningful social interactions, improve communication skills, and build self-confidence in a supportive learning environment.</p> <p>The activities integrate technology, hands-on activities, and collaborative learning strategies, customized to accommodate the varying abilities and learning styles of children with IDDs.</p> <p>Key components include role-playing activities, digital storytelling, and interactive games that promote social cues recognition and appropriate social behavior.</p> <p>There is also a need to include a regular assessment to monitor progress and adjust learning strategies accordingly, ensuring that each child can achieve their highest potential in social interactions.</p>                                                                                                                                                                                                                                                             |
| <b>Steps:</b><br><br><ol style="list-style-type: none"> <li>1. Assessment of Individual Needs: Evaluate each child's current social skills and specific challenges through observations and input from caregivers and professionals.</li> <li>4. Scenario Design: Develop a structured program that includes goals for social interaction, communication enhancement, and emotional recognition tailored to the needs of the group.</li> <li>5. Selection of Tools and Resources: Integrate assistive technologies, visual aids, and interactive digital platforms that support engaging and interactive learning.</li> <li>5. Each Teacher analyses the information of the student IDD profile identifying the resources and activities to work with the student using the Taxonomy and user model.</li> <li>6. Implementation of Activities: Conduct structured activities that encourage peer interaction, such as role-playing scenarios and group projects.</li> <li>7. Ongoing Monitoring and Feedback: Use continuous assessment tools to track progress and gather feedback from educators and parents to refine the program.</li> <li>8. Adjustments and Iterations: Make necessary adjustments based on feedback and assessment outcomes to better meet the needs of the children.</li> </ol> |
| <b>Flow diagram:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



#### Resources:

- **Assistive Technology:** Devices and software that aid communication, such as speech-generating devices and visual communication aids. During group activities, children can use SGDs to participate in discussions or respond to questions. This helps them practice turn-taking and expressing their thoughts in social settings. For instance, in a storytelling session, a child could use an SGD to narrate a part of the story or describe a character's feelings.
  - GoTalk: This range of devices provides robust options for communication, featuring multiple message levels, icon-based communication, and recording capabilities, suitable for varying speech needs.
  - PECS (Picture Exchange Communication System): A unique alternative/augmentative communication system that uses pictures to teach communication skills. Tools like *PECS* during a cooperative play session where children exchange picture cards to request toys or actions from each other. This promotes understanding of request and response dynamics in social interactions.
  - Apps like *Proloquo2Go* and *LAMP Words for Life* are designed for symbol-based communication. During social skills training, teachers can set up role-playing scenarios where students use these apps to ask for items, make comments, or even joke, thereby engaging in interactive and socially meaningful exchanges.
  - Tools: Visual schedules and task breakdown cards that show step-by-step actions required for social interactions (like greeting someone or asking for help).
  - Wearable Technology: Devices like the Apple Watch or Fitbit can be programmed with reminders or cues to help children perform social behaviors at appropriate times. For instance, a reminder can prompt a child to say "thank you" when they receive something, or to ask a peer to play during recess.
  - Augmented Reality (AR) and Virtual Reality (VR) can simulate real-life social interactions in a

controlled, safe environment. For example, using a VR headset, children can practice attending a birthday party, where they must use appropriate social greetings, share toys, and participate in group games. VR headsets like the Oculus Quest can run social skills development apps designed specifically for educational purposes.

- **Digital Platforms:** Interactive apps and websites that offer simulations and storytelling for social skills development.
  - **Model Me Going Places:** This app uses video modeling to demonstrate social skills in different settings such as the hairdresser, doctor, playground, and more. Teachers can use these videos as a basis for discussion and role-playing in class, asking students to identify appropriate behaviors and then practice them in a simulated setting.
  - **Social Stories:** Apps like "The Social Express" and "Touch and Learn - Emotions" help children understand and respond to social cues. They provide interactive scenarios where children can practice making social decisions.
  - **Social Adventures:** An app designed to help children with social challenges learn and practice social skills through guided activities. It can be used during small group sessions to guide social interaction activities and games that encourage children to engage and communicate with each other.
  - **BrainPOP:** Features animated educational videos on a variety of subjects, including social emotional learning. Teachers can use specific social skills videos as a warm-up activity to introduce topics such as empathy, cooperation, and friendship.
- **Educational Materials:** Customized visual aids, flashcards, and social stories that illustrate various social scenarios and appropriate responses.
  - **Behavior Cue Cards:** These are visual or textual reminders that help children understand and remember appropriate social behaviors. Cards can be used during activities to remind children of the steps involved in a social interaction, like greeting someone or asking for help.
  - **Emotion Cards:** Cards that display different emotions with corresponding facial expressions. Use these during group discussions or individual therapy sessions to help children recognize and name emotions, a fundamental skill in developing empathy.
  - **"You & Me": A Social Skills Board Game:** This game helps players talk about feelings, understand body language, and practice responding in social situations. Incorporate game play into social skills lessons or small group therapy sessions to practice and discuss social interactions in a fun setting.
  - **Puppet Theater Sets:** Puppets can act out a variety of social situations, allowing children to observe and then practice the appropriate responses. Puppets can be particularly effective with younger children who may be more engaged by the animated nature of the puppets.
- **Social Skills Posters:** Large, colorful posters that illustrate concepts like turn-taking, sharing, listening, or using polite words. Hang these in the classroom or therapy room as constant visual reminders of the social skills being targeted.
- **Social Skill Builder:** Offers a range of software and apps designed to build social understanding in various contexts through interactive videos and real-life scenarios. Teachers can also create social stories that address specific situations children might encounter, such as sharing toys, waiting their turn, understanding feelings, or responding to invitations. Use these stories as a part of daily reading or during transition times to reinforce social norms and expected behaviors.

### Activities:

- **Role-Playing:** Children participate in guided role-playing activities to practice and discuss various social situations.
- **Digital Storytelling:** Using digital tools, children create stories that express common social scenarios, which are then used as discussion starters.
- **Interactive Games:** Games designed to foster social interaction and teamwork, enhancing peer engagement

and cooperation.

**Daily Activity Plan for Teachers.** This daily activity plan provides a structured approach to integrating social skills development into the regular school day for children with IDD. It emphasizes repeated practice, real-world application, and ongoing feedback, key components in teaching complex social skills.

- **Morning Circle Time (10-15 minutes)**  
Objective: Foster a sense of community and practice greeting behaviors.  
Activity: Start each day with a morning circle where each child greets their peers and teachers using either verbal greetings, sign language, or communication devices, depending on their abilities. Include a 'Question of the Day' to encourage simple exchanges, such as "What is your favorite color?" or "What did you do this weekend?"
- **Structured Play Period (20-30 minutes)**  
Objective: Enhance peer interaction and cooperative play skills.  
Activity: Facilitate small group activities that require teamwork, such as building a structure with blocks or completing a puzzle together. Rotate the groups weekly to allow children to interact with different peers.
- **Story Time (15-20 minutes)**  
Objective: Develop understanding of social cues and appropriate responses.  
Activity: Read a story focused on social interactions, discussing characters' feelings and actions. Use visual aids like storyboards or puppets to make the scenarios more engaging and easier to understand.
- **Role-Playing Session (15-20 minutes)**  
Objective: Practice real-life social situations in a controlled setting.  
Activity: Conduct role-playing exercises based on common social scenarios, like asking for a turn, joining a game, or expressing an emotion. Provide specific roles and guided prompts to help children act out the situations.
- **Reflection and Feedback (10-15 minutes)**  
Objective: Encourage self-reflection and gather input on the learning experience.  
Activity: End the day with a reflection session where children can express one thing they learned about social interactions or one positive social interaction they had. Use a visual "feedback board" where children can place a sticker or a mark next to pictures representing different social skills they practiced.
- **Weekly Parent/Guardian Feedback (Ongoing)**  
Objective: Engage parents in the social skills development process and gather additional insights.  
Activity: Send weekly updates to parents via email or a communication app, outlining their child's progress and any notable interactions. Encourage parents to provide feedback and share observations from home.

Table 7. – Euroed Scenario 2. Implementation of a Sensory-Friendly-Classroom Environment

| <b>Case scenario name: Sensory-Friendly Classroom Environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
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| <b>Description</b><br>This case scenario outlines the implementation of a sensory-friendly classroom designed to accommodate the unique sensory needs of students with Intellectual and Developmental Disabilities. The classroom is structured to minimize sensory overload and create a calming, supportive learning environment. It includes adjustments in lighting, noise levels, and classroom layout, along with the use of sensory integration tools such as tactile toys, noise-canceling headphones, and visual aids. The approach involves regular assessments of individual sensory needs, customized interventions, and continuous collaboration with occupational therapists to ensure the environment supports each student's learning and well-being.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Steps</b> <ol style="list-style-type: none"> <li>1. Assessment of Sensory Needs: Evaluate each student's specific sensory sensitivities and preferences through observations and assessments conducted by occupational therapists.</li> <li>9. Environment Adjustment: Modify the physical classroom environment to reduce sensory triggers. This includes implementing soft lighting, quiet zones, and designated activity areas.</li> <li>10. Integration of Sensory Tools: Introduce sensory tools such as tactile mats, fidget toys, and weighted blankets that students can use as needed.</li> <li>11. Curriculum Adaptation: Adjust teaching methods to include sensory-friendly strategies, such as visual schedules and hands-on learning activities.</li> <li>12. Each teacher or expert should identifying the resources and activities to adapt and adjust using the Taxonomy and user model.</li> <li>13. Ongoing Monitoring and Adjustment: Regularly review the effectiveness of the sensory-friendly modifications and make adjustments based on student feedback and observed needs.</li> <li>2. Staff Training and Development: Provide training for all educational staff on sensory challenges and appropriate interventions to ensure a supportive learning environment.</li> </ol> |  |
| <b>Flow diagram</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

### Assess individual sensory needs

- Observe and evaluate each student's specific sensory sensitivities and preferences.

### Adjust the physical environment

- Modify the physical classroom environment to reduce sensory triggers.
- Implement soft lighting, quiet zones, and designated activity areas.

### Integrate sensory tools into the classroom

- Introduce sensory tools such as tactile mats, fidget toys, and weighted blankets that students can use as needed.

### Adapt curriculum with sensory-friendly teaching methods

- Identify the resources and activities to adapt and adjust using the Taxonomy and user model

### Monitor effectiveness and make ongoing adjustments

- Regularly review the effectiveness of the sensory-friendly modifications
- Make adjustments based on student feedback and observed needs.

### Train and develop staff on sensory integration strategies

- Provide training for all educational staff on sensory challenges and appropriate interventions to ensure a supportive learning environment.

#### Resources:

- Physical Modifications: Noise-canceling curtains, adjustable lighting, and furniture that is easily reconfigurable.
- Sensory Integration Tools: Tactile toys, fidget spinners, balance cushions, and sensory walls.
- Educational Materials: Visual schedules, simplified instructions, and interactive, touch-based learning devices.
- Technological Resources
  - Adjustable Lighting Systems
  - LED Dimmable Lights: Allows for the adjustment of brightness and color temperature to create a calming atmosphere or to energize the room as needed.
  - Smart Lighting Controls: Systems that can be programmed to change lighting based on the time of day or specific classroom activities, helping to regulate the sensory environment automatically.
- Sound Management Devices
  - Noise-Canceling Headphones: Essential for students who are sensitive to noise, allowing them to

focus on work without being disturbed by ambient sounds.

- White Noise Machines: Helps to mask disruptive noises with soothing sounds, which can be particularly beneficial during rest or independent work times.
- Interactive Displays and Touch Screens
  - Interactive Whiteboards: Engage students in learning through touch and visual input, which can be less overwhelming than traditional verbal lectures.
  - Tablets with Sensory Apps: Devices loaded with applications that provide sensory feedback, such as visual puzzles, calming animations, or music therapy apps.
- Virtual Reality (VR) Headsets
  - Therapeutic VR Applications: Used for controlled sensory experiences that can teach coping mechanisms or provide a calming environment for students feeling overwhelmed.
- Non-Technological Resources
  - Furniture and Layout Adjustments
  - Soft Furnishings: Bean bags, foam chairs, and padded floor mats provide safe, comfortable seating options that can be less stimulating than traditional chairs and desks.
  - Flexible Seating Arrangements: Allows students to choose where they feel most comfortable, whether it's a quiet corner, a rocking chair, or a desk with a privacy board.
- Sensory Integration Tools
  - Tactile Toys and Fidget Tools: Objects like stress balls, squishy toys, or textured materials that students can manipulate to help maintain focus or calm nerves.
  - Weighted Blankets and Vests: Provide deep pressure input which is comforting for many children with sensory processing challenges.
- Visual Aids and Organizers
  - Visual Schedules: Large, easy-to-understand daily schedules that use pictures to communicate the day's activities, reducing anxiety about the unknown.
  - Color-Coded Organizers: Helps to visually distinguish between different subjects or parts of the day, aiding in mental organization and transitions.
- Decor and Environmental Modifications
  - Calming Colors and Themes: Wall colors and decorations that use soft, soothing colors to reduce visual stimulation.
  - Partition Walls or Curtains: Create smaller, contained areas within the classroom for students to work without distraction or to take a sensory break.
- Natural Elements
  - Plants and Water Features: Introducing elements like small indoor plants or a tabletop fountain can provide a calming effect and improve the overall sensory quality of the classroom environment.

#### Activities:

- Morning Sensory Warm-Up (20 min)

- Begin each day with a sensory check-in where students can express or select their current sensory needs.
- Start the day with an interactive whiteboard game that warms up fine motor skills and cognitive functions.
- Follow up with a guided tactile activity using texture boards or sensory bins to help students transition smoothly into the school environment.
  
- **Structured Learning Activities (30 - 40 min)**
  - Use tablets with sensory-friendly apps for individual or small group activities. Apps can include puzzles, music creation, or simple coding games that encourage problem-solving and engagement.
  - Implement hands-on learning projects using everyday materials (like paper, clay, or fabric) to teach curriculum topics through tactile exploration.
  - Regular activities specifically designed to engage different senses in a controlled and safe manner, such as tactile exploration stations or listening stations with different types of music.
  - During independent work times, offer noise-canceling headphones and let students choose between white noise or calming instrumental music to enhance focus.
  - Conduct silent reading or drawing sessions where the classroom is kept quiet, allowing students to enjoy peaceful, low-stimulation time.
  - Use physical color-coded bins and organizers for personal and classroom materials, aiding students in managing their own belongings and transitions between activities.
  - Designate a "calming corner" equipped with soft furnishings, weighted blankets, and visual calm-down aids like lava lamps or slow-moving visual toys.
  - Incorporate interactive dance or movement games using a video game console that requires physical participation, improving motor skills and coordination.
  - Daily yoga sessions or simple stretching exercises that help regulate the body's sensory systems and increase physical awareness.
  
- **Reflection and Feedback (20 minutes)**
  - This session allows students to gather as a group at the end of the day to discuss their experiences and feelings about the day's activities.
  - The teacher facilitates a guided discussion where each student has the opportunity to share something they learned about social interactions or a positive social interaction they had that day. This can also include discussing any challenges they faced and brainstorming ways to handle similar situations in the future.
  - To aid in expression, students can use tools like mood boards or emotion cards to help articulate their feelings.
  - This daily reflection helps reinforce learned social skills, fosters a sense of community, and provides teachers with insights into the effectiveness of daily activities and the emotional state of each student.
  
- **Weekly Parent/Guardian Feedback (Ongoing)**
  - Enhance communication with parents and guardians by keeping them informed about the sensory-friendly classroom environment and their child's adaptations and progress, and gather insights to further customize the support provided.
  - Each week, teachers send a customized update to the parents and guardians detailing how their child is interacting with the sensory-friendly adaptations in the classroom. This update includes specific observations about the child's response to various sensory tools and environmental adjustments, such as the effectiveness of noise-canceling headphones during study times, engagement with tactile sensory stations, or reactions to changes in lighting or classroom layout.

The communication also highlights any modifications to the sensory environment that have been particularly beneficial or challenging for the student.

- Additionally, the update seeks feedback from parents on how their child responds to sensory experiences at home, encouraging them to share any strategies they use that are effective or any new sensory challenges that arise. This feedback is crucial for teachers to refine the classroom setting further, ensuring that it continuously evolves to meet the students' changing needs effectively.
- Parents are provided with guidance on how they can extend similar sensory-friendly adaptations at home to create a cohesive and supportive environment across both home and school settings. This ongoing dialogue not only keeps parents well-informed but also fosters a collaborative approach to managing and supporting the sensory needs of students with IDD, making them active partners in their child's education and developmental progress.

### 3.3. University of Eastern Finland (UEF)

Table 8. – UEF Scenario 1 – New student with IDD in the institution

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Case scenario name: New student with IDD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Description:</b><br>The student is coming from another location / country to join our school. He was exposed to SEN school prior to joining our school, but the curriculum or working standard of the school is not known to us, but he has come with his personal reports from his old school. The reports include valuable information about the student with IDD, but not complete info as per our school's needs from such an incoming student. His parents are accompanying him for registration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Steps:</b><br><ol style="list-style-type: none"> <li>1. Collect the personal reports of the student and quickly go through the fundamental info needed.</li> <li>14. Listen to the parents about the additional information they provide about their kid and interact to find the most about the new student.</li> <li>15. Undergo the needed tests and assessments of the student to identify and/ confirm the type of IDD registered in his old profile.</li> <li>16. Classify the student using the Taxonomy</li> <li>17. Analyse the findings and update the profile for a new record of the student at the new school and create a profile in the User Model</li> <li>18. Engage the student in the fundamental activities and resources of the school and evaluate the response and adaptation to the environment</li> <li>2. Integrate to the appropriate level and class, with a special assistant assigned to guide him through the integration process.</li> </ol> |  |
| <b>Flow diagram:-</b> Sequential Steps -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Resources:</b> <ul style="list-style-type: none"> <li>• Evaluation forms</li> <li>• Taxonomy and User Modle</li> <li>• Playing grounds and toys in the school environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Activities:</b> <ul style="list-style-type: none"> <li>• Medical and/or psychotherapy evaluation</li> <li>• Engagement with resources and observation</li> <li>• Discussing the evaluation results with parents to get more information and justification of claims</li> <li>• Provide all the findings to an expert or pannel of experts to finalize the evaluation and suggest integration plans</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

Table 9. – UEF Scenario 2 – New Activity

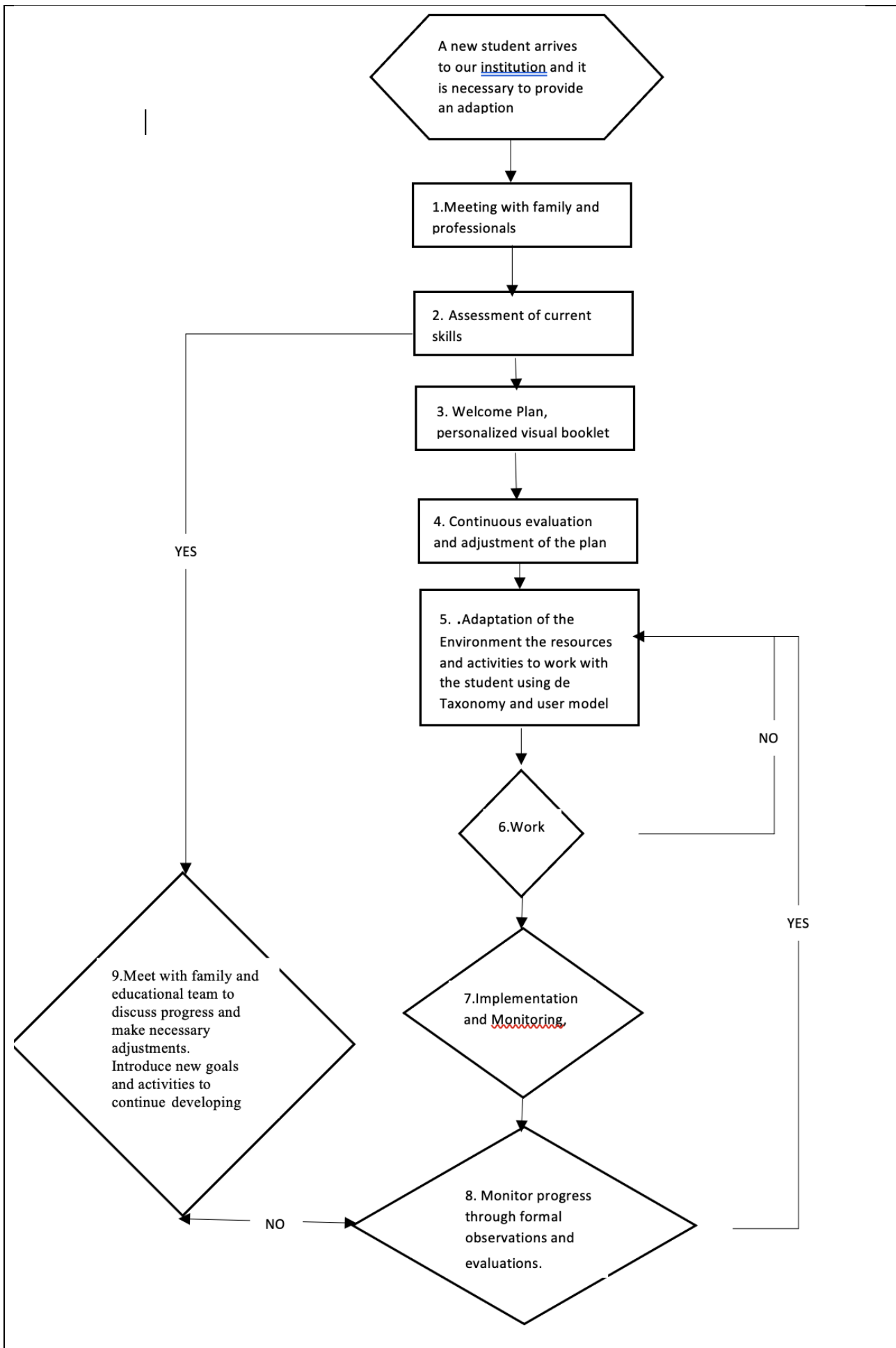
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Case scenario name: New Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Description:</b><br>The teacher plans a new activity to introduce to his students- building physical artifacts from blocks and Lego. The school did not have it before, and the teacher finds out that such resources and activities could promote the SEN students' learning and capabilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Study relevant case practices in other schools and case studies taking into account the Taxonomy classification</li> <li>2. Look into the User Model for resources and activities for piloting</li> <li>3. Display demos and pilot the activity with different groups of students based on their IDD type and levels to learn how to design the activities accordingly</li> <li>4. Update the activity's plan and procure the relevant sets of resources and update them also into the User Model</li> <li>5. Demonstrate the activities to the respective group of students based on the learned experience from the piloting phase and engage the students in the fundamental activities with the resources</li> <li>6. Continuously evaluate the response and reactions by students with varying IDD and personalities, and optimize the presentation of the activity accordingly</li> <li>7. Introduce the activity into the curriculum once proved effective</li> </ol> |
| <b>Flow diagram:</b> - Sequential, not necessary -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Resources:</b> <ul style="list-style-type: none"> <li>• Sets of blocks</li> <li>• Lego sets</li> <li>• User Model</li> <li>• Relevant videos and posters / images</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Activities:</b> <ul style="list-style-type: none"> <li>• Forming groups of at least two students to interact and collaborate</li> <li>• Guide them by introducing the resources and easy to build projects that draw their attention and have fun</li> <li>• Introduce rewards and cheering good performers to motivate them and others to the activity</li> <li>• Gradually enable them to sort the resources in order by color or type or the like so that they develop the capabilities unintentionally</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### 3.4. C. E. E. Nuestra Señora del Sagrado Corazón (SCO)

This is a SEN School so they are including scenarios for a specific disability and also scenarios for the development of a very specific skill by IDD students.

*Table 10. – SCO Scenario 1. – Integration of a Student with ASD Level 2*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Case scenario name: Integration of a Student with Grade 2 Autism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Description: This scenario addresses the arrival of a new student with Grade 2 Autism to the educational institution. The objective is to facilitate their integration through a personalized plan that considers their specific needs, including the adaptation of the environment, resources and teaching methodologies. The process includes the initial evaluation of the student, teacher training and the active participation of the family.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Steps:</p> <ol style="list-style-type: none"> <li>Initial Evaluation:               <ul style="list-style-type: none"> <li>Meeting with family and support team to gather information about the student.</li> <li>Assessment of the student's specific abilities needs and challenges.</li> <li>We use the established Taxonomy to classify the student and define the educational process to be followed.</li> </ul> </li> <li>Welcome Plan:               <ul style="list-style-type: none"> <li>Design of a personalized plan that includes curricular and methodological adaptations.</li> <li>Assignment of a tutor or mentor to accompany the student.</li> </ul> </li> <li>Adaptation of the Environment:               <ul style="list-style-type: none"> <li>Adjustments to the classroom and educational resources, including visual support and structuring of the environment.</li> <li>Teacher training in inclusive and specific teaching strategies for grade 2 autism.</li> <li>We create a profile for the student within the User Model, registering him/her in the application.</li> <li>We look for the technological and methodological resources in the User Model based on our student's profile.</li> </ul> </li> <li>Implementation and Follow-up:               <ul style="list-style-type: none"> <li>Implementation of the welcome plan.</li> <li>Periodic meetings to evaluate progress and make necessary adjustments.</li> </ul> </li> </ol> |
| Flow diagram:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



**Resources:**

- Psychopedagogical evaluations
- Adapted materials (visual aids, visual schedules) with technological resources: Astericgrids
- Grade 2 teacher training in ASD
- Educational technical assistant
- Adapted technology according to needs
- User model resources

**Activities:**

- Initial assessments
- Meetings with families and support team
- Adaptation of materials and environment
- Implementation of the Individualized Education Plan (IEP)
- Continuous monitoring and evaluation

Below SCO describes 4 more case scenarios with specific task for students with ASD Level 2 in each of them the flow task is described by the generic diagram of Figure 1.

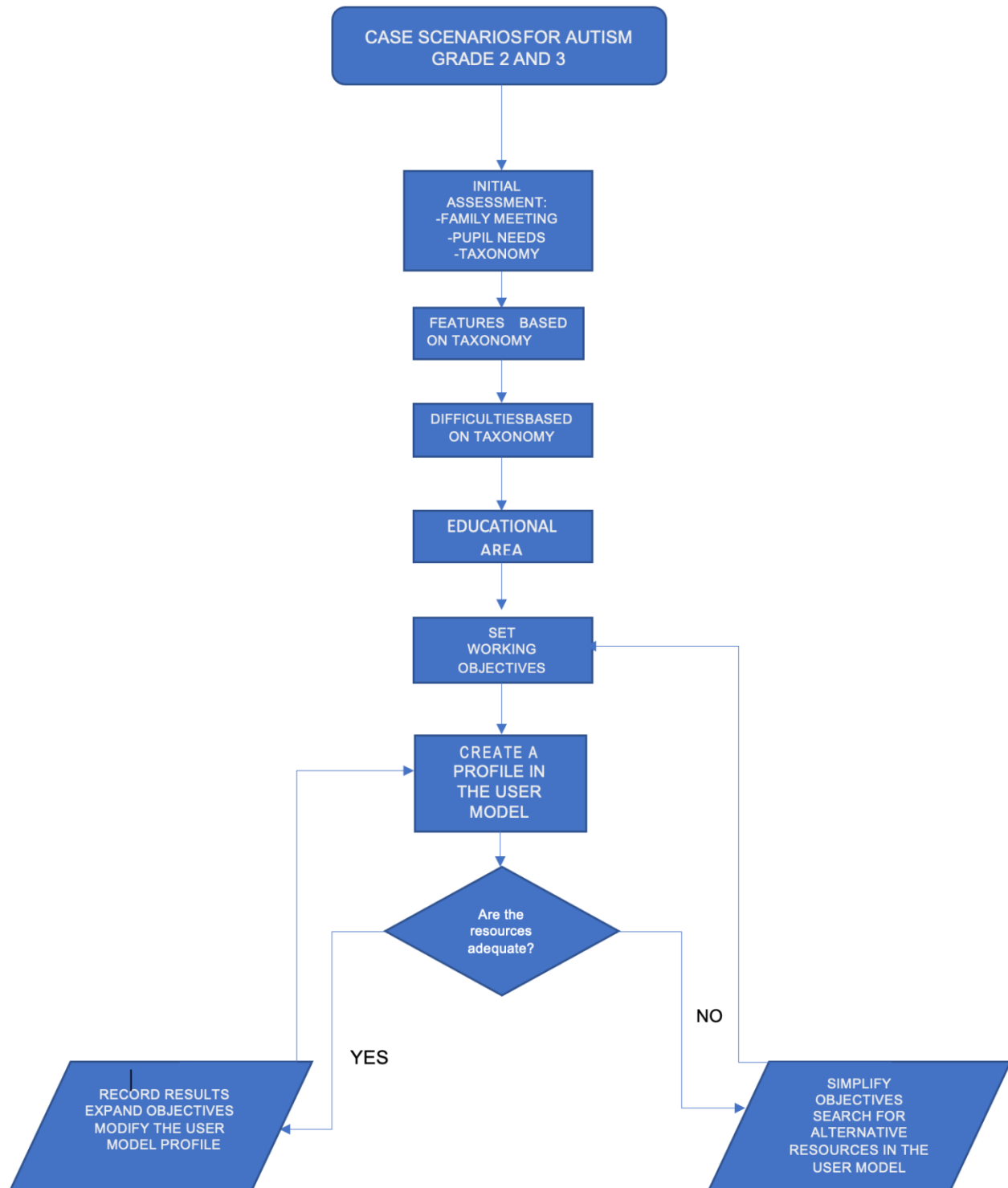


Figure 1. – Generic Flow Diagram for SCO scenarios

Table 11. -SCO Scenario 2 – Specific scenario in using the dinning room by a ASD Level 2 student

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Case Scenario Name: Student with Grade 2 Autism Starting in the Dining Room                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Description: This scenario addresses the new routine to be introduced in a student with autism who does not usually go to the school canteen but who will begin to do so in the second term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Steps:</p> <ol style="list-style-type: none"> <li>Initial assessment:           <ul style="list-style-type: none"> <li>Evaluation of the usual routines in the family environment</li> <li>Gathering the most relevant information about eating habits</li> <li>We use the established Taxonomy to define the educational process to be followed.</li> <li>Evaluation of the dining room environment</li> </ul> </li> <li>Welcome Plan:           <ul style="list-style-type: none"> <li>Design of a social story that includes all the routine that will take place from the end of classes to the moment of access to the dining room</li> <li>Transfer to the facilities for the student to learn about the new environment to be integrated into their routine</li> </ul> </li> <li>Adaptation of the Environment:           <ul style="list-style-type: none"> <li>Adaptation of the dining room environment including visual support in the dining room and during the tour of it</li> <li>Establish an integration plan that includes schedules, routines and necessary supports</li> <li>Structuring the environment by adapting the place and selecting the students who will sit with it.</li> <li>Teacher training in inclusive and specific didactic strategies for autism in 2nd grade.</li> <li>We create a profile for the student within the User Model, registering him/her in the application.</li> <li>We look for the technological and methodological resources in the User Model based on our student's profile.</li> </ul> </li> <li>Implementation and Monitoring:           <ul style="list-style-type: none"> <li>Implementation of the anticipated routine in the family and school environment</li> <li>Regular meetings to assess progress and make adjustments as needed, both with the center staff and the family</li> </ul> </li> </ol> |
| Flowchart: Generic Flow Chart -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Resources:</p> <ul style="list-style-type: none"> <li>Psychopedagogical evaluations</li> <li>Adapted materials (visual aids, visual schedules)</li> <li>2nd grade teacher training in ASD</li> <li>Technology adapted to the needs</li> <li>User model resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Activities:</p> <ul style="list-style-type: none"> <li>Initial Assessments</li> <li>Meetings with families and support team</li> <li>Adaptation of materials and environment</li> <li>Individualized Education Plan (IEP) Implementation</li> <li>Continuous monitoring and evaluation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Table 12. - SCO Scenario 2 – Specific scenario in using the bathroom by a ASD Level 2 student

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Case Scenario Name:</b> Student with Grade 2 Autism working on cleaning activities in the school bathroom. Washing hands, combing hair, brushing teeth. In this way we improve our autonomy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Description:</b> This scenario takes place every day at different times of the school day, before eating lunch, after recess, and before and after going to the school cafeteria.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Steps:</p> <ol style="list-style-type: none"> <li>Initial assessment:           <ul style="list-style-type: none"> <li>Meeting with family and professionals:</li> <li>Objective: Understand the student's specific needs and current abilities.</li> </ul>           Actions:           <ul style="list-style-type: none"> <li>Meet with family to discuss the student's level of independence in personal cleaning activities at home.</li> <li>Ask professionals from the previous course to obtain information on effective strategies and previous challenges.</li> <li>Review medical and educational reports to identify necessary accommodations.</li> </ul> </li> <li>Assessment of current skills:           <ul style="list-style-type: none"> <li>Objective: Identify the student's starting point in terms of personal cleaning skills.</li> <li>Actions:               <ul style="list-style-type: none"> <li>Observe the student during personal cleaning activities.</li> <li>Use specific assessment scales to measure independence in activities of daily living.</li> <li>Interview the student, if possible, to understand their perception and comfort with these activities.</li> <li>We create a profile for the student within the User Model, registering him/her in the application.</li> <li>We look for the technological and methodological resources in the User Model based on our student's profile.</li> </ul> </li> </ul> </li> <li>Use of the established Taxonomy to define the educational process to be followed.</li> <li>Welcome Plan:           <ul style="list-style-type: none"> <li>Design of a personalized visual booklet:               <ul style="list-style-type: none"> <li>Objective: Provide the student with a clear and accessible guide for each personal cleaning activity.</li> <li>Actions:                   <ul style="list-style-type: none"> <li>Create a booklet that includes photos and step-by-step descriptions of each activity (washing hands, combing hair, brushing teeth).</li> <li>Use real images of the student performing each step, if possible, for greater personalization.</li> <li>Include visual symbols and colors to indicate the order of steps.</li> </ul> </li> </ul> </li> <li>Daily personal cleaning routine:               <ul style="list-style-type: none"> <li>Objective: Establish a consistent routine to develop autonomy skills.</li> <li>Actions:                   <ul style="list-style-type: none"> <li>Handwashing: Step 1: Wet your hands; Step 2: Apply soap and rub hands; Step 3: Rinse hands; Step 4: Dry your hands with a towel.</li> <li>To comb: Step 1: Take the comb; Step 2: Divide hair into sections (if necessary); Step 3: Comb each section from roots to ends.</li> <li>Brushing teeth: Step 1: Wet the toothbrush; Step 2: Apply toothpaste; Step 3: Brush your teeth for two minutes, using circular movements; Step 4: Rinse your mouth and toothbrush.</li> </ul> </li> </ul> </li> </ul> </li> <li>Support and supervision:           <ul style="list-style-type: none"> <li>Objective: Ensure that the student performs the activities correctly and independently.</li> <li>Actions:               <ul style="list-style-type: none"> <li>Assign an educational assistant or therapist to supervise and guide the student during activities.</li> <li>Use positive reinforcement (praise, rewards) to motivate the student.</li> </ul> </li> </ul> </li> </ol> |

- Adjust the level of support based on the student's progress, gradually reducing direct assistance.
- Continuous evaluation and adjustment of the plan:
  - Objective: Monitor progress and make necessary adjustments.
  - Actions:
    - Carry out periodic evaluations (weekly or monthly) of the student's progress in each activity.
    - Meet regularly with family and other professionals to discuss progress and adjust the plan as necessary.
    - Introduce new self-cleaning activities or increase the complexity of existing ones as the student gains independence.

#### 5. Adaptation of the Environment:

- Establish an integration plan that includes schedules, routines and necessary supports
- Structuring the environment by adapting the place and selecting the students who will sit with it.
- Teacher training in inclusive and specific didactic strategies for autism in 2nd grade.

#### 6. Implementation and Monitoring:

- First day of implementation:
  - Introduce the student to the routine using the visual booklet.
  - Carry out the activities with the student, providing direct support and modeling the steps.
- Monitoring and continuous support:
  - Supervise the student daily during personal cleaning activities.
  - Provide immediate and positive feedback.
  - Adjust the level of support based on the student's progress and comfort.
- Evaluation and continuous adjustment:
  - Monitor progress through formal observations and evaluations.
  - Meet with family and educational team to discuss progress and make necessary adjustments.
  - Introduce new goals and activities to continue developing student autonomy.
  - This plan seeks to promote student independence in essential daily activities, promoting their autonomy and self-confidence.

Flowchart: Generic Flow chart

#### Resources:

- Visual and Support Materials:
  - Personalized visual booklet with photos and step-by-step descriptions of each personal cleansing activity.
  - Images and pictograms that represent each step of the activities (washing hands, combing hair, brushing teeth).
  - Visual calendar to mark the days and activities carried out.
  - Positive reinforcement tables (stickers, stars) to motivate the student.
- Personal Hygiene Materials:
  - Liquid soap.
  - Hand towels.
  - Toothbrush and toothpaste.
  - Comb or hairbrush.
  - Adapted soap and toothpaste dispensers (if necessary).
  - Technology adapted to the needs
- Human Resources:
  - Teacher specialized in special needs.
  - Educational technical assistant for individualized support.

- Family members for coordination and monitoring at home.
- Adequate Space:
  - Adapted school bathroom with accessibility for the student.
  - Mirrors at an appropriate height.
  - Safe space free of distractions.
- User model resources

#### Activities:

- Wash your hands:
  - Step 1: Guide the student to the sink and show the image of the first step in the booklet.
  - Step 2: Wet your hands (show corresponding image).
  - Step 3: Apply soap to your hands (show corresponding image).
  - Step 4: Rub hands together to make foam (show corresponding image).
  - Step 5: Rinse hands with water (show corresponding image).
  - Step 6: Dry your hands with a towel (show corresponding image).
  - Reinforcement: Give a sticker or star on the reinforcement chart for completing the task.
- 2. Comb your hair:
  - Step 1: Show the student the comb and the image of the first step in the booklet.
  - Step 2: Take the comb (show the corresponding image).
  - Step 3: Divide hair into sections if necessary (show corresponding image).
  - Step 4: Comb each section from roots to ends (show corresponding image).
  - Reinforcement: Praise the student and place a sticker or star on the reinforcement chart.
- 3. Brush your Teeth:
  - Step 1: Guide the student to the sink and show the image of the first step in the booklet.
  - Step 2: Wet the toothbrush (show corresponding image).
  - Step 3: Apply a small amount of toothpaste (show corresponding image).
  - Step 4: Brush your teeth for two minutes, using circular movements (show corresponding image).
  - Step 5: Rinse your mouth and toothbrush (show corresponding image).
  - Reinforcement: Praise the student and place a sticker or star on the reinforcement chart.
- Routine Implementation:
  - Introduction and Modeling:
    - Present the student with the visual booklet and explain each activity step by step.
    - Model the activities, showing how each step is performed.
  - Guided Practice:
    - Accompany the student during activities, providing physical and verbal support as necessary.
    - Use the visual booklet to guide the student through each step.
  - Independent Practice:
    - Gradually reduce the level of support as the student becomes more comfortable and confident performing the activities on their own.
    - Monitor activities and provide immediate positive reinforcement for completing tasks independently.
  - Evaluation and Adjustment:
    - Conduct periodic assessments to monitor student progress.
    - Adjust activities and level of support as necessary to ensure continued progression.
    - Maintain constant communication with the family to coordinate efforts and ensure the practice of activities at home.

Table 13. – SCO Scenario 3 – ASD Level 2 student recognizes his classmates

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| <b>Case Scenario Name:</b> ASD Level 2 student recognizes his classmates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Description:</b> This scenario addresses the knowledge of classmates and class tutor for better social integration and attachment figure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Steps:</b> <ol style="list-style-type: none"> <li>1. Initial assessment:</li> <li>2. Meeting with the family and the tutor and professionals from the previous course. Evaluation of the student's social skills and social integration (behaviors, conduct, history of certain behaviors...) according with the Taxonomy.</li> <li>3. Evaluation of the classroom environment.</li> <li>4. Welcome Plan:               <ul style="list-style-type: none"> <li>• Design of a personalized booklet that includes photos and the name of classmates and tutor</li> <li>• Definition of a profile in the USerModel</li> </ul> </li> <li>5. Adaptation of the Environment:               <ul style="list-style-type: none"> <li>• Adaptations to the classroom and educational resources, including visual support (photos of classmates at the tables, assembly with communicator...)</li> <li>• Teacher training in inclusive and specific didactic strategies for autism in 2nd grade.</li> </ul> </li> <li>6. Implementation and Monitoring:               <ul style="list-style-type: none"> <li>• Implementation of the anticipated routine in the family and school environment</li> <li>• Regular meetings to assess progress and make adjustments as needed.</li> </ul> </li> </ol> |
| Flowchart: Generic flowchart                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Resources:</b> <ul style="list-style-type: none"> <li>• Psychopedagogical evaluations</li> <li>• Adapted materials (visual aids, visual schedules)</li> <li>• 2nd grade teacher training in ASD</li> <li>• Technology adapted to the needs</li> <li>• User model resources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Activities:</b> <ul style="list-style-type: none"> <li>• Initial Assessments</li> <li>• Meetings with families and support team</li> <li>• Adaptation of materials and environment</li> <li>• Individualized Education Plan (IEP) Implementation</li> <li>• Continuous monitoring and evaluation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |