

SCOPE AND SEQUENCE

CURRICULUM MODULES

robots4autism is the first education curriculum to pair evidence-based practices and technology-aided instruction to help learners with autism improve their social skills.

Developed by top autism researchers and practitioners, this curriculum is delivered by a facially-expressive humanoid robot specifically designed to engage and teach students with autism how to understand emotions and expressions and to learn and practice social behavior and responses.

Introductory Module

**The games within this module determine the student's prerequisite skills for the curriculum.*

Introduction To Milo
Milo Game 1: Find It
Milo Game 2a: Follow The Leader (Milo leads first)
Milo Game 2b: Follow The Leader (Student leads first)
Milo Game 3: What Did I Do?
Milo Game 4: Red Light-Green Light

Calm Down Module

Lesson 1: Introduce Concept Of Calm Down
And Calm Down Strategies
Lesson 2: Help My Friend Calm Down
Lesson 3: What Is Your Calm Down Tool?
Calm Down Tool 1: Count To 10
Calm Down Tool 2: Take A Breath
Calm Down Tool 3: Take A Break
Calm Down Tool 4: Say Words
Calm Down Tool 5: Squeeze A Stress Ball

Conversational Modules

Conversational Module 1: Initiation Greetings

Lesson 1: Introduction to Greetings
Lesson 2: Student Practice Lesson – Greetings With Milo
Lesson 3: When To Greet – When We Have
Been Away From Them
Lesson 4: Different Greeting Words
(Includes “Hi, Hey, Hello”)
Lesson 5: When To Greet – When To Say “Hi”
And When Not To Say “Hi”
Lesson 6: Idiomatic And Colloquial Greetings (What’s
Up, How’s It Going, How Are You?)

Conversational Module 2: Leave-Taking

Lesson 1: Introduction to Leave-Taking
Lesson 2: When To Use Leave-Taking Skills
Lesson 3: Student Practice Lesson – Initiating
Leave-Taking With Milo
Lesson 4: Different Leave-Taking Words (Includes
Bye, Goodbye, See You Later)
Lesson 5: Responding To Other People’s Leave-Taking
Lesson 6: Student Practice Lesson – Responding
To Leave-Taking With Milo

Conversational Module 3: Conversation Dynamics

Lesson 1: Conversation & Conversational
Turn-Taking (“One-Sided Conversation”)
Lesson 2: Conversational Turn-Taking (“Two-Sided
Conversations: Question-Answer”)
Lesson 3: Nonverbal Components To Conversation
(“TLC : Turn, Look, & Check Your Space”)
Lesson 4: One-Sided Conversations With TLC
Lesson 5: Using TLC In More Difficult Conversation –
QAC (“Question + Answer + Comment”)
Lesson 6: Topic And Topic Maintenance

Emotional Understanding Modules

Emotional Understanding Module 1: Identifying & Imitating Facial Expressions (Happy/Sad/Angry)

* The letters next to some lesson names are variations of that lesson with the following:

- a - in photos of Milo
- b - in photos of people
- c - in videos of people
- d - student demonstrates

- Lesson 1: Introduction
- Lesson 2 (a, b, c, d): Identifying & Imitating The Facial Expression For “Happy”
- Lesson 3 (a, b, c, d): Identifying & Imitating The Facial Expression For “Sad”
- Lesson 4 (a, b, c, d): Discriminating Between 2 Emotions (Happy/Sad)
- Lesson 5 (a, b, c, d): Identifying & Imitating The Facial Expression For “Angry”
- Lesson 6 (a,b): Discriminating 3 Emotions In Still Photos (Happy/Sad/Angry)
- Lesson 7:Discriminating Emotion In Videos Of Happy/Sad/Angry
- Lesson 8: Demonstrating Target Emotion (Happy/Sad/Angry)

Emotional Understanding Module 2: Identifying & Imitating Facial Expressions (Hurt/Tired/Excited)

- Lesson 1: Introduction
- Lesson 2 (a, b, c, d): Identifying & Imitating The Facial Expression For “Hurt”
- Lesson 3 (a, b, c, d): Identifying & Imitating The Facial Expression For “Tired”
- Lesson 4 (a, b, c, d): Discriminating Between 2 Emotions (Hurt/Tired)
- Lesson 5 (a, b, c, d): Identifying & Imitating The Facial Expression For “Excited”
- Lesson 6 (a, b): Discriminating 3 Emotions In Still Photos (Hurt/Tired/Excited)
- Lesson 7: Discriminating Emotion In Videos Of Hurt/Tired/Excited
- Lesson 8: Demonstrating Target Emotion (Hurt/Tired/Excited)

Emotional Understanding Module 3: Identifying & Imitating Facial Expressions (Scared/Surprised/Worried)

- Lesson 1: Introduction
- Lesson 2 (a, b, c, d): Identifying & Imitating The Facial Expression For “Scared”
- Lesson 3 (a, b, c, d): Identifying & Imitating The Facial Expression For “Surprised”
- Lesson 4 (a, b, c, d): Discriminating Between 2 Emotions (Scared/Surprised)
- Lesson 5 (a, b, c, d): Identifying & Imitating The Facial Expression For “Worried”
- Lesson 6 (a, b): Discriminating 3 Emotions In Still Photos (Scared/Surprised/Worried)
- Lesson 7:Discriminating Emotion In Videos Of Scared/Surprised/Worried
- Lesson 8: Demonstrating Target Emotion (Scared /Surprised/Worried)

Situational Modules

Situational Module 1: Playdates

- Lesson 1: Introduction To Playdates
- Lesson 2a: What Is A Playdate?
- Lesson 2b: Starting A Playdate – Greeting
- Lesson 3: Starting A Playdate – Choosing An Activity (Host Has First Choice)
- Lesson 4: Playing Together, Sharing Toys
- Lesson 5: When The Guest Makes The First Choice
- Lesson 6: Leave-Taking As a Host
- Lesson 7: Leave-Taking As a Guest
- Lesson 8: Student Practice Lesson – Leave-Taking (Milo is the Guest, Student is the Host)
- Lesson 9: Student Practice Lesson – Leave-Taking (Milo is the Host, Student is the Guest)

Situational Module 2: Playdate Problems

- Lesson 1: Being A Good Friend On A Playdate
- Lesson 2: Problem Solving During A Playdate
- Lesson 3: Bored Is A Playdate Problem. What Is Bored?
- Lesson 4: When I Am Bored During A Playdate
- Lesson 5: When My Friend Is Bored During A Playdate
- Lesson 6: When I Am Not Ready For A Playdate To Be Finished
- Lesson 7: When I Am Ready For A Playdate To Be Finished At A Friend's House
- Lesson 8: When I Am Ready For A Playdate To Be Finished At My House

Situational Module 3: Being A Guest At A Birthday Party

- Lesson 1: Introduction To Birthday Party
- Lesson 2: Invitations
- Lesson 3: Birthday Party Schedule – Being A Guest
- Lesson 4: The Party Place And Playing At A Birthday Party
- Lesson 5: Giving The Host A Present
- Lesson 6a: Eating At A Birthday Party (Social Story)
- Lesson 6b: Birthday Song
- Lesson 7: Leaving A Birthday Party

Situational Module 4: Being A Host At A Birthday Party

- Lesson 1: Introduction To Birthday Party
- Lesson 2: Invitations
- Lesson 3: Birthday Party Schedule – Being A Host
- Lesson 4: The Party Place And Playing At A Birthday Party
- Lesson 5: Receiving Presents From Guests
- Lesson 6a: Eating At A Birthday Party (Social Story)
- Lesson 6b: Birthday Song
- Lesson 7: When Guests Leave

Situational Module 5: Opening Gifts

- Lesson 1: Introduction (When Do We Get Gifts?)
- Lesson 2: Receiving a Gift
- Lesson 3: Opening Gifts
- Lesson 4: Student Practice Lesson - Opening Gifts

Preview: Group Activities (in development)

- Physical Group Activity: Dance Party
- Cognitive Group Activity: What Did I Do?
- Cognitive Group Activity: Topic Recognition

To learn more about robots4autism, please visit www.robots4autism.com or call 800.494.1206.