



SKATE Project

Intellectual Output 3: Toolkit

O3/A2 Definition Learning Programmes

Module 3: Technology: Using ICT/AT with Early Learners



1 Session 1

1.1 Competencies

| Code | Description | Level |
|------|---|-------|
| A.6 | To be aware of the importance and the benefits of ICT/AT for all learners and especially learners with disabilities | B |
| D.5 | To be aware of the need to stay up-to date with innovative practices in the use of ICT/AT in ECEC for inclusive education | B |
| C.2 | To recognize basic common ICT/AT solutions for children's needs. | B |
| C.3 | To have basic technical and functional knowledge about the specific equipment used by specific learners | B |
| B.5 | To consider provision of alternative options through ICT/AT for learning, language, motor and sensory needs of all learners | B |
| B.13 | To provide alternative methods of assessment of learning, language, motor and sensory learning, development and performance of all children with the use of ICT/AT | I |
| C.5 | To have knowledge of basic ICT/AT that can be used for the inclusion of children with disabilities in the classroom | I |
| C.7 | To know reliable sources of information about ICT/AT solutions at local/national level and to be aware of funding mechanisms, policies, and standards at local level. | I |
| A.15 | To validate the appropriateness of the ICT/AT used by the learners | A |

1.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|--|-------|
| A.6 | To explain how technology removes particular barriers | B |
| D.5 | To identify innovative practices in the use of ICT/AT in ECEC for inclusive education in current literature/educational practices | B |
| C.2 | To recognize basic common ICT/AT solutions for children's needs. | B |
| C.3 | To identify basic technical characteristics of ICT/AT equipment | B |
| B.13 | To differentiate assessment of learners' achievement and progress by the implementation of ICT/AT | I |
| C.5 | To illustrate what ICT/AT can be used for learners with disabilities To illustrate how the use of ICT/AT promotes inclusion of particular learners with disabilities | I |
| C.7 | To explore reliable sources of information about ICT/AT solutions at local/national level and to be aware of funding mechanisms, policies, and standards at local level. | I |





1.3 Teaching method(s)- activities

- “Learning visit” in a center for assistive technology, discovering and testing different ICT/AT technologies.
Case studies.
- Brainstorming.
- Self-reading.

1.4 Description of the session

- The trainer reaches the AT centre located in his own town and organizes a “learning visit” with the group. In case there’s no AT centre available, the trainer can use the virtual tour presenting AIAS assistive technology centre (M3_S1_ATcenter_virtualtour)
- The trainer presents the different AT technologies available in the centre (M3_S1_ListAT), summarizing the importance, the benefits and some basic technical characteristics of tools presented. He will also explain how AT removes particular barriers for inclusion, which children’s needs may be addressed using AT, how the use of AT promotes inclusion and how assessment methods may be personalized to be applicable for all learners.
- The trainer presents a case study on how an AT can be used to support a learner with disabilities in a classroom (M3_S1_Case study). The group of educators will brainstorm on what the trainer has explained, reflecting on which are the factors to consider when evaluating ICT-AT tools for children, using Annex 3 (M3_S1_Annex 3), thinking about their own experiences and children. They will also share their own experiences on the use of AT in classroom, in activities and assessment.
- Presentation by the trainer of different innovative practices in ECEC inclusive education collected by the SKATE’s team (<https://skateerasmus.be/videos/>)
- The trainer will share a document with a list of information of funding mechanisms, policies, and standards at local level (M3_S1_template).
- The trainer will share Chapter 3. Technology of SKATE Guidelines and ask educators to read them after the session to learn more about ICT-AT. He will also share Annex 2 and Annex 3 (M3_S1_Annex 2, M3_S1_Annex 3) to give them material about the resources, tips and information about ICT-AT.

1.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M3_S1_ATcenter_virtualtour
- M3_S1_ListAT
- M3_S1_Case study
- M3_S1_Template
- M3_S1_SKATEVideos (<https://skateerasmus.be/videos/>)
- Different types of AT to explore
- M3_S1_Annex 2
- M3_S1_Annex 3



1.6 Feedback

Round-table discussion with all the participants, sharing feedbacks and personal experiences.



2 Session 2

2.1 Competencies

| Code | Description | Level |
|------|--|-------|
| B.4 | To provide positive role models of using ICT/AT solutions | B |
| B.11 | To support and provide possibilities for learners to use ICT/AT in activities in and out of the classroom | I |
| B.12 | To identify inaccessible content and strategies that exclude some learners from any learning, play and social activity | I |

2.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|--|-------|
| B.4 | To demonstrate good use of ICT/AT | B |
| B.5 | To identify ICT/AT solutions that can be used for particular learning, language, motor and sensory needs of learners To explain how the ICT/AT solutions can be used for particular learning, language, motor and sensory needs of learners | B |
| B.11 | To enable learners to use a specific ICT/AT in different environments | I |
| B.12 | To identify activities that are not inclusive To explain why these activities are not inclusive | I |
| A.15 | To evaluate the use of ICT/AT by learners during learning process To indicate participation difficulties with the use of the existing ICT/AT (if any) | A |

2.3 Teaching method(s)- activities

- Case studies

2.4 Description of the session

- The trainer introduces the session by telling the educators that they will work on AAC as an example of an AT that can be used in ECEC for inclusive education.
- Presentation (M3_S2_PresentationAAC) by the trainer of the importance and benefits of AAC for both educators and children in ECEC, providing examples of inaccessible activities, discussing with educators about content/strategies/activities they currently use in their classrooms which exclude some learners, and showing a use case on how AAC (M3_S2_Case study) can be used in and out of the classroom. A brainstorm will follow about how AT/AAC may be use not only in classroom but also at the playground, during school trips, during lunch, etc.
- The trainer shows a PowerPoint with a list of bad examples in the use of AAC (M3_S2_BadExamplesAAC), asking educators to point out the mistakes they notice.



2.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M3_S2_PresentationAAC
- M3_S2_Case study
- M3_S2_BadExamplesAAC

2.6 Feedback

Peer feedback



3 Session 3

3.1 Competencies

| Code | Description | Level |
|------|---|-------|
| C.8 | To set up, configure and implement common/basic ICT/AT resources for young learners with disabilities | I |
| C.6 | To use ICT/AT and accessibility resources for the needs of particular children. | I |
| C.10 | To create accessible materials to support children with disabilities participation in play and learning. | A |
| C.12 | To recognize the limitations of resources/ ICT/AT seek continuous improvement | A |
| C.13 | To search and identify/select ICT/AT and accessibility resources for the particular needs of individual learners. | A |

3.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|---|-------|
| C.8 | To set up common/basic ICT/AT resources for young learners with disabilities To configure common/basic ICT/AT resources for young learners with disabilities To implement common/basic ICT/AT resources for young learners with d- disabilities common/basic ICT/AT resources for young learners with disabilities | I |
| C.6 | To illustrate what ICT/AT can be used for particular learners with disabilities To illustrate how the use of ICT/AT promotes inclusion of particular learners with disabilities | I |
| C.10 | To create accessible materials to support children with disabilities participation in play and learning. | A |
| C.12 | To justify the limitations of resources To suggest ways for ICT/AT continuous improvement | A |
| C.13 | To identify ICT/AT and accessibility resources for the particular needs of individual learners. To select ICT/AT and accessibility resources for the particular needs of individual learners. To analyse ICT/AT and accessibility resources for the particular needs of individual learners. | A |

3.3 Teaching method(s)- activities

- Experiential learning
- Collaborative learning in small groups (case studies)



3.4 Description of the session

- The trainer illustrates how to use the AAC software (e.g. CBoard as an example of communicator, SimCAA as a software to create low-tech materials), guiding step-by-step the educators who experiment the use of the different functions and tools. Every trainer chooses which software to show depending on what is available and free in their own language.
- The trainers ask to educators if they think there are some limits in the software they have seen and how they could be overcome. He after gives some information about how to solve some issues that may occur.
- The educators are divided into small groups and work on case studies, creating, setting up, configuring and implementing personalized materials based on what they have learned during the session.
- Links to tutorial videos are provided to support educators in their self-training about the use of the software after the session. Trainer can use and personalize the template “M3_S3_Online Tutorials” depending on which software they decided to use, providing tutorials about their specific software.

3.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M3_S3_Case studies
- M3_S3_Software Links
- M3_S3_Online Tutorials
- Devices (Personal or provided)

3.6 Feedback

Peer feedback



4 Session 4

4.1 Competencies

| Code | Description | Level |
|------|--|-------|
| B.3 | To encourage role-playing with ICT - AT solutions for all learners | B |
| B.7 | To provide opportunities of familiarizing with ICT/AT solutions for all learners | B |
| B.9 | To integrate ICT/AT as an integral and embedded part of play and learning activities. | I |
| B.10 | To use the personal ICT/AT of learners with disabilities in all learning and play activities | I |
| B.12 | To identify inaccessible content and strategies that exclude some learners from any learning, play and social activity | I |
| B.16 | To reflect and re-design learning for actively engaging learners in using their ICT/AT and accessibility requirements | A |

4.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|---|-------|
| B.3 | To explain how they would integrate ICT in a role play | B |
| B.7 | To identify opportunities for learners to get in touch with ICT/AT | B |
| B.9 | To identify good practices of AT To integrate existing good practices of AT | I |
| B.10 | To promote the use of the personal AT of learners with disabilities in learning and play activities done in classroom | I |
| B.12 | To identify activities that are not inclusive To explain why these activities are not inclusive | I |
| B.16 | To evaluate the learning To develop new practices To re-design learning | A |

4.3 Teaching method(s)- activities

- Whole group brainstorming
- Experiential learning
- Examination of real life examples
- Group discussion



4.4 Description of the session

- The session starts with the trainer showing specific AT that may be useful to create inclusive play and learning activities, starting from situation, contents and strategies that could not be accessible to all the learners and need to be changed. If actual AT are not available, the trainer may show Ausilioteca's videos of some examples of AT and activities (a text with the description of each video is provided in the material of this session)
- The whole group brainstorms on how AT (personal or general) can be used to create inclusive play and learning activities, which one can be used and how this use promotes inclusion. They can share experiences about contents, activities and strategies they already use in their classrooms and may exclude some learners, thinking about possible solutions to make these activities accessible to everyone. The trainer collects all the ideas using a board with post-it of different colours.
- The trainer summarizes the results.
- Group discussion: each educator brings a personal experience on a play and/or learning activity he/she uses in his/her classroom and that can be improved using AT presented during the session and/or personal AT. The trainer will ensure that there is a group discussion and that each educator can participate.
- The trainer summarizes the group discussion and supplements with tips and suggestions based on his professional experience.

4.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- Board and post-it
- AT tools: adapted switches, one message communicator
- M3_S4_Adapted Switch_Choice
- M3_S4_Adapted Switch_Game
- M3_S4_Adapted Switch_Story
- M3_S4_Adapted Toy
- M3_S4_One Message Communicator
- M3_S4_Description of videos

4.6 Feedback

Peer feedback during the group discussion and presentations.



5 Session 5

5.1 Competencies

| Code | Description | Level |
|------|---|-------|
| D.4 | To communicate with all stakeholders (e.g., parents, other teachers, school assistants etc) on issues of ICT/AT in ECEC | B |
| C.4 | To be aware of the referral routes including access to funding, professional advice on the use of ICT/AT and support as required to address learners' needs | B |

5.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|---|-------|
| D.4 | to acknowledge issues on ICT in ECEC to identify stakeholders involved | B |
| C.4 | To explain the referral routes including access to funding, professional advice on the use of AT and support as required to address learners' needs | B |

5.3 Teaching method(s)- activities

- Individual research and readings
- Homework
- Collaborative learning in small groups
- Group discussion
- Online session

5.4 Description of the session

- The trainer will fill and give to the educators a list of useful information and websites on the ICT/AT selection, funding processes/mechanisms, legislation and main stakeholders involved for their own country (M3_S5_Trainer Resourceslist). More useful information will be available on the documents Annex 8 and Annex 9 of the SKATE Guidelines (M3_S5_Annex 8; M3_S3_Annex 9)
- An online session will take place to discuss about the information the educators have read about; during the online session, educators will in small groups reflect on how they can raise AT awareness in their school. The trainer will show this example of good practice: <https://sites.google.com/site/aacawarenessincyprus/home?authuser=0>
- Each small group present the idea they developed during a final group discussion.



5.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M3_S5_Trainer Resources and websites about legislation and policy procedures
- M3_S5_Annex 8
- M3_S3_Annex 9
- M3_S5_AAC Awareness in Cyprus
(<https://sites.google.com/site/aacawarenessincyprus/home?authuser=0>)

5.6 Feedback

Peer feedback during the group discussion and presentations



6 Session 6

6.1 Competencies

| Code | Description | Level |
|------|--|-------|
| C.9 | To refer to the legislation and policy procedures for access to funding, professional advice on the use of AT and support as required to address learners' needs | I |
| C.11 | To support children's parents through the ICT/AT selection and funding processes/mechanisms | A |
| A.13 | To design curriculum and lessons that promote awareness on ICT/AT and diversity to all learners | A |

6.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|---|-------|
| C.9 | To explore the legislation and policy procedures for the access to funding, professional advice on the use of AT and support as required to address learners' needs | I |
| C.11 | To coordinate parents' information and access to the process and funding of ICT/AT selection | A |
| A.13 | To design activities that promote ICT/AT awareness which can be used in the ECEC curricula | A |

6.3 Teaching method(s)- activities

- Individual research and readings
- Homework
- Collaborative learning in small groups
- Group discussion
- Online session





6.4 Description of the session

- The educators will receive the annex 8 and 9 to have some examples of information about resources and websites about legislation and policy procedures. They will then research at home resources and websites that can provide useful information on the ICT/AT selection, funding processes/mechanisms, legislation and main stakeholders involved. Each educator will list the resources (M3_S5_Resourceslist) considered more relevant and send to the trainer the list.
- The trainer will resume the different list of resources and send them back a summary.
- An online session will be organized to present the results of the research and discuss about that in order to select most relevant information.
- During the online session, educators will in small groups reflect on how they can raise AT awareness in their school. The trainer will show this example of good practice:
<https://sites.google.com/site/aacawarenessincyprus/home?authuser=0>
- Each small group present the idea they developed during a final group discussion. They will also prepare a document to give parents useful information.

6.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M3_S6_Resources and websites about legislation and policy procedures
- M3_S5_Annex 8
- M3_S3_Annex 9
- M3_S5_AAC Awareness in Cyprus
(<https://sites.google.com/site/aacawarenessincyprus/home?authuser=0>)

6.6 Feedback

Peer feedback during the group discussion and presentations



7 Session 6

7.1 Competencies

| Code | Description | Level |
|------|--|-------|
| D.15 | To recognize possible safety issues related to ICT/AT use in order to plan mitigation/reduction strategies | A |

7.2 Learning outcomes

| Code | Learning outcomes | Level |
|------|--|-------|
| D.15 | To recognize possible safety issues related to ICT/AT use in order to plan mitigation/reduction strategies | A |

7.3 Teaching method(s)- activities

- Experiential learning
- Group discussion

7.4 Description of the session

- Welcome and introduction by the trainer (M2_S11_Introduction.docx)
- The trainer gives different tips on how to monitor the exposure of young learners to inappropriate content on different devices (PC, tablet, smartphone) (M3_S6_Listoftips)
- Group discussion: educators, guided by the trainer, will reflect on the concerns presented in the introduction and fill the template provided thinking about possible solutions based on their own experience. (M3_S6_Template)

7.5 Materials/means

Materials and Means are suggested resources that can be used, adopted, adapted or just consulted for the purposes of this Module and Session. Materials are expected to be localized or substituted by localized and contextualised resources.

- M2_S11_Introduction.docx (from module 2, session 11)
- M3_S6_Listoftips
- M3_S6_Template

7.6 Feedback

Peer feedback