

INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION UNIT

DIMOTIKO SCHOLEIO MAKEDONITISSAS 2



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INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION UNIT

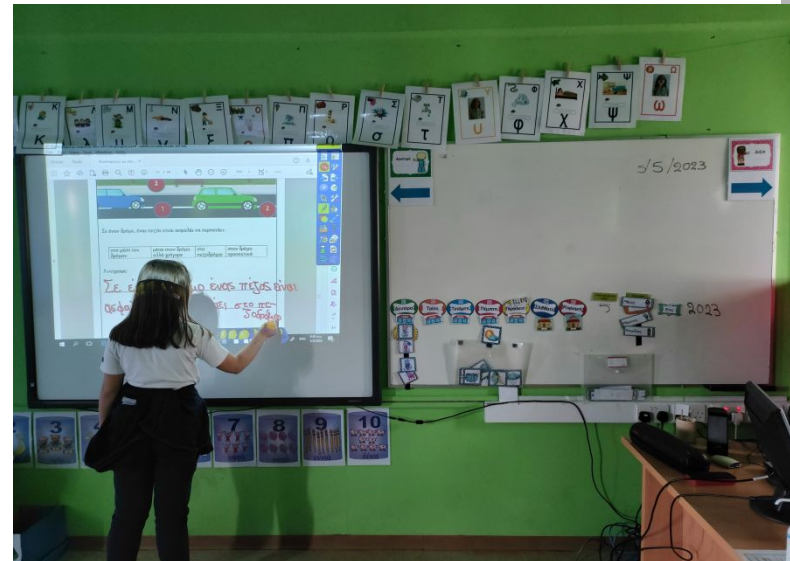
- Special Education Unit in a Mainstream Primary School.
- 5 students:
 - 3 in autism spectrum,
 - 2 with syndromes with autistic characteristics
- 1 teacher,
- 2 school assistants.

INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION UNIT

- Interactive whiteboard.
 - Interactive individual activities.
 - Interactive team activities.
 - Relaxing activities.

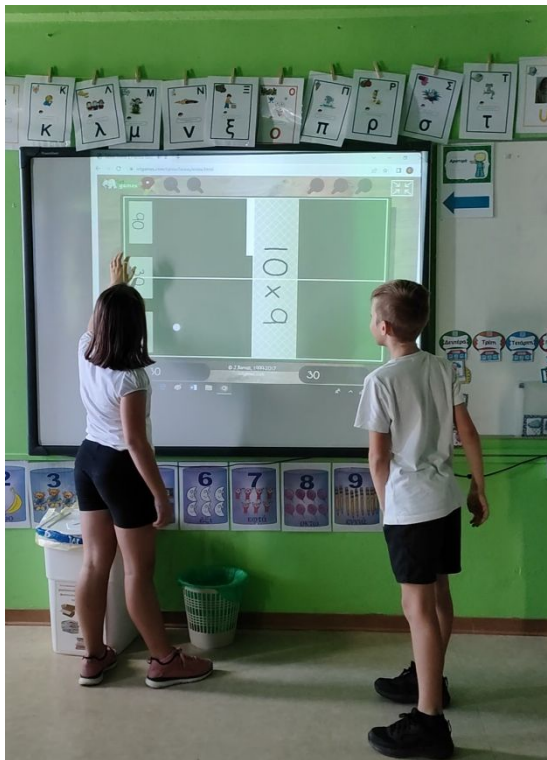
INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION ACTIVITIES

- ◉ Interactive whiteboard.
 - Interactive individual activities.



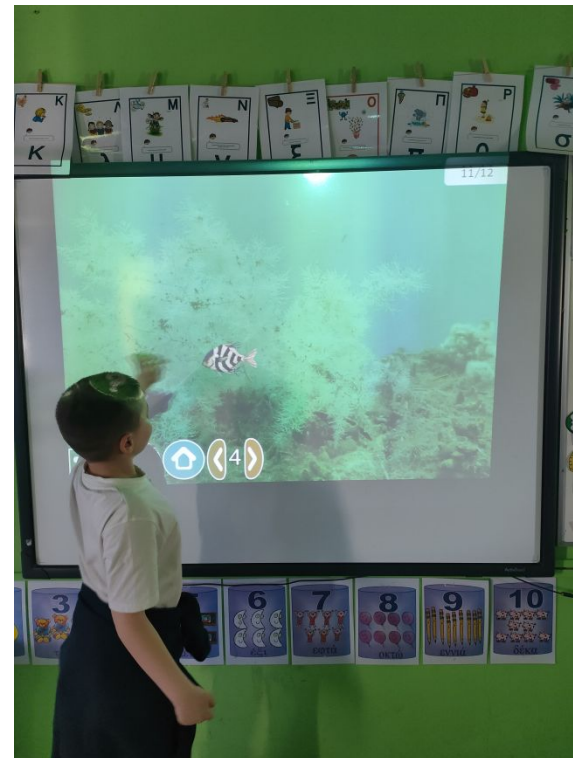
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- ◉ Interactive whiteboard.
- Interactive team activities.



INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION UNIT

- Interactive whiteboard.
- Interactive whiteboard relaxing activities.



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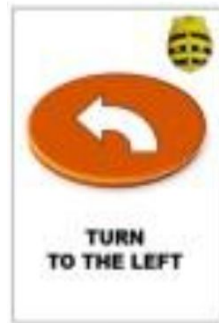
- Bee bots:
 - Learning objects:
 - Spatial orientation
 - Numbers' Sensory - Counting
 - Addition - Subtraction
 - Syllable awareness

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○ Bee bots:

■ Step1:

- Getting to know the bee-bot moves by playing a game.
- A sequence of bee-bot moves was appeared on the whiteboard and each student should act like a robot and move in space accordingly.

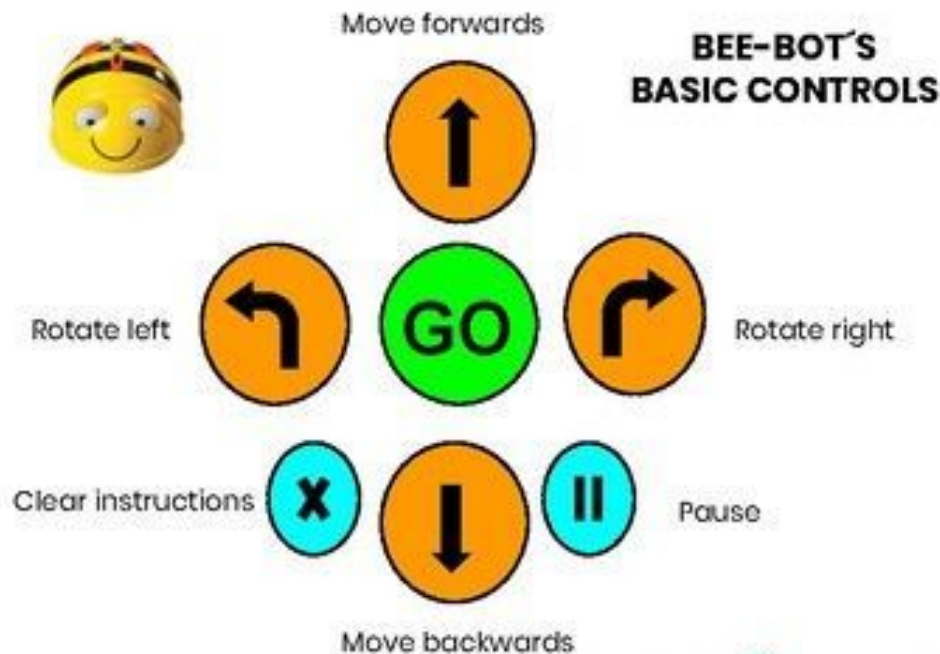


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◎ Bee bots

■ Step 2:

- Presentation of bee-bots. Explanation of the buttons on top.
- Free play with bee-bots.

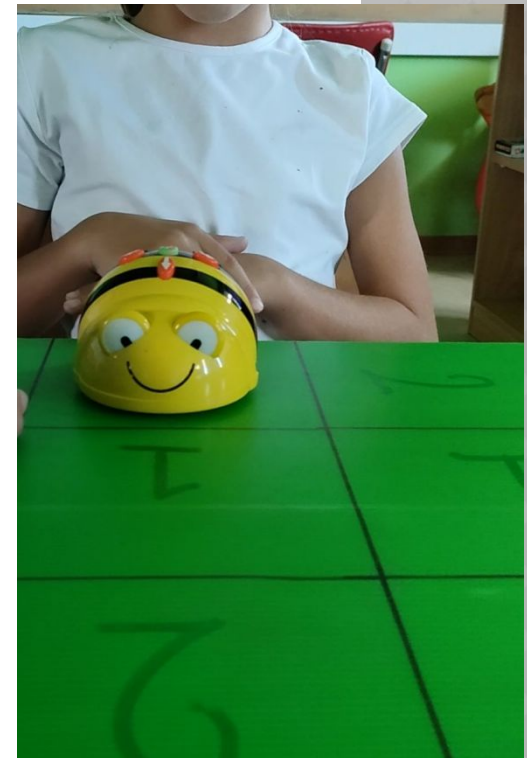


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○ Numbers' Sensory Activity - Counting

■ Example:

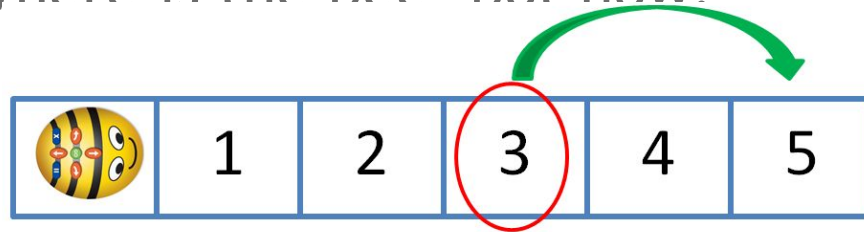
- The bee-bot has to move to number 3. So the student should press the “up” button 3 times.



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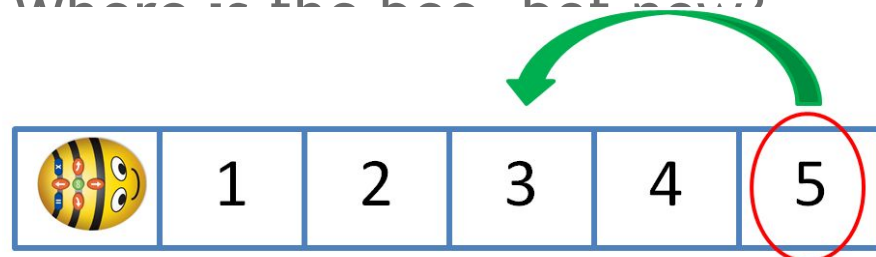
○ Addition

- The bee-bot is at number 3 and moves forward 2 steps. Where is the bee-bot now?



○ Subtraction

- The bee-bot is at number 5 and moves backward 2 steps. Where is the bee-bot now?



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○ Syllable awareness

- Words are broken into syllables and have been placed randomly on a surface of squares (15x15 as each bee-bot's step is 15cm).
- Each student should collect the syllables and put them in the right order to form the word.

