The Robots4Autism curriculum uses robots and tablets to teach social skills. Developed by top autism experts from the Autism Treatment Center of Dallas and the Callier Center for Communication Disorders at University of Texas–Dallas, this research-based curriculum was specifically designed for children on the autism spectrum disorder (ASD) who are in elementary and middle school. Written as social stories, the curriculum breaks down a variety of common social interactions and situations to give children the knowledge and practice to develop tools to use in the real world.

Robots4Autism Curriculum Modules

**INTRODUCTORY MODULES**

*Introductory Lessons and Games*

- Introduction to Milo
- Red Light-Green Light
- Follow the Leader
- Find It
- What Did I Do

*Calm Down Module*

- Lesson 1: Introduce concept of calm down and calm down strategies
- Lesson 2: Help my friend calm down
- Lesson 3: What do you use to calm down? What is your calm down tool?
- Lesson 4: Pop-out lesson (to be used throughout all Robots4Autism lessons)

*Calm Down Tool 1: Count to 10*
- Calm Down Tool 2: Take a Breath
- Calm Down Tool 3: Take a Break

**CONVERSATIONAL MODULES**

*Conversational Module 1: Initiation Greetings*

- Lesson 1: Introduction – Greeting
- Lesson 2: Student Practice Lesson – Greetings with the robot
- 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 – Leave-taking
- Lesson 2: When to use leave-taking skills
- Lesson 3: Student Practice Lesson – Initiating leave-taking with the robot
- 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 the robot

*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
- Lesson 7: Live Practice of a Two-Sided Conversations with Question, Answers & Comments with Milo

**SITUATIONAL MODULES**

*Situational Module 1: Playdates*

- Lesson 1: Intro 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 (When student is the host)
- Lesson 7: Leave-taking (When 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: Intro 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: Intro to Birthday Party
Lesson 2: The Party Place and Playing at a Birthday Party
Lesson 3: Invitations
Lesson 4: Birthday Party Schedule—Being a Host
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: Understanding the words “gift” and “present”
Lesson 2: Polite behavior for receiving gifts
Lesson 3: Routine for opening gifts in a group
Lesson 4: Polite behavior when opening gifts

EMOTIONAL UNDERSTANDING MODULES

Emotional Understanding Module 1: Identifying & Imitating Facial Expressions (happy/sad/angry)
Lesson 1: Introduction
Lesson 2: Identifying & imitating the facial expression for “happy”
Lesson 3: Identifying & imitating the facial expression for “sad”
Lesson 4: Discriminating between 2 emotions (happy/sad) in still photos
Lesson 5: Identifying & imitating the facial expression for “angry”
Lesson 6: Identifying 3 emotions in still photos (happy/sad/angry)
Lesson 7: Identifying emotion in videos of happy/sad/angry
Lesson 8: Demonstrating target emotion (happy vs. sad vs. angry)

Emotional Understanding Module 2: Identifying & Imitating Facial Expressions (hurt/tired/excited)
Lesson 1: Introduction
Lesson 2: Identifying & imitating the facial expression for “hurt”
Lesson 3: Identifying & imitating the facial expression for “tired”
Lesson 4: Discriminating between 2 emotions (hurt/tired) in still photos
Lesson 5: Identifying & imitating the facial expression for “excited”
Lesson 6: Identifying 3 emotions in still photos (hurt/tired/excited)
Lesson 7: Identifying emotion in videos of hurt/tired/excited
Lesson 8: Demonstrating target emotion (hurt vs. tired vs. excited)

Emotional Understanding Module 3: Identifying & Imitating Facial Expressions (scared/surprised/worried)
Lesson 1: Introduction
Lesson 2: Identifying & imitating the facial expression for “scared”
Lesson 3: Identifying & imitating the facial expression for “surprised”
Lesson 4: Discriminating between 2 emotions (scared/surprised) in still photos
Lesson 5: Identifying & imitating the facial expression for “worried”
Lesson 6: Identifying 3 emotions in still photos (scared/surprised/worried)
Lesson 7: Identifying emotion in videos of scared/surprised/worried
Lesson 8: Demonstrating target emotion (scared vs. surprised vs. worried)

To learn more about Robots4Autism, please visit www.robots4autism.com or call 800-494-1206.