

READY TEDDY, GO!



# TEDDY MANUAL

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# PROJECT INFORMATION

PROJECT ACRONYM:

RTG

PROJECT TITLE:

HELPING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN) OR INTELLECTUAL DISABILITIES (ID) CULTIVATE CIVIC, SOCIAL AND DIGITAL SKILLS

PROJECT NUMBER:

2021-1-BG01-KA220-YOU-000028603

SUB-PROGRAM OR KA:

KA220-SCH-COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

WEBSITE:

[HTTPS://READYTEDDYGO.EU/](https://readyteddygo.eu/)



Lodz University  
of Technology



ISTITUTO DEI SORDI  
DI TORINO



**Emphasys**  
CENTRE

**VILNIAUS VILTIS**  
Sutrikusio intelekto žmonių globos bendrija



Associació Programes Educatius  
**OPEN EUROPE**



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## 1. Project Information

The “Ready Teddy GO!” project aims to equip SEN educators with high-tech devices to support SEN students' progress in the school environment. The consortium is composed of two Polish partners, **Politechnika Lodzka and Fundacja Instytut Re-Integracji Społecznej**, one Italian partner, **Fondazione Istituto dei Sordi di Torino ONLUS**, one Spanish partner, **Associació Programes Educatius Open Europe**, one Lithuanian partner, **Sutrikusio intelekto žmonių globos bendrija "Vilniaus Viltis"**, one Cypriot partner, **A & A Emphasys Interactive Solutions Ltd**, and a partner from Greece, **e-Nable Greece**.

Specifically, the project has the goal:

- to promote inclusion and diversity in all field of education
- to address digital transformation through development of digital readiness, greater adaptability and capacity, as well of SEN students as teachers/ educators
- to develop social/ civic and digital competences of SEN students

In order to achieve this result, the consortium created 4 results:

1. **E-compendium**
2. **Online Training Course**
3. **Teddy AVATAR**
4. **E-platform**

The **E-compendium** is a list of existing therapeutic solutions, practices and methods that can enhance and improve the recommended therapeutic pathway and educational process for children with intellectual disabilities. The document also includes 12 case studies, which were developed through close collaboration between partner organizations, parents, professionals, special education teachers and experts. The E-compendium combines the description of selected therapies and the challenges that both parents and professionals face in their daily practice.

The **Online Training Course** aims at the professional development and update of SEN teachers, social workers, parents of students with disabilities and SEN specialists. The modules in this course are:

1. Augmentative alternative communication systems
2. Tools and resources for social competences and skills
3. Tips and pitfalls of integrating SEN children in mainstream schools
4. The role of parents in the development of social skills

The goal of this course is to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment. Additionally, a detailed analysis for the needs and realistic concerns of teachers and parents is included in the course.

The **TEDDY Avatar** is a web-based application that aims to develop social, civic and digital competences among pupils with special education needs aged 9-14. Several libraries of animations with TEDDY avatar are provided showing well selected activities of the bear. The videos are chosen by the teacher and set in appropriate order according to the scenario. They can be played one by one or run in series. additional reinforcement videos can be used at any time. Videos are selected by pressing buttons. The appearance of TEDDY Avatar, simplified, although realistic behavior are welcoming students to interact. In this way, SEN learners are more willing to acquire and develop basic skills or competencies. Also, the different scenarios realized by the consortium are set in specific contexts with the aim of implementing the competences of SEN students.

The **E-platform** provides learning and teaching materials, tools, methods, methodologies, and collection of all project results and other resources, with an interactive space for users to share experiences and best practices.

## 2. Aim of the Manual

TEDDY AVATAR is an innovative digital tool of the READY TEDDY GO project, which aims to develop the social, civic and digital competences of pupils with special education needs aged 9-14. The aim of this manual is to provide an A-Z guide on the various functionalities and possibilities of using Teddy in your educational practices.

In addition, at the end of this manual a FAQ section is developed to clarify and answer any questions you might have. Alternatively, you can always reach us through our website here: <https://readyteddygo.eu/en/contact>

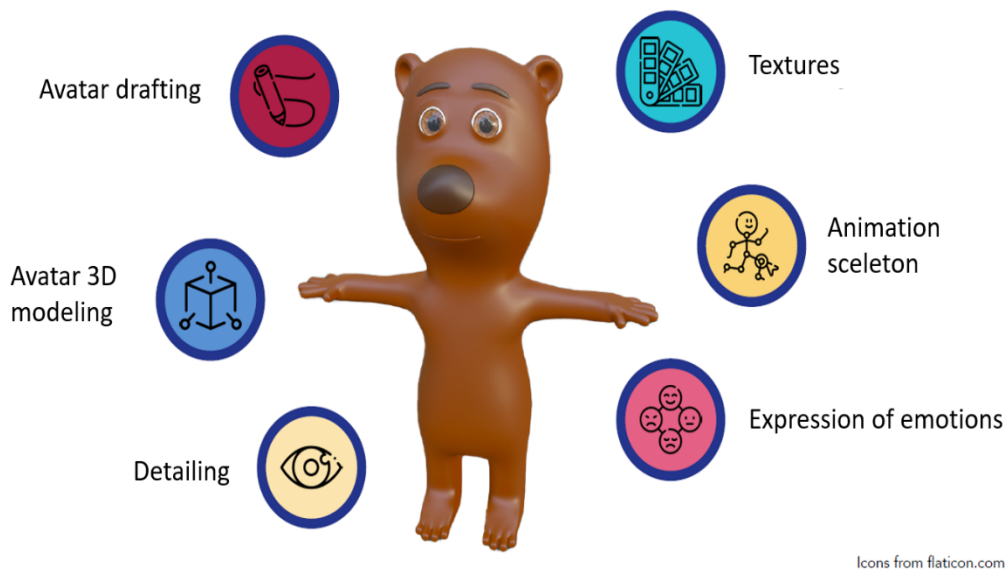


### 3. General Information about TEDDY Avatar

The project Ready Teddy Go! focuses on students with special education needs (SEN) who are often excluded from traditional school classes and sent to special classes or schools. When they are older, they face discrimination in most aspects of life. In society, they do not have as many friends and in their professional lives, they do not get as many opportunities as others.

To counter the risks that this discrimination can bring, the project aims to develop the key skills and increase knowledge through an innovative approach. We have developed the TEDDY avatar system that responds to the diagnosed learning and teaching needs of young SEN students. The web based application has been designed with the aim to boost and develop the social and civic skills of children with special needs, with support from a trained SEN educator.

From the technological point of view an avatar is a graphical representation of a user or the other persona.



A three-dimensional models are usually used in virtual worlds, video games and advertisements. Creating an avatar and controlling it is quite complex and time consuming, however, there are some software tools to support the process of modeling and animation, and we have used Blender ([www.blender.org](http://www.blender.org)) for that purpose. The first stage of work focused on creating the model being a continuous surface resembling a teddy bear, where the only separate objects were the eyes, teeth and tongue. Later, facial details necessary for facial expression were created. These include the mouth, teeth, tongue, nose, eyes, eyebrows and

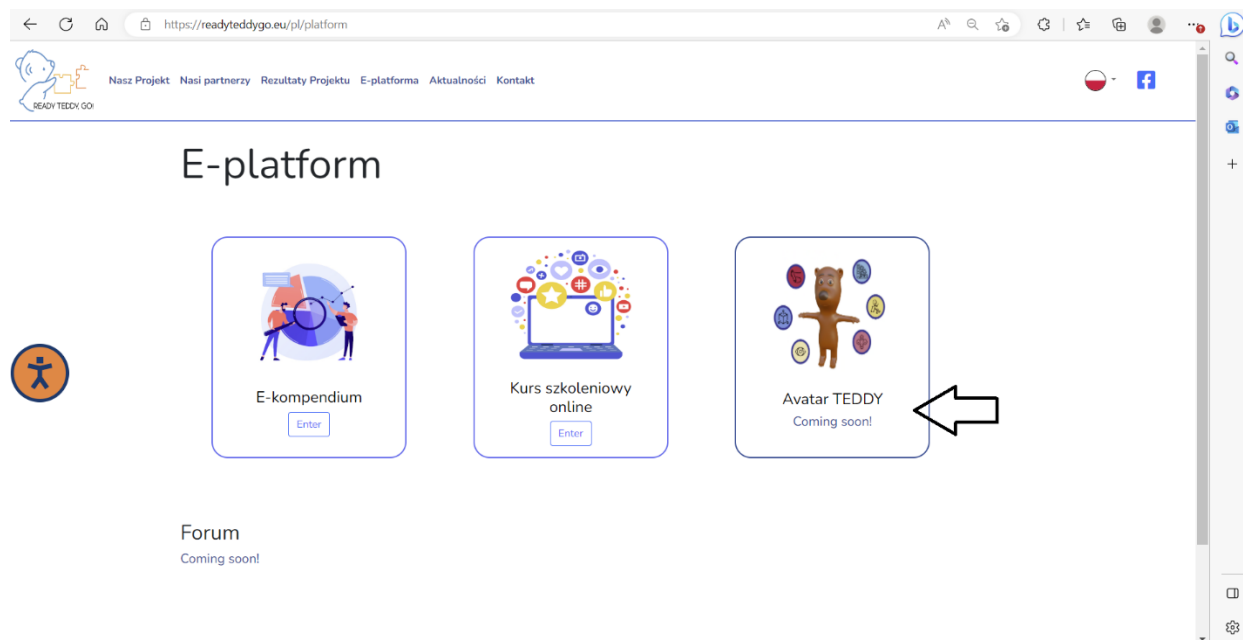
ears. Additionally, the teddy bear was given a tail and 5 fingers on its hands. Due to the anthropomorphic appearance of the teddy bear, it was decided to use the Rigify tool for creating a skeleton consisting of bones and the joints to control them. After adjusting the human skeleton and the character meshes, the last stage before starting work on the animation was to develop weight maps for each bone.

## 4. Using TEDDY Avatar – Step-by-Step Guide

### Information on how to sign up/ log in

Opening the Teddy webpage is as easy as typing the address to your web browser:

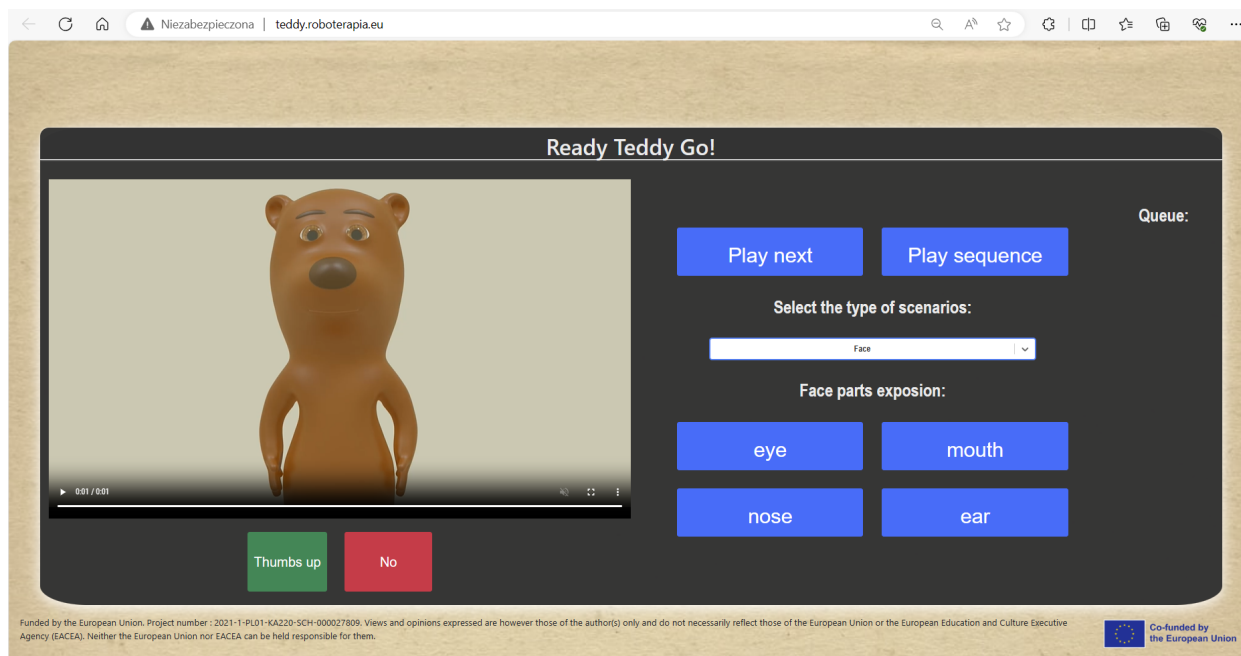
<http://teddy.roboterapia.eu/> or choosing the option on the project web page:



The view you will see can differ slightly depending on the web browser you are using and resolution of the screen but should be similar to the following one (MS Edge). We have made every effort to ensure that the application's appearance is readable in popular browsers and

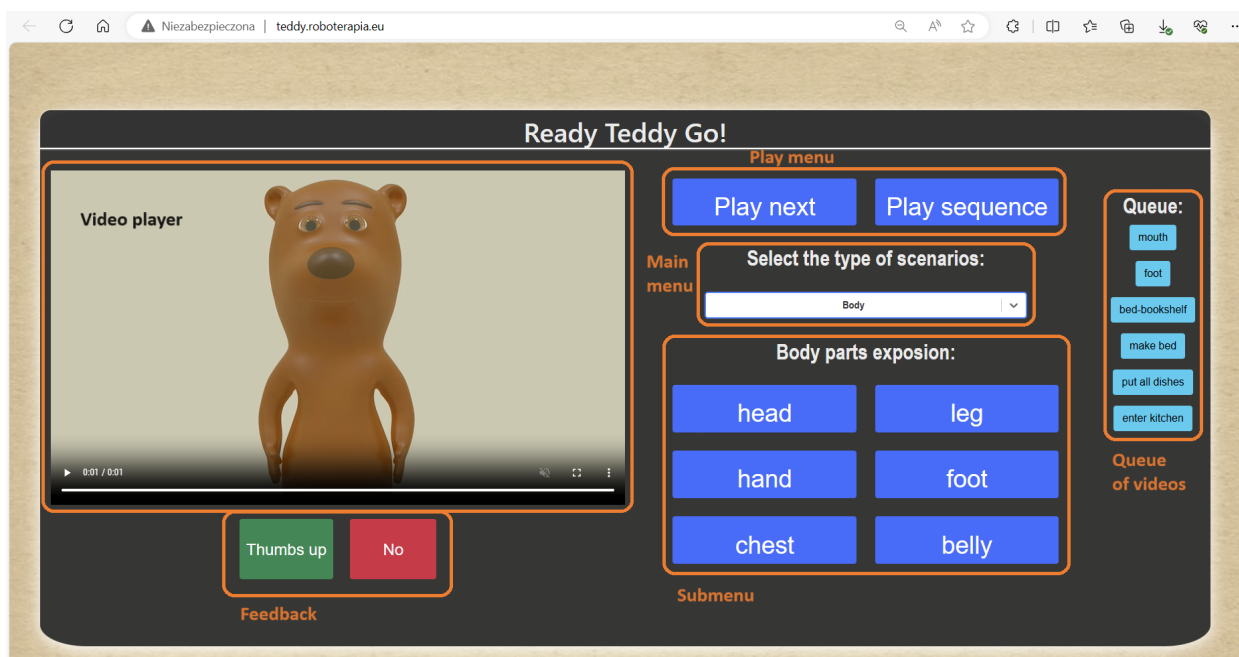


resolutions. If some elements of the application are unreadable on your device, try changing the screen resolution or using image magnification in the web browser.



## Ready Teddy Go – Avatar Environment

The application consists of 6 main areas as indicated in the following Figure:



**Video player** – the area where the current video is being played

**Play menu** – containing play buttons to control videos in the queue

**Main menu** – pull-down menu containing several sets of video libraries

**Submenu** – collection of buttons depending on the video library you have chosen

**Queue of videos** – the list of videos chosen from various libraries

**Feedback** – two buttons with immediately played videos to show the confirmation (with thumb-up) and to show negation (with Teddy turning head)

### Functionalities of the TEDDY Avatar (Videos)

The educator can choose videos from several libraries available in Main menu (pull down the small arrow on the right):

**Face** – Teddy shows parts of the face

**Body** – Teddy shows parts of the body

**Count** – Tedy shows numbers and mathematical operators

**Room** – Teddy performs some basic activities inside the room

**Choosing clothes** – Teddy picks-up some clothes to wear

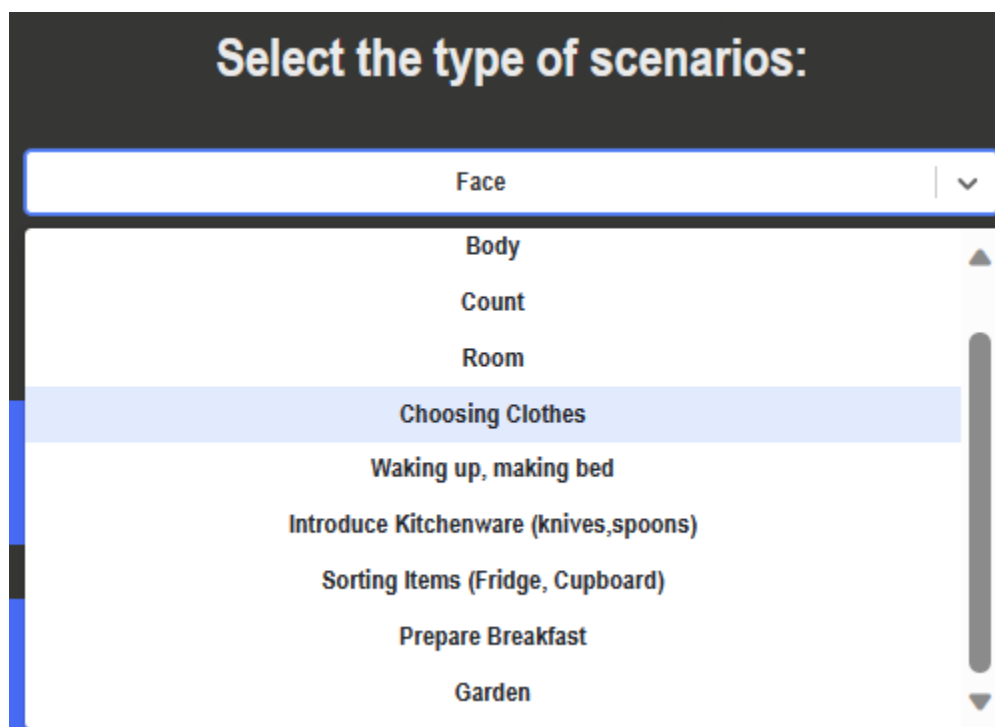
**Waking up, making bed** – shows Teddy making his bed

**Introduce kitchenware** – Teddy learns how to use kitchenware to eat and drink

**Sorting items** – Teddy learns how to behave in the kitchen and what to do with products

**Prepare breakfast** – Teddy shows how to prepare some food for breakfast

**Garden** – Teddy plays in the garden



Depending on the option chosen in **Main menu** the **Submenu** shows different buttons as follows:

Select the type of scenarios:

Face

Face parts exposition:

eye	mouth
nose	ear

*Teddy – Face Parts (Eyes, Mouth, Nose, Ear)*

Select the type of scenarios:

Body

Body parts exposition:

head	leg
hand	foot
chest	belly

*Teddy – Body Parts*

Select the type of scenarios:

Room

Teddy in-room activities:

bed-bookshelf

bookshelf-desk

desk-table

bed-book

book-desk

***Teddy – Room (Bed, Bookshelf and Desk)***

Select the type of scenarios:

Count

Count commands:

1	2
3	4
5	6
7	8
9	10
+	-
x	÷
equal	

***Teddy – Numerical Calculations***

Select the type of scenarios:

Choosing Clothes

Teddy choosing clothes scenario:

dresser	take briefs
put briefs	take T-shirt
put T-shirt	take pants
put pants	take socks
put socks	take shoes
put on clothes	mirror

backpack

***Teddy – Clothing and Dressing Up***

Select the type of scenarios:

Waking up, making bed

Teddy waking up scenario:

wake up	make bed
---------	----------

backpack

***Teddy – Making Bed – Preparing Backpack***

Select the type of scenarios:

Garden

Garden:

Teddy plays ball	Teddy
Both play	fall down
knee hurts	Teddy sighs
call help	help comes
stand up	help Teddy

***Teddy – Garden (Play with the Ball, and Asking for help)***



Select the type of scenarios:

Introduce Kitchenware (knives,spoons) | v

Introduce Kitchenware (knives,spoons):

knife and fork	fridge sausage
sausage table	sausage eat
prepare sausage	walk in
take cup	pour and drink
drink water	spoon
fridge yoghurt	yoghurt table eat
eat yoghurt	

***Teddy – Kitchen Utensils and Breakfast***

Select the type of scenarios:

Sorting Items (Fridge, Cupboard) | v

Sorting Items (Fridge, Cupboard):

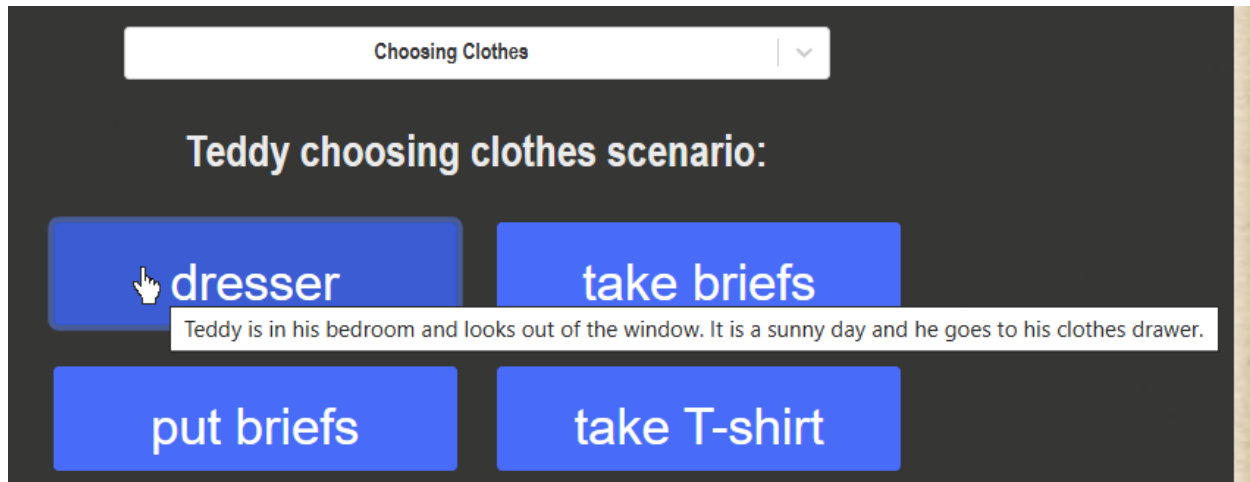
utensils drawer	enter kitchen
mug drawer	put all dishes
enter kitchen bag fridge	enter kitchen bag
open fridge	milk fridge
tomatoes fridge	sausage fridge
close fridge	food fridge

***Teddy – Kitchen Utensils and Breakfast***

Prepare Breakfast:	
enter kitchen	wash hands
dishes out	dishes table
bread table	ham butter table
prepare sandwich	enter kitchen wash
utensils food sandwich	wash tomato
tomato to cut	cutting tomato
tomato to table	pouring juice
tidying up	eating sandwich
washing dishes	wiping surfaces

***Teddy – Kitchen Utensils and Breakfast***

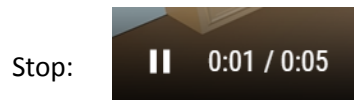
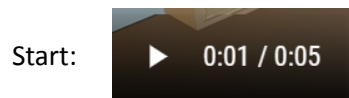
Buttons in **Submenu** have short names to fit the limited space, however, for your convenience we have added the tip information which appears when the mouse pointer hovers over the button as shown on the following Figure.



By pressing any of the buttons in any **Submenu (left mouse click)** the educator can add the appropriate video to the Queue of videos. The videos in the queue can be deleted by double click of the mouse (left button). The videos in the queue can be played by pressing one of the buttons in the **Play menu** – either only the first video in the queue will be played (**press Play next button**) or the whole queue will be played one by one (**Play sequence**). You can call feedback videos at any moment by pressing the appropriate button in the Feedback area – the current video will be stopped and the one of feedback videos will be played (**Thumbs up and No actions are shown below**), then the queue will be continued. You can combine in the queue the videos coming from any library based on your training scenario.



The Video player window contains some native menu in the bottom, helping you to Start/Stop the video or maximize the window, as presented below.



You can also Start/Stop the video by clicking the mouse left button in the area of the Video player or pressing Space bar.

Maximize Video player:



## Teddy Available Scenarios

We have prepared 8 real-life scenarios in which the TEDDY avatar can be used for the improvement of social skills, digital skills, communication, self-confidence, learning etc. The lesson plans use the TEDDY scenarios such as in the bedroom, kitchen and park as the basis of the lesson, as shown in next Figures. Teachers or therapists can use these lesson plans as a starting point of creating their own lesson plans, the possibilities are endless!



Turn-taking is a skill that plays an important role in social success. Often children with autism struggle with the concept of taking turns and sharing toys, leading to difficulties when playing with peers and friends. Children with ASD also face difficulties with cognitive skills such as calculations, and therefore it is important to help them develop adequate cognitive competencies to minimize the chances they will encounter later problems in their school year and reduce potential school drop-outs. One activity aims to equip learners with numerical skills in relation to addition and subtraction. You will find appropriate videos to support these scenarios.



## 5. Frequently asked questions (FAQs)

### How can I use the TEDDY in real-life?

You can use one of the scenarios (lesson plans) we have prepared in the Multimedia Guidebook - they refer to several libraries of animations (with TEDDY activities) available in our web-based application. You can augment your everyday therapy or teaching methods with animations of TEDDY (look into various sceneries and actions) - be creative!

### What is the best activity?

There is no single best activity for TEDDY avatar - you can choose from several sceneries and activities of our teddy bear. You can ask your students to choose appropriate videos from collections, arrange them in order, or you can play the correct behavior of TEDDY. Get inspiration from the Multimedia Guidebook or create your own technique - share your experience with us using contact form: <https://readyteddygo.eu/en/contact>

### How do children with learning difficulties benefit from the TEDDY?

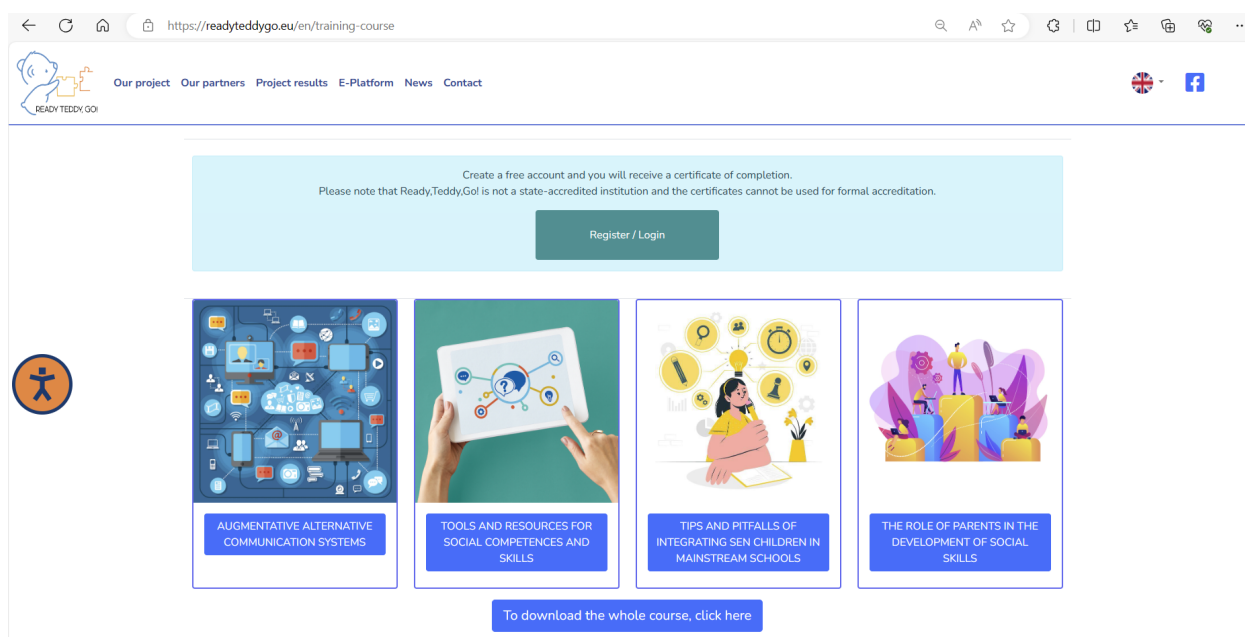
The Multimedia Guidebook consists of useful tips and guidelines on how to incorporate the TEDDY Avatar in education and therapy, how to promote the social skills of children with special needs such as communication, self-confidence, interaction, learning etc. It was practically verified by groups of professionals in 6 countries. You can also follow our course which aims to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment.

## What range of activities does it offer?

We have prepared 8 real-life scenarios in which the TEDDY avatar can be used for the improvement of social skills, digital skills, communication, self-confidence, learning etc. The lesson plans use the TEDDY scenarios such as in the bedroom, kitchen and park. Making the bed or preparing breakfast are the everyday behaviors TEDDY can present to your students. Turn-taking is a skill that plays an important role in social success. Children with ASD also face difficulties with cognitive skills such as calculations, and therefore it is important to help them develop adequate cognitive competencies to minimize the chances they will encounter later problems in their school year and reduce potential school drop-outs.

## How do I check my profile?

You can login or register to take the most from e-platform and our training course in particular. Choose option as below:



The screenshot shows the 'training-course' page on the Ready Teddy Go! website. At the top, there is a navigation menu with links for 'Our project', 'Our partners', 'Project results', 'E-Platform', 'News', and 'Contact'. A central light blue box contains the text: 'Create a free account and you will receive a certificate of completion. Please note that Ready,Teddy,Go! is not a state-accredited institution and the certificates cannot be used for formal accreditation.' Below this is a 'Register / Login' button. The main content area features four colorful cards with icons and text: 1. 'AUGMENTATIVE ALTERNATIVE COMMUNICATION SYSTEMS' (with a grid of communication icons), 2. 'TOOLS AND RESOURCES FOR SOCIAL COMPETENCES AND SKILLS' (with a hand holding a tablet), 3. 'TIPS AND PITFALLS OF INTEGRATING SEN CHILDREN IN MAINSTREAM SCHOOLS' (with a girl reading), and 4. 'THE ROLE OF PARENTS IN THE DEVELOPMENT OF SOCIAL SKILLS' (with a family illustration). A blue button at the bottom says 'To download the whole course, click here'.

## Who can assist me with the TEDDY?

First of all please use our e-platform with very diverse resources prepared by Partners of Ready Teddy Go! consortium. You can explore e-compendium providing a list of already existing solutions and practices applied in the partner countries, which aim to boost key competences of SEN students. As there are lots of methods, methodologies, types of therapies which reinforce the results of therapies and education process of school children with intellectual disabilities in



a wider context, the e-compendium includes comparison of effects and presentation of case studies. You can use the training course - a guide for teachers, social workers, parents and educators. If there are more questions you can use the Forum at e-platform or contact us directly at <https://readyteddygo.eu/en/contact>.

### **How can I best use TEDDY as a teacher?**

The Multimedia Guidebook is targeted to Special Needs Educators and consists of useful tips and guidelines on how to incorporate the TEDDY Avatar in their practices, along with a collection of real-life scenarios in which the TEDDY Avatar can be used to promote the social skills of children with special needs such as communication, self-confidence, interaction, learning etc. If you would like to further develop your skills in terms of supporting children with on the autism spectrum, you can follow our course which aims to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment.

### **How to take full advantage of the functions and use of the TEDDY?**

First refer to the Multimedia Guidebook specifically prepared for teachers, therapists and parents of children with Special Education Needs - it consists of useful tips and guidelines on how to incorporate the TEDDY Avatar teaching, therapy and support. It contains a collection of real-life scenarios in which the TEDDY Avatar can be used to promote the social skills of children with special needs such as communication, self-confidence, interaction, learning etc. We have prepared 8 real-life scenarios in which the TEDDY avatar. You can create your own lesson plans with several libraries of TEDDY animations, the possibilities are endless!

If you would like to further develop your skills in terms of supporting children with on the autism spectrum, you can follow our course which aims to fill in the gaps and provide solutions, best practices, products, tools, toys, etc., thus addressing in this way the lack of empowerment when referring to social development skills, communication skills, and poor interaction between classmates in an inclusive, educational environment.