



# ISEC - ADE

ACCESSIBLE DIGITAL EDUCATION FOR LEARNERS  
WITH AUTISM AND INTELLECTUAL DISABILITIES:  
INNOVATING SOLUTIONS AND ENHANCING  
EDUCATORS' COMPETENCES

Report on the delivery and evaluation of the  
ISEC-ADE training program

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## Introduction

The "Accessible and Quality Digital Education for Autism and Intellectual Disabilities (ID): Training of Trainers Course for Educators" aims to enhance the skills and knowledge of educators through interactive, practical, and highly relevant training sessions. This report provides a comprehensive analysis of the training evaluation responses collected from 23 participants in the main LTTA using a 'Train the Trainer' training strategy, as well as from the delivery of 19 local training sessions, expanding the knowledge and skills to 258 participants. It includes both quantitative and qualitative insights to assess the overall satisfaction with the training, highlight positive aspects, identify areas for improvement, and outline future training interests. The feedback gathered will inform ongoing improvements and help tailor future training sessions to better meet the needs of participants.

## Executive Summary

The "Accessible and Quality Digital Education for Autism and ID" training program received overwhelmingly positive feedback from participants, who praised the clear objectives, interactive sessions, and practical relevance of the training. Participants appreciated the hands-on experiences and the engaging nature of the sessions, which facilitated learning and retention. The trainers were commended for their expertise and approachability, and networking opportunities with peers were highly valued.

Quantitative analysis revealed that participants found the training well-organized, with content that was easy to follow and materials that were helpful for ongoing reference. The training was deemed useful for professional applications, and the objectives were successfully met. The facilities provided were adequate and comfortable, contributing to a conducive learning environment.



Several areas for improvement were identified, including technical issues and a desire for more practical time. Participants suggested enhancements such as better internet connectivity, clearer instructions, and more interactive elements. There was also a strong interest in additional training on managing classroom behaviour, supporting students with special needs, and using digital tools.

Overall, the training was effective and relevant, with participants planning to apply their new knowledge to enhance their teaching practices. The feedback highlights the importance of continuous improvement and addressing specific needs to further elevate the training experience. This aligns with the course's goal of empowering educators to create inclusive, engaging, and effective learning environments for individuals with autism and intellectual disabilities.

## Train the Trainer Program

From May 21st to May 24th, 2024, we had the pleasure of hosting an inspiring group of 27 participants - educators from Cyprus, North Macedonia, Greece, and Bulgaria at our Train the Trainers course in Limassol, Cyprus. This event marked a significant milestone in our commitment to advancing accessible and quality digital education for learners with autism and intellectual disabilities.



### Course Overview

Our Training of Trainers (ToT) course is a comprehensive 4-day professional development program designed to enhance educators' competences in providing accessible digital education. The curriculum was meticulously crafted to address the diverse needs of educators, as well as learners with autism and intellectual disabilities through six interactive units.

1. Common Understanding of Autism and ID: Participants gained insights into autism and intellectual disabilities, emphasizing a strengths-based approach to understanding neurodivergent individuals. This unit also covered inclusive education principles and the application of Universal Design for Learning (UDL) strategies to overcome learning barriers.
2. Accessibility and Quality in Teaching and Learning: This unit focused on key accessibility recommendations in digital education, strategies for effective support in computer-assisted instruction, and specialised instructional components tailored for learners with autism and ID.

3. Introduction to TeachSpace & TeachHub: Educators were introduced to the functionalities of TeachSpace and TeachHub, platforms designed to support individualized and interactive learning experiences. Hands-on activities demonstrated how to customize digital content and build supportive online communities.

4. Designing Accessible Digital Learning Environments: Participants developed learner profiles, created accessible content using TeachSpace, and presented their work. This unit emphasized practical application and skill development in designing customized learning environments.

5. Developing a Training Plan for Community Outreach: Educators worked on creating training plans tailored to their local communities. Group discussions and feedback sessions helped refine these plans to ensure they meet specific community needs.

6. Practicum and Peer Feedback: The final unit involved practice sessions where participants delivered training segments and received constructive feedback from peers and facilitators. This hands-on experience was invaluable in enhancing their training delivery skills.

The curriculum and training materials are available on the project website, in the results section <https://isec-ade.eu/results>.

The training was evaluated in terms of delivery, satisfaction, and the overall effectiveness of the training program. Annexes 1 and 2 provide the instruments used for these evaluations. This report focuses on presenting data from the training evaluation, including demographic information, training satisfaction, and participant feedback. However, data on the effectiveness of the training program has been submitted for publication in a scientific journal and is currently undergoing peer review. To adhere to the rules for scientific publishing, only demographic data and training satisfaction results are presented here. The questionnaires provided in the annexes were administered via online forms to participants of the training held in Cyprus.

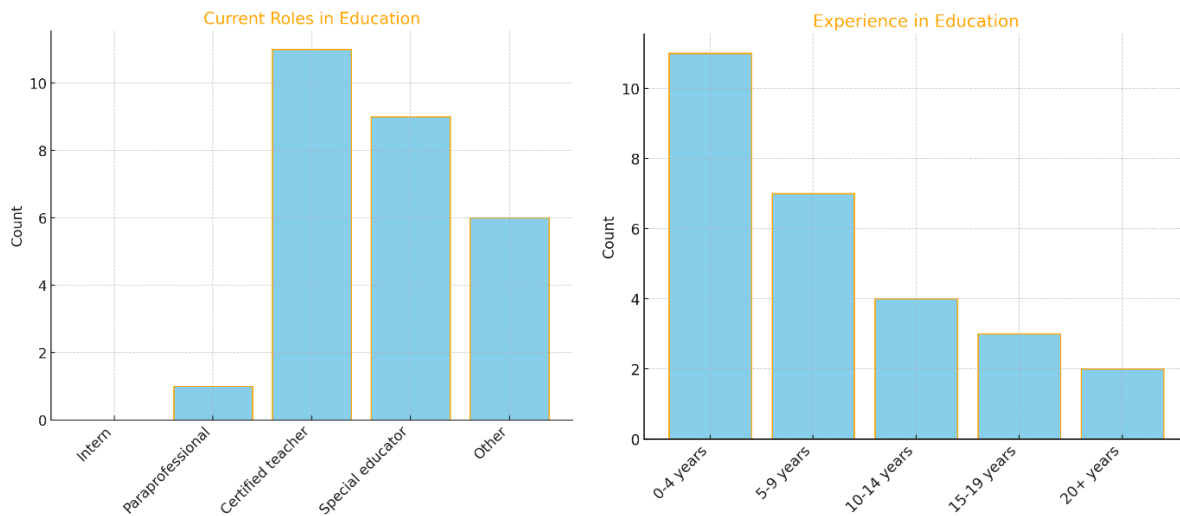


#### Demographic data

The training attracted a diverse group of 27 participants, most of whom were already deeply involved in the field of education. A significant number were certified teachers, making up nearly half of the group. Many participants also identified as special educators, reflecting the specialized focus of the training. A few came from other professional backgrounds, including psychologists, speech and language therapist and pedagogues, adding a broader perspective to the discussions.

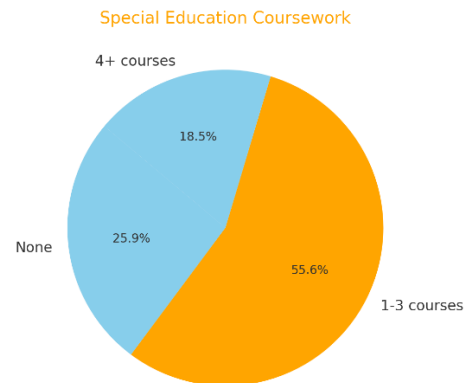
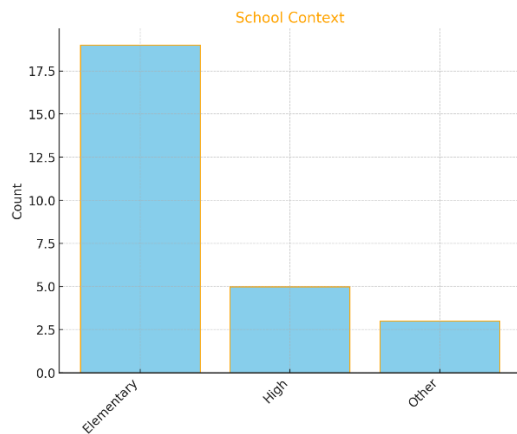
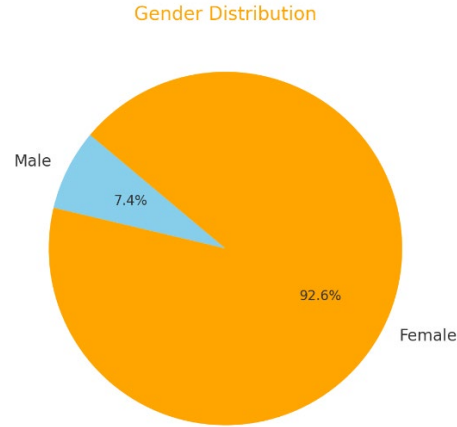
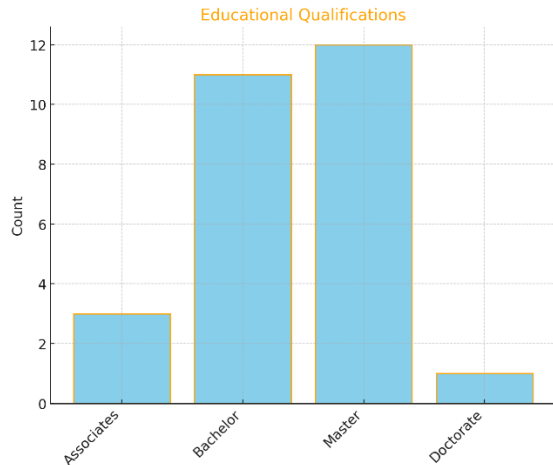


The participants in the training represented a diverse range of experience levels, from newcomers to seasoned professionals. A significant portion (41%, or 11 participants) were early-career educators with less than five years of experience. Another 26% (7 participants) had a moderate level of experience, having worked in education for 5–9 years. Meanwhile, 15% (4 participants) were mid-career professionals with 10–14 years of experience. Those with extensive experience included 11% (3 participants) who had been in the field for 15–19 years and 7% (2 participants) who had over 20 years of experience. This range highlights a healthy mix of perspectives from both newer and more experienced professionals.



The group was overwhelmingly female, with only five male participants. This aligns with broader trends in education, where women often represent a significant majority. When it comes to educational qualifications, most participants had advanced degrees. Nearly half held a Master’s degree, and one participant had a Doctorate, underscoring the high level of academic preparation within the group. A smaller number had completed Bachelor’s or post-secondary degrees, showcasing a mix of educational backgrounds.

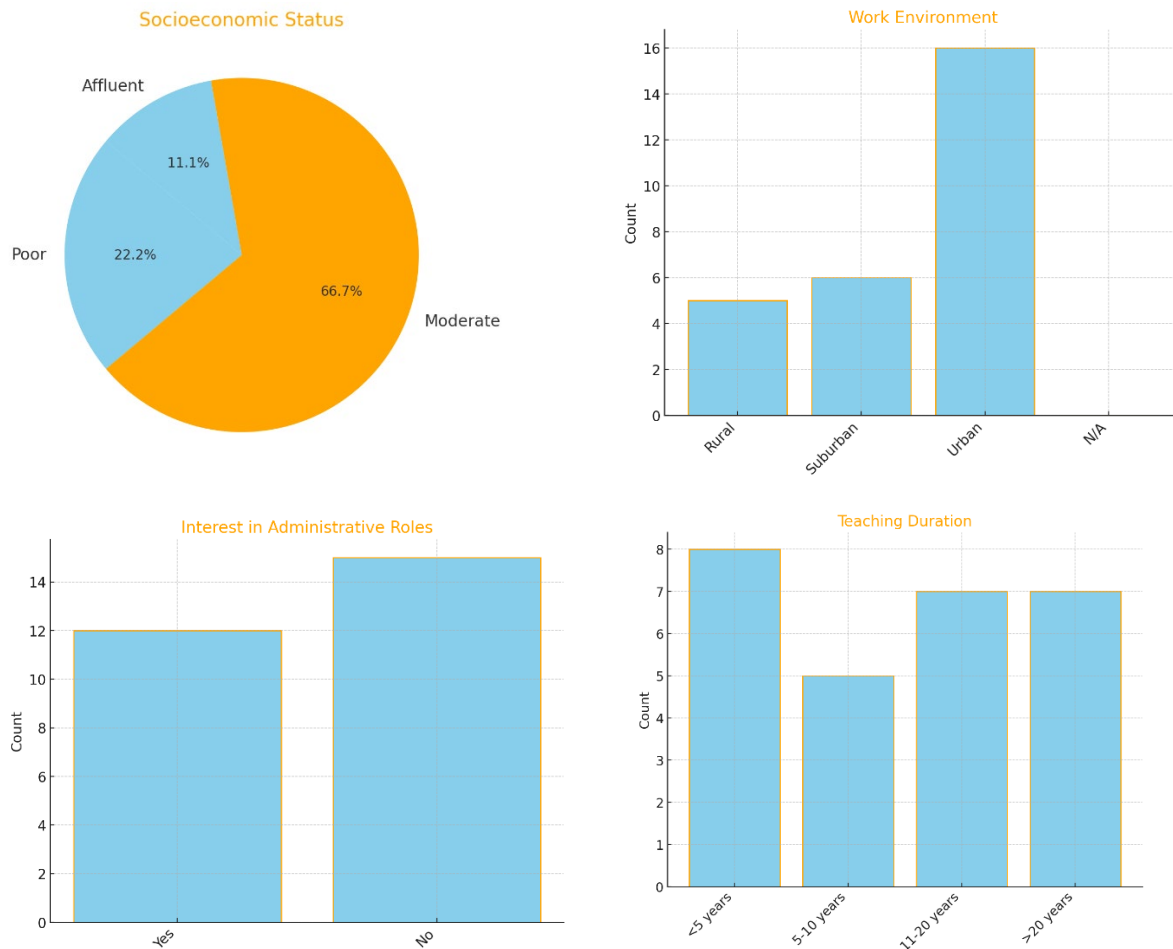
When it came to special education experience, there was a mix of backgrounds. While some participants had completed several academic courses in the subject, others had little to no formal training in this area. However, many participants had hands-on experience, with over half reporting they spent considerable or extensive time each month working with individuals with disabilities. Most participants worked in elementary schools, while others were based in high schools or other educational settings. These differing contexts added depth to the group’s discussions, as they could exchange strategies tailored to different age groups and educational levels.



The training reached educators working in various community settings. Most participants were based in urban areas, while others came from suburban and rural communities. This diversity likely enriched discussions, as participants could share insights from a variety of contexts.

The socioeconomic makeup of the communities where participants worked was also varied. Most came from areas with moderate socioeconomic status, though some worked in poorer communities, and a few served affluent areas. This variety likely brought additional nuance to the training, as participants shared the challenges and opportunities specific to their local contexts.

In terms of career plans, the group was evenly divided between those planning to stay in teaching for the long term and those considering a transition within the next decade. Interestingly, many participants expressed an interest in moving into administrative roles, such as becoming school directors or principals, suggesting that this training could also support future leaders in education.



## Quantitative Analysis Summary

### Clearly defined objectives

A significant majority of the participants, 16 out of 23 (66.67%), strongly agreed that the training objectives were clearly defined, while the remaining 7 participants (33.33%) agreed. Participants overwhelmingly agreed that the training objectives were clearly defined, indicating that the training sessions began with a well-articulated purpose, ensuring that attendees knew what to expect and what they would learn.



### **Encouragement of Participation and Interaction**

A large majority, 18 out of 24 participants (75%), strongly agreed that participation and interaction were encouraged, while 6 participants (25%) agreed. The high level of agreement suggests that the training was interactive, engaging participants in discussions and activities that facilitated learning and retention.

### **Relevance of Topics Covered**

A significant majority, 17 out of 24 participants (70.83%), strongly agreed that the topics covered were relevant, with the remaining 7 participants (29.17%) agreeing. The topics covered were pertinent to the participants' work, indicating that the content was well-chosen to meet the professional needs of the attendees.

### **Organized and Easy to Follow Content**

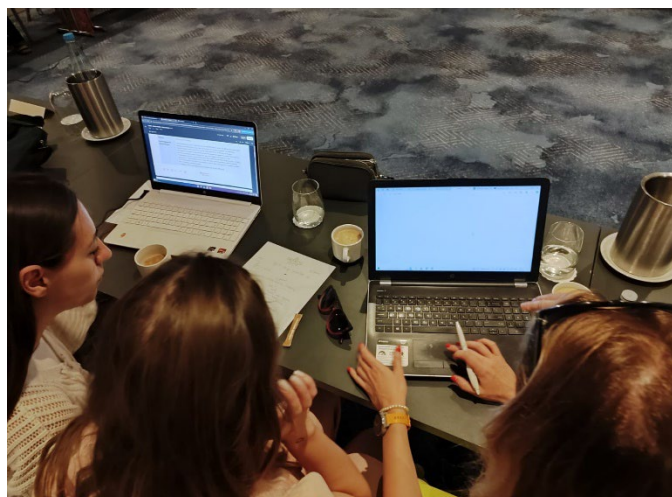
A majority, 15 out of 24 participants (62.5%), strongly agreed that the content was organized and easy to follow, while 9 participants (37.5%) agreed, and a small fraction, 1 participant (4.17%), was neutral. Participants found the content well-organized and easy to follow, reflecting effective structuring of the training materials and sessions.

### **Helpfulness of Distributed Materials**

Most participants, 15 out of 24 (62.5%), strongly agreed that the materials distributed were helpful, 8 participants (33.33%) agreed, and 1 participant (4.17%) was neutral. The materials distributed during the training were found to be helpful, providing valuable resources for participants to refer to during and after the training.

### **Usefulness of Training in Work**

A significant majority, 17 out of 24 participants (70.83%), strongly agreed that the training experience would be useful in their work, 6 participants (25%) agreed, and 1 participant (4.17%) was neutral. Participants believe that the training will be useful in their work, suggesting that the skills and knowledge gained are applicable to their professional roles.



### **Meeting Training Objectives**

Most participants, 17 out of 24 (70.83%), strongly agreed that the training objectives were met, and 7 participants (29.17%) agreed.

The training successfully met its objectives, as evidenced by the high level of agreement among participants.

### Sufficiency of Time Allotted

A majority, 13 out of 24 participants (54.17%), strongly agreed that the time allotted was sufficient, 8 participants (33.33%) agreed, 2 participants (8.33%) were neutral, and 1 participant (4.17%) disagreed. The time allotted for the training was deemed sufficient, indicating that the training was well-paced, allowing participants to fully engage with the material without feeling rushed.

### Adequacy of Facilities

Most participants, 15 out of 24 (62.5%), strongly agreed that the meeting room and facilities were adequate and comfortable, 8 participants (33.33%) agreed, and 1 participant (4.17%) was neutral. The meeting room and facilities were found to be adequate and comfortable, contributing to a conducive learning environment.



Figure 1. Percentage of different levels of agreement, by statement

## Overall Quality of Training Delivery

A significant majority, 18 out of 24 participants (75%), rated the overall training delivery as 5 stars, 5 participants (20.83%) gave 4 stars, and 1 participant (4.17%) gave 1 star. The overall quality of the training delivery was rated highly by most participants, reflecting effective presentation and facilitation by the trainers.

■ 1 ★ ■ 2 ★ ■ 3 ★ ■ 4 ★ ■ 5 ★



Figure 2. Rating of training delivery

## Qualitative Analysis: Common Themes and Insights

### Hands-On Learning and Interactive Sessions

The heart of our training program was its hands-on, interactive approach, designed to engage and inspire participants. Many participants appreciated the practical elements of the training, emphasizing the usefulness of hands-on experiences and real-life applications. One of our trainees, Pavel, a special education teacher, shared, “The practical parts of the training were incredibly valuable. I loved the opportunity to practice using the app for real-life situations.” Another participant, Maria praised the “interaction with other people from other countries, the integration of practical work and theory together, the reflections and case studies.”



### Building a Global Community

Our program not only provided professional development but also fostered a vibrant community of educators from different countries. The networking opportunities were a highlight for many. As Dareia remarked, “Learning new things and meeting professionals from other countries was fantastic. It broadened my perspective and opened up new possibilities for collaboration.”

### High Praise for Our Trainers

Our trainers' expertise and approachability did not go unnoticed. Vesna shared her gratitude, saying, "The trainers were so nice and easy to follow. They made the content accessible and engaging, which helped me absorb and retain the information better." Aristotelis echoed this sentiment, emphasizing the inspiring and focused nature of the training: "The trainers inspired me and it was a really focused training."

### **Applying New Skills to the Classroom**

The true measure of our program's success lies in its impact on teaching practices. Many participants are already planning to apply what they've learned. Katerina, for instance, shared her excitement: "I can practice this tool in the classroom with all children." Alexandra expressed a similar sentiment, emphasizing the practical application of new knowledge: "To use TeachSpace and the good practices I learned, with my students, in Art lessons."

### **Areas for Improvement**

Several participants noted the need for improved technical aspects and more time dedicated to practical exercises. This was highlighted by remarks such as "The technical issues" and "More time for practical experience for TeachSpace." Specific areas for improvement were also suggested, including better internet connectivity, clearer instructions, and more interactive elements. Participants expressed these needs through comments like "Internet network, and more time to complete the tasks," and "The groups can be more interactive."



### **Changes in Practice**

Many participants expressed their intention to apply what they learned to make their teaching more interactive and effective, particularly using the TeachSpace tool. For instance, one participant stated, "To use TeachSpace in my work with kids with specific difficulties in learning," while another mentioned, "My work with students to

be more interesting for them, they to want to participate, and to learn in a fun way." There was a strong emphasis on using the training to better support students with special needs, with one participant explaining, "I can easily apply my new knowledge in my everyday work with students with special needs and to show my colleagues the advantages of using TeachSpace." Another participant highlighted, "Better IT skills, better awareness of how to differentiate my curriculum."

### **Future Training Interests**



Many participants expressed a desire for more opportunities to further advance their proficiency through additional, more advanced training sessions. They indicated a desire for additional training focused on specific aspects of using TeachSpace within special needs & inclusive education. This was reflected in comments such as "Something about physio motoric disability," "How to manage aggressive students in classroom," and "Trainings for children with ADHD." There was also interest in more training on digital tools and their practical applications, with participants expressing this through remarks like "Advanced practice with this technology," and "More content with digital tools in the education, friendly with the pupils."



### Additional Comments

General positive feedback about the training's overall effectiveness was common, along with some suggestions for future improvements. Participants expressed their gratitude and positive outlook with comments such as "Grateful to be a part of this training course :)," and highlighted the potential of the tools introduced, as one participant noted, "This is a super app with a lot of potential to make

teachers' lesson preparation easier, more effective, more efficient." "More time for advanced experience with the TeachSpace app would be great," suggested Kaylie, reflecting a common opinion among attendees.



### Conclusion

The ISEC-ADE training received positive feedback from participants, who praised the clear objectives, interactive sessions, and practical relevance. The training was well-organized, with content that was easy to follow and materials that were helpful for ongoing reference. Participants found the training useful for their professional roles, noting that the objectives were successfully met.

The interactive nature of the training was highly valued, with participants engaging in discussions and collaborative activities. They appreciated the hands-on experiences and real-life applications, highlighting the practical elements of the training. The trainers received positive feedback for their



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approachability and effectiveness, and networking opportunities with peers from different countries were also well-received.

Several areas for improvement were noted, including technical issues and a desire for more practical time. Specific suggestions included better internet connectivity, longer instructions, and more interactive elements. Many participants expressed a desire for more opportunities to further advance their proficiency through additional, more advanced training sessions.

Overall, the training was deemed effective and relevant, with participants planning to apply their new knowledge to enhance their teaching practices. The feedback highlights the importance of continuous improvement and addressing specific needs to further elevate the training experience.



## Next Steps: Local Community Training Sessions

Following the main LTT in Cyprus, where the Train the Trainer methodology was employed to deliver the training program and train 27 educators- trainers, the partners implemented a series of local training sessions in Cyprus, North Macedonia, Greece and Bulgaria. These training sessions aimed to introduce and facilitate the use of the innovative tools TeachSpace and TeachHub, tailored to support digital education for students with autism and intellectual disabilities (ID). The very broad reach and significant engagement across the participating countries is reflected in the total number of 258 participants who attended these local training sessions. The following section of the report outlines the activities, outcomes, and impact of these local training sessions.

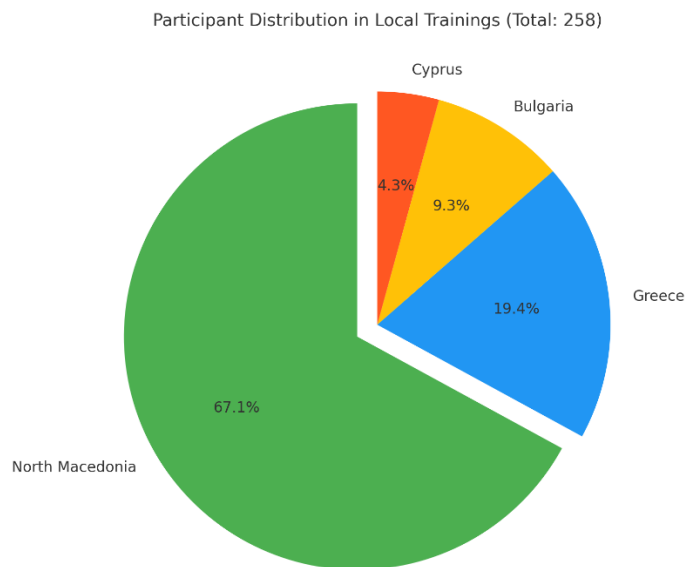


Figure 3. Participants per country, Autism Institute - 163, MSSA - 10 (North Macedonia), CSOP - 24 (Bulgaria), DADAA – 15, Cyclisis - 35 (Greece), ShipCon - 11 (Cyprus)

The training participants primarily comprised a group of regular classroom teachers, from elementary schools, but also a diverse group of education professionals, including, special educators from mainstream schools, specialized educators and rehabilitators from resource centres within special schools, and private centres, as well as educational assistants supporting students with additional learning needs in inclusive classrooms. The trainers utilized the Compendium of Training Materials developed in the ISEC-ADE project: Accessible and Quality Digital Education for Autism and Intellectual

Disabilities – ToT for Educators. However, they adapted these materials to meet the specific needs of their local communities and their learners.

### Delivery of training in North Macedonia

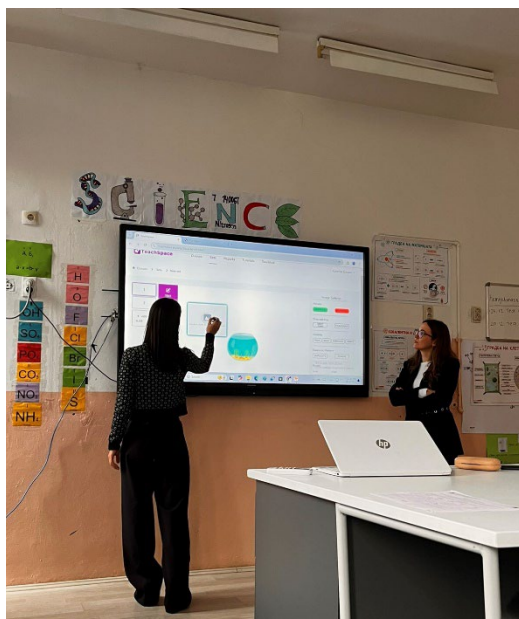


In North Macedonia, a series of practical training sessions on Accessible and Quality Digital Education for Autism and Intellectual Disabilities (ID) were conducted. These sessions were designed to introduce the innovative digital tools developed by the ISEC-ADE project consortium - [TeachSpace](#) and [TeachHub](#), specifically tailored to support

students with autism and ID in accessing quality education.

As part of the program, eight trainers from North Macedonia were trained through the LTTA (Train the Trainer) program in Cyprus. Following their training, these trainers—seven supported by the Autism Institute and one by MSSA—organized and delivered **nine local training** sessions. Collectively, the sessions engaged a total of 173 participants from June 2024 to the end of November 2024.

The training participants included a diverse group of education professionals:



- Regular classroom teachers and special educators from mainstream schools.
- Special educators and rehabilitators working in special schools with resource centres.
- Educational assistants supporting students with additional learning needs in inclusive classrooms.
- Other school staff, including pedagogues, school psychologists, and social workers.

#### Training Materials and Approach

The training sessions aimed to empower participants with the skills and knowledge necessary to enhance teaching practices using TeachSpace and TeachHub, facilitate inclusive learning opportunities for students with diverse

needs and integrate universal design principles for greater accessibility and inclusion.

The training focused on the practical implementation of TeachSpace and TeachHub in various educational activities. The majority of sessions (7) were conducted within the framework of inclusive education, emphasizing the role of TeachSpace and TeachHub in ensuring equitable curriculum access for students with autism and intellectual disabilities. Educators and school staff were equipped to implement the universal design approach, recognizing its importance in creating an accessible and supportive learning environment.

Two of the sessions, conducted with special educators from Idnina Elementary School with Resource Centre and the Gaspar Centre, focused on using the project's accessible digital tools to improve the quality of individual support provided to learners. This focus aligned with the specific forms and scope of work of both institutions, ensuring that the training addressed their unique needs and contexts.

The following table provides an overview of the practical training sessions conducted across various institutions, highlighting the participants, dates, duration, and key focus areas of each session.

Location	Participants (n)	Date	Training Duration	Focus	Trainer and supporting org.
"Idnina" Elementary School with Resource Centre	Educational assistants (35)	June 27, 2024	3 hours	Support for inclusive classrooms	Pavel Mirchevski (Autism Institute)
"Idnina" Elementary School with Resource Centre	Educational assistants (40)	June 27, 2024	3 hours	Support for inclusive classrooms	Pavel Mirchevski (Autism Institute)
"Vlado Tasevski" Elementary School	Teachers (15)	September 27, 2024	6 hours	TeachSpace and TeachHub Practical training sessions	Vesna Filipovska (Autism Institute)
"Dane Krapchev" Elementary School	Teachers and educational assistants (14)	October 1, 2024	6 hours	TeachSpace and TeachHub Practical training sessions	Vesna Dimitrovska (Autism Institute)
"Idnina" Elementary School with Resource Centre	Special educators and rehabilitators (18)	October 17, 2024	6 hours	Accessible tools for individual support	Pavel Mirchevski (Autism Institute)
"J.H. Pestalozzi" Elementary School	Teachers (12)	November 15, 2024	6 hours	TeachSpace and TeachHub	Gabriela Najdova

				Practical training sessions	(Autism Institute)
“Stiv Naumov” Elementary School	Teachers and school psychologist (19)	November 28, 2024	6 hours	TeachSpace and TeachHub Practical training sessions	Biljana Teovska (Autism Institute)
“Ss. Cyril and Methodius” Elementary School	Teachers and school special educator (10)	November 29, 2024	6 hours	Accessible tools for individual support	Gabriela Najdova (Autism Institute)
Gaspar Centre for Psychophysical Health	Special educators and rehabilitators (10)	November 30, 2024	6 hours	Accessible tools for individual support	Katerina Mileska (MSSA)

All in all, the trainees provided positive feedback about the quality of the training. A lot of the comments/recommendations were requests for further training and/or support. It is worth mentioning that during the training sessions, particularly during breaks and/or at the end of the sessions, a lot of participants would approach the trainers and comment on the training, on how useful and meaningful they found it. But above all, a lot of participants expressed interest for further collaboration with the Autism Institute for their schools, in order to support the teachers and the students with autism and ID.

### Delivery of training in Greece

The local training session in Greece were organised and supported by Cyclisis and DADAA. They implemented 5 training sessions with total of 54 participants.

Cyclisis implemented 4 trainings (1 international and 3 local ones) from October to early December 2024, with educators and professionals after addressing schools and detecting their availability. In total we reached 39 persons (4 international, 35 local).

### International training – October 10, 2024

The international training was a chance that Cyclisis had through its sister organization, Dafni Kek, which hosted a group of educational staff and learners with autism and intellectual disabilities from Adult Learning Wales. While planning their study visit to Patras (through the Taith Programme), Dafni Kek shared ISEC-ADE’s approach as an interesting practice and relevant to their work and as such Adult Learning Wales asked if it would be possible to have a very brief seminar during their visit.

This training was carried out on October 10 and was attended by the 4 accompanying educators and supportive staff from Adult Learning Wales. In total the training took 6 hours, during which the participants were provided with a presentation of the project, printed materials and a replication of sessions 1, 2, 3 and 4 as they seemed the most relevant to the staff and educators of Adult Learning Wales participating in the study visit.



The participating staff seemed very interested in the tool and one of the things they highlighted was how much more efficient it would be for learners with autism and intellectual disabilities who already face extreme obstacles in accessing the standard educational platform they have (Moodle) which is so complicated and need a lot of support to be able to navigate it in order to find their exercises and quizzes.

The training was carried out by Vasiliki Tsekoura and Anastasia Giannakopoulou.

### **Local training 1 – November 26, 2024**

The first local training took place on Cyclisis office in 26/11. Participants were predominantly educators in early secondary education (Gymnasio) with knowledge and experience in working with learners with autism and/or intellectual disabilities (7 persons). Additionally, there were also other professionals that attended, such as orientation counsellor, doctor, pedagogics student and 1 parent. In total there were 11 participants present all with prior knowledge on autism and intellectual disabilities, interested primarily on the further use on the platform and creation of custom scenarios.

This training included live interpretation into sign language, making it more accessible to heard of hearing/deaf professionals (4) to attend and exchange with their hearing colleagues.

The training lasted for 4 hours with the participants being presented the project briefly, becoming familiarized with the deliverables and the training programme, attending a brief training session on the academic characteristics and suggested practices for implementation, and then focusing for a whole 2 hours in the use, development and sharing abilities of the ISEC-ADE digital tools.

In the practical session of the training, the participants were divided into 3 groups. Each group had a different understanding of the functionality and capabilities, leading to interesting differentiations between the groups. Similarly, the ability of each group to create something within the given time was also very different between the groups – one group was able to create a lot of different activities, the 2<sup>nd</sup> group was able to replicate existing activities with ease, whereas the third group faced some technical difficulties.

Overall, it was a group that was really engaged and creative in their approach. This training was carried out by the LTTA participants Dr. Eirini (Irene) Andrikopoulou, Aleksandra Koukou, Aristotelis Lamprinakos and Anastasia Giannakopoulou.

### **Local training 2 – November 28, 2024**

The 2<sup>nd</sup> local training took place in November 28 in the office of Cyclisis, with an additional team of 5 educators and educational supportive personnel from secondary education. The session was smaller in duration, around 2 hours, dedicated mainly to the use of the ISEC-ADE digital tools and familiarization with development of custom activities for learners. Participants had received the ISEC-ADE educational materials for self-study and they also had the chance to clarify any questions regarding autism-friendly educational methods.



The training was carried out by the LTTA participants Dr. Eirini (Irene) Andrikopoulou and Aristotelis Lamprinakos.

### **Local training 3 – December 6, 2024**

The 3<sup>rd</sup> local training was being scheduled from the beginning of November as it was being planned to take place with all the teachers and educational staff of the school. For this reason, it had to pass through the teachers' association by reviewing the educational material and the relevance of the tool to their work. As such the request was approved and scheduled for the beginning of December, on a date that all teachers were able to attend together after the end of the school day.



This training took place in the premises of the 2<sup>nd</sup> Special Primary School of Patras, and due to time constraints, it was only focused on the practical use of the tool. It was a really dynamic presentation where all teachers and educational staff seemed to be able to use it very well with their work, coming up with a lot of different ideas and approaches. After the presentation and practical familiarization, the participants

shared their experiences, ideas and suggestions for further use and integration into their work with the students, and they really seemed to appreciate the fixed number of options that didn't lead to choice-fatigue, allowing them to really focus on the actual content and not get carried away by "fancy transitions" and branching option that other tools promote as useful, yet they overcomplicate the process making the teachers overwhelmed and feeling like they don't make good use of it. Instead, TeachSpace focuses a lot more on the essence of the teaching process in a way that becomes accessible to students with autism and intellectual disabilities, without overwhelming the teacher.

The training was carried out by the LTTA participants Dr. Eirini (Irene) Andrikopoulou, Aleksandra Koukou and Aristotelis Lamprinakos, due to their profile as teachers.

### **Local Training 4 - 29th of November 2024**

During the four months following the Training of Trainers in Cyprus, DADAA's participants have actively contributed to the dissemination of the TeachSpace app, TeachHub, and their personal experiences. They utilized various channels, including social media and face-to-face meetings with colleagues, to share valuable insights and promote the tools introduced in the training.



Despite challenges such as relocations for work and family reasons affecting three out of four participants, DADAA implemented one training session that took place in the quarters of the Special Education junior and senior High School of Rodopi, in the village of Meleti. The training was carried out by the LTTA participant Eleftheria Stergiou. The totality of the school's personnel attended the 6-hour training (more than 15 participants), including educators, social workers, speech therapist and school nurse. Ms Stergiou's activity consisted in software display, account and classroom creation, learning content creation and additional generation of teaching content and materials. In fact, she guided the trainees in locating eventual sources and transmitting extra material, meaning from outside the application's "bank", to enrich the existing tools in TeachSpace.

With regards to the local trainees, they had the opportunity to try these digital tools in vivo and the means to practice alternative learning strategies that could help them by facilitating their everyday work with special education needs learners. According to all participants, the experience was interesting and innovating, and hands-on knowledge deemed valuable, thus amplifying the project's impact in a small but crucial way.

### Delivery of training in Cyprus



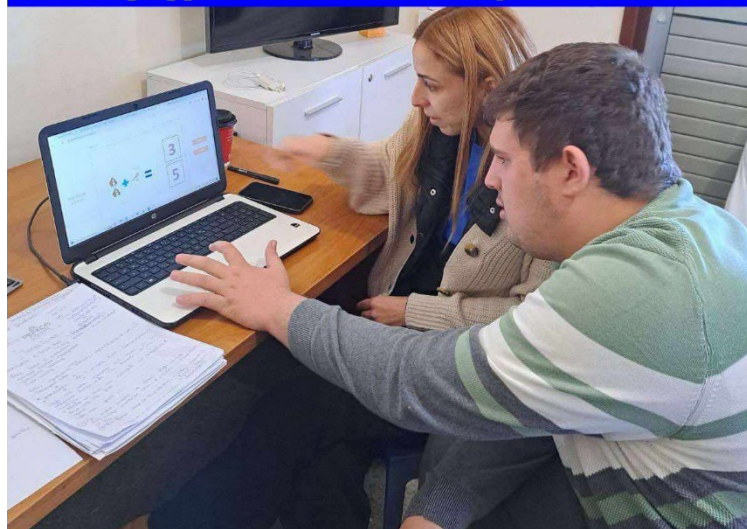
Shipcon supported 2 trainings during November 2024, with educators and professionals. Having worked alongside a school and Autism Day service to this purpose and involving a total of 11 people Training events were delivered on 28th and 29th November 2024. These sessions took place at Foleys School Limassol and Autism Support Famagusta, and were led by trainers Maria Kalogirou and Angela Winstanley.

**Training1** - on the 28th was carried out at Foleys school, Limassol, and included a range of teaching and support staff, including teachers and a psychologist as well as the school Erasmus Coordinator. Foleys is a mainstream international inclusive school with students who have a range of special educational needs, including Autism, and participants have knowledge and experience in working with learners with autism and/or intellectual disabilities. The group training was delivered by one of the attendees from the train the trainer event in Limassol, May 2024. There were some shortages of facilitators from the May trainings due to maternity leave, and one trainer having since left the school. Foleys also had some difficulties in making staff available for the training, given the day to day demands on the school at the time, and staff availability.

The training lasted for 4 hours with the participants being presented the project becoming familiarised with the deliverables and the training programme, and a brief training session on the academic characteristics of the tool and methods for use. which included development and sharing abilities of the ISEC-ADE digital tools.

The training then included a practical session where each participant was able to explore the functionality and understanding of the programme and its wider applications. Each participant created their own slides including individualised activities and programmes, specifically with particular students in mind. These tasks were achieved with little difficulty in a supportive and engaging environment. There was a high level of interest from the school Psychologist as to the application of the programme with students experiencing difficulties with emotional awareness.

#### Training for Trainers Autism Support Famagusta - follow up applied ISEC ADE training with Service Users



**Training 2** – SMILE project, Autism Support Famagusta facilitated training on November 29th was facilitated by Maria Kalogirou at the SMILE service. The other trained facilitator had by that time left the Service.

SMILE is a day service / unit for young people with Autism, several of whom also have behaviour which challenges. There is a varied support and teaching team, many of whom have teaching qualifications but working as support workers due to lack of availability of teaching jobs in Cyprus, compared with available qualified teachers. Nurses

also attended the training, as within this service they are also in direct support roles with students and recognised the wide range of uses for the programme and activities to support health issues such as nutrition and personal hygiene; plus, one parent who was involved in the original ISEC ADE testing.

The duration of training was 3 hours, however as it is a small unit who work in close proximity it was organised that there would also be supervised follow up including application of the programme directly with Students.

Therefore, the session included an introduction of an overview of the background and uses of ISEC ADE digital tools followed by a practical session within which after demonstration by the facilitator, participants were able to test the system and create their own activities and apply them to individual students' needs.

Participants had a range of reactions to the ISEC-ADE digital tools which was largely dictated by their previous experience with information technology although with coaching, all were able to utilise the system at their own level.

Feedback from the event was highly positive and the fact that supervised follow up application was in place meant that the ISEC-ADE digital tools were embedded in day-to-day programmes as part of the process, staff could immediately appreciate the benefit of the system, and it is likely to continue to be a key factor in programme design going forward.

Overall trainings were well received when delivered as was the ISEC-ADE digital tools product, and participants were able to appreciate the programme in practice. Difficulties arose in both organisations however due to the impact of key staff turnover and absence together with the day to day demands of curriculum delivery in schools.



### Delivery of training in Bulgaria

The local training sessions in Bulgaria were organised and supported by CSOP Dr. Peter Beron in Vidin. A total of three training sessions were implemented, reaching 24 participants. The training was conducted by Yotova Angela, Anelija Timoteeva, and Vladimir Vasilev, and included professionals from various educational and therapeutic backgrounds.

On November 22, 2024, the training sessions were held at Hisaria under the auspices of NARCSOP Bulgaria. The National Association of Workers in Centres for Special Educational Support is a Bulgarian organization that represents professionals working in centres focused on providing special educational support. These centres cater to individuals with various disabilities or special educational needs, aiming to offer them tailored educational services and support. The participants included a diverse group of professionals such as speech and language pathologists, teachers, psychologists, and the director of the



institution. The session focused on introducing the TeachSpace and TeachHub tools, along with practical strategies for their application in educational and therapeutic contexts.

### **Key Training Highlights**

Participants were given an overview of these digital tools, highlighting their functionality and relevance to supporting individuals with autism and intellectual disabilities. The training included demonstrations and hands-on activities to help participants learn how to tailor digital content to meet the individual needs of their students. Strategies for fostering collaboration among educators and support staff using TeachHub were discussed, enabling participants to create a community of practice within their institutions. Special emphasis was placed on designing accessible learning environments that align with the principles of inclusive education.

### **Participant Engagement and Feedback**

The professionals attending the training actively engaged in group discussions and practical assignments. They explored case studies, created learner profiles, and developed accessible content using the TeachSpace platform. Participants appreciated the interactive nature of the training and the opportunity to collaborate with colleagues from different disciplines.

Feedback highlighted the value of TeachSpace in simplifying complex tasks and providing a structured approach to creating and sharing educational resources. Many attendees expressed enthusiasm about integrating these tools into their daily practice to better support learners with special needs.



## Appendix 1

# Accessible and Quality Digital Education for Autism and ID- ToT course for educators

## Training Evaluation Form

Dear Participant,

Thank you for participating in the ISEC-ADE project's Accessible and Quality Digital Education for Autism and Intellectual Disabilities training. The purpose of this survey is to obtain an accurate and valid appraisal of your perceptions of the training. Because there are no “right” or “wrong” answers to these items, please respond candidly. Your input is valuable and will help us improve the training program.

Anonymity and Privacy:

Your responses will remain confidential and anonymous. Any identifying information will not be linked to your responses in any reports or publications. The data collected will be used for research purposes only and will be handled in accordance with applicable data protection regulations. Participation in this questionnaire is voluntary, and you may choose not to answer any question or withdraw from the survey at any time without penalty.

Date: \_\_\_\_\_

Trainer: \_\_\_\_\_

Instructions:

Please indicate your level of agree with the statements listed below in #1-11, and give your opinion on questions #12-15.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged.					





3. The topics covered were relevant to me.					
4. The content was organized and easy to follow.					
5. The materials distributed were helpful.					
6. This training experience will be useful in my work.					
7. The training objectives were met.					
8. The time allotted for the training was sufficient.					
9. The meeting room and facilities were adequate and comfortable.					
10. How would you rate the quality of the <b>overall training delivery?</b>	1	2	3	4	5
11. What did you like most about this training?					
12. What aspects of the training could be improved					
13. How do you hope to change your practice as a result of this training?					
14. What additional trainings would you like to have in the future					
15. Please share other comments or expand on previous responses here:					

Thank you for your feedback!





## Appendix 2

# Accessible and Quality Digital Education for Autism and ID- ToT course for educators

## Pre-Post Training Assessment Instrument

Dear Participant,

Thank you for participating in the ISEC-ADE project's Accessible and Quality Digital Education for Autism and Intellectual Disabilities training. The purpose of this survey is to obtain an accurate and valid appraisal of your perceptions of several domains of education of learners with autism and/or ID. Because there are no “right” or “wrong” answers to these items, please respond candidly. Your input is valuable and will help us assess the effectiveness of the training program.

### Anonymity and Privacy:

Your responses will remain confidential and anonymous. Any identifying information will not be linked to your responses in any reports or publications. The data collected will be used for research purposes only and will be handled in accordance with applicable data protection regulations. Participation in this questionnaire is voluntary, and you may choose not to answer any question or withdraw from the survey at any time without penalty.

Thank you for your cooperation.

### Demographic data

Date	
What is your current role in education?	Student not yet in the field Intern Paraprofessional (teaching/educational/pedagogical assistant) Certified Teacher Special educator



	Other
What is your gender?	Male Female
What is the highest degree you have completed?	Associates (2 or 3 years post-secondary study) Bachelors Masters Doctorate
How many years of experience do you have as an educator?	0-4 years 5-9 years 10-14 years 15-19 years 20 years or more
How would you describe the community in which you work/intern?	Rural Suburban Urban N/A (not currently in the field)
How many college (or higher) courses or academic subjects have you completed in special education?	None 1-3 4 or more courses
Describe the extent of your experience working with individuals with disabilities in schools and/or human service agencies.	Minimal (1 hour or fewer per month) Some (2-10 hours per month) Considerable (11-80 hours per month) Extensive (more than 80 hours per month)

Which of the following best describes the school in which you work/intern?	Elementary (1-9 grade) High (9-12 grade) Other
How would you describe the socioeconomic status of the community in which you work/intern?	Poor (income/education in the lowest 20%) Moderate (income/education in the middle 60%) Affluent (income/education in the highest 20%)
How long do you plan to teach?	fewer than 5 years 5-10 years 11-20 years Greater than 20 years
I want to take an administrator role (non- teaching, management position such as a director/principal, assistant principal at the school level or other role at the district or municipality level depending on the system)	Yes No

Domain 1 –Digital Competences for Educators<sup>1</sup> (9 questions)

Dimension 1. Digital Resources	
The proficiency level statements are organised by increasing level of engagement with digital resources. Choose one statement that best describes your current competences.	
Items	Rating statements
<b>Searching and selecting*</b>	<b>I am aware that</b> I can search for resources online (e.g. using a search engine, following a link, visiting a resource repository).

<sup>1</sup> DigCompEdu - 02 Digital Resources and 05 Empowering Learners (Redecker, C.: European framework for the digital competence of educators: DigCompEdu. In: Punie, Y. (eds.) EUR 28775 EN. Publications Office of the European Union, Luxembourg (2017). <https://doi.org/10.2760/159770> )

<p>1. Using searching and selection criteria to identify <i>digital resources</i> for teaching and learning.</p>	<p>I <b>have tried</b> searching online to find digital resources (e.g. by following a link, using keywords in a search engine, filtering resources in online repositories).</p>
	<p>I <b>analyse and select</b> digital resources based on criteria that meet specific teaching and learning aims (e.g. <i>pedagogical value, relevance, reliability, validity, quality, licensing</i>).</p>
	<p>I <b>reflect on</b> my search results and readjust my selection criteria (e.g. taking into consideration that my search results can be affected by my geographical location or previous searches and preferences).</p>
	<p>I <b>propose</b> strategies and tools to help colleagues search for and select digital resources from diverse sources in line with curriculum requirements and learning aims (e.g. <i>pools of keywords, selection checklists, digital resources evaluation rubrics, references to resources portals</i>).</p>
	<p>I am not aware of this competence.</p>
<p><b>Creating *</b></p> <p>2. Creating <i>digital resources</i> that support and enhance teaching and learning aims.</p>	<p>I <b>am aware</b> that I can create resources in digital form (e.g. <i>digital text, images, photos, audio, video</i>).</p>
	<p>I <b>have tried</b> using digital tools to create resources (e.g. text editors, audio and visual editing tools, multimedia authoring tools).</p>
	<p>I <b>use</b> various digital tools according to their features to create digital resources to meet learners' needs (e.g. interactive text, multimedia presentations, quizzes, games, online activities and lessons).</p>
	<p>I <b>apply design</b> principles and processes to create digital resources to meet teaching and learning aims (e.g. <i>identifying a need, design, develop, implement, assess, adjust, share</i>).</p>
	<p>I share the digital resources I create and I <b>reflect and readjust</b> them according to feedback that I receive (e.g. incorporating learner-centred pedagogical approaches enhanced by digital technologies affordances).</p>
	<p>I <b>initiate and contribute</b> to the co-creation of digital educational resources with people and organisations beyond my school (e.g. <i>researchers, educational content publishers, educational technology companies</i>).</p>

	I am not aware of this competence.
<b>Modifying*</b> 3. Modifying existing <i>digital resources</i> to support and enhance teaching and learning aims, respecting <i>copyright</i> and licencing rules.	I <b>am aware</b> that when modifying existing digital resources, I need to respect copyright and licencing rules ( <i>e.g. adding a picture to text, adding new content, editing or deleting parts, adding hyperlinks</i> ).
	I <b>have tried</b> ways to modify existing digital resources, while respecting their copyright and licence attributes (e.g. editing a presentation, modifying an image, changing format of a video, editing quizzes, adapting general settings).
	I <b>use</b> various digital tools based on their features to modify and repurpose digital resources to meet educational needs (e.g. customise content of an online lesson, exploit features of a virtual environment, use eBook editors).
	I <b>select</b> existing digital resources, taking into consideration copyright and distribution licences, to <b>modify</b> and <b>adapt</b> them to meet teaching and learning aims ( <i>e.g. open educational resources, content under Creative Common Licence, content free of copyright, editable resources</i> ).
	I <b>reflect on and redesign</b> existing digital resources to integrate them into interactive, learner-centred activities (e.g. adapting digital resources and digitally-enhanced tasks into an online learning course, online assessment, online collaborative project, a wiki, a blog, a virtual learning space).
	I <b>initiate and contribute</b> to school-level guidance for teachers and students on modifying existing digital resources in line with curriculum requirements and teaching and learning aims ( <i>e.g. strategies to revise, improve and repurpose school's digital resources, copyright licences to be used, agreements with external stakeholders and publishers</i> ).
	I am not aware of this competence.
<b>Managing, protecting*</b> 4. Organising digital content, enabling easy and secure	I <b>am aware</b> that digital technologies can help me store, organise, and provide secure access to digital content (e.g. local and online storage spaces, password protection, classification of content).
	I <b>have tried</b> ways to store, manage and access digital content on and from local and/or online storage spaces ( <i>e.g. hard disks, external drives, cloud, online services</i> ).

<p>access for students, parents and teachers, while protecting <i>sensitive and personal data</i>.</p>	<p>I <b>use</b> <i>various</i> techniques and tools to store, organise and facilitate access to digital content (<i>e.g. tree structures, use of metadata/tags</i>).</p>
	<p>I <b>define</b> and <b>apply</b> protection and security measures for the storage, management and access of digital content (<i>e.g. applying strong passwords to sensitive content, assigning access limitation rights, use encryption protocols, have regular backups, select storage and online services based on their data policy, terms of use, safety and security</i>).</p>
	<p>I <b>design</b> and <b>develop</b> a strategy to ensure easy, equitable and secure management of and access to digital content for my students and colleagues (<i>e.g. classification of content, access limitation rights to different target users, encryption protocols, regular backups</i>).</p>
	<p>I <b>initiate</b> and <b>promote</b> a common digital space at school-level, that facilitates the secure storage, management of and access to digital content for different users (<i>e.g. students, parents, teachers, other school staff</i>).</p>
	<p>I am not aware of this competence.</p>
<p><b>Sharing *</b>          5. Sharing digital content with respect to <i>intellectual property and copyright rules</i>.</p>	<p>I <b>am aware</b> that <i>copyright</i> rules apply to <i>digital resources</i> I use for educational purposes (<i>e.g. images, text, audio, video</i>).</p>
	<p>I <b>have tried</b> ways to attribute to the creator of the resources I use (<i>e.g. citing author's name, link to original source</i>).</p>
	<p>I <b>share</b> digital resources attributing the original creators and choosing the most appropriate channels for private, limited or public use (<i>e.g. using email attachment for private and limited use, through a link, in an online repository, a social network, managing tags/metadata</i>).</p>
	<p>I <b>select</b> and <b>apply</b> copyright licences when sharing digital resources I create, supporting open educational resources (<i>e.g. Creative Common licence</i>).</p>
	<p>I <b>design and develop</b> ways for my colleagues and I to share, curate and re-use digital resources to ensure easy and equal access (<i>e.g. developing an ontology to manage resources, specifying ways to curate content, contextualising curated content</i>).</p>



	<p>I <b>initiate and promote</b> an online space to share digital educational resources with the school community (<i>e.g. applying keywords/tags/metadata, allowing others to comment, rate, modify, or co-create</i>).</p>
	<p>I am not aware of this competence.</p>
<p>Dimension 2. Digital competences for Empowering Learners</p>	
<p>The proficiency level statements are organised by increasing focus on students' individual learning needs. Choose one statement that best describe your current competences.</p>	
Item	Rating statements
<p><b>Accessibility and inclusion *</b></p> <p><b>6.</b> Ensuring access to <i>digital resources</i> and learning activities for all students, taking into consideration any contextual, physical or cognitive constraints to their use.</p>	<p>I <b>am aware of</b> potential limitations and barriers that students may encounter in relation to digital technologies (e.g. limited access to digital devices and/or to Internet connection, learning difficulties).</p>
	<p>I <b>have tried</b> digital technologies that can be adapted to students' context and needs (e.g. students' devices, access to infrastructure, family context, students' special needs).</p>
	<p>I <b>use</b> various digital technologies to promote equitable and inclusive education for all my students (e.g. adaptive and assistive technologies like screen readers, alternative types of keyboards, build-in accessibility tools).</p>
	<p>I <b>select</b> and employ digital technologies in my <i>learning design</i>, to develop inclusive learning activities and accessible resources according to my students' needs and capabilities (<i>e.g. integrating different tools, using accessible layout, structure and language</i>).</p>
	<p>I <b>reflect on</b> and <b>redesign</b> teaching and learning with the use of digital technologies to ensure accessible and inclusive approaches that meet the needs and abilities of all my students, including those with <i>special learning needs</i> (<i>e.g. providing multimodal presentations of information, adjusting accessibility features like font size and layout, developing students' digital skills</i>).</p>
	<p>I <b>initiate and promote</b> strategies for equal access and inclusion to education through digital technologies in my school and its <i>wider community</i> (<i>e.g.</i></p>

	<i>afternoon digital technology labs for students and parents, collaborations with industry for available infrastructure).</i>
	I am not aware of this competence.
<b>Differentiation and personalization *</b>  7. Using <i>digital technologies</i> to address diverse learning needs and capabilities, by allowing learners to advance at different levels and speeds, and follow individual learning pathways and objectives.	I <b>am aware that</b> digital technologies can be used to differentiate and personalise learning (e.g. adapt instruction to meet the needs of different groups of learners, providing individual support to students).
	I <b>have tried</b> digital technologies that enable differentiation and personalisation of learning (e.g. online quizzes with personalized feedback, educational games with levels of difficulty, online learning environments with adaptive material).
	I <b>use</b> various digital technologies in teaching and learning to accommodate individual learning needs (e.g. creating playlists for self-guided learning activities, differentiated practice activities, automated individual feedback).
	I <b>select and employ</b> digital technologies in my learning designs based on their features, to develop personalised learning environments (e.g. peer teaching, dynamically tracking and managing the learning needs of all students).
	I <b>reflect</b> and <b>(re)design</b> my teaching to involve my students in designing their own learning pathways using digital technologies best suited to their learning needs ( <i>e.g. learners use online tools to set their learning goals, monitor their progress, and reflect on learning and summative assessments demonstrating their mastery level</i> ).
	I <b>initiate</b> and <b>promote</b> the use of digital technologies in ways that allow differentiating and personalising students' learning experiences in my school and its <i>wider community</i> ( <i>e.g. interest group for teachers to share good practices, online platform with resources and live lessons</i> ).
	I am not aware of this competence.
<b>Actively engaging learners *</b>	I <b>am aware that</b> I can use digital technologies to engage students in active learning (e.g. games, interactive activities, virtual worlds, simulations).

8. Using <i>digital technologies</i> to foster learners' active and creative engagement in their learning.	I <b>have tried</b> using digital technologies to engage students in active learning ( <i>e.g. use of blogs and wikis, e-portfolios, virtual and augmented reality</i> ).
	I <b>use</b> various digital technologies to engage students in active learning ( <i>e.g. students exploring virtual objects, peer-review, jigsaw discussions, online debates</i> ).
	I <b>select and employ</b> digital technologies in my learning designs to foster students' active engagement in individual and collaborative learning ( <i>e.g. collaborative writing, games and simulations, virtual and augmented reality, structured team-based learning</i> ).
	I <b>(re)design</b> learning activities based on students' <i>feedback</i> , co-creating new ways for them to interact and actively engage with digital technologies ( <i>e.g. involving learners in hands-on activities, experiential learning, online discussions, peer coaching and teaching, constructing their learning and creating artefacts, e-portfolios</i> ).
	I <b>initiate and promote</b> digitally-enhanced learning spaces within my school and its <i>wider community</i> , where students are actively engaged in learning activities ( <i>e.g. makerspace, robotics, programming, AI applications</i> ).
	I am not aware of this competence.
<b>Blended learning</b> * 9. Using <i>digital resources</i> and tools, <i>online learning environments</i> and platforms to ensure students' learning within and beyond the classroom.	I <b>am aware</b> that digital technologies can be used to combine on-site and remote, synchronous and asynchronous learning ( <i>e.g. digital resources, online meetings, groups in social networks</i> ).
	I <b>have tried</b> using digital technologies that facilitate learning within and beyond the classroom ( <i>e.g. web meeting tools, online learning environments, discussion forums, chats, virtual worlds</i> ).
	I <b>use various</b> digital tools and platforms to support <i>distance and blended learning</i> approaches, enhancing students' learning processes and outcomes ( <i>e.g. video lessons, social media applications, learning resources</i> ).
	I <b>analyse</b> digital technologies based on their features and employ them in my <i>learning designs</i> to support distance and blended learning ( <i>e.g. online collaborative tools, chats, forums, blogs, social networks</i> ).

	<p>I <b>reflect on</b> and <b>redesign</b> teaching and learning for distance and blended learning contexts to ensure my students' active involvement in the learning process within and beyond the classroom (<i>e.g. online learning, hybrid learning, virtual labs, online collaborative tools, synchronous and asynchronous activities, individual and team work</i>).</p>
	<p>I <b>contribute to</b> the design of a distance and blended learning strategy for my school and support its implementation to facilitate innovative and inclusive learning approaches within and beyond the school (<i>e.g. ensuring access to infrastructure and devices, support for parents' and students, regular information exchange, code of conduct for online behaviour and norms, personal data management and safety, communication practices</i>).</p>
	<p>I am not aware of this competence.</p>

Domain 2 – Teacher attitudes toward teaching all learners<sup>2</sup> (9 questions)

The purpose of the following section is to obtain an accurate and valid appraisal of your perceptions of teaching all students including students identified with mild to moderate disabilities. Because there are no “right” or “wrong” answers to these items, please respond candidly.

Item	1	2	3	4	5	6	7
	Agree very strongly	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Disagree very strongly

<sup>2</sup> ATTAS-mm Scale - Assessing cognitive, affective, and behavioral domains of teacher attitudes toward teaching all learners (Jess L. Gregory & Lori A. Noto | (2018) Attitudinal instrument development: Assessing cognitive, affective, and behavioral domains of teacher attitudes toward teaching all students, Cogent Education, 5:1, 1422679, DOI: 10.1080/2331186X.2017.142267)

<p>1. Most or all separate classrooms that exclusively serve students with mild to moderate disabilities should be eliminated.</p>							
<p>2. Students with mild to moderate disabilities should be taught in regular classes with non-disabled students because they will not require too much of the teacher's time.</p>							
<p>3. Students with mild to moderate disabilities can be more effectively educated in regular classrooms as opposed to special education classrooms.</p>							
<p>4. I would like to be mentored by a teacher who models effective differentiated instruction.</p>							
<p>5. I want to emulate teachers who know how to design appropriate academic interventions.</p>							
<p>6. I believe including students with mild/moderate</p>							

disabilities in the regular education classrooms is effective because they can learn the social skills necessary for success.							
7. I would like people to think that I can create a welcoming classroom environment for students with mild to moderate disabilities.							
8. Students with mild to moderate disabilities can be trusted with responsibilities in the classroom.							
9. All students with mild to moderate disabilities should be educated in regular classrooms with non-handicapped peers to the fullest extent possible							

**Domain 3 –Self-Efficacy<sup>3</sup> (32 questions)**

Directions: Think of a learner with autism and/or ID that you know (or are familiar with). The list below describes several activities for working with these learners. Please indicate how confident you are that you can do each of these activities for the learner you are thinking about.

<sup>3</sup> TSE-ASDI SCALE: VERSION 2 - Catalano, Corinne Gaffney, "Developing and Validating the Teacher Self-Efficacy for Teaching Students with Autism Spectrum Disorder in Inclusive Classrooms (TSE-ASDI) Scale" (2018). Theses, Dissertations and Culminating Projects. 200. <https://digitalcommons.montclair.edu/etd/200>



Dimensions	How confident are you that you can...?	Cannot do at all			Moderately certain I can do			Highly certain can do		
		1	2	3	4	5	6	7	8	9
Dimension 1: Develop an understanding of learners with autism and/or ID	<ol style="list-style-type: none"> <li>1. Understand what interests this learner?</li> <li>2. Recognize this learner's strengths (e.g., memorization, abstract reasoning, fine motor, gross motor, music, art)?</li> <li>3. Recognize sources of stress for this learner (e.g., sensory stimulation, motor demands, expressive communication challenges, comprehension challenges, changes in routines or schedules, the emotions of another person)?</li> <li>4. Understand when this learner's behaviours are related to stress (i.e., hitting, fleeing, rocking, withdrawing)?</li> <li>5. Understand this learner's ability to use symbols to represent ideas (e.g., pictures, picture symbols, spoken word, text)?</li> </ol>									
Dimension 2: Adapt curriculum and instruction for learners with autism and/or ID	<ol style="list-style-type: none"> <li>6. Modify lessons to meet the representational level of this learner (e.g., pictures, picture symbols, dictation, voice output, text)?</li> <li>7. Provide multiple ways to allow this learner to express him or herself during a lesson or activity (e.g., pictures, picture symbols, voice output, writing, typing)?</li> <li>8. Make modifications to the grade level curriculum content so this learner can engage in curricular activities (i.e.,</li> </ol>									

	<p>participate in a math lesson, contribute to a group project)?</p> <p>9. Arrange the classroom environment to help this learner to be more independent (i.e., provide picture sequences of a routine task)?</p>			
Dimension 3: Manage challenging behaviours of learners with autism and/or ID	<p>10. Identify the underlying cause of a challenging behaviours exhibited by this learner (e.g., sensory stimulation, motor demands, expressive communication challenges, comprehension challenges, changes in routines or schedules, the emotions of another person)?</p> <p>11. Reduce sources of stress for this learner that may be contributing to challenging behaviours?</p> <p>12. Replace challenging behaviours of this learner with another way of communicating?</p> <p>13. Remain calm yourself so that you can help to calm this learner when necessary?</p> <p>14. Teach this learner strategies to calm him or herself?</p>			
Dimension 4: Support the social communication of learners with autism and/or ID	<p>15. Facilitate this learner's ability to communicate ideas to familiar adults?</p> <p>16. Facilitate this learner's ability to communicate ideas to peers?</p> <p>17. Support peers' ability to understand the meaning of what this child is communicating to them?</p> <p>18. Support this child's ability to understand the meaning of what familiar adults are communicating?</p>			



	<p>19. Support this child’s ability to understand the meaning of what peers are communicating?</p> <p>20. Support the participation of this learner in structured social activities (e.g., playing a board game)?</p> <p>21. Support the participation of this learner in unstructured social activities (e.g., engaging with peers during lunch and recess)?</p> <p>22. Support this learner’s ability to consider another’s perspective that differs from his or hers?</p>			
<p>Dimension 5:          Collaborate with inter - disciplinary team members including families</p>	<p>23. Explain your academic challenges with this learner to an inter - disciplinary colleague?</p> <p>24. Explain your social communication challenges with this learner to an inter - disciplinary colleague?</p> <p>25. Explain your behavioural challenges with this learner to an interdisciplinary colleague?</p> <p>26. Plan lessons cooperatively with inter - disciplinary colleagues?</p> <p>27. Incorporate strategies provided by interdisciplinary team members, including families, into your accommodations and modifications for this learner?</p> <p>28. Define explicit tasks for working with this learner to paraprofessionals?</p> <p>29. Coach paraprofessionals in their assigned tasks for working with this learner?</p> <p>30. Establish a system of two -way communication with this learner’s family?</p>			



	<p>31. Explain your reasons for using particular strategies or interventions with this to learner to his or her family?</p> <p>32. Seek information from the family that will contribute to your understanding of this learner's strengths and challenges?</p>			
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