

QTROBOT

An assistive tool to improve the educational outcomes of students with autism and other special needs





WHY QTROBOT WORKS FOR AUTISM & OTHER SEN

Children with autism often have a high interest in technology and usually feel comfortable working with computers because of their rule-based and predictable nature.

QTrobot as an embodied technology stands somewhere between a computer and a social being. It offers various benefits of technology such as consistency, simplicity and predictability, but it also has a character providing an engaging environment for social learning.

QTROBOT KEY VALUES

- Enhancing attention, engagement and concentration
- Facilitating joint attention, mediating a productive interaction between learners and educators
- Increasing generalization of social & communication skills
- Reducing social anxiety and overstimulation during teaching activities
- Creating a structured and consistent teaching environment



WHAT DO AUTISM AND SEN PROFESSIONALS USING QTROBOT SAY?



"I believe QTrobot is a great tool to help children with autism spectrum disorder. During the speech therapy activities, when QTrobot is used, children tend to interact more often with their therapist, and tend to have a better joint attention on the activities."

- Sonia Saraiva, Speech Therapist, CTSA Luxembourg



"The robot is simply a vessel, but we have seen a direct impact on the children's learning abilities. The magical interaction moments create a new world of opportunities, which traditional therapeutic activities can't always achieve. This indirectly leads to better relationships with their parents."

- Bruno Doyan, Director of Sessad center for special needs education

"It is more like a tool for helping concentration, which allows presenting standard exercises in a more engaging way. We see children responding to the robot and there is a real exchange between them."

- Michael Luiz, Therapist, APEI Thionville



"Our students find QTrobot very easy to understand. They pick up quickly when QT is asking them something. They find it fun, engaging and interactive and they need very minimal prompt when they are practicing with the robot."

- Helen Edwards, ASC Tutor, Bridge College



"When QT asks the questions, children are more concentrated and more attentive comparing to the time that I ask the questions. When we use QT, children are calm and focused and they remain at their seat for the whole 15 minutes that is needed for practicing."

- Zoe Frere, Special educator, APEI Thionville



"When I ask a question from a student, he gets disengaged and his stimming will increase. But when working with QTrobot, the student will sit, engage and respond for a full 20 minutes block of work, almost without any stimming. This is something that we would never see with a face-to-face conversation. "

- Nicole Fitton, Support worker, Together Trust





BENEFITS OF USING QTROBOT FOR CHILDREN

Attractive and motivating

QTrobot is an engaging technological tool that is attractive for students with autism and other SEN. Using QTrobot results in more attention and concentration of children, helping them to learn more effectively, especially for the activities that require shared attention.

Simple and easy to understand

QTrobot behaves in a very simple and understandable manner. Exaggerated and clear expressions and behaviours of QTrobot help children learn easily. With QTrobot, children can practice their skills in a simplified setup and gain confidence to apply them in their daily life.

Consistent and predictable

By showing a consistent, positive and patient attitude, QTrobot makes children feel more relaxed during interactions and education sessions. The predictable nature of QTrobot gives comfort to children and prevents them from getting distracted or overwhelmed.

Tireless and non-judgmental

Interaction with QTrobot is free of social demands. It is non-judgmental and never gets tired or frustrated. QTrobot repeats everything in the same manner until a child masters a skill. The robot offers a coherent, consistent and positive setup for children to practice new skills as many times as needed.





BENEFITS OF USING QTROBOT FOR SCHOOLS AND TEACHERS

Reducing the pairing time & effort

Learning starts with engagement. Frequent distractions prohibit children from learning and make the job of educators more challenging. QTrobot works as a mediator to enhance the joint attention between the learners and teachers, offering more opportunities for teaching new skills.

Providing data collection & reporting

Data collection and reporting is a timeconsuming but important part of special needs education and autism therapy. By providing automated session and progress monitoring reports that can be added to the learner's school report, QTrobot saves the time of SEN professionals and facilitates their work.

Reducing lesson planning time & effort

Many working hours of teachers and therapists are dedicated to planning lessons, preparing teaching materials and creating visuals. QTrobot comes with hundreds of professionally made units, allowing professionals to focus on the learner.

Providing a structured teaching system

By running the educational curricula of QTrobot, teaching assistants are empowered to follow a standard, evidence-based and structured teaching method. In this way, SENCOs and supervisors can ensure high fidelity across the whole organisation.



SCIENTIFIC VALIDATIONS OF THE BENEFITS OF QTROBOT

QTrobot increases the effectiveness of autism education by increasing attention and engagement & reducing anxiety and disruptive behaviours

Scientific research shows that when QTrobot is used in educational sessions, autistic learners have better engagement and fewer disruptive and stereotypical behaviors, compared to the sessions conducted by an educator alone. Other studies show that autistic learners are calmer while interacting with QTrobot compared to a therapist and they have lower pulse rate.

The increased attention and reduced anxiety can improve the learning outcomes for children with Autism Spectrum Disorder.



Overall percentage of time looking toward QTrobot vs toward person



Number of chains of stereotypical behaviors/minute in front of QTrobot vs person



Average Duration of each gaze toward QTrobot vs toward person



Frequency of stereotypical behaviors/minute in front of QTrobot vs person

More Attention and Less Repetitive and Stereotyped Behaviors using a Robot with Children with Autism, Costa, et al. 27th IEEE International Symposium on Robot and Human Interactive Communication, RO-MAN 2018, August 27-31, 2018





WHAT IS THE ROLE OF QTROBOT IN A SESSION?

Tutor

In many educational sessions, QTrobot is used as a tutor to present the content of the session to learners, provide stimulus, ask questions, prompt learners to find the correct answers and reinforce the correct answers.

Reinforcer

QTrobot is a very engaging point of attention for learners and can increase their collaboration and motivation by being used as a reinforcer.

Facilitator

QTrobot is there to facilitate a triangular interaction between the child, the educator and itself. During the interaction, it can divert the attention of learners to the educator and motivate them to participate in activities focused on the generalization of the skills.





HOW DOES QTROBOT INTERACT WITH CHILDREN?

Learning through play is an effective way of teaching new skills to children. QTrobot uses:

- Interactive games, role-playing and social narratives to make lessons fun and engaging

- Simple and age-appropriate verbal language combined with showing visual stimuli on a tablet to make lessons clear and understandable

- Simple and exaggerated emotions and gestures to teach social, communication and emotional skills.

- Customizable education plan that is adaptable to the developmental age of each learner and their individual learning objectives. The complexity of the interaction gradually increases in the educational curricula as the learner progresses with his/her language and social skills.





QTROBOT EDUCATIONAL CURRICULA

QTrobot comes with a wide range of professionally designed curricula:

- Covering key skill areas related to language and communion, cognitive, social and emotional development.
- Designed by experienced SEN professionals
- Based on evidence-based methods of teaching including structured prompting and reinforcement, visual support, video modeling, and social narratives
- Categorized into skill-specific and age-appropriate units to support individualized education plans
- Involving educators during the interaction to facilitate generalization



QTROBOT EDUCATIONAL CURRICULA

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CURRICULUM 1: Early-Stage Development Curriculum

This curriculum focuses on teaching skills related to the early age development of children in an engaging and step by step manner. The curriculum is organized into 4 main levels based on developmental milestones of up to 48 months as defined by the CDC.

Each level is broken down into 4 categories of skills: cognitive, social, expressive language and receptive language, and each of these categories contains multiple units of teaching. In each unit, QTrobot practices a new skill across a variety of stimuli and provides the learner with multiple trials to support skill mastery. The skills are then repeated in subsequent units to support the maintenance of the learned skills.

The curriculum can be used for the learners in the pre-school, primary or secondary school age as long as their developmental age is below 4 and their learning objectives match the skills practiced by this curriculum.



EARLY-STAGE DEVELOPMENT CURRICULUM

	Level 1: Developmental age of 0-18 months
Social Skills	Unit 1 - Joint attention
	Unit 2 - Gross motor imitation
	Unit 3 - Imitation of one step action on objects
	Unit 4 - Imitation of facial movements
	Unit 5 - Imitation of sounds
Receptive Language	Unit 1 - Identification of common objects
	Unit 2 - Identification of colors
	Unit 3 - Identification of shapes
	Unit 4 - Identification of animals
Cognitive Skills	Unit 1 - Matching identical common objects
	Unit 2 - Matching colors
	Unit 3 - Matching shapes
	Unit 4 - Matching animals
	Level 2: Developmental age of 18-24 months
Social Skills	Unit 1 - Multi-step imitation in dance moves
	Unit 2 - Imitation of animal sounds
	Unit 3 - Respond to greeting by waving and saying hi
	Unit 4 - Pretend play on self
	Unit 5 - Pretend play on objects
	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing
	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions
	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools Unit 4 - Identification of toys
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7 - Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools Unit 4 - Identification of toys Unit 5 - Answering Yes/No questions for common items
Receptive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools Unit 4 - Identification of toys Unit 5 - Answering Yes/No questions for common items Unit 6 - Identification based on sounds
Receptive Language Expressive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools Unit 4 - Identification of toys Unit 5 - Answering Yes/No questions for common items Unit 6 - Identification based on sounds Unit 1 - Naming and labeling colors
Receptive Language Expressive Language	Unit 5 - Pretend play on objects Unit 6 - Simple turn taking and sharing Unit 7- Following one step directions Unit 8 - Understanding stop and wait signs Unit 1 - Identification of body parts Unit 2 - Identification of food Unit 3 - Identification of kitchen tools Unit 4 - Identification of toys Unit 5 - Answering Yes/No questions for common items Unit 6 - Identification based on sounds Unit 1 - Naming and labeling colors Unit 2 - Naming and labeling shapes



Cognitive Skills	Unit 1 - Matching by color Unit 2 - Matching by shape Unit 3 - Matching by size Unit 4 - Sorting to similar Unit 5 - Counting 1 to 3 Unit 6 - Matching by quantity of 1 to 3
	Level 3 : Developmental age of 25-36 months
Social Skills	Unit 1 - Answering basic social questions
	Unit 2 - Advanced pretend play
Receptive Language	Unit 1 - Identification of clothes
	Unit 2 - Identification of bathroom items
	Unit 3 - Identification of school supply
	Unit 4 - Identification of spatial concept prepositions (in-on)
	Unit 5 - Identification of action words
	Unit 6 - Discrimination of single/plural
	Unit / - Answering WHAT questions based on sounds
	Unit 8 - Answering WHAI questions based on function
	Unit 9 - Discrimination of size
	Unit 10 - Identification based on combination of 2 adjectives (shape&color)
Expressive Language	Unit 1 - Naming and labeling body parts
	Unit 2 - Naming and labeling food items
	Unit 3 - Naming and labeling kitchen items
	Unit 4 - Naming and labeling toys
	Unit 5 - Yes/No answer to simple questions
	Unit 6 - Naming and labeling in response to sounds
Cognitive Skills	Unit 1 - Matching letters
	Unit 2 - Matching number signs
	Unit 3 - Counting to 5
	Unit 4 - Sorting to function groups
	Unit 5 - Basic sequencing



EARLY-STAGE DEVELOPMENT CURRICULUM

	Level 4 : Developmental age of 37-48 months
Social Skills	Unit 1 - Basic greeting
	Unit 2 - Personal distance
	Unit 3 - Non-verbal greeting postures
	Unit 4 - Alternative greetings
	Unit 5 - Turn-taking in choosing a game
	Unit 6 - Answering social questions
	Unit 7 - Following directions in drawing and tracing
Receptive Language	Unit 1 - Identification and discrimination of hot/cold
	Unit 2 - Identification and discrimination of tall/short
	Unit 3 - Identification and discrimination of wet/dry
	Unit 4 - Identification and discrimination of long/short
	Unit 5 - Identification and discrimination of heavy/light
	Unit 6 - Identification based on two attributes (Size&Color)
	Unit 7 - Identification and discrimination of gender
	Unit 8 - Identification and discrimination of few/many
	Unit 9 - Comparative (understanding -er)
	Unit 10 - Understanding negative concept (not+verb)
	Unit 11- Spatial concept prepositions (in front/behind)
	Unit 12 - Answering simple WHAT questions based on story
	Unit 13 - Answering simple WHO questions based on story
	Unit 14 - Identification and discrimination of same/different
	Unit 15 - Identification based on features of the items
	Unit 16 - Identification and discrimination of fast/slow
	Unit 17 - Answering WHAT questions for basic needs
Expressive Language	Unit 1 - Naming and labeling clothes
	Unit 2 - Naming and labeling bathroom items
	Unit 3 - Naming and labeling school supply
	Unit 4 - Naming and labeling action words
	Unit 5 - Answering WHAT questions based on sounds
	Unit 6 - Answering WHAT questions based on function
	Unit 7 - Labeling spatial concepts (in-on)
Cognitive Skills	Unit 1 - Sorting to function groups
	Unit 2 - Counting to 10
	Unit 3 - Choosing based on quantity of 1-10
	Unit 4 - Reading universal signs



QTROBOT EDUCATIONAL CURRICULA



CURRICULUM 2: Emotional Skills Curriculum

This curriculum focuses on teaching skills related to emotion recognition, understanding and regulation, allowing the learners to practice emotional skills in an engaging and step-by-step manner.

It is developed to support learners who have difficulties in identifying, interpreting or responding to emotions. The curriculum is not limited to a specific age group and can be used for learners of pre-school, primary or secondary school age as long as they meet the prerequisites of each module and their learning objectives match the skill areas targeted by the module.

The curriculum is organized around six main topics of emotional abilities, each broken down into several units. In each unit, QTrobot practices a new skill over a variety of stimuli and provides the learner with multiple trials to support skill mastery. The skills are then repeated in later units to support the maintenance of the learned skills.



EMOTIONAL SKILLS CURRICULUM

Module 1 - Emotion Imitation

Unit 1 - Imitation of Facial Expressions

Unit 2 - Imitation of Body Language

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Module 2 - Emotion Recognition

Unit 1 - Recognition of basic emotions(level1)

Unit 2 - Recognition of basic emotions(level2)

Unit 3 - Recognition of basic emotions(level3)

Module 3 - Emotion Generation

Unit 1 - Generation of Facial Expressions

Unit 2 - Generation of Body Language

Module 4 - Naming Emotions

Unit 1 - Naming facial expressions

Unit 2 - Naming body language - Pantomime play

Unit 3 - Naming facial expressions from videos

Module 5 - Emotion Understanding

- Unit 1 Understanding the internal feeling of emotions
- Unit 2 Triggers of emotions
- Unit 3 Differentiate positive and negative emotions
- Unit 4 Differentiate normal and too strong emotions

Module 6 - Emotion Regulation

- Unit 1 Calming Down Strategies
- Unit 2 Reacting to various situations
- Unit 3 Showing empathy



QTROBOT EDUCATIONAL CURRICULA

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CURRICULUM 3: Social Skills Curriculum

Learning the social skills as defined in the QTrobot social skills curriculum, are geared towards obtaining more social success in an individual's life. When social skills expand, the individual has more opportunities to interact with other people and the environment and thus the learner's quality of life can be improved.

The social skills curriculum is a teaching tool developed to target a variety of social skills which individuals with Autism Spectrum Disorder, other developmental delays or behaviour challenges may lack and it covers a wide range of skills from basic joint attention and imitation to advanced skills such as maintaining a conversation and choosing a topic of discussion.

The skills are taught step by step as the individuals progress and master the prerequisites.





Level 1 - Beginner social skills

- Unit 1 Joint Attention
- Unit 2 Basic Greeting
- Unit 3 Answering Basic Social Questions
- Unit 4 Imitating Peer Play

Level 2 - Pre-intermediate social skills

- Unit 1 Reciprocating Greetings from Peers
- Unit 2 Answering Advanced Social Questions
- Unit 3 Following Peer's Directions
- Unit 4 Requesting Peers to Play
- Unit 5 Pretend Play
- Unit 6 Sharing Toys

Level 3 - Intermediate social skills

- Unit 1 Advanced Greeting
- Unit 2 Answering Advanced Social Questions
- Unit 3 Pretend Play
- Unit 4 Turn Taking
- Unit 5 Joining in Play
- Unit 6 Requesting Assistance from Adults and Peers
- Unit 7 Initiating Simple Conversations
- Unit 8 Staying on The Topic
- Unit 9 Non-Verbal Cues
- Unit 10 Interrupt Appropriately

Level 4 - Advanced social skills

- Unit 1 Initiating and Maintaining a Conversation
- Unit 2 Commenting
- Unit 3 Closing a Conversation
- Unit 4 Showing Empathy
- Unit 5 Coping with Teasing



QTROBOT EDUCATIONAL CURRICULA



CURRICULUM 4: All About Community Helpers

It is important for children to have awareness about people in their community and learn when and where they may need help from them.

The QTrobot Community Helpers Curriculum is designed to help students to learn new vocabulary about the jobs, workers, community buildings and vehicles in our locality. It also develops awareness of the situations in which the learner may encounter different community helpers.

Furthermore, the curriculum provides an opportunity for learners to practice the situations where they may need help from a community helper, getting them ready and prepared for the interaction.

Level 1 Unit 1 - Matching Community Helpers Unit 2 - Matching Community Buildings Unit 3 - Matching Community Vehicles Unit 4 - Identifying Community Helpers Unit 5 - Identifying Community Buildings Unit 6 - Identifying Community Vehicles



ALL ABOUT COMMUNITY HELPERS CURRICULUM

	Level 2	
Unit 1 - Identifying Community Helpers		
Unit 2 - Identifying Community Buildings		
Unit 3 - Matching People and Vehicles		
Unit 4 - Matching People and Buildings		
Unit 5 - Labeling Community Workers		
Unit 6 - Labeling Community Buildings		
Unit 7 - Labeling Community Vehicles		
	Level 3	
Unit 1 - Matching Buildings and Vehicles		
Unit 2 - Answering Receptive WHO Questions		
Unit 3 - Matching Helpers and Tools		
Unit 4 - Labeling Community Workers		
Unit 5 - Labeling Community Buildings		
Unit 6 - Labeling Community Vehicles		
Unit 7 - Fill in the Blanks		
Unit 8 - QTrobot's Taxi - Who and Where		
Unit 9 - Receptively Categorize Helpers		
	Level 4	
Unit 1 - Answering WHO Questions		
Unit 2 - Answering WHERE Questions		
Unit 3 - Answering WHAT Questions		
Unit 4 - True or False Statements		
Unit 5 - Answering Mixed WH Questions Based on Stories		
Unit 6 - Expressive Fill-in the Blanks		

Level 5

- Unit 1 Answering Questions with 'NOT'
- Unit 2 Answering WHY Questions
- Unit 3 Labeling Items from a Scene
- Unit 4 Riddle Solving Based on Clue
- Unit 5 Analogy Questions

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- Unit 6 Pretending to Visit the Doctor
- Unit 7 Pretending to Visit the Dentist
- Unit 8 Conversations about Community Helpers



QTROBOT EDUCATIONAL CURRICULA

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Curriculum 5: All About Clothing

When playing the units in this module, children will learn about clothing and autonomy in getting dressed in a motivating, game-based format.

Learners first practice identifying and naming various items of clothing. In the later units, they will learn to make choices about clothing, based on their preferences, the weather outside, or the activity they play in the unit. QTrobot will also teach learners about the sequence of wearing clothes and getting dressed. In the final units of this module, learners will play advanced activities that are focused on describing people's clothing and answering some questions about their own clothes that they are wearing when working with QTrobot.

Units included in the All About Clothing				
Unit 1 - Matching identical clothes	Unit 8 - Sequencing getting dressed			
Unit 2 - Matching non-identical clothes	Unit 9 - Answering Yes-No questions based on clothing			
Unit 3 - Identification of clothes	Unit 10 - Matching clothes to activities			
Unit 4 - Naming clothes	Unit 11 - Guessing who is wearing what			
Unit 5 - Matching clothes to body parts	Unit 12 - Learning about the laundry			
Unit 6 - Sorting the clothes by size	Unit 13 - Describing people's clothes			
Unit 7 - Sorting clothes by season				



QTROBOT EDUCATIONAL CURRICULA

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Curriculum 6: All About Hygiene & Bathroom

Independence in personal care and hygiene are very important aims for any child. The ability to use the toilet, wash hands, and brush teeth have important health impacts and improve access to school, leisure activities, and the wider community.

This curriculum teaches personal care skills in a game format to motivate students in learning about taking care of their hygiene. The early units develop the learners' vocabulary and ensure they can recognize and name the items they will use in the bathroom. Later units are focused on practicing a sequence of actions for various hygiene routines, and learning about why and when we use these routines.

Units included in the All About Hygiene & Bathroom				
Unit 1 - Matching bathroom items	Unit 8 - Brushing teeth rules and sequence			
Unit 2 - Identification of bathroom items	Unit 9 - Washing hands rules and sequence			
Unit 3 - Naming bathroom items	Unit 10 - Using the toilet rules and sequence			
Unit 4 - Identification of bathroom actions	Unit 11 - Showering rules and sequence			
Unit 5 - Naming bathroom actions	Unit 12 - Practicing when to use various hygiene routines			
Unit 6 - Identification of bathroom items function	Unit 13 - Using a public toilet rules and sequence			
Unit 7 - Naming bathroom items function	Unit 14 - Asking to use the toilet			





THE QTROBOT PACKAGE FOR SCHOOLS AND THERAPY CENTRES INCLUDES:

- QTrobot hardware Education version
- 2 tablets with pre-installed QTrobot educator app and learner app
- QTrobot Default Curriculum Bundle including multiple curricula and hundreds of teaching units
- Comprehensive implementation support and on-demand professional training
- 1-year warranty included, with an option to upgrade to 2 or 3 years.
- Access to QTrobot graphical studio for creating custom-made lessons by therapists and teachers



THE TABLET INTERFACES FOR EDUCATOR & LEARNER

The tablet interface for educators

QTrobot has an intuitive tablet interface that allows educators to easily choose various educational units and have full control over the session.

During the interaction with children, the interface provides a step-by-step guide to the educator by showing clear options on the tablet. These options allow educators to define the difficulty of the session, choose the best response to the child's behaviour and provide the best feedback or reinforcement.

The straightforward nature of the interface allows educators to instantly learn how to use QTrobot. QTrobot also comes with step-by-step tutorials and video training covering best practices of using QTrobot in educational sessions.

The tablet interface for learners

QTrobot also has a tablet interface for children. This interface allows the robot to show visual stimulus during the interaction and play a variety of interactive games using cards and images.

Through this tablet interface, children can receive visual support to have a better understanding of the session content. The interface also allows non-verbal children to be able to learn and interact with QTrobot.











SESSION AND PROGRESS MONITORING REPORTS

QTrobot comes with a reporting and progress monitoring dashboard, facilitating a data-driven approach to using the educational curricula and saving the professionals' time for data collection and reporting. The reporting dashboard supports creating a unique profile for each learner to record and monitor their progress as the learners advance through the curricula.

QTrobot records performance metrics including the units used in each session, the number of correct answers, the number and type of prompts and the number of wrong answers in each unit. It also provides insights into the time spent on each unit and on each session. The dashboard presents easy-to-read graphs showing the progress of the learners over time, including the mastered skills, the ones which need more practice and new learning objectives to incorporate.

The dashboard allows anonymized data collection by giving a code or nickname for each learner. The data is collected securely and only the authorized staff of the school can access the dashboard to review the learners' performance and progress.

The dashboard also allows you to download *print-ready progress reports* to demonstrate progress to parents or supervisory education authorities.



QTROBOT PACKAGE FOR AUTISM IMPLEMENTATION

Implementation:

QTrobot is a stand-alone solution. In order to implement the QTrobot in your practice, there is no preparation required. QTrobot doesn't need any extra equipment, WIFI connection, or a specific setup to work. The only requirement for using QTrobot is an electricity supply.

QTrobot is truly a plug & play solution and has been designed to be extremely easy to use for nontechnical users such as therapists, teachers and special needs educators. To use QTrobot in your classroom or in one-to-one educational sessions, you don't need any IT or programming knowledge. Using QTrobot is as easy as using a smartphone. Just following a few steps, you will be able to start using QTrobot **within a few minutes of receiving the package**.

After-sales support:

Even though QTrobot is extremely easy to use, to make sure our users are comfortable in using it and they can incorporate the robot into their practice effortlessly, we have designed a comprehensive support plan, helping you to start with QTrobot and support you to learn about the educational curricula and the reporting and progress monitoring dashboard.

- **Kick-off call:** After you receive your QTrobot, your dedicated account manager will organize a kick-off meeting to help you to start with QTrobot, answer your questions, and walk you through the information about the educational curricula and the reporting dashboard.

- **Tutorials and manuals:** You will receive access to our online courses and materials about QTrobot. Through these online courses, you will be able to access tutorials and materials on best practices of using QTrobot and its educational content and even about how to develop new and customized educational lessons by yourself using the QTrobot visual lesson creator.

- **On-demand support:** Your account manager will be available to set up support calls on demand, answering your questions, and training your current or new staff whenever needed. In this way, you are always confident that your QTrobot is accessible through the school year and to all your staff.

You can always arrange a support meeting by directly contacting your account manager or by sending an email to support@luxai.com





Interested to know if QTrobot is a great tool for you and your students?

To learn more about QTrobot and how it can be integrated to your workflow, you can book a live demo and discuss your needs with one of our autism specialist team members.

To book a live demo session at your convenience, visit **QTrobot for schools page** on our website, where you can access **"BOOK A LIVE DEMO"** calendar.

Alternatively, please write us on **info@luxai.com** and one of our account managers will get in touch with you.





SCAN THE QR CODE TO

BOOK A LIVE DEMO!











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2019

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