

SUCCESS STORY:

Changing Aggressive Behavior



THE IMPACT:

- 100% reduction in aggressive confrontations
- 80% improvement in students' ability to calm down
- IEP goals now being reached
- Immediate improvements in academic performance

THE SOLUTION:

- Milo and Robots4Autism
- Evidence-based curriculum to teach social, behavior and emotional recognition skills
- Especially utilized the Calm Down tools

THE CHALLENGE:

- Students often became aggressive and had trouble adapting to change
- Students were not making academic progress or reaching IEP goals
- Learners w/ASD had severe challenges with self-regulation and social skills



BACKGROUND

KIPP Truth Elementary School was looking for a solution to help teach emotional regulation and behavior skills to their students with Autism Spectrum Disorder (ASD). Some of these students were non-verbal and all faced severe challenges with self-regulation and social skills, making academic progress difficult, if not impossible.

When Katie Hill, KIPP Truth's principal, first heard about Robots4Autism she was skeptical. But when she saw Milo in action, she thought, "Wow! This could be really special!" Ms. Hill decided Robots4Autism could provide the comprehensive, systematic curriculum to improve the social and self-regulation skills in her students with ASD. The curriculum is delivered through Milo, a highly expressive, advanced social robot designed specifically to engage learners with ASD and teach them behavior, social and emotional skills through social narratives and evidence-based practices. Milo connects to a student's tablet where he can display multiple choice options and show supporting text, icons, and video vignettes to model correct behavior.

RESULTS

As Ms. Hill recalled, the instant Milo was powered on, the child "could not take his eyes off it" and immediately engaged with and followed all of Milo's instructions. Ms. Sarah Hoff, the Special Education teacher, reported that eight of her students have been consistently working with Milo throughout the school year. Here are just a few of their results:

- Student-to-student confrontations were eliminated
- Self-regulation was demonstrated by all participating students
- All students showed improvement in social interactions
- Academic gains immediately followed self-regulation
- Students effectively used calm down tools
- IEP goals are now being regularly achieved

These students faced severe challenges with self-regulation and social skills—common issues that made academic progress extremely difficult. Working with Milo and the KIPP staff helped these students learn how to calm down and get along with others. This, in turn, helped them to focus on their academics, providing significantly more opportunities than previously thought possible.

Read the entire case study at www.robots4autism.com.