

ROBOKIND®

Virtual Avatars

Fall 2025

Special Tech for Exceptional Connections

At RoboKind, we believe in the power of special technology to drive exceptional outcomes. **Our mission is to offer engaging, equitable, and effective curricula**, designed specifically for teachers, special education classrooms, and neurodiverse students.

We partner with educators to create meaningful learning experiences for every student. This report showcases the measurable impact of our RoboKind Social Skills and RoboKind Phonics programs, supported by research, user data, and invaluable insights from our partners.



The Challenge

Students aren't engaged in the classroom

"Student engagement" refers to what students actively do, think about, and feel when learning (Zepke, 2018). **Student engagement plays a significant role in promoting learning outcomes**, and teachers are continually seeking strategies to enhance how students participate, think, and connect emotionally in the classroom. Engagement is crucial for academic success, as it is built on students' on-task behavior and active participation (Harris, 2008). If neglected, low engagement can lead to widespread academic disengagement. This, in turn, increases dropout rates, particularly among neurodiverse students. (Yazzie-Mintz & McCormick, 2012).

Students who are more engaged tend to excel not only academically, but also in developing essential communication, behavior, and social skills needed for today's workforce. These include the ability to work autonomously, think creatively, and collaborate effectively. School engagement also fosters academic competence and strengthens positive relationships between students and their teachers, peers, and support systems (Eccles & Roeser, 2011; Li & Lerner, 2013).

Traditional Approaches to Curriculum Are Failing to Support Neurodiverse Perspectives

Traditional learning methods—such as lectures, memorization, and standardized tests—can present significant challenges for students in Special Education classrooms.

These approaches often demand that students process and retain information quickly and accurately, which is particularly difficult for many neurodiverse students.

Such methods **may not appropriately accommodate the diverse needs of students** with learning disabilities. Chrisholm Academy, a specialized program in Ontario, highlights that students with dyslexia may struggle to read at the pace required for lecture-based learning, while those with ADHD may find it hard to maintain focus for extended periods without movement breaks.

By hindering their engagement, we risk stifling the immense potential of neurodiverse students, who bring a wealth of unique strengths and perspectives to society. These students often excel in creativity, problem-solving, and innovation, contributing in powerful ways to communities, workforces, and fields like research and technology. By fostering inclusive and supportive learning environments, we not only empower these individuals to thrive but also unlock the diverse talents and insights that drive progress and enrich our world.

Teacher Burnout is at an all time high

At the onset of the 2023–24 school year, a staggering 70 percent of surveyed schools reported vacancies for Special Education teachers. This shortage poses serious challenges for **already understaffed schools** in their efforts to provide free and appropriate education (FAPE) and adequately support a diverse community of students.

The Solution

Evidence-Based Curriculum targeting outcomes

Evidence-based practices (EBPs) refer to interventions, processes, and professional practices that are grounded in rigorous scientific research and have been proven effective in specific populations. For neurodiverse students, selecting EBPs requires careful consideration of multiple factors to ensure they meet the diverse needs of students.

In 2009, the National Autism Center published the “National Standards Report,” which introduced a framework for implementing EBPs in classrooms for autistic students. This methodology is nuanced, taking into account four key factors:

1. Research Findings:

“Serious consideration should be given to Established Treatments because there is sufficient evidence that (a) the treatment produced beneficial effects and (b) they are not associated with unfavorable outcomes (i.e., there is no evidence that they are ineffective or harmful) for individuals on the autism spectrum.”

2. Professional Judgement:

“The judgment of the professionals with expertise in Autism Spectrum Disorders (ASD) must be taken into consideration. Once treatments are selected, these professionals have the responsibility to collect data to determine if a treatment is effective.”

3. Values and Preferences:

“The values and preferences of parents, care providers, and the individual with ASD should be considered.”

4. Capacity:

“Treatment providers should be well positioned to correctly implement the intervention. Developing capacity and sustainability may take a great deal of time and effort, but all people involved in treatment should have proper training, adequate resources, and ongoing feedback about treatment fidelity.”



When all these factors are thoughtfully addressed, EBPs can be implemented effectively, leading to the desired outcomes both in the classroom and beyond. Additionally, the data and insights gained from these outcomes empower teachers to continuously refine their approaches and further improve student success, as well as their attitudes towards personal growth and educational experiences.

Engaging Technology Supporting Differentiation in the Classroom

In today's classroom, capturing and maintaining students' attention is more challenging than ever. To address this, many school districts across the country are turning to interactive technology as a solution.

According to a 2023 survey by EdWeek, 76% of students say technology makes learning more engaging, while 90% of teachers report that it helps them assess students more effectively (2023 State of Technology in Education Report).

Accessible Solutions with Scalable Impact

Effective classroom instructional and behavior management is crucial for promoting both academic and social success in students. Foundational strategies, such as setting clear expectations and routines, providing specific feedback, and offering high rates of opportunities to respond, have strong empirical support (Mitchell, Hirn, & Lewis, 2017).

In Special Education (SPED) classrooms, where each student has diverse support needs from each other, it can be particularly challenging to keep students engaged, focused, and emotionally regulated. A practical and accessible solution would promote Collaborative Class Learning and shared classroom activities, empowering teachers to manage their classrooms more effectively and leading to improved outcomes that extend beyond school walls.



School Profile

Montour School District, PA

Dr. Robert Isherwood (Director of Special Education at Montour School District, PA) read a doctoral dissertation on the use of humanoid robots in the education of children with Autism.

"This lead me to do searches on companies that were developing this technology. When I compared companies it was clear that Robokind was the company that was leading the field. After viewing videos and reading content on the website I knew we had to have this product for our students."

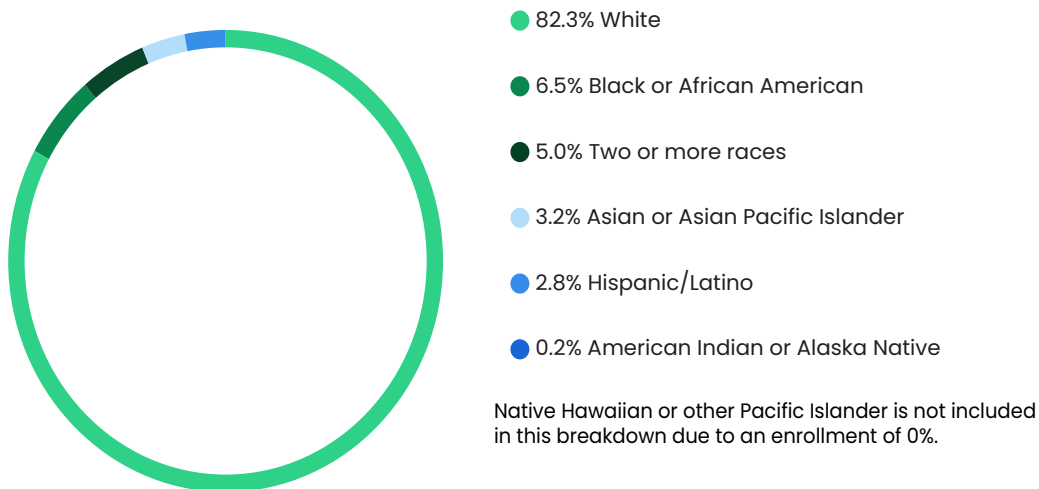
Montour School District is a highly rated, public school district located in McKees Rocks, PA. It has 3,075 students in grades K-12 with a student-teacher ratio of 16 to 1. The district consists of an elementary school, a middle school, and a high school.

Enrollment by Gender



● Female 50% ● Male 50%

Enrollment by Diversity



Students on free or reduced price lunch

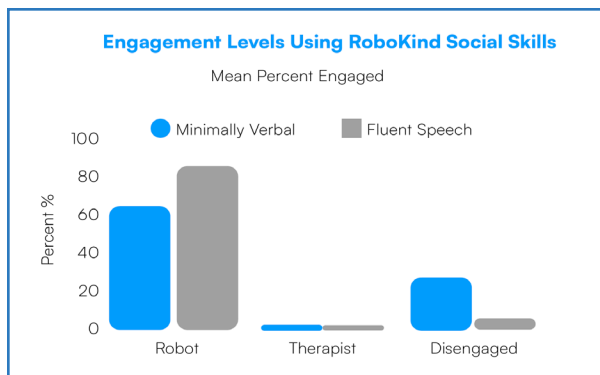
17.6%

Implementation Results

Montour's decision to adopt RoboKind's curriculum in their classrooms was based on research regarding the program's efficacy, with results from over 1,000,000 RoboKind Social Skills lessons focusing on outcomes for students who are neurodiverse.

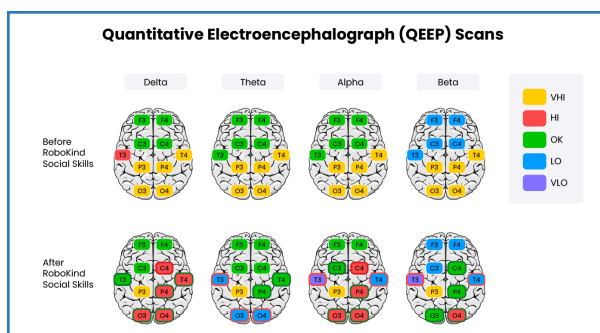
Students are engaged.

One study demonstrated engagement levels of students with ASD increased to 88% during therapy sessions



Neuropathways are being created.

Quantitative Electroencephalograph (QEEP) scans before and after engagement with RoboKind Social Skills revealed enhanced activity in brain areas responsible for emotional processing and communication (Margow, 2012).



Students are mastering IEP goals and acquiring social skills.

A three-year study conducted by the South Carolina Department of Education tracked the progress of students with Autism Spectrum Disorder (ASD), focusing on their mastery of social skills. The findings revealed that 65% of the students achieved at least one Individualized Education Program (IEP) goal, with all participants demonstrating significant improvements in understanding and regulating emotions, communicating effectively, and engaging socially (Raiford, 2021).

Within the same group, RoboKind Social Skills supported 100% of the students in making progress toward their IEP goals, particularly in managing behaviors and enhancing social interactions for students with ASD (McCarthy-Teszler, 2021).

Lessons Learned at Montour Elementary School

Montour's team sought a curriculum to support their Special Education classrooms and early students in developing essential behavioral, social, and communication skills. With a variety of diverse student needs, they required a solution that facilitated differentiated instruction and allowed for tiered supports aligned with their students' Individualized Education Program (IEP) goals.

Since introducing RoboKind in their classrooms in Spring 2022, Montour School District has:

- Completed over 5,500 Virtual Avatar-led lessons
- Conducted over 10,000 total lessons
- Engaged 56 students in the program
- Involved 16 facilitators (teachers and paraprofessionals)

The use of RoboKind's Virtual Avatar has revolutionized learning at Montour Elementary School. Students can choose which Avatar character they would like to learn with, and the program is seamlessly integrated into one-on-one instruction and small group settings based on individual student needs. Avatar lessons can be conducted anywhere in the school, making them an accessible and engaging tool to support students.



"I have a student with severe behaviors, and just this past week he started telling us more things he would never express. Before he would bolt out (of) the room, yell, scream, hit us, and now he can express things that make a whole world a difference"

Sheri Hurt
Montour Elementary School

RoboKind - Uniquely Built Product

Our Vision

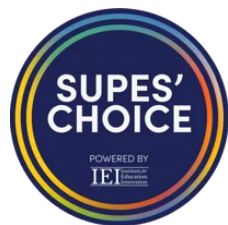
RoboKind envisions a future where ALL students and their teachers are able to celebrate the joy and success of learning together.

Special Tech for Exceptional Connections

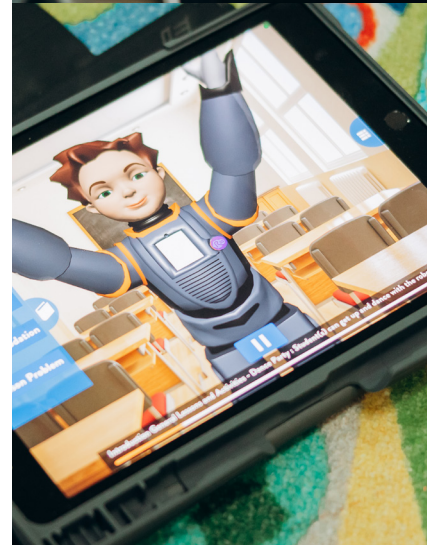
By providing appropriate, equitable, engaging, effective learning opportunities centered on strong pedagogical framework, research-based and play-based strategies, and I-VAKT™ (Interactive Technology, Visual, Auditory, Kinesthetic, and Tactile) experiences, we can develop neural pathways for mastering foundational competencies that respect the accessibility needs of neurodiverse, early childhood, and all students.



CASE Endorsed – Vetted, endorsed, and celebrated by **National Council of Administrators of Special Education** as the first and only approved Social Skills Program for PreK–12 students. Since 2023, RoboKind Phonics is also officially endorsed, bringing research-backed literacy instruction to life.



Supes' Choice Awards 2022 Winner – Selected by school district superintendents for innovation, engagement, and commitment to student outcomes. Judged exclusively by **school district superintendents from across the country**, the Supes' Choice Awards recognize the trailblazers and visionaries in today's rapidly growing EdTech industry. Each winning solution was evaluated based on a commitment to student outcomes, innovation, interactivity, and engagement across several disciplines.

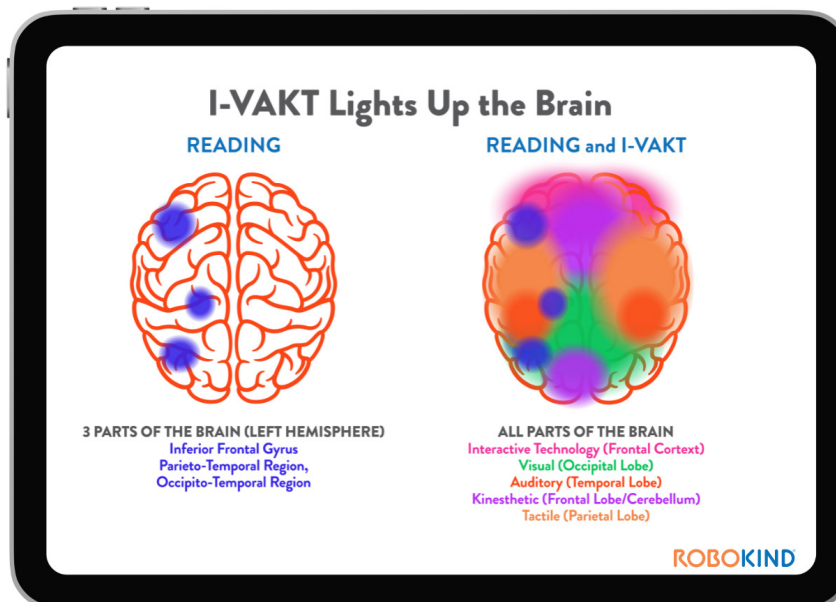


Designed for real-world classrooms, RoboKind's foundational curriculum incorporates 22 evidence-based interventions and strategies from ABA, Speech, and Occupational Therapies – built specifically for students who have an Autism, Learning, Communication, or Behavioral Disability diagnosis, aligned with the Science of Reading and Learning.

Playful learning with I-VAKT™ Techniques that light up the brain. I-VAKT™ stands for Interactive Technology, Visual, Auditory, Kinesthetic, and Tactile. These multisensory inputs create opportunities that allow students to engage with curriculum in a way that best suits their individual learning styles. By incorporating these diversified strategies, we're ensuring that every student has the opportunity to learn and succeed.

The Power of Multisensory Learning

Multisensory Learning is food for the brain. This method of learning engages multiple areas of the brain simultaneously, leading to a deeper understanding and retention of knowledge. Simply put- if students aren't engaged, they aren't learning. Curriculum should recognize the importance of multisensory strategies to support students' foundational skill development.





RoboKind Phonics offers an example of how leveraging I-VAKT Strategies can lead to enhanced learning outcomes. The program incorporates 13 different I-VAKT strategies, including interactive technology (such as Virtual Avatars!) visual aids, auditory cues, kinesthetic activities, and tactile experiences.

This comprehensive approach allows students to participate in a fun and engaging learning experience that supports their unique needs and preferences. A few examples include learning with sound buttons, whisper phones, invisible writing pens, bounce-it games, Play-Doh, and bendable wikki-stix.

Empowering Student Choice

One of the key benefits of I-VAKT Strategies is that they empower student choice, and allow for personalized learning. By allowing students to choose how they engage with the curriculum, teachers can help students foster a sense of ownership and autonomy of their learning.

Aligned with the Science of Reading, and incorporating norm-referenced criteria to ensure efficacy and alignment with best practices, RoboKind Phonics follows a structured literacy design. Our evidence-based approach emphasizes the direct and explicit teaching of phonics skills to provide students with the foundational knowledge that they need to become proficient readers.

The Complete Foundational Skills Solution with Proven Results

Why Administrators Choose RoboKind

✓ Hook Students with a Virtual Avatar Teaching Assistant

Our Robot Virtual Avatars lead parts of each lesson, increasing content repetition and enhancing engagement—reducing the instructional burden on teachers and ensuring fidelity.

✓ I-VAKT™ Techniques

Our multisensory approach integrates interactive mini-games, play-based learning, and repetition to reach all learners effectively. [Learn More >](#)

✓ Standards and IEP-Aligned

RoboKind supports state standards and IEP goals, ensuring equitable, developmentally appropriate instruction. [Learn More >](#)

✓ No-Prep, Ready-to-Use Lessons and Professional Learning Support

Teachers spend less time prepping and planning, giving them more time to focus on teaching and connecting with each student. Each digital session includes structured, six-page lessons to support effective instruction. We provide Professional Learning Support along with resources to engage families and equip teachers with targeted curriculum materials. These resources and support help ensure consistency and effectiveness, leading to better student engagement and outcomes.

✓ CASE-Endorsed & Research-Backed

We implement 22 Evidence-Based Practices proven to improve skill development, generalization, and retention. [Learn More >](#)

Letter and Sound: Sh /sh/

Lesson 17

Instructional Notes

Phonemic Formation
The sound /sh/ is a voiceless, palato-alveolar, fricative/windy stop sound.

Voiceless:
Vocal cords will not vibrate when touching the throat.

Palato-Alveolar:
The back of the tongue touches the hard palate, and the tip of the tongue is nearly touching the alveolar ridge.

Fricative/windy stop sound:
The released air is partially constricted by the friction between the teeth and tongue.

- Tongue On Top:** Lift the tongue tip up to press on the alveolar ridge, the bump behind the upper front teeth. Pull the tip back slightly so it's not quite touching. The back of the tongue is lifted to touch the hard palate by the upper molars.
- Round Lips:** Lips should be rounded and pushed forward. The teeth should be almost closed.
- Stream of Air:** With the voice off, blow air between the teeth and down the tongue.

Practice Words: Shoe, Shampoo, Fishing, Mustache, Squash, Shellfish
Silly Sentence: Shiny shells shimmer on the shore.

Similar Phonemes
/ʃ/ is a similar sound, formed the same way in the mouth but with the voice turned on. The voiced /ʃ/ sound is used less often than the unvoiced /sh/ sound, but can still be heard in the middle or ending of words such as Asia, Massage, and Vision. Have the student practice the two sounds together while feeling their throat to feel the difference in vibration. Ensure the student understands the /ʃ/ sound will not be found at the beginning of the word.

Lesson Sequence:
The letter H is used in this digraph lesson, but is not fully introduced until Lesson 18. Our lesson sequence is based on phonemic formation. However, Lesson 18 can be taught ahead of this lesson if preferred.

Consonants:
Consonants are speech sounds articulated with a complete or partial closure of the vocal tract, obstructing airflow and creating audible friction. Examples of consonants include /b/, /d/, /t/, and /k/. They can be voiced (using vocal vibrations like /b/) or voiceless (without vocal vibrations like /p/).

Materials:

- 1 Device for Teacher View
- 1 Projector/Interactive Whiteboard for Student View
- 1 Device per Student
- Optional: Printable Flashcards, Reward Jar Coloring Sheet

Lesson Objectives

1. The student will be able to recognize and name the letters sh automatically.
2. The student will be able to write the letter sh.
3. The student will be able to identify letter-sound correspondence with sh.

IEP Alignment

Consonant Digraphs:
The student will recognize the sounds for common consonant digraphs with 80% accuracy as measured by teacher records and observations.

National Reading Standards
CCSS.RF K.1.2
CCSS.RF K.3.1

Code:

1. Select students with the join code to connect to the lesson.

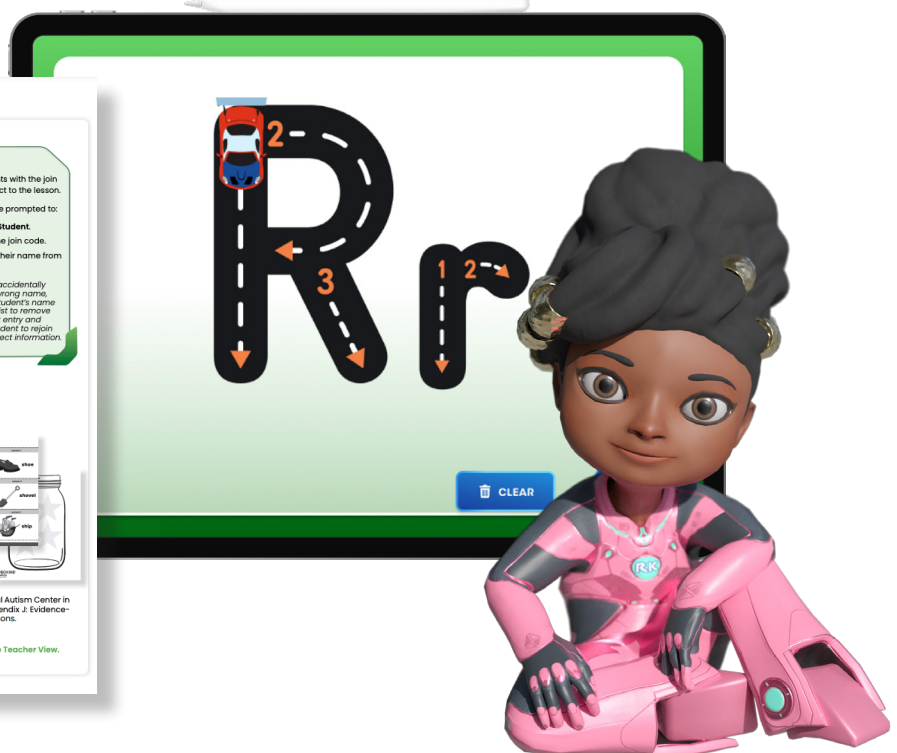
2. Select Student.

3. Enter the join code.

4. Select their name from the list.

5. If a student accidentally selects the wrong name, they can click on the student's name in the class list to remove the incorrect entry and ask the student to rejoin with the correct information.

When all steps are complete, click Start Lesson and follow the directions provided in the Teacher View.



4 Curriculums– 1 Powerful Solution.

ROBOKIND[®] Phonics

RoboKind Phonics

Aligned with national standards, IEP goals, and the Science of Reading (SoR), this program incorporates a digital sound wall with audio/X-ray video models to ensure phoneme accuracy, along with integrated syllable type application for stronger literacy development.

ROBOKIND[®] Speech Articulation

RoboKind Supplemental Speech Articulation for SLPs

A specialized version of our phonics curriculum, designed for Speech Language Pathologists (SLPs), focused on accurate phoneme production using structured, guided practice.

ROBOKIND[®] Numeracy

RoboKind Numeracy

Uses Singapore Math's Concrete-Pictorial-Abstract (CPA) approach to build number sense. Students gain confidence in numeracy competencies through I-VAKT™ techniques, promoting both hands-on and play-based learning experiences.

ROBOKIND[®] Social Skills

RoboKind Social Skills

Leverages social narratives, video modeling, visual supports, and verbal/visual prompts to help students develop strong conversational skills, emotional awareness, and confidence in navigating social situations.

What is an evidence-based practice?

On the surface, evidence-based practice (EbP) is a fairly easy concept to understand. Put simply, EbPs are interventions, processes, and occupational practices that are based on – well – evidence. Particularly, this evidence has scientific rigor and demonstrated effectiveness in target populations and patients.

But, as we all know, this definition glosses over the specific needs of the individual. For autistic and neuro-diverse individuals, evidence-based practices require serious review and consideration of multiple factors.

With the publication of the “National Standards Report” in 2009, the National Autism Center created a methodology for deploying EbPs in the classroom and for students with ASD. This framework is much more nuanced and, importantly, considers four major factors and considerations with deploying EbPs, quoted directly below:

Research Findings:

“Serious consideration should be given to Established Treatments because there is sufficient evidence that (a) the treatment produced beneficial effects and (b) they are not associated with unfavorable outcomes (i.e., there is no evidence that they are ineffective or harmful) for individuals on the autism spectrum.”

Professional Judgement:

“The judgment of the professionals with expertise in Autism Spectrum Disorders (ASD) must be taken into consideration. Once treatments are selected, these professionals have the responsibility to collect data to determine if a treatment is effective.”

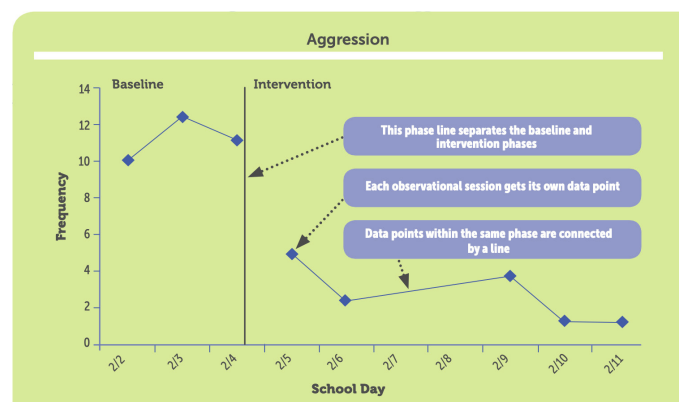
Values and Preferences:

“The values and preferences of parents, care providers, and the individual with ASD should be considered.”

Capacity:

“Treatment providers should be well positioned to correctly implement the intervention. Developing capacity and sustainability may take a great deal of time and effort, but all people involved in treatment should have proper training, adequate resources, and ongoing feedback about treatment fidelity.”

In short, when all factors are considered and EbPs are deployed effectively, we achieve the impact we want to make. Additionally, the outcomes provide additional data and insights we can deploy as educators and practitioners to further improve outcomes. The Report also provided helpful visualizations to understand the ideal outcome when EbPs are deployed effectively.



Why evidence-based practices matter

We know autism affects the ability to socialize, communicate, and learn in a traditional classroom setting. Aligning your curriculum to evidence-based practices is proven to create measurable outcomes for your students. The practices focus on individualized instruction, addressing the unique needs of each student, and creating a structured learning environment.

By using a variety of EbPs, educators can better understand how to teach students effectively. For example, using videos or visual schedules can guide students' understanding of what is expected of them. A predictable day can reduce anxiety and improve their learning outcomes.

Using evidence-based practices when teaching is crucial for understanding how to teach your exceptional students, promote their learning, and improve their overall quality of life.

The 22 Evidence-Based Practices in RoboKind Social Skills

Antecedent Based Interventions (ABI)	Ayers Sensory Integration© (ASI)	Augmentative and Alternative Communication (AAC)	Behavioral Momentum Intervention (BMI)
Cognitive Behavioral/Instructional Strategies (CBIS)	Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DR)	Direct Instruction (DI)	Discrete Trial Training (DTT)
Exercise and Movement (EXM)	Extinction (EXT)	Functional Behavioral Assessment (FBA)	Functional Communication Training (FCT)
Modeling (MD)	Music Mediated Intervention (MMI)	Naturalistic Intervention (NI)	Parent Implemented Intervention (PII)
Peer Based Instruction and Intervention (PBII)	Prompting (PP)	Reinforcement (R)	Response Interruption/Redirection (RIR)
Self-management (SM)	Social Narratives (SN)	Social Skills Training (SST)	Task Analysis (TA)
Technology Aided Instruction and Intervention (TAII)	Time Delay (TD)	Video Modeling (VM)	Visual Supports (VS)

RoboKind Phonics developed and tested in SPED Classrooms

RoboKind Phonics Beta Focus Group

The impact of the RoboKind Phonics Beta program on early childhood reading education in special education classrooms was evaluated across six different schools.

The program, which uses a humanoid robot and a multi-sensory approach, was implemented over four weeks. The results showed significant improvements in students' reading skills and attitudes towards reading. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores improved, with Correct Letter Sound (CLS) scores increasing from a pre-median of 42.5 to a postmedian of 138, and Whole Words Read (WWR) scores increasing from a pre-median of 11 to a post-median of 46.5.

Teacher-reported student engagement rates increased from 70% to 95%, and student self-reported engagement increased from the 71st percentile to the 85th percentile.

The study highlights the potential of innovative, research-based programs like RoboKind Phonics to improve early childhood reading education, particularly in special education classrooms.

[Read More >](#)

"This is going to be life changing for students!"

Jill Mires
Superintendent
Salem Community Schools, IN

Ludus Reading and RoboKind™ Robots Increase Early Literacy Rates

The research study aimed to examine the influence of a new model for reading instruction combining Ludus Reading and RoboKind™ on first-grade students' phonics skills and attitudes toward reading. Ludus Reading phonics instruction involves explicit and systematic lessons with underpinnings in play-based, technology, and multisensory techniques. RoboKind™ Robots are facially expressive, assistive humanoid robots that can be coded to talk, move, and display images on their chest screen.

The RoboKind™ Robots were programmed to act as teaching assistants and help the teacher during the Ludus Reading phonics lesson. A quasi-experimental pre-post design was used to examine three research questions comparing the differences between pre-and post-scores when using Ludus Reading and RoboKind™ Robots in terms of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) Correct Letter Sound (CLS), DIBELS® Whole Words Read (WWR), and Elementary Reading Attitude Survey (ERAS) scores between the group receiving Ludus Reading and RoboKind™ Robots instruction and the control group. The null hypotheses for Research Questions 1–3 were rejected.

The results supported the use of Ludus Reading and RoboKind™ Robots to teach phonics because the experimental group demonstrated a statistically significant increase in their ability to decode and a positive attitude toward reading.

[Read More >](#)

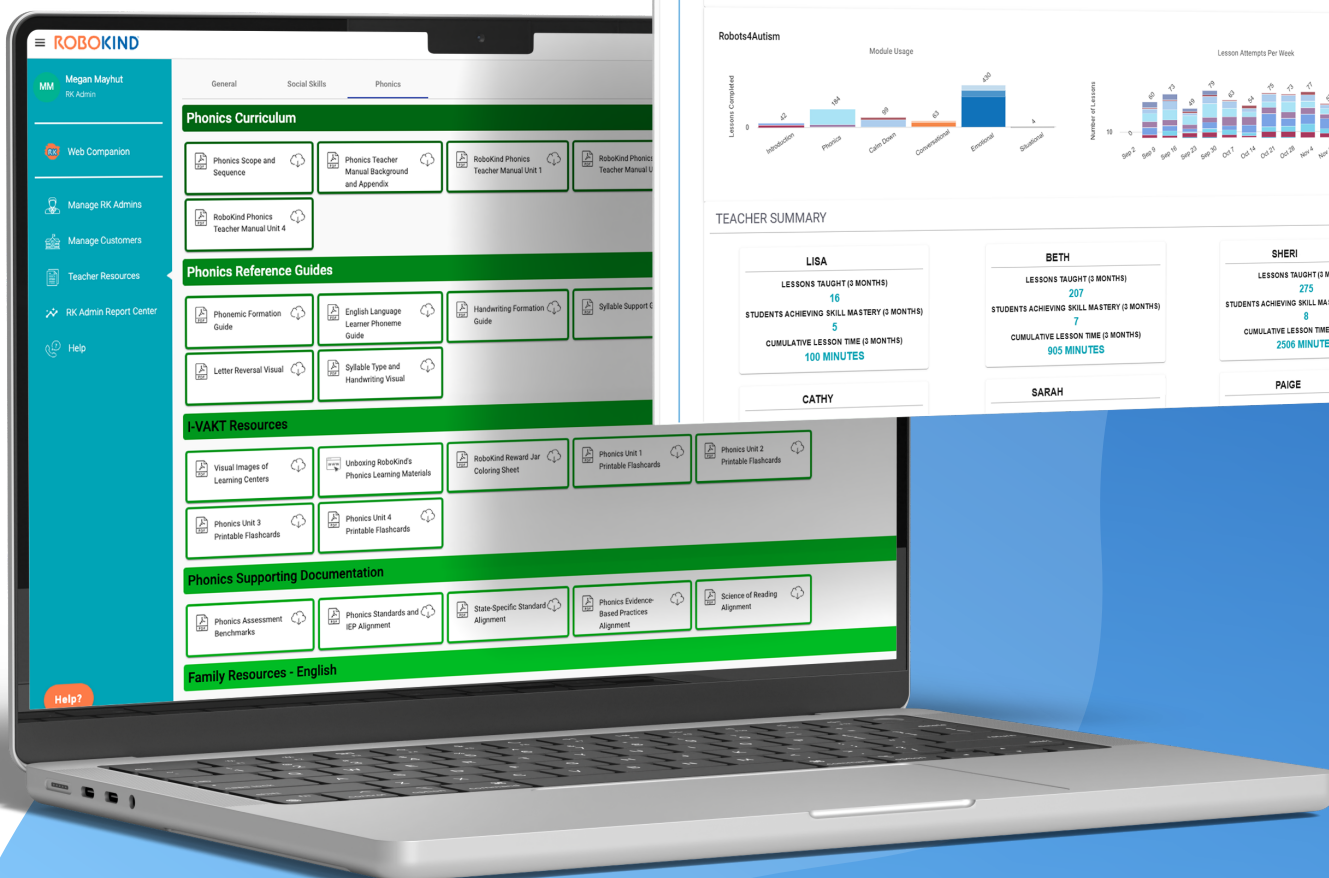
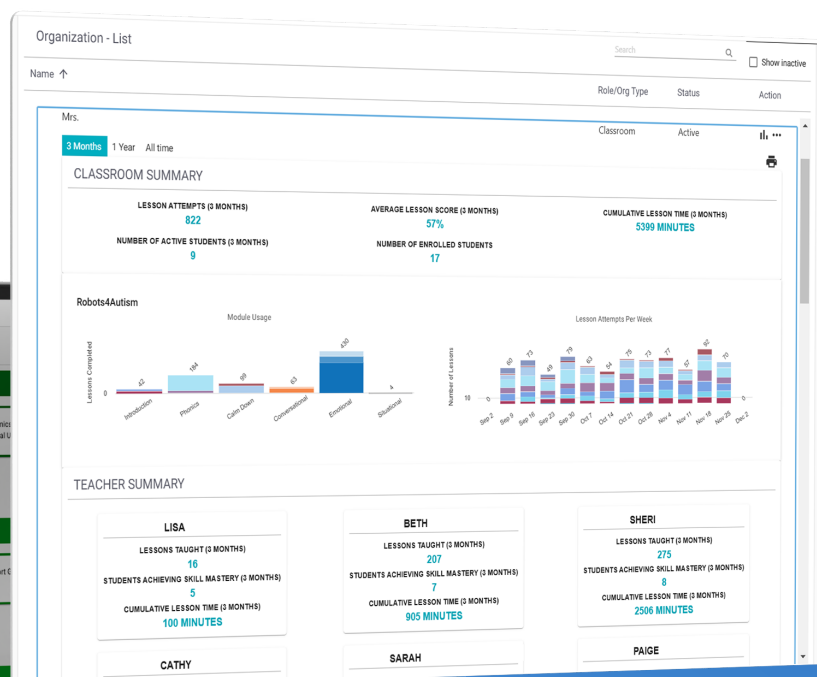
Alabama State Department of Education

Preschool Innovative Projects Grant

RoboKind has been awarded partial funding through the Alabama State Department of Education initiative grant to support early students in developing essential emotional, behavioral, and communication skills.

"I love this program and watching the students make progress with their day to day skills influenced by RoboKind. It's truly amazing"

Hannah Carr
Paraprofessional
Marshall County, AL



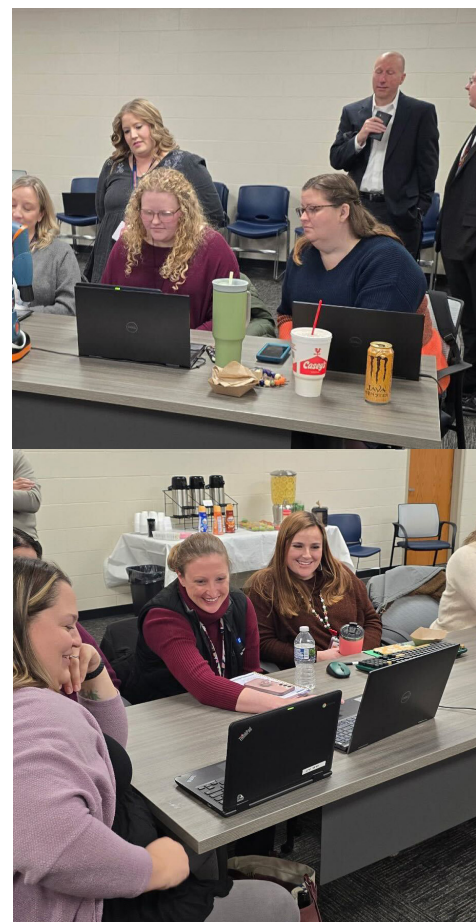
RoboKind - Uniquely Built Support

Professional Learning That Empowers

RoboKind offers a structured three-step approach to support educators throughout the implementation of the program.

Each session is designed to provide targeted guidance and hands-on support at critical stages of the process. Beginning with foundational training to introduce the essentials, followed by instructional coaching to refine classroom integration, and concluding with a data-focused session to set actionable goals, this timeline ensures teachers are equipped with the skills and knowledge needed for success.

By offering a mix of onsite and virtual sessions, the program ensures flexibility and ongoing support tailored to the needs of educators and their students.



Session 1:

Getting Started with RoboKind Onsite

Schedule prior to the start of the Implementation

3-Hour Session

- RoboKind Essentials
- Engagement with the avatar & RK curriculum
- Intro to the data
- Scheduling
- Plan of Action

Session 2:

Instructional Coaching Onsite

Schedule 6-8 Weeks into Implementation

Up to 3 Hours

- Content will be tailored to meet the needs of your team
- Classroom visits
- Scheduling support

Session 3:

Beyond the Basics Virtual

Schedule 2-3 months into the Implementation

3-Hour Session

- Deep dive into the data of each of your students
- S.M.A.R.T Goals for themselves and students



- 🌱 Dream.
- 📝 Plan.
- 🎨 Create.
- 🗣️ Share.

Huntington County Community School Corporation is using RoboKind Social Skills curriculum to support student learning. Working with a Professional Learning Specialist supports educators in planning for reaching student outcomes 🧠💡

💡 Learn more about how RoboKind Professional Learning empowers educators with the tools they need to integrate innovative technology in reaching student outcomes > <https://bit.ly/49v58U9> 🙌

#EngagingEducation #ProfessionalDevelopment #StudentSuccess #autism #speechtherapy #autismteacher #spd #SPED #SPEDteacher #autismacceptance #InnovativeLearning #EmpowerTeachers #EngageStudents #EdTech #SPEDTech #RoboKind #ASD #SpecialEducation #Neurodiversity #ContinuedEducation

"The potential results of I'm using this program with our students is incredibly exciting"

- AMY SHANE
Huntington County, IN



RoboKind Community

We are dedicated to empowering all teachers and education supporters to ignite engagement, foster learning, and make a lasting impact in their classrooms with the transformative RoboKind program.

What to expect each month

Weekly Prompts

Teachers will receive weekly prompts to respond to, fostering collaborative learning among peers.

Themed Newsletter

Stay informed with our monthly newsletter, featuring engaging themes, resources, and information on upcoming RoboKind features.

Live & Recorded Webinars

Participate in live webinars or catch up with recorded sessions at your convenience.

Interactive Q&A

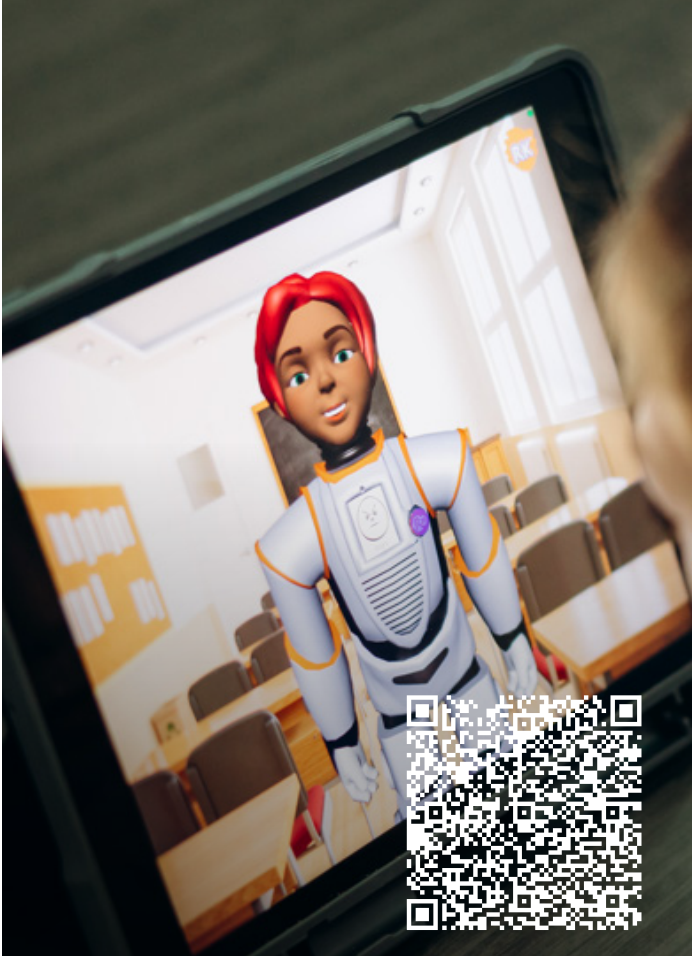
Access a platform to connect and collaborate with fellow teachers and the RoboKind Team.

Challenges & Rewards

Engage in exciting challenges with opportunities for rewards.

Prizes & Giveaways

Look forward to exclusive prizes and giveaways throughout the month!



**JOIN THE RK
COMMUNITY!**

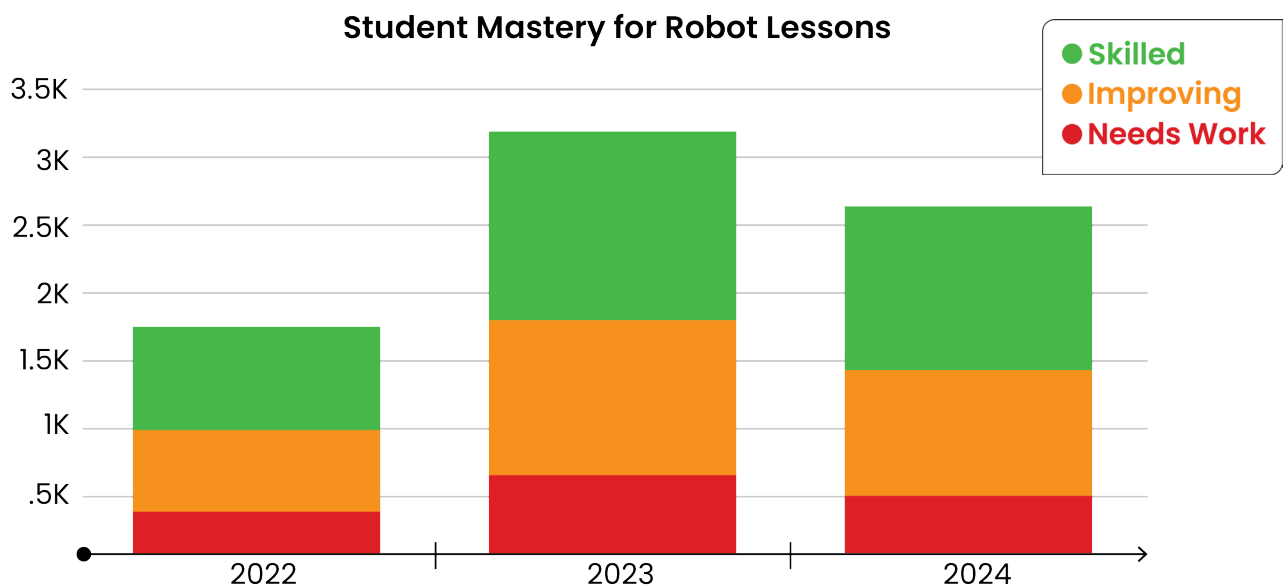
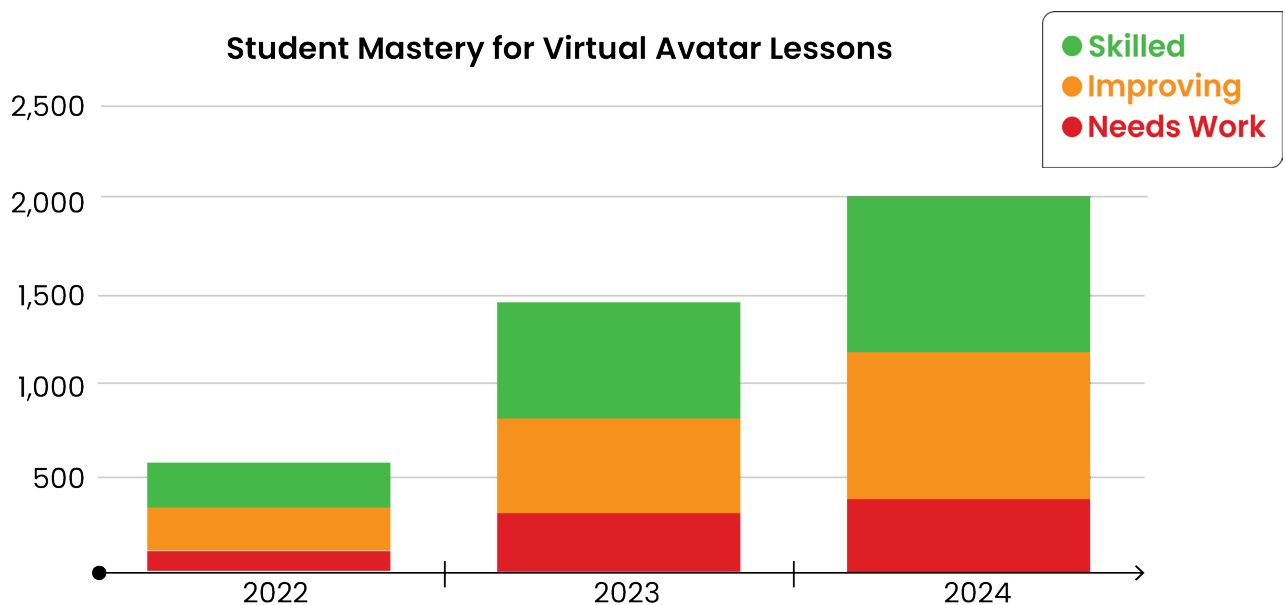
 @RoboKind  @RoboKind  @RoboKind

 @RoboKindRobots  @RoboKindRobots

Respecting the Each in Teaching on a National Scale

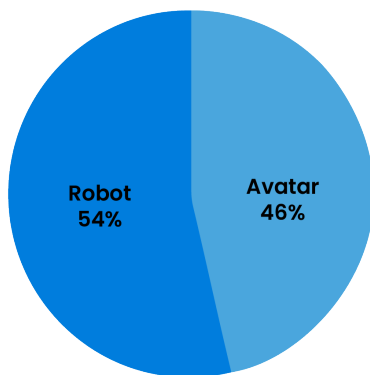
RoboKind built a virtual avatar to support the needs of remote learning during COVID. Over time, our teachers told us they preferred the accessibility of Virtual Avatars. Going Avatar allowed them to use their interactive whiteboards, classroom tablets, and laptops, eventually surpassing robot usage in the classrooms.

Our new digital program empowered teachers to increase the number of lessons they could deliver every week – better whole class instruction, small group activities, and intervention-based practice. Teachers vote with their time, and RoboKind has listened – virtual avatars are the way to go!

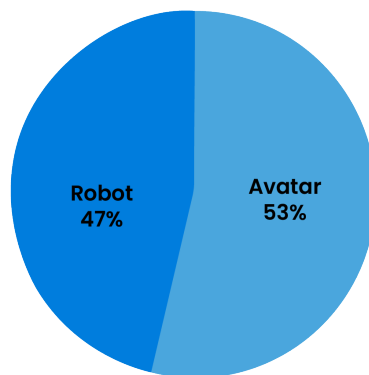


By embracing virtual avatars, we are ensuring that every student has access to engaging, flexible, and effective learning experiences. Avatars seamlessly integrate into modern classrooms, adapting to different teaching styles and student needs without logistical constraints. As educators continue to innovate, RoboKind is committed to evolving alongside them—delivering solutions that make learning more responsive, scalable, and impactful.

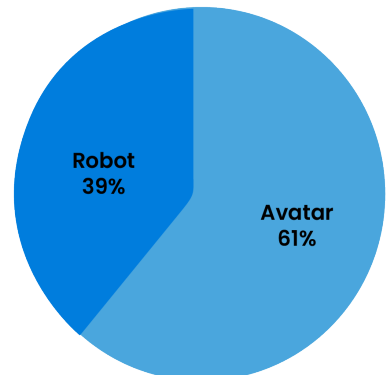
Avg. Lesson Usage Per Student - 2022



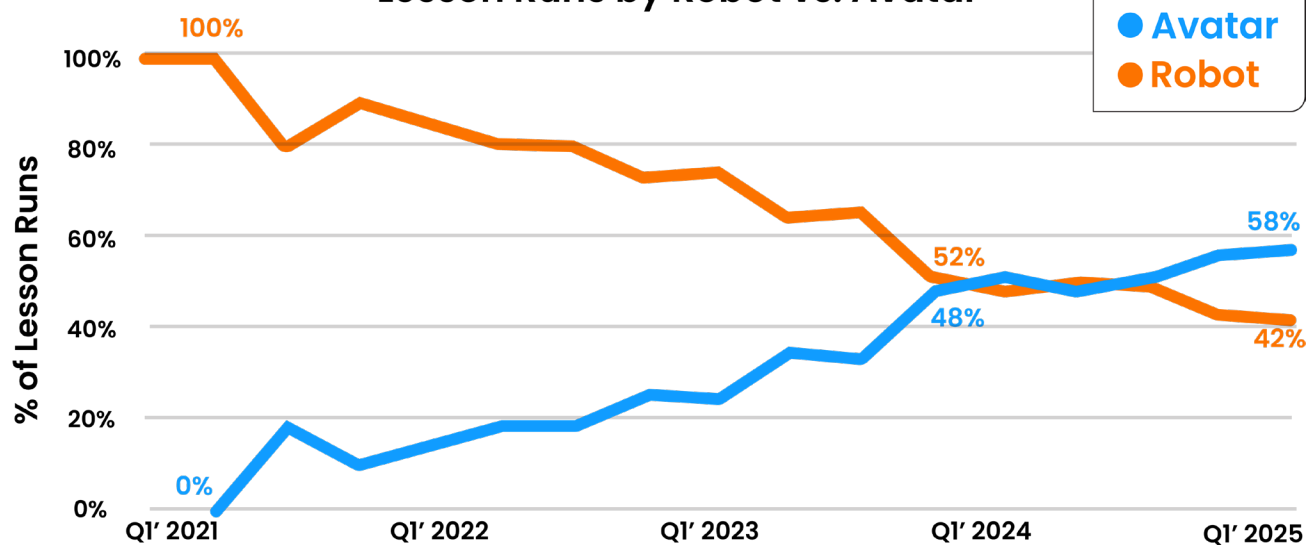
Avg. Lesson Usage Per Student - 2023



Avg. Lesson Usage Per Student - 2024



Lesson Runs by Robot vs. Avatar



RoboKind Virtual Avatar Programs

Scalable

They provide a budget-friendly opportunity to extend impact across classrooms and schools throughout districts.

Accessible

With simplified equipment, quicker onboarding, and fewer logistical challenges, these programs are designed to be approachable and easy to navigate for all users.

Differentiated

The Virtual Avatars allow for simultaneous use and offer a diverse range of characters, meeting the varied needs, preferences, and goals of different learners.

Impactful

The programs incorporate opportunities for repetition to support skill development for learners facing significant challenges, ensuring foundational skills that are crucial for success beyond the classroom.

Engaging

Learners engage with I-VAKT's interactive, multisensory techniques, combining technology, visual, auditory, kinesthetic, and tactile activities to promote learning through play.

"RoboKind helps change the lives of special needs children; it gives them the confidence and knowledge to shine brightly in the world."

Amanda Warne
Southwest Parke



About RoboKind

RoboKind envisions a future where ALL students and their teachers are able to celebrate the joy and success of learning together.

By providing appropriate, equitable, engaging, effective learning opportunities centered on a strong pedagogical framework, research-based and play-based strategies, and I-VAKT™ (Interactive Technology, Visual, Auditory, Kinesthetic, and Tactile) experiences, we can develop neural pathways for mastering foundational competencies that respect the accessibility needs of neurodiverse, early childhood, and all students.

Multisensory Strategies that Create Fun Foundations

RoboKind's Virtual Avatars are transforming how students engage with the curriculum and achieve their goals! The interactive nature of these Avatars creates a gamified learning experience that incorporates Evidence-Based Practices, such as Visual Supports, Video Modeling, and Social Narratives. Students have the opportunity to learn through play, utilizing multisensory inputs and strategies that light up the brain!

Supporting the “each” in teaching

Designed to create equitable experiences for diverse students, RoboKind's Virtual Avatars provide accessibility to all RoboKind curricula through any of our four unique characters: Milo, Jemi, Carver, and Veda.

Special Tech for Exceptional Connections

By learning with the Virtual Avatars, students can immerse themselves across various learning domains, including cognitive, social, emotional, and behavioral. Educators can select lessons that target students' individual goals, creating a personalized learning experience.