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**THE USE OF ROBOTS IN CHILDREN DIAGNOSED WITH AUTISM
SPECTRUM DISORDER HIGH FUNCTIONING AND IN GIFTED
CHILDREN. A COMPERATIVE STUDY.**

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ABSTRACT

People with special educational needs, such as people with high functioning autism and gifted children have the right to enjoy the same quality of goods and services in all areas and have the same access to education, information, society and knowledge, as the other member of the society, without obstacles. Robotics, as a tool in the education of these people could contribute positively to the development of their skills, to the strengthening of their sociability, to the construction of the required knowledge and to the provision of equal opportunities in social life, thus strengthening their independence and self-esteem. therefore, in their integration into society as a whole, in order to achieve a smooth and equal coexistence with the other members. This paper is a literature review, which focuses on the valuable help and usefulness of Educational and Information Technologies and specifically Robotics in people with high functional autism and gifted children. The choice of this topic was based on an effort to elicit information for the activation and the participation of children with high functioning autism and gifted children in all sections of their social life. The results were encouraging, as they showed that the use of robots contribute to their education, the development of their mimetic skills, their social interaction, their time management, their improvement of self-control and their independence. Robots' use, therefore, are very promising for these people and in future proposals could be submitted more specialized software and programs that will help and facilitate these people in education, in their personal life, in their daily living, in social their interaction and their independence.

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