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Special needs education in a children's learning PWA

Which principles translate into a learning app, and where the limits lie.

The Swiss framework, methods and their evidence base, a support profile instead of a diagnosis, the data model, and the legal guardrails.



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Uggadugu

SUMMARY

What this is about, in eight sentences

- Uggadugu implements special-needs principles that work for every child and additionally benefit children with particular educational needs.
- The app supports and practises. It does not diagnose, does not detect a need for support, and does not replace a professional.
- The need for support is described in ICF terms as activity and participation (“needs picture support with instructions”). Diagnoses are not recorded.
- Each child’s support profile governs presentation, input methods, help levels and the structure of a round. It stays local on the device.
- The evidence for the methods used comes from support delivered by people. For the app itself it is not proven, and the app makes no such claim.
- Day-care follows the national orientation framework; school follows Lehrplan 21 with its nine developmental access points in cycle 1.
- A portfolio export covers the learning-progress part of homeschooling reports. It never covers every subject area and is not an official document.
- Three legal guardrails shape the product decisions: data protection, the boundary to a medical device, and effectiveness claims.

What this paper does not claim. No proof of effectiveness for Uggadugu, no quality seal, no approval by an education authority. Where a statement holds only for methods in support delivered by people, that is stated.

FOR WHOM

School leaders, teachers, school special-needs educators, day-care leads and specialist services who want to gauge what a learning app can achieve in cycle 1.

IN BRIEF

ICF: the WHO classification that describes disability as an interaction between a person and their environment.
SAV: the standardised assessment procedure of the Swiss conference of cantonal education directors (EDK) for enhanced measures.
UDL: Universal Design for Learning, several routes for motivation, representation and expression.
SHP: school special-needs educator (Schulische Heilpädagogin, Schulischer Heilpädagoge).

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CHAPTER ONE

1 Context and scope

Uggadugu can implement special-needs principles that work for every child and additionally benefit children with particular educational needs. The app supports and practises. It does not diagnose and does not replace a professional.

The target group is children in cycle 1: kindergarten to grade 2, usually four to eight years. What matters is the stage, not the date of birth. In day-care from about age 3, this means guided play with cards and audio, not a screen-based course. The app never asks for an age and never locks an offer.

SCOPE

This paper describes principles and how the product implements them. It is not professional advice for an individual case and not a basis for an assessment.

INTEGRATION

The special-needs-education concordat gives priority to integrative solutions. Practice is cantonal; not every canton has joined.

EDK

SETTING	WHO IS IN CHARGE	WHAT THE APP MUST DELIVER
Day-care, from about 3	Care professional	Guided play with cards and audio, no performance grading
School, cycle 1	Teacher, school special-needs educator (SHP)	Reference to Lehrplan 21 competences, learning goals per child
Family and homeschooling	Parents	Guidance for lay adults, structure, documentation of learning progress

Special needs education here means the pedagogy for children with impairments, developmental delays or learning difficulties. In Switzerland it works integratively, within the mainstream class. That shapes the app: not a separate “support mode”, but a profile that makes the same learning world accessible in a different way.

> **What matters is the need for support, not the diagnosis.**
>
> Core principle of the EDK’s standardised assessment procedure

Three decisions that follow from this

No diagnosis field

The profile knows barriers and settings. Diagnosis or therapy are recorded nowhere, not even as free text.

No separate mode

Same tasks, different accessibility. No child switches into an “easy app”.

No alert sent

No warning when a child is slower or uses more help. The app shows observations, it does not judge.

CHAPTER TWO

2 The Swiss framework

The app must connect to four references. Lehrplan 21 supplies the learning goals; the other three supply the professionals' stance and language.

Lehrplan 21, cycle 1

The cycle begins cross-curricular and developmental. Over time, learning shifts towards subject areas. Play is explicitly part of teaching, especially at the start. The nine developmental access points are the grid against which every activity in the app can be shown.

ACCESS POINT INSTEAD OF SUBJECT

In day-care and the first kindergarten year, a task often carries no subject-area code but an access point from 1 to 9. Every task carries one or the other.

SOURCE

D-EDK: Lehrplan 21, priorities of cycle 1.

v-fe.lehrplan.ch

NO.	DEVELOPMENTAL ACCESS POINT	EXAMPLE IN THE APP
1	Body, health and motor skills	Movement task away from the screen, fine motor tracing
2	Perception	Matching sounds, spotting differences in pictures
3	Temporal orientation	Sorting a daily routine, ordering a picture story
4	Spatial orientation	Above and below, a route on a map
5	Patterns and relations	Continuing a pattern, comparing quantities
6	Imagination and creativity	Designing one's own scene, continuing a story
7	Learning and reflection	Answering "What was hard?" with picture symbols
8	Language and communication	Initial sounds, vocabulary, narrating with a recording
9	Independence and social action	Tasks for two, taking turns, naming feelings

French-speaking Switzerland follows the Plan d'études romand (PER), and Ticino the Piano di studio. So far the app documents references to Lehrplan 21; alignment with PER and the Piano di studio is still to come. Because school handwriting varies regionally, a script region is added, set independently of the language.

The EDK special-needs-education concordat (2007, in force since 2011)

It governs basic special-needs provision and enhanced measures, and gives priority to integrative solutions. The standardised assessment procedure (SAV) decides on enhanced measures. It follows the ICF, the WHO classification that describes disability as an interaction between a person and their environment. What matters is the need for support, not the diagnosis. Not every canton has joined; practice is cantonal.

The orientation framework for early childhood education, care and upbringing

A national reference document for day-care centres and playgroups. Version 2.0, published by Alliance Enfance in November 2025, covers ages 0 to 12. For the day-care stage it is the authoritative reference, because no curriculum applies there. It puts the child, play and relationships at the centre, not the screen.

Consequence for the data model. In the app, the need for support is described in ICF terms as activity and participation (“needs picture support with instructions”). Diagnoses such as ADHD or autism are not recorded. Terms that claim a diagnosis or an effect do not appear in the app, in any of the nine languages.

ICF

The International Classification of Functioning, Disability and Health does not describe what a child lacks, but what it can do in which environment.

WHO

DAY-CARE WITHOUT A CURRICULUM

Because no curriculum applies during the day-care years, the app shows access points and play forms there instead of competences.

Alliance Enfance, 2025

What this means for the three settings

SETTING	REFERENCE	WHAT THE APP SHOWS
Day-care and playgroup	Orientation framework 2.0	Guided prompts, play cards for professionals, no independent screen-based course for the child
Kindergarten	Lehrplan 21, cycle 1	Developmental access points 1 to 9 per task
Grades 1 and 2	Lehrplan 21, subject areas	Competence codes such as D.1.A.1 or MA.1.A.1, plus the limit of the statement

The competence code is a **reference**, not an endorsement. It says which competence a task works on. It does not say that an authority has reviewed the app.

✦ CHAPTER THREE

3 Methods and evidence base

The following methods suit an app because they translate into task structure, prompts and data. The evidence almost always comes from support delivered by people. That it works the same way in an app is not proven and must be tested separately for Uggadugu.

NCAEP

National Clearinghouse on Autism Evidence and Practice, University of North Carolina at Chapel Hill.

Steinbrenner et al., 2020

Two key references. The US review by Steinbrenner et al. (2020) lists 28 practices with a robust body of studies for autistic children and youth; most studies concern preschool and primary-school age. Many of them are broadly useful in special needs education. The platform “Wissen, was wirkt!” (“Knowing what works”) run by the Swiss University of Teacher Education in Special Needs (HfH) rates support programmes for Swiss kindergartens and schools.

METHOD	THE CORE IN ONE SENTENCE	EVIDENCE BASE	FITS AN APP
Universal Design for Learning	Plan several routes for motivation, representation and expression from the start	Framework model, version 3.0 from 2024; the package as a whole is little tested for effectiveness	Yes, as an architectural principle
Prompting and fading	Give graduated help and withdraw it step by step	Listed in the NCAEP review as an established practice	Yes, a core mechanic
Time delay	Wait briefly before the prompt arrives	NCAEP	Yes, without time pressure for the child
Visual support	Pictures, symbols, schedules instead of speech alone	NCAEP	Yes
Task analysis	Break an action into small steps	NCAEP	Yes
Modelling	Show it, then imitate it	NCAEP	Yes, “show me”
Augmentative and alternative communication	Symbols or speech output supplement or replace spoken language	NCAEP	Partly, as an input method

CHAPTER THREE · CONTINUED

READING NOTE

The “Evidence base” column names the source of the evidence, not proof for Uggadugu. The same distinction holds in the app: the “why” line for adults names the study year and sample size and makes no effectiveness claim about the app.

METHOD	THE CORE IN ONE SENTENCE	EVIDENCE BASE	FITS AN APP
Reinforcement	A desired behaviour is followed by a positive consequence	NCAEP	With caution, see below
Movement	Physical activity as part of learning	NCAEP	Only as a task away from the device
Parent-delivered support	Parents implement support according to guidance	NCAEP	Yes, core for homeschooling
Phonological awareness	Rhymes, syllables, initial sounds before literacy	HfH: rated fully on all three criteria; transfer to reading modest, better for spelling	Yes, the listening path
Social-emotional programmes	Identifying, naming and regulating feelings	Documented by the HfH	Partly, only alongside conversation
Error control in the material	The material itself shows whether it is correct	Professional tradition (Montessori)	Yes, audible rather than red feedback

The table names the source of the evidence, not proof for Uggadugu. What follows from this is on the next page.

CHAPTER THREE · CONTINUED

Deliberately excluded. Ayres sensory integration needs a therapy room and a professional. High-dose discrete trial training does not suit a voluntary children's app.

Reinforcement, with caution

Material or virtual rewards can drive learning forward. In children without particular needs, they can crowd out the joy of the activity itself. By default, Uggadugu shows an adventure picture with confetti after every round, but makes this reward switchable: parents and professionals switch it off for an individual child under "Supports", and a calm acknowledgement without a picture follows instead. With supports from a class code the reward is off; for a child with a high need for support, a professional can switch it on deliberately. With the low-stimulation display there is no confetti.

Theory of mind

This is the ability to attribute thoughts and feelings to others. It typically develops between ages 3 and 5 and is often impaired in autism. Tasks such as "What does Ugu think, where is the ball?" work well as a conversation starter. The app makes no promise of a training effect on everyday social behaviour.

Four pillars of effective learning apps. Hirsh-Pasek et al. (2015) name: active, engaged without distraction, meaningful and socially embedded, each with a clear learning goal. The fourth pillar matches the special-needs principle that a caregiver is present. The four pillars serve as the checklist for every task and every physical card.

REWARD ON OR OFF

The default is an adventure picture and confetti after every round. Switched off, a calm acknowledgement without a picture follows. With supports from a class code the reward is off. YouTube stays optional and off by default.

CONVERSATION STARTER

Ugu variants such as "Ugu didn't see where the piece went. Where should Ugu look first?" are invitations to talk, not training drills.

✦ CHAPTER FOUR

4 Homeschooling: legal position and requirements

Homeschooling in Switzerland is regulated cantonally and ranges from nearly prohibited to requiring no teaching diploma. About 4,210 children are taught at home, roughly 80 per cent of them in Bern, Vaud, Aargau and Zurich.

THE NUMBERS

About 4,210 children in Switzerland are taught at home; roughly 80 per cent of them in four cantons.

PH Bern, 2024

NOT AN OFFICIAL DOCUMENT

A portfolio from the app is not an official school report. It is a basis for observation that parents and professionals interpret themselves.

CANTON / COUNTRY	RULE
Basel-Stadt, Obwalden, Ticino, Zug	Only in exceptional cases
Aargau, Vaud	Possible without a teaching diploma
Zurich	One year without a diploma, then a teaching diploma; notification before starting; lesson count follows the curriculum; at most 5 children
Bern	Pedagogically trained supervision; Lehrplan 21; weekly plan; annual report to the school inspectorate; where there is a need for support, an SAV report and a special-needs qualification are strongly recommended
Austria	Notification to the education directorate; annual review conversation; external examination at year end
Germany	Compulsory school attendance; homeschooling generally not permitted

Kindergarten is compulsory in most cantons. The cantonal rules therefore already apply from about age 4, not only from grade 1.

What authorities require becomes a product requirement

Bern's requirements show what homeschooling families must demonstrate: an annual plan, an overview of content covered, a materials list, and learning progress and competence development across all subject areas. Of these, an app can document learning progress in the competences it covers. It never covers every subject area, and must not suggest that it does.

The portfolio export covers exactly this part

- Competences and access points from Lehrplan 21 practised, per period
- Share solved without help per learning path, with help levels used
- Confirmed hands-on activities, with access points 1 to 9, optionally with photos
- The limit of the statement for each competence, unchanged from the pack

Pedagogical recommendations for teaching at home

- A fixed daily rhythm with a visual schedule. It gives security to children with perceptual or attention difficulties.
- Short digital sessions, embedded in play, movement and everyday tasks such as laying the table or shopping.
- Parents as learning companions, with brief guidance per task. This is the parent-delivered support from chapter 3.
- A portfolio instead of grades: photos of hands-on work, recordings, observed progress.
- Regular contact with other children, because social learning is missing at home.
- Involve professionals where there is a need for support: speech therapy, psychomotor therapy, early special-needs education. The app does not replace these.

ONE MECHANIC PER METHOD

Every method from chapter 3 has a counterpart in the app. What could not be translated cleanly is not in the table.

✦ CHAPTER FIVE

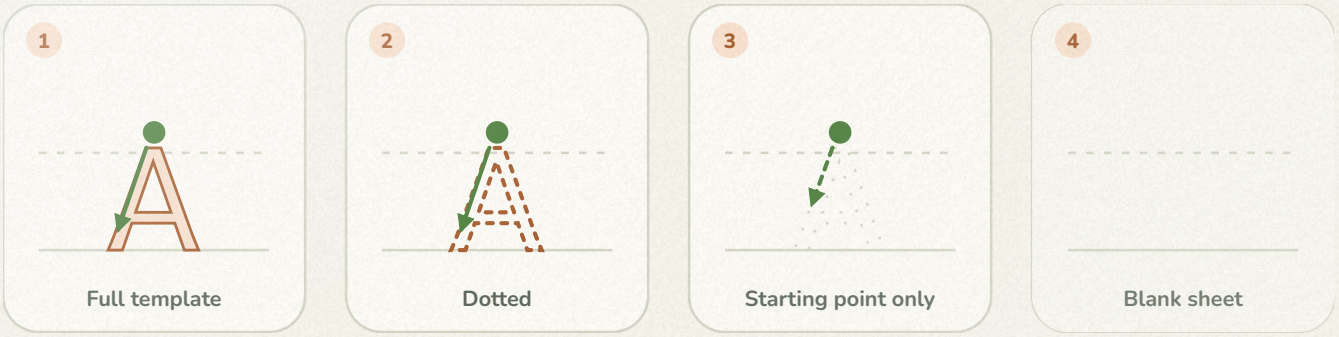
5 Translation into app mechanics

Every method from the previous chapter has a counterpart in Uggadugu: in the task structure, in the prompts, in the child's profile and in what the app records afterwards.

METHOD	MECHANIC IN UGGADUGU
Prompting and fading	Tracing in four stages: full template, dotted, starting point only, blank. The stage rises after two independent successes and falls after two prompts
Prompting after a failed attempt	After two failed attempts, the concrete hint opens
Modelling	"Show me" and a brief demonstration before the first task
Task analysis	Rounds of three; "stroke by stroke"; letter before word for one's own name
Error control in the material	The sentence is read aloud with the chosen punctuation mark; wrong sounds audibly wrong
Errorless learning	Distractors drawn from the child's own confusions; only the first attempt counts as an observation
Spaced practice	Item memory falling due after 1, 2, 4, 8 and 14 days

CHAPTER FIVE · CONTINUED

METHOD	MECHANIC IN UGGADUGU
Parent involvement	An adult prompt per task, at most twelve words, as text and as an audio clip
Transfer to the physical world	Tasks solved at the table or outdoors and confirmed by adults; printable templates; “Ugu goes outside” cards
Reinforcement	Adventure picture and confetti on by default, can be switched off under “Supports”; off with supports from a class code
Time delay	Adjustable wait time before “show me” pulses. No countdown for the child
Visual support	Schedule before the round, “first, then”, with picture cards to tick off
Augmentative and alternative communication	Answering via symbol key instead of speech or typing; symbol size and count adjustable
Self-regulation	A break screen with breathing pictograms; “How do you feel?” with three faces before and after the round
Movement	Micro-cards between two tasks, always tied to the content, confirmed by an adult
Social embedding	Tasks for two on the same device, taking turns; cards from the “people and everyday life” theme



Prompting and fading as a visible mechanic: the template disappears in four stages. The stage belongs to the single character, not to the series, and drops back down as soon as a child needs help twice. A fixed floor in the profile stops the automation going below the level the professional has set.

Help used is not an error. Whether a task was solved with or without help is recorded in the observation. Help stays available to the child at all times. The analysis distinguishes, it does not judge.

CHAPTER FIVE · CONTINUED

A support profile instead of a diagnosis

At the core of the special-needs extension is a profile that adults set in the parent area or via the class code. Every setting describes a barrier, never a diagnosis. This follows the ICF logic from chapter 2.

The settings follow the three UDL principles: representation, expression and engagement. They are set per child, exportable, and apply to every task that technically allows them.

NO DIAGNOSIS FIELD

There is no field for a diagnosis, a type of disability or a therapy. “setBy” only distinguishes who set the setting: parent, teacher or class code.

AUTOMATIC

If “reduced motion” is set on the device, the app switches on low-stimulus mode by itself.

AREA (UDL)	SETTING	EFFECT
Perception	Low stimulus: no animation, no confetti, muted colours, no background music	Less distraction and overstimulation
Perception	Large: target areas and symbols enlarged, fewer options per screen	Less searching
Language	Instructions always with picture and audio; a repeat button; slower narration	No reading or working memory required
Motor skills	High tolerance when tracing; tapping instead of dragging; switch control	Access for fine-motor limitations
Communication	Symbol keys as an answer method	Access without spoken language
Motivation	Round length 1 to 5; reward picture and confetti on or off	A fitting level of demand
Structure	Schedule on or off; announcement before switching	Predictability
Help	Help level fixed by setting; wait time for time delay	Fading under the professional’s control

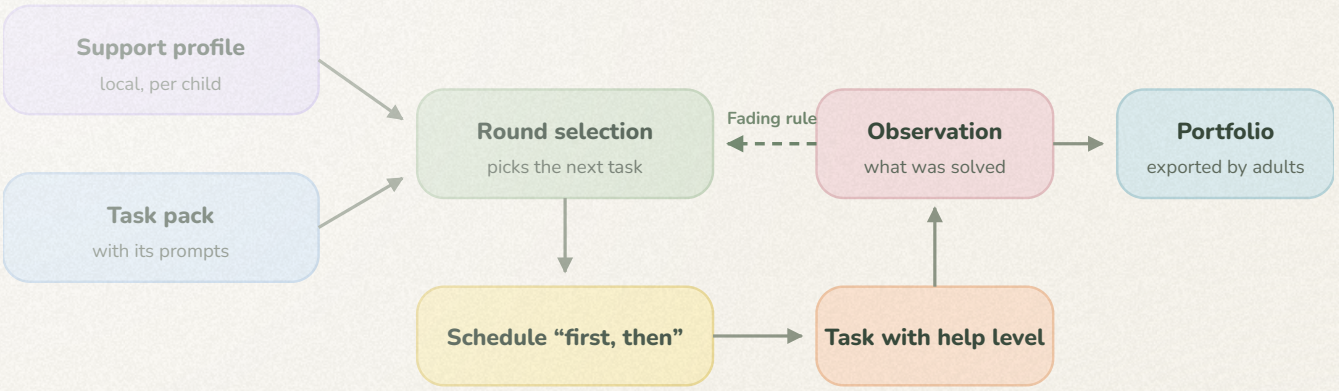
Symbols for augmentative and alternative communication

Symbols used for an answer must meet two conditions: they are cleanly licensed, and children know them again from school and therapy. Freely available pictogram sets often meet only the second condition, because their licence excludes commercial use. Uggadugu weighs the two against each other and states in the adult view which symbol system currently applies.

CHAPTER SIX

6 Architecture and data model

The architecture needs no server data: content in packs, a running list of observations on the device, a local class code. Three places carry the special-needs layer: the task pack, the profile and the observation.



ofile acts before the round, the observation after. The fading rule reads only what the child has solved so far. The profile sets the limits within which it may change s

The task pack

Every task carries its learning reference, its limit and the prompts it allows. This makes it possible to show later what a child has worked on, without claiming anything the task cannot support.

WHAT EVERY TASK CARRIES	PURPOSE
Competence or access point	The reference to the language region’s curriculum, or one of the nine developmental access points where no subject area yet fits.
Limit of the statement	A sentence on what a success does not prove. It also appears later in the portfolio.
Prompt for adults	At most twelve words, as text and as an audio clip.
Permitted prompts	Which help levels this task knows, how many answer options it needs at minimum, whether it can be solved via symbol keys.
Task away from the screen	The physical counterpart, for example finding three things in the room starting with M.

CHAPTER SIX · CONTINUED

The profile

The profile belongs to the child, stays on the device and can be carried along. It only describes how the app should behave.

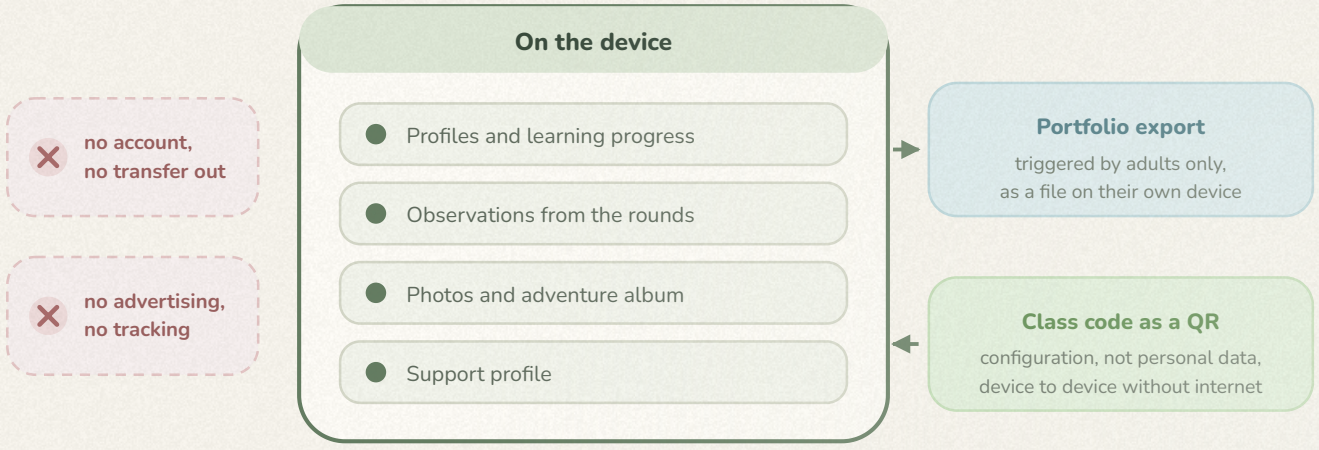
WHAT THE PROFILE HOLDS	EFFECT
Low stimulus	No animation, no confetti, muted colours.
Large targets, few options	Larger areas, two answer options instead of six.
Input method	Tapping, dragging, symbol keys, switch control.
Round length	One to five tasks per round.
Schedule	First and then, shown or hidden.
Lowest help level	The weakest help still permitted. The automation never goes below it.
Wait time before help	How long the app waits before offering help. No clock runs for the child.
Reinforcers	Reward picture and confetti on or off; on by default, off with supports from a class code.
Set by	Parent, teacher or class code.

The observation

For every task solved, the app records which help was used and which settings applied at the time. This keeps it traceable under what conditions a success came about.

Export, class code, reliability

- **Portfolio export:** a printable page per child and period, with competences, access points, the share solved without help, confirmed hands-on tasks and the limits of the statement. It leaves the device only when an adult actively shares it.
- **Class code:** the teacher shares a support profile together with the task pack. The code carries settings, not personal data.
- **Reliability:** every setting in the profile applies to every task that technically allows it. Fewer options stay fewer, a set help level holds, and in low-stimulus mode no animation reappears.



A support profile allows conclusions about a disability even without a diagnosis field. That is why it stays local, and why the export is a deliberate act by an adult.

CHAPTER SEVEN

7 Limits and legal guardrails

The special-needs extension raises the legal risk in three places. All three can be controlled through product decisions.

Data protection (Swiss nDSG)

Health data and data on social-assistance measures count as particularly sensitive. A support profile reading “symbol input, low stimulus, switch control” allows conclusions about a disability even without a diagnosis field. That is why the profile stays local, is never transferred to a server without an institutional agreement, and why the export requires an active act by an adult. Where used within the EU, the GDPR additionally applies, with stricter rules on consent for children.

The boundary to a medical device

Software intended to diagnose, monitor or treat a disease or disability can qualify as a medical device. What matters is the intended purpose, which includes the marketing. Uggadugu remains a learning product as long as its texts, store listings and information sheets avoid terms such as “therapy”, “treatment” or “diagnostic support”. Acceptable is: “designed to be low-barrier, with adjustable prompts for different learning starting points”.

LEGAL CERTAINTY FIRST

Where legal certainty and convenience collide, the safe solution wins. That is why there is no automatic device transfer, only a handover by QR code.

CHAPTER SEVEN · CONTINUED

Effectiveness claims

The evidence in chapter 3 applies to methods, not to Uggadugu. Effectiveness claims or “to special-needs-education standards” would be misleading without a dedicated study. Acceptable is the phrase “designed along principles from special needs education (UDL, graduated prompts)”. This word list applies to the interface, the content, the printed materials and everything written about the app.

Screen time

The WHO recommends at most one hour of sedentary screen time per day for children aged 2 to 4, and none at all under age 2. The evidence for this is weak, yet the recommendation is stated firmly. For the day-care stage, Uggadugu therefore sticks to guided play prompts, with no dedicated screen-based course for the child.

LANGUAGE MATTERS

The intended purpose also arises through marketing. That is why the same word list applies to the interface, the content and every printed item.

Limits of the app, stated plainly

- It cannot replace an assessment, speech therapy, psychomotor therapy or early special-needs education.
- It does not detect a need for support and does not report one.
- Speed and error count trigger no alert to parents.
- A portfolio is not an official document and not a school report.

Three decisions that carry this paper

Data stays with the child

The support profile lives on the device. Without an institutional agreement it goes to no server, and the export requires an act by an adult.

A learning product, not therapy

Uggadugu does not call itself therapy or diagnostics. It promises no effect that no one has tested, not even in marketing.

No screen for the youngest

In day-care, Uggadugu works with guided play prompts and cards for the professional, not with a dedicated course for the child.

APPENDIX

References and sources

CITATION STYLE

Evidence is cited with the year and, where it matters for interpretation, the sample size. Where a detail is missing, it is missing in the source too.

THE SWISS FRAMEWORK

D-EDK: Lehrplan 21, Schwerpunkte des 1. Zyklus (priorities of cycle 1). v-fe.lehrplan.ch

EDK: Sonderpädagogik; Standardisiertes Abklärungsverfahren (SAV), Handreichung (special needs education; standardised assessment procedure, guidance document). edk.ch

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Questions, objections, collaboration.

This paper will keep being updated as the framework or the product changes. Feedback from special needs education, school and day-care is welcome, especially wherever a phrase goes too far.

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Uggadugu