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MINICORPUS DE ABSTRACTS

CONTEXTO	**DECLARAR PROEMINÊNCIA DO TÓPICO** 1- This paper *presents* a vision of the near future in which computer interaction is characterized by natural face-to-face conversations with lifelike characters that speak, emote, and gesture. 2- As video games, particularly, social games are *growing* in popularity and number of users, there has been an *increasing* interest in its *potential* as *innovative* teaching tools. 3- Autism Spectrum Disorders (ASDs), a neurodevelopmental disability in children is a cause of *major* concern. **FAMILIARIZAR TERMOS, OBJETOS E PROCESSOS** 1- Treatment implementation is an under-studied and under-reported *aspect* of *intervention* studies involving individuals with autism spectrum disorder (ASD). 2- Gamification is a *new concept* intending to use elements from video games in non-game applications. 3- Usually summarized as "gamification", this trend connects to a sizeable body of existing *concepts* and research in human-computer interaction and game studies, such as serious games, pervasive games, alternate reality games, or playful design. 4- Children with autism spectrum disorders (ASD) often exhibit deficits in social communication skills. Specifically, these children are *characterized* by communicative impairments, particularly regarding expression of affective states (e.g., anxiety, enjoyment, and engagement).
LACUNA	**CITAR PROBLEMAS/DIFICULDADES** 1- *However*, it is *not clear* how "gamification" relates to these, whether it denotes a novel phenomenon, and how to define it. 3- *Hence*, the autistic children face various *challenges* in participating with neurotypicals in the same classroom. **CITAR NECESSIDADES/REQUISITOS** 1- Despite the research advances *required* to realize this vision, and the *lack* of strong experimental evidence that animated agents improve human-computer interaction.. **CITAR A AUSÊNCIA OU FALTA DA PESQUISA ANTERIOR** 1- One primary area of concern is the *lack* of reliable and valid implementation measures, which allows a conclusive association to be drawn between the intervention and participant outcomes. 2- *Although* those software systems are good enough for a class with normal (neurotypical) children, those very often fail to address the special needs of the autistic children.
PROPÓSITO	**APRESENTAR O PROPÓSITO PRINCIPAL** 1- Thus, in this paper we *investigate* "gamification" and the historical origins of the term in relation to precursors and similar concepts. **DETALHAR/ESPECIFICAR O PROPÓSITO** 1- This study *examined* the psychometric properties of two implementation measures developed for comprehensive treatment models serving preschoolers with ASD (i.e., LEAP and TEACCH). 2- In this paper we *discuss* the idea, design and implementation of A-Class based upon our five months of intervention with the autistic children at Autism Welfare Foundation (AWF) in Dhaka. **APRESENTAR O PROPÓSITO COM OS RESULTADOS** 1- We *argue* that initial prototypes of perceptive animated interfaces can be developed today, and that the resulting systems will *provide* more effective and engaging communication experiences than existing systems.
METODOLOGIA	**CITAR/DESCREVER MATERIAIS E MÉTODOS** 1- Our application is *based* on the functional area of communication. 2- We outline current theoretical understandings of gamification and draw comparisons to related approaches, including alternate reality games (ARGs), games with a purpose (GWAPs), and gameful design. We *present* a multidisciplinary review of gamification in action, *focusing* on empirical findings related to *purpose* and context, design of systems, approaches and techniques, and user impact.

	JUSTIFICAR A ESCOLHA PELOS MATERIAIS E MÉTODOS 1- Both of the measures were completed in classrooms *using* LEAP or TEACCH instructional approaches *as well as* in classrooms in which a business-as-usual or non-model specific treatment approach was *used*. 2- *In support* of this hypothesis, we first describe initial experiments using an animated character to teach speech and language skills to children with hearing problems, and classroom subjects and social skills to children with autistic spectrum disorder.
RESULTADO	**DESCREVER OS RESULTADOS** 1- Furthermore, the use of gamification helped to increase the amount of students' access to the system in 64.28%; increase in 10.53% the number of essays written and submitted; and improve the quantity and quality of assessments for each essay.
	INDICAR OS RESULTADOS 1- Results *indicated* that both implementation tools are reliable and valid, and that particular subscales of these measures *allowed* for discrimination of the three types of classrooms from each other. 2- It is *suggested* that "gamified" applications *provide* insight into novel, gameful phenomena complementary to playful phenomena.
	COMENTAR/DISCUTIR OS RESULTADOS 1- We *then* show how existing dialogue system architectures can be transformed into perceptive animated interfaces by integrating computer vision and animation capabilities.
CONCLUSÃO	**APRESENTAR CONCLUSÕES** 1- Tests carried out in educational institutions using "Chain of Words" have *shown* that it is an adequate intervention supporting tool for such deficits. *In addition*, teacher can customize task contents according to each child's characteristics; thus allowing a more personal intervention within the communication field. 2- This step of psychometrically validating implementation measures as part of conducting efficacy studies may yield more robust associations between implementation and intervention effects. 3- We *conclude* by describing the Colorado Literacy Tutor, a computer-based literacy program that *provides* an ideal testbed for research and development of perceptive animated interfaces, and consider next steps required to realize the vision.
	APRESENTAR CONTRIBUIÇÕES/VALOR DA PESQUISA 1- Based on our research, we propose a *definition* of "gamification" as the use of game design elements in non-game contexts.
	APRESENTAR LISTA DE TÓPICOS ABORDADOS NO TRABALHO 1- To fulfil these objectives, this paper presents the *guidelines* and *main features* of a social gamification framework to be applied in an existent K-6 social learning environment.