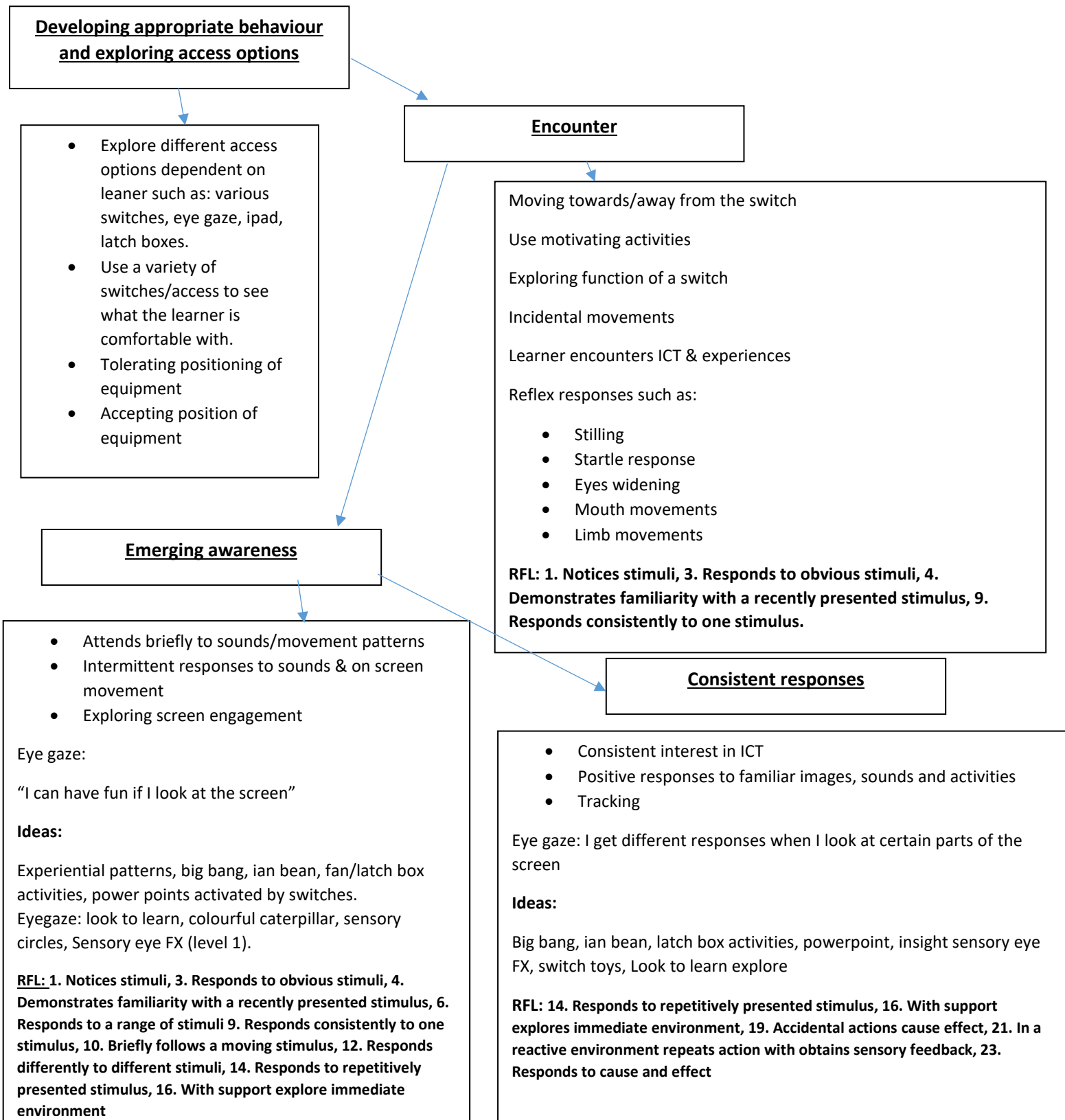


IT progression map



Proactive exploration

- Reaching out/exploring access method
- Increasing awareness of purpose of access method
- Explores switch to activate
- Tolerates shared exploration

Eye gaze: I make changes when I look at different parts of the screen

Ideas: Sensory eye FX level 1 & 2, look to learn explore, neon flames, light panels, light up writing board, electronic toys, interactive white board, latch box activities, sensory light box.

RFL: 23. Responds to cause and effect, 24. In an everyday environment repeats action that obtains sensory feedback, 27. Begins to explore immediate environment with intent.

Producing

- Uses access to create desired effect
- Consider the level of prompting needed

Ideas: iPad apps, Ian Bean, Sensory lightbox, helpkidzlearn, big bang, Sensory eye FX level 2

RFL: 26. Shows an understanding that their action causes a specific effect,

Make something happen

Press and hold

Eye gaze – Targeting

“I can gaze at a particular part of the screen to make something specific happen”

Ideas: TOBI dynavox catch me, painting app, look and listen, sensory eye fx level 3, switch adapted toys, bubble machine, bubble tube, latch box “direct”, big bang movement levels, eye gaze dwelling.

RFL: 26. Shows an understanding that their action causes a specific effect, 27. Begins to explore immediate environment with intent, 31. Repeats action when first attempt unsuccessful, 35. Two different actions in sequence, 38. Modifies action

Press and let go

Ideas: latch box timed, electronic toys, big mac switches, switch toys, sensory eye FX level 4, “pop up” IWB activities, cosmo switches

RFL: 26. Shows an understanding that their action causes a specific effect, 27. Begins to explore immediate environment with intent, 31. Repeats action when first attempt unsuccessful, 35. Two different actions in sequence, 38. Modifies action when repeating action does not work.

Press it again

Ideas: switch building activities, big bang, helpkidzlearn, slideshow maker, switch it maker, cosmo switches, stories/animations,

RFL: 26. Shows an understanding that their action causes a specific effect, 27. Begins to explore immediate environment with intent, 31. Repeats action when first attempt unsuccessful, 35. Two different actions in sequence, 38. Modifies action when repeating action does not work

On and Off

Ideas: latch box with CD player, fan, radio, blender, bubble machine, battery toys, electrical appliances, bigmac, switch and youtube, sensory room items.

RFL: 26. Shows an understanding that their action causes a specific effect, 27. Begins to explore immediate environment with intent, 31. Repeats action when first attempt unsuccessful, 35. Two different actions in sequence, 38. Modifies action when repeating action does not work.

Two Switch play

Start and stop

Turn taking activities

Ideas: Cosmo switches, 2 step switches, latch box with 2 switches, eg. Music.

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work. 36. Selects from two or more items

This or that

Differentiate between the actions of 2 switches

Ideas: Big mac actions eg. Dance, sing. Latch boxes

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work, 36. Selects from two or more items,

One or two switch scanning

One switch

Pressing the choose switch when item is highlighted

Progressing with timing skills

Two switches

Interacting with objects

Ideas: bigmac boos/cheers – responding to songs or jokes, switch maker 2, sensory eye fx.

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work. 36. Selects from two or more items

Move and choose

Moving something to a specific places

Ideas: switch skills for two, helpkidzlearn,

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work. 36. Selects from two or more items

Pop up –

Press when cued

Ideas: Switch skills 1 or 2, Bigmac – press in response to a cue.

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work. 36. Selects from two or more items

Positional

Track an object and press when it reaches the target.

Ideas: helpkidzlearn, insight, eye gaze tracking, switch skills 1.

RFL: 35. Two different actions in sequence, 38. Modifies action when repeating action does not work. 36. Selects from two or more items

Introducing formal scanning

Use one or two switches Either box moves and pauses OR One switch to move, one switch to choose

Use a “real life” scan made of cardboard to make choices of real objects.

Eye gaze – Choosing “I can dwell my gaze to select specific on-screen content”

On screen choices link to real life actions

Communication symbols

Ideas: Choose and tell, slideshow maker, switch skills – scanning, helpkidzlearn, chooseIT maker.

RFL: 43. Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy), 42. Early problem solving

Beyond Routes: Explore the position of object, Follow two step instructions with symbols, To activate/explore stimuli that requires more than two actions.

Always right

Make choices with right/wrong answers

Helps to focus concentration – choose from one of three on screen.

Ideas: Choose and tell, slideshow maker, switch skills – scanning, helpkidzlearn, chooseIT maker.

RFL: 43. Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy), 42. Early problem solving

Beyond Routes: Explore the position of object, Follow two step instructions with symbols, To activate/explore stimuli that requires more than two actions.

Choosing independently

Nothing here

Choose one from 3 including empty cells.

Ideas: ChooseIT maker, switch skills scanning.

RFL: 43. Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy), 42. Early problem solving

Beyond Routes: Explore the position of object, Follow two step instructions with symbols, To activate/explore stimuli that requires more than two actions.

Completing sequences

Choose appropriate objects from 3 or more

Ideas: ChooseIT maker, switch skills scanning.

RFL: 43. Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy), 42. Early problem solving

Beyond Routes: Explore the position of object, Follow two step instructions with symbols, To activate/explore stimuli that requires more than two actions.

Find the right one

Selects a specific object from 3 or more.

Ideas: ChooseIT maker, switch skills scanning.

RFL: 43. Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy), 42. Early problem solving

Beyond Routes: Explore the position of object, Follow two step instructions with symbols, To activate/explore stimuli that requires more than two actions.