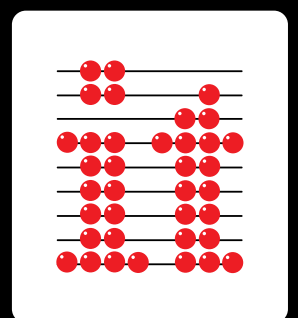


# Choosing and Learning

## Guidebook



## Choosing and Learning Credits

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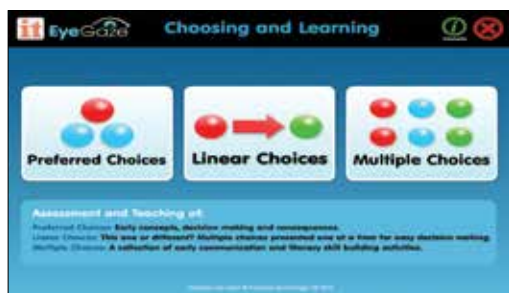
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# Choosing and Learning - Introduction



The Choosing and Learning package is designed to prepare eye gaze users for further communication and learning activities by developing choice making and access skills. 18+ motivating and meaningful activities are designed to develop:

- Understanding of early language and learning concepts;
  - Expressive skills – show preferences, give commands and express opinions;
- Accuracy of targeting, clicking and drag and drop access. Add your own pictures and sounds to extend the activities to your specific communication and curriculum needs.



## Preferred Choices

- Introducing a cognitive or decision making element to choosing with easy access targets. Preparation for simple quiz access e.g. *ChooseIt! Maker 3*.
- Assessment of early concept understanding and decision making abilities.
- Teaching decision making skills using early concepts and giving opportunities to show preferences with consequences.



## Linear Choices

- Introducing multiple choices presented one at a time for easy decision making. Preparation for simple book access.
- Assessment of choice making skills.
- Teaching 'scrolling' through choices and simple decision making.



## Multiple Choices

- All activities have a cognitive or decision making element to choosing with multiple targets. Including dwell click and click and drag access. Preparation for word or symbol grids access.
- Assessment of choice making skills with multiple choices.
- Teaching categorisation skills and decision making to communicate and learn.

### For optimum use of this software, please ensure you:

- Mount and connect your eye gaze device according to manufacturers' instructions;
- Install and run appropriate software for mouse emulation and choose cursor control;
- Position the device appropriately for users' eye gaze and calibrate;
- Have fun!

# Options, Analysis and Reporting

## Options

Extensive option menus allow you to:



- Personalise for assessment and teaching goals;
- Provide progressive teaching steps;
- Ensure success and motivation;

Unique to *Choosing and Learning*, students now have the option and control to quit or play their favourite activity again.

## Analytics

Powerful, easy to use analysis tools allow you to record and review eye gaze skills.



- Choose **Video Playback** for showing recorded eye gaze behaviour during activity in real time.
- **Save Activity** will save all the task video recordings in this activity.
- **Load Activity** will load a previously saved activity to view all video playback in this activity. Only saved versions of THIS ACTIVITY will view here.



- Choose **Heat Map** for showing areas of concentrated gaze during activity.
- **Save Activity** will save all the task heat maps in this activity.
- **Load Activity** will load a previously saved activity to view all heat maps in this activity. Only saved versions of THIS ACTIVITY will view here.
- Individual task heat maps can be **saved as an image** (.jpg).
- **Heat Maps** of all tasks in an activity will be used in the Summary.



- Choose **Line Trace** for showing path of eye gaze during activity.
- **Save Activity** will save all the task line traces in this activity.
- **Load Activity** will load a previously saved activity to view all line traces in an activity. Only saved versions of THIS ACTIVITY will view here.
- Individual task line trace maps can be **saved as an image** (.jpg).

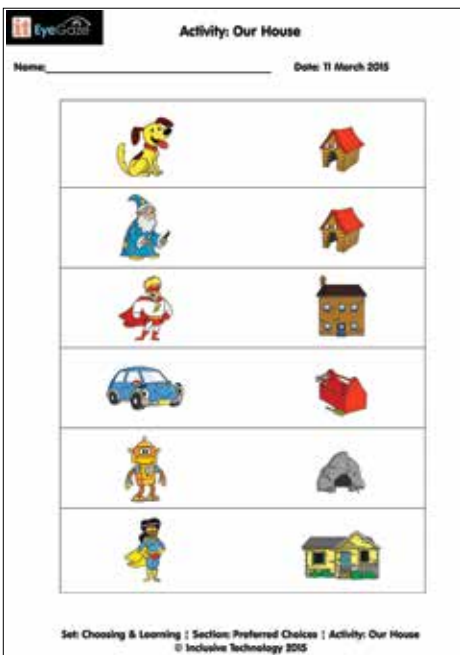
## Summary



**Save Summary** will produce a report (.jpg file) that gives you a record of:

- Activity Name;
- Date;
- Purpose of activity;
- Start time;
- Duration of play;
- Options chosen;
- Heat maps of all tasks in the activity.

## Certificate



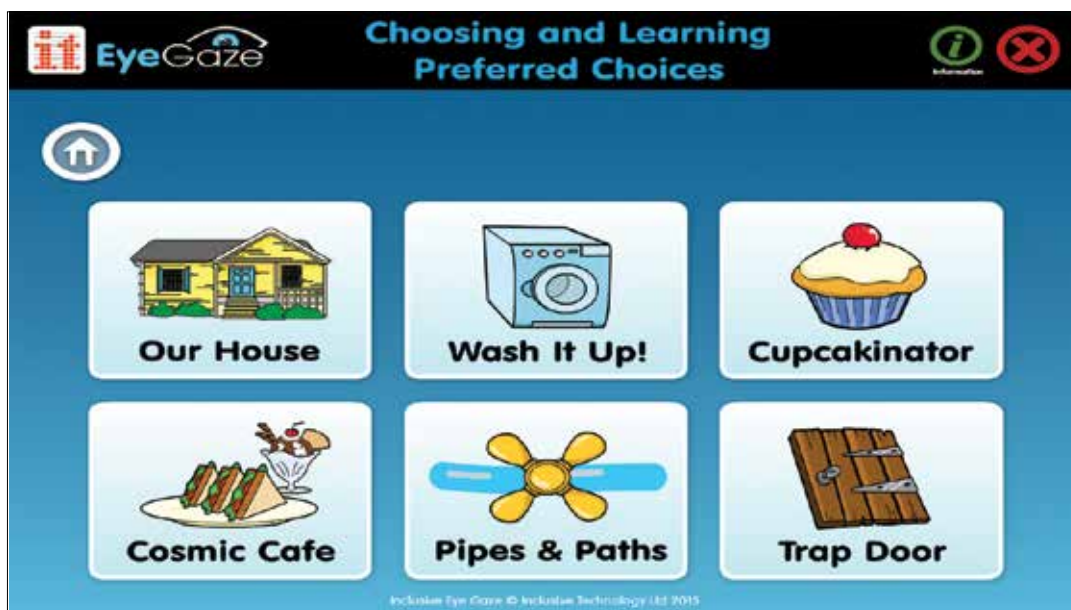
Completion of an activity in Choosing and Learning will also generate a certificate that can be saved as an image and be printed out. The Certificates are designed to give specific and motivational feedback on the choices the student made in the activity. They are also useful when used in conjunction with the other analysis tools when looking at decision making skills, which activities students got “right” or “wrong” and an insight into their personal preferences.

## Core Vocabulary

Suggestions for core vocabulary to be modelled and used by the communication partner/ provided as eye gaze accessible low-tech symbols are given for each activity. To produce paper based symbol resources for eye gaze, you might want to check out *Matrix Maker Plus* [www.inclusive.co.uk/matrix-maker-p4837](http://www.inclusive.co.uk/matrix-maker-p4837)

## Preferred Choices

- Introducing a cognitive or decision making element to choosing with easy access targets. Preparation for simple quiz access e.g. *ChooseIt! Maker 3*.
- Assessment of early concept understanding and decision making abilities.
- Teaching decision making skills using early concepts and giving opportunities to show preferences with consequences.



Activity	Learning skill	Access skill	Goal	Core vocabulary
Our House	Early concepts - Things that go together	Dwell select – 2 targets	Teach “right/wrong” consequences. Prep for Question and Answer activities	like/don’t like, happy/sad
Wash It Up!	Early concepts - Things that go together	Drag and Drop - 2 targets	Teach “right/wrong” consequences. Prep for sorting activities	dirty/clean, wet/dry, broken
Cupcakinator	Early concepts – Stop and Go	Dwell select – 2 targets	Teach planning and problem solving. Prep for puzzle activities	stop/go, more, full/empty, hit/miss
Cosmic Café	Early concepts – More and Finished	Dwell select – 4 targets Drag and Drop – 1 target	Teach understanding of control. Prep for communication activities	more/finished, hungry/full/sick
Paths and Pipes	Early concepts – Right and Wrong	Dwell select 1-3 targets Drag and drop 1-3 targets	Teach planning and problem solving. Prep for puzzle activities	right/wrong, this/that, full/empty/all gone
Trap Door	Early concepts – Like/Don’t Like	Dwell select 2 targets	Teach opinion giving. Prep for communication activities. Customisable content	like/don’t like, happy/sad/ funny

# Our House



## Description of Activity

- The characters are looking to buy a new home but need help making the right choice. The character goes into the “Real Estate/ Estate Agents” shop and is given a choice of 2 possible homes to buy.
- Look at the picture of each home and it will enlarge. Can you decide which is the most suitable?
- When you have made your decision, look and dwell select the purse. Now each home picture is dwell selectable. Look at one to select it.
- The character is then transported to that home and expresses how they feel about the decision (happy or sad).
- 6 characters in total to buy a house for.

## Purpose of Activity

- To assess and teach the concept of object association (Things that go together).
- To introduce consequences to choice making.
- To introduce the concept of “right” and “wrong” choices.
- To prepare for question and answer activities e.g. *Chooselt! Maker 3*.

## What we are interested in

- Does the student look at both choices before making a decision?
- Does the student look from one choice to another and back, take longer looking at one image than the other?
- Does the student react appropriately to the consequence of the choice?
- Does the student make the “right” choices? (or deliberately make the “wrong” ones?). Does this improve over time?

## Core Vocabulary

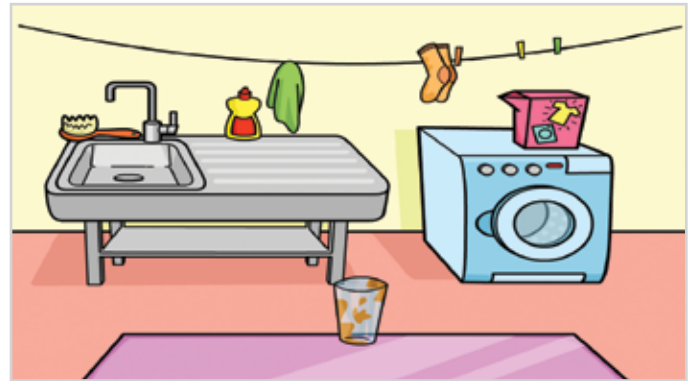
- Like/don't like.
- Happy/sad.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.



# Wash It Up!



## Description of Activity

- It is your job to sort out the laundry and the washing up and there is a lot to do!
- Someone keeps putting dirty clothes and crockery in the kitchen. Can you decide whether it should go in the washing machine or sink?
- Look and dwell select the dirty item on the table. It then 'sticks' to the mouse cursor. Drag the item to either the sink or washing machine and dwell select to drop the item there.
- If the item is put in the correct place i.e. clothes in washing machine, crockery in sink, then the items get washed nice and clean and are put out to dry.
- If the item is put in the incorrect place, then the item falls to the floor, broken or soggy.
- 12 items to sort in total.

## Purpose of Activity

- To assess and teach the concept of object association (Things that go together).
- To introduce consequences to choice making.
- To introduce the concept of "right" and "wrong" choices.
- To prepare for general curriculum sorting activities.

## What we are interested in

- Does the student look at both choices before making a decision?
- Does the student look from one choice to another and back, take longer looking at one image than the other?
- Does the student react appropriately to the consequence of the choice?
- Does the student make the "right" choices? (or deliberately make the "wrong" ones?). Does this improve over time?

## Core Vocabulary

- Dirty/clean.
- Wet/dry.
- Broken.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

# Cupcakinator



## Description of Activity

- You are in charge of the Cupcakinator – a special machine for making delicious cupcakes and biscuits.
- There is just enough mixture in the Spodger to make 8 cakes or biscuits.
- Dwell select the red button to move the case under the Spodger.
- Dwell select the blue button to fill the case with mixture.
- Can you make all 8 buns or biscuits?
- Will you be tempted to “Splodge” a character if one appears?
- The activity ends after 8 portions of mixture have been used up.

## Purpose of Activity

- To assess and teach planning/problem solving skills.
- To introduce consequences to choice making.
- To introduce the concept of “stop/go”, “hit/miss” for control.
- To prepare for general curriculum problem solving/puzzle activities.

## What we are interested in

- Does the student explore the scene before making a decision?
- Does the student watch the results of their actions?
- Does the student use the control buttons appropriately?
- Does the student react appropriately to the consequence of the choice?
- Does the student make the “right” choices? (or deliberately make the “wrong” ones?). Does this improve over time?

## Core Vocabulary

- Stop/go.
- Full/empty (all gone).
- Hit/miss.
- More.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Cakes:** Choose which cakes you want to make in this activity, if a student has a particular preference.

# Cosmic Café



## Description of Activity

- Welcome to the Cosmic Café where you can eat as much as you like. Choose from delicious sandwiches, pies, cakes and puddings.
- Watch out though, if you eat too much you might feel sick!
- A hungry character enters the café. Dwell select an item of food from the display and drag it to the character. The character then eats up the food.
- You can now choose to give the character “more” or “finish” by dwell selecting the cash register to pay for your food and leave.
- After 3 items of food, the character is visibly full and refuses any more food. Dwell select the cash register to pay and leave.
- The activity ends after 6 characters have visited the Café.

## Purpose of Activity

- To assess and teach concept of control with “more” and “finished”
- To introduce consequences to choice making.
- To introduce the concept of controlling others with your actions.
- To prepare for early communication activities.

## What we are interested in

- Does the student explore the scene before making a decision?
- Does the student watch the results of their actions with interest?
- Does the student react appropriately to the consequence of the choice?
- Does the student make the “right” choices? (or deliberately make the “wrong” ones?). Does this improve over time?

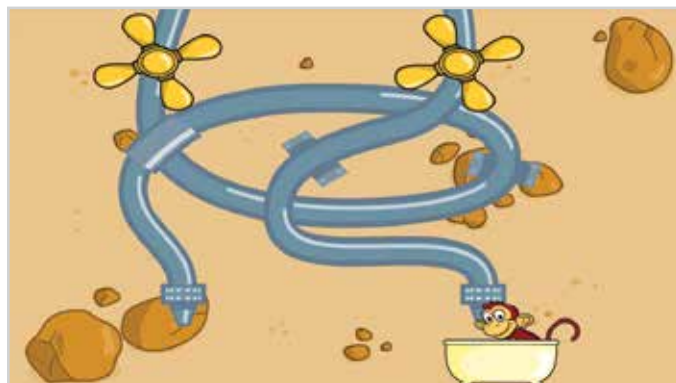
## Core Vocabulary

- More/finished.
- Hungry/full/sick.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.

# Pipes and Paths



## Description of Activity

- Well this is a puzzle! Do you know which is the right tap (faucet) to turn on to fill the character's bath? Do you know which path will lead the character home?
- Look, follow and trace the tangle of pipes and paths to lead to the right one.
- Pipes - dwell select a tap and watch the water flow through the pipe and out the other end. Did it fill the bath (right answer)? Or did it leak away (wrong answer)?
- Paths – Look at a path and it will highlight in colour to help you follow and trace where it leads. Then, dwell select a character and drag them to the start of the chosen path. The character will then walk the length of the path. Did they get home (right answer)? Or did they walk back to the start (wrong answer)?
- The activity ends after 6 Pipes and Paths puzzles have been completed.

## Purpose of Activity

- To assess and teach planning and problem solving skills
- To develop searching and inspecting skills/discrimination and comparison skills.
- To introduce the concept of right and wrong choices to complete a task.
- To prepare for general curriculum problem solving/puzzle activities.

## What we are interested in

- Does the student look at the pipes/paths before making a decision?
- Does the student trace the pipes or paths; for how long/with accuracy?
- Does the student watch the results of their actions with interest?
- Does the student react appropriately to the consequence of the choice?
- Does the student make the "right" choices? (or deliberately make the "wrong" ones?). Does this improve over time?

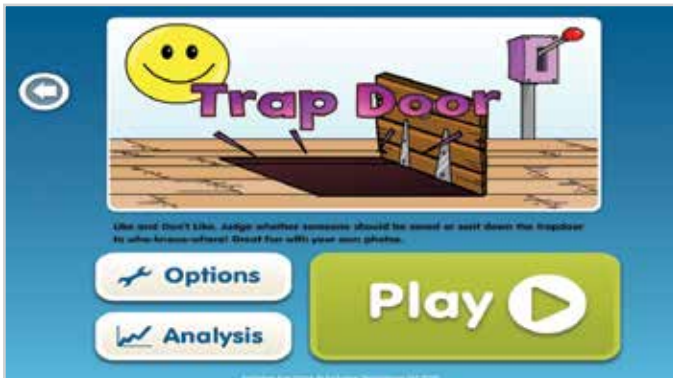
## Core Vocabulary

- Right/wrong.
- This one/that one.
- Full/empty/all gone.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.
- **Paths and Pipes:** You can select the complexity or number of possible choices presented; 2 choices/3 choices/5 choices appropriate to the student's abilities.

# Trap Door



## Description of Activity

- You control the fate of the characters and your chosen photos. Will they be saved or fall down the trap door to who knows where?!
- A character or photo appears one at a time to be judged. Dwell select the smiley face to “save” them or dwell select the lever to send them down the trap door.
- This activity is customisable with your own images. Make it meaningful and relevant to the student by using familiar people and things to “like” or “not like” (which student wouldn't like to send their teacher/ brother down the trap door?!)
- The activity ends after 12 characters or photos have been judged.

## Purpose of Activity

- To assess and teach simple opinion giving.
- To introduce the concept of “like” and “don't like” to express an opinion.
- To introduce the concept of controlling others with your actions.
- To prepare for early communication activities.

## What we are interested in

- Does the student consider both choices before making a decision?
- Does the student watch the results of their actions with interest?
- Does the student react appropriately to the consequence of the choice?
- Does the student make consistent choices for the same character/photo?

## Core Vocabulary

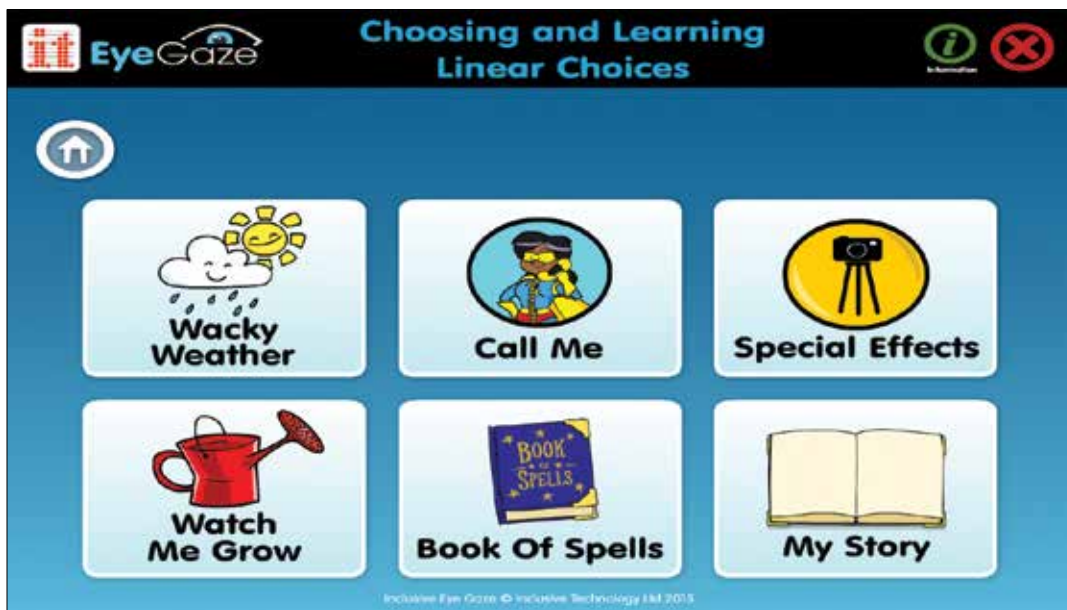
- Like/don't like.
- Happy/sad/funny.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.
- **Your Images:** You can choose to use the characters in this activity or your own images. The activity comes with some sample images. Click on an image to change it – browse to where your image (.jpg) is stored on your system and select. Your choice of images will be saved until you change them (please note they will not be accessible if the original location of the image is changed in your system). Tick or untick the images you wish to use in the activity. “Reset all” will overwrite any of your own images and restores the default sample images.

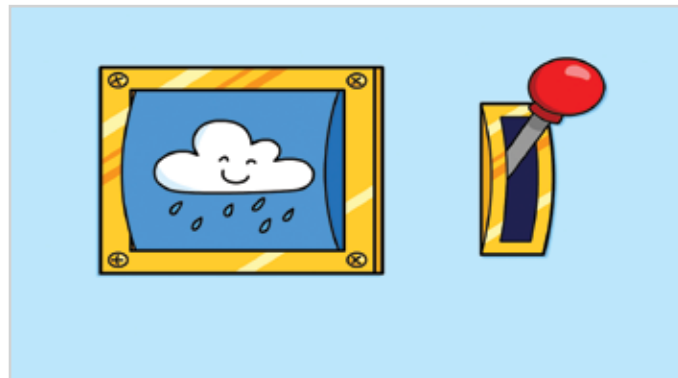
## Linear Choices

- Introducing multiple choices presented one at a time for easy decision making. Preparation for simple book access.
- Assessment of choice making skills.
- Teaching 'scrolling' through choices and simple decision making.



Activity	Learning skill	Access skill	Goal	Core vocabulary
Wacky Weather	Introduction to free choice making – simple linear choices presented randomly	Scrolling random - Dwell select 2 targets	Teach simple decision making – want/don't want. Prep for photo/music/book activities	This one/different, want/don't want
Call Me	Introduction to free choice making – simple linear choices presented in scrolling loop	Scrolling one way – Dwell select 2 targets	Teach simple decision making – Who + talk/don't talk. Prep for photo/music/book activities	This one/different, want/don't want, call, talk
Special Effects	Introduction to free choice making – simple linear choices presented in scrolling loop	Scrolling one way – Dwell select 2 targets	Teach simple decision making – like/don't like. Prep for photo/music/book activities	This one/different, like/don't like, take picture
Watch Me Grow	Free choice with consequences. Sequenced linear choices presented in scrolling loop	Scrolling 2 way – Dwell select 3 targets Drag and drop 2 targets	Teach planning and problem solving. Prep for across curriculum activities	This one/different, like/don't like, good/bad, light/dark
Book Of Spells	Following instructions. "Right" and "Wrong". Linear choices presented in a scrolling loop	Scrolling one way – Dwell select 2 targets Drag and drop 1 target	Teach planning and problem solving. Prep for across curriculum activities	This one/different, right/wrong, more, in
My Story	Free choice. Sequenced linear choices presented in scrolling loop	Scrolling one way – Dwell select 2 targets	Teach expression of preferences. Prep for communication activity/book access. Customisable content	This one/different, next, again, my special words

# Wacky Weather



## Description of Activity

- Wouldn't it be great if we could control the weather? Well now you can (on screen!) with our Wacky Weather machine.
- If you like the look of the weather symbol, dwell select it and experience its effect on your screen.
- If you fancy something different, dwell select the lever to scroll to another choice.
- The Wacky Weather machine lets you choose 6 weather effects to complete the activity.

## Purpose of Activity

- To assess and teach simple decision making skills with "this one" or "different"
- To introduce free choice making.
- To introduce simple navigation access.
- To prepare for simple book access/free choice activities.

## What we are interested in

- Does the student look at the symbol before making a decision?
- Does the student react appropriately to the consequence of the choice?
- Does the student make any consistent choices?
- Does the student use the navigation lever appropriately to search for a specific choice?

## Core Vocabulary

- This one/different.
- Want/don't want.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

## Call Me



### Description of Activity

- Who would you like to chat to? You have all the characters' numbers in your phone so you can call whoever you like, or maybe they will call you?
- Dwell select the down arrow on your phone to scroll through your contacts.
- When you see the character of your choice, dwell select their picture to give them a call.
- If your phone rings at any time, you can choose to dwell select the green button to accept the call or the red button to reject the call.
- You have enough credit to make 6 calls in this activity.

### Purpose of Activity

- To assess and teach simple decision making skills with "this one" or "different" plus "want" and "don't want".
- To introduce free choice making.
- To introduce simple navigation access.
- To prepare for simple book access/free choice activities.

### What we are interested in

- Does the student look at the character picture before making a decision?
- Does the student react appropriately to the consequence of the choice?
- Does the student make any consistent choices?
- Does the student use the navigation button appropriately to search for a specific choice?

### Core Vocabulary

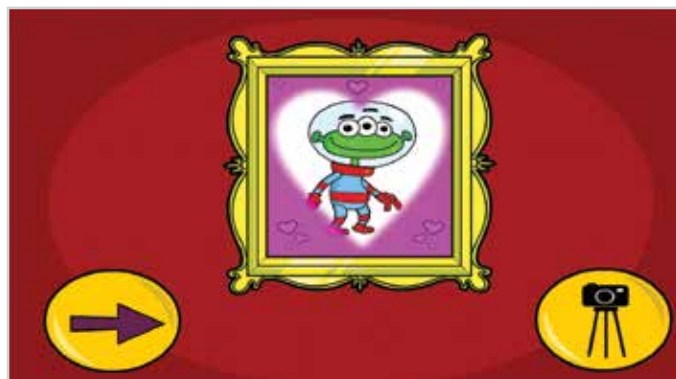
- This one/different.
- Want/don't want.
- Call, talk.

### Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.



## Special Effects



### Description of Activity

- Enhance your favourite photos or characters with special effects and choose to capture and keep with a snapshot.
- This activity is customisable with your own images OR you can use the webcam option to capture and enhance yourself with special effects! This can be very motivating for some students and a directional webcam could be used quite creatively.
- 6 of your favourite characters or your own images appear one at a time for a makeover.
- Dwell select the arrow button to scroll through the different special effects you can add to this image.
- When you see the effect of your choice, dwell select the camera button to call the photographer to take a photo.
- The activity ends when the photographer has taken 6 photos.

### Purpose of Activity

- To assess and teach simple decision making skills with “this one” or “different” plus “want” and “don’t want”.
- To introduce free choice making.
- To introduce simple navigation access.
- To prepare for simple book access/free choice activities.

### What we are interested in

- How long does the student look at the image before making a decision?
- Does the student react appropriately to the consequence of the choice?
- Does the student make any consistent choices?
- Does the student use the navigation button appropriately to search for a specific choice?
- Does the student use the “select” photo button appropriately after navigating to their choice?

### Core Vocabulary

- This one/different.
- Like/don’t like.
- Take picture/photo.

### Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.
- **Webcam:** You will need to have a webcam installed and activated on your device to use this option. You will also be asked to accept a standard security message each time you launch the software and choose this option. Many students are really motivated by seeing their own image on screen and enjoy seeing effects added to it. If possible set up your system with a forward facing webcam for the student or use an adjustable webcam to capture other people or things in your immediate environment to make the activity meaningful and fun.

- **Your Images:** You can choose to use the characters in this activity or your own images. The activity comes with some sample images. Click on an image to change it – browse to where your image (.jpg) is stored on your system and select. Your choice of images will be saved until you change them (please note they will not be accessible if the original location of the image is changed in your system). Tick or untick the images you wish to use in the activity. “Reset all” will overwrite any of your own images and restores the default sample images.

## Watch Me Grow



### Description of Activity

- Do you know how to grow a plant? Which plant would you like to grow? This activity will take you step by step through the decisions you will need to make to watch your plant grow.
- First choose your pot. Dwell select the arrow buttons to scroll through the different choices. When you see the pot of your choice, dwell select it.
- Now fill your pot with soil. Dwell select the trowel and drag to the pot to fill (x 3).
- Now choose your seed. Dwell select the arrow buttons to scroll through the different choices. When you see the seed of your choice, dwell select it.
- Now water your seed. Dwell select the watering can and drag it to the pot to water it.
- Now choose where you would like to put your pot. Dwell select the arrow buttons to scroll through the different choices. When you see the location of your choice, dwell select it.
- A quick time machine jump and .....
- Depending on where you put your pot, your plant will either be healthy and strong or weak and wilted. Did you choose the right place?

### Purpose of Activity

- To assess and teach simple planning and problem solving skills with “good” or “bad” choices.
- To introduce concept of following instructions or a series/sequence of tasks needed to complete an activity.
- To teach simple navigation access.
- To prepare for across curricular activity access.

### What we are interested in

- Does the student use the navigation buttons appropriately to search for a specific choice?
- Does the student react appropriately to the consequence of the choice?
- Does the student make any consistent choices?
- Can the student use dwell select and drag functions in the same activity with ease?
- Does the student make “good” choices? Does this improve over time?

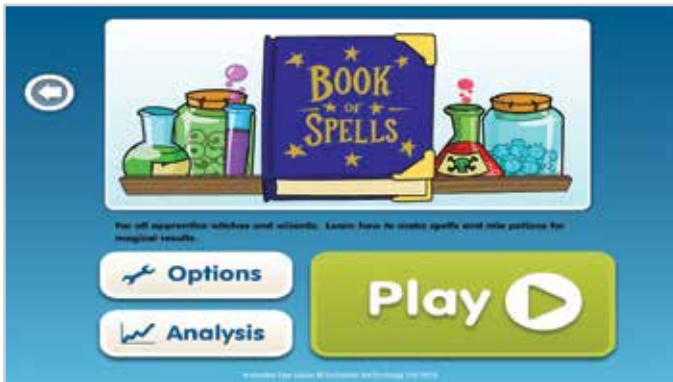
### Core Vocabulary

- This one/different
- Like/don't like
- Good/bad
- Light/dark

### Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

# Book Of Spells



## Description of Activity

- You have found the Magic Book of Spells for creating Magical Creatures and Critters! All you have to do is choose which creature to create, find all the ingredients and add them to the pot. Hey Presto! Your spell is complete.
- First choose your creature. Dwell select the arrow button to scroll through the different choices. When you see the creature of your choice, dwell select it.
- The ingredients to make your creature are now displayed and the Potion Cabinet opens.
- Now choose your ingredients. Dwell select the Symbol Dial to scroll through the different choices. When you see the ingredient of your choice, dwell select it and drag it to the pot.
- You will need 3 correct ingredients to complete the spell. If the wrong ingredient for the spell is chosen, nothing happens and you have the chance to choose again.

## Purpose of Activity

- To assess and teach simple planning and problem solving skills with “right” or “wrong” choices.
- To introduce concept of following instructions or a series/sequence of tasks needed to complete an activity.
- To teach simple navigation access.
- To prepare for across curricular activity access.

## What we are interested in

- Does the student use the navigation buttons appropriately to search for a specific choice?
- Does the student refer to the ingredients on the page before making a choice from the Potion Cabinet?
- Does the student make any consistent choices?
- Can the student use dwell select and drag functions in same activity with ease?
- Does the student make “right” choices? Does this improve over time?

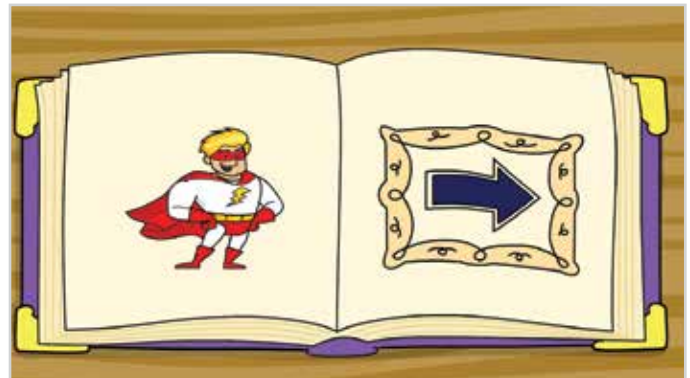
## Core Vocabulary

- This one/different.
- Like/don't like.
- Right/wrong.
- In, more.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

## My Story



### Description of Activity

- Create your very own story with your favourite pictures and sounds. You are free to choose whatever you want or go to the next page and see something different.
- Using your own images, sound effects, music and words you can create a highly personalised and motivating “Free choice” activity.
- Add your student’s favourite pop stars and tunes, photos of their family with personal messages, dinosaur pictures and sound effects, reading book photos and text read aloud – anything that will captivate your student’s attention or fit in with the class theme!
- Dwell select the cover of the book to start the activity.
- Dwell select the arrow to turn to the next page or dwell select the picture to play the sound effect.
- With 12 pages in the book.
- This activity will play continuously until you dwell select “The End”.

### Purpose of Activity

- To assess and teach free choice making skills with linear choices.
- To provide opportunities for expression of preferences.
- To teach simple navigation access.
- To prepare for simple communication/ book access.

### What we are interested in

- Does the student use the next button appropriately to search for a specific choice?
- Does the student react appropriately to the effect of their choice?
- Does the student make any consistent choices/show preferences?
- Does the student make “appropriate” choices in relation to the context/prompt/questions?

### Core Vocabulary

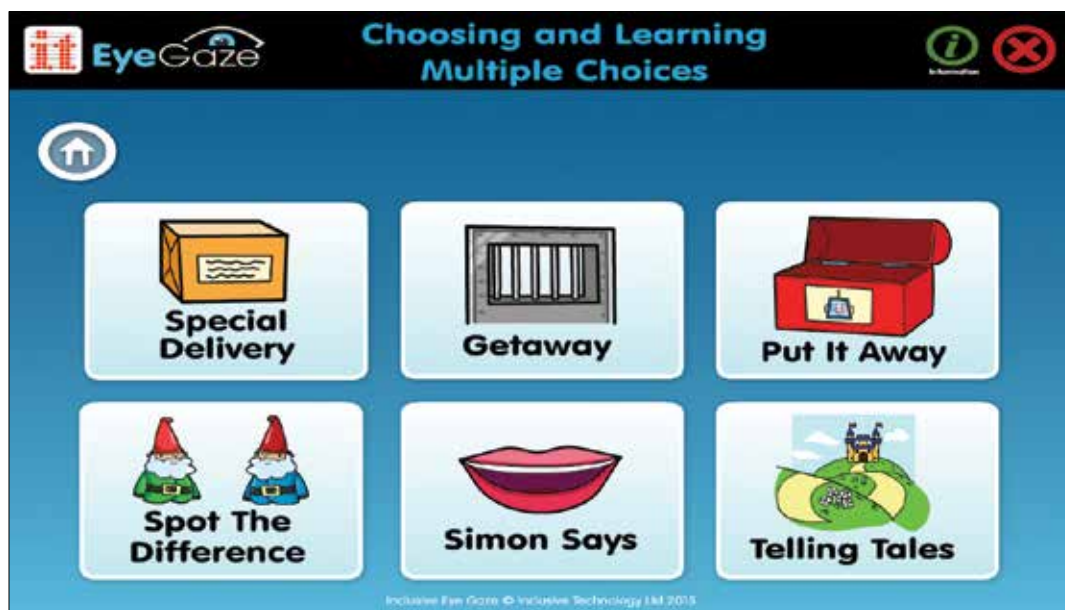
- This one/different.
- Next, again.
- My Special Words – pick 12 special words that have particular relevance to the student/classroom activity and use these to create “My Story”.

### Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Story Pages:** The activity comes with some sample images. Click on an image to change it – browse to where your image (.jpg) is stored on your system and select. Click on the musical note under the image and you can link this image to play a sound file (.mp3) on your system. Click on the Play button to check your playback. Your choice of images and sounds will be saved until you change them (please note they will not be accessible if the original location of the file is changed in your system). Tick or untick the images you wish to use in the activity. “Reset all” will overwrite any of your own images and restores the sample images and sounds.

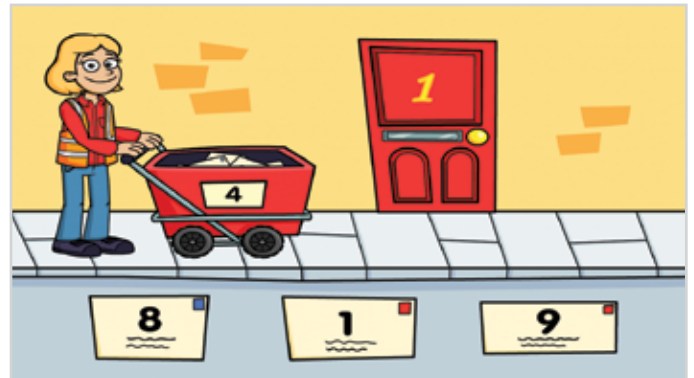
## Multiple Choices

- All activities have a cognitive or decision making element to choosing with multiple targets. Including dwell click and click and drag access. Preparation for word or symbol grids access.
- Assessment of choice making skills with multiple choices.
- Teaching categorisation skills and decision making to communicate and learn.



Activity	Learning skill	Access skill	Goal	Core vocabulary
Special Delivery	Matching Colours, Shapes and Numbers	Drag and drop 3 targets	Teach matching and sorting skills. Prep for across curriculum activities	same/different, right/wrong, next, in
Get Away	Following a Pattern Sequencing Colours, Shapes and Numbers	Dwell select 4 targets	Teach matching and sequencing skills. Prep for literacy/numeracy activities	First/then/next, right/wrong, same/different
Put It Away	Categorising	Drag and drop 5 targets	Teach categorisation and sorting skills. Prep for communication activities	put/in/on, right/wrong, same/different
Spot The Difference	Discrimination and Comparison	Dwell select 6 - 12 targets	Teach visual discrimination and comparison skills. Prep for across curriculum activities	There/that one, same/different, right/wrong
Simon Says	Giving commands and opinions	Dwell select 4 targets	Teach early expressive skills. Prep for communication activities	Person + Action + Comment
Telling Tales	Creative Story Telling	Dwell select 4 targets	Teach early creative writing skills. Prep for literacy activities	First/then/next/finish

# Special Delivery



## Description of Activity

- It's a very busy day at the sorting office. Can you help deliver letters and parcels to the right doors? Match the right shape, colour or number to make your delivery.
- As you walk to each door, 3 possible choices of letters or parcels are offered. Look for the one that has the same shape, colour or number as the door. When you see the matching one, dwell select it and drag it to the door.
- If you choose the right one, it drops through the letter box and you walk to the next door.
- If you choose the wrong one, it bounces back out, the mail carrier shakes their head and it returns to the 3 choices at the bottom of the screen. You can then choose another one. If wrong again, the right choice wiggles as a prompt.
- You have 6 houses to deliver the right letters to in order to complete the activity.

## Purpose of Activity

- To assess and teach simple matching and sorting skills for shapes, colours and numbers.
- To introduce concept of right and wrong answers with multiple choices.
- To prepare for multiple choice curricular activity access.

## What we are interested in

- Does the student look at all the possible choices on offer before making a decision?
- Does the student refer to the door before making a choice from the letters/parcels?
- Can the student match shapes/colours/numbers?
- Does the student make "right" choices? Does this improve over time?

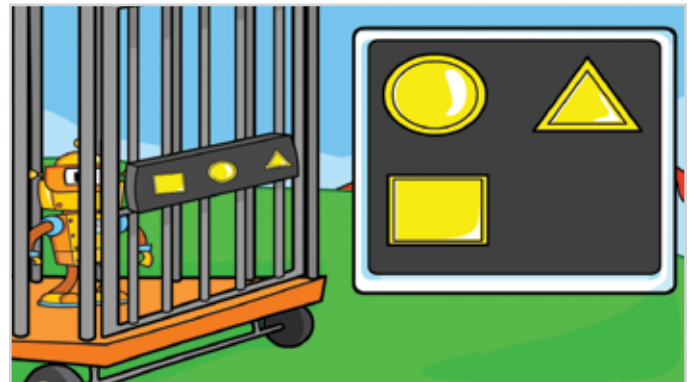
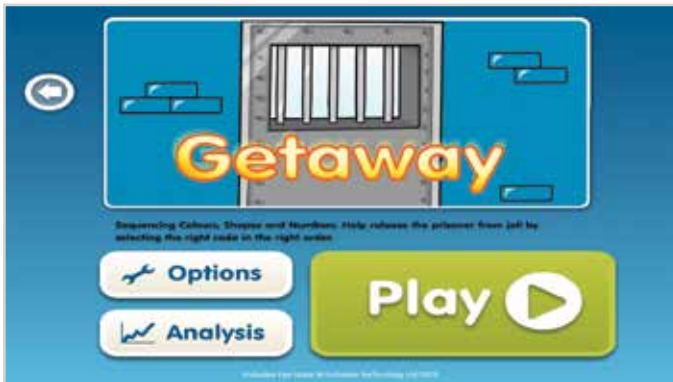
## Core Vocabulary

- Same/different.
- Right/wrong.
- Next, in.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Post:** You can choose to match just shapes, just colours or just numbers or a random selection of all 3 (default). Useful for determining specific matching skills.

# Getaway



## Description of Activity

- There is an evil plot to lock all our superheroes up in jail! You must come to their rescue with your Code Breaker App and set them free.
- Each jail door is locked with a special code. You must copy this code EXACTLY on your Code Breaker App. Match the shapes, colours or numbers in the right order to unlock the door.
- As you choose the right shape, colour or number it will highlight. You can then choose the next one in the sequence.
- If you choose the wrong one, it will not highlight and you get another chance to make a choice.
- You have 6 superheroes to rescue in total. Good luck in your mission!

## Purpose of Activity

- To assess and teach simple matching and sequencing skills for shapes, colours and numbers.
- To introduce concept of following/making a pattern or sequence. (Following instructions).
- To prepare for numeracy/literacy activity access.

## What we are interested in

- Does the student look at all the possible choices on offer before making a decision?
- Does the student refer to the lock before making a choice on the App?
- Can the student match shapes/colours /numbers?
- Can the student copy the pattern?
- Does the student make “right” choices? Does this improve over time?

## Core Vocabulary

- Same/different.
- Right/wrong.
- First, then, next.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** Choose which characters you want to play in this activity, if a student has a particular preference.



## Put It Away



### Description of Activity

- What a mess! Can you help tidy up all the stuff that has been dumped in the basket? There is a right place for everything, but do you know where it should go?
- Dwell select the basket to pick up an item and drag it to the right drawer or box and dwell select this.
- If you drag and drop it in the right place, it will pop in and you can then pick up another item.
- If you drag and drop it in the wrong place, it will pop out and go back in the basket. Dwell select this item again and try a different place.
- You have 12 items to put away to complete the tidy up.

### Purpose of Activity

- To assess and teach simple sorting and categorisation skills.
- To introduce concept of similarities and grouping of items.
- To prepare for communication/literacy activity access.

### What we are interested in

- Does the student look at all the possible choices on offer before making a decision?
- Can the student categorise?
- How quickly does the student make a choice?
- Does the student make “right” choices? Does this improve over time?

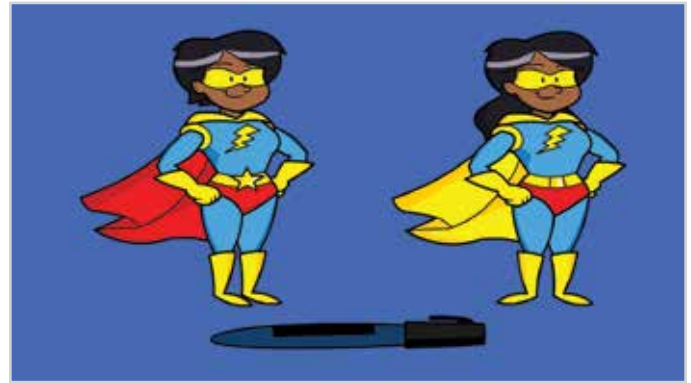
### Core Vocabulary

- Same/different.
- Right/wrong.
- Put, in, on.

### Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

# Spot The Difference



## Description of Activity

- How sharp are your eyes? Can you spot all the differences between 2 similar pictures?
- First choose whether you would like a character or scene picture by dwell selecting one.
- 2 similar pictures will be presented. Look at each picture carefully and try to spot where they are different.
- When you spot a difference, dwell select the marker pen, drag it to the right place and dwell select to draw round this area.
- If you select a place where there is a difference, a green outline will appear.
- If you select a place where there is no difference, a red outline will appear.
- You have 4 differences to spot per picture and 2 sets of pictures to complete the activity.

## Purpose of Activity

- To assess and teach visual discrimination and comparison skills.
- To develop detail visual attention skills.
- To prepare for across curriculum activity access.

## What we are interested in

- How long does the student look at each picture?
- Does the student look at the pictures in detail?
- Does the student look from picture to picture before making a decision?
- Does the student make “right” choices? Does this improve over time?

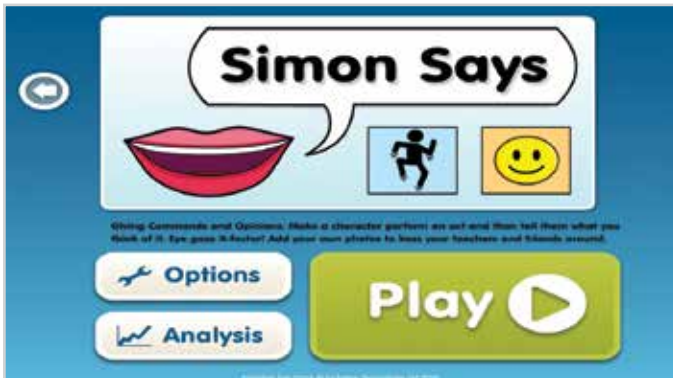
## Core Vocabulary

- Same/different.
- Right/wrong.
- There, that one.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

# Simon Says



## Description of Activity

- How good are you at telling others what to do? Well here is your chance to get your favourite characters, teachers or friends to do something silly and judge them on it!
- Affecting others' behaviour can be a very powerful motivator and teaching strategy for those at the early stages of communication. Use familiar staff, students or family members to participate. Be as silly as possible to create a big effect from the choices the student makes, if appropriate.
- First choose who you would like to give orders to. Dwell select a character or photo of your choice.
- Next, tell them what you would like to do. Dwell select an action symbol of your choice.
- Your character or chosen person now gets the chance to show off their talents.
- Finally, let them know what you think of their performance. Dwell select a comment symbol of your choice. Your judgement is final!

## Purpose of Activity

- To assess and teach early expressive skills – Choosing People, Actions and making Comments.
- To introduce concept of combining words to make a sentence/message.
- To prepare for early communication activity access.

## What we are interested in

- Does the student look at each choice before making a decision?
- Does the student make consistent choices?
- How does the student respond to others' behaviour?
- Does the student make "right" choices? Does this improve over time?

## Core Vocabulary

- People's names.
- Action words.
- Comment words.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Your Images:** You can choose to use the characters in this activity or your own images. The activity comes with some sample images. Click on an image to change it – browse to where your image (.jpg) is stored on your system and select. Your choice of images will be saved until you change them (please note they will not be accessible if the original location of the image is changed in your system). Tick or untick the images you wish to use in the activity. "Reset all" will overwrite any of your own images and restores the default sample images.
- **Choices:** You can choose to display 2, 3 or 4 choices throughout this activity using this option.

# Telling Tales



## Description of Activity

- Would you like to write your very own magical story and see it come to life on the page? Choose your setting, your characters, your plot and your ending. Print out your certificate to share your story with others. Make a different story every time!
- First choose your setting. Dwell select on a book cover to choose that story setting.
- Now choose your characters. Dwell select on the character to add them to the scene. Add 2 characters per story.
- Now choose what your characters do. Dwell select on an action symbol to affect the characters' behaviour.
- Now choose what your characters have a ride on. Dwell select a method of transport and watch the characters go on an adventure.
- Finally, choose how the story ends. Dwell select on an action symbol and watch what the characters do to finish the story.

## Purpose of Activity

- To assess and teach early creative story telling/writing skills.
- To introduce concept of story structure, beginnings, middles and ends.
- To provide opportunities for free expression.
- To prepare for early literacy and language activity access.

## What we are interested in

- Does the student look at each choice before making a decision?
- Does the student make consistent choices/show preferences?
- How does the student respond to the effect of their choices?

## Core Vocabulary

- First, then, next, finish/end.
- Place names.
- Character names.
- Action words.
- Comment words.

## Options

- **Dwell Time:** Alter the dwell time so that it is easy for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.

Other eye gaze resources you might be interested in...

# HelpKidzLearn

[www.HelpKidzLearn.com](http://www.HelpKidzLearn.com)

# Choose It! Maker 3

[www.HelpKidzLearn.com/CM3](http://www.HelpKidzLearn.com/CM3)

# Eye Can Fly

[www.inclusive.co.uk](http://www.inclusive.co.uk)

# Attention and Looking

[www.inclusive.co.uk](http://www.inclusive.co.uk)

# Exploring and Playing

[www.inclusive.co.uk](http://www.inclusive.co.uk)

NEW!

# Inclusive EyeGaze Education



Only **£1,250**

**A complete eye gaze solution for the classroom.  
From cause and effect to communication.**

Assess, Include and Engage your students with the Inclusive EyeGaze Education package. The Inclusive EyeGaze Education package includes a full set of Inclusive EyeGaze titles, Attention and Looking, Exploring and Playing, Choosing and Learning and myGaze Eye Tracker. The package includes everything you need to introduce eye gaze into the classroom for students with all levels of ability.

## What's included?

myGaze

Eye Tracker and EyeMouse Play



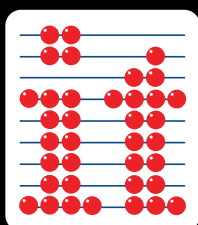
myGaze Assisitive Gaze Technology by Visual Interaction. The new affordable eye tracker for a wide range of users.

Inclusive EyeGaze

Attention and Looking, Exploring and Playing and Choosing and Learning Software



These 54 fun and meaningful activities can be used with any child trying their first steps with eye gaze.



## Inclusive Technology Ltd

[www.inclusive.co.uk](http://www.inclusive.co.uk)

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