

## SEN Switcher Skills Progression

### Developmental Model and Small Steps

| PERFORMANCE DESCRIPTION                                    | BEHAVIOURAL SMALL STEPS  | LEVEL        |
|--|--|--------------|
| Experience appropriate behaviour when using ICT equipment. | a. Pupils will tolerate the positioning of ICT equipment in relation to their bodies for short periods.<br>b. Pupils will accept the positioning of ICT equipment in relation to their bodies. | Prerequisite |

*Switches should be made available and positioned as if the pupil were to operate the software independently. During the early experiential stages of the program, emphasis is placed on experiencing and responding to the animations and sounds, however to use the equipment effectively, pupils need to be taught to behave appropriately when equipment is positioned near their bodies. This appropriate behaviour should be reinforced at all times and should be considered a prerequisite to any form of independent operation of ICT equipment.*

| PERFORMANCE DESCRIPTION  | ICT SMALL STEPS   | LEVEL   |
|--|---|---|
| Pupils encounter ICT generated activities and experiences.                             | 1. Pupils encounter ICT experiences either passively or reactively, showing no interest in on screen movement or sound.<br>2. Pupils show simple reflex responses to ICT experiences, startling at sudden noises etc.   | Experiential                                    |
| Pupils show emerging awareness of ICT generated activities and experiences.            | 3. Pupils attend briefly to sounds or on screen movement patterns.<br>4. Pupils begin to respond to sounds or on screen movement patterns.  | Experiential                                    |
| Pupils begin to respond more consistently to ICT generated activities and experiences. | 5. Pupils begin to show interest or pleasure in sounds and movement patterns, looking more intently and for longer periods.<br>6. Pupils begin to briefly track objects moving in the horizontal or vertical plane on a computer screen.  | Experiential                                    |
| Pupils begin to be proactive in their intentions.                                      | 7. Pupils begin to reach out toward a switch or touch screen or point at an object on the screen.<br>8. Pupils proactively make tactile explorations the access device.<br>9. Pupils participate in the coactive tactile exploration of the access device including method of activation. | Experiential<br><br>Cause and effect<br>1 press |

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|--|---|--|
| Pupils use a switch to produce a desired effect.                                 | <p>10. Pupils participate in switch activation activities with full verbal and physical (hand over hand) prompting.</p> <p>11. Pupils will activate the switch in response to a minimal physical or verbal prompt.</p> <p>12. Pupils will activate the switch in order to achieve a desired effect.</p>   | Cause and Effect<br>1 Press                          |
| Pupils use a switch to build or sequence events on a computer.                   | <p>13. Pupils will use a switch to build or sequence events on a computer in four steps stopping to attend to the screen on completion of the sequence.</p> <p>14. Pupils will use a switch to build or sequence events on a computer in six steps stopping to attend to the screen on completion of the sequence.</p>  | Cause and Effect 3 Press<br>Cause and Effect 5 Press |
| Pupils will activate a switch in response to program generated cues.             | <p>15. Pupils will activate a switch in response to a randomly timed program generated visual and auditory prompt.</p> <p>16. Pupils will activate a switch in response to either a randomly timed program generated visual OR auditory prompt.</p>   | Popup<br>Timed<br>Activation                         |
| Pupils will activate a switch in response to a specific program generated event. | <p>17. Pupils can track a moving object horizontally across the screen, activating the switch when the object is close to the target area.</p> <p>18. Pupils can track a moving object horizontally across the screen, activating the switch when the object is within the target area.</p> <p>19. Pupils can track a moving object vertically up or down the screen, activating the switch when the object is close to the target area.</p> <p>20. Pupils can track a moving object vertically up or down the screen, activating the switch when the object is within the target area.</p> | Timed<br>Activation<br>Targeting                     |
| Pupils will activate a switch to select an object using row scanning.            | <p>21. Pupils can activate a switch to select ANY of two on screen objects using the row scanning principle.</p> <p>22. Pupils can activate a switch to select a specific animation from two on screen objects using the row scanning principle.</p> <p>23. Pupils can differentiate between an empty and filled cell, activating the switch to select the filled cell using the row scanning principle.</p> <p>24. Pupils can differentiate between two empty and a single filled cell, activating the switch to select the filled cell using the row scanning principle.</p>              | Scanned<br>Activation                                |

#### NOTES:

In the context of this developmental framework a switch can be defined as “any input device, which can emulate either a single press of the left mouse button or spacebar”. This includes Switches (via an suitable interface), touch screens, concept, adapted or alternative keyboards, mouse, roller ball, joystick or other pointing devices.