

My

Switch Journey



HelpKidzLearnTM

www.helpkidzlearn.com

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HelpKidzLearn: My Switch Journey (One Switch).

Introduction.

The HelpKidzLearn ‘**My Switch Journey**’ is meticulously crafted to track your student’s progress using switch access. It has been thoughtfully developed in tandem with HelpKidzLearn Games & Activities, Chooselt Maker, Chooselt Readymades and Inclusive Stories. Progression in these skills can vary, spanning from days to weeks, months, or even years, encompassing both small steps and significant leaps forward. Occasionally, it may be necessary to revisit previously learned skills.

It is important to tailor activities to the specific needs of the individual pupil you are working with. Some students may respond more favourably to certain sounds, images, and colours, while others may find certain stimuli upsetting. This valuable information can be recorded in your student’s My Switch Journey.

Every stage of My Switch Journey is structured into manageable steps, facilitating progress tracking through date recording and comment monitoring to assess your student’s development. Within each stage, we have provided suggested aims, objectives, and learning outcomes, but it is important to customise these to suit the individual needs of the children you are working with. Recognising that children are unique and develop in diverse ways, tailoring aims, objectives, and learning outcomes accordingly will contribute to building positive outcomes.

To aid in developing My Switch Journey, you can compile a playlist of preferred activities within the HelpKidzLearn Games and Activities section, tailored to your child’s preferences. This will streamline the process and save time during your interactions with your child.

[Click here to discover how to create a student playlist](#)

Consideration must be given to various factors when developing switch access, including selecting the most effective switch for the pupil based on factors such as size, colour, positioning, the pressure required for activation, and tactile feedback. It is crucial to find the easiest route for a child to successfully acquire the skills required for developing switching skills without introducing unnecessary barriers that may make it difficult for them to activate the switch or place it in an optimal position.

Providing children with the opportunity to respond in a manner that is suitable for them regarding switch choice and positioning is essential. While we may believe that a particular switch and position are suitable, it may not be the case for the child we are working with. Using a child-centred approach and seeking confirmation from the children you are working with, whether through facial expressions, body language, gestures, or vocalisations, ensures that their needs are met effectively.

Please note: It is advisable to seek guidance from other professionals, such as Speech and Language Therapists (SLTs), Occupational Therapists (OTs), and accessibility experts as well as parents or caregivers when exploring switch access strategies. Collaboration with these experts can further enhance the effectiveness of the My Switch Journey using a single switch and ensure it meets the unique needs of each student.

Furthermore, it is important to mention that when children are developing switch skills, not all children will navigate the same journey. Adapting and customising to meet the needs of the children you are supporting to find their unique route will help them develop a positive outcome when developing switch skills.

One example of this is during the development of cause-and-effect skills; some children may develop the skill first by using the press-and-hold method, while others may prefer the press-and-release method as a starting point to activate an activity.

Many factors may come into play for both skills, including medical reasons, muscle tone, and understanding. It is essential to locate the appropriate route without putting roadblocks in the way. HelpKidzLearn software is designed to help children develop these necessary skills in a fun and enjoyable way.

Student Name:	Date Started: / /
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Strategies for inclusive learning.

Environmental setup. ▼	Sensory engagement. ▼	Communication support. ▼	Task adaptation. ▼	Motivation and reinforcement. ▼	Modelling. ▼
Ensure that the switch and any accompanying equipment are positioned in a comfortable and accessible manner for the child. Create a supportive environment that minimises distractions and encourages focused engagement with the switch activity. Consider factors such as lighting, noise levels, and seating arrangements to optimise the child's learning environment.	Use multisensory materials and stimuli to engage the child's senses during switch activities. Provide opportunities for tactile exploration, auditory feedback, and visual reinforcement to enhance their overall learning experience. Adapt activities to cater to the child's specific sensory preferences and sensitivities, ensuring a positive and enjoyable interaction with the switch.	Use clear and concise language to communicate instructions and expectations related to switch use. Incorporate visual supports such as pictures, communication boards or symbols to facilitate understanding and communication.	Modify switch activities to match the child's individual abilities, interests, and developmental goals. Break down tasks into smaller, achievable steps and provide prompts or scaffolding as needed to support their participation. Offer a variety of activities that cater to different skill levels and learning styles, allowing the child to progress at their own pace.	Use positive reinforcement techniques such as praise, rewards, and encouragement to motivate the child during switch activities. Celebrate their successes and attempts, no matter how small, to build confidence and self-esteem. Identify and incorporate activities or materials that are personally meaningful and engaging for the child, supporting motivation to participate.	Modelling is crucial in developing switch skills, where learners observe and imitate others' actions to learn how to effectively use a switch device. Through visual cues and imitation, learners acquire the techniques and strategies needed for successful switch interaction. Modelling enhances proficiency, confidence, and independence in accessing technology and engaging with interactive activities.

Let's get to know me.

Creating a comprehensive switch access profile for children involves understanding their likes, dislikes, and sensory preferences. Here is a breakdown of sections and potential considerations: Recording this information will assist other professionals working with the student and enable you to document any significant information as needed.

▼ Things I like.		▼ Things I do not like.		▼ My sensory needs.	
Sounds I enjoy: (E.g. music, birds chirping, laughter, familiar people's voices.)		Sounds I dislike: (E.g. loud noises, sirens, thunder.)		Auditory preferences: (E.g. I like quiet environments, or I enjoy listening to music, and listening to people chatter.)	
Textures I like: (E.g. soft blankets, smooth surfaces, squishy toys.)		Textures I dislike: (E.g. rough surfaces, sticky substances, certain fabrics.)		Visual preferences: (E.g. I prefer bright colours, or I feel overwhelmed by too many visual stimuli.)	
Activities I enjoy: (E.g. sensory play, painting, listening to stories.)		Activities I dislike: (E.g. being in crowded places, sudden changes in routine.)		Tactile preferences: (E.g. I like soft textures, or certain textures make me uncomfortable.)	
Food I like: (E.g. apples, pizza, chocolate.)		Food I dislike: (E.g. sprouts, spicy foods, mushrooms.)		Other sensory needs: (E.g. I may need breaks in noisy environments, or I enjoy gentle touch.)	
Colours I like: (E.g. Blue, yellow, green.)		Colours I dislike: (E.g. red, orange, brown.)		Smell preferences: (E.g. I am sensitive to strong smells, or I enjoy smells, such as baking, mild scents.)	
Anything else you would like to add:		Anything else you would like to add:		Additional sensory needs:	

Additional information.

Throughout My Switch Journey, children can experiment with different switches, positions, and mounting options to find the setup that works best for them. Please document this information below to aid in tracking the child's switch access and positioning preferences.

Add information to keep track of switches used.	Insert a photo or name of the type of switch along with relevant information about it in this space.	Insert a photo or name of the type of switch along with relevant information about it in this space.	Insert a photo or name of the type of switch along with relevant information about it in this space.	Insert a photo or name of the type of switch along with relevant information about it in this space.	Insert a photo or name of the type of switch along with relevant information about it in this space.

Add information to keep track of position of switch/ mount.	Insert a photo of the switch position/mount along with relevant information.	Insert a photo of the switch position/mount along with relevant information.	Insert a photo of the switch position/mount along with relevant information.	Insert a photo of the switch position/mount along with relevant information.	Insert a photo of the switch position/mount along with relevant information.

A quick guide to skill development.

Date each step of My Switch Journey and travel to the next step. Note that each section is broken down into small, manageable steps. It is important to acknowledge that some children may not complete every step, but each achievement they make is a celebration of their learning and skill development. As they continue to work on the steps, they have learnt in a way that is right for them, they are making positive progress.

** When children are developing switch skills, each child's journey is unique finding the most suitable route to promote positive outcomes. Tailoring support to individual needs builds positive outcomes. For instance, in developing cause-and-effect skills, some may start with press-and-hold, while others prefer press-and-release method.*

Pre-cause & effect skills are fundamental for using switches. They involve exploring senses, understanding how actions lead to results, and getting familiar with switches.		Cause & effect learning means that our actions can make things happen around us.		Sequential learning means understanding that activities follow a specific order to achieve a goal.		Attention & timing help learners focus, control impulses, and improve concentration. These activities are helpful for learners who understand cause and effect and are learning to use their switch at the right moment.		Targeting & timing involves aiming, timing actions correctly, and staying focused.		Introduce choice helps learners develop skills like decision-making, turn-taking, problem-solving, and negotiation, crucial for social interactions.		Choice making helps learners develop skills in exploration, decision-making, problem-solving, and object association. It allows for making choices freely and introduces concepts of right and wrong, building independence and communication skills.	
▼	Date	▼	Date	▼	Date	▼	Date	▼	Date	▼	Date	▼	Date
Develop an understanding of cause & effect		Press & Hold		Press & Watch		Wait then Press		Static Targets		Two Objects		Free Choice	
		Press & Let Go		Make More Happen		Wait for Change		Variable Targets		Related Objects		Find the Object	
		Press It Again		On & Off		Locate Change		Variable Timing		Interacting Objects		Complete the Set	
						Experimental Play		Moving Targets		Build Up		Create a Scene	
						Ready Steady Go		Experimental Play		Move & Get		Exploration	
Continue to page 15 for Cause & effect		Continue to page 38 for Sequential		Continue to page 64 for Attention & Timing		Continue to page 97 for Targeting & Timing		Continue to page 129 for Introduce Choice		Continue to page 163 for Choice Making		Continue to explore HelpKidzLearn to build on all the skills learnt.	

★ YOU ROCK! ★

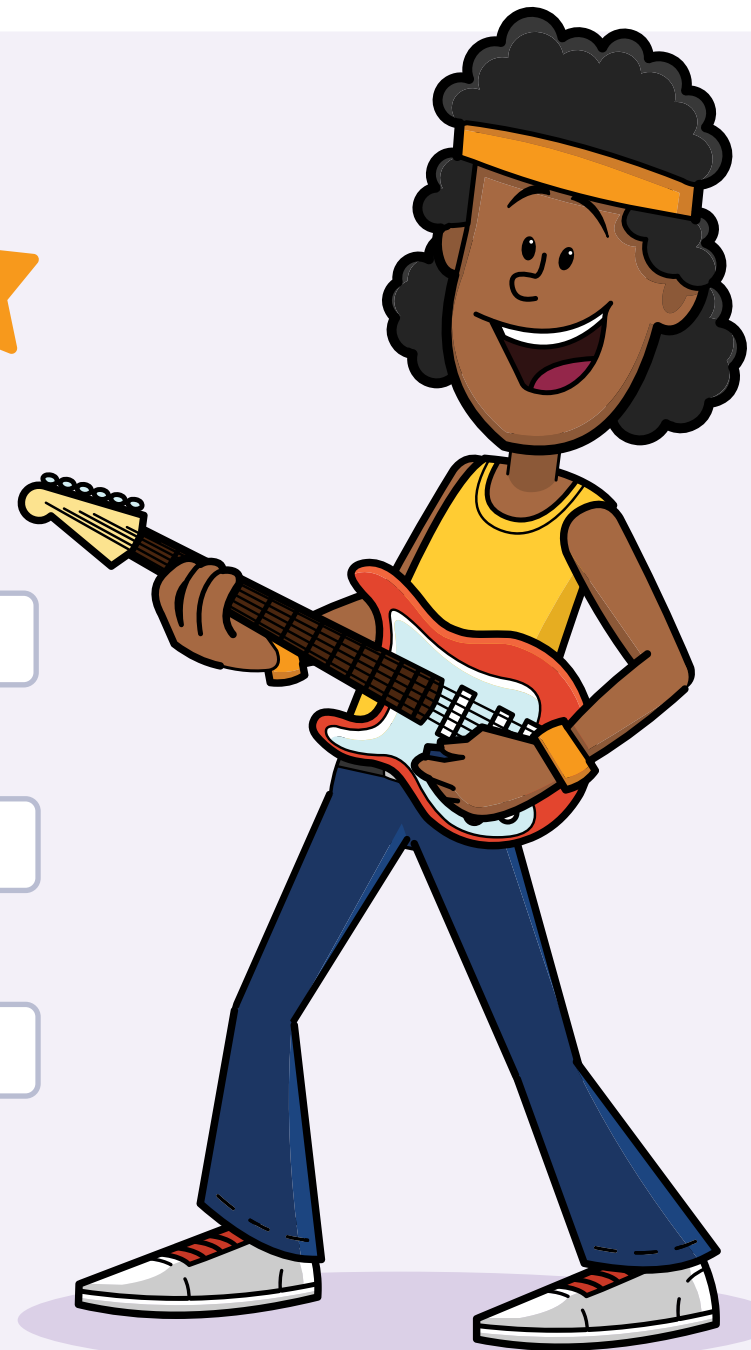
Certificate of Achievement

This certificate is awarded to

for

Signed by

Date



Pre-Switch Skills.

Welcome to “My Switch Journey Pre-Switching Skills,” a guide designed to support nurturing children’s foundational abilities for switch access. This journey focuses on leveraging HelpKidzLearn software to scaffold pre-switching skills development. Let us embark on this journey together!

Adapting to the needs of the children you are working with, these steps, using HelpKidzLearn software, can assist in building children’s foundations for successful switch access, all while nurturing their enthusiasm for learning and exploration.

How you can support children and lay the groundwork for pre-switching skills:	Now, let us explore how we can integrate pre-switching skills:	Guidance for staff/carers:
Navigating pre-switching skills development requires a supportive and inclusive approach. Here is how you can lay the groundwork for children’s success: Exploring switches: Introduce children to switches in a playful manner, allowing them to interact with HelpKidzLearn software. Encourage exploration and observation of how switches influence on-screen activities. Sensory exploration: Engage children in sensory-rich experiences offered by HelpKidzLearn. Encourage them to explore visually stimulating scenes, listen to captivating sounds, and feel tactile feedback, all while interacting with switches. Body awareness: Encourage children to become more aware of their bodies and how they move by engaging in activities within HelpKidzLearn games. Provide opportunities for them to explore their body’s abilities and understand how they fit within the digital environment. Cause-and-effect understanding: Guide children in understanding cause-and-effect relationships by demonstrating how their switch input leads to specific outcomes in HelpKidzLearn activities. Celebrate their discoveries and encourage further exploration.	Start simple: Begin with basic switch interactions, gradually introducing more complex activities as children become comfortable. HelpKidzLearn offers a range of customisable activities suitable for various skill levels. Provide clear options: Offer clear choices within HelpKidzLearn software, ensuring children can easily identify and select activities that align with their interests and abilities. Encourage decision-making: Prompt children to make choices using switches, providing guidance and support as needed. Celebrate their decision-making process and acknowledge their determinations. Gradually increase complexity: As children progress, gradually increase the complexity of activities within HelpKidzLearn, challenging them to expand their skills and explore new possibilities.	Create a supportive environment: Create a welcoming atmosphere where children feel encouraged to explore and learn at their own pace. Provide a safe space for experimentation and discovery. Offer guidance when needed: Be prepared to offer guidance and support to children as they navigate pre-switching skills development. Use clear instructions and demonstrations to facilitate understanding. Respect individual preferences: Recognise and respect each child’s unique abilities, interests, and learning styles. Customise activities within HelpKidzLearn to accommodate diverse needs. Emphasise learning through experience: Encourage hands-on learning experiences within HelpKidzLearn software, allowing children to learn through exploration and experimentation.

Developing: pre-switch skills.

Developing pre-switch skills – activity: Using HelpKidzLearn cause and effect software.

Pre-switch skills are foundational abilities that prepare children for using switches to interact with technology. These skills include sensory exploration, body awareness, cause-and-effect understanding, and switch familiarity. By engaging children in activities that encourage sensory exploration, promote body coordination, introduce cause-and-effect relationships, and provide exposure to switches, they can develop the necessary skills to use switches effectively. These activities can be facilitated through HelpKidzLearn interactive software designed to stimulate and engage children while laying the groundwork for successful switch-use.

▼ Aims.	▼ Objectives.
These aims provide a focused approach to preparing children to develop switch access using HelpKidzLearn software.	These objectives provide clear targets to support children's pre-switch skills development effectively.
Switch familiarity: Introduce children to switches and their function in interacting with technology.	Switch awareness: Understand the purpose and function of switches. Activate and deactivate switches with support.
Motor skill development for switch access: Develop motor skills necessary for effective switch use, accommodating various parts of the body and ensuring that the child's unique access method is accommodated.	Motor skill development: Develop motor skills necessary for effective switch use, accommodating various parts of the body to activate switches, and ensuring each child's unique access method is supported.
Cause-effect understanding: Teach children to connect their actions with outcomes in the software.	Cause and effect understanding: Associate switch presses with specific actions. Recognise cause-and-effect relationships in software interactions.
Attention and engagement: Support engagement with interactive activities.	Attention and engagement: Maintain focus during switch-based activities. Participate actively and enthusiastically.
Independence and confidence: Empower children to use switches independently, boosting confidence.	Independence and confidence: Initiate switch interactions without constant assistance. Explore switch functions independently.
Switch exploration: Expose children to different switch types to find the most suitable option.	Exploration of switch types: Identify and experiment with different switch types.
Customisation of settings: Personalised the switch settings to individual needs of the student.	Customisation of switch settings: Adjust switch sensitivity and timing settings. Personalise switch setting to the unique needs of the student.
Social interaction: Encourage social interaction with peers through HelpKidzLearn activities.	Promotion of social interaction: Engage in collaborative switch-based activities. Share experiences and take turns with peers.
Progress monitoring: Regularly assess and adjust activities to support ongoing skill development.	Progress monitoring: Track skill development over time. Assess skills and identify areas for progress.
Real-life application: Enable the transfer of switch skills to daily life tasks and activities.	Skill transfer to daily life: Apply switch skills to real-world tasks. Access assistive technology devices and participate in activities effectively.

▼ Outcomes: pre-switch skills.

Improved sensory exploration skills: Children demonstrate an increased ability to explore and interact with different sensory stimuli, such as textures, sounds, and visual cues.

Enhanced body coordination: Children exhibit improved coordination and control over their body movements, which is essential for effective switch use and other activities requiring motor skills.

Increased understanding of cause-and-effect relationships: Children develop a deeper understanding of cause-and-effect relationships through engaging in activities, leading to improved problem-solving skills and cognitive development.

Familiarity and comfort with switch devices: Children become more familiar and comfortable with using switch devices, leading to increased independence and confidence in accessing technology.

Successful engagement with HelpKidzLearn interactive software: Children actively participate in and enjoy interactive activities provided by HelpKidzLearn software, leading to positive experiences and motivation to continue learning.

Transfer of skills to real-world contexts: Children demonstrate the ability to transfer pre-switching skills acquired through activities to real-world situations, such as using switches to control devices or interact with their environment.

Increased inclusion and participation: Children with diverse abilities are empowered to actively participate in educational and recreational activities involving technology, promoting inclusion and accessibility.

▼ Helpful Hints.

Environmental setup: Arrange the physical space for comfortable switch access, minimising distractions and ensuring easy reach to the switch device.

Sensory engagement: Use sensory cues like sound, touch, and visuals to enhance interaction and anticipation of switch actions.

Communication support: Employ visual aids and encourage children to express themselves in the way that is right for them (vocalisation, gesture, facial expression, and body language).

Task adaptation: Adjust tasks to match the learner's abilities, breaking them into smaller steps for easier learning and success.

Motivation and reinforcement: Tailor activities to the learner's interests and offer rewards or praise to encourage engagement and progress.

Modelling: Demonstrate switch use and desired behaviours, providing guided practice and gradually reducing support as skills develop.

****Delve into the HelpKidzLearn Games & Activities, Choose It Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for pre-switch skills.

I can respond in a way that is right for me when accessing HelpKidzLearn activities are activated by another person.	Date	Date	Date	Date	Date	Date	Date	Date
Look toward sound when activated.								
Show interest through facial expressions.								
Use body language to indicate engagement (stilling, leaning forward, reaching out).								
Vocalise to express curiosity or excitement.								
Additional comments:								

I can anticipate and prepare for the activation of the activity.	Date	Date	Date	Date	Date	Date	Date	Date
Show anticipation by focusing attention on the switch or activity area.								
Use gestures or movements to indicate readiness (e.g. moving a hand, moving toward the switch, facial expression, vocalise).								
Additional comments:								

I can demonstrate cause and effect understanding.	Date	Date	Date	Date	Date	Date	Date	Date
Active the switch with support to activate the activity.								
Repeat actions to produce consistent outcomes.								
Show awareness of the connection between switch activation and activity response.								
Additional comments:								

I can explore different ways of interacting with the switch.	Date	Date	Date	Date	Date	Date	Date	Date
Experiment with using different body parts to activate the switch (e.g. hand, foot, elbow) <i>(This will help when exploring the most suitable switch position)</i>								
Show curiosity and persistence in exploring switch functionality.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Cause and Effect.

Welcome to “My Switch Journey: Cause and Effect Switch Skills,” a guide designed to support you in nurturing children’s understanding of cause and effect through switch activities using HelpKidzLearn software. Let us embark on this journey together, recognising the importance of adaptability to meet the diverse needs of the children you work with.

By following these suggestions and utilising HelpKidzLearn software, you can effectively support children in developing cause-and-effect switch skills while building their confidence and independence. Remember to remain adaptable and responsive to the individual needs of each child you work with.

How you can support children and lay the groundwork for cause and effect:	Now, let us explore how we can integrate cause-and-effect switch skills:	Guidance for staff/carers:
As you guide children in developing cause-and-effect switch skills, consider the following suggestions: Start simple: Begin with straightforward cause-and-effect activities within HelpKidzLearn software. Introduce switches that trigger predictable responses, helping children grasp the basic concept. Provide clear feedback: Offer clear and immediate feedback to children as they interact with switches. Use verbal praise, visual cues, or auditory reinforcement to reinforce their understanding of cause and effect. Encourage exploration: Encourage children to explore different cause-and-effect scenarios within HelpKidzLearn activities. Provide opportunities for them to experiment with switches and observe how their actions lead to various outcomes. Modelling and demonstration: Model cause-and-effect relationships using switches yourself, then encourage children to replicate these actions. Demonstrate how pressing a switch result in a specific on-screen response, guiding them through the learning process.	Gradual complexity: Gradually increase the complexity of cause-and-effect activities within HelpKidzLearn software as children become more proficient. Introduce new challenges and variations to keep them engaged and motivated. Promote decision-making: Encourage children to make choices that result in different outcomes. Present them with options within HelpKidzLearn activities, allowing them to explore and experience the consequences of their decisions. Celebrate progress: Celebrate each success and milestone achieved in understanding cause and effect through switch activities. Offer praise and positive reinforcement to boost children’s confidence and motivation.	Be patient and supportive: Understand that learning cause and effect through switch activities may take time. Be patient and provide ongoing support and encouragement to children as they develop their skills. Individualised support: Recognise that each child may progress at their own pace and have unique learning styles. Adapt activities within HelpKidzLearn software to meet individual needs and preferences. Work with colleagues: Work together to share insights, strategies, and resources for supporting children’s cause-and-effect switch skills development. Working together and problem-solving can enhance the effectiveness of your support.

Developing: cause and effect.

Developing Cause and effect – activity: Exploring cause and effect activities in HelpKidzLearn.

Developing cause and effect means helping a learner understand that they can extend influence and control over their immediate environment; and that an action on their part can cause a response, either from people or objects around them or events on screen. Understanding cause and effect is one of the foundation stones upon which all future learning is built and is one of the most vital skills we use to explore the world around us.

▼ Aims.	▼ Objectives.
These aims collectively aim to provide a comprehensive framework for supporting the development of cause-and-effect switch access skills using HelpKidzLearn software, building meaningful learning experiences for children.	These objectives collectively aim to establish a comprehensive framework for facilitating the development of cause-and-effect switch access skills using HelpKidzLearn software, building meaningful learning experiences for children.
Understanding cause and effect: Building an understanding of cause-and-effect relationships through switch-based interaction within the HelpKidzLearn software.	Cause and effect understanding: Enable children to recognise the relationship between their switch activations and corresponding outcomes in the software.
Enhancing switch proficiency: Develop proficiency in using switches to trigger specific actions or responses in the software, reinforcing cause and effect principles.	Switch proficiency: Enhance children's ability to effectively use switches to initiate actions and trigger responses with HelpKidzLearn software.
Promoting engagement and exploration: Encourage active engagement and exploration as children discover the effects of their switch activation with the software.	Engagement and exploration: Encourage children to actively explore and interact with the software, investigating the cause-and-effect relationships central to switch-based activities.
Facilitating learning through play: Use interactive and enjoyable activities in HelpKidzLearn to teach cause and effect concepts effectively, making learning engaging and enjoyable for children.	Learning through play: Use interactive games and activities with HelpKidzLearn to teach cause-and-effect concepts in a playful and engaging manner.
Individualised learning support: Provide tailored support to accommodate varying abilities and learning styles, ensuring that all children can effectively grasp cause and effect concepts through switch access.	Individualised support: Provide tailored support to meet the unique needs and abilities of each child, ensuring they can effectively grasp cause and effect concepts through switch access.
Progress monitoring and assessment: Regularly monitor and assess children's progress in understanding cause and effect relationships through switch access, adjusting interventions and activities as needed to support their development.	Progress monitoring: Regularly monitor children's progress in understanding cause-and-effect relationships through switch access, identifying areas for further support and development.
Transfer of skills to real-life situations: Facilitate the transfer of cause and effect understanding gained through HelpKidzLearn software to real-life contexts, enabling children to generalise their skills and apply them in daily activities.	Transfer of skills: Facilitate the transfer of cause and effect understanding gained in HelpKidzLearn software to real-life situations, promoting generalisation of skills.
Empowering independence: Promote independence by empowering children to initiate and control cause-and-effect interactions using switches with the software, building confidence and autonomy.	Promoting independence: Empower children to independently initiate and control cause-and-effect interactions using switches, building confidence and autonomy.

Supporting communication and expression: Use switch-based interactions in HelpKidzLearn to support communication development by reinforcing cause-and-effect relationships through meaningful responses and feedback.

Creating an inclusive learning environment: Build inclusive learning environments where children of all abilities can actively participate and succeed in understanding cause and effect concepts through switch access within HelpKidzLearn software.

Communication development: Support children's communication development by reinforcing cause-and-effect relationships through meaningful responses and feedback with the software.

Creating inclusive environments: Build inclusive learning environments where children of all abilities can actively participate and succeed in understanding cause and effect concepts through switch access in HelpKidzLearn software.

▼ Outcomes: cause and effect.

Increased engagement: Children demonstrate heightened interest and participation in activities as they learn to associate their actions with specific outcomes, building a sense of engagement and motivation.

Enhanced understanding of cause and effect: Through hands-on experiences, children develop a deeper comprehension of cause-and-effect relationships, which can strengthen their problem-solving abilities and cognitive development.

Improved switch proficiency: Children exhibit greater proficiency in using switches to initiate actions and observe corresponding effects, leading to increased independence and confidence in accessing technology and their environment.

Expanded communication skills: As children interact with switch-accessible activities, they may enhance their communication abilities through verbal or non-verbal expressions, facilitating social interaction and self-expression.

Development of motor skills: Engaging in switch-based activities promotes the development of motor skills as children manipulate switches and explore cause-and-effect relationships, laying the groundwork for future motor development.

Personalised learning experiences: Tailoring switch-access cause-and-effect activities to individual interests and abilities allows for personalised learning experiences, building a sense of autonomy and empowerment among children.

Promotion of inclusion and accessibility: By providing opportunities for children with diverse abilities to participate in switch-accessible activities, this approach promotes inclusivity and ensures equal access to educational and recreational opportunities.

▼ Helpful Hints.

Environmental setup: Arrange the environment to clearly show cause-and-effect relationships, with visible switches and interactive elements.

Sensory engagement: Use sensory cues to highlight cause-and-effect connections, such as auditory feedback or tactile responses.

Communication support: Use visual aids and modelling to help learners understand cause-and-effect relationships and communicate about them.

Task adaptations: Adapt activities to focus on specific cause-and-effect scenarios, providing opportunities for exploration and understanding.

Motivation and reinforcement: Use positive reinforcement to encourage exploration and discovery of cause-and-effect relationships, celebrating successes.

Modelling: Model cause-and-effect relationships through demonstrations and guided practice, allowing learners to observe and imitate.

****Delve into the HelpKidzLearn Games & Activities, or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for cause and effect.

I can recognise cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand that my actions with the switch can cause a response within the HelpKidzLearn software.								
I can identify the cause-and-effect relationship between pressing the switch and the resulting changes or responses on the screen.								
Additional comments:								

I can initiate actions with the switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can independently initiate actions within the HelpKidzLearn software by activating the switch.								
I can demonstrate the ability to control and influence the activity through my switch actions.								
Additional comments:								

I can experiment with cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage in exploratory play within HelpKidzLearn software to experiment with actions and observe their effects.								
I can demonstrate curiosity and creativity in discovering new cause-and-effect relationships through switch access.								
Additional comments:								

I can explore different activities and games in HelpKidzLearn with support.	Date	Date	Date	Date	Date	Date	Date	Date
I can show interest in the activities by looking towards the screen.								
I can focus my attention on the switch and the activity.								
Additional comments:								

I can extend control over my environment.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise that my switch actions can extend my influence and control over the digital environment presented in HelpKidzLearn software.								
I can demonstrate control and empowerment by actively engaging with the software.								
Additional comments:								

I can attempt to repeat actions to explore cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can attempt to activate the switch again after seeing the effect once.								
I can demonstrate understanding by showing anticipation before activating the switch.								
Additional comments:								

I can transfer switch skills to real-world contexts.	Date	Date	Date	Date	Date	Date	Date	Date
I can generalise my understanding of cause and effect from HelpKidzLearn software to real-world environmental control situations (e.g. switch toys, environmental controls).								
I can apply my knowledge and skills in cause-and-effect to interact effectively with people, objects, in my immediate environment. (toys, communication devices, environmental controls).								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: press and hold.

Press and hold – activity: Developing cause & effect press and hold skills with HelpKidzLearn software.

Events only take place while a learner is activating their switch, and then stop when their activation is released. When embarking on the journey to develop press and hold activities using HelpKidzLearn software, it is crucial to consider the unique needs of everyone, particularly in selecting a suitable switch. Factors such as its position, pressure required for activation, size, and colours play a key role in ensuring optimal engagement and participation. By carefully assessing and tailoring the switch to match the child's abilities and preferences, we can create a learning environment promoting successful learning and skill development.

▼ Aims.	▼ Objectives.
These aims provide a framework for guiding the development of press and hold skills when utilising HelpKidzLearn software for switch access, focusing on building independence, skills proficiency, and engagement in learning activities.	These objectives provide specific targets for guiding the development of press and hold skills while utilising HelpKidzLearn software for switch access, focusing on building independence, skills proficiency, engagement, and enjoyment.
To familiarise with press and hold concept: Introduce the concept of pressing and holding a switch to activate activities within HelpKidzLearn software.	Familiarise with press and hold concept: Introduce the concept of pressing and holding a switch to activate activities within HelpKidzLearn software. Provide visual and verbal support of the press and hold action to ensure understanding.
To develop switch proficiency: Enhance the child's ability to effectively use a switch by practising the press and hold technique.	Developing switch proficiency: Guide the child in practising the press and hold technique using a suitable switch. Encourage consistent and accurate activation through repeated practice sessions.
To build independence: Empower the child to independently initiate and engage with activities by developing the press and hold skills.	Building independence: Empower the child to independently initiate and engage with activities using the press and hold technique. Provide opportunities for self-directed exploration and decision-making with HelpKidzLearn software.
To improve motor control: Strengthen the child's motor skills, including hand-eye coordination through consistent practice of press and hold actions.	Improving motor control: Promote the development of motor skill and hand-eye coordination through regular practice of press and hold actions. Offer activities that challenge and refine the child's motor control abilities within HelpKidzLearn software.
To Enhance engagement: Promote active participation and support engagement in activities by providing opportunities for the child to explore and interact with HelpKidzLearn software using press and hold techniques.	Enhancing engagement: Create interactive and stimulating activities with HelpKidzLearn software that require continued press and hold actions. Use feedback and reinforcement strategies to maintain the child's interest and motivation during activities.
To increase attention span: Support the development of attention and focus by encouraging the child to maintain pressure on the switch for extended periods while engaging with activities.	Increasing attention span: Support the child in gradually extending their attention span by encouraging them to maintain pressure on the switch for longer durations.
To build skills generalisation: Facilitate the transfer of press and hold skills across different activities and contexts with HelpKidzLearn software, promoting versatility and adaptability in switch use.	Building skills generalisation: Facilitate the transfer of press and hold skills learned in one activity to other activities and contexts with HelpKidzLearn software. Encourage the child to apply press and hold techniques flexibly to new situations and challenges.
To promote enjoyment and learning: Create a positive and engaging learning environment where the child can enjoy exploring and interacting with HelpKidzLearn software while developing press and hold skills.	Promoting enjoyment and learning: Create a positive and supportive learning environment where the child can experience enjoyment and satisfaction while developing press and hold skills. Offer activities that align with the child's interests and preferences to enhance motivation and engagement.

♥ Outcomes: press and hold.

Enhanced understanding of cause and effect: Through press and-hold activities, children develop a deeper comprehension of cause-and-effect relationships, as they observe events occurring only while they maintain activation of their switch.

Refined motor control: Engaging in press and hold activities requires children to exert precise control over their motor movements to sustain activation of the switch, leading to the refinement of motor skills and coordination.

Increased independence and autonomy: By developing press and hold techniques, children gain a sense of independence and control over their interactions with technology, empowering them to navigate activities and environments more confidently.

Promotion of perseverance and resilience: Children develop perseverance and resilience as they persist in maintaining pressure on the switch to achieve desired outcomes, building a growth mindset and problem-solving skills.

Facilitation of self-expression: Press and hold activities provide children with opportunities to express themselves through their choice and timing of switch activation, promoting self-expression and communication.

Customised learning experiences: Tailoring press and hold activities to match the child's abilities and preferences, including the selection of an appropriate switch, ensures personalised and meaningful learning experiences that cater to their individual needs.

Enhanced accessibility: By creating press-and-hold activities using HelpKidzLearn software and selecting suitable switches, you can promote accessibility and inclusion, allowing children of diverse abilities to participate and succeed in interactive learning experiences.

♥ Helpful Hints.

Environmental setup: Create a structured environment with minimal distractions. Ensure the switch device is easily accessible and securely positioned.

Sensory engagement: Use sensory-rich materials and auditory cues to captivate the child's interest before introducing the switch device.

Communication support: Employ visual supports and clear instructions to facilitate understanding and communication during activities.

Task adaptations: Modify tasks to match the child's abilities, break them into smaller steps, and provide hands-on support as needed.

Motivation and reinforcement: Use positive reinforcement and incentives to encourage participation and celebrate success.

Modelling: Demonstrate switch use through modelling and providing hands-on guidance to assist the child in learning new skills.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for press and hold.

I can understand the concept of pressing and holding a switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can grasp the concept of pressing and holding the switch for an extended period within the HelpKidzLearn software activities.								
I can recognise when the activity requires me to press and hold the switch to initiate or experience an action.								
Additional comments:								

I can activate activities in HelpKidzLearn software by pressing and holding the switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate activities by pressing and holding the switch with assistance.								
I can initiate activities independently by pressing and holding the switch for a required duration.								
Additional comments:								

I can adjust my method of press and hold the switch to suit different activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can adapt my response method based on what feels most natural for me, whether it is pressing the switch with my hand, foot, or other body part.								
I can choose the most comfortable and effective way to engage with the switch during the activity.								
Additional comments:								

I can express myself in a way that is right for me (facial expressions, gestures, body language and vocalisation).	Date	Date	Date	Date	Date	Date	Date	Date
I can communicate my feelings in a way that is right for me, to reactions, or preferences during the task.								
I can convey excitement, concentration, or satisfaction through a way that is right for me while pressing and holding the switch.								
I can indicate preferences in a way that is right for me to requests or reactions while engaging with HelpKidzLearn software activities.								
Additional comments:								

I can maintain engagement while accessing HelpKidzLearn software.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain my engagement with the activity by effectively pressing and holding the switch as required.								
I can demonstrate focus and concentration by maintaining consistent pressure on the switch throughout the task.								
Additional comments:								

I can experiment and explore.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore a different way of pressing and holding the switch to discover their effects on the activity.								
I can engage in playful experiments to learn how to vary my press and hold techniques can influence the outcomes of the task.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: press and let go.

Press and let go – activities: Developing cause & effect press and let go skills with HelpKidzLearn software.

An event takes place for a set period following a learner's single activation of their switch. Children learn to engage with switch devices by pressing and releasing them to trigger actions in HelpKidzLearn activities. These activities are designed to promote the development of timing, coordination, and control over switch usage. By developing the press and let go technique, children can navigate through interactive activities with ease, building independence and confidence in accessing technology.

▼ Aims.	▼ Objectives.
These aims provide a framework for developing press and let-go activities that support children in developing switch skills using HelpKidzLearn software, while also considering their individual needs and preferences.	These objectives provide measurable targets to guide the development and implementation of press and let go activities for children developing switch access using HelpKidzLearn software, emphasising the importance of individualised learning and skills transfer.
To improve timing and coordination: Provide opportunities for children to practice pressing and releasing the switch coordinated with activities in HelpKidzLearn software, enhancing their timing and coordination skills.	Timing and coordination: Demonstrate improved timing and coordination skills by consistently pressing and releasing the switch coordinated with activities in HelpKidzLearn software.
To promote switch independence: Encourage children to explore different methods of activating the switch, such as using their hands, elbows, or other body parts, to promote independence and flexibility in switch usage.	Switch independence: Explore and use various methods of switch activation, including hand, elbow, or other body parts, to independently engage with HelpKidzLearn activities.
To build cause-and-effect understanding: help children understand the cause-and-effect relationship between pressing and letting go of the switch and the resulting actions in HelpKidzLearn activities, promoting cognitive development and problem-solving skills.	Cause-and-effect understanding: Demonstrate an understanding of the cause-and-effect relationship between pressing and letting go of the switch and the resulting actions in HelpKidzLearn activities, as observed through verbal or non-verbal responses.
To enhance engagement and motivation: Design press and let-go activities that are interactive, rewarding, and enjoyable for children, increasing their engagement and motivation to participate in switch-based learning experiences.	Engagement and motivation: For children to actively participate in press and let go activities with HelpKidzLearn software, displaying increased engagement and motivation through continued attention and positive verbal or non-verbal feedback.
To support individualised learning: Tailor press and let go activities to match the individual abilities, preferences, and needs of each child, ensuring that they can fully engage and succeed in the learning process.	Individualised learning: press and let-go activities will be tailored to match the individual abilities, preferences and needs of children, as evidenced by successful participation and progress in switch-based learning experiences.
To encourage exploration and experimentation: Create opportunities for children to explore and experiment with different switch activation methods, encouraging curiosity, creativity, and self-discovery in their switch usage.	Exploration and experimentation: Children demonstrate curiosity, creativity, and self-discovery in their switch usage by exploring and experimenting with different switch activation methods during HelpKidzLearn activities.
To facilitate the transfer of skills: Help children generalise their press and let go skills from HelpKidzLearn activities to real-world contexts, such as using switches to control devices or interact with their environment, promoting functional independence and inclusion.	Transfer of skills: Children will generalise press and let go skills acquired in HelpKidzLearn activities to real-world contexts, such as using switches to control devices or interact with their environment, promoting functional independence and inclusion.

▼ Outcomes: press and let go.

Control of timing and coordination: Children will demonstrate proficiency in pressing and releasing the switch coordinated with activities in HelpKidzLearn software displaying improved timing and coordination skills.

Increased switch independence: Children will independently explore and use various methods of switch activation, displaying increased confidence and autonomy in engaging with HelpKidzLearn activities.

Understanding of cause-and-effect relationships: Children will exhibit an understanding of the cause-and-effect relationship between pressing and letting go of the switch and the resulting actions in HelpKidzLearn activities, demonstrating cognitive development and problem-solving skills.

Enhanced engagement and motivation: Children will actively participate in press and let go activities within HelpKidzLearn software, showing continued attention, enthusiasm, and positive engagement with the learning process.

Individualised learning progress: Children will demonstrate progress in their press and let go skills, with activities tailored to their individual abilities, preferences, and needs, building a sense of achievement and awareness of cause and effect.

Curiosity and creativity in switch usage: Children will exhibit curiosity, creativity, and self-discovery in their switch usage, exploring and experimenting with different switch activation methods to achieve desired outcomes in HelpKidzLearn activities.

Transferable skills to real-world contexts: Children will generalise press and let go skills acquired in HelpKidzLearn activities to real-world contexts, demonstrating the ability to use switches to control devices or interact with their environment, promoting functional independence and inclusion.

▼ Helpful Hints.

Environmental setup: Setup the environment with accessible switches and clear indicators for pressing and releasing actions.

Sensory engagement: Provide sensory feedback for pressing and releasing actions, such as auditory or tactile cues.

Communication support: Use visual supports and verbal prompts to encourage understanding and execution of press and let go actions.

Task adaptation: Adapted tasks to include opportunities for practicing press and let-go actions, gradually increasing complexity as skills develop.

Motivation and reinforcement: Use positive reinforcement and preferred activities to motivate and reward successful press and let-go actions.

Modelling: Model press and let go actions, providing demonstrations and guided practice to support skill acquisition.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for press and let go.

I can understand the concept of press and let go.	Date	Date	Date	Date	Date	Date	Date	Date
I can comprehend the concept of pressing and releasing the switch to trigger actions within HelpKidzLearn activities.								
I can recognise when the activity requires me to press and let go of the switch to initiate or complete an action.								
Additional comments:								

I can develop timing and coordination.	Date	Date	Date	Date	Date	Date	Date	Date
I can develop timing and coordination skills by matching my press and release actions with the activity's prompts or cues.								
I can demonstrate improved accuracy and precision in my press and let-go actions through practice and repetition.								
Additional comments:								

I can navigate interactive activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can navigate through interactive activities within HelpKidzLearn software with ease using the press-and-let-go technique.								
I can independently progress through different stages or levels of the activity by effectively applying the press and let go action.								
Additional comments:								

I can demonstrate independence and confidence.	Date	Date	Date	Date	Date	Date	Date	Date
I can demonstrate independence in accessing technology by controlling the press and let go technique.								
I can gain confidence in my ability to interact with HelpKidzLearn software independently, without assistance or supervision.								
Additional comments:								

I can improve switch control skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can improve my switch control skills by practicing the press and let go technique consistently.								
I can refine my ability to modify the force and timing of my switch activation.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: press it again.

Press it again – activities: Developing Cause & Effect Press It Again Skills with HelpKidzLearn Software.

Press again refers to the action of activating the switch again after the initial activation, it may trigger another event or action within the activity. This feature encourages the learner to understand the cause-and-effect relationship between their actions and the corresponding outcomes within the activity.

▼ Aims.	▼ Objectives.
The aim of integrating the “Press Again” feature with HelpKidzLearn software is to create a dynamic and interactive learning environment that encourages active participation, facilitates skill development, and promotes meaningful exploration and discovery for learners.	The objectives of the “Press Again” feature in HelpKidzLearn software is to create an engaging, inclusive, and interactive learning experience that supports skills development, builds independence, and promotes meaningful exploration and discovery for learners.
Promote cause-and-effect understanding: The primary aim of incorporating the “Press Again” feature is to build a deeper comprehension of cause-and-effect relationships among learners. Encouraging them to activate the switch again, they develop an understanding of how their actions directly influence outcomes within the activity.	Develop cause-and-effect understanding: The objective is to help learners understand the cause-and-effect relationship by encouraging them to activate the switch again and observe the corresponding outcomes within the activity.
Enhance engagement and interaction: “Press Again” aims to increase engagement and interaction levels among learners by providing them with the opportunity for continuous participation. The ability to “Press Again” promotes continued engagement and active involvement.	Increase engagement: The objective is to promote continued engagement and interaction among learners by providing them with the opportunity for continuous participation through repeated switch activations.
Facilitate skill development: Through press again of the switch, learners can refine their motor skills and coordination abilities. This feature aims to facilitate the development of fine motor control as learners practice pressing the switch with precision and timing, thereby supporting their overall skill development.	Facilitate skills development: The objective is to support the development of key skills, including cognitive, motor, and awareness, through repeated engagement with the “Press Again” feature
Encourage exploration and discovery: Enabling learners to trigger different outcomes with the “Press Again” feature promotes a sense of exploration and discovery. Learners are encouraged to experiment with the switch to uncover various responses or effects within the activity, building curiosity and exploration.	Encourage exploration: The objective is to build a sense of exploration and curiosity by allowing learners to experiment with the switch and discover various responses or effects within the activity.
Support learning objectives: Integrating “Press Again” aligns with the broader learning objectives of the activity by providing learners with opportunities to practice and reinforce key concepts or skills, or encouraging engagement, this feature aims to support the inclusive learning goals of the software.	Support learning goals: The objective is to align the “Press Again” feature with the broader learning objectives of the software, such as reinforcing cause-and-effect relationships, promoting independence, and supporting skill development.
Promote independence and actions: The “Press Again” feature empowers learners by giving them control over the pace and progression of the activity. Allowing them to initiate subsequent actions through repeated switch activations, promotes a sense of independence, building confidence and autonomy in the learning process.	Promote independence: The objective is to empower learners by giving them control over the pace and progression of the activity, thereby building independence in their learning journey.

▼ Outcomes: press again.

Demonstrated understanding of cause-and-effect: Learners will demonstrate an understanding of cause-and-effect relationships by accessing the “Press Again” feature and observing the corresponding outcomes within the activity.

Improved motor skills: Learners will demonstrate motor control and coordination skills as evidenced by their ability to press the switch with increased precision and timing.

Increased engagement and participation: Learners will engage in continuous participation and interaction within the activity by actively using the “Press Again” feature to trigger events or actions.

Enhanced curiosity and exploration: Learners will demonstrate curiosity and a willingness to explore different responses or effects within the activity through repeated experiences using the “Press Again” feature.

Alignment with learning objectives: Learners will achieve the intended learning objectives of the software, such as reinforcing cause-effect relationships, promoting independence, and supporting skills development, through their engagement with the “Press Again” feature.

Development of independence and actions: Learners will develop a sense of independence in their learning process as they exercise control over the pace and progression of the activity through the “Press Again” feature.

Development of skills: Through repeated engagement with the “Press Again” feature, learners demonstrate cognitive, motor, and switch skills, through repeated engagement with the activity.

Increased accessibility and inclusivity: Learners with diverse abilities will actively participate in the activity, demonstrating accessibility and inclusivity facilitated by the flexible interaction method provided by the “Press Again” feature.

▼ Helpful Hints.

Environmental setup: Ensure sensory feedback for each switch press, encouraging learners to notice and respond to the effects of their actions.

Sensory engagement: Provide sensory feedback for each switch press, encouraging learners to notice and respond to the effects of their actions.

Communication support: Use visual aids and verbal cues to prompt learners to press the switch again when necessary, reinforcing the action’s information.

Task adaptation: Modify activities to include opportunities for practicing press it again actions, gradually increasing the complexity of tasks as skills develop.

Motivation and reinforcement: Use positive reinforcement and rewards to motivate learners to press the switch again, emphasising the value of persistence and attempt.

Modelling: Model press it again actions and provide guided practice, allowing learners to observe and imitate the behaviours until it becomes automatic.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for press it again.

I can recognise the need to press again.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand when the activity prompts me to press the switch again.								
I can understand that pressing the switch again may trigger another event or action within the activity.								
Additional comments:								

I can initiate a second press independently	Date	Date	Date	Date	Date	Date	Date	Date
I can independently initiate a second press of the switch after the initial activation.								
I can demonstrate the ability to press the switch again without constant prompting.								
Additional comments:								

I can anticipate cause-and-effect relationships.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate the cause-and-effect relationship between my actions (pressing the switch again) and the resulting outcomes in the activity.								
I can anticipate the effects when I press the switch again based on previous experiences.								
Additional comments:								

I can experiment and discover.	Date	Date	Date	Date	Date	Date	Date	Date
I can experiment with pressing the switch again to discover its effects within the activity.								
I can engage in playful exploration to learn how to press the switch again can influence the outcomes or events in different activities.								
Additional comments:								

I can achieve desired outcomes by pressing again.	Date	Date	Date	Date	Date	Date	Date	Date
I can successfully achieve desired outcomes or progress within the activity by pressing the switch again when necessary.								
I can demonstrate skills of the “press again” technique by effect.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Sequential learning.

Welcome to “My Switch Journey: Sequential Learning”: A journey to assist you in guiding children towards understanding sequential learning through switch activities using HelpKidzLearn software. Join us on this journey as we explore how to lay the groundwork, integrate, and support children in developing sequential learning skills.

By following these suggestions and utilising HelpKidzLearn software, you can effectively support children in developing sequential learning skills while building their confidence and independence. Remember to remain adaptable and responsive to the individual needs of each child you work with.

How you can support children and lay the groundwork for sequential learning:	Now, let us explore how we can integrate sequential learning switch skills:	Guidance for staff/carers:
As you embark on nurturing children’s understanding of sequential learning, consider the following strategies: Start with simple sequences: Begin with straightforward sequential activities within HelpKidzLearn software. Introduce sequences that consist of a few steps, helping children grasp the basic concept of order and progression. Provide visual cues: Offer visual aids or prompts to support children in understanding and following sequential instructions. Use clear, simple visuals within HelpKidzLearn activities to reinforce the sequence of steps. Encourage predictive thinking: Prompt children to anticipate the next step in a sequence based on previous experiences. Encourage them to make predictions and guesses about what will happen next within HelpKidzLearn activities. Modelling and practice: Model sequential learning skills yourself, then provide opportunities for children to practice. Demonstrate how to follow a sequence of steps using switches within HelpKidzLearn software, then allow children to try it themselves.	Gradual complexity: Gradually increase the complexity of sequential activities within HelpKidzLearn software as children become more proficient. Introduce longer sequences and more varied patterns to challenge their skills. Interactive feedback: Provide immediate feedback to children as they engage with sequential activities. Use positive reinforcement and corrective feedback within HelpKidzLearn software to reinforce correct responses and guide learning. Promote self-directed learning: Encourage children to take ownership of their learning by allowing them to explore sequential activities independently. Provide opportunities for self-directed exploration within HelpKidzLearn software, empowering children to learn at their own pace. Celebrate progress: Celebrate each milestone and achievement in developing sequential learning skills. Acknowledge children’s efforts and accomplishments within HelpKidzLearn activities, building a sense of pride and motivation.	Be patient and supportive: Recognise that developing sequential learning skills may take time and practice. Be patient and offer support and encouragement to children as they develop their skills. Individualise support: Adapt activities within HelpKidzLearn software to meet the unique needs and abilities of each child. Provide personalised support and accommodations as necessary to ensure meaningful learning experiences. Collaborate with colleagues: Collaborate with colleagues to share insights, strategies, and resources for supporting children’s sequential learning skills development. Working together can enhance the effectiveness of your support and promote consistency in implementation.

Developing: sequential learning.

Developing an understanding of sequential learning: Using HelpKidzLearn software.

Sequential learning means helping a learner understand that an activity may involve sequencing of actions, or events following a fixed order to achieve a desired goal. These may include narrating and recounting incidents, following directions, storytelling, planning activities, or sequencing skills are essential for literacy development and for learners to make meaningful social interactions and learn to independently complete tasks.

▼ Aims.	▼ Objectives.
These aims provide a comprehensive framework for supporting sequential learning in children while they develop switch skills using HelpKidzLearn software, facilitating their overall development and learning journey.	Implementing the outlined aims, educators will establish a holistic support system to build sequential learning in children as they simultaneously develop switch skills through engagement with HelpKidzLearn software, thereby nurturing their overall developmental and learning progression.
Developing Cognitive Skills: Enhance cognitive abilities by engaging children in activities that require understanding and following a sequence of actions or events.	Enhancing Cognitive Skills: Identify and understand the sequence of actions or events within activities presented in HelpKidzLearn software.
Improving literacy development: Build literacy skills by exposing children to narratives, storytelling, and sequencing activities, laying the foundation for comprehension and expression.	Literacy development: Use HelpKidzLearn to engage in narrative activities, such as following storylines or creating sequential stories using provided tools.
Enhancing communication skills: Promote communication and social interaction by encouraging children to follow directions, share their experiences through narration, and engage in collaborative storytelling communicating in a way that is right for them.	Communication skills enhancement: Participate in collaborative storytelling activities facilitated by HelpKidzLearn software, taking turns to contribute to the sequential development of a story or sequences of an activity using switch activation.
Building independence: Empower children to independently complete the tasks by teaching them to follow step-by-step instructions and sequences (this could be following the prompt on the screen) building confidence and autonomy.	Independence building: Demonstrate tasks or activities within HelpKidzLearn software by following the provided sequential instructions or prompts.
Facilitating task Completion: Support children with the skills necessary to complete tasks effectively by modelling skills, leading to a successful switch activation.	Task completion facilitation: Organise actions or steps required to complete specific tasks within HelpKidzLearn software to complete sequence through switch activation.
Supporting adaptive learning: Provide opportunities for adaptive learning experiences by tailoring sequencing activities to individual learning needs and preferences, promoting inclusivity and engagement.	Adaptive learning support: Explore a selection of sequencing activities within HelpKidzLearn to accommodate individual learning needs and preferences.
Encouraging problem-solving: Encourage problem-solving skills by presenting children with activities that require them to activate switch sequences to achieve desired outcomes.	Problem-solving encouragement: Demonstrate adaptability to activate the switch in response to activating within a sequential activity
Promoting engagement with assistive technology: Facilitate engagement with assistive technology such as HelpKidzLearn software by incorporating sequential learning activities through switch skills control, promoting accessibility.	Engagement with assistive technology: Engage with sequential learning tasks presented through HelpKidzLearn software using assistive technology tools such as a switch or alternative input device.
Building transferable skills: Develop skills that are transferable across contexts by engaging children in sequencing activities, encouraging the application of learned skills in various real-life situations. i.e. switching toys – it-click switch access for regular household electrical appliances.	Transferable skills development: Apply sequential learning skills acquired through HelpKidzLearn software to real-life situations or contexts beyond the software environment.
Supporting holistic development: Contribute to the holistic development of children by integrating sequential learning activities that stimulate cognitive, linguistic, social, and emotional building well-rounded growth.	Holistic development support: Engage with HelpKidzLearn software to stimulate holistic development across cognitive, linguistic, emotional, and social skills through sequential learning activities.

▼ Outcomes: Sequential learning.

Cognitive skills development: Will exhibit increased awareness and anticipation of the need to “press the switch again” to initiate subsequent actions or events with sequenced activities presented through the HelpKidzLearn software.

Independence building: Will begin to self-initiate repetitions of switch activations as needed to progress through sequenced activities, building a sense of control and action over their learning experiences.

Adaptive learning support: Personalised support and scaffolding to facilitate children’s engagement with sequenced learning activities within HelpKidzLearn software, accommodating individual needs and preferences.

Communication and expression: For children to express their understanding and engagement with sequential learning activities with HelpKidzLearn software through alternative means such as gestures, facial expressions, or vocalisations.

Engagement and enjoyment: To Demonstrate increased engagement and enjoyment while interacting with HelpKidzLearn software activities, while exploring the “press the switch again” skill within sequenced tasks.

▼ Helpful Hints.

Environmental setup: Arrange the environment to facilitate sequential learning, with materials and resources organised in a logical order

Sensory engagement: Use multisensory experience to engage learners in sequential activities, providing auditory, visual, and tactile cues.

Communication support: Use visual schedules, verbal instructions, and modelling to help learners understand and follow the sequence of activities.

Task adaptation: Adapt tasks to incorporate sequential steps, gradually increasing complexity and providing support as needed

Motivation and reinforcement: Use positive reinforcement and meaningful rewards to motivate learners to complete sequential tasks, highlighting progress and accomplishments.

Modelling: Model sequential thinking and problem-solving strategies, providing opportunities for guided practice and gradual skill gained.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for sequential learning.

I can engage my attention during sequential learning activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can focus on the activity presented on the HelpKidzLearn software.								
I can demonstrate readiness to participate by attending to the screen or activity area.								
Additional comments:								

I can understand I need to activate the switch during a sequential activity.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand that actions or events in the activity follow a specific order.								
I can anticipate what comes next in the sequence of actions.								
Additional comments:								

I can press the switch and observe.	Date	Date	Date	Date	Date	Date	Date	Date
I can press the switch when prompted.								
I can observe the effect of my switch press on the activity.								
Additional comments:								

I can press the switch again during a sequential learning activity.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise when I need to press the switch again to continue or repeat an action.								
I can independently initiate a second press of the switch.								
Additional comments:								

I can learn cause and effect relationships.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand that my switch press causes an effect in the activity.								
I can identify the cause-and-effect relationship between my actions and the activity's response.								
Additional comments:								

I can repeat sequences successfully.	Date	Date	Date	Date	Date	Date	Date	Date
I can repeat the sequence of actions with the activity.								
I can relocate successful sequences to achieve desired outcomes.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: press and watch.

Develop sequential learning: press & watch.

Sequential learning is essential for learners to understand the step-by-step order of actions or events needed to achieve a goal. It encompasses skills like following directions, storytelling, and planning activities, crucial for literacy and social interaction. Utilising HelpKidzLearn software, this introduction focuses on developing switch access skills through the “press and watch” method. By engaging learners in interactive activities where they activate switches to progress, educators can effectively support cognitive growth and independence.

▼ Aims.	▼ Objectives.
These aims are designed to support the development of press and watch switch access skills, building greater independence, engagement, and proficiency among learners.	These objectives provide clear targets for achieving the aims related to developing press and watch switch access skills, ensuring measurable progress and outcomes for learners.
Switch activation proficiency: Enhance learners' proficiency in accurately pressing switches to initiate actions within HelpKidzLearn software.	Switch activation proficiency: Learners will demonstrate an increase in accuracy and efficiency in pressing switches within HelpKidzLearn software activities.
Understanding cause-and-effect: Reinforce learners' understanding of cause-and-effect relationships by associating switch activation with observable outcomes or events in the software activities.	Understanding cause-and-effect: Learners will associate switch activations with corresponding outcomes or events in the software.
Sequential skill development: Facilitate the development of sequential learning skills by guiding learners to activate switches in the correct order to progress through activities or complete tasks.	Sequential skill development: To demonstrate the ability to activate switches in the correct sequence to progress through tasks or events.
Respond to prompts: Support learners by encouraging switch activations of the HelpKidzLearn sequential learning press and watch switch skills at each stage of the activity.	Respond to prompts: To activate activity using press and watch switch skills in response to prompt/support of the HelpKidzLearn sequential learning activity.
Promoting independence: Empower learners to independently navigate through HelpKidzLearn software by developing press and watch switch access skills, reducing reliance on external assistance.	Promoting independence: Learners independently navigate through HelpKidzLearn software activities using press and watch switch access methods.
Enhancing engagement: Build increased engagement and active participation in learning tasks by providing opportunities for learners to interact with the software using press and watch switch access methods.	Enhancing engagement: Learners will demonstrate increased engagement and participation in learning tasks through active interaction with the software using switch access.
Customising switch settings: Customise switch settings within HelpKidzLearn software to match individual learner preferences and capabilities, ensuring optimal accessibility and effectiveness of switch access	Customising switch settings: Educators adjust switch settings within HelpKidzLearn software based on individual learner preferences and capabilities, ensuring optimal accessibility and effectiveness of switch access.
Encouraging transfer of skills: Encourage the transfer of press and watch switch access skills from HelpKidzLearn software to real-world contexts, enabling learners to apply these skills in various settings and activities.	Encouraging transfer of skills: learners will demonstrate the press and watch switch skills they have learned in HelpKidzLearn software to do tasks in everyday life, like turning on lights or choosing snacks, demonstrating practical independence, and applying what they have learned.
Facilitating social interaction: Create opportunities for learners to engage in collaborative switch-accessible activities within the software, promoting social interaction, turn-taking, and cooperative play.	Facilitating social interaction: Over the course of the program, learners will actively engage in collaborative switch-accessible activities within the software, demonstrating improved social interaction, turn-taking, and cooperative play skills.

♥ Outcomes: Press and watch.

Switch activation proficiency: Learners will demonstrate an improved ability to press switches accurately within HelpKidzLearn software activities.

Understanding cause-and-effect: Learners will begin to associate switch activations with corresponding outcomes or events in the software.

Sequential skill development: Learners will show progress in activating switches in a basic sequential order to progress through tasks or events.

Improving reaction time: Learners will exhibit reduced reaction time in switch activation, gradually achieving responses within a simple timeframe.

Promoting independence: Learners will start to independently navigate through simple HelpKidzLearn software activities using press and watch switch access methods.

Enhancing engagement: Learners will demonstrate increased engagement and participation in learning tasks through basic interaction with the software using switch access.

Customising switch settings: Educators will adjust switch settings within HelpKidzLearn software to accommodate basic learner preferences and capabilities, ensuring accessible switch access.

Monitoring progress and performance: Educators will regularly observe and document basic progress in learners' switch access skills within HelpKidzLearn software, identifying steps of development.

Using skills outside the computer: Learners will begin to apply basic press and watch switch access skills learned in HelpKidzLearn software to simple real-life tasks, such as activating simple appliances or making basic choices.

Facilitating social interaction: Learners will engage in basic shared switch-accessible activities within the software, showing initial improvements in social interaction, turn-taking, and cooperative play skills.

♥ Helpful Hints.

Environmental setup: Keep the environment calm and organised. Place materials consistently for easy access. Ensure comfortable seating and lighting. Use clear visuals for understanding.

Sensory engagement: Include sensory elements like textures and sounds. Adjust sensory input based on preferences. Use familiar sensory experiences. Offer breaks for sensory overload.

Communication support: Provide AAC devices if needed. Use visuals and symbols for communication. Encourage choice-making and turn-taking. Keep language simple and clear.

Task adaptation: Break tasks into smaller steps. Modify materials for physical abilities. Provide prompts and cues for guidance. Adjust task complexity as needed.

Motivation and reinforcement: Use preferred activities and interests. Offer praise, rewards, and feedback. Set achievable goals and celebrate progress. Keep activities varied and interesting.

Model: Demonstrate each step clearly. Use gestures and physical prompts. Encourage imitation and practice. Involve peers in modelling.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for press and watch.

I can understand the concept of press and watch.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the concept of pressing the switch and then watching for the resulting action or event within HelpKidzLearn software.								
I can recognise that my switch activation initiates a sequence of actions or events on the screen.								
Additional comments:								

I can prepare to press the switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate when it is time to press the switch based on the activity's cues or prompts.								
I can position myself or my switch device in readiness to press it when required.								
Additional comments:								

I can observe the result of my switch press.	Date	Date	Date	Date	Date	Date	Date	Date
I can watch attentively for the outcome or response generated by my switch activation.								
I can focus on the screen to observe how my action influences the activity within HelpKidzLearn software.								
Additional comments:								

I can learn from observation.	Date	Date	Date	Date	Date	Date	Date	Date
I can learn from observing the cause-and-effect relationships between my switch actions and the resulting changes on the screen.								
I can use my observations to understand how my switch activations impact the progression of the activity.								
Additional comments:								

I can engage in sequential learning activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in sequential learning activities presented within HelpKidzLearn software.								
I can engage in activities that involve following directions of storytelling or activate sequential learning activities.								
Additional comments:								

I can follow the fixed order of events.	Date	Date	Date	Date	Date	Date	Date	Date
I can follow the fixed order of events or actions presented in sequential learning activities.								
I can demonstrate understanding of the sequence by engaging with activities in a logical and sequential manner.								
Additional comments:								

I can make meaningful social interactions.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch access skills to engage in meaningful social interactions within the software environment.								
I can participate in collaborative activities or storytelling sessions with peers, contributing to the sequence of events or actions.								
Additional comments:								

I can work towards independence.	Date	Date	Date	Date	Date	Date	Date	Date
I can work towards independently completing tasks within sequential learning activities.								
I can demonstrate progress in developing the skills necessary to navigate through activities without constant assistance.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: make more happen.

Developing sequential learning: make more happen developing skills with HelpKidzLearn software.

An event takes place for a set period following a learner's single activation of their switch. A further activation is required to continue the event. This process must be repeated to complete the sequence.

▼ Aims.	▼ Objectives.
These aims emphasise the importance of developing sequential learning skills in learners with diverse abilities while focusing on "Make more happen" when developing switch skills with HelpKidzLearn Software.	These objectives outline specific actions and outcomes aimed at fulfilling the broader aims of developing sequential learning skills and promoting "Make more happen" when developing switch skills with HelpKidzLearn Software, while also considering the diverse needs of learners.
Facilitate understanding of sequential concepts: Help learners comprehend the concept of sequencing by engaging in activities within HelpKidzLearn Software that involve ordering actions or events to achieve specific goals. Provide opportunities for learners to follow sequential directions within the software, regardless of verbal abilities, building comprehension and application of sequential concepts.	Facilitate understanding of sequential concepts: Enable learners to demonstrate understanding of sequencing by arranging events or actions in a logical order within HelpKidzLearn Software activities. Encourage learners to follow sequential directions provided within the software to achieve specific goals or outcomes.
Enhance communication skills: Recognise and accommodate diverse communication methods, including non-verbal communication, to ensure all learners can effectively engage with HelpKidzLearn Software. Encourage communication through alternative means such as gestures, facial expression, body language, vocalisation, communication system.	Enhance communication skills: Provide opportunities for learners to communicate effectively within HelpKidzLearn Software activities using their preferred communication method such as gestures, facial expression, body language, vocalisation, and communication system.
Promote literacy development: Use storytelling and narrative sequencing activities within HelpKidzLearn Software to reinforce literacy skills and comprehension. Engage learners in activities that involve sequencing pictures, and symbols helping develop communication and understanding.	Promote literacy development: Engage learners in storytelling and narrative sequencing activities within HelpKidzLearn Software to reinforce literacy skills and comprehension. Encourage participation in activities that involve sequencing pictures, and symbols facilitating the development of essential literacy skills for communication and understanding.
Build social interaction: Create opportunities for collaborative play and social interaction within HelpKidzLearn Software, enabling learners to engage meaningfully with peers. Encourage turn-taking, sharing, and joint problem-solving activities, promoting social skills and building connections among learners.	Build social interaction: Create opportunities for collaborative play and social interaction within HelpKidzLearn Software, allowing learners to engage meaningfully with peers. Facilitate turn-taking, sharing, and joint problem-solving activities to promote social skills development and build connections among learners.
Empower independent task completion: Support learners in gradually increasing their independence in completing tasks within HelpKidzLearn Software, building autonomy and independence. Provide scaffolding and guidance as needed, allowing learners to initiate and complete sequential tasks independently, promoting confidence and skill development.	Empower independent task completion: Support learners in gradually increasing their independence in completing tasks within HelpKidzLearn Software, providing guidance, and scaffolding as needed. Encourage learners to initiate and complete sequential tasks independently, building confidence and self-reliance in their abilities.
Tailor learning to individual needs: Personalise learning experiences within HelpKidzLearn Software to accommodate the unique needs and abilities of each learner. Provide differentiated support and challenges based on individual learning profiles, ensuring that all learners can engage effectively and experience success.	Tailor learning to individual needs: Personalise learning experiences within HelpKidzLearn Software to meet the unique needs and abilities of each learner. Provide differentiated support and challenges based on individual learning profiles, ensuring that all learners can engage effectively and experience success within the software.

▼ Outcomes: Make more happen.

Cognitive skills enhancement: Will demonstrate an awareness and anticipation of the need to “press to make more happen” to trigger subsequent actions or events within sequenced activities presented through HelpKidzLearn software. To anticipate and initiate switch activations to progress through sequenced tasks, enhancing their cognitive processing and problem-solving skills.

Building independence: Will begin to independently initiate repetitions of switch activations as necessary to advance through sequenced activities in HelpKidzLearn software, building a sense of autonomy and control over their learning experiences. Will develop the confidence and initiative to engage with sequenced tasks independently, building essential skills for self-directed learning and task completion.

Adaptive learning support: Personalised support and scaffolding will be provided to facilitate children’s engagement with sequenced learning activities within HelpKidzLearn software, accommodating individual needs and preferences. Receive tailored assistance and guidance, ensuring that they can fully participate and progress in sequenced tasks, regardless of their abilities or challenges.

Communication and expression: Will express their understanding and engagement with sequential learning activities in HelpKidzLearn software through alternative means such as gestures, facial expressions, or vocalisations. Will communicate their thoughts, feelings, and preferences while interacting with sequenced tasks, promoting meaningful engagement and expression.

Engagement and enjoyment: Will demonstrate increased engagement and enjoyment while interacting with HelpKidzLearn software activities, actively exploring the “make more happen” skill within sequenced tasks. Express positive affect and enthusiasm during their interactions with sequenced activities, indicating a sense of satisfaction and accomplishment in their learning experiences.

▼ Helpful Hints.

Environmental setup: Arrange the environment to encourage exploration and experimentation, with switches readily accessible for initiating actions and events.

Sensory engagement: Provide sensory-rich experiences with dynamic feedback to motivate learners to explore and trigger additional events or actions.

Communication support: Use visual aids and verbal cues to prompt learners to explore and discover opportunities to make more happen with activities.

Task adaptation: Adapt tasks to include opportunities for learners to experiment with making more happen, gradually increasing complexity as skills develop.

Motivation and reinforcement: Use positive reinforcement and rewards to encourage learners to actively engage with activities and explore possibilities for making more happen.

Model: Model the process of making more happen, demonstrating how to initiate actions and events with actives and providing guided practice to support skills development.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for make more happen.

I can understand the concept of “make more happen”.	Date	Date	Date	Date	Date	Date	Date	Date
I can comprehend the concept that my switch activation can trigger additional events or actions within HelpKidzLearn software activities.								
I can recognise that pressing the switch can lead to further developments or changes in the activity.								
Additional comments:								

I can initiate the initial action with the switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can press the switch to initiate the primary action with the activity.								
I can understand that my initial switch activation serves as the starting point for making more happen.								
Additional comments:								

I can anticipate additional events or actions.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate the possibility of additional events or actions occurring after my initial switch press.								
I can predict the outcomes or responses that may follow my switch activation based on previous experiences using "Make more happen".								
Additional comments:								

I can observe and respond to changes.	Date	Date	Date	Date	Date	Date	Date	Date
I can observe changes in the activity following my activation of the switch “Make more Happen”.								
I can respond in a way that is right for me to the new events of actions triggered by my initial switch press.								
Additional comments:								

I can engage in sequencing activities: using make more happen technique.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively participate in sequencing activities presented within HelpKidzLearn software.								
I can follow the fixed order of events or actions required to achieve the desired goal in the activity.								
Additional comments:								

I can contribute to the narrative or direction: Using make more happen technique.	Date	Date	Date	Date	Date	Date	Date	Date
I can contribute to the narrative or direction or the activity by making more happen through my switch activation.								
I can actively shape the progression of the activity by initiating additional events or actions as needed.								
Additional comments:								

I can understand the cause-and-effect relationship.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the cause-and-effect relationships between my switch activations and the resulting changes or developments in the activity.								
I can recognise how my actions influence the sequence of events and contribute to achieving the desired outcome using "Make more Happen" Technique.								
Additional comments:								

I can build literacy development and social interactions.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to “make more happen” to engage in activities that promote literacy development and meaningful social interactions.								
I can participate in storytelling, or sequencing tasks with the software environment, contributing to the overall learning experience using “make more happen switch skills”.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: on and off.

Developing sequential learning: on and off.

Developing sequential on/off switch skills with HelpKidzLearn software aids in building communication skills and independence, while also promoting motor skills, hand-eye coordination, and cognitive development. It prepares children for more complex activities.

▼ Aims.	▼ Objectives.
These aims are designed to address the specific needs of learners, focusing on developing sequential learning and on/off switch skills effectively through engaging activities in HelpKidzLearn software.	These objectives prioritise individualised progress and acknowledge that each child may require different amounts of time to achieve milestones in their learning journey.
Understanding sequential concepts: Enable learners to grasp the concept of sequences, including the notion of events happening in a specific order, through interactive activities in HelpKidzLearn software.	Understanding sequential concepts: Learners will progressively demonstrate an improved understanding of basic sequential concepts through ongoing exposure to simple sequences in HelpKidzLearn software activities.
Developing on/off switch skills: Develop proficiency in using on/off switch access methods within HelpKidzLearn software to initiate and halt events or actions.	Developing on/off switch skills: Learners will begin to develop foundational on/off switch skills, showing initial progress in using these methods to interact with HelpKidzLearn software.
Enhancing cause-and-effect understanding: Reinforce learners' understanding of cause-and-effect relationships by associating on/off switch activations with corresponding changes in the software activities.	Enhancing cause-and-effect understanding: Learners will start to associate on/off switch activations with corresponding changes in software activities, with observable improvements noted over time.
Building sequential problem-solving: Encourage learners to engage in sequential problem-solving tasks within HelpKidzLearn software, where they must activate switches in the correct order to progress or complete activities.	Building sequential problem-solving: Learners will demonstrate increasing proficiency in basic sequential problem-solving tasks, gradually developing the correct order of switch activations to progress through simple activities.
Promoting engagement and participation: Build increased engagement and active participation in learning tasks by providing opportunities for learners to interact with HelpKidzLearn software using on/off switch access methods.	Promoting engagement and participation: Learners will show a gradual improvement in engagement and participation during learning tasks, becoming more familiar and comfortable with using on/off switch access methods.
Building independence: Empower learners to independently navigate through HelpKidzLearn software activities by developing on/off switch access skills, promoting autonomy and independence.	Building independence: Learners will make steady progress towards independently navigating through HelpKidzLearn software activities using on/off switch access skills, with ongoing support provided as needed.
Customising accessibility options: Tailor switch access settings within HelpKidzLearn software to match individual learner needs and capabilities, ensuring best accessibility and effectiveness.	Customising accessibility options: Educators will continuously assess and adjust switch access settings within HelpKidzLearn software to meet evolving individual learner needs and capabilities, ensuring continued accessibility and effectiveness.
Monitoring progress and support needs: Continuously monitor and assess learners' progress in on/off switch skills within HelpKidzLearn software, providing targeted support and intervention as necessary to address areas of difficulty.	Monitoring progress and support needs: Educators will regularly monitor and document learners' progress in on/off switch skills within HelpKidzLearn software, providing ongoing support and intervention tailored to each child's pace of learning.
Transferring skills to everyday life: Facilitate the application of on/off switch skills learned in HelpKidzLearn software to practical everyday tasks, promoting functional independence and real-world integration. (switch toys, switch environmental controls)	Transferring skills to everyday life: Learners will gradually begin to apply on/off switch skills learned in HelpKidzLearn software to simple everyday tasks, with initial attempts observed and supported as needed.
Encouraging social interaction: Create opportunities for learners to engage in shared on/off switch-accessible activities within the software, building social interaction, turn-taking, and cooperative play skills.	Encouraging social interaction: Throughout the program, learners will engage in structured collaborative on/off switch-accessible activities within the software, with ongoing encouragement and support provided to promote social interaction and cooperative play skills development.

▼ Outcomes: On and off.

Understanding sequences: Learners will begin to understand simple sequences by completing tasks in HelpKidzLearn Software activities.

Using on/off switches: Learners will learn how to turn things on and off using switches in HelpKidzLearn Software.

Cause-and-effect awareness: Learners will start to understand that pressing switches makes things happen in the software, like turning something on or off.

Solving simple problems: Learners will learn to solve simple problems by pressing switches in the right order to make things happen in the software.

Engagement and participation: Learners will become more interested and involved in learning activities by using switches to interact with HelpKidzLearn Software.

Accessible settings: Educators will adjust settings in HelpKidzLearn Software to make it easier for learners to use switches and play independently.

Progress monitoring and support: Educators will watch how learners use switches in the software and help them when needed to make progress. Documenting this information through photos, videos and recording in My Switch Journey.

Using skills in daily life: Learners will practice using switches to do simple things like turning lights on or off, starting a toy, or making a choice.

Playing and learning together: Learners will enjoy playing games with others using switches in HelpKidzLearn Software, learning to take turns and share.

▼ Helpful Hints.

Environmental setup: Create a calm, distraction-free environment. Use visual cues and labels. Arrange furniture for easy access.

Sensory engagement: Use textured switches and auditory feedback. Incorporate familiar sounds or music. Provide tactile objects for exploration.

Communication support: Use simple language and visual supports. Encourage nonverbal communication methods. Allow time for processing and responding.

Task adaptation: Break tasks into smaller steps. Modify activities to match abilities and interests. Offer multiple ways to complete tasks.

Motivation and reinforcement: Use positive reinforcement and choice. Celebrate successes and progress. Incorporate preferred toys or characters.

Model: Demonstrate switch use and task completion. Break down steps into simple actions. Provide opportunities for guided practice and observation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in various ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for on and off.

I can follow sequences.	Date	Date	Date	Date	Date	Date	Date	Date
I can follow simple sequences in HelpKidzLearn Software activities.								
I can complete tasks by following step-by-step instructions.								
Additional comments:								

I can use on/off switches.	Date	Date	Date	Date	Date	Date	Date	Date
I can turn things on and off using switches in HelpKidzLearn Software.								
I can use switches to start and stop actions or events.								
Additional comments:								

I can understand cause-and-effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise pressing switches causes changes in the software activities.								
I can understand my actions with switches have consequences.								
Additional comments:								

I can engage and participate.	Date	Date	Date	Date	Date	Date	Date	Date
I can show interest and engagement in switch-based activities.								
I can actively participate in learning tasks using switches.								
Additional comments:								

I can transfer skills to real-world:	Date	Date	Date	Date	Date	Date	Date	Date
I can apply switch skills learned in software to everyday tasks, such as turning lights on/off using environmentally controls.								
I can use switches to interact with real-world objects or appliances. (switch toys).								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Attention and timing.

Welcome to “My Switch Journey: Attention and Timing,” a pathway designed to aid you in building children’s attention to detail and timing skills through switch activities using HelpKidzLearn software. Let us embark on this journey together, recognising the importance of adaptability to meet the unique needs of each child.

By following these suggestions and utilising HelpKidzLearn software, you can effectively support children in developing attention and timing skills while building their confidence and independence. Remember to remain adaptable and responsive to the individual needs of each child you work with.

How you can support children and lay the groundwork for Attention and Timing:	Now, let us explore how we can integrate Attention and Timing switch skills:	Guidance for staff/carers:
As you embark on building children’s attention and timing skills, consider the following strategies: Start with simple timing tasks: Begin with straightforward timing activities within HelpKidzLearn software. Introduce tasks that require children to press a switch within a specified period, helping them develop a sense of timing and responsiveness. Provide visual and auditory cues: Offer visual and auditory cues to support children in understanding and following timing instructions. Use clear, distinct signals within HelpKidzLearn activities to indicate when it is time to press the switch. Encourage focus and concentration: Prompt children to maintain focus and concentration on the task at hand. Encourage them to pay attention to timing cues and react within HelpKidzLearn activities. Practice and repetition: Provide opportunities for children to practice timing tasks repeatedly. Allow them to refine their skills through repetition within HelpKidzLearn software, gradually increasing the complexity of timing challenges.	Progressive challenges: Gradually increase the difficulty of timing tasks within HelpKidzLearn software as children become more proficient. Introduce faster-paced activities and more precise timing requirements to challenge their skills. Interactive feedback: Offer immediate feedback to children as they engage with timing activities. Use positive reinforcement and corrective feedback within HelpKidzLearn software to reinforce accurate timing and encourage improvement. Promote time management: Encourage children to manage their time effectively during switch activities. Teach them to allocate sufficient time for observing timing cues and reacting appropriately within HelpKidzLearn tasks. Celebrate achievements: Celebrate each success and milestone in developing attention and timing skills. Recognise children’s efforts and accomplishments within HelpKidzLearn activities, building a sense of achievement and motivation.	Be patient and supportive: Understand that developing attention and timing skills may take time and practice. Be patient and offer support and encouragement to children as they develop their skills. Individualise support: Adapt activities within HelpKidzLearn software to meet the unique needs and abilities of each child. Provide personalised support and accommodations as necessary to ensure meaningful learning experiences. Collaborate with colleagues: Collaborate with colleagues to share insights, strategies, and resources for supporting children’s attention and timing skills development. Working together can enhance the effectiveness of your support and promote consistency in implementation.

Developing: attention and timing.

Developing: attention and timing.

Attention and timing means, helping a learner develop skills such as focused timing, impulsiveness moderation and improving attention and concentration. Attention and timing activities are ideal for those learners who have already gained an understanding of cause and effect and are learning to activate their access device at the right time.

▼ Aims.	▼ Objectives.
These aims are designed to support learners in refining their single switch access skills through engaging and interactive activities provided by HelpKidzLearn software	These objectives are designed to ensure a supportive approach to developing attention and timing single switch skills using HelpKidzLearn software.
Develop timing skills: Help learners develop their switch activation at the correct moment.	Focused timing: Introduce activities that require learners to press the switch at the correct time using visual or auditory cues.
Moderate impulsive switch press: Encourage learners to wait for the right time before pressing the switch.	Impulse control: Provide tasks that involve waiting for a prompt before pressing the switch.
Develop attention and concentration: Encourage learners to focus and sustain attention during activities.	Attention to activity: Select activities that are appealing to the learner that hold attention for longer periods of time.
To develop cause and effect understanding: Encourage learners to develop an awareness of cause and effect with timing-based activities.	Cause and effect sequential activities: Select activities within HelpKidzLearn where pressing the switch in sequence produces different outcomes.
Engagement and motivations: Keep learners interested and motivated through fun and interactive activities	Interactive play: Incorporate games that are enjoyable and encourage regular participation.
Transferring skills to real-world activities: Apply attention and timing skills developed with HelpKidzLearn software to real world switch operated devices.	Transferring skills to real-world activities: Introduce activities that involve using a single switch to control real world devices such as toys, lights, or music players.

▼ Outcomes: Attention and timing.

Focused timing skills: Learners will be able to activate the switch at the right moment based on visual or auditory cues.

Impulse moderation: Learners will show better improved control by waiting for the appropriate prompt before pressing the switch

Improved attention: Learners will maintain focus on activities for longer periods and complete tasks with minimal distractions

Enhanced cause and effect understanding: Learners will make the connection between their switch activations in attention and timing activities.

Increased engagement: Learners will show increased interest in interactive activities within HelpKidzLearn software.

Transferring skills to real-world activities: Learner will use a single switch to operate real world devices demonstrating their ability to transfer skills from HelpKidzLearn software to everyday devices.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions, providing a quiet and focused space for switch-based activities.

Sensory engagement: Incorporate various sensory stimuli within HelpKidzLearn software to captivate and engage learners during wait and press switch activities

Communication support: Use clear and concise language, supplemented with visual supports, if necessary, to facilitate understanding and participation in switch-based tasks.

Task adaptation: Modify HelpKidzLearn software activities to match individual skill levels, ensuring tasks are appropriately challenging yet achievable for wait-and-press switch access.

Motivation and reinforcement: Employ positive reinforcement techniques, such as praise and rewards, to motivate learners to wait for the right moment before pressing the switch.

Model: Demonstrate proper timing and engagement with switches during HelpKidzLearn software activities, serving as a model for learners to emulate.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in various ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for attention and timing.

I can focus my timing skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can press the switch at the right moment when I see or hear a prompt.								
I can time my switch press to make something happen on the screen.								
Additional comments:								

I can Moderate my switch press.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for the prompt before pressing the switch.								
I can control my urge to press the switch too soon.								
Additional comments:								

I can Stay focused.	Date	Date	Date	Date	Date	Date	Date	Date
I can stay focused on the activity until it is finished.								
I can follow along with the game without getting distracted.								
Additional comments:								

I can understand my press makes something happen.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand that pressing the switch makes something happen.								
I can notice the changes/hear on the screen when I press the switch.								
Additional comments:								

I can increase my engagement.	Date	Date	Date	Date	Date	Date	Date	Date
I can show interest in the games and activities.								
I can enjoy activating the games and activities by pressing my switch.								
Additional comments:								

I can transfer my switch skills to real world activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can use the switch to operate a toy.								
I can use the switch to turn devices on and off.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: wait then press.

Developing attention and timing: Wait then press.

Attention and timing mean helping a learner develop skills such as focused timing, impulsiveness moderation and improving attention and concentration. Attention and timing activities are ideal for those learners who have already gained an understanding of cause and effect and are learning to activate their switch at the right time.

Wait then press: A learner must wait for an object to appear before activating their switch to cause an event.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of attention and timing skills, particularly focusing on wait and press switch access, while considering the abilities of the children using HelpKidzLearn software.	These objectives provide a concise focus for each area of attention and timing development through wait and press switch access using HelpKidzLearn software, suitable for children with diverse learning needs.
Enhancing focused timing skills: Develop learners' ability to focus on timing by engaging in activities that require waiting for the appropriate moment before activating their switch in HelpKidzLearn software.	Enhancing focused timing skills: The learner will demonstrate improved ability to wait for the appropriate moment before pressing the switch in HelpKidzLearn software activities.
Moderating impulsiveness: Help learner's moderate impulsive actions by providing opportunities to practice waiting and pressing at the right time, promoting self-control and thoughtful decision-making.	Moderating impulsiveness: Learner will exhibit a decreased frequency of impulsive switch activations and demonstrate more deliberate timing in their responses.
Improving attention and concentration: Support learners in improving attention and concentration abilities through activities that require continued focus and timing accuracy in using switches within HelpKidzLearn software.	Improving attention and concentration: Learner will sustain attention and concentration for longer durations during wait and press switch activities in HelpKidzLearn software.
Facilitating skill transfer to real-life situations: Build the transfer of attention and timing skills learned in software activities to real-life scenarios, enabling learners to apply these abilities in everyday tasks and interactions.	Facilitating skill transfer to real-life situations: Learner will generalise attention and timing skills learned in software activities to real-life situations, such as waiting for turn-taking or following instructions.
Promoting engagement and participation: Encourage active engagement and participation in attention and timing activities by creating motivating and interactive experiences within HelpKidzLearn software, tailored to the interests and abilities of each learner.	Promoting engagement and participation: Learner will demonstrate increased initiation and engagement in attention and timing activities within HelpKidzLearn software.

▼ Outcomes: Wait the press.

Enhancing focused timing skills: Learners will demonstrate an improved ability to wait for the appropriate moment before pressing the switch in HelpKidzLearn software activities.

Moderating impulsiveness: Learners will exhibit a decreased frequency of impulsive switch activations and demonstrate more deliberate timing in their responses.

Improving attention and concentration: Learners will sustain attention and concentration for longer durations during wait and press switch activities in HelpKidzLearn software.

Facilitating skill transfer to real-life situations: Learners will generalise attention and timing skills learned in software activities to real-life situations, such as waiting for turn-taking or following instructions.

Promoting engagement and participation: Learners will demonstrate increased initiation and engagement in attention and timing activities within HelpKidzLearn software.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions, providing a quiet and focused space for switch-based activities.

Sensory engagement: Incorporate various sensory stimuli within HelpKidzLearn software to captivate and engage learners during wait and press switch activities.

Communication support: Use clear and concise language, supplemented with visual supports, if necessary, to facilitate understanding and participation in switch-based tasks.

Task adaptation: Modify HelpKidzLearn software activities to match individual skill levels, ensuring tasks are appropriately challenging yet achievable for wait-and-press switch access.

Motivation and reinforcement: Employ positive reinforcement techniques, such as praise and rewards, to motivate learners to wait for the right moment before pressing the switch.

Model: Demonstrate proper timing and engagement with switches during HelpKidzLearn software activities, serving as a model for learners to emulate.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for wait then press.

I can follow timing cues.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for the appropriate moment before pressing the switch in HelpKidzLearn software activities.								
I can match my switch activations with relevant events or cues in software tasks.								
Additional comments:								

I can control impulses.	Date	Date	Date	Date	Date	Date	Date	Date
I can resist the urge to press the switch impulsively and wait for the right timing.								
I can demonstrate self-control by timing my switch activations accurately.								
Additional comments:								

I can maintain focus.	Date	Date	Date	Date	Date	Date	Date	Date
I can sustain my attention during wait then press switch activities in HelpKidzLearn software.								
I can ignore distractions and stay focused on completing tasks with proper timing.								
Additional comments:								

I can transfer skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can apply timing and attention skills learned in software activities to real-life situations.								
I can independently use wait then press switch access methods in various contexts outside of the software environment.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: wait for change.

Developing attention and timing: Wait for change.

“Wait for change” method teaches learners to wait for a specific change in their environment before activating their switch. It helps develop skills in timing, impulse control, and continued attention by encouraging learners to observe and anticipate changes before engaging with their switch. This method is ideal for learners who understand cause and effect and aims to promote independence and meaningful interaction.

▼ Aims.	▼ Objectives.
These aims aim to provide a framework for supporting the development of attention and timing skills through the “Wait for Change” method, specifically designed for children with diverse learning needs using HelpKidzLearn software.	These objectives provide a framework for assessing progress in developing attention and timing skills through the “Wait for Change” method, without specifying a period, considering the variable learning pace of children with diverse learning needs using HelpKidzLearn software.
Enhancing focused timing skills: Support learners in developing the ability to wait for an object to change before activating their switch, building focused timing in switch activations.	Enhancing focused timing skills: Learners will demonstrate an ability to wait for a specific change before activating their switch, achieving a desired level of accuracy.
Moderating impulsiveness: Assist learners in moderating impulsive actions by promoting deliberate timing and encouraging them to wait for the appropriate moment before activating their switch.	Moderating impulsiveness: Learners will exhibit a decreased frequency of impulsive switch activations and demonstrate increased control over their responses, waiting for the appropriate cue before engaging their switch.
Improving attention and concentration: Facilitate the improvement of attention and concentration abilities by engaging learners in activities that require continued focus while waiting for changes before switch activations.	Improving attention and concentration: Learners will sustain attention and concentration for longer durations during “Wait for Change” activities in HelpKidzLearn software, completing tasks with minimal distractions.
Promoting skill development in cause and effect understanding: Reinforce learners’ understanding of cause-and-effect relationships by providing opportunities to wait for changes before activating their switch, thereby linking their actions to subsequent events.	Facilitating skill transfer to real-life situations: Learners will generalise attention and timing skills acquired through the “Wait for Change” method to various real-life contexts. Such as switching toys and switch accessible environment devices.
Building engagement and participation: Create engaging and motivating activities that encourage learners to actively participate in waiting for changes and timing their switch activations, promoting continued engagement in the learning process.	Promoting engagement and participation: Learners will demonstrate increased initiation and engagement in “Wait for Change” activities within HelpKidzLearn software, actively participating in tasks and demonstrating enthusiasm for learning.

▼ Outcomes: Wait for change.

Enhancing focused timing skills: Learners will demonstrate improved ability to wait for a specific change before activating their switch, achieving a desired level of accuracy in switch activations.

Moderating impulsiveness: Learners will exhibit a decreased frequency of impulsive switch activations and demonstrate increased control over their responses, showing greater patience and deliberation in waiting for the appropriate cue.

Improving attention and concentration: Learners will sustain attention and concentration for longer durations during “Wait for Change” activities in HelpKidzLearn software, completing tasks with minimal distractions and maintaining focus on task-relevant stimuli.

Facilitating skill transfer to real-life situations: Learners will generalise attention and timing skills acquired through the “Wait for Change” method to various real-life contexts, successfully applying these skills in everyday situations requiring timing and responsiveness. Such as switching toys or switch accessible environmental controls.

Promoting engagement and participation: Learners will demonstrate increased initiation and engagement in “Wait for Change” activities within HelpKidzLearn software, actively participating in tasks and demonstrating enthusiasm for learning and interaction.

▼ Helpful Hints.

Environmental setup: Ensure a quiet, distraction-free environment for focused attention during activities. Optimize seating and device placement for comfortable and engaged participation.

Sensory engagement: Use auditory, visual, and tactile cues to engage learners with anticipated changes. Provide interactive materials in software activities for sensory stimulation.

Communication support: Give clear instructions with visual aids for understanding tasks and expected changes. Use AAC tools for communication support and reinforcing the “Wait for Change” concept.

Task adaptation: Tailor software activities to match learners' skills, ensuring challenges are manageable. Break tasks into smaller steps and offer prompts for waiting and switch activation.

Motivation and reinforcement: Offer praise and rewards to motivate waiting for change before switch activation. Set achievable goals and celebrate successes to maintain motivation.

Model: Demonstrate timing and engagement with the switch to reinforce waiting for change and switch activation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for wait for change.

I can maintain focus.	Date	Date	Date	Date	Date	Date	Date	Date
I can pay attention to the activity until a change occurs.								
I can stay focused on waiting for the right moment to activate my switch.								
Additional comments:								

I can control impulses.	Date	Date	Date	Date	Date	Date	Date	Date
I can resist the urge to press my switch impulsively.								
I can wait patiently for the appropriate cue before activating my switch.								
Additional comments:								

I can understand cause-and-effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise that waiting for change leads to an event.								
I can understand that my actions (waiting for change) have a result (event activation).								
Additional comments:								

I can improve timing skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for a specific change before activating my switch.								
I can time my switch activation accurately to coincide with the anticipated change.								
Additional comments:								

I can participate actively.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage actively in the activity by waiting for changes.								
I can demonstrate enthusiasm and interest in waiting for the right moment to activate my switch.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: locate change.

Developing attention and timing: Locate change.

The 'Locate change' switch access method focuses on developing attention and timing skills by requiring learners to locate and interact with changing elements within HelpKidzLearn activities. This method encourages users to pay attention to visual or auditory cues and time their switch activations appropriately to engage with dynamic content. Learners must wait for an object to appear in a random location before targeting and activating their switch to trigger an event.

▼ Aims.	▼ Objectives.
These aims provide a comprehensive framework for supporting the development of attention and timing skills through the "Locate Change" switch access method, utilising HelpKidzLearn software to enhance learning experiences for children with diverse needs.	These objectives provide a clear direction for supporting the development of attention and timing skills through the "Locate Change" switch access method, allowing children to progress at their own pace.
Enhancing focused timing skills: Assist learners in developing the ability to wait for an object to appear in a random location within HelpKidzLearn software before targeting and activating their switch with focused timing and precision.	Enhancing focused timing skills: Learners will demonstrate the skills to wait for an object to appear in a random location within HelpKidzLearn software before targeting and activating their switch with focused timing and precision.
Moderating impulsiveness: Support learners in moderating impulsive actions by teaching them to wait for the appearance of the object within HelpKidzLearn software before engaging with their switch, building self-control and deliberate decision-making.	Moderating impulsiveness: Learners will exhibit decreased impulsiveness by waiting for the appearance of the object within HelpKidzLearn software before activating the switch, building self-control and deliberate decision-making.
Improving attention and concentration: Help learners improve attention and concentration by engaging in "Locate Change" activities within HelpKidzLearn software where they must wait for the right moment to activate their switch, promoting continued focus and task engagement.	Improving attention and concentration: Learners will sustain attention and concentration during "Locate Change" activities in HelpKidzLearn software, maintaining focus on the appearance of the object and completing tasks with minimal distractions.
Facilitating skill transfer to real-life situations: Facilitate the transfer of attention and timing skills learned through "Locate Change" activities in HelpKidzLearn software to real-life contexts, enabling learners to apply these skills in situations requiring timing and responsiveness. Such as activating a switch with an environmental control when lights go off.	Facilitating skill transfer to real-life situations: Learners will generalise attention and timing skills learned from "Locate Change" activities in HelpKidzLearn software to various real-life contexts, applying these skills in situations requiring timing and responsiveness. Such as activating lights with a switch using environmental controls.
Promoting engagement and participation: Encourage active engagement and participation in "Locate Change" activities within HelpKidzLearn software by creating motivating and interactive experiences tailored to the abilities and interests of each learner, maximising learning opportunities and enjoyment.	Promoting engagement and participation: Learners will actively engage in "Locate Change" activities within HelpKidzLearn software, demonstrating enthusiasm for learning and interaction while waiting for changes and interacting with their switch.

▼ Outcomes: Locate change.

Enhanced focused timing skills: Learners will improve timing precision by waiting for objects to appear in HelpKidzLearn software before activating their switch. Improved timing accuracy will be demonstrated as learners engage in timed activities.

Moderated impulsiveness: Learners will demonstrate reduced impulsiveness by waiting for objects to appear before activating their switch. Strategies for regulating impulsiveness in real-life scenarios will be developed.

Improved attention and concentration: Learners will sustain focus during "Locate Change" activities, maintaining attention on appearing objects. Increased ability to maintain focus on relevant stimuli will lead to improved task engagement.

Facilitated skill transfer to real-life situations: Learners will apply attention and timing skills from software activities to real-life contexts. Such as activating a light using environmental controls. Independent application of skills in daily tasks will enhance problem-solving abilities.

Promoted engagement and participation: Learners will actively engage in "Locate Change" activities, displaying enthusiasm for learning. Improved collaboration and turn-taking skills will enhance social interactions.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is organised and free from distractions to promote continued attention during activities. Arrange seating and equipment in a way that facilitates easy access and participation for children with mobility issues.

Sensory engagement: Use multi-sensory materials and activities to capture and maintain the attention of children with sensory processing difficulties. Provide sensory-rich experiences within activities to promote engagement and increase participation.

Communication support: Use visual supports such as pictures, symbols, or communication boards to facilitate understanding and expression for children with communication difficulties. Use simple and clear language when giving instructions and feedback to support comprehension.

Task adaptation: Break down tasks into smaller, manageable steps to support children in completing activities independently. Provide alternative methods of access or adapted materials to accommodate children with physical limitations.

Motivation and reinforcement: Use positive reinforcement such as verbal praise, stickers, or preferred activities to motivate and encourage children during tasks. Offer choices and opportunities for success to maintain engagement and build confidence.

Model: Demonstrate desired behaviours and strategies for completing tasks to provide children with visual cues and guidance.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for locate change.

I can focus on timing skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for an object to appear in a random location within HelpKidzLearn software before targeting and activating my switch.								
I can activate my switch when an object appears in a random location within HelpKidzLearn software.								
Additional comments:								

I can resist impulsiveness switch press.	Date	Date	Date	Date	Date	Date	Date	Date
I can resist the urge to press my switch impulsively, waiting for the appearance of the object within HelpKidzLearn software.								
I can wait patiently for the appropriate cue provided by HelpKidzLearn software before activating my switch.								
Additional comments:								

I can maintain my attention and concentration.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus on the activity within HelpKidzLearn software until the object appears.								
I can concentrate on waiting for the right moment to activate my switch while using HelpKidzLearn software.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise that waiting for the appearance of the object in HelpKidzLearn software leads to an event.								
I can understand that my actions (waiting for the change) within HelpKidzLearn software have a result (event activation).								
Additional comments:								

I can transfer my switch skills to Real-Life Situations.	Date	Date	Date	Date	Date	Date	Date	Date
I can apply attention and timing skills learned in activities within HelpKidzLearn software to real-life situations. (Accessing switch toys or switch accessible environmental controls).								
I can independently use attention and timing strategies practiced in HelpKidzLearn software to complete tasks in daily life. (Accessing switch toys or switch accessible environmental controls).								
Additional comments:								

I can engagement and Participation.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in activities involving Locate Change within HelpKidzLearn software.								
I can demonstrate enthusiasm and interest in waiting for changes and activating my switch while using HelpKidzLearn software.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: experimental play.

Developing attention and timing: experimental play.

Engaging in “experimental play” builds the development of attention and timing skills. Learners have the freedom to activate their switch access at any time, triggering various events. By experimenting with different timings, learners encounter different outcomes. This approach encourages exploration and independence while using HelpKidzLearn activities, building confidence in learners as they navigate the activities autonomously.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of attention and timing skills through Experimental Play, utilising HelpKidzLearn software, and considering the unique needs and abilities of children.	These objectives provide specific targets for facilitating the development of attention and timing skills through Experimental Play, utilising HelpKidzLearn software, and considering the individual needs and abilities of children.
Enhancing focused timing skills: Assist learners in developing the ability to activate their switch at different times during Experimental Play activities within HelpKidzLearn software, promoting focused timing and precision.	Enhancing focused timing skills: By engaging in Experimental Play activities within HelpKidzLearn software, learners will demonstrate the ability to activate their switch at different times with focused timing and precision.
Moderating impulsiveness: Support learners in moderating impulsive actions by teaching them to wait and choose the timing of their switch activation during Experimental Play, building self-control and decision-making.	Moderating impulsiveness: Through Experimental Play, learners will exhibit decreased impulsiveness by selecting the timing of their switch activation, building self-control and deliberate decision-making.
Improving attention and concentration: Help learners improve attention and concentration by engaging in Experimental Play activities within HelpKidzLearn software, where waiting and activating their switch at different times result in different events, encouraging continued focus and task engagement.	Improving attention and concentration: By participating in Experimental Play within HelpKidzLearn software, learners will sustain attention and concentration while waiting and choosing the timing of their switch activation, leading to increased task engagement.
Facilitating understanding of cause and effect: Facilitate learners’ understanding of cause-and-effect relationships by allowing them to explore how waiting and activating their switch at different times lead to different events during Experimental Play within HelpKidzLearn software.	Facilitating understanding of cause and effect: Through Experimental Play activities, learners will explore how waiting and activating their switch at different times result in different events within HelpKidzLearn software, enhancing their understanding of cause-and-effect relationships.
Promoting engagement and participation: Encourage active engagement and participation in Experimental Play activities within HelpKidzLearn software by creating motivating and interactive experiences tailored to the abilities and interests of each learner, maximising learning opportunities and enjoyment.	Promoting engagement and participation: By creating motivating and interactive experiences in Experimental Play within HelpKidzLearn software, learners will actively engage and participate in the activities, maximising learning opportunities and enjoyment.

▼ Outcomes: Experimental Play.

Enhanced ability to time switch activations: Learners will demonstrate improved proficiency in activating their switch at different times during Experimental Play activities within HelpKidzLearn software, exhibiting focused timing and precision.

Increased self-control in choosing activation timing: Learners will exhibit decreased impulsiveness and enhanced self-control by actively selecting the timing of their switch activation during Experimental Play, building deliberate decision-making.

Continued attention and engagement: Learners will maintain attention and concentration while waiting and choosing the timing of their switch activation during Experimental Play within HelpKidzLearn software, leading to continued task engagement.

Enhanced understanding of cause-and-effect relationships: Learners will develop a deeper understanding of cause-and-effect relationships through Experimental Play activities, recognising how waiting and activating their switch at different times lead to varied outcomes within HelpKidzLearn software.

Increased motivation and participation: Learners will demonstrate heightened motivation and active participation in Experimental Play within HelpKidzLearn software, engaging enthusiastically in activities and maximising learning opportunities.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is quiet and free from distractions to support concentration during Experimental Play activities.

Sensory engagement: Use interactive and engaging materials within HelpKidzLearn software to stimulate sensory exploration and maintain interest.

Communication support: Provide visual aids and simple language prompts to facilitate communication and understanding of Experimental Play objectives.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs, such as adjusting difficulty levels or providing alternative access methods.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during Experimental Play sessions, encouraging continued engagement.

Model: Demonstrate the desired behaviours and strategies during Experimental Play activities, offering visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, ChooseIt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for experimental play.

I can focus on timing skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at different times during Experimental Play activities.								
I can time my switch activation accurately to match the appearance of objects within HelpKidzLearn software.								
Additional comments:								

I can moderate my timing.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait patiently and choose the timing of my switch activation during Experimental Play.								
I can resist the urge to press my switch impulsively and wait for the appropriate moment.								
Additional comments:								

I can maintain my attention and concentration.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus while waiting and choosing the timing of my switch activation.								
I can concentrate on the task and ignore distractions during Experimental Play.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise that waiting and choosing the timing of my switch activation leads to different outcomes.								
I can understand the relationship between waiting and the resulting events within HelpKidzLearn software.								
Additional comments:								

Increased engagement and participation.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in Experimental Play activities within HelpKidzLearn software.								
I can demonstrate enthusiasm and interest in waiting and activating my switch during the activities.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: ready, steady, go.

Developing attention and timing: Ready, steady, go.

“Ready, steady, go” is a switch access method with HelpKidzLearn software designed to support attention and timing skills in children. In this approach, learners are prompted to anticipate the opportune moment to activate their switch and trigger an event. Through repeated engagement with these activities, children refine their ability to focus on visual or auditory cues and accurately time their switch activations. By developing the “Ready, steady, go” method, children not only enhance their attention to detail but also develop timing skills, promoting their overall cognitive development and autonomy in interacting with digital content.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of attention and timing skills through 'Ready, steady, go' activities, utilising HelpKidzLearn software, and considering the unique needs and abilities of children.	These objectives provide specific targets for facilitating the development of attention and timing skills through 'Ready, steady, go' activities, utilising HelpKidzLearn software, and considering the individual needs of children.
Enhancing focused timing skills: Assist learners in developing the ability to anticipate and activate their switch at the correct moment during 'Ready, steady, go' activities within HelpKidzLearn software, promoting focused timing and precision.	Enhancing focused timing skills: By engaging in 'Ready, steady, go' activities within HelpKidzLearn software, learners will demonstrate the ability to anticipate and activate their switch at the correct moment with focused timing and precision.
Moderating impulsiveness: Support learners in moderating impulsive actions by teaching them to wait and select the optimal moment to activate their switch, building self-control and deliberate decision-making.	Moderating impulsiveness: Through 'Ready, steady, go' activities, learners will exhibit decreased impulsiveness by waiting and selecting the optimal moment to activate their switch, building self-control and deliberate decision-making.
Improving attention and concentration: Help learners improve attention and concentration by engaging in 'Ready, steady, go' activities within HelpKidzLearn software, where they must anticipate the correct moment to activate their switch, leading to continued focus and task engagement.	Improving attention and concentration: By participating in 'Ready, steady, go' activities within HelpKidzLearn software, learners will maintain attention and concentration while anticipating and activating their switch at the correct moment, leading to continued focus and task engagement.
Facilitating understanding of cause and effect: Facilitate learners' understanding of cause-and-effect relationships by allowing them to anticipate and activate their switch at the correct moment during 'Ready, steady, go' activities within HelpKidzLearn software, enhancing their comprehension of the outcomes of their actions.	Facilitating understanding of cause and effect: Through 'Ready, steady, go' activities, learners will develop a deeper understanding of cause-and-effect relationships by anticipating and activating their switch at the correct moment within HelpKidzLearn software, enhancing their comprehension of outcomes.
Promoting engagement and participation: Encourage active engagement and participation in 'Ready, steady, go' activities within HelpKidzLearn software by creating motivating and interactive experiences tailored to the abilities and interests of each learner, maximising learning opportunities and enjoyment.	Promoting engagement and participation: By creating motivating and interactive experiences in 'Ready, steady, go' activities within HelpKidzLearn software, learners will actively engage and participate, maximising learning opportunities and enjoyment.

▼ Outcomes: Experimental Play.

Enhanced ability to anticipate timing: Learners will demonstrate improved proficiency in anticipating and activating their switch at the correct moment during 'Ready, steady, go' activities within HelpKidzLearn software, exhibiting focused timing and precision.

Increased self-control in timing selection: Learners will exhibit decreased impulsiveness and enhanced self-control by waiting and selecting the optimal moment to activate their switch during 'Ready, steady, go' activities, building deliberate decision-making.

Continued attention and engagement: Learners will maintain attention and concentration while anticipating and activating their switch at the correct moment during 'Ready, steady, go' activities within HelpKidzLearn software, leading to continued focus and task engagement.

Deepened understanding of cause-and-effect relationships: Through participation in 'Ready, steady, go' activities, learners will develop a deeper understanding of cause-and-effect relationships by anticipating and activating their switch at the correct moment within HelpKidzLearn software, enhancing comprehension of outcomes.

Enhanced motivation and participation: Learners will demonstrate heightened motivation and active participation in 'Ready, steady, go' activities within HelpKidzLearn software, engaging enthusiastically and maximising learning opportunities.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions to support focused attention during 'Ready, steady, go' activities. Arrange seating and equipment in a way that promotes easy access and participation for children with mobility issues.

Sensory engagement: Use interactive and multisensory materials within HelpKidzLearn software to engage children in 'Ready, steady, go' activities. Provide sensory-rich experiences to stimulate engagement and maintain interest throughout the activities.

Communication support: Use visual supports such as pictures or symbols to aid comprehension and communication during 'Ready, steady, go' activities. Use simple and clear language prompts to facilitate understanding of timing concepts and instructions.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs, such as adjusting difficulty levels or providing alternative access methods. Break down tasks into smaller steps to support children in understanding and completing the activities independently.

Motivation and Reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during 'Ready, steady, go' sessions, building motivation and confidence. Offer rewards or incentives to encourage active participation and engagement in the activities.

Model: Demonstrate the desired behaviours and strategies during 'Ready, steady, go' activities, providing visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for ready, steady, go.

I can anticipation skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate the correct moment to activate my switch during 'Ready, steady, go' activities.								
I can anticipate the correct moment to activate my switch during 'Ready, steady, go' activities.								
Additional comments:								

I can focus on timing.	Date	Date	Date	Date	Date	Date	Date	Date
I can time my switch activation accurately to match the appearance of objects within HelpKidzLearn software.								
I can activate my switch with focused timing and precision during Ready, Steady, Go activities.								
Additional comments:								

I can self-control.	Date	Date	Date	Date	Date	Date	Date	Date
I can resist impulsiveness and wait for the optimal moment to activate my switch.								
I can demonstrate self-control by choosing the right timing for switch activation.								
Additional comments:								

I can engage and participate.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in 'Ready, steady, go' activities within HelpKidzLearn software.								
I can participate enthusiastically and maintain interest throughout the activities.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the relationship between waiting for the cue and causing an event.								
I can recognise the outcomes of my switch activation during 'Ready, steady, go' activities.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Targeting and timing.

Welcome to “My Switch Journey: targeting and timing,” a guide designed to assist you in nurturing children’s targeting accuracy and timing skills through switch activities using HelpKidzLearn software. Let us embark on this journey together, recognising the importance of adaptability to meet the unique needs of each child.

By following these suggestions and utilising HelpKidzLearn software, you can effectively support children in developing targeting and timing skills while building their confidence and independence. Remember to remain adaptable and responsive to the individual needs of each child you work with.

How you can support children and lay the groundwork for Targeting and timing:	Now, let us explore how we can integrate Targeting and timing switch skills:	Guidance for staff/carers:
As you guide children in developing targeting and timing skills, consider the following approaches: Start with Simple Targeted Activities within HelpKidzLearn software. Introduce tasks that require children to aim and press the switch to hit specific targets, focusing on accuracy and timing. Provide visual and auditory cues: Offer visual and auditory cues to help children aim and time their switch presses effectively. Use clear target visuals and sound cues within HelpKidzLearn activities to signal when to press the switch and hit the target. Encourage focus and concentration: Prompt children to concentrate and focus on the target during activities. Encourage them to maintain attention and stay engaged while aiming and timing their switch presses within HelpKidzLearn software. Practice and feedback: Provide many opportunities for children to practice targeting and timing their switch presses. Offer repeated practice sessions within HelpKidzLearn activities, providing feedback and guidance to help children improve their skills.	Gradual increase in difficulty: Gradually increase the difficulty of targeted activities within HelpKidzLearn software as children become more proficient. Introduce smaller targets or faster-paced challenges to keep them engaged and motivated. Interactive feedback: Provide immediate feedback to children as they aim and time their switch presses. Use positive reinforcement and corrective feedback within HelpKidzLearn software to reinforce accurate targeting and timing skills. Promote persistence and resilience: Encourage children to persist and try again if they miss the target initially. Emphasise the importance of resilience and determination in developing targeting and timing skills within HelpKidzLearn activities. Celebrate progress: Celebrate each success and improvement in targeting and timing skills. Acknowledge children’s efforts and achievements within HelpKidzLearn activities, building a sense of accomplishment and motivation.	Be patient and supportive: Recognise that developing targeting and timing skills may take time and practice. Be patient and offer support and encouragement to children as they develop their skills. Individualise support: Adapt activities within HelpKidzLearn software to meet the unique needs and abilities of each child. Provide personalised support and accommodations as necessary to ensure meaningful learning experiences. Collaborate with colleagues: Collaborate with colleagues to share insights, strategies, and resources for supporting children’s targeting and timing skills development. Working together can enhance the effectiveness of your support and promote consistency in implementation.

Developing: targeting and timing.

Developing: targeting and timing.

Targeting and timing means helping a learner develop skills such as targeting, interacting at the right time and improving attention and concentration. Targeting and timing activities have been designed to make learning these new skills more interesting and motivating. Ideal for learners ready for more complex challenges and who have already learnt to respond to basic prompts (either visual or audio), as per the activities in Attention and Timing.

▼ Aims.	▼ Objectives.
These aims are designed to support the development of targeting and timing skills using HelpKidzLearn.	These objectives are designed to help in the development of targeting and timing skills using HelpKidzLearn software.
Develop targeting skills: Help learners to improve their ability to target objects or actions using a single switch.	Targeting skills: Introduce activities that require learners to target objects or areas on the screen using their switch.
Develop timing skills: Encourage learners in timing their switch activation correctly to achieve desired outcomes.	Timing skills: Provide activities that involved the switch at the right time for the desired outcome
Encourage interactions at the right time: Teach learners to engage with activities by activating their switch the right moments	Interacting at the right time: Create opportunities for learners to interact with activities by pressing the switch at the right time.
Develop attention and engagement: Support learners during targeting and timing activities by encouraging them to interact with the activity.	Attention and engagement: Provide activities that learners enjoy helping them develop timing and targets skills.
Transfer switch skills to real world activities: To transfer skills learnt in HelpKidzLearn Targeting and Timing activities to switch toys or everyday devices.	Transfer switch skills to real world activities: Apply activities using everyday devices, such as switch toys to support the transfer of targeting and timing skills learnt in HelpKidzLearn.

▼ Outcomes: Targeting and Timing.

Targeting skills: Learners will develop increased consistency in targeting objects or actions using their switch.

Timing skills: Learners will time their switch activations to achieve a desired outcome consistently.

Interaction at the right time: Learners engage with activities by pressing the switch at the right moment, leading to meaningful interactions.

Attention and engagement: Learners participate in activities, showing interest in targeting and timing activities in HelpKidzLearn software.

Transferable skills to real world devices: Learners apply targeting and timing skills learnt through HelpKidzLearn software to activate real world devices such as switch toys.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions to support concentration during targeting and timing activities. Arrange seating and equipment to provide easy access to HelpKidzLearn software, promoting comfortable and focused engagement.

Sensory engagement: Use interactive and visually stimulating materials within HelpKidzLearn software to engage children in targeting and timing tasks. Provide auditory cues or feedback to enhance sensory engagement and reinforce learning during the activities.

Communication support: Use visual supports such as symbols or pictures to aid comprehension and communication during targeting and timing tasks. Use simple and clear language prompts to provide instructions and support understanding of the activities.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs, such as adjusting difficulty levels or providing alternative access methods. Break down tasks into smaller steps to support children in understanding and completing the targeting and timing activities effectively.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during targeting and timing tasks, building motivation and confidence.

Model: Demonstrate the desired behaviours and strategies during targeting and timing activities, providing visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for targeting and timing.

I can use my switch accurately during activities in HelpKidzLearn.	Date	Date	Date	Date	Date	Date	Date	Date
I can press my switch to target objects on the screen.								
I can activate my switch accurately to interact with objects on the screen.								
Additional comments:								

I can press my switch at the right time.	Date	Date	Date	Date	Date	Date	Date	Date
I can press the switch at the right moment to achieve a desired outcome.								
I can time my switch activations to match the timing prompts in the activity.								
Additional comments:								

I can interact at the right time.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage with activities by pressing the switch at the right moment.								
I can interact with objects by timing my switch press correctly.								
Additional comments:								

I can focus and engage.	Date	Date	Date	Date	Date	Date	Date	Date
I can stay focused on the activity until it is completed.								
I can remain engaged with the activity without getting distracted.								
Additional comments:								

I can stay motivated and persist.	Date	Date	Date	Date	Date	Date	Date	Date
I can keep trying even if I don't succeed first time.								
I can show enthusiasm and motivation while playing activities.								
Additional comments:								

I can transfer skills to real world devices.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to control toys or devices outside of HelpKidzLearn software.								
I can apply the targeting and timing skills I've learnt in HelpKidzLearn to real world activities.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: static targets.

Developing targeting and timing: static targets.

Targeting and timing means helping a learner develop skills such as targeting, interacting at the right time, and improving attention and concentration. Targeting and timing activities have been designed to make learning these new skills more interesting and motivating. Ideal for learners ready for more complex challenges and who have already learned to respond to basic prompts (either visual or audio), as per the activities in Attention and Timing.

Static targets: A learner must wait for the correct moment to target an object in a static location and activate their switch to cause an event.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of targeting and timing skills, focusing on static targets, and using HelpKidzLearn software while considering the unique needs and abilities of children.	These objectives provide specific targets for supporting the development of targeting and timing skills, focusing on static targets, and utilising HelpKidzLearn software, while considering the unique needs and abilities of children.
Enhancing targeting skills: Assist learners in developing the ability to target and interact with objects in static locations within HelpKidzLearn software, promoting accuracy and precision in their actions.	Enhancing targeting accuracy: By engaging in activities within HelpKidzLearn software, learners will demonstrate improved accuracy in targeting objects in static locations using their switch.
Improving timing and interactivity: Help learners improve timing and interactivity by teaching them to wait for the correct moment to target an object and activate their switch, building attention and concentration during the activity.	Improving timing and activation: Through targeted practice, learners will enhance their ability to wait for the correct moment and activate their switch to target objects accurately within HelpKidzLearn software.
Increasing engagement and motivation: Create engaging and motivating activities within HelpKidzLearn software to make learning targeting and timing skills more interesting for learners, encouraging active participation and continued interest.	Increasing attention and concentration: Learners will improve attention and concentration by waiting for the right moment to target static objects and activate their switch, building continued focus during the activities.
Supporting progression to complex challenges: Provide activities that offer more complex challenges for learners who are ready to advance from basic prompts, allowing them to apply their targeting and timing skills in new and varied contexts.	Promoting engagement and motivation: By creating engaging and motivating activities, learners will actively participate in targeting and timing tasks within HelpKidzLearn software, maximising learning opportunities and enjoyment.
Building independence and skill development: Facilitate learners' independence and skill development by offering opportunities to practice targeting and timing with static targets, recognising that progress may vary and take time for children with special needs.	Supporting progression to complex challenges: Learners will progress to more complex challenges within HelpKidzLearn software as they demonstrate proficiency in targeting and timing with static targets, applying their skills in varied contexts.

▼ Outcomes: Static Targets.

Enhanced targeting precision: Learners will demonstrate improved precision in targeting objects in static locations within HelpKidzLearn software, leading to more accurate interactions and outcomes.

Improved timing and activation skills: Through targeted practice, learners will enhance their ability to wait for the correct moment and activate their switch to target objects accurately, building better timing and activation strategies.

Increased attention and concentration: Learners will develop better attention and concentration skills by waiting for the right moment to target static objects and activate their switch, leading to continued focus and engagement during the activities.

Enhanced engagement and motivation: By participating in engaging and motivating activities, learners will actively engage in targeting and timing tasks within HelpKidzLearn software, demonstrating increased motivation and enjoyment.

Progression to complex challenges: As learners demonstrate proficiency in targeting and timing with static targets, they will progress to more complex challenges within HelpKidzLearn software, applying their skills in varied contexts and tasks.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions to support concentration during targeting and timing activities. Arrange seating and equipment to provide easy access to HelpKidzLearn software, promoting comfortable and focused engagement.

Sensory engagement: Use interactive and visually stimulating materials within HelpKidzLearn software to engage children in targeting and timing tasks. Provide auditory cues or feedback to enhance sensory engagement and reinforce learning during the activities.

Communication support: Use visual supports such as symbols or pictures to aid comprehension and communication during targeting and timing tasks. Use simple and clear language prompts to provide instructions and support understanding of the activities.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs, such as adjusting difficulty levels or providing alternative access methods. Break down tasks into smaller steps to support children in understanding and completing the targeting and timing activities effectively.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during targeting and timing tasks, building motivation and confidence.

Model: Demonstrate the desired behaviours and strategies during targeting and timing activities, providing visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for static targets.

I can target objects accurately in targeting.	Date	Date	Date	Date	Date	Date	Date	Date
I can target objects accurately in static locations within HelpKidzLearn software.								
I can aim and activate my switch to interact with static targets precisely.								
Additional comments:								

I can activate my switch during timing and activation activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for the correct moment to target objects and activate my switch.								
I can demonstrate good timing and coordination when interacting with static targets.								
Additional comments:								

I can focus and concentrate.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus and concentration while targeting static objects within HelpKidzLearn software.								
I can stay attentive and engaged throughout the targeting and timing activities.								
Additional comments:								

I can engage and participation.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in targeting and timing tasks within HelpKidzLearn software.								
I can participate enthusiastically and demonstrate interest in the activities.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the relationship between targeting objects and causing events in HelpKidzLearn software.								
I can recognise the outcomes of my targeting and activation actions during the activities.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: variable targets.

Developing targeting and timing: variable targets.

In “Variable targets”, activities found in HelpKidzLearn software, children are challenged to develop targeting and timing skills. This activity requires learners to wait for an object to appear in a random location, then target and activate their switch to trigger an event. Through repeated engagement with these dynamic targets, children enhance their ability to focus, track and accurately time their switch activations. By developing the “Variable Targets” method, children not only improve their targeting precision but also develop essential timing skills crucial for successful interaction with digital content.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of targeting and timing skills, focusing on variable targets, and using HelpKidzLearn software, while considering the unique needs and abilities of the children.	These objectives provide specific targets for supporting the development of targeting and timing skills, focusing on variable targets, and using HelpKidzLearn software while considering the unique needs and abilities of children.
Enhancing targeting skills: Assist learners in developing the ability to accurately target and interact with objects appearing in random locations within HelpKidzLearn software, promoting precision and effectiveness in their actions.	Enhancing targeting accuracy: By engaging in activities within HelpKidzLearn software, learners will demonstrate improved accuracy in targeting objects appearing in random locations, using their switch effectively.
Improving timing and interactions: Help learners improve timing and interaction skills by teaching them to wait for the correct moment to target	Improving timing and activation skills: Through targeted practice, learners will enhance their ability to wait for the correct moment and activate their switch to target objects accurately in random locations within HelpKidzLearn software.
Increasing engagement and motivation: Create engaging and motivating activities within HelpKidzLearn software to facilitate the learning of targeting and timing skills with variable targets, encouraging active participation and continued interest.	Increasing attention and concentration: Learners will develop better attention and concentration skills by waiting for the right moment to target objects in random locations and activate their switch, leading to continued focus during the activities.
Supporting progression to complex challenges: Provide activities that offer more complex challenges for learners who are ready to advance from basic prompts, allowing them to apply their targeting and timing skills with variable targets in new and varied contexts.	Promoting engagement and motivation: By participating in engaging and motivating activities, learners will actively engage in targeting and timing tasks with variable targets within HelpKidzLearn software, maximising learning opportunities and enjoyment.
Building independence and skill development: Facilitate learners' independence and skill development by offering opportunities to practice targeting and timing with variable targets, recognising that progress may vary and take time for children with special needs.	Supporting progression to complex challenges: Learners will progress to more complex challenges within HelpKidzLearn software as they demonstrate proficiency in targeting and timing with variable targets, applying their skills in varied contexts and tasks.

▼ Outcomes: Variable Targets.

Enhanced targeting precision: Learners will demonstrate improved precision in targeting objects in static locations within HelpKidzLearn software, leading to more accurate interactions and outcomes.

Improved timing and activation skills: Through targeted practice, learners will enhance their ability to wait for the correct moment and activate their switch to target objects accurately, building better timing and activation strategies.

Increased attention and concentration: Learners will develop better attention and concentration skills by waiting for the right moment to target static objects and activate their switch, leading to continued focus and engagement during the activities.

Enhanced engagement and motivation: By participating in engaging and motivating activities, learners will actively engage in targeting and timing tasks within HelpKidzLearn software, demonstrating increased motivation and enjoyment.

Progression to complex challenges: As learners demonstrate proficiency in targeting and timing with static targets, they will progress to more complex challenges within HelpKidzLearn software, applying their skills in varied contexts and tasks.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions to support concentration during activities with variable targets. Arrange seating and equipment to provide easy access to HelpKidzLearn software, promoting comfortable and focused engagement.

Sensory engagement: Use interactive and visually stimulating materials within HelpKidzLearn software to engage children in activities involving variable targets. Provide auditory cues or feedback to enhance sensory engagement and reinforce learning during the activities.

Communication support: Use visual supports such as symbols or pictures to aid comprehension and communication during activities with variable targets. Use simple and clear language prompts to provide instructions and support understanding of the activities.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs, such as adjusting difficulty levels or providing alternative access methods. Break down tasks into smaller steps to support children in understanding and completing activities with variable targets effectively.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during activities with variable targets, building motivation and confidence.

Model: Demonstrate the desired behaviours and strategies during activities with variable targets, providing visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for variable targets.

I can activate my switch accuracy in targeting timing activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for the object to move over the target in a random location before activating my switch.								
I can accurately time my activation to interact with objects as they move over targets in HelpKidzLearn software.								
Additional comments:								

I can effectively activate my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at the right moment to interact with objects in random locations.								
I can demonstrate effective timing and activation strategies during variable timing activities.								
Additional comments:								

I can focus my attention and concentration.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus and concentration while waiting for the correct moment to activate my switch.								
I can stay attentive and engaged throughout activities involving variable timing in HelpKidzLearn software.								
Additional comments:								

I can engage and participate.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in activities with variable timing within HelpKidzLearn software.								
I can participate enthusiastically and demonstrate interest in tasks requiring variable timing skills.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the relationship between timing my activation and causing events in HelpKidzLearn software.								
I can recognise the outcomes of my timing and activation actions during activities involving variable timing.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: variable timing.

Developing targeting and timing: variable timing.

In the “Variable Timing” switch access method within HelpKidzLearn, children practice targeting and timing skills by watching objects move across a screen. The goal is to activate a switch at the exact moment an object overlaps a target in a random location. This requires patience and precision. By repeatedly practicing this, children learn to focus, track objects, and time their actions accurately. This skill is essential for effectively using digital content.

▼ Aims.	▼ Objectives.
These aims to provide a framework for supporting the development of targeting and timing skills, focusing on variable timing, and using HelpKidzLearn software while considering the unique needs and abilities of children.	These objectives provide specific targets for supporting the development of targeting and timing skills, focusing on variable timing while utilising HelpKidzLearn software and considering the unique needs of children.
Enhancing targeting skills: Assist learners in developing the ability to accurately target and interact with objects as they move over a target positioned in random locations within HelpKidzLearn software, promoting precision and effectiveness in their actions.	Enhancing targeting accuracy: By engaging in activities within HelpKidzLearn software, learners will demonstrate improved accuracy in targeting and interacting with objects as they move over a target positioned in random locations.
Improving timing and activation proficiency: Help learners improve timing and activation skills by teaching them to wait for the object to move over the target in a random location before activating their switch, building attention and concentration during the activity.	Improving timing and activation skills: Through targeted practice, learners will enhance their ability to wait for the object to move over the target in a random location before activating their switch, demonstrating better timing and activation strategies.
Increasing engagement and motivation: Create engaging and motivating activities within HelpKidzLearn software to facilitate the learning of targeting and timing skills with variable timing, encouraging active participation and continued interest.	Increasing engagement and motivation: By participating in engaging and motivating activities, learners will actively engage in targeting and timing tasks with variable timing within HelpKidzLearn software, maximising learning opportunities and enjoyment.
Supporting progression to complex challenges: Provide activities that offer more complex challenges for learners who are ready to advance from basic prompts, allowing them to apply their targeting and timing skills with variable timing in new and varied contexts.	Supporting progression to complex challenges: Learners will progress to more complex challenges within HelpKidzLearn software as they demonstrate proficiency in targeting and timing with variable timing, applying their skills in varied contexts and tasks.
Building independence and skill development: Facilitate learners' independence and skill development by offering opportunities to practice targeting and timing with variable timing, recognising that progress may vary and take time for children with special needs.	Building independence and skill development: By offering opportunities to practice targeting and timing with variable timing, learners will develop independence and skill in this area, recognising that progress may vary and take time for children with special needs.

▼ Outcomes: Variable Timing.

Improved precision in targeting: Learners will demonstrate increased precision in targeting and interacting with objects as they move over a target positioned in random locations within HelpKidzLearn software, leading to more accurate interactions.

Enhanced timing and activation skills: Through targeted practice, learners will develop better timing and activation skills, waiting for the object to move over the target in a random location before activating their switch effectively.

Increased engagement and motivation: By participating in engaging activities, learners will show heightened engagement and motivation in targeting and timing tasks with variable timing within HelpKidzLearn software, leading to continued interest and enjoyment.

Progression to complex challenges: As learners demonstrate proficiency in targeting and timing with variable timing, they will progress to more complex challenges within HelpKidzLearn software, applying their skills in varied contexts and tasks.

Development of independence and skill: Through consistent practice, learners will develop independence and skill in targeting and timing with variable timing, recognising their progress and building confidence in this area.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is organised and free from distractions to promote focus during activities with variable timing. Provide adequate seating and positioning to ensure comfort and accessibility while using HelpKidzLearn software.

Sensory engagement: Use interactive and visually engaging elements within HelpKidzLearn software to capture the child's interest and maintain sensory engagement during variable timing activities. Incorporate auditory cues or feedback to enhance sensory stimulation and reinforce learning during the activities.

Communication support: Use visual supports such as symbols or pictures to aid communication and comprehension during variable timing tasks. Provide clear and concise instructions using simple language to support understanding and participation in the activities.

Task adaptation: Modify activities within HelpKidzLearn software to suit individual needs and abilities, adjusting difficulty levels or providing alternative access methods, as necessary. Break down tasks into smaller steps to support children in understanding and completing activities with variable timing effectively.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge effort and progress during variable timing activities, building motivation and self-confidence.

Model: Demonstrate the desired behaviours and strategies during variable timing activities using HelpKidzLearn software, providing visual cues and guidance to support learning and participation.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for variable timing.

I can activate my switch accuracy in targeting timing activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for the object to move over the target in a random location before activating my switch.								
I can accurately time my activation to interact with objects as they move over targets in HelpKidzLearn software.								
Additional comments:								

I can effectively activate my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at the right moment to interact with objects in random locations.								
I can demonstrate effective timing and activation strategies during variable timing activities.								
Additional comments:								

I can focus my attention and concentration.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus and concentration while waiting for the correct moment to activate my switch.								
I can stay attentive and engaged throughout activities involving variable timing in HelpKidzLearn software.								
Additional comments:								

I can engage and participate.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage in activities with variable timing within HelpKidzLearn software.								
I can participate enthusiastically and demonstrate interest in tasks requiring variable timing skills.								
Additional comments:								

I can understand cause and effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the relationship between timing my activation and causing events in HelpKidzLearn software.								
I can recognise the outcomes of my timing and activation actions during activities involving variable timing.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: moving targets.

Developing targeting and timing: moving targets.

In the “Moving Target” switch access method offered by HelpKidzLearn software, children engage in activities specifically designed to refine their targeting and timing skills. Within this method, learners are tasked with tracking and targeting objects that are in motion, requiring precise timing to activate their switch and trigger an event. By repeatedly practicing with these dynamic challenges, children enhance their ability to focus, anticipate movement, and accurately time their switch activations. Developing the “Moving Target” method not only improves targeting accuracy but also develops timing skills.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of targeting and timing skills, focusing on moving targets, and utilising HelpKidzLearn software while considering the unique needs and abilities of children.	These objectives provide specific targets for supporting the development of targeting and timing skills, focusing on moving targets, while utilising HelpKidzLearn software and considering the unique needs of children.
Enhancing targeting and timing skills: Assist learners in developing the ability to accurately target and interact with moving objects within HelpKidzLearn software, requiring precise timing and coordination for successful interactions.	Enhancing targeting accuracy with moving objects: By engaging in activities within HelpKidzLearn software, learners will demonstrate improved accuracy in targeting and interacting with moving objects, showing precise timing and coordination.
Improving attention and concentration: Help learners improve attention and concentration skills by engaging in activities that involve tracking and targeting moving targets, encouraging continued focus and engagement throughout the tasks.	Improving tracking and timing skills: Through targeted practice, learners will enhance their ability to track and target moving objects, activating their switch with precise timing to cause events effectively.
Increasing motivation and engagement: Create motivating and engaging activities within HelpKidzLearn software to facilitate the learning of targeting and timing skills with moving targets, building active participation and enjoyment.	Increasing attention and concentration: By participating in activities involving moving targets, learners will improve attention and concentration skills, maintaining focus and engagement throughout the tasks.
Supporting progression to complex challenges: Provide opportunities for learners to progress to more complex challenges within HelpKidzLearn software as they demonstrate proficiency in targeting and timing with moving targets, allowing them to apply their skills in varied contexts and tasks.	Promoting motivation and engagement: Learners will actively engage in activities with moving targets within HelpKidzLearn software, demonstrating enthusiasm and motivation to interact with the dynamic elements of the tasks.
Building independence and skill development: Support learners in developing independence and skill in targeting and timing with moving targets through consistent practice and encouragement, recognising that progress may vary and take time for children with special needs.	Facilitating progression to complex challenges: As learners demonstrate proficiency in targeting and timing with moving targets, they will progress to more complex challenges within HelpKidzLearn software, applying their skills in varied contexts and tasks.

▼ Outcomes: Moving Targets.

Enhanced precision in targeting moving objects: Learners will demonstrate increased precision in targeting and interacting with moving objects within HelpKidzLearn software, exhibiting improved accuracy and coordination in their actions.

Improved tracking and timing abilities: Through consistent practice, learners will develop better tracking and timing skills, effectively activating their switch to interact with moving targets with precise timing and coordination.

Heightened attention and concentration skills: Engaging in activities involving moving targets will lead to improved attention and concentration skills among learners, enabling them to maintain focus and engagement throughout tasks with dynamic elements.

Increased motivation and engagement levels: Learners will exhibit enhanced motivation and engagement in activities with moving targets within HelpKidzLearn software, demonstrating enthusiasm and interest in interacting with the dynamic elements of the tasks.

Progression to complex challenges and tasks: As learners demonstrate proficiency in targeting and timing with moving targets, they will progress to more complex challenges and tasks within HelpKidzLearn software, applying their skills in diverse contexts and scenarios.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions and provides adequate space for movement and exploration during activities with moving targets. Arrange furniture and equipment to accommodate the child's accessibility needs and optimise their positioning for interaction with HelpKidzLearn software.

Sensory engagement: Use multi-sensory elements within HelpKidzLearn software to engage the child's senses and enhance their experience during activities with moving targets. Incorporate auditory cues, visual effects, and tactile feedback to provide a rich sensory experience and promote active participation.

Communication support: Use visual supports such as symbols, pictures, or written instructions to aid communication and comprehension during activities with moving targets. Provide clear and concise verbal prompts or cues to support understanding and engagement in the tasks, ensuring the child can follow along effectively.

Task adaptation: Modify activities within HelpKidzLearn software to match the child's skill level and abilities, adjusting the speed, complexity, or number of moving targets as needed. Break down tasks into smaller steps and provide scaffolding support to help the child successfully complete activities with moving targets.

Motivation and reinforcement: Use positive reinforcement and praise to acknowledge the child's efforts and achievements during activities with moving targets, building motivation and self-confidence.

Model: Demonstrate the desired behaviours and strategies for interacting with moving targets using HelpKidzLearn software, providing visual and verbal guidance to support the child's learning.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for moving targets.

I can target moving objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can track and target a moving object within HelpKidzLearn software.								
I can visually follow the movement of the object and prepare to interact with it using my switch.								
Additional comments:								

I can activate my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at the precise moment to interact with the moving object.								
I can demonstrate control over my switch activation, coordinating it with the movement of the target.								
Additional comments:								

I can cause events.	Date	Date	Date	Date	Date	Date	Date	Date
I can successfully cause events within HelpKidzLearn software by targeting and activating my switch.								
I can interact with moving objects to trigger events and engage with the activities effectively.								
Additional comments:								

I can adjust to changing challenges.	Date	Date	Date	Date	Date	Date	Date	Date
I can adapt to changes in the speed or direction of the moving objects within activities.								
I can modify my approach to targeting and activating my switch based on the task requirements.								
Additional comments:								

I can stay engaged and focused.	Date	Date	Date	Date	Date	Date	Date	Date
I can maintain focus and engagement throughout activities involving moving targets.								
I can sustain my attention on the task and remain actively involved in interacting with moving objects.								
Additional comments:								

I can enjoy and participate.	Date	Date	Date	Date	Date	Date	Date	Date
I can enjoy participating in activities with moving targets within HelpKidzLearn software.								
I can actively engage in the tasks and find pleasure in interacting with moving objects.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: experimental play.

Developing targeting and timing: experimental play.

Targeting and timing experimental play involves engaging learners in interactive activities designed to develop essential switch access skills using HelpKidzLearn software. Through these activities, learners are prompted to target and interact with objects at precise moments, building improved attention, concentration, and timing abilities. HelpKidzLearn software provides a dynamic platform where learners can engage in stimulating and motivating experiences tailored to their individual needs, facilitating the development of crucial switch access skills in a supportive and accessible digital environment.

▼ Aims.	▼ Objectives.
These aims provide a framework for supporting the development of targeting and timing skills through experimental play activities, utilising HelpKidzLearn software to create engaging and motivating learning experiences for learners with varying abilities.	These objectives provide specific targets for supporting the development of targeting and timing skills through experimental play activities, utilising HelpKidzLearn software to create engaging and motivating learning experiences for learners with varying abilities.
Enhancing targeting and timing skills: Help learners develop skills in targeting and interacting at the right time through engaging in experimental play activities within HelpKidzLearn software, promoting improved attention and concentration.	Enhancing targeting and timing skills: Assist learners in developing skills in targeting and interacting at the right time through engaging in experimental play activities within HelpKidzLearn software, with the goal of promoting improved attention and concentration.
Creating motivating learning experiences: Experimental play activities help to develop targeting and timing skills that are interesting and motivating for learners, encouraging active participation and exploration.	Creating motivating learning experiences: Design experimental play activities within HelpKidzLearn software that make learning targeting and timing skills more interesting and motivating for learners, encouraging active participation and exploration.
Preparing for complex challenges: Provide opportunities for learners to engage in experimental play activities that gradually introduce more complex challenges, building on their existing abilities to respond to basic prompts and stimuli.	Preparing for complex challenges: Provide opportunities for learners to engage in experimental play activities that gradually introduce more complex challenges within HelpKidzLearn software, aiming to build on their existing abilities to respond to basic prompts and stimuli.
Facilitating skill transfer: Support the transfer of targeting and timing skills learned during experimental play activities to real-world contexts, promoting generalisation and application of skills beyond the software environment	Facilitating skill transfer: Support the transfer of targeting and timing skills learned during experimental play activities within HelpKidzLearn software to real-world contexts, aiming to promote the generalisation and application of these skills beyond the software environment.
Utilising HelpKidzLearn software: Use HelpKidzLearn software as a tool for developing switch access skills in targeting and timing, leveraging its interactive and customisable features to tailor activities to the needs of individual learners.	Utilising HelpKidzLearn software: Use HelpKidzLearn software as a tool for developing switch access skills in targeting and timing, leveraging its interactive and customisable features to tailor activities to the specific needs of individual learners.

▼ Outcomes: Experimental Play.

Enhanced proficiency in targeting and timing skills: Learners will demonstrate improved proficiency in targeting and timing skills through successful engagement in experimental play activities within HelpKidzLearn software.

Increased motivation and engagement: Learners will exhibit heightened motivation and engagement during experimental play activities, as evidenced by continued participation and active exploration within HelpKidzLearn software.

Readiness for complex challenges: Learners will demonstrate readiness to tackle more complex challenges, characterised by their ability to adapt to increasingly difficult tasks within HelpKidzLearn software.

Transfer of skills to real-world contexts: Learners will exhibit the ability to transfer targeting and timing skills acquired in HelpKidzLearn software to real-world situations, demonstrating the practical application of these skills beyond the digital environment.

Effective utilisation of HelpKidzLearn software: Learners will demonstrate effective utilisation of HelpKidzLearn software as a tool for developing switch access skills, using its features to enhance their targeting and timing abilities in a tailored learning environment.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is organised and free from distractions to support focused engagement during experimental play activities.

Sensory engagement: Incorporate multi-sensory elements into the experimental play activities within HelpKidzLearn software to enhance sensory engagement and stimulate different senses.

Communication support: Use visual aids, simple language, and clear instructions to support communication during the experimental play activities, ensuring learners understand the tasks and objectives.

Task adaptation: Modify the difficulty level of experimental play activities based on individual learner's abilities and progress, ensuring tasks are challenging yet achievable.

Motivation and reinforcement: Provide positive reinforcement and praise for learners' efforts and achievements during the experimental play activities, building motivation and a positive learning environment.

Model: Demonstrate how to engage with HelpKidzLearn software and complete the experimental play activities, serving as a model for learners to follow and learn from.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for experimental play.

I can target and time during experimental play.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate the correct moment to target objects during experimental play activities.								
I can interact with objects at the right timing to achieve desired outcomes in experimental play.								
Additional comments:								

I can engage with HelpKidzLearn software.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore and engage with experimental play activities within HelpKidzLearn software.								
I can navigate through different targeting and timing challenges presented in HelpKidzLearn software.								
Additional comments:								

I can collaborative play.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage in collaborative play with peers or caregivers during experimental play activities.								
I can take turns with others while targeting and timing objects in the experimental play environment.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Introduce Choice.

In this segment, we will focus on introducing choice—a key step in the journey towards independent decision-making and empowerment for children using HelpKidzLearn software. The My Switch Journey framework provides a suggested structured approach to developing switch access skills.

How you can support children and lay the groundwork for these steps:	Now, let us explore how we can integrate the concept of choice within this framework:	Guidance for staff/carers:
Two objects: Children begin by interacting with two different objects using a single switch, learning the fundamental concept of cause and effect. This helps them understand the relationship between their actions and the outcomes. Related objects: Progressing to using objects that are related or similar in some way, children recognise patterns and similarities, further strengthening their understanding of cause and effect. Interacting objects: Exploring activities where objects interact based on the child's switch input builds cognitive development and problem-solving skills. Children learn to anticipate and manipulate outcomes, enhancing their understanding of cause and effect. Build up: Gradually increasing the complexity of activities by adding more elements or steps challenges children to adapt and extend their switch access skills while maintaining engagement and motivation. Move and get: Introducing activities involving movement and spatial awareness enhances children's motor skills and coordination. This reinforces their understanding of cause and effect in dynamic environments.	Start simple: Begin by offering choices between two objects or activities, building upon the foundation of cause and effect established through the My Switch Journey. Provide clear options: Ensure that the options presented are distinct and easily recognisable, using visual aids or verbal prompts to help children understand their choices. Encourage decision-making: Prompt children to make a choice using their switch, providing support as needed to facilitate independent decision-making. Celebrate decision-making: Regardless of the choice made, celebrate children's decision-making process, offering praise and positive reinforcement to encourage their efforts. Gradually increase complexity: As children become more comfortable with making choices, gradually increase the number of options available, challenging them to consider multiple factors and make more detailed decisions.	Create a supportive environment: Build a supportive atmosphere where children feel empowered to make choices without worry, drawing upon the foundational skills developed through the My Switch Journey. Offer guidance when needed: Be ready to offer guidance or assistance if children struggle to make decisions, providing prompts or suggestions to help them navigate their options. Respect individual preferences: Recognise and respect each child's unique preferences and interests, tailoring choices to align with their individual needs. Emphasise learning through experience: Allow children to experience the consequences of their choices in a safe environment, facilitating learning and confidence-building. Celebrate progress: Celebrate each milestone achieved along the way, recognising the growth and development of children's decision-making skills within the My Switch Journey framework.

Developing: introduce choice.

Developing: introduce choice.

Introduce choice means helping a learner develop skills such as targeting, choice making, turn taking, problem solving, negotiation and improving concentration and anticipation; pivotal to effectively participate in social communications. Introducing choice activities provides an accessible, cognitive, and logical play environment that helps the learner move beyond cause and effect into a stage of thinking, experimenting, observing and playing with concepts.

▼ Aims.	▼ Objectives.
These aims are designed for developing introduce choice using HelpKidzLearn Software.	These objectives are designed to develop introduce choice using HelpKidzLearn Software.
Develop targeting skills: Help learners improve their ability to target specific option or actions using a single switch.	Targeting skills: Introduce activities requiring learners to accurately target specific choices or option on the screen using their switch.
Encourage choice making: Support learners in making independent choices during activities.	Choice making: Design tasks that present multiple options, encouraging learners to make independent selection using a single switch
Encourage turn taking: Teach learners the importance of taking turns during activities using HelpKidzLearn software.	Turn taking: Introduce games that involve taking turns, teaching learners the concept of waiting and sharing.
Promote problem solving: Help learners to develop problem solving skills through activities in HelpKidzLearn software.	Problem solving: Select activities that challenge learners to solve problems using their switch or make a choice.
Support social communication: Prepare learners to participate more effectively in social interactions through turn-taking activities in HelpKidzLearn software.	Social Communication: Use interactive activities in HelpKidzLearn software that involve turn-taking to enhance social communication skills.

▼ Outcomes: Introduce Choice.

Improved targeting skills: Learners will show increased accuracy in targeting objects or actions using a single switch.

Improved choice making: Learners will show the ability to make independent choices during activities, selecting their preferred options.

Effective turn taking: Learners will participate in turn-taking activities, understanding the concept of waiting for their turn using their switch.

Problem solving: Learners will solve problems in HelpKidzLearn activities, showing thinking and trying different actions.

Transferable social communication skills: Learners will use sharing, communication, and making decisions in real life situations, such as communicating with others in a way that is right for them.

▼ Helpful Hints.

Environmental setup: Ensure the physical environment is organised and free from distractions to optimise focus and attention during choice activities.

Sensory engagement: Incorporate sensory materials and activities to enhance engagement and participation during choice activities, such as using tactile objects or auditory cues to reinforce decision-making.

Communication support: Use visual supports, such as picture cards or communication boards, to facilitate communication and choice-making for learners with limited verbal abilities. Encourage peer interaction and collaboration to promote social communication skills, providing opportunities for learners to communicate preferences and negotiate choices with others.

Task adaptation: Modify choice activities to match the developmental level and abilities of each learner, adjusting the complexity of tasks and providing scaffolding as needed to support successful participation. Offer multiple means of engagement and expression, allowing learners to demonstrate choice-making skills using their preferred mode of communication or interaction.

Motivation and reinforcement: Use positive reinforcement and praise to encourage active participation and successful choice-making during activities, reinforcing desired behaviours and promoting a positive learning experience. Incorporate motivating elements, such as preferred activities or rewards, to increase engagement and maintain interest throughout choice activities.

Model: Demonstrate choice-making skills and strategies through modelling and guided practice, providing clear examples and prompts to support learners in understanding and applying the concept of choice. Use peer modelling and peer support to reinforce choice-making behaviours, promoting imitation and social learning within the group.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for introduce choice.

I can make choices.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to choose between different options on the screen.								
I can select what I want to happen in the activity by pressing the switch.								
Additional comments:								

I can take turns.	Date	Date	Date	Date	Date	Date	Date	Date
I can wait for my turn to use the switch during interactive activities.								
I can share the switch with others, taking turns to play a game.								
Additional comments:								

I can solve problems.	Date	Date	Date	Date	Date	Date	Date	Date
I can find the right way to move forward in the activity by making choices with my switch.								
I can complete activity by selecting the right option using my switch.								
Additional comments:								

I can.	Date	Date	Date	Date	Date	Date	Date	Date
I can communicate my preferences by choosing different options with my switch.								
I can interact with others while accessing an activity and making decisions in a way that's right for me using my switch.								
Additional comments:								

I can explore.	Date	Date	Date	Date	Date	Date	Date	Date
I can experiment with different choices and see what happens in the activity.								
I can experiment with different choices and see what happens in the activity.								
Additional comments:								

I can transfer skills.		Date	Date	Date	Date	Date	Date	Date
I can use the choice-making skills I have learnt in HelpKidzLearn activities to make decisions in real life situations.								
I can apply turn taking and problem-solving skills from HelpKidzLearn activities to everyday activities.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: two objects.

Developing: two objects.

In the “two objects” switch access method in HelpKidzLearn software, children learn choice-making skills. They can target either object, activating their switch to trigger an event. By offering this choice, children develop decision-making abilities and gain autonomy in their interactions. This builds independence and confidence in their switch access skills, promoting broader aspects of learning and daily life.

▼ Aims.	▼ Objectives.
These aims provide a comprehensive framework for introducing choice activities while developing switch access skills using HelpKidzLearn software, considering the unique needs and abilities of children and focusing on building cognitive, social, and motor skills development.	These objectives aim to provide a structured approach to introducing choice activities while developing switch access skills using HelpKidzLearn software, with a focus on building cognitive, social, and motor skills development and addressing the unique needs of children.
Developing choice skills: Assist learners in developing the ability to make choices by targeting and activating their switch to select between two objects or options presented in HelpKidzLearn software.	Choice-making proficiency: Assist learners in developing proficiency in making choices by targeting and activating their switch to select between two objects or options presented in HelpKidzLearn software, promoting independent decision-making skills.
Enhancing cognitive abilities: Provide opportunities for learners to engage in cognitive processes such as problem-solving, negotiation, and turn-taking while participating in choice activities, promoting cognitive development and decision-making skills.	Cognitive skill enhancement: Provide opportunities for learners to engage in cognitive processes such as problem-solving, negotiation, and turn-taking while participating in choice activities within HelpKidzLearn software, building cognitive and skills development.
Improving social communication: Build social communication skills by introducing choice activities, which are key for effective participation in social interactions, encouraging learners to engage in meaningful exchanges and interactions with others.	Social communication improvement: Improve social communication skills by introducing choice activities, which are essential for effective participation in social interactions, encouraging learners to initiate and engage in meaningful exchanges and interactions with peers and caregivers.
Encouraging exploration and experimentation: Create an accessible and logical play environment through choice activities, allowing learners to explore, experiment, observe, and play with concepts beyond simple cause-and-effect relationships, building curiosity and discovery.	Exploration and experimentation encouragement: Encourage exploration and experimentation by creating an accessible and logical play environment through choice activities in HelpKidzLearn software, allowing learners to explore, experiment, observe, and play with concepts beyond simple cause-and-effect relationships.
Addressing diverse needs: Tailor choice activities in HelpKidzLearn software to accommodate the diverse needs of learners, ensuring accessibility and inclusivity in skill development.	Addressing individual needs: Tailor choice activities in HelpKidzLearn software to address the diverse needs of learners, ensuring that activities are accessible, engaging, and meaningful for all learners.

♥ Outcomes: Two Objects.

Choice-making independence: Enable learners to independently make choices by effectively targeting and activating their switch to select between two objects or options presented in HelpKidzLearn software, building autonomy and decision-making skills.

Enhanced cognitive functioning: Enhance cognitive functioning by providing opportunities for learners to engage in problem-solving, negotiation, and turn-taking during choice activities within HelpKidzLearn software, promoting careful thinking and cognitive flexibility.

Improved social interaction skills: Build improved social interaction skills through the introduction of choice activities, facilitating effective participation in social exchanges and encouraging learners to initiate and continue and meaningful interactions with peers and caregivers.

Promotion of curiosity and discovery: Promote curiosity and discovery by encouraging exploration and experimentation within an accessible and logical play environment created through choice activities in HelpKidzLearn software, allowing learners to actively explore, observe, and play with concepts beyond simple cause-and-effect relationships.

Customised learning experience: Provide a customised learning experience by tailoring choice activities in HelpKidzLearn software to meet the diverse needs of learners, ensuring that activities are engaging, accessible, and meaningful for all learners.

♥ Helpful Hints.

Environmental setup: Ensure the physical environment is organised and free from distractions to optimise focus and attention during choice activities.

Sensory engagement: Incorporate sensory materials and activities to enhance engagement and participation during choice activities, such as using tactile objects or auditory cues to reinforce decision-making.

Communication support: Use visual supports, such as picture cards or communication boards, to facilitate communication and choice-making for learners with limited verbal abilities. Encourage peer interaction and collaboration to promote social communication skills, providing opportunities for learners to communicate preferences and negotiate choices with others.

Task adaptation: Modify choice activities to match the developmental level and abilities of each learner, adjusting the complexity of tasks and providing scaffolding as needed to support successful participation. Offer multiple means of engagement and expression, allowing learners to demonstrate choice-making skills using their preferred mode of communication or interaction.

Motivation and reinforcement: Use positive reinforcement and praise to encourage active participation and successful choice-making during activities, reinforcing desired behaviours and promoting a positive learning experience. Incorporate motivating elements, such as preferred activities or rewards, to increase engagement and maintain interest throughout choice activities.

Model: Demonstrate choice-making skills and strategies through modelling and guided practice, providing clear examples and prompts to support learners in understanding and applying the concept of choice. Use peer modelling and peer support to reinforce choice-making behaviours, promoting imitation and social learning within the group.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for two objects.

I can recognise success.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise when I successfully make choices between two options in HelpKidzLearn software.								
I can identify the outcomes of my choices and understand when I achieve the desired results.								
Additional comments:								

I can engage in collaborative play.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage in collaborative play with peers or caregivers during two-choice activities.								
I can communicate and cooperate with others to achieve common goals in two-choice activities.								
Additional comments:								

I can transfer skills to real-world contexts.	Date	Date	Date	Date	Date	Date	Date	Date
I can transfer my choice-making skills learned in HelpKidzLearn software to real-world situations.								
I can apply my choice-making abilities to different contexts beyond the digital platform.								
Additional comments:								

I can understand choices.	Date	Date	Date	Date	Date	Date	Date	Date
I can identify and distinguish between two different options presented in choice-making activities.								
I can demonstrate understanding by selecting one of the two objects presented during choice-making tasks.								
Additional comments:								

I can engagement in decision-making.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively participate in decision-making processes by targeting and activating my switch to make choices between two objects.								
I can demonstrate engagement by consistently participating in choice-making activities and expressing preferences between the presented options.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: related objects.

Developing: related objects.

In the “Related objects” switch access method in HelpKidzLearn software, children choose between related objects to activate their switch and trigger events. One object (left) can be interrupted by a second object (right), promoting decision-making and engagement. Through these activities, children develop switch access skills and decision-making abilities, building independence and confidence in digital interactions.

▼ Aims.	▼ Objectives.
These aims provide a comprehensive framework for introducing choice activities while developing switch access skills, considering the unique needs and abilities of children focusing on building cognitive, social, and motor skills development.	These learning objectives aim to support the comprehensive framework for introducing choice activities and developing switch access skills, with a focus on building cognitive, social, and motor skills development in children.
Enhancing switch access proficiency: Assist learners in developing proficiency in switch access skills by enabling them to target either object and activate their switch within HelpKidzLearn software. Provide opportunities for learners to practice and refine their switch access techniques, considering their individual learning pace and needs.	Developing switch activation skills: Enable learners to proficiently target either object and activate their switch within HelpKidzLearn software to cause an event. Provide opportunities for repeated practice and skill refinement to enhance accuracy and efficiency in switch activation.
Facilitating engagement and interaction: Create an accessible and engaging learning environment within HelpKidzLearn software, where learners can interact with related objects and events using their switch. Build active participation and exploration by designing activities that cater to diverse learning styles and abilities, ensuring inclusivity and accessibility for all learners.	Promoting engagement and interaction: Build active engagement and interaction with related objects and events within HelpKidzLearn software using the switch. Encourage learners to explore and manipulate the software environment independently, promoting curiosity and exploration.
Promoting cognitive and motor skill development: Support cognitive development by presenting scenarios where learners must anticipate and respond to changes in the software environment, promoting problem-solving and decision-making skills. Enhance motor skills and coordination by encouraging precise targeting and activation of the switch to interact with objects within the software.	Developing cognitive and motor abilities: Stimulate cognitive development by presenting tasks that require learners to anticipate and respond to changes in the software environment, promoting problem-solving and decision-making skills. Enhance fine motor skills and coordination through precise targeting and activation of the switch to interact with objects within the software.
Encouraging independence and autonomy: Empower learners to independently navigate and engage with HelpKidzLearn software, providing appropriate scaffolding and support based on their individual needs and abilities. Build a sense of autonomy and confidence by allowing learners to make choices and control their interactions within the software environment, promoting confidence and motivation.	Encouraging independence and confidence: Empower learners to independently navigate and engage with HelpKidzLearn software, providing necessary support and guidance as needed. Build a sense of autonomy and confidence by allowing learners to make choices and control their interactions within the software environment.
Addressing individual learning needs: Tailor activities and settings within HelpKidzLearn software to accommodate the diverse learning needs of children, including those with varying levels of ability and accessibility requirements. Provide flexibility in the design and implementation of switch access activities, allowing for customisation and adaptation based on ongoing assessment and feedback.	Personalising learning experiences: Tailor activities and settings within HelpKidzLearn software to accommodate the individual learning needs and preferences of each learner. Provide customisation options to adjust difficulty levels, pacing, and feedback mechanisms to optimise learning outcomes for diverse learners.

▼ Outcomes: Related Objects.

Achieving proficient switch activation: Learners will demonstrate proficiency in targeting either object and activating their switch within HelpKidzLearn software to cause an event. Learners will exhibit increased accuracy and efficiency in switch activation, leading to successful interaction with software content.

Engaging interactive exploration: Learners will actively engage with related objects and events within HelpKidzLearn software using the switch, demonstrating curiosity and exploration. Learners will independently explore and manipulate the software environment, building interactive and immersive learning experiences.

Enhancing cognitive and motor skills: Learners will enhance cognitive development by anticipating and responding to changes in the software environment and demonstrating problem-solving and decision-making abilities. Learners will improve fine motor skills and coordination through precise targeting and activation of the switch to interact with objects within the software.

Building independence and confidence: Learners will demonstrate increased independence in navigating and engaging with HelpKidzLearn software, showing confidence in their abilities. Learners will exhibit a sense of autonomy and confidence by making choices and controlling their interactions within the software environment.

Personalising learning pathways: Learning experiences within HelpKidzLearn software will be personalised to accommodate individual learning needs and preferences, optimising engagement, and learning outcomes. Customisation options will be used to adjust difficulty levels, pacing, and feedback mechanisms, ensuring tailored learning experiences for diverse learners.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions and clutter to promote focus and engagement. Arrange the seating and positioning of equipment to accommodate the learner's accessibility needs and ensure comfort during interaction with HelpKidzLearn software.

Sensory engagement: Consider incorporating multisensory elements into the learning experience, such as auditory cues, tactile feedback, and visual prompts within HelpKidzLearn software. Adjust sensory stimuli based on the learner's preferences and sensitivities to optimize engagement and participation.

Communication support: Use clear and concise instructions or prompts within HelpKidzLearn software to facilitate understanding and communication. Provide additional communication tools or aids, such as visual schedules or communication boards, to support communication or reinforce learning objectives.

Task adaptation: Modify tasks or activities within HelpKidzLearn software to match the learner's skill level and abilities, gradually increasing complexity as proficiency improves. Offer alternative methods of interaction or customisation options within the software to accommodate diverse learning needs and preferences.

Motivation and reinforcement: Implement a reward system or positive reinforcement strategy within HelpKidzLearn software to motivate and encourage active participation. Celebrate successes and milestones achieved during switch access development, building a sense of accomplishment and intrinsic motivation.

Model: Demonstrate how to use HelpKidzLearn software and interact with switch access features effectively, providing a clear model for the learner to follow. Offer guided practice sessions or scaffolded support to help the learner develop confidence and competence in using switch access tools within the software.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for related objects.

I can explore object interaction.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore how my switch interacts with different objects in HelpKidzLearn.								
I can use my switch to make things happen with various objects on the screen.								
Additional comments:								

I can interact with cause-and-effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can learn that when I press my switch, something happens to the objects.								
I can understand that my actions with the switch cause events to occur with the objects.								
Additional comments:								

I can develop sequential skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can practice using my switch to target one object and then another in sequence.								
I can learn to activate my switch at the right time to interrupt one object's action with another.								
Additional comments:								

I can recognise object.	Date	Date	Date	Date	Date	Date	Date	Date
I can recognise different objects on the screen and interact with them using my switch.								
I can improve my ability to identify objects by using my switch to interact with them in different ways.								
Additional comments:								

I can encourage active engagement.	Date	Date	Date	Date	Date	Date	Date	Date
I can actively engage with HelpKidzLearn by using my switch to interact with the objects.								
I can stay focused and involved in the activities by choosing how to interact with the objects using my switch.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: interacting objects.

Developing: interacting objects.

In the “Interacting object” switch access method in HelpKidzLearn software, children choose between objects to activate their switch and trigger events. Objects may influence each other, building decision-making. Through these activities, children develop switch access skills and decision-making abilities, gaining independence and confidence in digital interactions.

▼ Aims.	▼ Objectives.
These aims provide a comprehensive framework for developing switch access skills through interacting objects within HelpKidzLearn software, considering the diverse learning needs of the children.	These objectives aim to provide a structured approach to developing switch access skills through interacting objects within HelpKidzLearn software, aligning with the diverse learning needs of the children.
Enhancing switch access proficiency: Assist learners in developing proficiency in switch access skills by targeting and activating interactive objects within HelpKidzLearn software. Provide opportunities for learners to engage with dynamic and responsive objects, allowing them to practice accurate targeting and timing.	Enhancing switch access proficiency: Assist learners in developing accurate targeting skills by activating interactive objects with their switch. Provide opportunities for learners to practice timing and coordination by activating their switch to interact with dynamic and responsive objects.
Promoting cognitive engagement: Build cognitive engagement by introducing interactive objects that require problem-solving and decision-making skills to navigate through different scenarios. Encourage learners to anticipate and explore the cause-and-effect relationships between interacting objects, promoting cognitive growth and understanding.	Promoting cognitive engagement: Build problem-solving skills by presenting interactive objects that require learners to navigate through different scenarios and anticipate outcomes. Encourage learners to observe and explore the cause-and-effect relationships between interacting objects, promoting cognitive engagement and understanding.
Facilitating social interaction: Promote social interaction by facilitating collaborative play opportunities where learners can engage with peers or caregivers in interacting with objects within the HelpKidzLearn software. Encourage turn-taking and cooperative problem-solving during interactions with objects, building social communication and teamwork skills.	Facilitating social interaction: Promote collaborative play by encouraging learners to engage with peers or caregivers in interacting with objects within HelpKidzLearn software. Facilitate turn-taking and cooperative problem-solving during interactions with objects, building social communication and teamwork skills.
Addressing individual needs: Tailor interactions with objects to accommodate the diverse needs and abilities of learners, including those with mobility issues or varying learning levels. Provide customisable settings and options within HelpKidzLearn software to adjust the difficulty level or sensitivity of interactions, ensuring accessibility and inclusivity for all learners.	Addressing individual needs: Customise interactions with objects to accommodate the diverse needs and abilities of learners, including those with mobility issues or varying learning levels. Adjust the difficulty level or sensitivity of interactions within HelpKidzLearn software to provide personalised learning experiences for each learner.
Supporting generalisation of skills: Support the transfer of switch access skills learned through interacting objects to real-world contexts, promoting generalisation and application of skills beyond the software environment. Provide opportunities for learners to apply switch access techniques to everyday activities or tasks, reinforcing their understanding and proficiency in using assistive technology.	Supporting generalisation of skills: Provide opportunities for learners to transfer switch access skills learned through interacting objects to real-world contexts. Encourage learners to apply switch access techniques to everyday activities or tasks, reinforcing their understanding and proficiency in using assistive technology beyond the software environment.

▼ Outcomes: Interacting Objects.

Environmental setup: The learner demonstrates increased comfort and engagement within the existing switch access environment. The learner effectively uses the provided switch access setup to interact with interactive objects.

Sensory engagement: The learner engages with interactive objects using available sensory modes, showing responsiveness to auditory, visual, and tactile stimuli. The learner demonstrates heightened sensory awareness during switch access activities, showing attention to feedback from interactive objects.

Communication support: The learner effectively communicates preferences and choices during switch access activities, utilising available communication methods. The learner demonstrates improved comprehension of instructions or cues, facilitating successful interaction with interactive objects.

Task adaptation: The learner adapts to switch access tasks within the given environment, demonstrating flexibility in task completion. The learner uses available support, such as scaffolding or prompts, to overcome challenges and achieve goals during switch access activities.

Motivation and reinforcement: The learner exhibits innate motivation and engagement during switch access activities, demonstrating persistence and effort. The learner responds positively to reinforcement strategies, enhancing motivation and participation in switch access tasks.

Modelling: The learner observes and imitates modelled behaviours for interacting with interactive objects using the switch, improving targeting and activation skills. The learner actively engages in observational learning, seeking guidance and support from peers or caregivers to enhance switch access proficiency.

▼ Helpful Hints.

Environmental setup: Ensure the physical environment is organised and free from clutter to minimise distractions and facilitate focus during switch access activities. Position the switch and interactive objects within easy reach and at an appropriate height for the learner, considering their mobility and accessibility needs.

Sensory engagement: Provide multisensory feedback during switch access activities by incorporating auditory, visual, and tactile stimuli to enhance sensory engagement and feedback. Adjust the level of sensory input based on individual preferences and sensitivities, ensuring a comfortable and stimulating learning experience for the learner.

Communication support: Use clear and concise verbal instructions or visual cues to guide the learner through switch access activities and interactions with objects. Encourage the use of alternative communication methods, such as sign language or communication symbols, to support understanding and participation.

Task adaptation: Modify the complexity or difficulty level of switch access tasks based on the learner's abilities and learning goals. Provide scaffolding or prompts as needed to support the learner in completing tasks independently, gradually fading support as their skills develop.

Motivation and reinforcement: Incorporate motivating elements such as rewards, praise, or incentives to encourage active participation and engagement during switch access activities. Provide immediate and positive feedback for successful interactions with objects, reinforcing desired behaviours and promoting skill acquisition.

Model: Demonstrate how to interact with objects using the switch, modelling techniques and strategies for targeting and activation. Encourage imitation and observational learning by providing opportunities for the learner to observe peers or caregivers engaging with objects and accessing switches.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for interacting objects.

I can target each object.	Date	Date	Date	Date	Date	Date	Date	Date
I can interact with both objects using my switch device.								
I can differentiate between the two objects during activities.								
Additional comments:								

I can understand object interaction.	Date	Date	Date	Date	Date	Date	Date	Date
I can anticipate the consequences of interacting with each object.								
I can observe changes in the environment caused by object interaction.								
Additional comments:								

I can explore cause-and-effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore how interacting with one object influences the other.								
I can experiment with different interactions to understand cause and effect.								
Additional comments:								

I can adapt interaction strategies.	Date	Date	Date	Date	Date	Date	Date	Date
I can adapt my interaction strategy based on the behaviour of the objects.								
I can adjust my timing to maximise the impact of my interactions.								
Additional comments:								

I can improve coordination.	Date	Date	Date	Date	Date	Date	Date	Date
I can coordinate my actions to interact with both objects effectively.								
I can enhance my motor skills through targeted interaction with objects.								
Additional comments:								

I can engage with dynamic environments.	Date	Date	Date	Date	Date	Date	Date	Date
I can engage in the activity where objects interact with each other.								
I can stay engaged and focused while interacting with changing elements.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: build up.

Developing: build up single switch skills.

A learner must target one object (left) and activate their switch to complete one part of a sequence. This process must be repeated until the sequence is complete. A learner must then target a second object (right) and activate their switch to cause an event. This method enhances switch access skills and sequential processing abilities, building cognitive development and independence in digital interactions.

▼ Aims.	▼ Objectives.
These aims are designed to support the development of switch access skills specific to the "Build Up" activity in HelpKidzLearn software. It emphasises the pressing of the switch to complete actions within the building sequence while considering the unique needs of the children.	These objectives are designed to provide structured goals for learners, focusing on developing switch access skills within the "Build Up" activity in HelpKidzLearn software. These objectives aim to guide learners in effectively pressing the switch to complete actions within the building sequence while considering the diverse needs of children.
Developing switch activation proficiency: Build the development of proficiency in activating switch by pressing the switch to execute specific actions within the "Build Up" activity in HelpKidzLearn software.	Developing switch activation proficiency: Assist learners in developing the skill of activating their switch to perform specific actions within the "Build Up" activity in HelpKidzLearn software. Provide guided practice sessions where learners can repeatedly press the switch to trigger actions, gradually improving their proficiency.
Encouraging active engagement: Promote active engagement with the switch by providing opportunities for learners to initiate and complete each step of the building process within the activity.	Encourage active engagement: Create opportunities for learners to actively engage with the switch throughout the "Build Up" activity, encouraging them to initiate and complete each step of the building process. Offer interactive prompts and visual cues to prompt learners to use the switch at appropriate times during the activity.
Ensuring accessibility and adaptation: Design the "Build Up" activity to be accessible and adaptable, catering to the diverse learning needs of children to ensure their rightful participation and engagement.	Ensure accessibility and adaptation: Customise the settings of the "Build Up" activity to accommodate the diverse learning needs. Provide alternative methods for switch activation.
Facilitating task completion: Motivate learners to press the switch to complete each part of the building sequence within HelpKidzLearn software, building a sense of accomplishment and achievement.	Facilitate task completion: Motivate learners to press the switch to complete each part of the building sequence within HelpKidzLearn software by providing clear objectives and rewards for successful completion. Break down the building process into manageable steps, guiding learners through each step and celebrating their achievements along the way.
Promoting independence: Encourage learners to independently press the switch to perform actions within the "Build Up" activity, building autonomy and confidence in switch use.	Promote independence: Encourage learners to independently press the switch to perform actions within the "Build Up" activity, gradually building their confidence and independence in switch use. Provide scaffolding and support as needed, gradually fading assistance to promote self-reliance.

♥ Outcomes: build up.

Proficient switch activation: Learners demonstrate proficiency in activating their switch by accurately targeting and pressing the switch to complete each step of the sequence in the “Build Up” activity.

Sequential development: Learners exhibit an understanding of sequential actions by successfully progressing through each part of the sequence, targeting one object at a time until the entire sequence is completed.

Task persistence: Learners demonstrate persistence and determination by repeatedly targeting objects and activating their switch until the entire sequence is accomplished, displaying resilience in task completion.

Cause-and-effect understanding: Learners comprehend cause-and-effect relationships by observing how targeting objects and activating their switch leads to the progression of the building sequence and eventual event activation.

Object positioning development: Learners develop object positioning awareness skills by accurately targeting objects located on different sides (left and right) of the screen and activating their switch accordingly to progress through the sequence and trigger events.

Fine motor control enhancement: Learners enhance fine motor control abilities by precisely targeting objects and pressing the switch to activate their switch, ensuring accurate completion of each step of the building sequence.

♥ Helpful Hints.

Environmental setup: Ensure that the learning environment is free from distractions that may divert the learner's attention away from the activity. Position the switch and objects within easy reach and visibility of the learner, considering their mobility and positioning needs.

Sensory engagement: Integrate auditory cues or feedback within the activity to provide sensory stimulation and enhance engagement. Incorporate tactile elements such as textured objects or switches to cater to learners who respond well to tactile stimuli.

Communication support: Encourage communication in the way for the diverse learners. Use visual supports such as picture symbols or communication boards to aid comprehension and expression.

Task adaptation: Modify the complexity of the sequence based on the learner's individual abilities, gradually increasing the challenge as they progress. Offer alternative methods of activation, such as using different types of switches or adapting the positioning of the objects, to accommodate diverse needs.

Motivation and reinforcement: Provide positive reinforcement and praise for each successful completion of a sequence, building a sense of achievement and motivation. Incorporate rewards or incentives tailored to the learner's preferences to maintain engagement and participation.

Model: Demonstrate the activity step-by-step to the learner, modelling the process of targeting objects and activating the switch. Offer guided practice and scaffolding to support the learner in understanding and developing each stage of the activity.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for build up.

I can engage with build up.	Date	Date	Date	Date	Date	Date	Date	Date
I can target the left object and activate my switch to complete each step of the sequence in Build Up.								
I can target the right object and activate my switch to cause an event in Build Up.								
Additional comments:								

I can repeat the sequence.	Date	Date	Date	Date	Date	Date	Date	Date
I can repeat targeting the left object and activating my switch until the sequence is complete.								
I can recognise when the sequence is complete and move on to targeting the right object.								
Additional comments:								

I can understand cause-and-effect.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand that targeting the left object and activating my switch leads to completing one part of the sequence.								
I can recognise that targeting the right object and activating my switch causes an event to occur in Build Up.								
Additional comments:								

I can demonstrate persistence.	Date	Date	Date	Date	Date	Date	Date	Date
I can persist in targeting the left object and activating my switch until each step of the sequence is completed.								
I can demonstrate patience and perseverance while engaging with the Build Up activity.								
Additional comments:								

I can achieve completion.	Date	Date	Date	Date	Date	Date	Date	Date
I can complete the sequence in Build Up and work towards achieving it.								
I can celebrate my achievement when I successfully complete the sequence and cause the event to occur.								
Additional comments:								

I can enhance switch skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can improve my switch access skills by practising targeting and activating my switch in the Build Up activity.								
I can refine my ability to use the switch effectively to interact with the Build Up activity in HelpKidzLearn software.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: move and get.

Developing: move and get using a single switch.

Move and Get. A learner must target one object and activate their switch to move it. This process must be repeated until the object is positioned in the required location. A learner must then target a second object and activate their switch to cause an event. This process engages children in decision-making as they navigate the activity, promoting cognitive development and independence.

▼ Aims.	▼ Objectives.
These aims are designed to support learners in developing switch access skills, spatial awareness, and task completion abilities through engaging with the "Move and Get" activity in HelpKidzLearn software.	These objectives are designed to guide learners towards developing switch skills, understanding cause-and-effect relationships, and improving object awareness within the context of the "Move and Get" activity in HelpKidzLearn software.
Move and position objects: Enable learners to target objects and activate their switch to move them within the activity.	Developing object manipulation: Assist learners in developing the skill of targeting objects and activating their switch to manipulate them within the activity.
Cause events through targeting: Facilitate learners in targeting a second object and activating their switch to cause an event within the activity.	Developing event-cause understanding: Help learners understand the relationship between targeting objects and causing events by activating their switch, building a deeper comprehension of cause-and-effect dynamics.
Develop switch skills: Support the development of switch access skills by providing opportunities for learners to practice targeting objects and activating their switch.	Improving switch access proficiency: Enhance learners' proficiency in using switches to interact with HelpKidzLearn software by providing repeated opportunities for targeting and activation.
Encourage engagement and participation: Build active engagement and participation by encouraging learners to interact with the activity through targeting and activating their switch.	Encouraging active participation: Encourage learners to actively engage with the activity by targeting objects and initiating actions through their switch, promoting continued participation and involvement.
Enhance object awareness: Enhance learners' object awareness by requiring them to position objects accurately within the activity.	Object awareness skills: Support the refinement of learners' object awareness skills by requiring them to position objects accurately within the activity environment.
Promote task completion: Promote task completion by guiding learners to successfully complete the task within the activity.	Facilitating task completion skills: Facilitate the development of task completion skills by guiding learners to successfully complete the task locations within the activity, promoting a sense of achievement and autonomy.

▼ Outcomes: move and get.

Object manipulation control: Learners demonstrate proficiency in targeting objects and manipulating them using their switch within the activity environment.

Understanding cause-and-effect: Learners show an understanding of the cause-and-effect relationship between targeting objects and activating their switch to trigger events within the activity.

Enhanced switch access skills: Learners show improvement in their ability to access HelpKidzLearn software through the effective use of switches, resulting in increased engagement and interaction.

Active participation engagement: Learners actively engage with the activity by targeting objects and initiating actions through their switch, demonstrating continued involvement and participation.

Task completion proficiency: Learners demonstrate proficiency in completing tasks within the activity, successfully moving objects to designated locations and triggering events through targeted actions, building a sense of accomplishment and independence.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions and clutter to allow the learner to focus on the activity. Arrange the workspace in a comfortable and accessible manner to accommodate the learner's mobility needs and ensure ease of access to the objects and switch.

Sensory engagement: Incorporate multi-sensory elements into the activity to enhance engagement, such as using colourful objects with different textures and sounds. Provide opportunities for sensory exploration by allowing the learner to interact with various materials and objects related to the activity.

Communication support: Use clear and simple language to provide instructions and prompts throughout the activity. Encourage the learner to communicate their preferences and needs during the activity, ensuring they feel heard and understood.

Task adaptation: Modify the activity to suit the learner's individual needs and abilities, such as adjusting switch access. Offer alternative methods for completing tasks, such as using different types of switches or adjusting the sensitivity of the switch.

Motivation and reinforcement: Provide positive reinforcement and encouragement throughout the activity to motivate the learner and reinforce their attempts. Celebrate each success and milestone achieved during the activity to boost the learner's confidence and self-esteem.

Model: Demonstrate the steps of the activity to the learner, modelling how to target objects and activate the switch effectively. Use gestures and verbal cues to guide the learner through each step of the activity, providing support and assistance as needed.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for move and get.

I can activate my switch to move the object.	Date	Date	Date	Date	Date	Date	Date	Date
I can press my switch to initiate the movement of the object.								
I can sustain activation of the switch until the object reaches the required location.								
Additional comments:								

I can repeat the process until the object is in the required location.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the concept of repetition in moving the object.								
I can continue to activate my switch until the object is properly positioned.								
Additional comments:								

I can target a second object after moving the first.	Date	Date	Date	Date	Date	Date	Date	Date
I can identify the second object I need to target.								
I can switch my attention from the first object to the second object.								
Additional comments:								

I can activate my switch to cause an event with the second object.	Date	Date	Date	Date	Date	Date	Date	Date
I can press my switch to trigger the event associated with the second object.								
I can maintain focus and coordination to achieve the desired outcome with the second object.								
Additional comments:								

I can follow sequential instructions for moving and targeting objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand and follow step-by-step instructions provided for the activity.								
I can execute each step in the correct sequence to accomplish the task effectively.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Choice Making.

Welcome to “My switch journey: Choice Making,” a guide designed to assist you in nurturing children’s decision-making skills through switch activities using HelpKidzLearn software. Let us embark on this journey together, recognising the importance of adaptability to meet the unique needs of each child.

By following these guidelines and providing consistent support, staff/carers can help children develop essential choice-making skills and build independence in their switch access journey. Together, let us empower children to explore, create, and make choices with confidence.

How you can support children and lay the groundwork for choice making:	Now, let us explore how we can integrate choice making:	Guidance for staff/carers:
Choice making means helping a learner develop skills such as exploration, decision making, problem solving and object association. It provides opportunities to make free choices and progresses to introducing the concept of ‘right’ and ‘wrong,’ allowing the learner to experience the effects of those choices as well as demonstrate their preferences. Choice Making is an important life skill and building block for expression, independence and is essential for communication. Understanding scanning skills: Before diving into choice-making, ensure children are familiar with scanning skills. Scanning involves systematically exploring options presented on the screen using a single switch. Practice simple scanning exercises to help children understand this concept. Building confidence with free choice: Start by offering opportunities for free choice within familiar activities. Allow children to select preferred options or actions using their switch. This builds confidence and sets the stage for more structured choice-making activities. Introducing find the object and complete the set: Activities such as “Find the object” and “Complete the set” provide opportunities for children to make choices within a defined context. Guide children through these tasks, emphasising the link between their switch input and the outcomes on the screen. Encouraging creativity with create a scene: As children become more comfortable with making choices, encourage them to express their creativity through activities like “Create a scene.” Provide a range of options for objects and backgrounds, allowing children to personalise their creations. Facilitating exploration: Create a supportive environment that encourages exploration and experimentation. Offer a variety of activities and materials for children to interact with using their switch, building curiosity and independence.	Start simple: Begin by presenting children with two clear options for activities or objects. Keep choices straightforward to avoid overwhelming children, allowing them to focus on the decision-making process. Provide clear instructions: Clearly communicate the options available to children using simple language and visual cues. Use gestures or demonstrations to help reinforce understanding. Be patient and supportive: Be patient as children navigate the decision-making process. Offer encouragement and praise for their efforts, regardless of the outcome. Gradually increase complexity: As children become more proficient in making choices, gradually increase the number of options available. This challenges them to consider multiple factors and make decisions.	Be patient and supportive create a positive atmosphere: Build a positive and supportive atmosphere where children feel comfortable exploring and making choices. Celebrate their successes and provide gentle guidance when needed. Encourage independence: Encourage children to make choices independently but be ready to offer support if they encounter difficulties. Provide prompts or scaffolding to help them navigate options effectively. Celebrate progress: Celebrate each step forward in the choice-making journey, no matter how small. Recognise the effort and determination children demonstrate as they develop their switch access skills. Model positive behaviour: Model positive attitudes towards choice-making and decision-making. Demonstrate patience, flexibility, and encouragement in your interactions with children, inspiring them to approach challenges with confidence.

Developing: choice making.

Developing: choice making.

Choice Making means helping a learner develop skills such as exploration, decision making, problem solving and object association. It provides opportunities to make free choices and progresses to introducing the concept of 'right' and 'wrong', allowing the learner to experience the effects of those choices as well as demonstrate their preferences. Choice Making is an important life skill and building block for expression, independence and is essential for communication.

▼ Aims.	▼ Objectives.
These aims are designed to develop choice-making skills using HelpKidzLearn software, meeting the unique needs of learners using a single switch.	These objectives are designed to develop choice-making skills using HelpKidzLearn software. To meet the needs to the individual needs of learners using a single switch.
Encourage exploration: Provide opportunities for learners to explore different options and outcomes with HelpKidzLearn activities.	Encourage explorations: Allow learners to access activities with multiple options for learners to explore using their switch.
Develop decision making skills: Support learners in making independent decisions whilst interacting with HelpKidzLearn activities.	Develop decision making skills: Allow learners to access activities that require them to make choices to progress through the activity.
Introduce object association: Help learners associate specific objects or actions with their choices.	Introduce object association: Implement activities where learners can associate specific objects or actions with their switch choices.
Demonstrate preferences: Allow learners to express their preferences and demonstrate their likes and dislikes.	Demonstrate Preferences: Include activities that allow learners to express their preferences through their switch selection.
Promote independence: Build foundational skills for independent decision making and self-expression.	Promote Independence: Provide opportunities for learners to make choices independently without prompts or guidance.

▼ Outcomes: choice making.

Improved exploration skills: Learners will confidently explore different options with HelpKidzLearn activities using their switch.

Decision making: Learners will make independent decisions during interactive activities demonstrating decision-making skills.

Object association skills: Learners will associate specific objects or actions with their switch choices demonstrating understanding of object association.

Effective expression of preferences: Learners will express their preferences and demonstrate their likes and dislikes through switch selections.

Increased independence in choice making: Learners will make choices independently, showing readiness for self-expression and independence in decision making.

▼ Helpful Hints.

Environmental setup: Ensure that the environment is free from distractions to help the child focus on the activities within HelpKidzLearn software. Position the computer or tablet at an appropriate height and angle for comfortable access to the screen and the switch. Provide adequate seating and support to promote optimal positioning for the child during interaction with the software.

Sensory engagement: Incorporate sensory elements such as sound effects, colourful visuals, and tactile feedback within HelpKidzLearn software to enhance engagement. Adjust sensory settings based on the child's preferences and sensory needs to create a comfortable and stimulating experience. Encourage exploration and interaction by offering a variety of sensory-rich activities and content within the software.

Communication support: Use visual supports such as picture symbols or written labels to help the child understand the options available for free choice scanning. Provide verbal prompts or instructions to guide the child through the scanning process, emphasising the use of their switch to make choices.

Task adaptation: Break down free choice scanning activities into smaller steps to make them more manageable for the child, gradually increasing complexity as they become more proficient. Modify the scanning settings within HelpKidzLearn software to accommodate the child's scanning abilities and preferences, adjusting scanning speed and patterns as needed.

Motivation and reinforcement: Identify the child's interests and preferences to tailor free choice scanning activities to their individual preferences, increasing motivation and engagement. Provide positive reinforcement, such as praise, rewards, or preferred activities, to celebrate the child's successes and encourage continued participation in free-choice scanning tasks. Incorporate motivating elements, such as interactive games, animations, or personalised rewards, within HelpKidzLearn software to maintain the child's interest and enthusiasm.

Model: Demonstrate how to use the switch to navigate and make choices within HelpKidzLearn software, modelling scanning techniques and effective communication strategies. Provide guided practice and support as the child observes and imitates the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for choice making.

I can explore options.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to explore different options on the screen.								
I can try out different choices to see what happens in the activity.								
Additional comments:								

I can make decisions.	Date	Date	Date	Date	Date	Date	Date	Date
I can choose what I want to happen next in the activity by pressing the switch.								
I can make decisions independently during HelpKidzLearn activities.								
Additional comments:								

I can associate objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can connect specific objects or actions with my switch choices.								
I can understand which switch action corresponds to which object or action on the screen.								
Additional comments:								

I can express preferences.	Date	Date	Date	Date	Date	Date	Date	Date
I can show what I like by choosing certain options with my switch.								
I can use my switch to express preferences and dislikes during HelpKidzLearn activity.								
Additional comments:								

I can make independent choices.	Date	Date	Date	Date	Date	Date	Date	Date
I can make choices independently without needing help or prompts.								
I can confidently use my switch to make decisions that affect the outcome of an activity in HelpKidzLearn software.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: free choice.

Developing: free choice using a single switch skills.

Free choice. A learner can target any object and activate their switch to cause an event. Through repeated engagement with these activities, children refine their decision-making abilities and gain confidence. The “Free Choice” method, facilitated by HelpKidzLearn software, serves as a platform for building independent exploration and learning in children with diverse abilities.

▼ Aims.	▼ Objectives.
The Aims of “Free Choice” within HelpKidzLearn software is an essential component of developing switch scanning skills, offering learners opportunities for independent exploration, decision-making, and expression in a supportive and engaging digital environment.	These learning objectives align with the aims for “Free Choice” and provide specific targets for supporting learners in developing switch scanning skills using HelpKidzLearn software.
Encourage exploration: “Free Choice” aims to build exploration and curiosity within the HelpKidzLearn software environment. By allowing learners to target any object and activate their switch, we provide opportunities for spontaneous exploration of the diverse range of interactive activities and content available.	Build exploration: Enable learners to independently explore the interactive activities and content available within HelpKidzLearn software. Encourage learners to target various objects within the software environment using their switch. Promote curiosity and engagement through open-ended exploration of different elements within the software.
Develop decision-making skills: Through “Free Choice,” learners using HelpKidzLearn software develop important decision-making skills. They are empowered to make choices about which objects to interact with, promoting independent decision-making based on their preferences and interests.	Develop decision-making skills: Support learners in making choices about which objects to interact with within HelpKidzLearn software. Strengthen learners’ ability to independently decide where to direct their attention and actions. Provide opportunities for learners to practice decision-making based on their preferences and interests.
Promote problem-solving: “Free Choice” within HelpKidzLearn encourages learners to engage in problem-solving activities. As they interact with different objects and experience various outcomes, they learn to anticipate results and overcome challenges, enhancing their problem-solving abilities.	Promote problem-solving: Challenge learners to anticipate outcomes and solve problems as they interact with different objects within HelpKidzLearn software. Encourage learners to adapt their approach and strategies based on the feedback and results they encounter. Support learners in overcoming obstacles and navigating challenges independently.
Facilitate object association: Within HelpKidzLearn software, “Free Choice” helps learners associate specific objects with actions or outcomes. By targeting objects and activating their switch, learners understand the cause-and-effect relationship between their actions and the resulting events on the screen.	Facilitate object association: Assist learners in understanding the cause-and-effect relationship between their actions and the outcomes within HelpKidzLearn software. Help learners associate specific objects with actions or events triggered by their switch. Provide opportunities for learners to recognise patterns and connections between their actions and the responses generated by the software.
Empower learners: Providing opportunities for “Free Choice” empowers learners to express themselves and exercise autonomy while interacting with HelpKidzLearn software. This promotes a sense of independence and self-determination, crucial for their overall development.	Empower learners: Promote learners’ sense of autonomy and self-determination as they interact with HelpKidzLearn software. Encourage learners to express their preferences and interests through their choices and actions within the software. Support learners in feeling confident and empowered to explore and engage with the software independently.
Enhance communication: “Free Choice” in HelpKidzLearn software allows learners to communicate their preferences and interests through their actions. This early form of communication serves as a foundation for more structured communication skills development, building the expression of thoughts and needs.	Enhance communication: Provide a platform for learners to communicate their preferences, interests, and intentions through their interactions with HelpKidzLearn software. Support the development of expressive communication skills through early forms of interaction and choice-making within the software. Build a supportive environment that encourages learners to express themselves confidently and effectively.
Build confidence: Success in making choices and achieving desired outcomes within HelpKidzLearn software boosts learners’ confidence and self-esteem. “Free Choice” provides a safe environment for learners to experiment, learn, and succeed, contributing to their sense of competence and understanding.	Build confidence: Help learners build confidence and self-esteem through successful interactions and achievements within HelpKidzLearn software. Celebrate learners’ progress and accomplishments, reinforcing their sense of competence and understanding. Create a positive and encouraging learning environment that builds a sense of pride and accomplishment in learners’ abilities.

▼ Outcomes: free choice.

Enhanced exploration skills: Learners demonstrate increased curiosity and engagement while exploring the interactive activities and content within HelpKidzLearn software. Learners independently target various objects within the software environment using their switch, demonstrating confidence in their exploration skills.

Improved decision-making abilities: Learners effectively make choices about which objects to interact with within HelpKidzLearn software, demonstrating independence and autonomy in decision-making. Learners exhibit a growing ability to consider their preferences and interests when selecting objects to engage with, displaying improved decision-making skills.

Enhanced problem-solving proficiency: Learners demonstrate an increased ability to anticipate outcomes and solve problems as they interact with different objects within HelpKidzLearn software. Learners adapt their strategies and approaches based on feedback and results encountered within the software environment, displaying improved problem-solving proficiency.

Strengthened object association: Learners accurately identify the cause-and-effect relationship between their actions and the outcomes within HelpKidzLearn software, demonstrating a clear understanding of object association. Learners consistently associate specific objects with actions or events triggered by their switch, displaying strengthened object association skills.

Empowered communication skills: Learners effectively communicate their preferences, interests, and intentions through their interactions with HelpKidzLearn software. Learners demonstrate increased confidence and self-expression as they engage with the software, displaying empowered communication skills.

Boosted confidence and self-esteem: Learners exhibit improved confidence and self-esteem through successful interactions and achievements within HelpKidzLearn software. Learners express a sense of pride and accomplishment in their abilities to explore, make choices, and communicate within the software environment, demonstrating boosted confidence and self-esteem.

▼ Helpful Hints.

Environmental setup: Ensure that the environment is free from distractions to help the child focus on the activities within HelpKidzLearn software. Position the computer or tablet at an appropriate height and angle for comfortable access to the screen and the switch. Provide adequate seating and support to promote optimal positioning for the child during interaction with the software.

Sensory engagement: Incorporate sensory elements such as sound effects, colourful visuals, and tactile feedback within HelpKidzLearn software to enhance engagement. Adjust sensory settings based on the child's preferences and sensory needs to create a comfortable and stimulating experience. Encourage exploration and interaction by offering a variety of sensory-rich activities and content within the software.

Communication support: Use visual supports such as picture symbols or written labels to help the child understand the options available for free choice scanning. Provide verbal prompts or instructions to guide the child through the scanning process, emphasising the use of their switch to make choices.

Task adaptation: Break down free choice scanning activities into smaller steps to make them more manageable for the child, gradually increasing complexity as they become more proficient. Modify the scanning settings within HelpKidzLearn software to accommodate the child's scanning abilities and preferences, adjusting scanning speed and patterns as needed.

Motivation and reinforcement: Identify the child's interests and preferences to tailor free choice scanning activities to their individual preferences, increasing motivation and engagement. Provide positive reinforcement, such as praise, rewards, or preferred activities, to celebrate the child's successes and encourage continued participation in free-choice scanning tasks. Incorporate motivating elements, such as interactive games, animations, or personalised rewards, within HelpKidzLearn software to maintain the child's interest and enthusiasm.

Model: Demonstrate how to use the switch to navigate and make choices within HelpKidzLearn software, modelling scanning techniques and effective communication strategies. Provide guided practice and support as the child observes and imitates the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for free choice.

I can develop my scanning skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can independently explore different activities and content within HelpKidzLearn software, targeting objects with my switch using scanning techniques.								
I can demonstrate curiosity and engagement while exploring the software environment, using my switch to interact with various elements.								
Additional comments:								

I can make choices.	Date	Date	Date	Date	Date	Date	Date	Date
I can make choices about which objects to interact with within HelpKidzLearn software, selecting objects based on my interests and preferences.								
I can adapt my exploration strategies based on feedback and results encountered within the software, using my switch to navigate challenges.								
Additional comments:								

I can associate object skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can associate specific objects with actions or events triggered by my switch, understanding the cause-and-effect relationship within the software environment.								
Additional comments:								

I can communicate my preferences skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can communicate my preferences, interests, and intentions through my interactions with HelpKidzLearn software, using my switch to convey messages and make choices.								
I can use my switch to initiate and maintain interactions with others while engaging with HelpKidzLearn software, employing scanning techniques to make choices effectively.								
Additional comments:								

I can exhibit confidence.	Date	Date	Date	Date	Date	Date	Date	Date
I can exhibit confidence and self-esteem through successful interaction and achievements with HelpKidzLearn software, feeling empowered and independent with my switch using scanning to navigate free choice.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: find the object.

Developing: find the object using a single switch.

Find the object a learner must target a single object and activate their switch to cause an event. This activity builds decision-making and attention to detail, developing both switch access skills and cognitive abilities like visual discrimination and decision-making.

▼ Aims.	▼ Objectives.
These aims provide a guide to the development of scanning skills within the "Find the Object" activity in HelpKidzLearn software, focusing on targeting, single switch use, timing, cause-and-effect understanding, reinforcement, independence, and generalisation.	These learning objectives provide specific targets for learners to achieve as they develop scanning skills within the "Find the Object" activity in HelpKidzLearn software, aligning with the overarching goals of targeting, single switch use, timing, cause-and-effect understanding, reinforcement, independence, and generalisation.
Targeting and activation: Teach learners to target a single object within the scanning area using their switch. Guide learners to activate their switch to select the targeted object and trigger an event within the software.	Targeting and activation: Learners will demonstrate the ability to target a single object within the scanning area using their switch. Learners will activate their switch to select the targeted object and trigger an event within the software.
Understanding single switch use: Help learners grasp the concept of using a single switch to interact with objects within HelpKidzLearn software. Reinforce the idea that pressing the switch at the appropriate moment during scanning will select the targeted object.	Understanding single switch use: Learners will understand the concept of using a single switch to interact with objects within HelpKidzLearn software. Learners will demonstrate the ability to press the switch at the appropriate moment during scanning to select the targeted object.
Patience and timing: Encourage learners to wait patiently as the scanning area moves around the objects on the screen. Teach learners to time their switch activation to coincide with the scanning area reaching the desired object, promoting timing skills and attention control.	Patience and timing: Learners will exhibit patience as they wait for the scanning area to move around the objects on the screen. Learners will demonstrate the ability to time their switch activation to coincide with the scanning area reaching the desired object.
Cause and effect: Build an understanding of cause-and-effect relationships by demonstrating how activating the switch on the targeted object leads to an event or outcome within the software. Provide opportunities for learners to observe and experience the consequences of their actions, reinforcing the link between switch activation and outcomes.	Cause and effect: Learners will understand the cause-and-effect relationship between activating the switch on the targeted object and triggering an event or outcome within the software. Learners will demonstrate awareness of the consequences of their actions during the "Find the Object" activity.
Reward and reinforcement: Offer positive reinforcement and rewards for successful object identification and activation using the switch. Motivate learners by providing engaging feedback or rewards that encourage continued participation and progress in the activity.	Reward and reinforcement: Learners will seek positive reinforcement and rewards for successful object identification and activation using the switch. Learners will demonstrate motivation and engagement through the acknowledge of engaging feedback or rewards during the activity.
Independence and confidence: Promote independence by gradually reducing prompts and scaffolding as learners gain proficiency in targeting and activating objects. Build confidence by celebrating successes and milestones achieved during the "Find the Object" activity, building a sense of accomplishment, and understanding.	Independence and confidence: Learners will gradually reduce reliance on prompts and scaffolding as they gain proficiency in targeting and activating objects. Learners will exhibit confidence and a sense of accomplishment as they celebrate successes and milestones achieved during the activity.
Generalisation and transferability: Facilitate the transfer of scanning skills learned in the "Find the Object" activity to other contexts and activities within HelpKidzLearn software. Encourage learners to generalise their understanding of single switch use and scanning techniques to new situations, promoting flexibility and adaptability in their interaction with assistive technology.	Generalisation and transferability: Learners will generalise their scanning skills learned in the "Find the Object" activity to other contexts and activities within HelpKidzLearn software. Learners will apply their understanding of single switch use and scanning techniques to new situations, demonstrating flexibility and adaptability in their interaction with assistive technology.

▼ Outcomes: find the object.

Targeting and activation skills: Learners will proficiently target and activate a single object within the scanning area using their switch. Learners will demonstrate control in selecting the targeted object and triggering corresponding events within the software interface.

Single switch proficiency: Learners will achieve fluency in employing a single switch to interact with objects within HelpKidzLearn software. Learners will exhibit competence in timing their switch activation to coincide with the scanning area reaching the desired object.

Patience and timing competence: Learners will demonstrate patience and precise timing as they await the movement of the scanning area and activate their switch at the opportune moment. Learners will exhibit competency in coordinating their actions with the scanning process to achieve desired outcomes effectively.

Cause and effect understanding: Learners will comprehend the cause-and-effect relationship between activating the switch on the targeted object and initiating events or outcomes within the software. Learners will demonstrate insight into the consequences of their actions during the "Find the Object" activity.

Reward recognition and engagement: Learners will recognise and seek out positive reinforcement and rewards for successful object identification and activation using their switch. Learners will engage actively and enthusiastically with the activity, motivated by the receipt of engaging feedback or rewards.

Independence and confidence development: Learners will progressively reduce reliance on external prompts and support as they gain confidence and independence in targeting and activating objects. Learners will develop a sense of confidence and achievement, celebrating their successes and milestones during the activity.

Generalisation and transferability skills: Learners will generalise their scanning skills acquired in the "Find the Object" activity to other contexts and activities within HelpKidzLearn software. Learners will apply their understanding of single switch use and scanning techniques to diverse situations, demonstrating adaptability and versatility in their interaction with assistive technology.

▼ Helpful Hints.

Environmental setup: Ensure the environment is quiet and free from distractions to help the learner focus on the scanning activity. Position the computer or tablet at an appropriate height and angle for comfortable viewing and access to the screen. Provide adequate lighting to enhance visibility and reduce glare on the screen.

Sensory engagement: Use bright and contrasting colours for objects to enhance visibility and attract attention during scanning. Incorporate engaging sound effects or auditory cues to provide feedback and reinforce successful object identification. Integrate tactile elements, such as textured objects or tactile overlays, to offer additional sensory input and encourage exploration.

Communication support: Use visual supports, such as picture symbols or written labels, to clarify the purpose of the scanning activity and the objectives of finding the target object. Provide verbal instructions or cues to guide the learner through the scanning process, including reminders to wait for the scanning area to reach the target object before activating the switch.

Task adaptation: Break down the scanning activity into smaller steps to make it more manageable for the learner, focusing on targeting and activating one object at a time. Adjust scanning settings within the software to match the learner's scanning speed and preferences, ensuring a comfortable and effective scanning experience.

Motivation and reinforcement: Use positive reinforcement, such as praise, encouragement, or rewards, to celebrate successful object identification and activation during the scanning activity. Incorporate motivating elements, such as favourite objects or characters, into the scanning activity to increase engagement and motivation.

Model: Demonstrate the scanning process to the learner, modelling how to wait for the scanning area to reach the target object before activating the switch. Provide guided practice and support as the learner observes and imitates the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for find the object.

I can understand scanning.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the concept of scanning to locate objects on the screen.								
I can identify the scanning area and recognise when it reaches the object I want to select.								
I can wait patiently for the scanning area to reach the object of interest before selecting.								
Additional comments:								

I can target objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can target a single object on the screen using my switch.								
I can visually track the movement of the scanning area and anticipate when it will reach the desired object.								
Additional comments:								

Activating my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at the appropriate moment to select the targeted object.								
I can understand the cause-and-effect relationship between activating my switch and triggering an event in the software.								
I can demonstrate consistency in activating my switch accurately to select objects during scanning.								
Additional comments:								

I can demonstrate independence and confidence.	Date	Date	Date	Date	Date	Date	Date	Date
I can independently initiate and complete scanning activities within HelpKidzLearn software.								
I can demonstrate confidence in my ability to use scanning techniques to locate and select objects on the screen.								
Additional comments:								

I can generalisation scanning skills to other activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can apply the scanning skills learned in HelpKidzLearn software to other activities or contexts.								
I can transfer my understanding of single switch use and scanning techniques to different software programs or devices.								
I can adapt my scanning skills to new situations and environments as needed.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: complete the set.

Developing: complete the set using a single switch.

Complete the set. A learner must target a single object and activate their switch to complete the set and cause an event. This promotes decision-making and task completion skills while developing switch access abilities.

▼ Aims.	▼ Objectives.
These aims provide a guide to the development of scanning skills within the "Complete the Set" activity in HelpKidzLearn software, focusing on targeting, activation, set completion, timing, cause-and-effect understanding, reward recognition, independence, and generalisation.	These objectives provide specific targets for learners to achieve as they develop scanning skills within the "Complete the Set" activity in HelpKidzLearn software, aligning with the principal goals of targeting, activation, set completion, timing, cause-and-effect understanding, reward recognition, independence, and generalisation.
Targeting and activation proficiency: Enable learners to proficiently target a single object within the scanning area using their switch. Build the ability to activate the switch accurately at the appropriate moment to select the targeted object and complete the set.	Targeting and activation proficiency: Learners will demonstrate the ability to accurately target a single object within the scanning area using their switch. Learners will activate their switch at the appropriate moment to select the targeted object and complete the set.
Understanding set completion: Facilitate learners' understanding of the concept of completing a set by selecting a single object as the scanning area moves along. Reinforce the idea that selecting the single object within the scanning area fulfils the requirements of the set and triggers an event within the software.	Understanding set completion: Learners will comprehend the concept of completing a set by selecting a single object as the scanning area moves along. Learners will recognise that selecting a single object within the scanning area fulfils the requirements of the set and triggers an event within the software.
Patience and timing skills: Develop patience and timing skills as learners wait for the scanning area to reach the targeted object before activating their switch to complete the set. Encourage learners to time their switch activation accurately to coincide with the scanning area reaching the desired object, promoting attention control and timing abilities.	Patience and timing skills: Learners will exhibit patience and timing skills as they wait for the scanning area to reach the targeted object before activating their switch to complete the set. Learners will demonstrate the ability to time their switch activation accurately to coincide with the scanning area reaching the desired object.
Cause and effect understanding: Enhance learners' comprehension of the cause-and-effect relationship between activating their switch on the targeted object and completing the set to initiate an event within the software. Provide opportunities for learners to observe and experience the consequences of their actions, reinforcing the link between switch activation and set completion.	Cause and effect understanding: Learners will understand the cause-and-effect relationship between activating their switch on the targeted object and completing the set to initiate an event within the software. Learners will demonstrate an understanding of the consequences of their actions, recognising that switch activation leads to set completion and event initiation.
Reward and reinforcement recognition: Promote recognition of the reward or reinforcement associated with successfully completing a set by selecting the single object during scanning. Encourage learners to seek out positive reinforcement and rewards for their achievements, motivating continued engagement and participation in the activity.	Reward and reinforcement recognition: Learners will recognise the reward or reinforcement associated with successfully completing a set by selecting the single object during scanning. Learners will seek out positive reinforcement and rewards for their achievements, motivated by the feedback received upon completing sets.
Independence and confidence building: Build independence by gradually reducing prompts and scaffolding as learners gain confidence and proficiency in targeting and activating objects to complete sets. Support learners in developing a sense of confidence and accomplishment as they celebrate successes and milestones achieved through set completion during scanning activities.	Independence and confidence building: Learners will gradually reduce reliance on prompts and support as they gain confidence and proficiency in targeting and activating objects to complete sets. Learners will develop a sense of independence and accomplishment, celebrating successes and milestones achieved through set completion during scanning activities.
Generalisation and transferability skills: Encourage the transfer of scanning skills learned in "Complete the Set" activities to other contexts and activities within HelpKidzLearn software. Support learners in applying their understanding of single switch use and scanning techniques to new situations and environments, promoting adaptability and versatility in their interaction with assistive technology.	Generalisation and transferability skills: Learners will transfer scanning skills learned in "Complete the Set" activities to other contexts and activities within HelpKidzLearn software. Learners will apply their understanding of single switch use and scanning techniques to new situations and environments, demonstrating adaptability and versatility in their interaction with assistive technology.

▼ Outcomes: complete the set.

Targeting and activation skills: Learners will demonstrate skills in accurately targeting a single object within the scanning area using their switch. Learners will exhibit proficiency in activating their switch at the precise moment to select the targeted object and complete the set.

Set completion understanding: Learners will understand the concept of set completion by selecting a single object as the scanning area progresses. Learners will recognise that selecting the single object within the scanning area fulfils the criteria for completing a set and initiates an event within the software.

Patience and timing competence: Learners will demonstrate competence in exercising patience and timing skills as they await the scanning area to reach the targeted object. Learners will exhibit the ability to time their switch activation accurately to coincide with the scanning area reaching the desired object.

Cause and effect comprehension: Learners will comprehend the cause-and-effect relationship between activating their switch on the targeted object and completing the set to trigger an event within the software. Learners will understand the consequences of their actions, acknowledging that switch activation leads to set completion and event initiation.

Recognition of reward and reinforcement: Learners will recognise the reward or reinforcement associated with successfully completing a set by selecting the single object during scanning. Learners will seek out and appreciate positive reinforcement and rewards for their achievements upon completing sets.

Independence and confidence development: Learners will develop independence and confidence as they reduce reliance on prompts and support while targeting and activating objects to complete sets. Learners will cultivate a sense of accomplishment and independence, celebrating their successes and progress in completing sets during scanning activities.

Generalisation and transferability proficiency: Learners will demonstrate proficiency in transferring scanning skills learned in "Complete the Set" activities to other contexts and activities within HelpKidzLearn software. Learners will apply their understanding of single switch use and scanning techniques to diverse situations and environments, displaying adaptability and versatility in their interaction with assistive technology.

▼ Helpful Hints.

Environmental setup: Ensure the environment is conducive to concentration, with minimal distractions to help the learner focus on completing the set. Arrange the computer or tablet in a comfortable position for easy access, ensuring the screen is clearly visible and the switch is within reach. Provide adequate lighting to enhance visibility and reduce eyestrain during scanning activities.

Sensory engagement: Use visually stimulating graphics and colourful objects to capture the learner's attention and maintain engagement throughout the activity. Incorporate auditory cues or sound effects to provide feedback and reinforce successful completion of sets. Integrate tactile elements, such as textured objects or tactile overlays, to offer multisensory input and enhance the scanning experience.

Communication support: Use visual supports, such as written labels or symbols, to clarify the objectives of completing sets and the actions required to trigger events within the software. Provide verbal instructions or cues to guide the learner through the scanning process, emphasising the importance of targeting and activating the single object to complete the set.

Task adaptation: Break down the completion of sets into smaller steps to make the task more manageable for the learner, focusing on targeting and activating one object at a time. Adjust scanning settings within the software to match the learner's scanning speed and preferences, ensuring a comfortable and effective scanning experience.

Motivation and reinforcement: Provide immediate feedback and reinforcement when the learner successfully completes a set by selecting the single object during scanning. Use positive reinforcement strategies, such as praise, rewards, or preferred activities, to celebrate achievements and motivate continued engagement in the activity. Incorporate motivating elements, such as interactive animations or personalised rewards, to maintain the learner's interest and enthusiasm throughout the scanning process.

Model: Demonstrate the process of completing sets to the learner, modelling how to target and activate the single object as the scanning area progresses. Provide guided practice and support as the learner observes and imitates the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for complete the set.

I can understand scanning.	Date	Date	Date	Date	Date	Date	Date	Date
I can understand the concept of scanning to locate and select objects on the screen.								
I can identify the scanning area and recognise when it reaches the object I want to select.								
I can wait patiently for the scanning area to reach the object before selecting.								
Additional comments:								

I can target objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can target a single object on the screen using my switch.								
I can visually track the movement of the scanning area and anticipate when it will reach the desired object.								
Additional comments:								

I can activate my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can activate my switch at the appropriate moment to select the targeted object.								
I can understand the cause-and-effect relationship between activating my switch and completing the set to trigger an event.								
I can consistently activate my switch accurately to complete sets during scanning.								
Additional comments:								

I can demonstrate independence and confidence.	Date	Date	Date	Date	Date	Date	Date	Date
I can independently initiate and complete scanning activities within HelpKidzLearn software.								
I can demonstrate confidence in my ability to use scanning techniques to complete sets and trigger events.								
Additional comments:								

I can generalisation scanning skills to other activities.	Date	Date	Date	Date	Date	Date	Date	Date
I can apply the scanning skills learned in HelpKidzLearn software to other activities or contexts.								
I can transfer my understanding of single switch use and scanning techniques to different software programs or devices.								
I can adapt my scanning skills to new situations and environments as needed.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their “My Switch Journey” together!

Developing: create a scene.

Developing: create a scene using a single switch.

A learner can target any available object and activate their switch to add it to the scene. This process must be repeated until all objects are added. Adding the final object will create a scene and cause an event. The activity becomes progressively more difficult as the number of available objects reduces. This builds creative decision-making and switch scanning skills.

▼ Aims.	▼ Objectives.
These aims provide a guide to the development of scanning skills using HelpKidzLearn software, emphasising proficiency in targeting and activating objects, completion of the scanning process, scene creation, progressive difficulty adjustment, attention and engagement enhancement, and switch use generalisation.	These objectives provide specific targets for learners to achieve as they develop scanning skills using HelpKidzLearn software for single switch access, focusing on targeting and activation skills, completion of the scanning process, scene creation, progressive difficulty adjustment, attention and engagement enhancement, and switch use generalisation.
Targeting and activation proficiency: Enable learners to proficiently target available objects within the scanning area using their switch. Build the ability to activate their switch at the appropriate moment to select objects and add them to the scene.	Targeting and activation skills: Learners will demonstrate skills in accurately targeting available objects within the scanning area using their switch. Learners will exhibit proficiency in activating their switch at the precise moment to select objects and add them to the scene.
Completion of scanning process: Guide learners in successfully selecting all available objects during the scanning process to ensure comprehensive scene creation. Reinforce the understanding that each object must be targeted and activated to add it to the scene before moving on to the next object.	Completion of scanning process: Learners will successfully select all available objects during the scanning process to ensure comprehensive scene creation. Learners will understand the importance of targeting and activating each object before proceeding to the next object in the scanning sequence.
Scene creation and event triggering: Facilitate learners in understanding that adding the final object to the scene will complete the activity and trigger a positive animated feedback event. Reinforce the cause-and-effect relationship between adding objects to the scene and the subsequent event occurrence.	Scene creation and event triggering: Learners will comprehend that adding the final object to the scene completes the activity and triggers a positive animated feedback event. Learners will recognise the cause-and-effect relationship between adding objects to the scene and the subsequent event occurrence.
Attention and engagement enhancement: Build learners' attention and engagement throughout the scanning process by ensuring interactive and visually stimulating feedback for each object added to the scene. Encourage learners to stay focused and motivated as they work towards completing the scene and triggering the positive feedback event.	Attention and engagement enhancement: Learners will maintain attention and engagement throughout the scanning process, driven by interactive and visually stimulating feedback for each object added to the scene. Learners will stay focused and motivated as they work towards completing the scene and triggering the positive feedback event.
Switch use generalisation: Support learners in transferring their understanding of single switch use and scanning techniques from this activity to other contexts or activities within HelpKidzLearn software. Promote the application of scanning skills to diverse situations, enhancing adaptability and versatility in switch access usage.	Switch use generalisation: Learners will transfer their understanding of single switch use and scanning techniques from this activity to other contexts or activities within HelpKidzLearn software. Learners will apply scanning skills acquired in this activity to diverse situations, demonstrating adaptability and versatility in switch access usage.

▼ Outcomes: create a scene.

Proficiency in targeting and activation: Learners will demonstrate proficiency in accurately targeting available objects within the scanning area using their switch. Learners will exhibit skills in activating their switch at the precise moment to select objects and add them to the scene.

Successful completion of scanning process: Learners will successfully complete the scanning process by selecting all available objects to ensure comprehensive scene creation. Learners will understand the necessity of targeting and activating each object before progressing to the next object in the scanning sequence.

Understanding of scene creation and event triggering: Learners will comprehend that adding the final object to the scene marks the completion of the activity and triggers a positive animated feedback event. Learners will recognise the cause-and-effect relationship between adding objects to the scene and the subsequent occurrence of the feedback event.

Enhanced attention and engagement: Learners will maintain heightened attention and engagement throughout the scanning process, driven by interactive and visually stimulating feedback for each added object. Learners will remain focused and motivated as they strive towards completing the scene and triggering the positive feedback event.

Generalisation of switch use skills: Learners will transfer their acquired proficiency in single switch use and scanning techniques from this activity to various contexts or activities within HelpKidzLearn software. Learners will apply scanning skills learned in this activity to diverse situations, displaying adaptability and versatility in switch access usage.

▼ Helpful Hints.

Environmental setup: Ensure the learning environment is free from distractions and conducive to focusing on the scanning activity. Position the computer or tablet screen at an appropriate height and angle for easy access and visibility. Adjust the lighting to reduce glare and create a comfortable viewing environment.

Sensory engagement: Choose visually engaging graphics and colourful objects to capture the learner's attention during scanning. Incorporate auditory feedback or sound effects to provide sensory stimulation and reinforce successful interactions. Integrate tactile elements, such as textured objects or tactile overlays, to offer multisensory input and enhance the scanning experience.

Communication support: Provide visual supports, such as written labels or symbols, to clarify the objectives of the scanning activity and the actions required to complete it. Use verbal instructions or cues to guide the learner through the scanning process, emphasising the importance of targeting and activating objects.

Task adaptation: Break down the scanning activity into smaller, manageable steps to support learners in developing each aspect of the process. Adjust the scanning settings within the software to match the learner's pace and preferences, ensuring a comfortable and effective scanning experience. Offer alternative access methods or adaptations, such as switch scanning options or alternative switch, to accommodate the learner's individual needs and abilities.

Motivation and reinforcement: Provide immediate feedback and reinforcement when the learner successfully targets and activates an object during scanning. Use positive reinforcement strategies, such as praise, rewards, or preferred activities, to celebrate achievements and motivate continued engagement. Incorporate motivating elements, such as interactive animations or personalised feedback, to maintain the learner's interest and enthusiasm throughout the scanning activity.

Model: Demonstrate the scanning process to the learner, modelling how to target and activate objects using the switch. Provide guided practice and support as the learner observes and imitates the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for create a scene.

I can understand scanning.	Date	Date	Date	Date	Date	Date	Date	Date
I can identify the scanning area on the screen.								
I can recognise when the scanning area moves along.								
I can understand that I need to activate my switch to select an object.								
Additional comments:								

I can target and activate objects.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to target objects within the scanning area.								
I can activate my switch at the right time to select an object.								
I can repeat the process of targeting and activating objects until all are selected.								
Additional comments:								

I can complete the scanning process.	Date	Date	Date	Date	Date	Date	Date	Date
I can ensure I select all available objects during the scanning process.								
I can wait patiently for the scanning area to reach each object before selecting it.								
I can understand that adding the final object completes the scanning process.								
Additional comments:								

I can develop my skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can adapt to the increasing difficulty as the number of available objects reduces.								
I can remain focused and motivated despite the challenges presented by fewer objects.								
I can tackle increasingly difficult scenarios presented in the activity.								
Additional comments:								

I can use my switch.	Date	Date	Date	Date	Date	Date	Date	Date
I can independently use my switch to target and activate objects.								
I can demonstrate proficiency in single switch access scanning skills.								
I can generalise my switch use skills to other activities or contexts.								
Additional comments:								

As learners confidently master these new switch access skills, let us embark on the next exciting phase of their "My Switch Journey" together!

Developing: exploration.

Developing: exploration using a single switch.

A learner can target any available object and activate their switch to cause different events. The activity becomes progressively more difficult as the number of available objects reduces. Through this process, children not only develop switch scanning skills but also enhance their ability to explore and interact with digital content in a supportive learning environment.

▼ Aims.	▼ Objectives.
These aims provide a guide to the development of single switch scanning skills using HelpKidzLearn software, focusing on enhanced exploration skills, development of switch and scanning skills, memory and cognitive development, functional application, and skill generalisation and transfer.	These learning objectives provide specific targets for learners to achieve as they develop single switch scanning skills using HelpKidzLearn software, encompassing proficiency in switch activation, development of scanning techniques, memory and cognitive development, functional application skills, generalisation and transfer of skills, and engagement and participation in scanning activities.
Enhanced exploration skills: Enable learners to explore various activities within HelpKidzLearn software by targeting and activating different objects using their switch. Provide opportunities for learners to interact with a variety of objects and cause different events, building curiosity and engagement. Scaffold the exploration process, gradually increasing the difficulty level as the number of available objects reduces, to promote skill progression and development.	Proficiency in switch activation: Learners will demonstrate proficiency in activating their switch to target and select objects within HelpKidzLearn software. Learners will accurately time their switch activation to coincide with the scanning area reaching the desired object.
Development of switch and scanning skills: Facilitate the development of switch access skills by encouraging learners to use their switch to select objects during scanning activities. Promote the refinement of scanning skills as learners navigate through different areas or options presented in the software. Reinforce the cause-and-effect relationship between activating the switch and triggering events within the activities, building understanding through skills learnt.	Development of scanning techniques: Learners will master the technique of scanning through different areas or options presented in HelpKidzLearn software. Learners will navigate through activities with decreasing numbers of available objects, demonstrating adaptability and proficiency in scanning.
Memory and cognitive development: Integrate memory-based activities, such as Memory Pairs, to challenge learners in remembering and selecting matching pairs of objects or cards. Provide opportunities for cognitive engagement and problem-solving as learners navigate through tasks that require memory recall and decision-making. Support the development of cognitive skills, such as attention and memory through engaging and interactive exploration activities.	Memory and cognitive development: Learners will engage in memory-based activities, such as Memory Pairs, to improve memory recall and cognitive skills. Learners will demonstrate problem-solving abilities as they select matching pairs of objects or cards during scanning activities.
Functional application: Enable learners to explore functional environments, such as Mandy's House and Treasure Island, within HelpKidzLearn software to promote real-world application of switch and scanning skills. Encourage learners to select rooms or areas within Mandy's House and activate the switch to trigger corresponding effects or events, building independence and functional use of a switch. Engage learners in an interactive exploration of Treasure Island, where they can navigate the map and activate the switch to discover different areas and effects, promoting engagement and learning through functional play.	Functional application skills: Learners will apply their switch and scanning skills to explore functional environments within HelpKidzLearn software, such as Mandy's House and Treasure Island. Learners will independently select rooms or areas within Mandy's House and trigger corresponding effects, promoting functional use of a switch.
Skill generalisation and transfer: Support the generalisation of switch and scanning skills learned within HelpKidzLearn software to other contexts and environments. Encourage learners to transfer their skills to everyday activities and settings, promoting independence and participation in various aspects of daily life. Build the application of learned skills across different software programs and technologies, promoting versatility and adaptability in switch and scanning access.	Generalisation and transfer of skills: Learners will generalise their switch and scanning skills to various contexts and environments beyond HelpKidzLearn software. Learners will transfer learned skills to everyday activities and settings, promoting independence and participation in daily life tasks.

♥ Outcomes: exploration.

Proficient switch activation: Learners will demonstrate proficiency in accurately activating their switch to target and select objects within HelpKidzLearn software. Learners will consistently time their switch activation to coincide with the scanning area reaching the desired object, displaying skills of switch activation skills.

Advanced scanning proficiency: Learners will exhibit advanced scanning proficiency as they navigate through various areas or options presented in HelpKidzLearn software. Learners will adapt to the activities with decreasing numbers of available objects, demonstrating flexibility and skill refinement in scanning techniques.

Enhanced memory and cognitive abilities: Learners will enhance memory recall and cognitive skills through engagement in memory-based activities, such as Memory Pairs. Learners will demonstrate adept problem-solving abilities as they successfully select matching pairs of objects or cards during scanning tasks, displaying cognitive development.

Functional application competence: Learners will apply their switch and scanning skills to explore functional environments within HelpKidzLearn software, such as Mandy's House and Treasure Island. Learners will independently select rooms or areas within Mandy's House and activate corresponding effects, demonstrating functional competence in using a switch.

Generalisation and transfer proficiency: Learners will generalise their switch and scanning skills to various contexts and environments beyond HelpKidzLearn software. Learners will transfer learned skills to everyday activities and settings, exhibiting independence and active participation in a variety of tasks requiring switch access.

Continued engagement and participation: Learners will maintain continued engagement and motivation throughout scanning activities, actively participating in exploration and interaction. Learners will demonstrate continued attention and focus as they navigate through activities and interact with objects using their switch, building ongoing learning and skill development.

♥ Helpful Hints.

Environmental setup: Ensure the learning environment is conducive to exploration, with minimal distractions and comfortable seating arrangements. Position the computer or tablet screen at an appropriate height and angle for easy access and visibility. Create a quiet and calming atmosphere to promote focus and engagement during scanning activities.

Sensory engagement: Choose visually stimulating graphics and colourful objects to capture learners' attention during exploration. Incorporate auditory feedback or sound effects to provide sensory stimulation and reinforce successful interactions.

Communication support: Provide visual supports, such as photos or symbols, to clarify the objectives of the exploration activities. Use verbal instructions or cues to guide learners through the scanning process and encourage active participation.

Task adaptation: Break down exploration activities into smaller, manageable steps to support learners in developing each aspect of the process. Adjust the scanning settings within the software to match the learners' pace and preferences, ensuring a comfortable and effective exploration experience. Offer alternative access methods or adaptations, such as switch scanning options or alternative switches, to accommodate individual needs and abilities.

Motivation and reinforcement: Provide immediate feedback and reinforcement when learners successfully target and activate objects during exploration. Use positive reinforcement strategies, such as praise, rewards, or preferred activities, to celebrate achievements and motivate continued engagement.

Model: Demonstrate the exploration process to learners, modelling how to target and activate objects using the switch. Provide guided practice and support as learners observe and imitate the modelled behaviours, gradually fading prompts and increasing independence over time.

****Delve into the HelpKidzLearn Games & Activities, Chooselt Maker or Inclusive Stories to inspire and engage the child you are supporting.***

Repeating activities is crucial for developing switch skills. (Progress to the next stage of My Switch Journey when you are confident that your pupil has acquired the essential skills.)

Children express themselves in many ways when engaging in activities, adapting their responses to what feels most natural for them. This may be established through facial expressions, body language, or vocalisation, reflecting their individual preferences and comfort levels during the task.

This checklist outlines the steps for developing switch skills using HelpKidzLearn software, incorporating “I can” statements to track progress and support the child’s development. You may want to repeat the activity on several occasions to document the development of switch access skills.

This information can be referenced in the provided checklists.

Checklist for create a scene.

I can develop my exploration skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can target any available object using my switch.								
I can activate my switch to cause different events within the activity.								
I can navigate through activities that become progressively more difficult as the number of available objects reduces.								
Additional comments:								

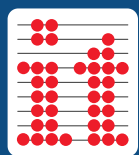
I can explore Memory Pairs activity.	Date	Date	Date	Date	Date	Date	Date	Date
I can use my switch to select a card when the scanning area is on the card.								
I can watch the scanning area move around the cards and enable a second card selection.								
I can find a pair by using memory and switch skills during the scanning selection process.								
Additional comments:								

I can explore Mandy's House.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore Mandy's House and select rooms with a light on when the scanning area moves to this area of the house.								
I can trigger effects or events within Mandy's House by selecting specific rooms using my switch.								
I can understand the cause-and-effect relationship between selecting rooms and triggering events within Mandy's House.								
Additional comments:								

I can explore Treasure Island.	Date	Date	Date	Date	Date	Date	Date	Date
I can explore Treasure Island by activating my switch as the scanning area moves to different areas of the map.								
I can observe the effects or events triggered by activating my switch in different areas of Treasure Island.								
I can engage in interactive exploration and discover various effects or surprises hidden within Treasure Island.								
Additional comments:								

I can develop my switch and scanning skills.	Date	Date	Date	Date	Date	Date	Date	Date
I can develop switch and scanning access skills through exploration activities within HelpKidzLearn software.								
I can enhance my ability to target and activate objects using my switch, promoting independence and participation.								
I can generalise and transfer the skills learned during exploration activities to other contexts and environments.								
Additional comments:								

'My Switch Journey.' Explore further possibilities within HelpKidzLearn software to deepen switch access proficiency and nurture ongoing growth in the children you are working with.



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