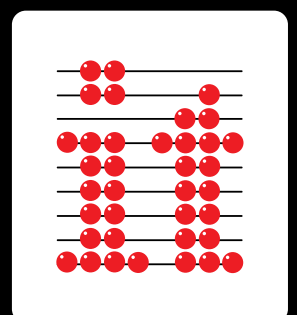


Exploring and Playing

Guidebook



Exploring and Playing Credits

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Exploring and Playing - Introduction

18 fun packed games and exploring opportunities to play on your own and with friends. Assess and improve your targeting and access skills and progress from cause and effect to early choice making. Learn to take turns or do just what you want. You can even make your own music machine!



Take Turns

- Introduce concept of choosing from more than 1 item on a screen. Includes sequential, forced order and two player access.
- Develop dwell select skills of 2+ large targets.
- Teach turn taking concepts; take turns to interact, take turns to do a job, take turns to play a game



Explore

- A progression of easy to access targeting activities.
- Develop dwell select skills with 4 – 8+ targets and introduce select and drag access.
- Teach purposeful exploration of the screen and early control skills.



Choose Anything

- Introduce choice making with multiple errorless choices.
- Develop and reinforce multiple target access skills.
- Teach early choice making skills and provide opportunities to express preferences in an error free environment.

For optimum use of this software, please ensure you:

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

Options, Analysis and Progression

Options

Extensive option menus allow you to:



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

Unique Multiplayer options.

In the Take Turns section, eye gaze users can choose to play with others. The 2nd player can use the keyboard (or switch set up to emulate Space or Enter keys). Use the options to decide

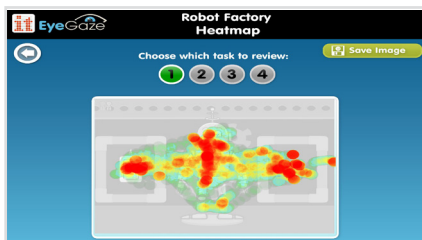
which side of the screen the eye gaze user controls and which keyboard press to use.

Analytics

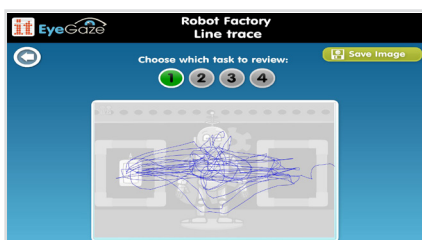
Powerful, easy to use analysis tools allow you to record and review eye gaze skills.



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

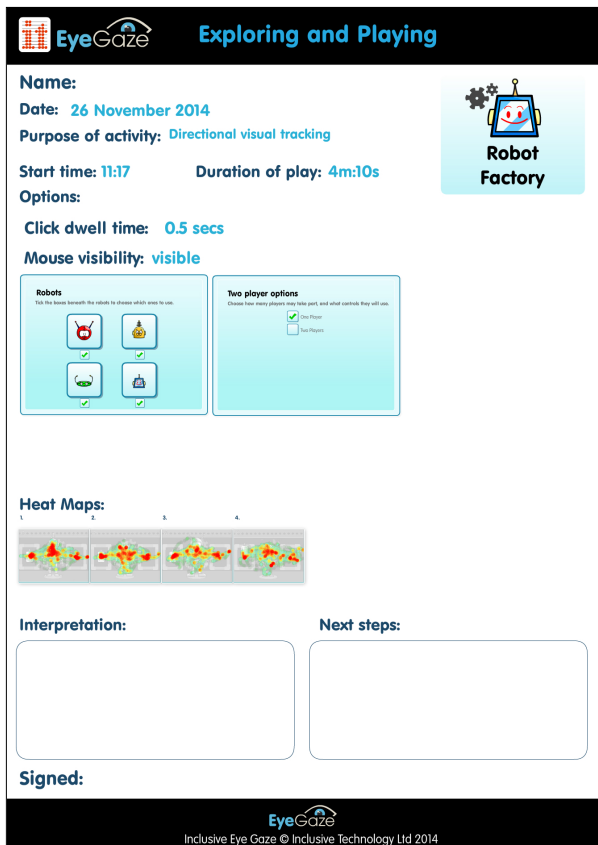


- Choose **Heat Map** for showing areas of concentrated gaze during activity.
- **Save Activity** will save all the task heat maps in this activity.
- **Load Activity** will load a previously saved activity to view all heat maps in this activity. Only saved versions of THIS ACTIVITY will view here.
-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



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

Summary



The screenshot shows the 'EyeGaze Exploring and Playing' summary interface. At the top, it displays the EyeGaze logo and the title 'Exploring and Playing'. Below this, a 'Name:' field is followed by a 'Date:' field showing '26 November 2014'. The 'Purpose of activity:' is 'Directional visual tracking'. 'Start time:' is '11:17' and 'Duration of play:' is '4m:10s'. Under 'Options:', 'Click dwell time:' is '0.5 secs' and 'Mouse visibility:' is 'visible'. A 'Robot Factory' icon is shown. Below these are two sections: 'Robots' with four icons (a red robot, a yellow robot, a green robot, and a blue robot) and 'Two player options' with checkboxes for 'Use Floor' (checked) and 'Use Report' (unchecked). At the bottom, there are 'Heat Maps' showing four small maps, 'Interpretation:' and 'Next steps:' text boxes, and a 'Signed:' field. The footer includes the EyeGaze logo and 'Inclusive Eye Gaze © Inclusive Technology Ltd 2014'.

Save Summary will produce a report (JPEG file) that gives you a record of:

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

Exploring and Playing - Progression

The activities in Exploring and Playing have been progressively structured primarily according to access skills - moving from 2 targets to 8 targets and from mouse rollover activation to dwell select and dwell and drag.

Careful consideration should also be given to the choice of activities for individual students relating to their cognitive or developmental abilities. In each section, i.e. Take Turns, Explore and Choose Anything, the activities are approximately structured according to cognitive demand, starting from easiest e.g. Robot Factory and ending with the most demanding e.g. Snap.

However, the sections are not necessarily arranged in order of learning skills. Many students will find the Explore and Choose Anything sections less demanding cognitively than the Take Turns section. Some students may not be at the stage of playing a game with another player but may enjoy activating a simple sequence, exploring the screen or making errorless choices on their own.

If you are not sure where to start with your student, choose the first activity from each section and gauge their responses with the help of the analysis tools. Although structured for guidance, it is not essential to work through these activities in a linear way. It is also OK to dip randomly into the activities or choose ones that you think fit the student's interests, abilities or age level best.

Take Turns

- Introduce concept of choosing from more than 1 item on a screen. Includes sequential, forced order and two player access.
- Develop dwell select skills of 2+ large targets.
- Teach turn taking concepts; take turns to interact, take turns to do a job, take turns to play a game



1. Robot Factory

Dwell select. 2 target areas. 2 player option. Take turns to do a job.

2. Chop Chop

Dwell select. 2 target areas. 2 player option. Take turns to do a job.

3. Playground

Dwell select. 2 target areas. 2 player option. Take turns to interact.

4. Gossip

Dwell select. 2 target areas. 2 player option. Take turns to interact.

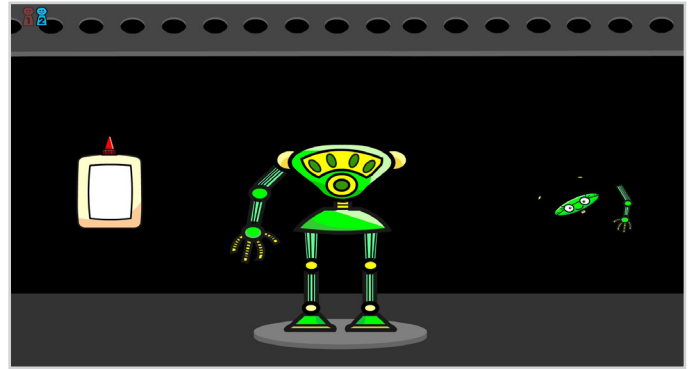
5. Pass the Parcel

Dwell select. 3 target areas. 2 + 3 player options. Take turns to play a game.

6. Snap

Dwell select. 3 target areas. 2 player option. Take turns to play a game.

Robot Factory



Description of Activity

- A pile of robot parts drops onto one side of the screen and a glue bottle on the other. Look at the robot parts and one piece flies to the middle, now look at the glue to make it squirt where the next piece will go. Robot parts and glue need to be looked at in turn to complete the robot.
- 6 pieces in total to build for each robot and 4 different robots to make.

Purpose of Activity

- To assess visual attention skills for 2 objects on screen.
- To introduce the concept of choosing from more than 1 object on screen.
- To develop dwell select skills of 2 targets.
- To teach concept of sequencing, choosing objects in the correct order to complete a task.
- To teach turn taking skills with 2 player option - taking turns to do a job.

What we are interested in

- Can the student easily shift their gaze from one object to another?
- Does the student demonstrate understanding of choosing objects in turn?
- Does the student follow or anticipate the animation?
- Does the student demonstrate turn taking behaviours?

Language Support

Talk about what is happening in the activity and what happens when each is selected e.g. where glue is squirted, which body part is glued on. Verbally guide students if needed to the “glue” and “robot parts” to teach sequence.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Robots:** Choose which robots you want to build, if a student has a particular preference.
- **Two Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player** - choose this option to play with your sibling, friend, teacher or therapist and develop turn taking skills. Choose which object each player will control and how they will control it. NB one user plays using eye gaze, the other player uses the keyboard or switch set to emulate Space or Enter keys.

Chop Chop



Description of Activity

- Our lumberjacks want to build a log cabin in the woods. Help them chop down a tree, chop logs, fix walls and fittings to make their perfect home.
- Each lumberjack must take it in turns to do the work. Look at the man first to start chopping.
- With 6 'turns' for each task and 4 tasks to complete the cabin.

Purpose of Activity

- To assess visual attention skills for 2 objects in a scene on screen.
- To introduce the concept of choosing from more than 1 object on screen.
- To develop dwell select skills of 2 targets.
- To teach concept of sequencing, choosing objects in the correct order to complete a task.
- To teach turn taking skills with 2 player option - taking turns to do a job.

What we are interested in

- Can the student distinguish objects from their background?
- Can the student easily shift their gaze from one object to another?
- Does the student demonstrate understanding of choosing objects in turn?
- Does the student follow or anticipate the animation?
- Does the student demonstrate turn taking behaviours?

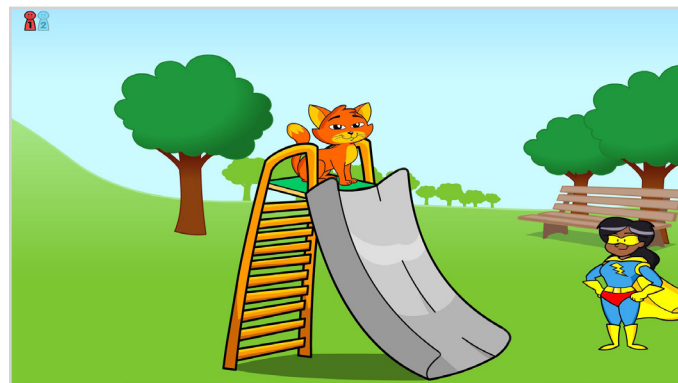
Language Support

Introduce the lumberjack man and woman. Ask the question "Whose turn is it?". Talk about actions e.g. chopping, hammering. Talk about materials and house parts. Talk about emotions e.g. tired, someone else's turn. Make comments e.g. hard work, one more, nearly finished.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Two Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player** - choose this option to play with your sibling, friend, teacher or therapist and develop turn taking skills. Choose which character each player will control and how they will control it. NB one user plays using eye gaze, the other player uses the keyboard or switch set to emulate Space or Enter keys.

Playground



Description of Activity

- Our friends are on the playground and are very excited to slide, swing, bounce and see-saw. But they must each take their turn to play on the equipment.
- You decide whose turn it is now by selecting the appropriate character. Choose the character on the left to start the game, then each character must be selected in turn.
- With 4 'turns' for each character on each piece and 4 different pieces of play equipment to complete the activity.

Purpose of Activity

- To assess visual attention skills for 2 objects in a scene on screen.
- To introduce the concept of choosing from more than 1 object on screen.
- To develop dwell select skills of 2 targets.
- To teach concept of sequencing, choosing objects in the correct order to complete a task.
- To teach turn taking skills with 2 player option - taking turns to interact.

What we are interested in

- Can the student distinguish objects from their background?
- Can the student easily shift their gaze from one object to another?
- Does the student demonstrate understanding of choosing objects in turn?
- Does the student follow or anticipate the animation?
- Does the student demonstrate turn taking behaviours?

Language Support

Introduce the characters. Ask the question "Whose turn is it?". Talk about playgrounds and play equipment. Talk about actions e.g. sliding down, swinging, bouncing. Talk about emotions e.g. funny, dizzy, like it. Make comments e.g. not their turn, not fair.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Equipment:** You can select individual pieces of equipment to play on in the activity if a student demonstrates a preference or you would like to reduce choice.
- **Characters:** You can select individual characters to play in the activity if a student demonstrates a preference.
- **Two Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player** - choose this option to play with your sibling, friend, teacher or therapist and develop turn taking skills. Choose which character each player will control and how they will control it. NB one user plays using eye gaze, the other player uses the keyboard or switch set to emulate Space or Enter keys.



Description of Activity

- The shop is open and ready for the next customer to walk through the door. The shopkeeper should greet the customer and have a conversational exchange with them, each one taking it in turns for their part of the conversation, to get their shopping done.
- Look at the door to let the customer in. Look at the shopkeeper to greet the customer. Now look at the customer and shopkeeper in turn to complete the purchase.
- With 4 'turns' for each customer and 4 customers to complete the activity.

Purpose of Activity

- To assess visual attention skills for 2 objects in a scene on screen.
- To introduce the concept of choosing from more than 1 object on screen.
- To develop dwell select skills of 2 targets.
- To teach concept of sequencing, choosing objects in the correct order to complete a task.
- To teach turn taking skills with 2 player option - taking turns to interact/have a conversation.

What we are interested in

- Can the student distinguish objects from their background?
- Can the student easily shift their gaze from one object to another?
- Does the student demonstrate understanding of choosing objects in turn?
- Does the student follow or anticipate the animation?
- Does the student demonstrate turn taking behaviours?

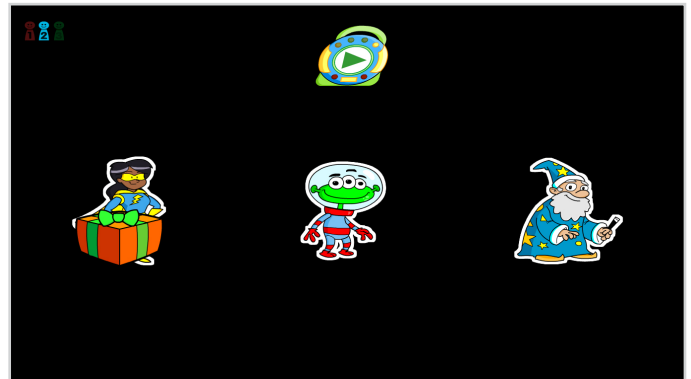
Language Support

There are lots of opportunities to input language in this activity. Ask the question "Whose turn is it?". Fill in the conversation turns with language appropriate to your user e.g. "Hello, how can I help you sir?". Talk about the actions e.g. using till, paying money. Talk about purchases e.g. "What will the Fairy buy?", "the Wizard likes reading newspapers". Make comments e.g. that's nice, funny.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** You can select individual characters to play in the activity if a student demonstrates a preference.
- **Two Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player** - choose this option to play with your sibling, friend, teacher or therapist and develop turn taking skills. Choose which object each player will control and how they will control it. NB one user plays using eye gaze, the other player uses the keyboard or switch set to emulate Space or Enter keys.

Pass the Parcel



Description of Activity

- Our friends are at a party and it's time to play "Pass the Parcel". Each character takes it in turns to hold the parcel whilst the music plays. If the music stops whilst the character is holding it, they get to open the parcel and win the prize inside.
- Select the character whose turn it is next. Turns go from left to right, 1, 2, 3 then back to the 1st one on the left. If the wrong character is selected, the right character will prompt you.
- The music stops randomly so each play lasts a different time. With 4 parcels to unwrap to complete the activity.

Purpose of Activity

- To assess visual attention skills for 3 objects on screen.
- To introduce the concept of choosing from more than 1 object on screen.
- To develop dwell select skills of 3 targets.
- To teach concept of sequencing, choosing objects in the correct order to complete a task.
- To teach turn taking skills with 2 or 3 player options - taking turns to play a game.

What we are interested in

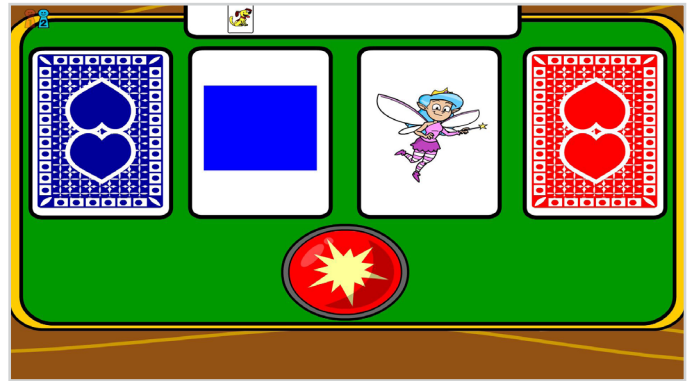
- Can the student easily shift their gaze from one object to another?
- Does the student demonstrate understanding of choosing objects in turn?
- Does the student demonstrate understanding of "Whose next?"
- Does the student demonstrate turn taking behaviours?

Language Support

Introduce the characters. Ask the question "Whose turn is it?". Talk about parties and party games. Talk about actions e.g. stop, go, passing, unwrapping. Talk about emotions e.g. winning, losing. Make comments e.g. not their turn, great, rubbish.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Characters:** You can select individual characters to play in the activity if a student demonstrates a preference.
- **Multi Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player + Three Player** - choose these options to play with your siblings, friends, teachers or therapists and develop turn taking skills. Choose which character each player will control and how they will control it, e.g. player 1 uses eye gaze, player 2 uses the keyboard Space key and player 3 uses a switch set to emulate the Enter key.



Description of Activity

- A traditional matching game. Turn over the red and blue cards in turn, check to see if they match, if they do, select the Snap button.
- Start the game with the blue card pile on the left, then select the red card pile. Continue selecting in sequence, until you spot a match.
- Matching cards appear randomly so each play lasts a different time. With 6 matching pairs to find to complete the activity.

Purpose of Activity

- To assess visual comparison and discrimination skills.
- To introduce the concept of simple game play.
- To develop dwell select skills of 3 targets.
- To teach concept of sequencing, choosing objects in the correct order to play a game.
- To teach turn taking skills with 2 player option - taking turns to play a game.

What we are interested in

- Does the student shift their gaze from one image to another?
- Can the student compare and discriminate between 2 images?
- Does the student demonstrate understanding of same and different?
- Does the student understand simple game rules?
- Does the student demonstrate turn taking behaviours?

Language Support

Introduce the game rules. Ask the question "Whose turn is it?". Talk about same and different and matching. Make comments e.g. not their turn, winning, losing.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate object when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Your Images:** You can select your own images to appear on the cards if a student demonstrates a preference or you would like to assess performance with specific images. Sample images are provided. Click on the image and browse to one you would like to use on your computer. Tick or untick images to be displayed.
- **Characters & Shapes:** You can select individual characters or shapes to appear on the cards if a student demonstrates a preference or you would like to assess performance with specific images.
- **Two Player Options:** **One Player** - choose this option to assess visual attention, develop dwell select skills and teach simple sequencing. **Two Player** - choose this option to play with your sibling, friend, teacher or therapist and develop turn taking skills. Choose which character each player will control and how they will control it. NB one user plays using eye gaze, the other player uses the keyboard or switch set to emulate Space or Enter keys.

Explore

- A progression of easy to access targeting activities.
- Develop dwell select skills with 4 – 8+ targets and introduce select and drag access.
- Teach purposeful exploration of the screen and early control skills.



1. Cup of Tea

Mouse rollover. 4 target areas.

2. Magic Machine

Mouse rollover. 6 target areas.

3. The Hills Have Eyes

Dwell select. 8 target areas.

4. I Like Driving In My Car

Dwell select on/off. 4 target areas.

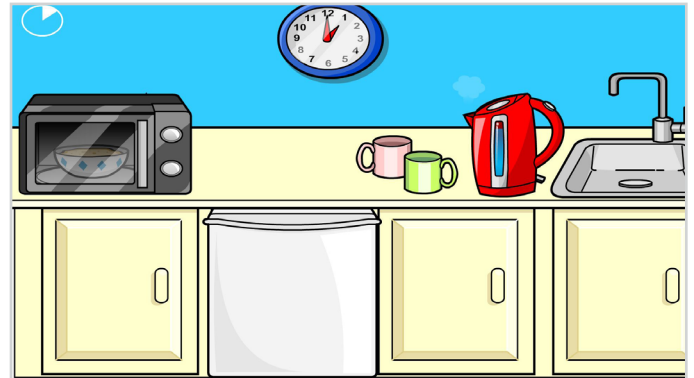
5. You've Changed

Dwell select sequence. 7 target areas.

6. Yum Yuck

Select and Drag. 2 target areas.

Cup of Tea



Description of Activity

- It's time to explore what happens in the kitchen. Help make breakfast, lunch, a cake then tidy it all up!
- Look at different areas of the scene to watch them animate (no need to select). The longer you watch an area the longer it animates. Can you make a cup of tea or wash all the clothes in time?
- With 4 active areas in each scene and 4 scenes to explore to complete the task. Length of time to explore each scene can be set in options.

Purpose of Activity

- To assess visual attention skills for 4 important features in a scene.
- To introduce the concept of controlling images on screen with mouse rollover action.
- To encourage active exploration of a scene.

What we are interested in

- What areas of the screen does the student attend to?
- Does the student demonstrate active exploration of more than 1 area or feature?
- Does the student demonstrate understanding of control with purposeful looking?

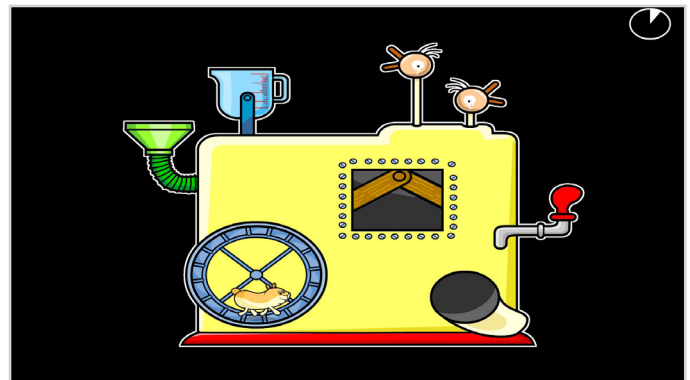
Language Support

Introduce the kitchen scene and tasks. Ask the question "What happens here?". Talk about food, meal times, cooking and cleaning. Make comments e.g. "oow nice cup of tea!", "What a messy kitchen!".

Options

- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Activity:** You can select individual scenes to play in the activity if a student demonstrates a preference.
- **Timeout:** You can choose the length of time each scene lasts. Some students may need longer than the default time to process visual images and enjoy fully exploring the scene.

Magic Machine



Description of Activity

- It's time to explore what the wacky magic machines do. Help spin wheels, blow up balloons and crank handles with interesting sound effects, all with just a look!
- Look at different areas of the machine to watch them animate (no need to select). The longer you watch an area the longer it animates. Can you look at it long enough to produce a result?
- With 6 active areas in each machine and 4 machines to explore to complete the task. Length of time to explore each machine can be set in options.

Purpose of Activity

- To assess visual attention skills for 6 important features in a scene.
- To introduce the concept of controlling images on screen with mouse rollover action.
- To encourage active exploration of a scene.

What we are interested in

- What areas of the screen does the student attend to?
- Does the student demonstrate active exploration of more than 1 area or feature?
- Does the student demonstrate understanding of control with purposeful looking?

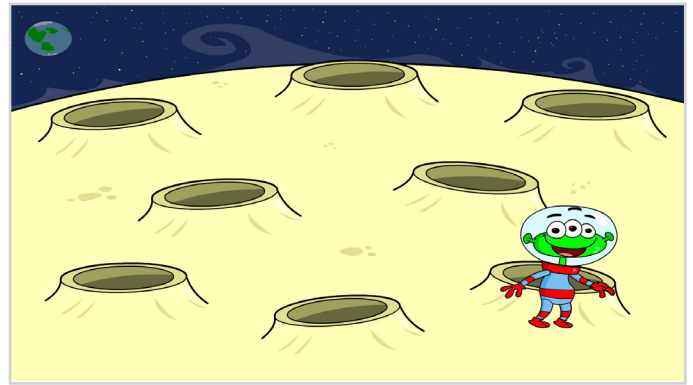
Language Support

Introduce the machine and parts. Ask the question "What happens here?". Talk about machine parts and actions. Make comments e.g. "oo nice spinning!", "That noise is funny".

Options

- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Machines:** You can select individual machines to play in the activity if a student demonstrates a preference.
- **Timeout:** You can choose the length of time each scene lasts. Some students may need longer than the default time to process visual images and enjoy fully exploring the scene.

The Hills Have Eyes



Description of Activity

- A simple visual attention game. Catch the character as it peeps from its hole in the hill.
- Character's eyes will appear from a random hole in the scene. Look and dwell on the hole to "catch" the character. Length of time eyes appear for can be altered in options to increase or decrease difficulty.
- With 8 holes in each scene to catch characters from and 4 scenes to play to complete the task.

Purpose of Activity

- To assess visual attention skills for objects appearing in a scene.
- To develop dwell select skills for 8 targets.
- To develop visual scanning skills.
- To encourage increased visual attention to a scene on screen.

What we are interested in

- Does the student notice characters appearing in all locations on the screen?
- Can the student easily dwell select all locations on screen?
- Does the student demonstrate visual scanning behaviours?
- Does the student demonstrate sustained visual attention to the screen?

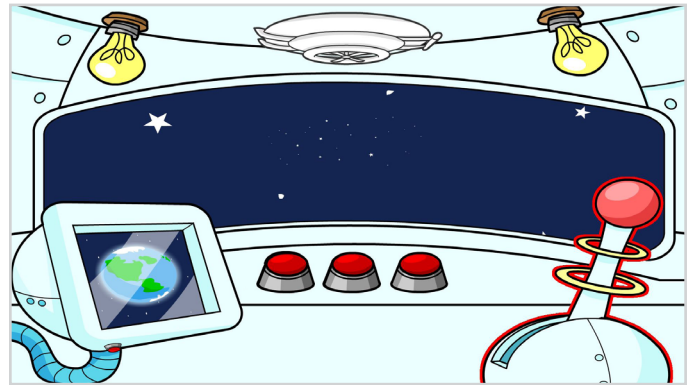
Language Support

Introduce the scene and characters. Ask the questions "Where are they?", "Who's that?". Count the characters caught. Make comments e.g. "got him!", "Any more hiding?".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Difficulty:** Choose the Easy level for students needing plenty of time to scan the scene. Choose Medium or Hard to encourage more focussed attention to activity play.
- **Scenes:** You can select individual scenes to play in the activity if a student demonstrates a preference.

I Like Driving In My Car



Description of Activity

- You are the driver of a car, bus, train and spaceship! Make it stop and go, beep your horn or start the ticket machine whirring until you reach your destination.
- Look at a feature of the vehicle and dwell to switch it on. Look and dwell again to switch it off. Explore the effects of turning on and off each feature in different vehicles.
- With 4 features in each vehicle to turn on and off and 4 vehicles to drive to complete the task. Length of time to drive each vehicle can be controlled in the options.

Purpose of Activity

- To assess visual attention skills for 4 important features in a scene.
- To develop dwell select skills for 4 targets.
- To introduce concepts of on/off, stop/go.
- To introduce concept of control using dwell select.

What we are interested in

- Does the student actively explore all features on the screen?
- Can the student easily dwell select all locations on screen?
- Does the student demonstrate understanding of on/off, stop/go?
- Does the student demonstrate understanding of control using dwell select with purposeful looking behaviour?

Language Support

Introduce the vehicle and features. Ask the question "What does that do?" Talk about on and off plus stop and go relating to the actions of selection. Talk about going in a car/bus/train/spaceship. Make comments e.g. "that's fast!", "What a noisy whistle!".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select the appropriate feature when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Vehicles:** You can select individual vehicles to play in the activity if a student demonstrates a preference.
- **Timeout:** You can choose the length of time each vehicle scene lasts. Some students may need longer than the default time to process visual images and enjoy fully exploring the scene.

You've Changed



Description of Activity

- A simple visual attention and targeting activity. Help the eggs turn into butterflies or frogs by selecting them repeatedly and watching as they transform to each stage.
- Look and dwell on an egg to make it turn into a caterpillar. Look and dwell on the caterpillar to turn it into a chrysalis, then again to finally transform to a butterfly. With frogspawn to frog cycle activities too.
- With 7 eggs to transform in each scene and 4 scenes to play to complete the activity.

Purpose of Activity

- To assess visual attention skills for change/ detail.
- To develop dwell select skills for 7 targets.
- To introduce concept of multiple or sequenced selection.
- To teach concept of life cycles.

What we are interested in

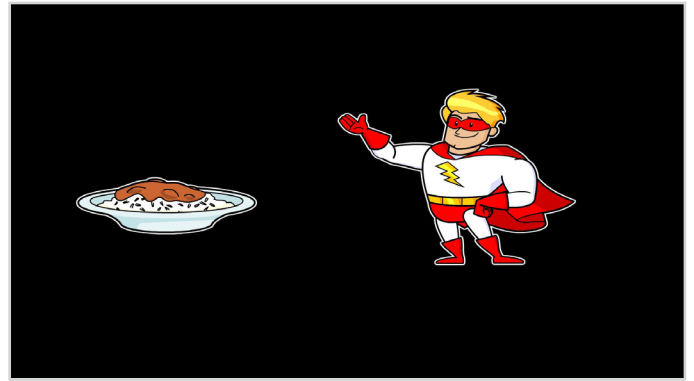
- Does the student notice all images in all locations?
- Does the student notice when a change occurs on screen?
- Can the student dwell select all areas easily?
- Does the student demonstrate understanding of sequenced selection/ life cycle sequence?

Language Support

Introduce the scene and target areas. Ask the question "What will that turn into?". Talk about butterfly and frog life cycle stages. Count the butterflies/ frogs. Make comments e.g. "one more to change", "off he flutters!".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select a target when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Scenes:** You can select individual scenes to play in the activity if a student demonstrates a preference.



Description of Activity

- Our friends are hungry, but we are not sure what they like to eat. Give them some food and see how they react. Is it yummy or yucky?
- Look and dwell on the food and it now follows where you look. Look and dwell on the character to give him the food. Practice dwell and drag from left to right, up to down, right to left and down to up.
- With 5 items of food to feed each character and 4 characters (directions) to feed to complete the activity.

Purpose of Activity

- To assess visual movement between 2 targets on screen.
- To introduce concept of and develop dwell and drag skills.
- To introduce concept of like/ don't like.

What we are interested in

- Can the student move and drop food items on the character smoothly and quickly? In all directions?
- Does the student respond appropriately to the character's reactions?
- Do they anticipate the character's reactions?

Language Support

Introduce the character and food items. Ask the question "Will they like it?". Talk about what food you and your student like/ dislike. Make comments e.g. "ooo how yucky!", "he really likes that!".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select food and drop on the character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Direction:** You can select individual directions to drag items in during the activity if you need to assess or practice a specific goal.
- **Characters:** You can select individual characters to play in the activity if a student demonstrates a preference.
- **Background:** You can alter the colour of the background in this activity for assessment or if a student has a specific visual preference.

Choose Anything

- Introduce choice making with multiple errorless choices.
- Develop and reinforce multiple target access skills.
- Teach early choice making skills and provide opportunities to express preferences in an error free environment.



1. Disco

Dwell select. 5 - 6 target areas. On/off choices.

2. My Space

Dwell select. 3 target areas. Scrolling choices

3. Drink Up

Dwell select. 8 target areas. Preference choices

4. Splat

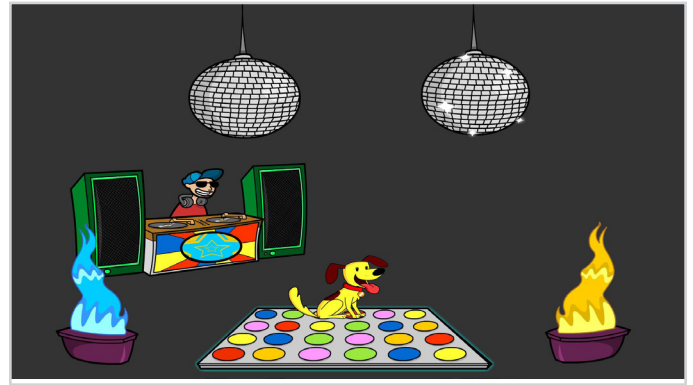
Dwell select. 6, 9 or 12 target areas. Moving choices.

5. Hide and Peep.

Dwell select. 7 - 8 target areas. Guessing choices.

6. Juke Box

Dwell select. 2, 4 or 6 target areas. Personalised choices.



Description of Activity

- Put on your disco suit and get ready to strut your stuff! You are in control of the decks, the lighting and the special effects. Turn them on and off as you like and start the music to get the characters funkying their stuff on the dance floor.
- Look and dwell on items in the disco to turn them on. Look and dwell again to switch them off. Look and dwell on the DJ to start the music and get the characters dancing. Each new music track brings a new character to the dance floor. If the music track plays for 20 seconds continuously, the disco ends and you can choose a different disco to control.
- With 4 different discos to explore to complete the activity.

Purpose of Activity

- To develop dwell select skills of 5 - 6 targets.
- To develop understanding and control skills - switching things on and off.
- To introduce choice making with errorless choices.
- To introduce expressing preferences.

What we are interested in

- Can the student dwell select all items in the disco quickly and easily?
- Does the student demonstrate understanding of control?
- Does the student actively explore all items in the disco?
- Does the student demonstrate preferences?

Language Support

Introduce the scene and disco items. Ask the question "What shall we turn on?". Talk about what music you and your student like/ dislike. Make comments e.g. "ooo funky tune!", "love the sparkly disco balls!".

Options

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

My Space



Description of Activity

- It's time to decorate your room. Choose your paint, bed, curtains and accessories to make it just how you like it, then watch it come to life!
- A choice of 3 items are presented at the bottom of the screen. They are inactive for a short time to give opportunity to look at them all. You then dwell select the one of your choice and this takes effect in the room scene. 3 more choices are then offered until the room is complete.
- With 8 sets of choices offered and the choice to quit or play again at the end.

Purpose of Activity

- To develop dwell select skills of 3 targets on a changeable menu.
- To introduce choice making with errorless choices.
- To introduce expressing preferences.

What we are interested in

- Does the student scan all the choices available before making a choice?
- Can the student easily select an item of their choice?
- Does the student demonstrate preferences?

Language Support

Introduce the scene and choice items. Ask the question "What shall we put in our room?". Talk about what furniture/ accessories you and your student like/ dislike. Make comments e.g. "ooo nice colour!", "the hamster is funny!".

Options

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

Drink Up



Description of Activity

- What would you like to drink? Fancy a coffee or a bottle of coke? Fill it up, then drink it up and ask your friends what they would like. A simple errorless choice making activity to explore preferences.
- A choice of 8 receptacles or food items are presented. Dwell select an item and it fills up or is dispensed. Dwell select it again and a hand reaches out, removes it and drinks/eats it up.
- Choose all the items to complete a scene, with a choice of 4 different 'cafe' scenes to explore to complete the activity.

Purpose of Activity

- To develop dwell select skills of 8 targets.
- To introduce choice making with errorless choices.
- To introduce expressing preferences.

What we are interested in

- Does the student scan all the choices available before making a choice?
- Can the student easily select an item of their choice?
- Does the student demonstrate preferences?

Language Support

A great activity to introduce pretend/ role play. Pretend to drink or eat items and react to choices made by the student. Ask the question "What would you like to drink?". Talk about cafes and what food you and your student like/dislike. Make comments e.g. "yummy ice cream!", "I don't like milkshakes".

Options

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



Description of Activity

- Splat bugs, spooky shapes, spaceships or fruit with just a look, but watch out, they never keep still! A fun game to improve tracking and dwell select skills for moving targets.
- Splat the characters by dwell selecting them. Choose 6, 9 or 12 characters to splat in the options.
- Splat all the characters to complete the scene, with a choice of 4 different scenes to play to complete the activity.

Purpose of Activity

- To develop dwell select skills of moving targets.
- To introduce choice making with errorless choices.
- To introduce expressing preferences.

What we are interested in

- Can the student easily track and select an item of their choice?
- Does the student demonstrate preferences?

Language Support

Introduce the scene and characters. Ask the question "Which one shall we splat?". Talk about bugs, aliens, ghosts, fruit, arcade games etc. what you and your student like and dislike. Make comments e.g. "excellent, got him!", "he looks cross".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select a character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Number of Characters:** You can choose how many characters appear in the scene; 6, 9 or 12. Choose fewer characters for shorter, easier activity. Default number is 9.
- **Character Size:** You can choose the size of the characters appearing in the scene; small, medium or large. Choose a larger size for easier targeting. Default size is medium.

Hide and Peep



Description of Activity

- Let's play a game of hide and peep! Close your eyes whilst the character hides then try to guess where they are in the room. Watch out, you might also find the odd spider or two!
- Dwell select pieces of furniture or areas of the room to guess where the character is hiding. Characters hide in random places each time the game is played so length of game play alters.
- Find the character in each room, with 4 rooms to explore to complete the activity

Purpose of Activity

- To develop dwell select skills of 7 - 8 targets.
- To introduce choice making with guessing choices.
- To introduce expressing preferences.

What we are interested in

- Does the student scan the scene before making a choice?
- Can the student easily select an item of their choice?
- Does the student demonstrate preferences?

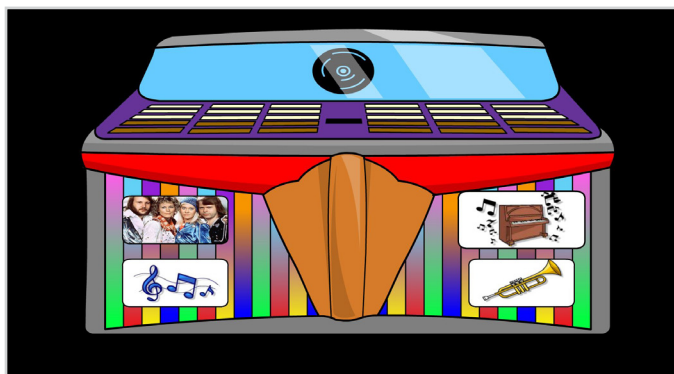
Language Support

Introduce the scene and explain the game. Ask the question "Where is he hiding?". Talk about houses, rooms, furniture, games etc. what you and your student like and dislike. Make comments e.g. "well done, found him!", "he's not under there".

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select an item when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Number of Characters:** You can choose how many characters appear in the scene; 6, 9 or 12. Choose fewer characters for shorter, easier activity. Default number is 9.
- **Characters:** You can select individual characters to play in the activity if a student demonstrates a preference.

Juke Box



Description of Activity

- Your very own customisable music machine. Add the tracks you want with accompanying pictures, then play and pause them for as long as your jukebox money lasts.
- Dwell select jukebox buttons to play a track, dwell select again to pause. Have a choice of 2, 4 or 6 different tracks displayed at one time to choose from.
- The jukebox has an automatic timeout (need to put more money in!) which can be altered in the options.

Purpose of Activity

- To develop dwell select skills of up to 6 targets.
- To introduce choice making with personalised choices.
- To introduce expressing preferences.

What we are interested in

- Does the student scan all the buttons before making a choice?
- Can the student easily select an item of their choice?
- Does the student demonstrate preferences?

Language Support

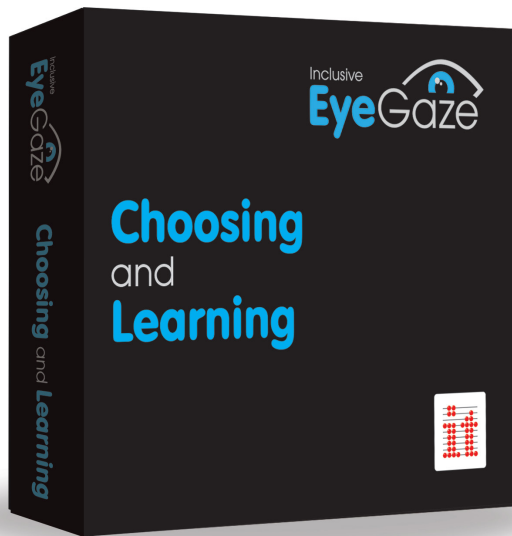
Introduce the jukebox and music choices. Ask the question “Which one shall we play?”. Talk about music, pop groups etc. what you and your student like and dislike. Make comments e.g. “that’s a dancy tune!”, “my favourite”.

Options

- **Dwell Time:** Alter the dwell time so that it is easier or harder for the student to select a character when looked at.
- **Mouse Visibility:** The default is for the mouse to be visible as this can be a useful guide for supporting staff to gauge eye gaze position during the activity. Turn this invisible if it is likely to distract the student.
- **Jukebox Buttons:** You can choose how many buttons appear on the jukebox; 2, 4 or 6. Default number is 4.
- **Jukebox Contents:** Here you can add up to 12 of your own images and soundtracks and select which soundtracks are used in the activity. Click on an image to browse to a file on your computer. Click on the musical notation to browse to select your own soundtrack. Click on the play button to hear a preview of the soundtrack. Select or deselect the image box to choose which are used in the activity.

Next Steps...

Exploring and Playing is the second in the Inclusive Eye Gaze Learning Curve Suite. You might also be interested in:



Choosing and Learning

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

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

1. Preferred Choices

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

2. Linear Choices

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

3. Multiple Choices

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

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

HelpKidzLearn

www.HelpKidzLearn.com

Choose It! Maker 3

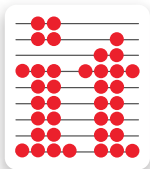
www.HelpKidzLearn.com/CM3

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