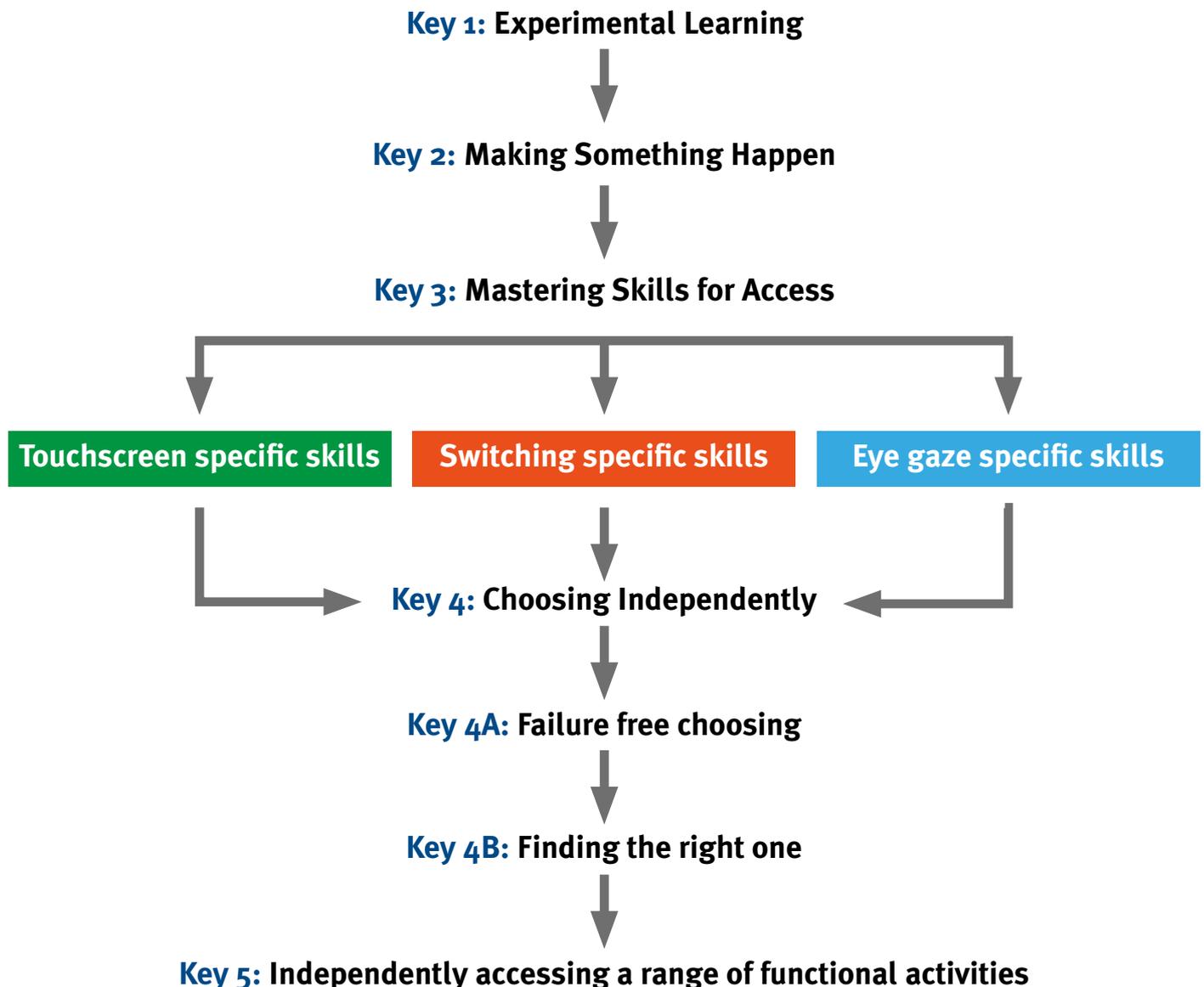


# Unlocking Abilities: Keys for Developing Touchscreen, Switch and Eye Gaze Skills For Learning and Beyond



## Adapted from;

Bean, Ian. (2011) Inclusive Technology, Learning Journeys: Switch Progression Road Map. Retrieved from <http://www.ianbean.co.uk>

Burkhart, L. (2012) Stepping Stones To Switch Access (Two Switch Step Scanning). Retrieved from <http://lindaburkhart.com>

Tobii Eye Gaze Learning Curve: A clear pathway to success with Eye Control and Gaze Interaction Retrieved October 7, 2016 from <http://www.tobiidynavox.com>



Unlocking Abilities: Developing touchscreen, switch and eye gaze skills for learning and beyond  
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## Using the Unlocking Abilities Framework

No matter what access method (touchscreen, switching or eye gaze) a student is using, there is a progression of skills needed for the student to learn to use this access method for a range of functional activities. It can often appear a student understands 'cause and effect' but they cannot yet use their access method to make independent choices. This framework acts as a guide for how to teach the student to develop the skills to bridge this gap. Not all students may progress to using an access method for communication and computer access, however any progression in their access skills will improve their opportunities for active participation in learning and daily activities.

This framework can be used as a guide to evaluate a student's current access skills, monitor their progress in developing their access skills and compare success of various access methods trialled. Often a student may need to trial a range of access methods to find what is best for them or they may use a range of access methods for different activities.

The framework is not a fixed progression. Students may be working on multiple keys at once or enter the framework at a later key. The framework acts as a guide to assist students to continue developing their access skills.

Although this resource has been created with school aged students in mind, this model could also be applicable to adults learning access skills.

## Objectives at Each Key

### Key 1: Experimental Learning

#### Objectives

1. The student will tolerate the assistive technology being positioned near them.
2. The student will look, react or respond to an activity controlled via the access method.

### Key 2: Making Something Happen

#### Objectives

1. The student will independently use the access method to produce a desired effect.

### Key 3: Mastering Skills for Access

The objectives at this key will be specific to the access method; touchscreen, switching or eye gaze. Refer to specific touchscreen, switching and eye gaze handouts for these objectives.

### Key 4: Choosing Independently

### Key 4A: Failure Free Choosing

#### Objectives

1. The student will choose one item from three or more on-screen options, where there is no correct answer and any choice is rewarded.

### Key 4B: Finding the Right One

#### Objectives

1. The student will choose one item from three or more on-screen options in regards to a request or question.

### Key 5: Independently accessing a range of functional activities

1. The student will use the access method independently to participate in one or more functional activities (communication, computer access, educational activities, environmental control).

In the access method specific handouts, each key will be further explored (objectives, tips and tricks and activity ideas).

