

Building Skills of Switch Users through Curricular Software

Facilitating the Use of Switch Activated Software throughout the School Day

- Individual “work” time / Paired groupings
- Small group / Large group
- Laptop / Desktop / AAC Device
- Switch Control in Software / Switch Control of Desktop (Judy Lynn = Desktop Maker)
- On / Off computer activities
- Variety of Software titles
- Participation (Academic, Inclusion, Social, Independence) *Beukelman & Mirenda*

Linking the Software with Stages *(Madalaine Pugliese, author; Cambium, Learning, publisher)*

Stage 1: Cause –Effect

Stage 5: Advanced Concepts & Communication

Stage 2: Language Readiness

Stage 6: Functional Learning

Stage 3: Emerging Language

Stage 7: Written Expression

Stage 4: Early Concepts

Software Titles	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
SWITCH IN TIME www.switchintime.com							
Switch Ensemble	X	X	X	X			
Switch Jam	X	X	X				
Switch Hitter	X			X	X	X	
Switch Lanes	X			X	X	X	
JUDY LYNN SOFTWARE www.judylynn.com							
Cause & Effect (Intro, Factory, Amusement Park, Cinema)	X		X				
Virtual Motor Skills	X						
Animated Toys	X	X					
Switch Accessible Boombox	X						
Look & Listen	X		X				
Cinema II Life Skills	X					X	
Scan & Paint	X		X	X			
In Sequence (Daily Living Skills, Illustrated Stories)			X	X		X	
Match It				X		X	
Paddle Pong	X			X	X		
Story Builder			X	X	X	X	
MARBLESOFT/SIMTECH www.marblesoft.com							
Cause & Effect (Sights&Sounds, More S&S, Son of C&E, Revenge)	X						
New Frog & Fly	X		X	X			
Spider Maze	X	X				X	
Switch Kids	X	X					
Switch Arcade	X	X	X	X		X	
Switch Wars	X			X			
Super Switch Puzzles	X	X	X				
Picasso Series	X	X		X			
Scan & Match Series		X	X	X			
Everybody Has Feet	X	X	X	X		X	
Sharon Won't Share	X	X	X	X		X	
Early Learning I				X			
Early Math				X		X	
Single Switch Games 2	X	X	X				
Money Skills				X		X	
Safe At Last	X	X		X		X	
Graphic Speller	X			X	X	X	

Presentation by: **Scott Marfilus & Kelly Fonner, Educational/Assistive Technology Consultants**

www.scottmarfilus.com | www.kellyfonner.com

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Skills to Build in Switch Access

- Intention
- Speed
- Latency
- Endurance
- Cooperative Learning
- Number of Switches

Switch Access throughout the School day to software for:

- **Daily Journal**
 - Story Builder (Judy Lynn)
- **Language Arts**
(Marblesoft/Simtech)
 - Early Learning (Judy Lynn)
 - Everybody Has Feet
 - Sharon Won't Share
 - Match It
 - In Sequence-Illustrated Stories
- **Spelling**
 - Graphic Speller (Marblesoft)
- **Science**
(Marblesoft/Simtech)
 - Everybody Has Feet
 - More Cause & Effect Sights & Sounds
 - New Frog & Fly
 - Spider Maze
- **Recess**
(Judy Lynn)
 - Cause & Effect Factory
 - Animated Toys
 - (Switch In Time)
 - Super Switch Hitter
 - (Marblesoft/Simtech)
 - Switch Arcade
 - Single Switch Games
- **Library Storytime**
(Marblesoft/Simtech)
 - Everybody has Feet
 - Sharon Won't Share
 - (Judy Lynn)
 - Story Builder
 - In Sequence Illustrated Stories
- **Social Studies**
(Judy Lynn)
 - Cause & Effect Cinema
 - Cause & Effect Factory
 - Cinema II-Life Skills
 - In Sequence- Daily Living Skills
 - Wheel of Sounds
 - (Marblesoft/Simtech)
 - Switch Kids
 - Sharon Won't Share
- **Music Class**
(Switch In-Time)
 - Switch Ensemble
 - Switch Jam
 - (Judy Lynn)
 - Cause & Effect Cinema
 - Switch Accessible Boombox
 - Wheel of Sound
- **Math**
(Marblesoft/Simtech)
 - Roll 'em
 - Safe at Last
 - Early Learning
 - Early Math
 - (Judy Lynn)
 - Match It
- **PE Class**
(Switch In Time)
 - Super Switch Hitter
 - Switch Lanes
 - (Judy Lynn)
 - Paddle Pong
 - Virtual Motor Skills
- **Art Class**
(Marblesoft/Simtech)
 - Picasso
 - Scanning Picasso
 - (Judy Lynn)
 - Cause & Effect Sights & Sounds
 - Scan & Paint

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Standards for Learners with Cognitive, Language or Physical Challenges

Examples of Pre-Academic Skills Correlations for Stages 1–3



According to NCLB legislation, *all* learners are required to work toward the same standards. For some learners with special needs, approaching general education standards as they are written for all students is a daunting challenge. By breaking down academic standards into basic building blocks, we can identify the skills that students need in order to learn. Below are some terms that are used in the chart that follows. Your state or district may use different terms for these prerequisite skills.

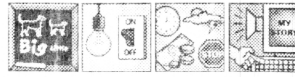
Access Skills are the fundamental motor, social and communication skills that are prerequisite to any learning activities based on academic standards.

Entry Point Skills preserve the essential meaning or essence of the standard while allowing lower levels of sophistication and difficulty. Rubrics used to score alternative assessment portfolios often indicate varying points earned depending upon complexity of the skills that are documented.

Some pre-academic skills can be regarded as either Access Skills or Entry Point Skills, depending on the standard being addressed. For example, turn-taking might be an Entry Point Skill for a standard about participating in a discussion, but an Access Skill for a standard that requires but does not focus on taking turns.	Stage One	Press & Hold	Press & Release	Stage Two	Nouns	Verbs	Attributes	Photos	Drawings	Symbols	Stage Three	Levels of Rep...	Object ID	Category ID	Function ID
	Access Skills														
Perform simple cause and effect experiment		X	X		X	X	X	X	X	X					
Turns attention toward stimulus		X	X		X	X	X	X	X	X		X	X	X	X
Activate device upon request		X	X		X	X	X	X	X	X		X	X	X	X
Look in a purposeful manner		X	X		X	X	X	X	X	X		X	X	X	X
Listen for extended periods		X	X		X	X	X	X	X	X		X	X	X	X
Respond to one-step direction upon request		X	X		X	X	X	X	X	X		X	X	X	X
Recognize that change or environment can be controlled		X	X		X	X	X	X	X	X		X	X	X	X
Associate certain activities with environmental cues		X	X		X	X	X	X	X	X		X	X	X	X
Wait to participate		X	X		X	X	X	X	X	X		X	X	X	X
Gain information from pictures					X	X	X	X	X	X		X	X	X	X
Take turns					X	X	X	X	X	X		X	X	X	X
Entry Point Skills															
Associate meaning with an object, action or event					X	X	X	X	X	X		X	X	X	X
Associate line drawing with an object, action, event					X	X	X		X	X		X	X	X	X
Recognize that objects differ					X	X	X	X	X	X		X	X	X	X
Select drawing to match a word												X	X	X	X
Match photos and/or pictures												X	X		
Name an object												X	X		
Match line drawings												X	X	X	X
Make choices												X	X	X	X
Answer questions												X	X	X	X
Identify community vocabulary												X	X	X	X
Sort by category														X	X
Sort by attribute														X	X

References: Massachusetts Department of Education. *Resource Guide to the MA Curriculum Frameworks for Students with Significant Disabilities*. (Fall 2001). Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., Dempsey, P. (1989). *The Syracuse Community-Reference Curriculum*. Baltimore: Paul H. Brookes.

Examples of Academic Skills Correlations for Stages 4–7



Many pre-academic skills listed on the chart at the left—Access and Entry Points—are also incorporated into these Stages. For example, the Stage Five problem-solving activity, Tic-Tac-Toe, offers practice in turn-taking. The Stage Six stories provide an opportunity for the learner to gain information from pictures.	Stage Four	Stage Five	Stage Six	Stage Seven
Reading/Language Skills				
Identifying letters (upper case and lower case)	X			X
Matching letters to sounds	X			X
Alphabetizing a list of words (2 levels of difficulty)		X		
Recognizing/reading Dolch sight words		X		
Reading/recognizing rhyming words		X		
Finding two words that rhyme		X		
Reading/recognizing high frequency words		X		X
Reading and following clues to solve a problem		X	X	
Reading a story or following along with text		X	X	
Answering a question connected to a story		X	X	
Reading teacher-supplied text				X
Following directions	X	X	X	X
Writing Skills				
Matching letters to copy a word				X
Completing a sentence with the correct word		X		X
Solving word puzzles		X		
Creating sentences with correct sentence structure				X
Editing sentences for grammar, spelling, and punctuation				X
Writing a story with a beginning, middle, and end				X
Writing for a specific purpose				X
Math Skills				
Identifying numbers 0-10	X			
Counting objects up to 10	X			
Comparing objects by size and spatial position	X			
Recognizing a pattern	X			
Completing a pattern	X			
Creating a pattern	X			
Interpreting a graph		X		
Performing mathematical operations		X		
Solving word problems		X		
Computing perimeter, area and volume		X		
Recognizing fractions as parts of a whole		X		
Constructing fractional portions		X		
Comparing numbers (greater than, less than)		X		
Using negative numbers		X		
Identifying coins and bills			X	
Identifying money equivalents			X	
Counting money			X	
Telling time to the nearest quarter hour			X	

Websites we will explore today and more can be found at www.guest.portaportal.com/otr4access.

www.Hiyah.net

www.tumblebooklibrary.com

www.onemorestory.com

www.easylearningbooks.com

www.childtopia.com

www.storyplace.org

See more on page 2

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www.sillybooks.net

www.mightybook.com

<http://kids.learnoutloud.com/>

www.raz-kids.com

www.rabbitcars.com
