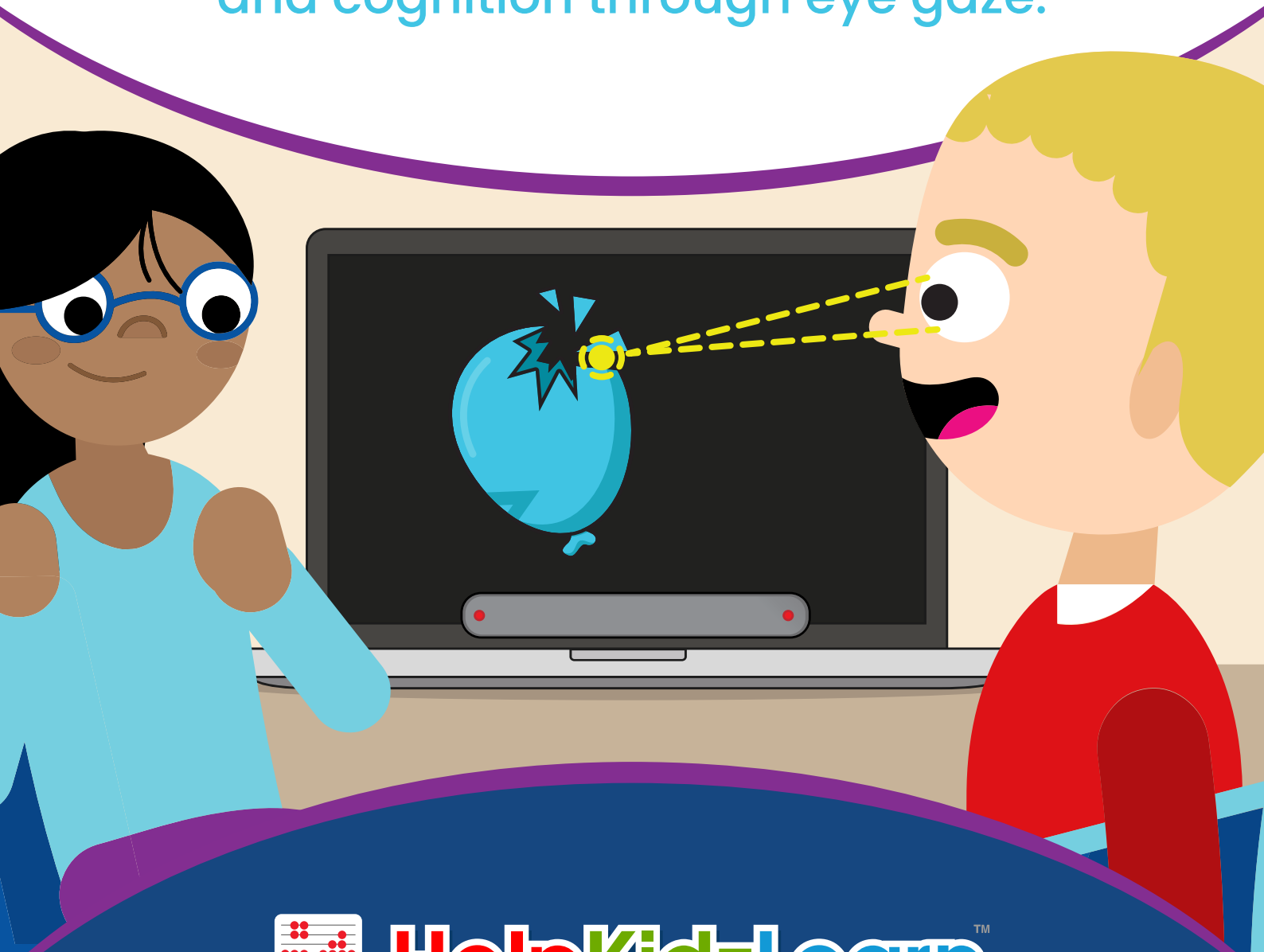
Getting Started with

insight

A practical guide to early vision and cognition through eye gaze.



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Contents.

03 - Welcome to Insight.

04 - What is Insight?

05 - Before you begin.

06 - Choosing your starting point.

07 - Your first session.

09 - Early Vision: Visual Attention.

10 - Early Vision: Noticing Images.

11 - Early Vision: Fixating.

12 - Early Vision: Tracking.

13 - Early Cognition: Look for More.

14 - Early Cognition: Look to Find.

15 - Early Cognition: Look to Control.

16 - Early Cognition: Look to Predict.

17 - Understanding an activity report.

18 - Reviewing progress over time.

19 - Tips for supporting learners.

20 - Next steps.

21 - Insight in practice.

22 - Insight free trial.

Welcome to Insight.



A learner may begin with a glance towards the screen, then spend longer looking at an image or return to a familiar button.

These small moments can help you understand how they notice and respond to visual information.

Insight uses engaging, game-based activities to help you assess and develop these skills.

This guide will help you prepare your eye gaze setup, choose a starting point and make sense of the information Insight provides.

Whether you are an educator, therapist, parent or carer, you can start with a short session and build from what you notice.

What is insight?



Insight is an individualised learning system designed to **engage**, **assess** and **develop early visual learning skills** using eye tracking technology.

It measures looking behaviours during activities and provides feedback to help you plan what to explore next.

Its learning goals cover **Early Vision** and **Early Cognition**. Learners can explore noticing, **fixating** and **tracking**, then practise more **purposeful looking**, **searching** and **prediction** at a level that suits them.

Before you begin.

Take a little time to prepare before the learner begins. A comfortable position and a working eye tracker will help you get more from the session.

Set up your eye tracker.

Insight works with eye trackers that provide mouse emulation. This means the tracker moves the on-screen cursor in response to the learner's eye movements. An eye tracker is needed separately from the software.

Follow your device's setup guidance and enable cursor control or mouse emulation. Check that the tracker is detecting the learner's eyes and that the screen is easy for them to see.

Make looking comfortable.

Position the learner and screen to suit their usual seating and support needs. Adjust the tracker to the recommended distance and angle for your device. Reduce glare and unnecessary distractions where possible.

Keep the sound at a comfortable level. Allow time for the learner to settle before you start an activity.

If calibration is difficult.

Calibration helps an eye tracker relate the learner's gaze to positions on the screen. Some learners find this process difficult.

Insight is designed to accommodate learners who cannot complete calibration successfully. You can begin with activities that require little or no interaction. Positioning still matters, so check the setup and respond to any calibration-quality notifications Insight provides.

Check the learner record.

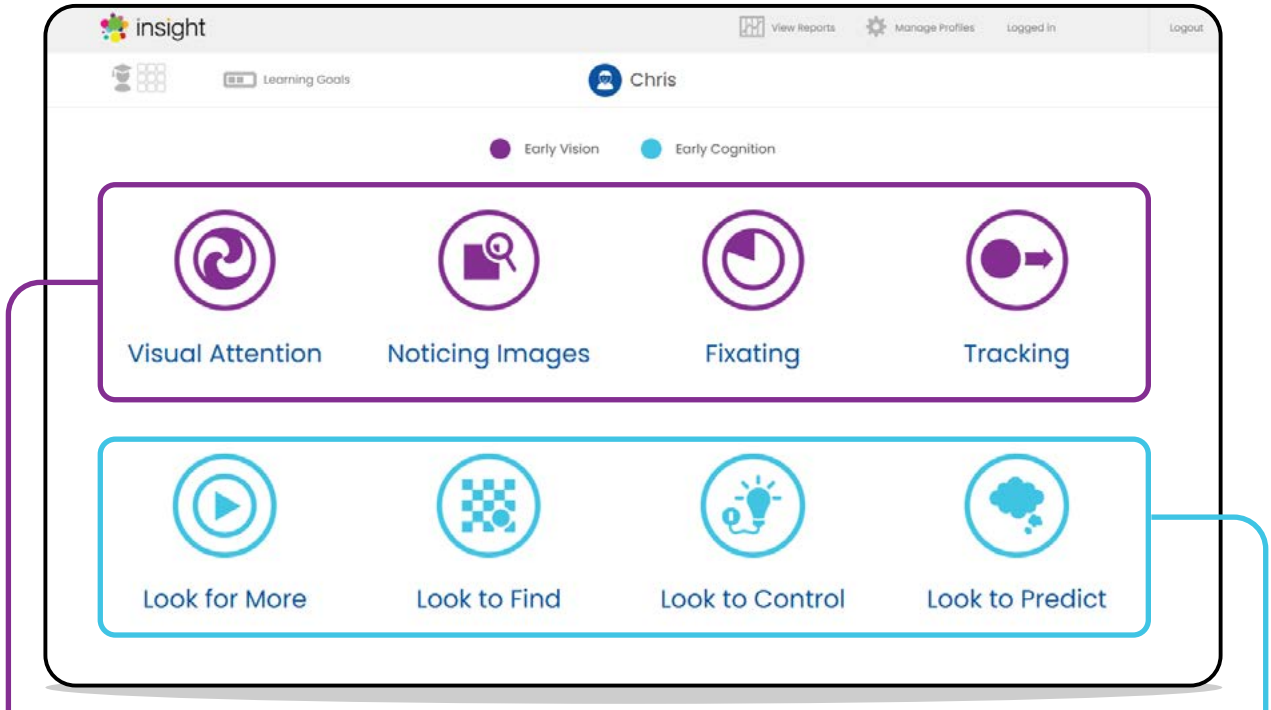
Insight has its own learner profiles and reports. Use **Manage Profiles** within Insight to manage learner records, and check that the correct learner is selected before starting. Their name is shown at the top of the activity area.

Using the correct record helps you build a useful picture of that learner's performance across sessions.

Choosing your starting point.

Start with what you want to explore about the learner's looking. You can use the goals flexibly and return to familiar activities whenever they are useful.

Select a learning goal, choose a level and then choose an activity. Use View Reports when you want to review performance. Manage Profiles is also available from the top of the screen.



The Learning Goals screen groups the activities into Early Vision and Early Cognition.

Early Vision.

Explore how a learner takes in visual information. These activities help you understand what attracts their attention, how they direct and hold their gaze, and how they follow movement on the screen.

Early Cognition.

Explore how a learner makes sense of visual information and responds with increasing purpose. These activities help you understand how they recognise familiar images, anticipate events and use their gaze to control what happens on the screen.

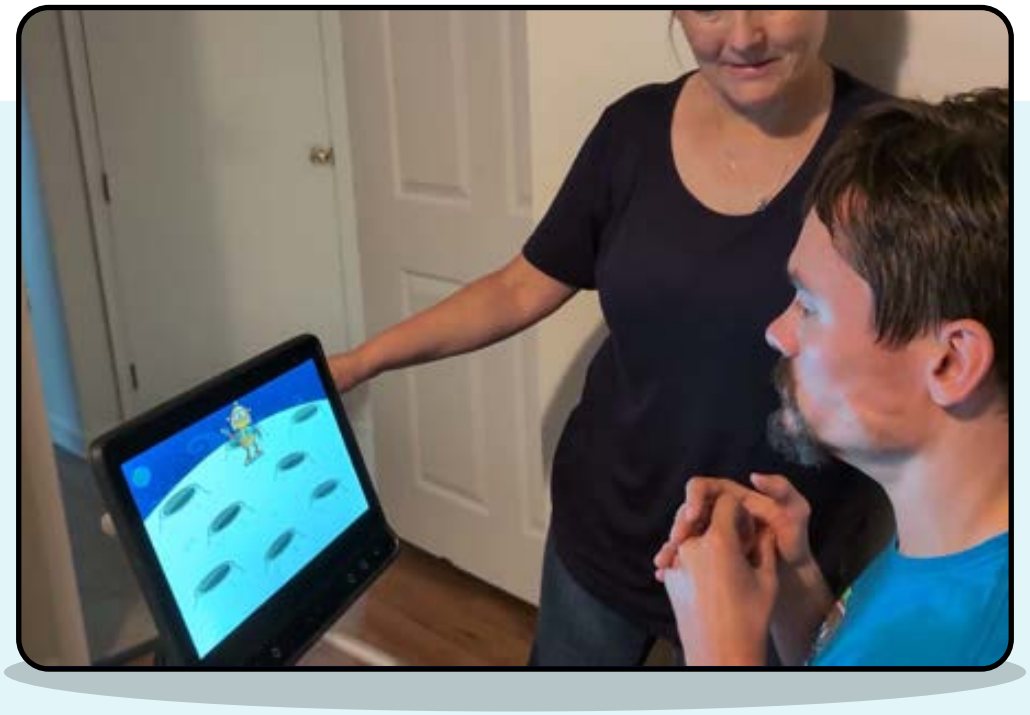
Understanding the levels.

Most Insight activities have 10 levels. Visual Attention has three. The levels change the demands of the activity, such as image size, position, movement or how long the learner needs to look.

If you are unsure where to begin, try an early level. Visual Attention can be a useful first choice because no interaction is required. There is no need to reach Level 10 or complete every goal in order.

Your first session.

Keep your first session simple. Choose one activity and give the learner an enjoyable opportunity to look and explore.



1. **Get comfortable:** Check the learner's position, the eye tracker and the selected learner record.
2. **Choose one starting point:** Select a learning goal, an achievable level and an activity. Preview it yourself so you know what the learner will see and how it responds.
3. **Give the learner time:** Let the activity run and allow time for a response. Keep prompts brief and leave pauses so you can notice what the learner does independently.
4. **Watch what happens:** Notice where the learner looks, what attracts their attention and whether they return to an image or follow movement.
5. **Review the session:** At the end, look at the activity report alongside your own observations. Repeat the activity if it was useful, or finish while the learner is still comfortable.

What success can look like.

An early session may help you discover which images attract attention or which screen positions are easier to notice. An interaction does not need to happen every time for the session to give you useful information.

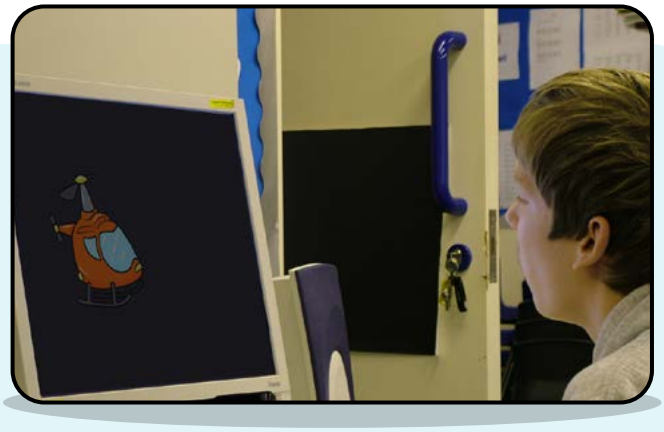
Look for a glance towards the screen, a longer look at an image, an attempt to follow movement or a return to something familiar. Over time, you may see responses become more consistent or more purposeful.



Record the context.

Make a brief note of the learner's comfort, alertness, positioning and any prompts you gave.

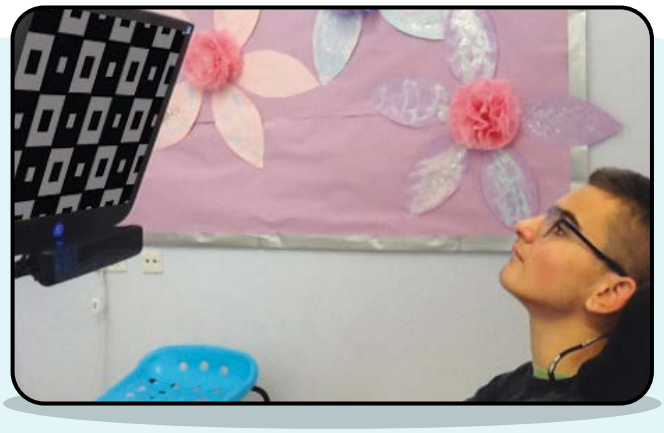
These details can help you understand differences between sessions.



Plan one small next step.

For the next session, you might repeat the same activity, try different content at the same level or explore the recommendation.

Choose the option that gives the learner another achievable opportunity to practise.



Early Vision:

Visual Attention.



Learning to attend to different visual stimuli and engage with the screen.

What happens:
Animated scenes play without the learner needing to interact.

What to do:
Choose a scene and allow time for the learner to watch. Try one type of visual content at a time so you can notice their response.

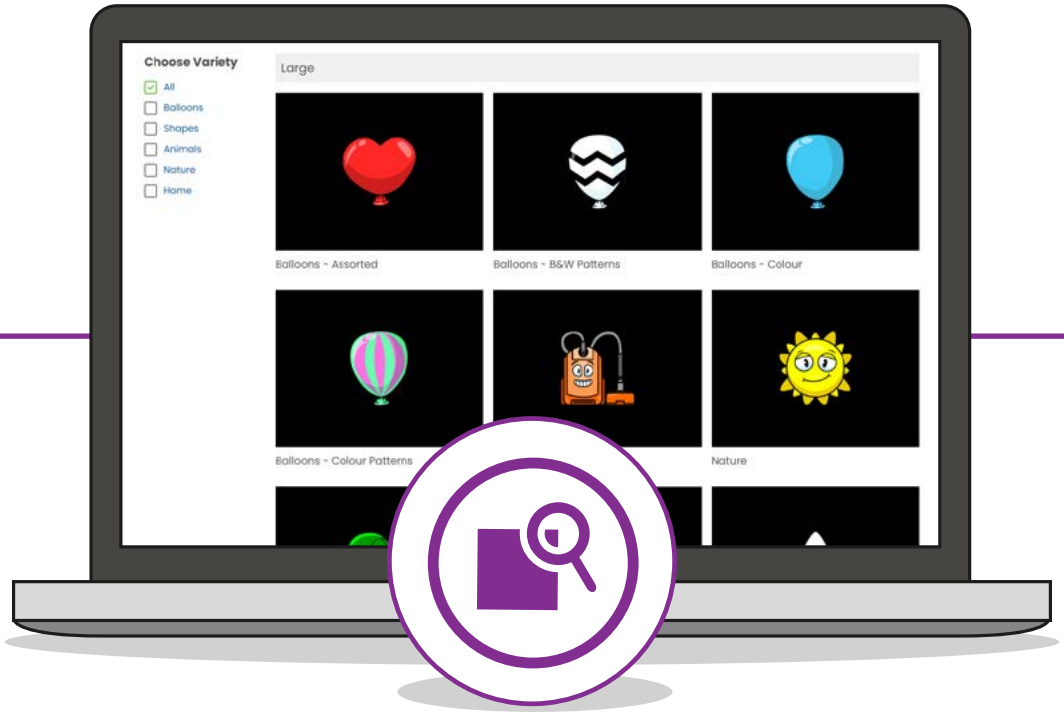
What to observe:
Do they look towards the screen? Does a particular pattern attract their attention? Do they look again after turning away?

What to try next:
Repeat a useful scene to see whether the response is consistent. Try another scene or explore Noticing Images when you want to look at how they locate a specific image.

How the levels change:
Three levels offer bold black-and-white patterns, black-and-colour patterns, and more detailed multicoloured, textured and 3D images.

Early Vision:

Noticing Images.



Learning to direct visual attention towards specific images on the screen.

What happens:
Looking at an image makes it 'pop'. Each activity includes eight images.

What to do:
The activity begins with a large image in the centre of the screen. Give the learner time to locate it before adding a prompt.

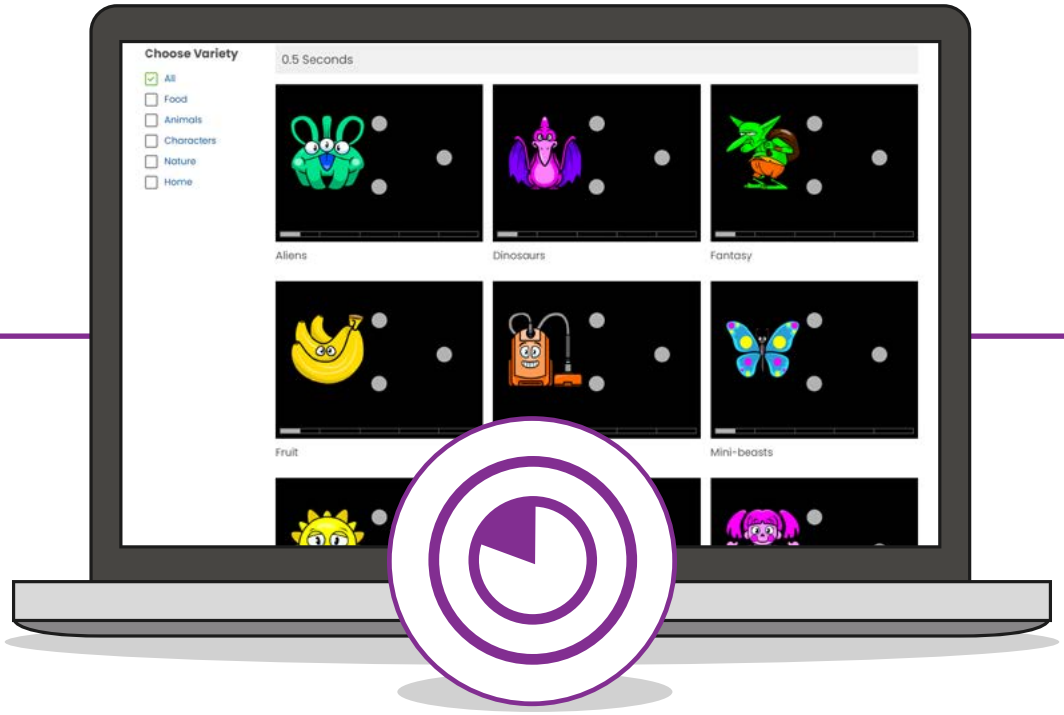
What to observe:
How quickly do they notice the image? Are some screen positions easier to locate? Do they respond across different images?

What to try next:
Repeat the level or explore another image position. If the learner is locating images comfortably, try Fixating to explore holding their gaze.

How the levels change:
Images become smaller and appear in different positions, including the edges and corners of the screen.

Early Vision:

Fixating.



Learning to sustain visual attention on a specific image.

What happens:
The learner looks at an image for the required time to open it and reveal what is inside. Each activity includes eight images.

What to do:
Start with a large image and a short fixation time. Let the learner discover the response and repeat familiar content when useful.

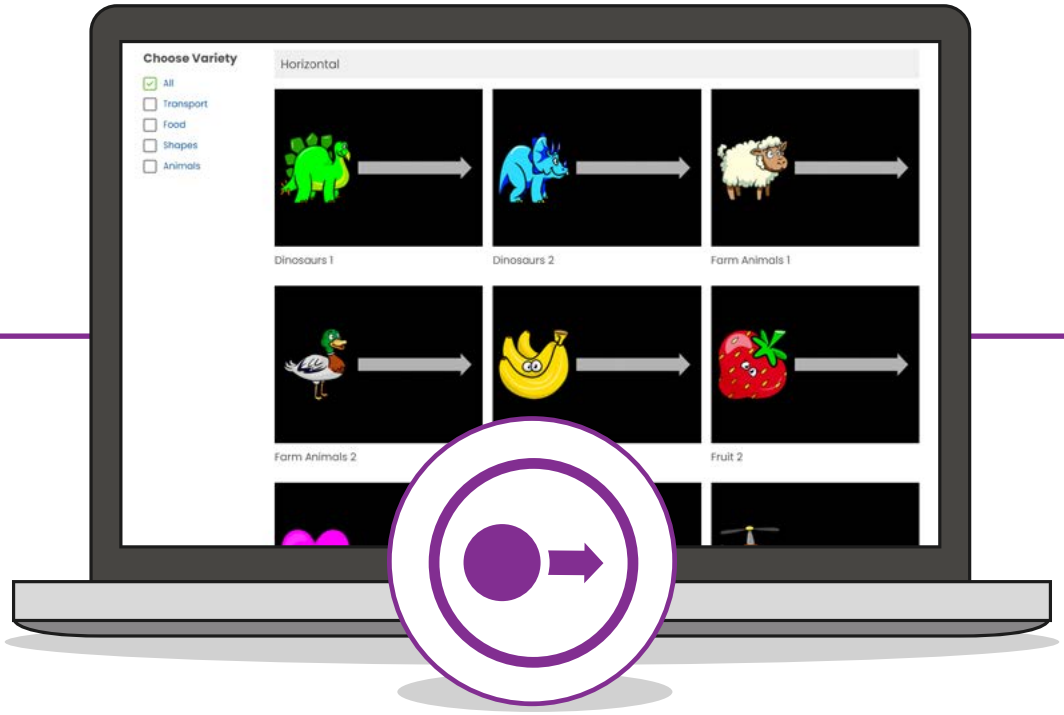
What to observe:
Can they hold their gaze long enough to reveal the image? Do they return to it if they look away? Is the response becoming more consistent?

What to try next:
Try a longer fixation time or a smaller image when the current level feels achievable. Return to an easier level if you need to explore what supports success.

How the levels change:
Images become smaller and the time needed to reveal them increases, from a brief half-second look to longer fixations.

Early Vision:

Tracking.



Learning to sustain visual attention on moving images.

What happens:
A glance at the screen starts an image moving. Following it with the eyes adds extra effects. Each activity includes four images to track.

What to do:
Begin with a large image moving slowly along a simple path. Give the learner space to follow it without directing every movement.

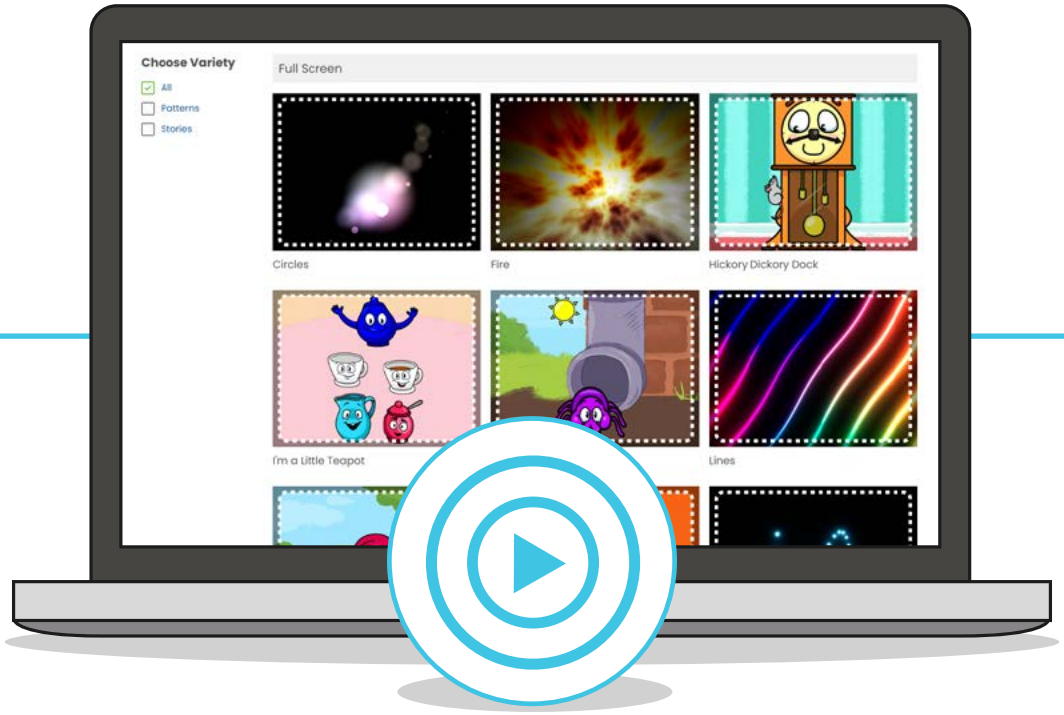
What to observe:
Do their eyes follow the image? Can they stay with it as its direction changes? Do they find it again after looking away?

What to try next:
Repeat the same level or try a different image. Explore a more demanding movement pattern when the learner is following comfortably.

How the levels change:
The activity varies image size, speed and the complexity of the movement path.

Early Cognition:

Look for More.



Learning to notice a pause, anticipate what comes next and look to activate more.

What happens: The learner looks at a play button to continue the activity. Each activity has eight scenes with pauses between them. A scene will also continue automatically after a set time if there is no successful interaction.

What to do: Start with a large play button and a short fixation time. Let the learner experience the scene and the pause before adding a brief prompt.

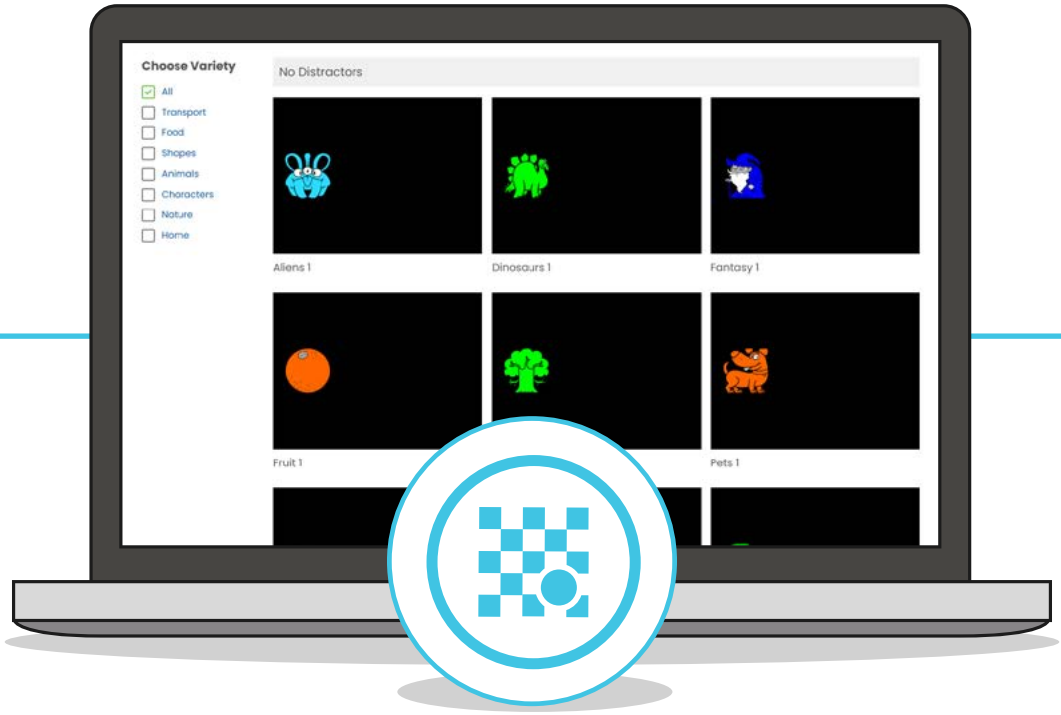
What to observe: Do they look for the button during the pause? Does their response become more consistent? Check whether their gaze activated the scene or it continued automatically.

What to try next: Repeat familiar content so the learner can anticipate the pause. Try a more demanding level when their response is consistent.

How the levels change: Buttons become smaller, fixation requirements increase and button positions and scene size change.

Early Cognition:

Look to Find.



Learning to remember an image, search for it and distinguish it from other images.

What happens:
An image bounces around the screen. The learner then finds the same image in a new scene and looks at it for one second to make it splat. Each activity has four images to find.

What to do:
Begin with a level that has little visual competition. Allow time to search before giving a prompt.

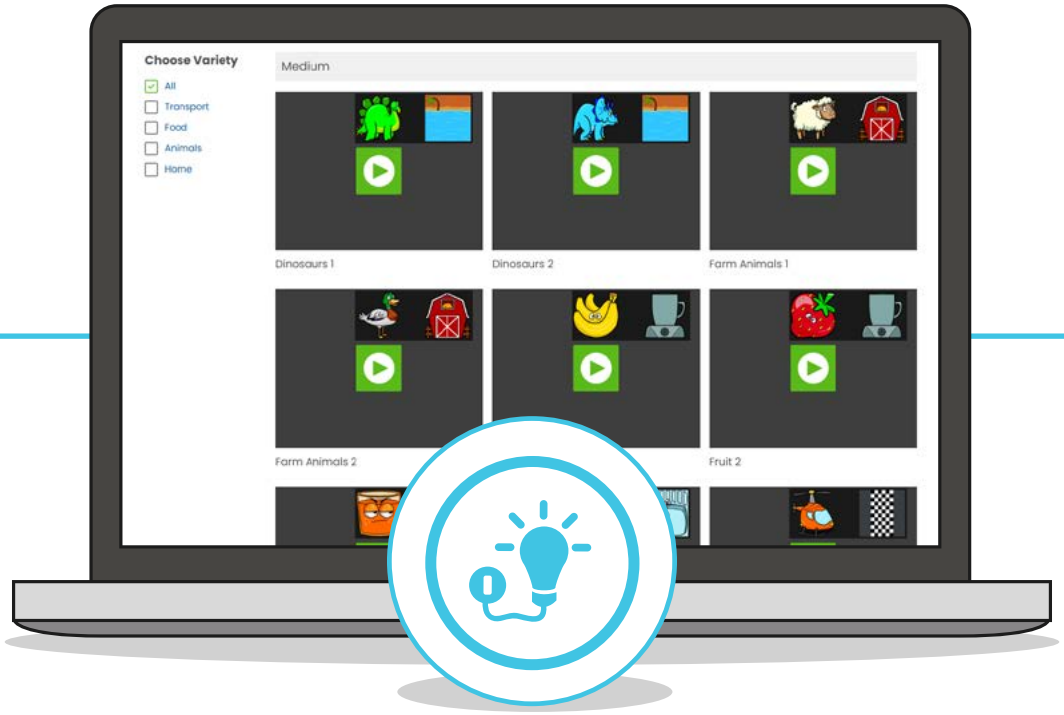
What to observe:
Do they locate the matching image? How do they respond when other images are present? Do similar shapes or colours make the search harder?

What to try next:
Repeat the level or try different content before increasing the visual demands.

How the levels change:
More distractors are introduced, and they become more visually similar to the image the learner is finding.

Early Cognition:

Look to Control.



Learning to look with awareness, purpose and persistence to control an effect.

What happens:
Looking at the play button moves an object towards its destination. Each activity includes four objects.

What to do:
Begin with a level that needs one step to complete the movement. Allow the learner to discover the link between looking at the button and moving the object.

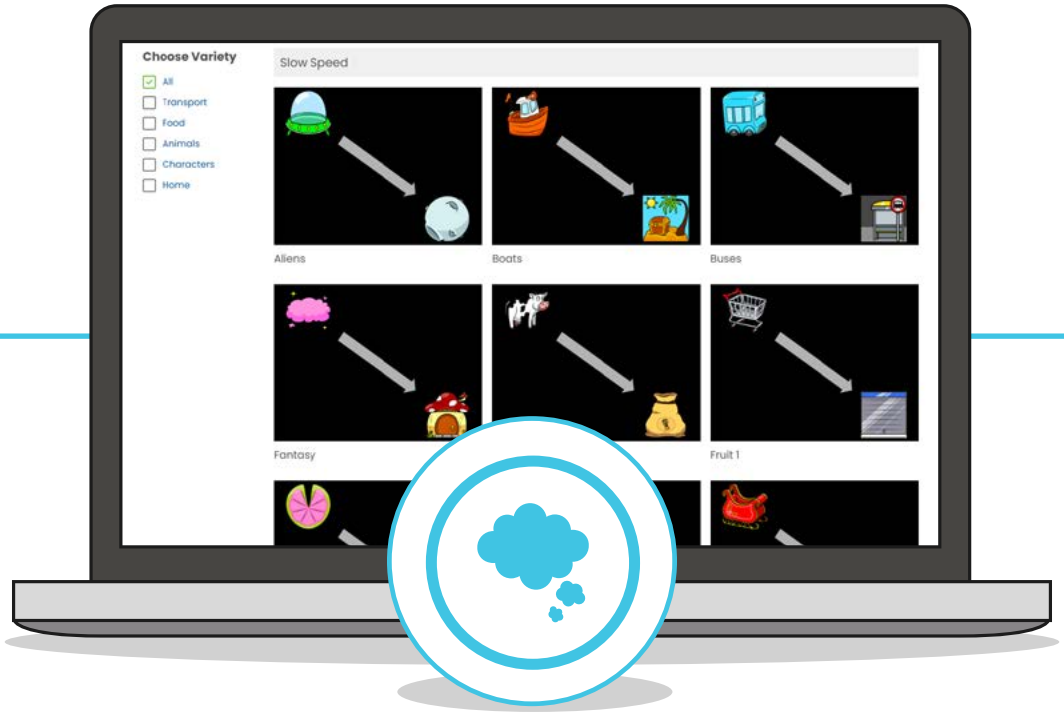
What to observe:
Do they return to the button to keep the object moving? Can they continue across several steps? Does their gaze appear more purposeful over repeated attempts?

What to try next:
Explore a level with more steps when the learner is controlling the movement comfortably.

How the levels change:
The number of steps increases from one to six. Later levels add a rewind effect when the learner looks away from the button, with the rewind speed gradually increasing.

Early Cognition:

Look to Predict.



Learning to look with purpose to predict, plan and solve a simple problem.

What happens:
Each activity has four scenes that begin with a hint about what is hidden. As an object moves, the learner looks towards its destination to pick up passengers or objects.

What to do:
Begin with a slower-moving image and a simple destination. Allow time to watch the movement and anticipate where it is going.

What to observe:
Do they look ahead towards the destination? Can they anticipate different routes? Do they respond when more destinations are available?

What to try next:
Repeat familiar scenes before exploring more destinations or a faster-moving image.

How the levels change:
Movement becomes faster, the number of destinations increases from one to four, and learners predict up to three paths.

Understanding an activity report.

At the end of an activity, Insight gives you a summary of the learner's performance. Use it to look more closely at the session and choose a useful next step.



Example of an end-of-activity report and the What Next recommendation.

Look beyond the overall score.

Depending on the activity, the report can show Overall Performance, Ability, Attention, Reaction, Accuracy, Completion and Consistency. Read the individual measures alongside the overall result. They can highlight different aspects of the learner's response.

Use the performance descriptions in the detailed report to help interpret the scores. A percentage is one part of the picture, alongside what you observed during the activity.

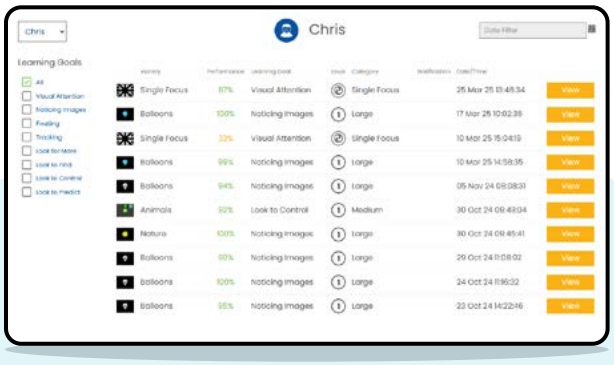
Decide what to do next.

The What Next recommendation can suggest a learning goal or level to explore. You can follow it, choose Play Again or close the activity and return to the activities list.

Insight develops recommendations as more activities are completed and patterns become clearer. Use them alongside your knowledge of the learner.

Reviewing progress over time.

Select View Reports to look beyond the latest activity. Insight's reporting views help you review individual sessions, performance across learning goals and changes over time.



Activity Reports.

This view lists completed activities with their learning goal, level, performance, date and time.

Select **View** to open a detailed report. You can review performance descriptions, recommendations and the Activity Breakdown, which shows results for individual parts of the activity.

Print a detailed report when you want a record to discuss with colleagues, therapists, parents or carers.

Make comparisons useful.

Check which learning goal and level were used, and consider any changes in positioning, prompts or alertness. Look for repeated patterns before deciding to increase the challenge.

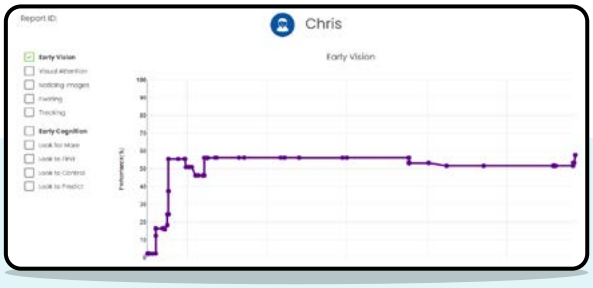
Progress might be a longer look, a more consistent response or success with a smaller image. Use the reports and your observations together to recognise these changes.



Overall Performance.

This view brings together performance across learning goals.

Use it to identify areas to explore more closely and to see how the learner's responses differ between goals.



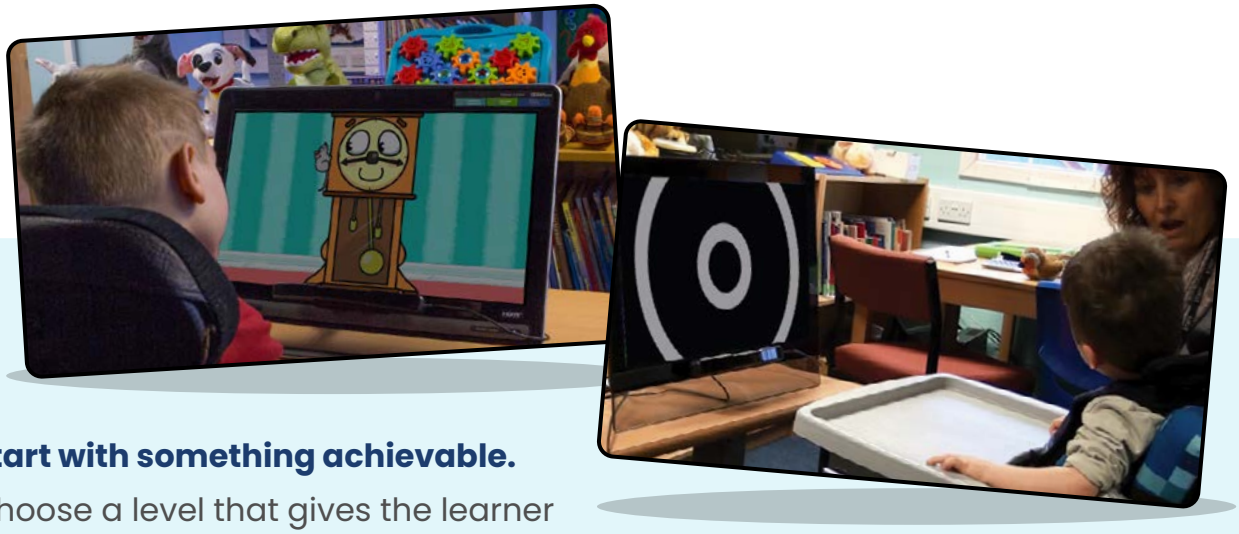
Example of Historical Performance. A learner's own progress may vary between sessions.

Historical Performance.

This view shows performance over time. It can help you notice patterns across repeated sessions rather than relying on a single result.

Tips for supporting learners.

A few small changes to your approach can make sessions more comfortable and help you understand the learner's responses.



Start with something achievable.

Choose a level that gives the learner time and space to respond. If an activity feels too demanding, try a larger image, a shorter fixation time or a simpler movement path where the learning goal offers these options.

Let the learner show you.

Pause before prompting. Notice what happens when the learner has time to look independently. If you give a cue, keep it brief and record it so you can interpret the response in context.

Use repetition with a purpose.

Repeat an activity to see whether a response happens again. Keep familiar content when it supports engagement, and try different content at the same level when you want to explore whether the skill carries across.

Change one thing at a time.

When possible, keep the activity and setup familiar while you change one element. This makes it easier to notice what helped or made the task more demanding.

Follow the learner's pace.

Keep sessions short enough to remain comfortable. Watch for signs of tiredness or reduced engagement and allow breaks. A brief, positive session can give you useful information.

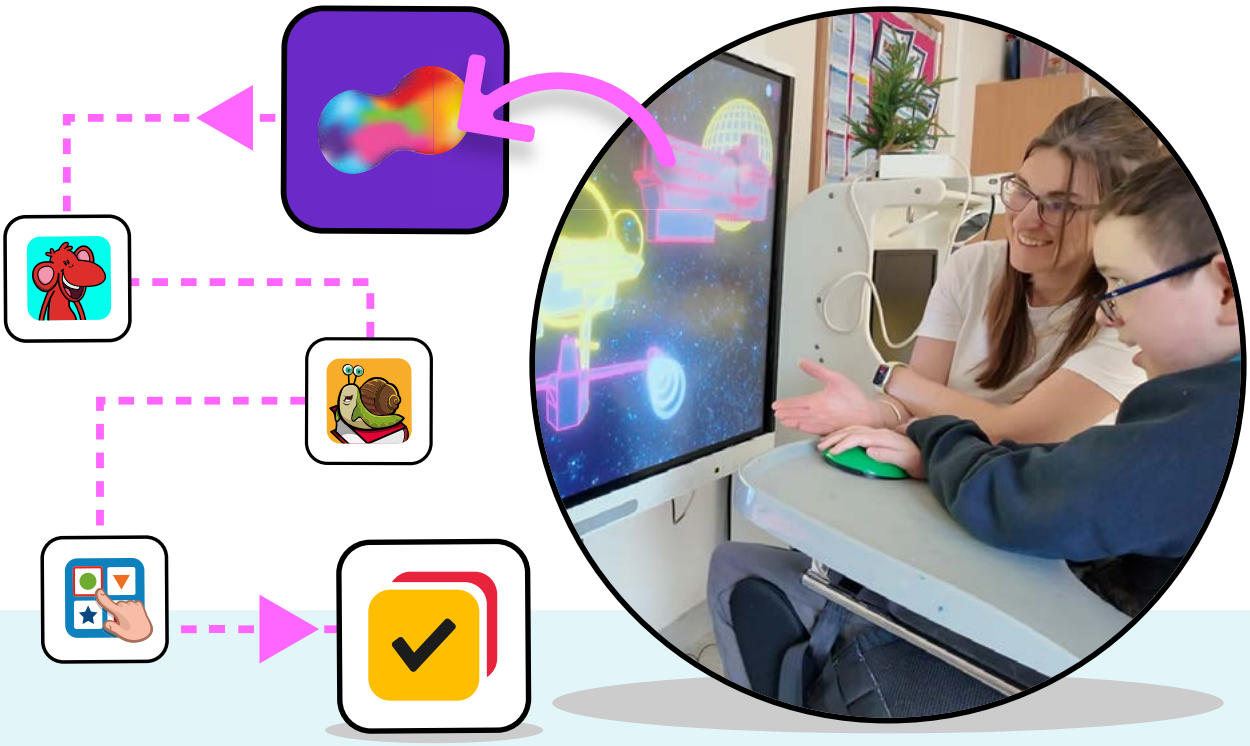
Notice what attracts attention.

Look for patterns in the learner's response to colour, contrast, movement and different images. Use these observations to choose content and to discuss what helps with the people supporting them.

Celebrate emerging skills.

Recognise a return to an image, a longer fixation or an attempt to anticipate movement. Share these moments alongside the reports so progress is described in terms that matter to the learner.

Next steps.



Insight can help you understand how a learner takes in visual information and uses their gaze with increasing purpose.

Use what you discover to plan further opportunities for attention, interaction and communication.

HelpKidzLearn online products work with eye gaze technology, providing opportunities to practise eye gaze skills through **sensory activities**, **games**, **stories** and **choice-making**.

Choose activities that match the learner's current skills and interests.

Explore our products

helpkidzlearn.com/products

Insight in practice.

Pendle View School, Lancashire, UK.



Insight helped teachers assess a pupil with Cerebral Visual Impairment (CVI), to understand his visual strengths in ways traditional methods couldn't.

By capturing real data on how he noticed and engaged with images, staff could build a personalised learning plan that truly matched his needs.

Insight gave the team the confidence to tailor support with clarity, turning uncertainty into evidence and opening up new possibilities for learning and participation.



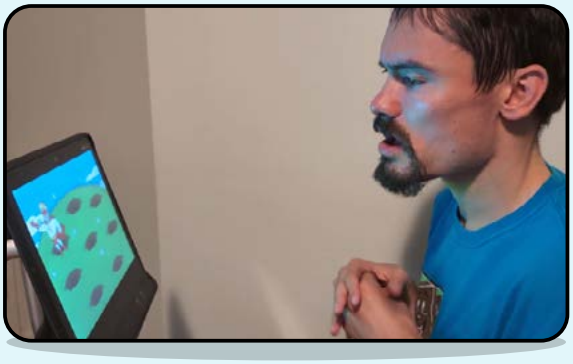
Haris's visual attention scores soared to an impressive 70% and above, with his ability to notice images consistently exceeding 90%.

Jess Gott - Communication & Computing Lead.

Read the full case study

helpkidzlearn.com/resources/case-studies

Parent to Alex, Pennsylvania, USA.



After years of searching for a way for her son to communicate, Betsy found a breakthrough with Insight.

The Insight activities not only captured Alex's attention but also produced clear, trackable data showing his progress. This evidence helped the family secure funding for his communication device through insurance.

Today, Alex uses Insight, Games & Activities, and Inclusive Stories to express himself and for the first time, he can choose what he wants.



This software has truly changed Alex's world, and we deeply appreciate it as a family. It has meant the world to us. Without these products, we wouldn't have the communication we have now.

Betsy Cohick - Parent.

Read the full case study

helpkidzlearn.com/resources/case-studies

Ready to explore Insight?



insight

Start with a **FREE 14-day trial** or choose a **subscription** to discover how **Insight** can help you understand and develop emerging **eye gaze skills** through **engaging activities** designed around **visual attention**, **noticing**, **fixating**, **tracking** and **more**.

Try Insight



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