ChooseIt Maker

FREE

Choice Progression Activities

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Contents

Choice Making Progression with **ChooseIt Maker**
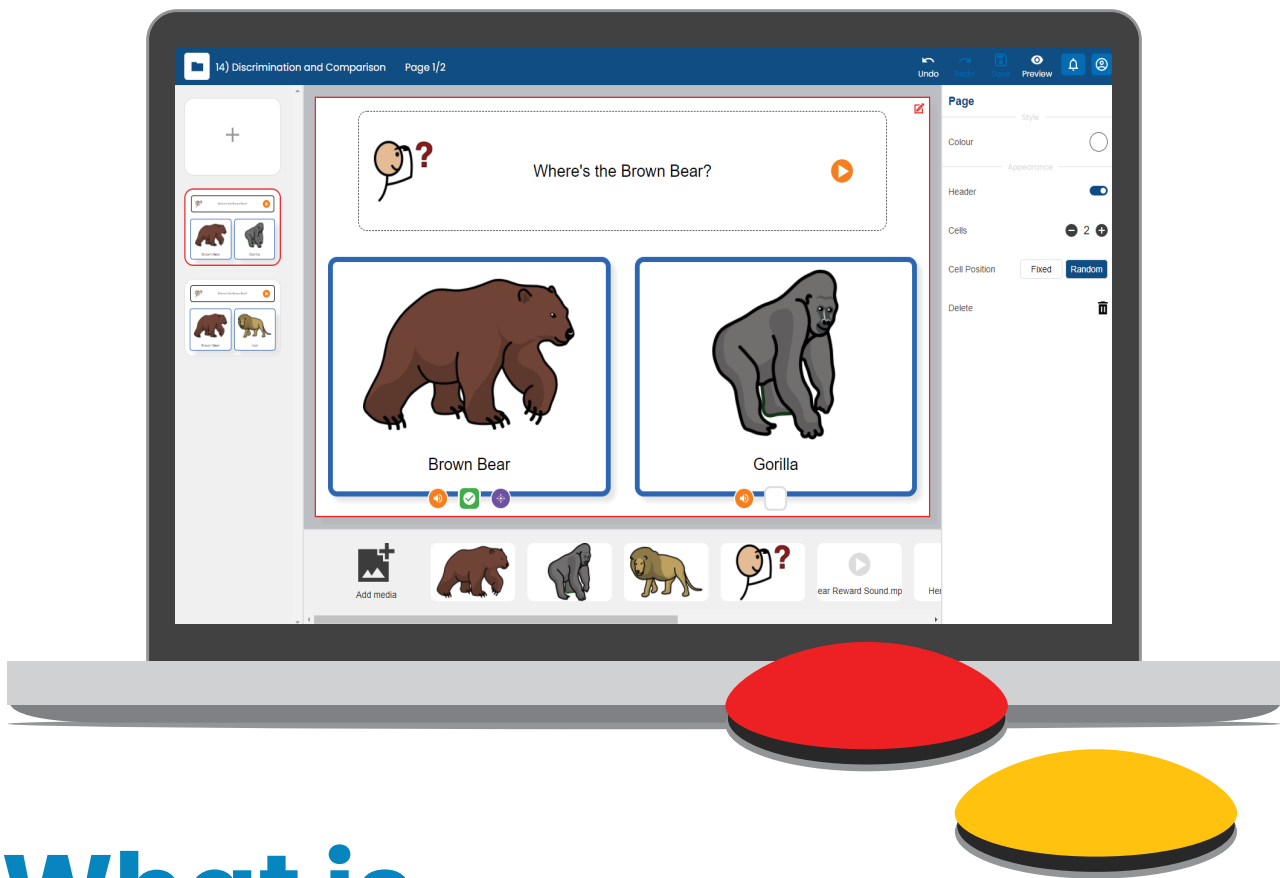
What is ChooseIt Maker?

Create personalised learning materials for use in the classroom and with individuals securely online. You can even download activities to your iPad or Android tablet!

Every ChooseIt Maker activity you create will automatically record the learners' progression and achievements based on the questions they have answered.

More information at
www.helpkidzlearn.com/cm

02

Making a choice from a number of options involves considerable 'computing power' and involves a number of different cognitive processes or skills to accomplish.

However, research has shown that students with SLD and PMLD can make independent and meaningful choices if we;

· Provide frequent and meaningful opportunities to make choices.

· Provide an easy, meaningful way for the student to access those choices.

We can promote choice making skills for all by;

· Selecting the right access method - Access settings, 1 or 2 switch, eye-gaze, touch and mouse.

· Assessing and accommodating sensory needs – Assess functional vision (**Insight**), Auditory scanning, background colours.

· Choosing Appropriate Content – Media Library, Internet Images, Sounds.

· Breaking down the learning process and skill sets needed into achievable steps.

Choice Making Stages

Question and Response

A choice is made in response to a question and relates to an important communication stage, part of developing a two way dialogue.

Of course it depends on the complexity of the question as to how much 'computing power' or processing is needed to understand the question and formulate a response to it.

01: Share code: HRTWAY

In the early stages we may just look to students noticing a 'question' or image, and responding to it.

Make pages with No question, 1 Cell, + generic reward.

02: Share code: HRXGEB

You can start to introduce the concept that different images can carry different meaning by adding specific rewards.

This icon shows that reward music has been added to the cell.

Make pages with No question, 1 Cell + Specific Reward.

03: Share code: MDGNBR

Now introduce the concept of **'listening'** to a question first by adding a simple, repetitive open question e.g. "What's that?" or "Who's there?" and a specific response e.g. "it's me", "brown bear".

This icon shows that sound has been added to the header cell.
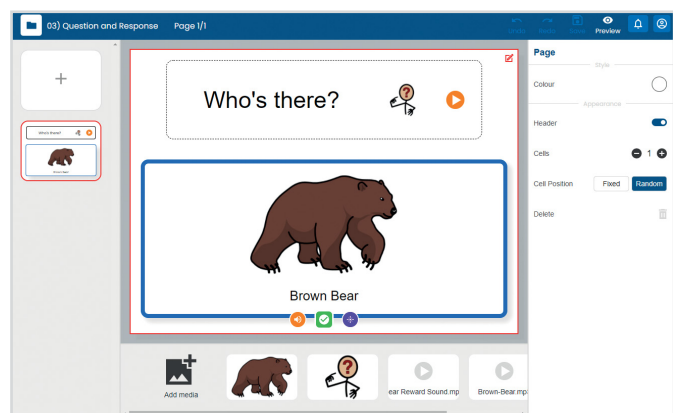
Make pages with Open Question, 1 Cell + Specific Reward.

Choice Making Stages

More than 1

Looking at more than 1 item on screen at a time can be a difficult skill to achieve for some students.

Start off with Error Free choices and allow the student time to play and explore 2 images on screen.

You can use this type of activity to explore student preferences – add familiar and engaging images to see if they look at or choose these more often than other images.

If students continue to struggle at this level or you notice a pattern e.g. always choosing the left image, you may want to investigate functional vision skills further (**Insight**) or try the next stage, Something and Nothing.
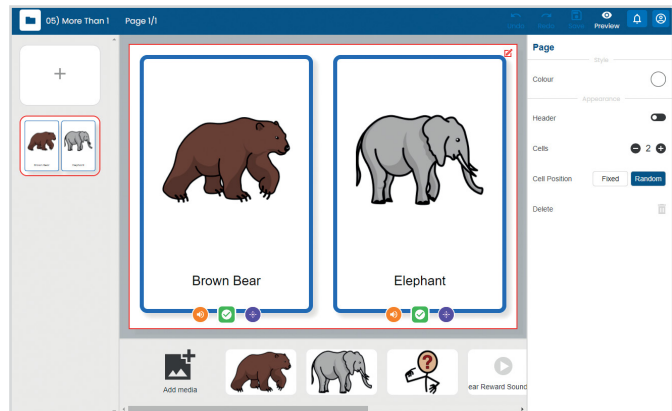
04: **Share code: JLRUUQ**

Use this type of activity for further consolidation of different images with different meanings, and also as a vocabulary 'input' tool.
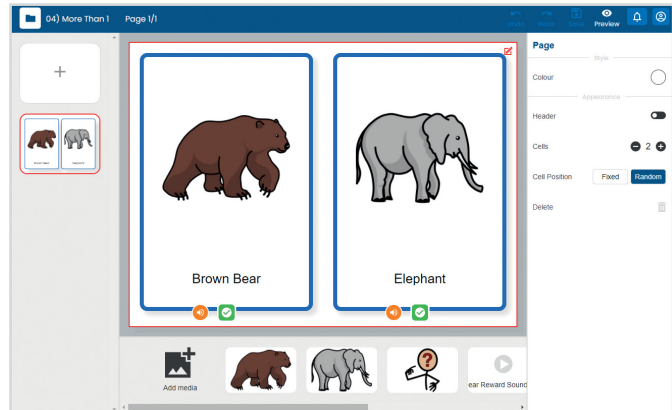
Make pages with No question, 2 cells + generic reward, both correct.

05: **Share code: DKXHNW**

Use different or specific 'rewards' for the 2 images.

Make pages with No question, 2 cells + specific rewards, both correct.

06: **Share code: GWDFLV**

Now try adding a simple repetitive open question e.g. Who can you see?

Make pages with Open Question, 2 cells + specific rewards, both correct.

Choice Making Stages

Something and Nothing

Having introduced more than one image to look at and listen to, the next stage is to introduce the concept of an appropriate or inappropriate response (right/wrong answers).

This gives further confirmation that images carry meaning and that the student understands to select an image to make a response – the first stage of acting purposefully.

We often introduce this by providing a **'something'** and a '**nothing**' choice, 2 cells, one with an image on it and one blank.

07: **Share code: HEPCQR**

Now try adding a simple repetitive generic question e.g. "Where are you?"
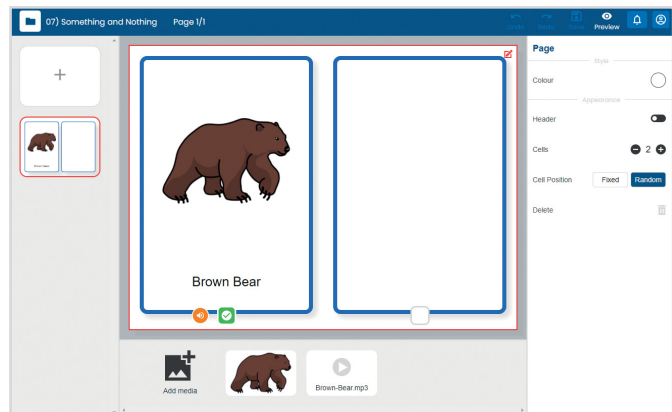
Make pages with No Question, 2 cells (1 blank) + generic rewards, 1 correct.

08: **Share code: DBCGCM**

We can introduce the concept that specific questions need specific responses by first adding repetitive specific questions with repetitive specific responses e.g.
Q: "Where are you?"
A: Here I am.

Make pages with Open Question, 2 cells (1 blank) + generic reward, 1 correct.

09: **Share code: AFTMRG**

Now try adding a variety of simple specific questions with specific responses e.g. "Where's Mum?", Where's the Brown Bear?"

Make pages with Specific Question, 2 cells (1 blank) + specific reward, 1 correct.

10

10: Share code: BMWLNJ

Use this stage of choosing for introducing and teaching vocabulary.
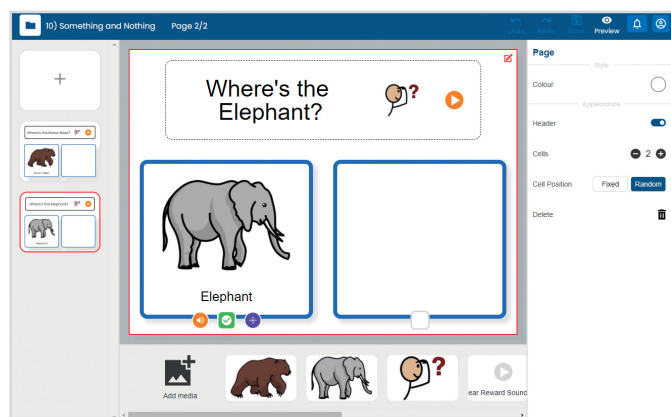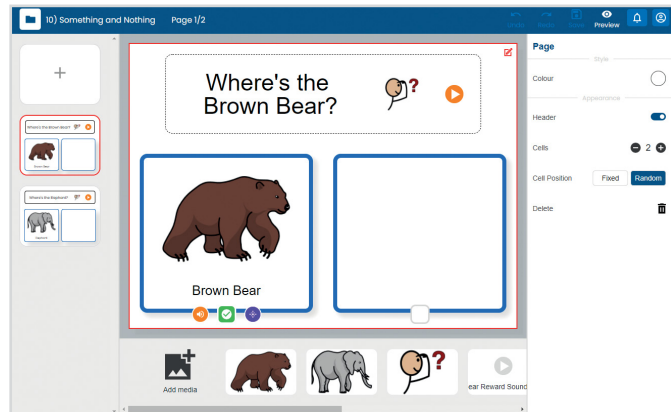
Make pages with Specific Questions, 2 cells (1 blank) + specific rewards, 1 correct.

Choice Making Stages

Discrimination and Comparison

Now the student has some skill and understanding of making a purposeful response to a question we can start to increase the decision making skills the student needs to use.

To make an appropriate response to a question from a choice of 2 possible responses requires the student to;

· Understand and remember the question.

· Look at/listen to the possible response options.

· Make a decision on which is the appropriate response.

· Access and select that option.

This is first done by providing another feasible response option i.e. 2 images or sounds, one appropriate, one not appropriate (right/wrong).

We can provide progressive stages by altering the similarity of the distractor image (wrong) to the target image (right).
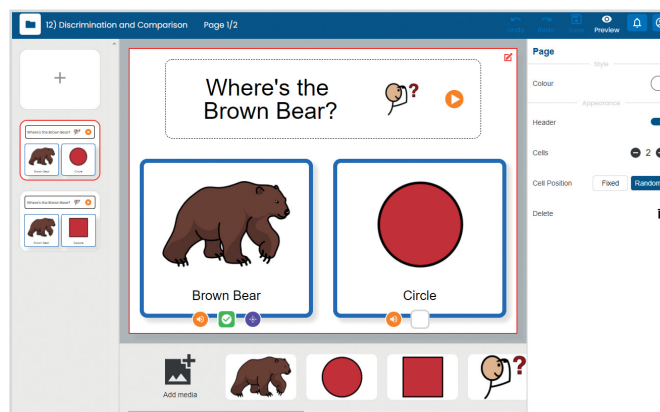
11: Share code: XNHHAW

Start with a simple matching task. Add an image to a simple repetitive question e.g. "Find the car", "find Bobby" with the same appropriate response.
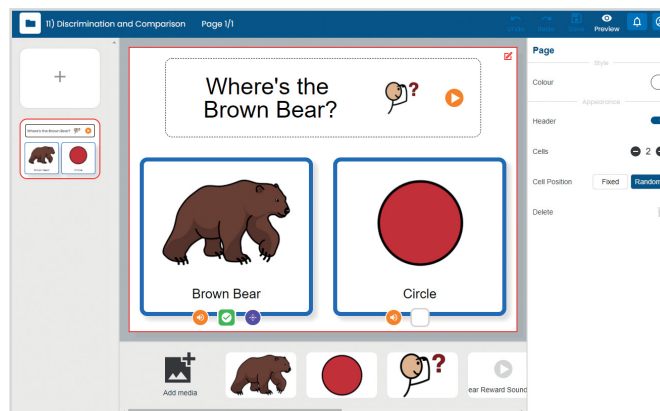
Make pages with a Specific Question (+matching picture), 2 cells (1 with very different image) + specific reward, 1 correct.
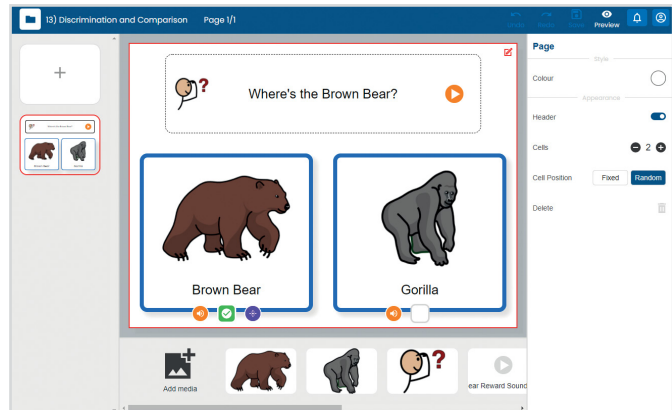
12: Share code: MJXFBG

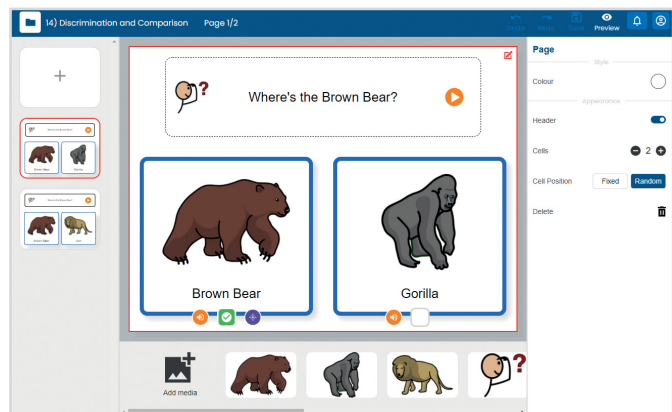Now vary the distractors.

Make pages with a Specific Question (+matching picture), 2 cells (with various very different images) + specific reward, 1 correct.

13: Share code: LXAPML

Now try the same again with slightly more similar distractors.

Make pages with a Specific Question (+matching picture), 2 cells (1 with similar image) + specific reward, 1 correct.

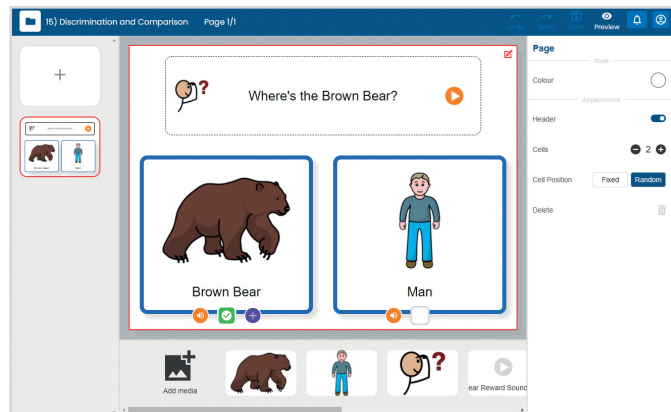## 14: Share code: RJGRJW

Now vary the distractors.

Make pages with a Specific Question (+matching picture), 2 cells (with various similar images) + specific reward, 1 correct.
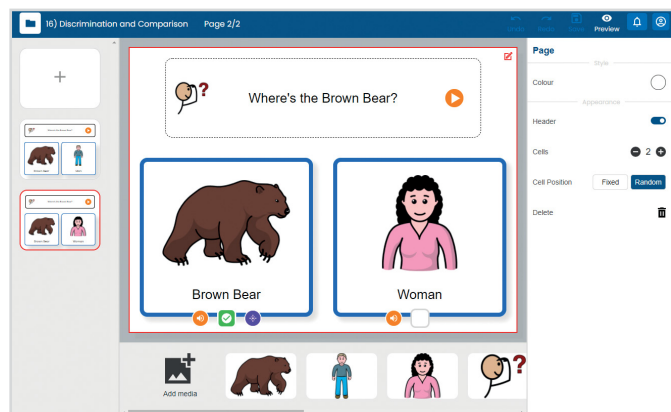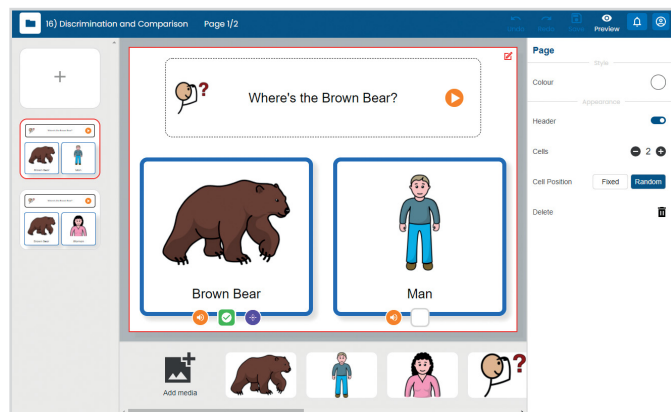
15: Share code: JPXNPA

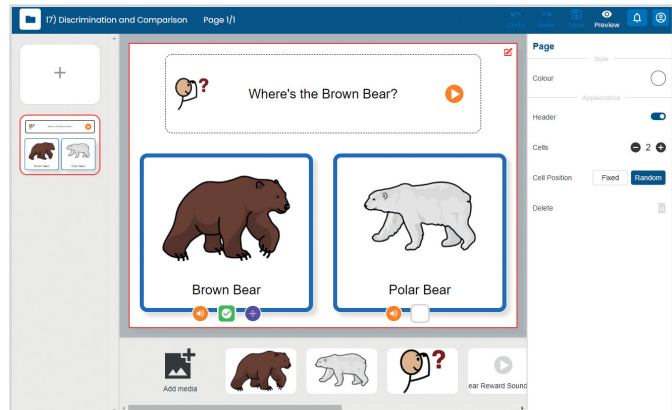Similar image or sound/ less interesting e.g. Coronation St pic and theme tune Vs Fireman Sam + theme tune

16: Share code: QVFGRD

Now vary the distractors.

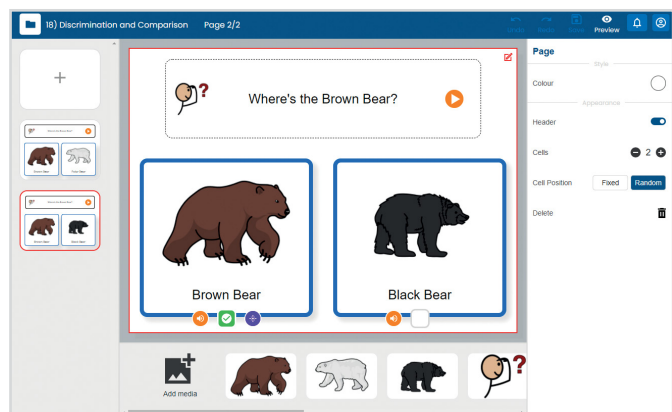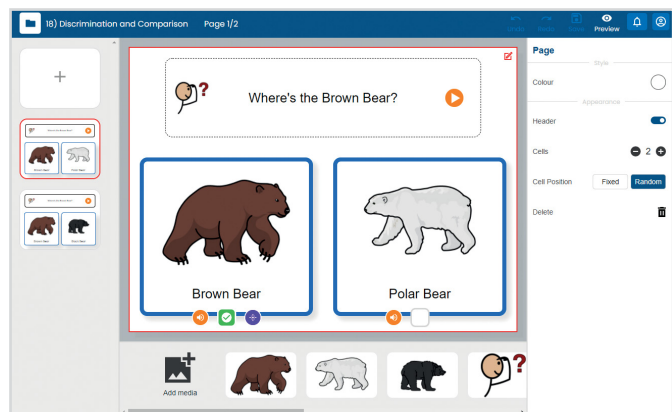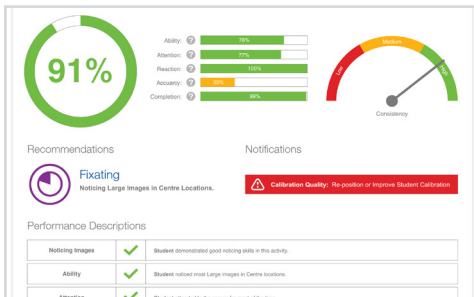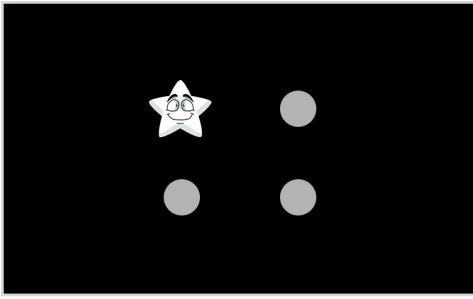## 17: Share code: NXCUKA

Similar image or sound/ as interesting e.g. Brown Bear + reward sound Vs Polar Bear.


18: Share code: YCNXNQ

Now vary the distractors.

Students who have difficulty at these levels may have visual or auditory discrimination difficulties which should be further investigated (We recomend trying **Insight** on HelpKidzLearn).

We can also increase/decrease difficulty with the complexity of the question.

19: Share code: YHLTWT

Now try various simple questions e.g. "Find Bobby", "Where's Molly?" with different appropriate responses and vary the distractor to increase difficulty.
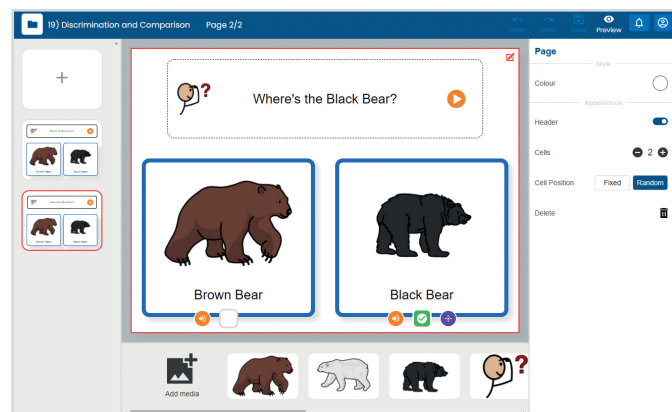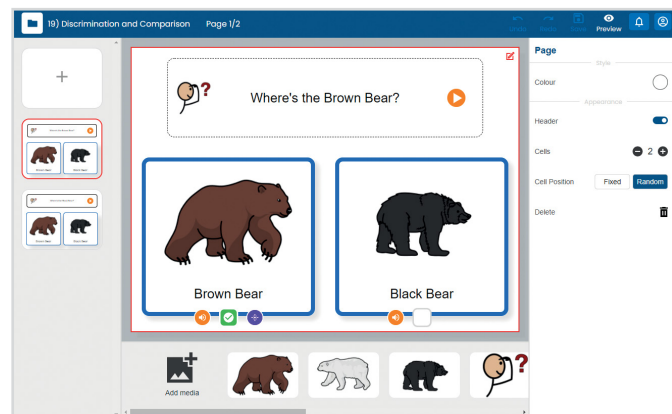
Use concrete, familiar images, sounds and concepts in questions to start with ("Which one is Mummy?" Is easier than "Which one is Red?" Is easier than "Which one is Different?" Is easier than "Which one is President?").

Choice Making Stages **Discrimination and Comparison**

Choice Making Stages

Choosing from 2

Once the student has acquired the skills to remember a simple question, discriminate between 2 responses and make an appropriate response, you can start to increase the cognitive challenge of the questions and introduce new types of content.

20: Share code: BKMHBF

At this stage, you can start using choice making to help assess and teach early educational content, e.g. Maths concepts + matching sounds to pictures;
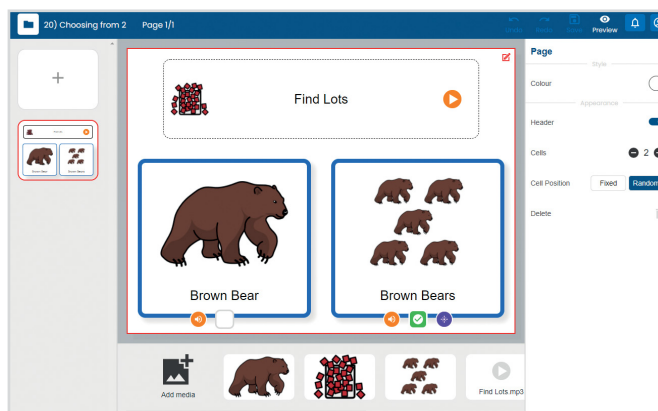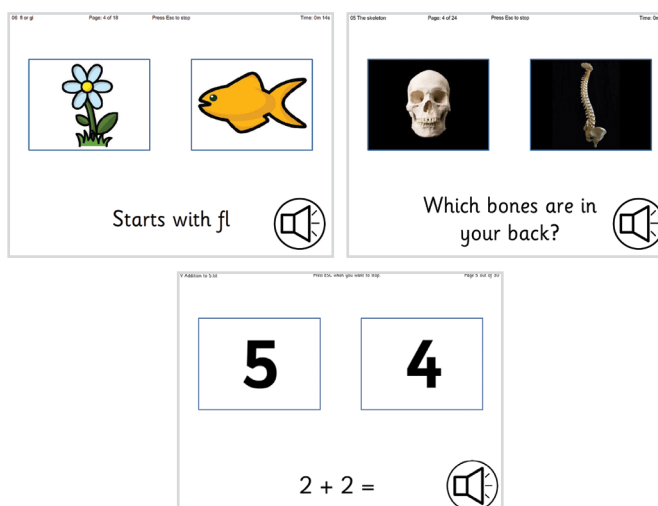

Make pages with Specific Questions, 2 cells + generic or specific rewards, 1 correct.

21: Share code: EDBFXE

Make pages with Specific Question (sounds), 2 cells + generic or specific rewards, 1 correct.

At this stage, you may want to try some early curriculum content from **ChooseIt! Readymades** on HelpKidzLearn.

Choice Making Stages **Choosing from 2**

Choice Making Stages

More than 2

Once we are confident that the student can make purposeful choices from 2 options we can gradually increase the number of options available to choose from.

Having the student select from 3 or more choices can give us more confidence that choices are purposeful and not made by chance and more scope for providing rich choice making opportunities.

A number of factors influence how many options a student can handle:

**Access** – targeting may be an issue for many users.

Switch users have the added difficulty of needing to have timing/scanning skills when more than 2 choices are presented.

Cognitive skills – the more options available increases the cognitive load and the difficulty of choice making.

Use these activities to assess and teach access skills – you can compare touch, alternative mouse, switch and eye gaze access skills with the same activity.
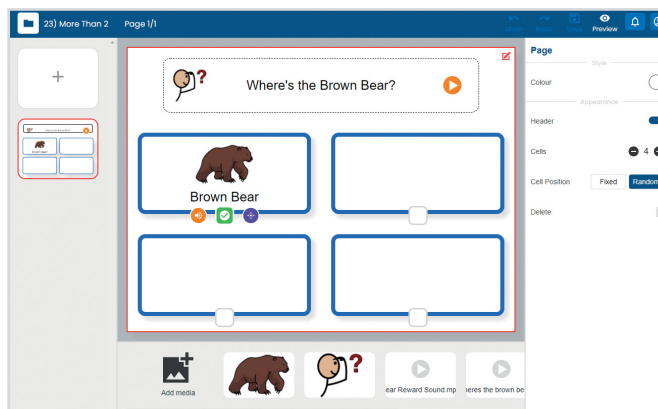
22: Share code: PDRRLM

Gradually increase the number of blank options to help assess targeting skills and find the maximum number/layout of locations that can be easily accessed.
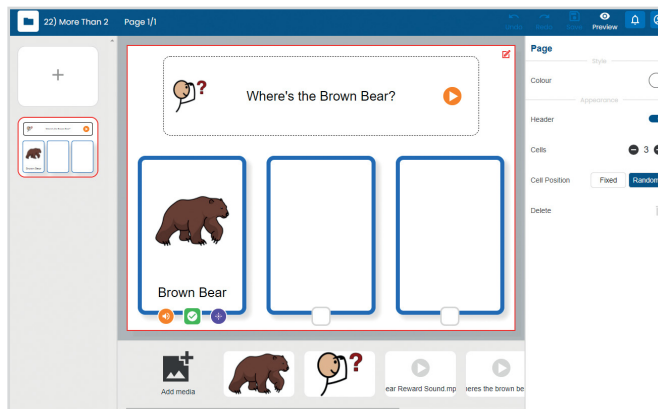
Make pages with Specific Question, 3 cells (2 blank) + specific reward, 1 correct.
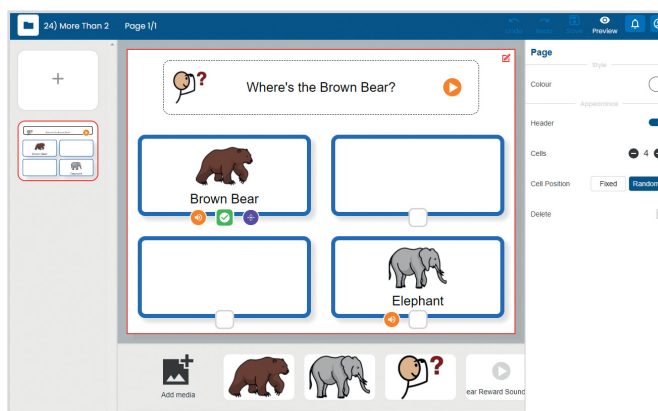
23: Share code: JREMWR

Make pages with Specific Question, 4 cells (2 blank) + specific reward, 1 correct.
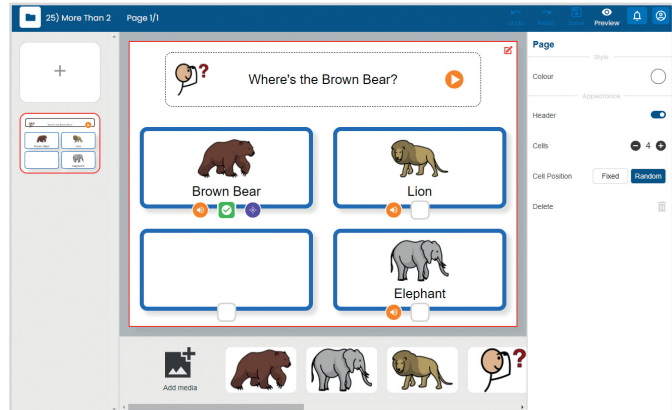
24: Share code: WGXCYV

To develop cognitive skills, you can gradually add more distractors and increase the similarity to increase difficulty.
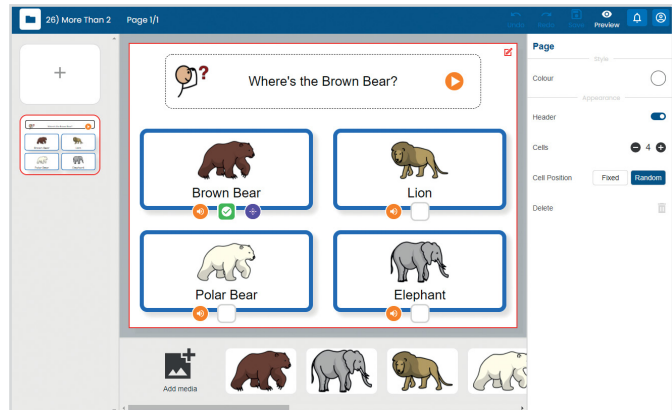

Make pages with Specific Question, 4 cells (2 blank + 1 distractor) + specific reward, 1 correct.

Choice Making Stages **More than 2**

25: Share code: MTHALE

Make pages with Specific Question, 4 cells
(1 blank + 2 distractors) + specific reward,
1 correct.

26: Share code: PYCCTW

Make pages with Specific Question, 4 cells
(3 distractors) + specific reward, 1 correct.

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