![objective ed logo]

ObjectiveEd Goal Guides: Assistive Technology - Gestures and Working Memory

This guide is designed for ATs and TVIs interested in utilizing ObjectiveEd to help students practice assistive technology gestures and working memory.

Step 1: If you are not already familiar with using ObjectiveEd please review the following two videos

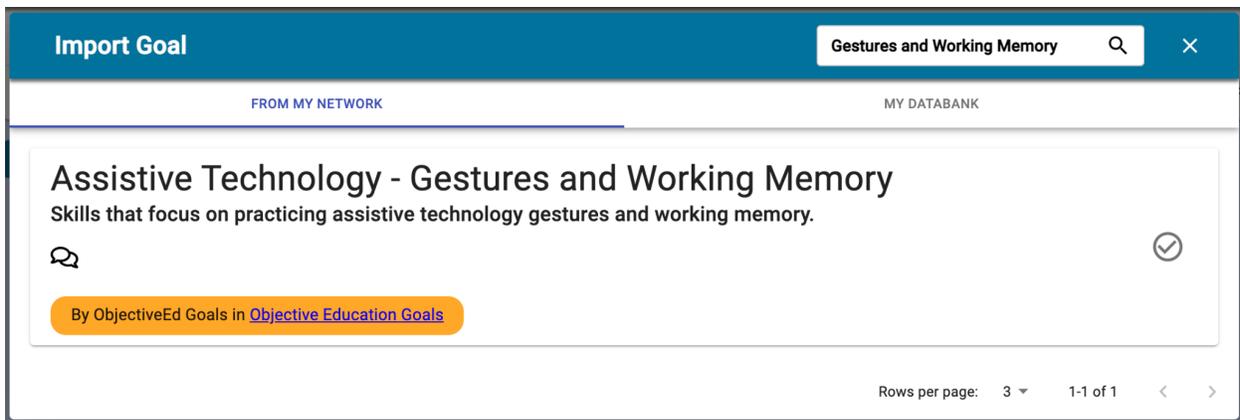Getting Started with ObjectiveEd - VI Curriculum (5 Minutes)

Getting Started with ObjectiveEd - The Application (7 Minutes)

Step 2: Import the following goal onto the student you are working with

Assistive Technology - Gestures and Working Memory

*You can search for it under the Import Goal section

**Import the goal by selecting the check mark

Continues on the next page…

Step 3: Understanding the skills students will be working on

The skills in this goal focus on helping students practice assistive technology gestures, advanced VoiceOver gestures, and working memory.

The skills in this goal are listed below,

	Name	Description	Difficulty	Area	Target Percentage	Active?				
☰	Single Finger Taps	Students will be asked to complete a single finger tap.	Easy	Assistive Technology	100	🔴	✏️	🗑️	▶️	↻
☰	Single Finger and Multi-Finger Taps	Students will be asked to complete single finger and multi-finger taps.	Medium	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Single Finger Double Taps	Students will be asked to complete single finger double taps.	Easy	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Single Finger and Multi-Finger Double Taps	Students will be asked to complete single and multi-finger double taps.	Medium	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Single Finger Swipes	Students will be asked to complete single finger swipes.	Easy	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Single Finger and Multi-Finger Swipes	Students will be asked to complete single and multi-finger swipes.	Medium	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Single Finger and Multi-Finger Taps/Double Taps/Swipes	Students will be asked to complete single and multi-finger taps/double taps/swipes.	Hard	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	Advanced VoiceOver Gestures - Shake/Scrub/Twist/Rotor	Students will be asked to complete shake/scrub/twist/rotation gestures.	Hard	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻
☰	All Gestures	Students will be asked to complete all gestures.	Hard	Assistive Technology	100	⚪	✏️	🗑️	▶️	↻

Students will only work on the skills you mark as **Active**. In our system **Active is Red, Grey is Deactivated**

Skill Breakdown

The primary concepts covered are:

Single Finger Taps

Single Finger and Multi-Finger Taps

Single Finger Double Taps

Single Finger and Multi-Finger Double Taps

Single Finger Swipes

Single Finder and Multi-Finger Swipes

Advanced VoiceOver Gestures

How the skill is practiced: In these skills students will be presented with a gesture and a bell sound. After the bell they will perform the gesture that was announced. If done so correctly two gestures will be announced, followed by a bell. Each time the student hears the bell, they need to perform the gestures in the order that they were announced.

Step 4: Assigning a Starting Skill

After familiarizing yourself with the skills in the goal, choose a skill for your student to start with.

Our Recommendation: We generally advise that you start with one of the following skills,

Option 1: Single Finger Taps

   -Great for younger students just getting started with technology

Option 2: Single Finger and Multi-Finger Taps

   -Great for students with some familiarity with technology

Option 3: Single Finger and Multi-Finger Taps/Double Taps/Swipes

   -Appropriate for older students practicing AT gestures.

To assign a skill to your student, mark it as ACTIVE by clicking the slider to the right of the skill (Active=Red).

Step 5: Practice Time

Now it's time for your student to practice.

Make sure to review the training videos (linked at the top of this guide) if you are unsure about how your student practices the skill you assigned.

Have your student practice for at least 15 minutes over the course of a week, spread out over multiple days

Step 6: Review the Data

In order to have success with ObjectiveEd, it is critical that you monitor your students performance and adjust the skills they are practicing as needed

After your student has practiced for at least 15 minutes over the course of a week, view their Student Dashboard to check on their progress.

Look at their *Percent to Target Graph* - This shows you their accuracy relative to the target percentage of the skill they are practicing. The skills in this goal set the target percentage at 100% so you can see this as overall accuracy with regards to each prompt.
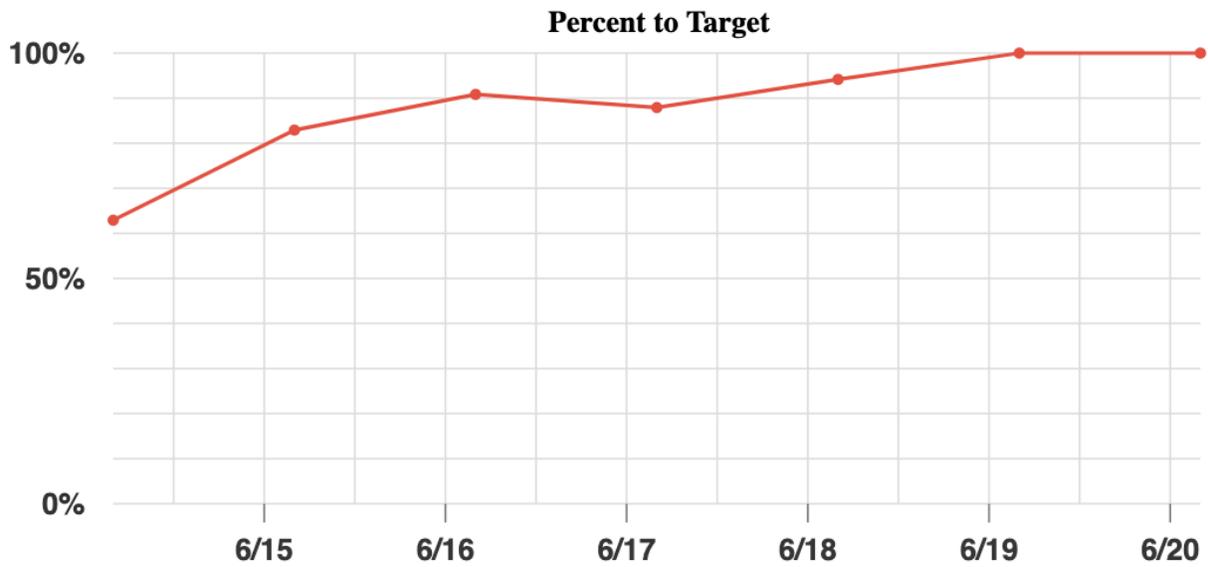
Example Data:

Ideal Outcome

Skill is appropriate for the student, no immediate action needed
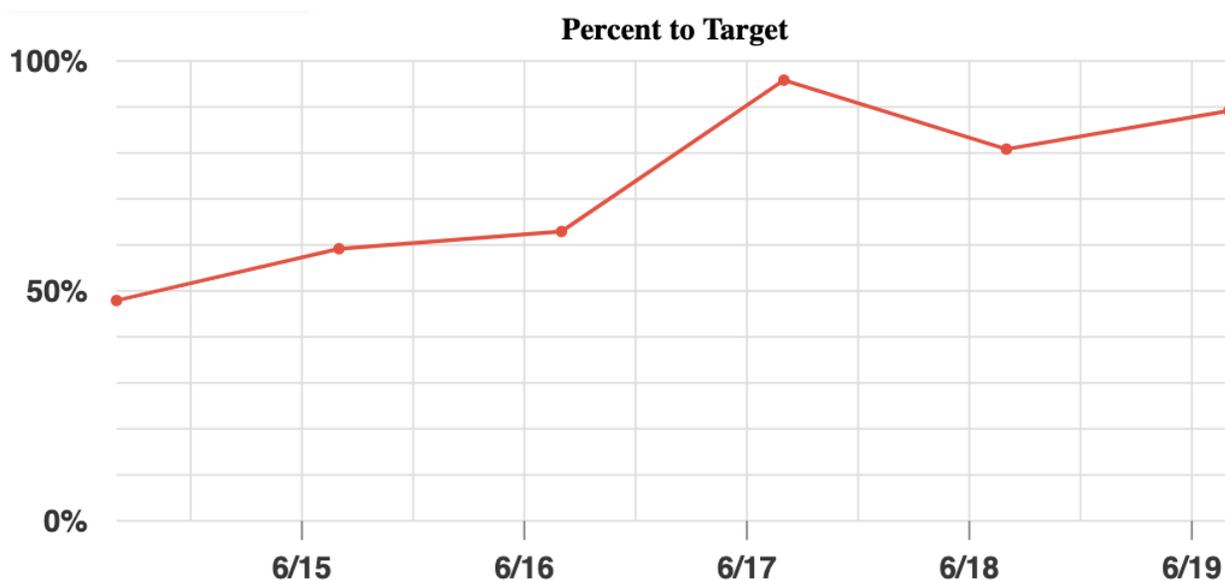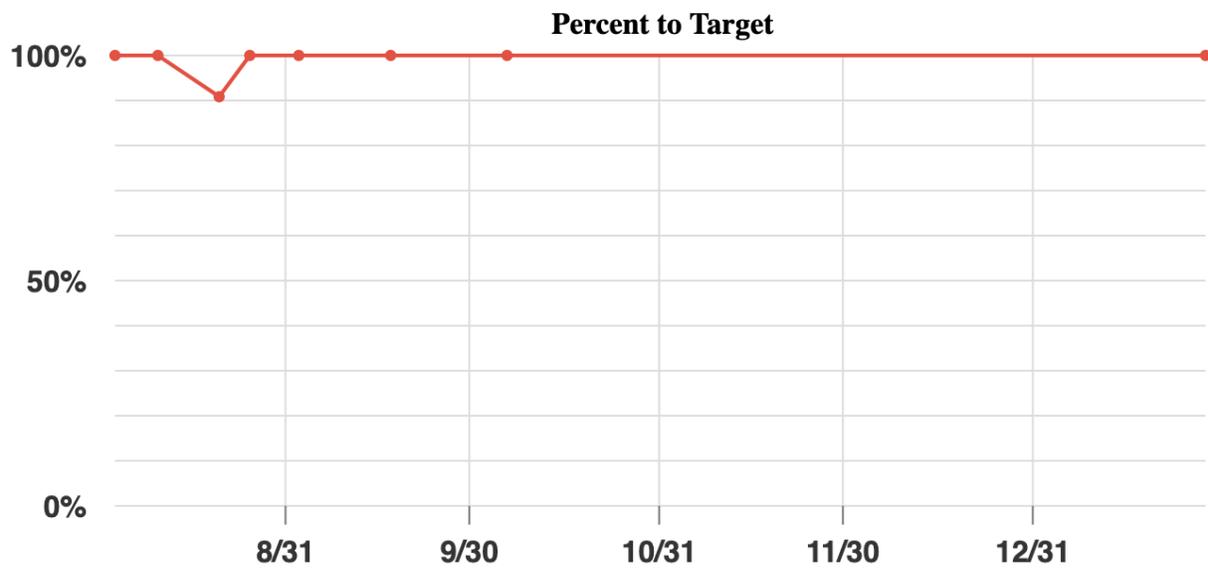

Continues on the next page...

Good Outcome

Percent to Target

Skill may be slightly too easy for the student, consider advancing them to the next logical skill

Action Needed

Percent to Target

If your student's data looks similar to this, it means that they should immediately be moved to a more challenging skill.

Our Recommendation: Immediately advance the student to a more challenging skill, repeat Step 5, and reevaluate the data in a week's time.

*If the student's data suggests that the student is still excelling, view the last page of this guide which recommends additional goals to move on to.

Student is struggling with the basic skill?

In many situations, our skills can be adjusted and tailored to your specific student's needs. If you find that your student is struggling with the basic skills in this goal review the following video which outlines how to edit skills to better match your students needs.

Example: Increasing the time to respond to a prompt from 9 seconds to 20 seconds.

*If you edit a skill to be more appropriate for the student it may increase the need for you to motivate the student to practice.

[ObjectiveEd Tutorials: Editing Skills for your Students](#) (4 Minutes)

Step 7: Next Steps

Assuming your student had either the ideal or good outcome, continue to have them practice for at least 15 minutes per week, spread out over multiple sessions.

Students can of course practice more frequently for better outcomes, but the key is **consistency**. Practicing intermittently with long gaps between practice sessions will lead to data inconsistencies and non-linear growth.

Monitor their performance once a week, and progress them on to the next logical skill when they display continued success (i.e. 100% accuracy for at least ¾ occurrences)

Continues on the next page…

**Important notes

ObjectiveEd is designed to help students practice important skills, and while we try to engage students with games, and reward systems, not all students will be engaged enough to practice without additional motivation.

ObjectiveEd is a tool, providing you with valuable progress data, students should be encouraged to practice at semi-regular intervals while they are working on a specific skill/topic.

While we are constantly working to expand the number of skills our system helps reinforce, ObjectiveEd may not be appropriate for all of your students all the time. If you have a student currently working on a skill/topic that ObjectiveEd has content for, consider implementing ObjectiveEd for that period of time to aid your teaching, as a reinforcement tool.

Step 8: Additional Goals/Skills to Work With

If your student needs to practice gestures but needs more immediate feedback/additional opportunities to complete the gesture, try the following goal/skills,

Option 1: Assistive Technology - Gestures and Reaction Time

If you have any questions at all please contact,

Support@ObjectiveEd.com

We are always here to help!