

Smartbox



Activities for Eye Gaze  
**workbook**



# CONTENTS



How to use this book ..... 3

## SENSORY

Custard Pies ..... 4  
 Magic Mouse ..... 5  
 Egg ..... 6  
 Cannon ..... 7  
 Reveal Shapes ..... 8  
 Reveal Blocks ..... 9  
 Farm Yard ..... 10  
 Music Squares ..... 11



Bottles ..... 12  
 MagicSquares ..... 13  
 Graffiti ..... 14  
 Fart Clouds ..... 15  
 Face Splat ..... 16  
 Scratchcard ..... 17  
 Park Life ..... 18  
 Classroom ..... 19



## TARGET

Hose ..... 20  
 Bubbles ..... 21  
 Shoot ..... 22  
 Video Wall x2 ..... 23  
 Video Wall x4 ..... 24  
 Video Wall x6 ..... 25  
 Fruit Punch ..... 26  
 Snowflake ..... 27

## CHOOSE

Dinner Time ..... 28  
 Javelin ..... 29  
 Snowman ..... 30  
 Tyres ..... 31  
 Drummer ..... 32  
 Opinions ..... 33  
 Monster Factory ..... 34  
 Paper, Scissors, Stone ..... 35



## CONTROL

Darts ..... 36  
 Wizard's Potion ..... 37  
 Penalty ..... 38  
 Jungle ..... 39  
 Dinosaurs ..... 40  
 Bugs ..... 41  
 Underwater ..... 42  
 Woodland ..... 43

Example worksheet ..... 44  
 Superstars record sheet ..... 45  
 P scales appendix ..... 46  
 Quick Record Sheet ..... 47



# HOW TO USE THIS BOOK



This workbook accompanies the Look to Learn eye gaze software from Smartbox. It's for teachers, parents or anyone else facilitating eye gaze sessions and is a tool to track progress over time.

## WORKSHEETS

For every activity there is a corresponding worksheet in this book to record the user's achievements. The worksheets cover three areas of learning - general understanding, response to content and eye gaze skills. There are multiple choice options to tick, and a space to write comments or observations. An example of filling in these worksheets is available on page 44.

Any additional worksheets can be downloaded from the Smartbox website, including a Quick Record sheet (also found on page 47) which can be used to record general results for all the activities on a single page. A 'Superstars' worksheet enables you to record high scores / quickest times if you are working with a range of eye gaze users, alongside a certificate of achievement.

## P SCALES

Many schools in the UK use the P scales performance criteria that demonstrate the range of overall performance pupils might show when working below Level 1 of the National Curriculum. They are designed to be used in the same way as National Curriculum levels and are best-fit level indicators.

In this workbook we have given an indication of where each Look to Learn activity would sit on the ICT P scales. This can be found in the top right hand corner of the grey box next to observations and targets. (The level demonstrated will depend on how the activity is facilitated).

Please note these are only indicators and our opinion only - views may vary. For an explanation of P Levels using Look to Learn, please see p.46.

Developing	Achieved	Observations and Targets	P4-P5

## KEEP PROGRESSING

To help you facilitate really successful eye gaze sessions, we have included some top tips for each activity. They will help the user get the most from Look to Learn and to keep progressing their eye gaze skills. Look out for the yellow box on each page.

## ANALYSING RESULTS

Look to Learn includes a built-in analysis tool that will tell you where somebody has looked during an activity. It can also be used to analyse the range of access to the screen, the relevance of what the user is looking at and for measuring progress.

For instructions on how to access and use the analysis tool, please refer to the Look to Learn manual, available with the DVD or online from the Smartbox website.

## CUSTOMISING CONTENT

Many of the activities can be personalised with images and videos that will help motivate the user. Instructions on how to customise content can be found in the manual.



### Custard Pies

Look at each photo as it appears on the screen to throw a custard pie. This activity is great for analysing responses to content appearing in different areas of the screen.

### TIPS

- Use photographs of family and friends to motivate the user
- Good for analysing targeting skills
- Observe and help if the user is getting close to the target

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P3(ii)
Establishes screen engagement					
Targets static images					
Able to access all areas of the screen					
Responds appropriately to facilitator's instructions					
Able to hit all targets					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:



### Magic Mouse

Wherever you look on the screen you will create a special effect along with a sound effect. When the star appears you can look at this to move on to the next effect.

### TIPS

- Look at the star to change the mouse trail effect
- Encourage the user to create the effect in each corner of the screen

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Responds appropriately to facilitator's instructions				
User is able to move the effect around the screen				
Understands that looking at the screen creates the effect				
Targets static star to change visual effect				

P3(i)-P5

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Egg

Look at the egg to break the shell and see which animal is inside. It takes 5 seconds for the animal to emerge. The egg activity encourages you to focus on a particular area of the screen.



### TIPS

- The user must continue to look at the egg for it to hatch
- When the star appears, look at it to load the next egg
- A good activity to encourage targeting

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P2(ii), P4, P5w
Establishes screen engagement					
Engages with audio and animation					
Targets star to restart activity					
Responds appropriately to facilitator's instructions					
Understands that looking at the egg causes it to hatch					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Cannon

Splat paint all over the brick wall by looking at different areas. The cannon fires automatically so this is one of the easier activities.

### TIPS

- You can change the background image to motivate the user
- Try images with different focal points to encourage looking around
- Splat paint on photos of friends and family!

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P3(ii), P4, P5
Establishes screen engagement					
Looks around the screen to splat different areas of the image					
Responds appropriately to facilitator's instructions					
Understands looking at the screen creates a paint splat					
Engaged by personalised background image					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:





### Reveal Shapes

An image is hidden behind the shapes. Look at the shapes and they will disappear to reveal the image.

### TIPS

- A good learning exercise for potential AAC users
- Does the user understand that an image lies beneath the shapes?
- If the user is confident, try timing them to complete the activity

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Targets the static shapes				
Able to access different areas of the screen				
Responds to the final image				
Responds appropriately to facilitator's instructions				
Understands that looking at the shapes reveals image behind				

P4, P5

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:





### Reveal Blocks

Reveal blocks works in the same way as Reveal shapes, but there is less visual distraction. It leads nicely towards alternative communication software such as The Grid 2.



**TIPS**

- Try different background images to encourage screen engagement
- Does the user understand that an image lies beneath the blocks?
- If the user is confident, try timing them to complete the activity

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Targets the static blocks				
Able to access different areas of the screen				
Responds to the final image				
Responds appropriately to facilitator's instructions				
Understands that looking at the blocks reveals image behind				

P4, P5

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:





### Farmyard

Look at the barn door for 3 seconds for it to open and reveal one of the animals.

### TIPS

- Teach a user to fix their gaze on a target
- Give the animals names to help with motivation
- Observe the user to see if they watch the animation of the animal

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P6
Establishes screen engagement					
Engaged with initial tractor animation					
Reacts to the sound and moving door					
Able to target the barn door for 3 seconds					
Responds appropriately to facilitator's instructions					
Understands looking at the barn door for 3 seconds to open it					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Musical Squares

All the instruments are playing the same tune, so see if you can hear the whole band by looking at each instrument. Look at an instrument again to make it stop playing.



### TIPS

- Look at an instrument to make it play
- Aim to get the whole band playing!
- Name an instrument and see if they can activate it

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P6
Establishes screen engagement					
Targets static musical objects					
Responds appropriately to facilitator's instructions					
Accesses entire screen to play all instruments					
Understands looking at an instrument will cause it to play					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

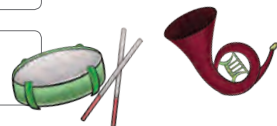
Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:



## Bottles

The aim of Bottles is to smash as many bottles as you can. Look at a bottle to smash it and see if you can get them all.

## TIPS

- See how many bottles the user can smash
- Encourage users to smash all bottles (different shapes and sizes)
- Analyse range of access and accuracy

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				P2(ii), P3(i) P4
Targets static bottles				
Responds appropriately to facilitator's instructions				
Able to access different areas of the screen and smash different bottles				
Understands looking at a bottle will throw a ball, causing it to smash				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Magic squares

As you look around the screen you will make the musical squares appear. If you look at the same one more than once it will change colour and play a different sound.

### TIPS

- Encourage the user to look around the whole screen
- Ask them to change the colour of a particular square
- If they are confident, can they draw a picture?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P5
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Understands that looking at the screen creates a special effect					
Understands that looking at the at the squares again will change the pitch and colour					
Motivated by changes in pitch and colour					
Able to move their gaze point around the screen					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:



### Graffiti

Spray paint over the wall by looking around the screen. Look at the different colours and circles to change the paint or size of spray. Look at the bottom right-hand corner to clear the screen.



### TIPS

- Encourage the user to change the colour and size of the paint can
- See if the user can paint the whole screen
- Can the user select specific colours?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Targets colour and size to change visual effect					
Able to make choices about colour and thickness of the paint					
Understands that looking at the screen causes the graffiti effect					
Able to move their gaze around the screen					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:



### Fart clouds

For people with a certain sense of humour! Look at the fart clouds to make them fart.

### TIPS

- Stand well back and hold your nose...!
- Ask the user to find the different faces e.g. happy cloud!
- Use the cloud position to determine screen engagement

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				P3(ii), P4
Explores the whole screen				
Responds appropriately to facilitator's instructions				
Targets static fart clouds				
Understands that looking at each fart cloud causes noise and animation				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:





### Face splat

Throw a custard pie at each of the characters by looking at them. This activity is really rewarding, even for people who are not able to access small targets.



### TIPS

- Ask the user to find their favourite face
- See if they can target specific faces
- How many faces can you splat at once?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Targets static characters				
Able to access all areas of the screen				
Responds appropriately to facilitator's instructions				
Understands that looking at an image will throw a custard pie				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:



### Scratch card

Look around the screen to scratch away each of the special textures to reveal an image. You can change the images to increase motivation.

### TIPS

- Use images of friends and family for a nice surprise!
- If the user is confident, try timing them to complete the activity
- You only need to scratch 80% to reveal the image

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets P2(ii), P3(i), P3(ii), P5
Establishes screen engagement				
Responds appropriately to facilitator's instructions				
User is able to move their gaze point around the screen				
Understands by looking at the scratch card it will reveal the image				
Responds to final image				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

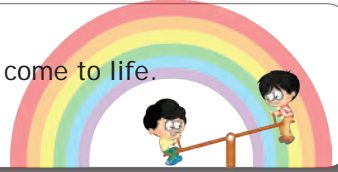
Device position:

Comments:



### Park life

Explore this interactive visual scene and make it come to life.



### TIPS

- Encourage the user to explore the interactive visual scene
- Set tasks such as, "Can you pop the balloons?"
- There are 8 animations in total, can you find them all?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P2-P6
Establishes screen engagement					
Explores the scene to play animations and sound					
Understands that looking at different areas of the screen causes animations to begin					
Reacts to the animations					
Responds appropriately to facilitator's instructions					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:





### Classroom

Look at the objects around this interactive visual scene to make the classroom come to life.



### TIPS

- Encourage the user to explore the interactive visual scene
- Set tasks such as, "Can you smash the lightbulb?"
- There are 8 animations in total, can you find them all?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P2-P6
Establishes screen engagement					
Explores the scene to play animations and sound					
Understands that looking at different areas of the screen causes animations to begin					
Reacts to the animations					
Responds appropriately to facilitator's instructions					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Hose

Clean the car, put out the fires, water the plants, squirt the bugs and scare the birds - all using the giant hose pipe. Look at the objects to fire the hose and complete the level.

### TIPS

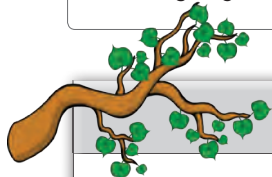
- Analyse ability to hit different size targets in different positions
- If the user is confident, try timing them to complete the activity
- Make up a story about 'Hose Land' to bring the activity to life

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4, P5
Establishes screen engagement					
Understands the need to look at target not the hose to shoot					
Responds appropriately to facilitator's instructions					
Successfully completes each level					
Understands that looking at particular objects in the scene will fire the hose					



LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:



### Bubbles

By looking at the bubbles you will pop them and make them split into smaller and smaller bubbles.

### TIPS

- Analyse ability to track moving object
- Set a target number of bubbles to pop
- Can the user pop the smallest bubbles?

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Responds appropriately to facilitator's instructions				
Able to target small and large bubbles				
Targets all areas of the screen				
Understands that popping the bubbles causes more bubbles to appear				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:



### Shoot

As you work through the levels you will need to shoot more targets. For this activity you are up against the clock. Why not try and set a high score? Look at the first target for 3 seconds to get started.



### TIPS

- Personalise images to make the activity more interesting
- Set up a scoreboard for the class with a prize for the winner
- Cursor slightly off target indicates any offset in calibration

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P6
Establishes screen engagement					
Able to shoot targets					
Able to access all areas of the screen					
Responds appropriately to facilitator's instructions					
Responds to personalised images					
Understands that looking at targets reveals image behind					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:







### Video wall x2

The video wall activities allows you to display 2 videos on the screen. When you look at a picture it will play a video. As soon as you look away it will stop.

### TIPS

- Use [savetube.com](http://savetube.com) to save new videos from YouTube
- Position the video to encourage screen exploration
- Try different videos to understand motivation or taste!

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Fixes gaze on target to play video				
Able to maintain gaze to keep video playing				
User is able to choose their favourite video				
User understands they are controlling the video by looking				
Responds appropriately to facilitator's instructions				

P3(ii), P4

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:





### Video wall x4

The video wall activities allows you to display 4 videos on the screen. When you look at a picture it will play a video. As soon as you look away it will stop.

### TIPS

- Use [savetube.com](http://savetube.com) to save new videos from YouTube
- Position the video to encourage screen exploration
- Try different videos to understand motivation or taste!

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Fixes gaze on target to play video				
Able to maintain gaze to keep video playing				
User is able to choose their favourite video				
User understands they are controlling the video by looking				
Responds appropriately to facilitator's instructions				

P3(ii), P4

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:



### Video wall x6

The video wall activities allows you to display 6 videos on the screen. When you look at a picture it will play a video. As soon as you look away it will stop.

### TIPS

- Use [savetube.com](http://savetube.com) to save new videos from YouTube
- Position the video to encourage screen exploration
- Try different videos to understand motivation or taste!

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Fixes gaze on target to play video				
Able to maintain gaze to keep video playing				
User is able to choose their favourite video				
User understands they are controlling the video by looking				
Responds appropriately to facilitator's instructions				

P3(ii), P4

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Personalised images / video used: Y  N

Device position:

Comments:



### Fruit punch

Flatten the crazy fruit faces with the giant boxing glove. To do this you need to look at each piece of fruit as it floats across the screen. Squash 20 pieces of fruit to complete the activity.



### TIPS

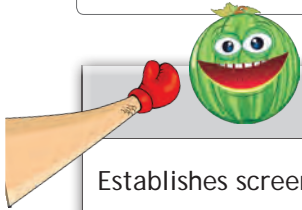
- Encourage the user to beat their score (maximum of 20 punches)
- Does the user respond to a particular fruit more than others?
- Time the activity to see if the user gets faster

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				P3(i), P3(ii), P4-P6
Able to punch the fruit				
Accesses all areas of the screen				
Responds appropriately to facilitator's instructions				
Responds to the animation and sound				
Understands that looking at the fruit creates a punch				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

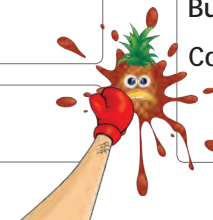
User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Snowflake

By looking at the snowflakes as they fall you will be able to build a snowman. If you manage to get 25 snowflakes you complete the activity and the snowman will come to life.



### TIPS

- Can the user see their score? Encourage them to get as many snowflakes as possible
- Time the activity to see if the user can beat their score

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Establishes screen engagement				
Targets the snowflakes to build the snowman				
Responds appropriately to facilitator's instructions				
Responds to the snowflakes and snowman animation				
Understands that looking at the snowflakes will build the snowman				
Able to access all areas of the screen				

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:



### Dinner time

Choose what the man is going to eat for his dinner from the right-hand side of the screen.



### TIPS

- *Instruct the user to make a particular selection, e.g. "Where's the burger?"*
- *Observe cursor to see if the user is eye-tracking the animation*

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P7
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Maintains gaze to select an item					
Tracks the animation					
Responds to the animation					
Able to make different food choices					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						



Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Javelin

Choose which object the athlete will throw. Look at the option you wish to choose on the left-hand side of the screen.

### TIPS

- *Instruct the user to make a particular selection, e.g. "Where's the broomstick?"*
- *Observe cursor to see if the user is eye-tracking the animation*



Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P7
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Maintains gaze to select an item					
Tracks the animation					
Responds to the animation					
Able to make different javelin choices					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:





### Snowman

Choose how you are going to help the snowman. Look at the options on the right-hand side of the screen.

### TIPS

- *Instruct the user to make a particular selection, e.g. "Can you choose the cup of tea?"*
- *Observe cursor to see if the user is eye-tracking the animation*

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P7
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Maintains gaze to select an item					
Tracks the animation					
Responds to the animation					
Able to make different choices					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Tyres

Choose which tyres to give to Colin the Car. Look at the options on the left-hand side of the screen.

### TIPS

- *Instruct the user to make a particular selection, e.g. "Can you find the doughnut?"*
- *Observe cursor to see if the user is eye-tracking the animation*

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P7
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Maintains gaze to select an item					
Tracks the animation					
Responds to the animation					
Able to make different tyre choices					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						



Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Drummer

Choose which drumsticks Diego the Drummer should use. Look at the options on the right-hand side of the screen.

### TIPS

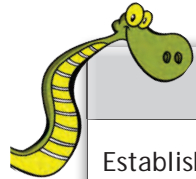
- *Instruct the user to make a particular selection, e.g. "Can you play the drums with the snake?"*
- *Observe cursor to see if the user is eye-tracking the animation*

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P7
Establishes screen engagement					
Responds appropriately to facilitator's instructions					
Maintains gaze to select an item					
Tracks the animation					
Responds to the animation					
Able to make different drumstick choices					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Opinions

Have a look at the image in the centre of the screen before deciding if you LOVE or HATE it! If you love it then look at the green happy face. If you hate it then look at the red angry face.

### TIPS

- Use a variety of images to find out what the user likes and dislikes
- Treat their response as communication for yes and no
- Keep changing the images to encourage different responses

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P4-P6
Able to choose between love/hate choices					
Targets love/hate characters					
Maintains gaze to select love or hate characters					
Tracks and responds to animation					
User understands the love or hate choices					
Responds appropriately to facilitator's instructions					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:



### Monster factory

Create your own scary monster at the Look to Learn Monster Factory! Look to choose the mouth, eyes, accessory and body.



### TIPS

- See if the user can make a 'scary', 'happy' or 'Christmas' monster
- You can use 'print screen' to save the monster creation
- Challenge the user to select the star to restart the activity


Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6
Establishes screen engagement					
User targets choice of clothing and character					
Maintains gaze to select (chooses star to restart activity)					
Able to make choices of how the monster will look					
Tracks and responds to animation					
Responds appropriately to facilitator's instructions					

LEVEL	1 Low	2	3	4	5 High	Comments 
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Paper, scissors, stone

A classic activity of Paper, scissors, stone. Paper beats stone by wrapping it; stone beats scissors by blunting them; scissors beats paper by cutting it. This activity is best of 3.

### TIPS

- Try and play the game together to teach the concept before playing in Look to Learn

Learning objectives:

Date:

Time of day:

Time spent:



	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6-P7
Establishes screen engagement					
Targets and selects action (paper, scissors or stone)					
Responds appropriately to facilitator's instructions					
Tracks and responds to animation					
Able to make different choices					
Responds to score					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						



Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:



### Darts

Look at the pub scene to start the activity. Look as close to the bull's eye target as you can. Darts in outer rings earn 10 points, 50 in the blue ring and 100 if you can get the bull's eye.



### TIPS

- See what happens when the dart hits the man!
- Can the user get the maximum score of 500?
- The user must look at the cup to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6
Establishes screen engagement					
Maintains gaze to throw dart					
Targets different areas of the scene; dartboard, man, wall					
Responds appropriately to facilitator's instructions					
Responds to score					
Responds to placement of dart					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:





### Wizard's potion

The Wizard is making a magic potion using 4 special ingredients. You have to watch carefully as he adds them to the cauldron and then copy his recipe in the correct order.

### TIPS

- Post a classroom high score leaderboard on the wall (see p.45)
- The cauldron will be the same colour as the last potion the wizard poured

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P7, P8 (in maths)
Able to target potions					
Responds appropriately to facilitator's instructions					
Maintains gaze to select potion					
Tracks and responds to animation					
Able to follow sequence (detail how many)					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

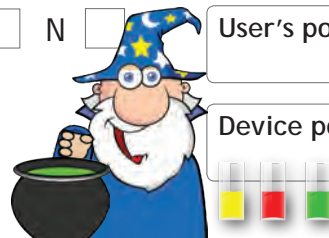
User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Penalty

To take a penalty, choose the area of the goal that you want to shoot for and look at it, then Molly the Monster will try and save it. Choose the swap symbol to play as the goalkeeper.



### TIPS

- Choose a kit to match the user's favourite football team
- See if you can score in the top corner
- Can you win 5-0? Record scores using the sheet on page 45

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P5-P7
Establishes screen engagement					
Targets & makes choices; character, kit, position					
Responds appropriately to facilitator's instructions					
Maintains gaze to select target area					
Shoots and saves in all areas of the goal					
Responds to score					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Jungle

Create a jungle scene! Look at an animal to select it, then look at one of the stars to place it in the scene.



### TIPS

- Encourage the user to place the animals in appropriate positions
- Use 'print screen' to save the picture
- Look at the star to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6, P7
Explores the scene and locates the stars					
Able to select each animal					
Drags and drops the animals onto the stars					
Responds appropriately to facilitator's instructions					
Responds to animal noises					
Able to make different choices (e.g. order animals are chosen, where they are placed)					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						



Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:



### Dinosaurs

Create a pre-historic scene! Look at a dinosaur to select it, then look at one of the stars to place it in the scene.



### TIPS

- See if you can put the pterodactyl in the sky!
- Use 'print screen' to save the picture
- Look at the star to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6, P7
Explores the scene and locates the stars					
Able to select each dinosaur					
Drags and drops dinosaurs onto the stars					
Responds appropriately to facilitator's instructions					
Able to make different choices (e.g. order dinosaurs are chosen, where they are placed)					



LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Bugs

Create a scene of creepy crawlies! Look at a bug to select it, then look at one of the stars to place it in the scene.



### TIPS

- Can you put the spider by its web?
- Use 'print screen' to save the picture
- Look at the star to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6, P7
Explores the scene and locates the stars					
Able to select each bug					
Drags and drops bugs onto the stars					
Responds appropriately to facilitator's instructions					
Able to make different choices (e.g. order bugs are chosen, where they are placed)					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Underwater

Create a underwater scene! Look at a sea creature to select it, then look wherever you want to place it in the scene.

### TIPS

- Encourage the user to place the creatures in appropriate positions
- Use 'print screen' to save the picture
- Look at the star to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets
Explores the underwater scene				
Maintains gaze to select sea creature				
Drags and drops the sea creatures in the scene				
Responds appropriately to facilitator's instructions				
Able to make different choices (e.g. order sea creatures are chosen, where they are placed)				

P6, P7

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:



Device position:

Comments:





### Woodland

Create a woodland scene! Look at an animal to select it, then look wherever you want to place it in the scene.



### TIPS

- Encourage the user to place the animals in appropriate positions
- Use 'print screen' to save the picture
- Look at the star to restart the game

Learning objectives:

Date:

Time of day:

Time spent:

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P6, P7
Explores the woodland scene					
Maintains gaze to select animal					
Drags and drops the animals in the scene					
Responds appropriately to facilitator's instructions					
Able to make different choices (e.g. order animals are chosen, where they are placed)					

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation						
Level of motivation						
Level of enjoyment						
Overall success						

Name of user:

Calibrated: Y  N

User's position:

Built-in analysis used: Y  N

Facilitator:

Device position:

Comments:





### Park life

Explore this interactive visual scene and make it come to life.



### TIPS

- Encourage the user to explore the interactive visual scene
- Set tasks such as, "Can you pop the balloons?"
- There are 8 animations in total, can you find them all?

Learning objectives: Finding three different animations on screen

Date: 12/07/13

Time of day: 14:30

Time spent: 20 mins

	Not Demonstrated or N/A	Developing	Achieved	Observations and Targets	P2-P6
Establishes screen engagement		✓		Looks at screen when park scene appears following some prompting (P2ii)	
Explores the scene to play animations and sound		✓		Focuses on the left-hand side animations (tree, girl on swing), not moving all over the screen (P3i)	
Understands that looking at different areas of the screen causes animations to begin			✓	Pretty sure - keeps going back to girl on swing and smiles when she moves	
Reacts to the animations			✓	Happy responses, smiles when the girl swings	
Responds appropriately to facilitator's instructions		✓		Trying to get her to look at other animations, she is aware there is more on the screen but needs to develop looking to the right (see analysis)	

LEVEL	1 Low	2	3	4	5 High	Comments
Level of facilitation			✓			Understands that by looking, things happen, but needs prompting
Level of Motivation				✓		Good, she likes the different animations, starting to understand looking at an animation causes it to move
Level of Enjoyment				✓		Her reactions are very positive and she laughs at the animations
Overall success				✓		Good level of success, believe she will become motivated to look around more - overall P2ii/P3 achieved.

Name of user: Sarah Thomas

Calibrated: Y  N

User's position: Wheelchair reclined so head is well supported by head rest

Built-in analysis used: Y  N

Facilitator: Becky Williams



Device position: High above Sarah's head to encourage eyes to open

Comments: Analysis revealed preference for left-hand side of the screen







# SUPERSTARS!



Wow, that's some high scores you've got there!

ACTIVITY:

.....



Name:

Time:

1

.....

.....

2

.....



.....

3

.....

.....

4

.....

.....

5

.....

.....

6

.....

.....

7

.....

.....

8

.....

.....

9

.....

.....

10

.....

.....

11

.....

.....

12

.....

.....



# P Scales appendix



P1(i) The user observes Look to Learn in use, while the facilitator demonstrates the program to the user.

P1(ii) The user shows some reaction to the sound, images and animations in Look to Learn.

P2(i) The user displays initial screen engagement and tracks moving images briefly across the screen.

P2(ii) The user displays initial screen engagement. Some facilitation is required to encourage the user to look at the screen. The user begins to engage with the activity and remember learned responses over short periods of time.

P3(i) The user displays initial screen engagement without facilitation and is able to gaze around the screen, repeating the activity. They remember learned responses over more extended periods.

P3(ii) The user learns responses over increasing periods of time. They may anticipate known events, respond to options and choices, and actively explore the screen for more extended periods.

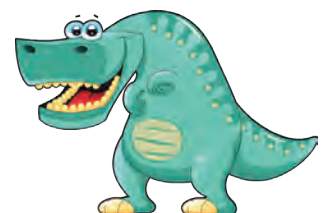
P4 The user will know they are controlling the computer with their eyes. They begin looking in certain areas, demonstrating cause and effect.

P5 The user understands they are controlling the computer with their eyes and that they need to look at an area of the screen to create and control an effect. They are developing their dwell for selection. They are also learning to adjust their targeting to access a difficult area, i.e. intentionally looking slightly off target.

P6 The user responds to animations and sounds on screen, and is able to perform a dwell or selection on a particular area of the screen. They respond to simple instructions.

P7 The user is able to perform a dwell or drag and drop to make a choice in controlling an activity, and is able to choose an animation, picture or video. The user can also choose a Look to Learn activity through choices given by the facilitator.

P8 The user independently chooses activities through mouse control. The user may be using The Grid 2 to launch activities in Look to Learn and can comment on the activities they have used.



# Look to Learn Quick Record Sheet

Name:	Date:	Time:	Length of session:	Facilitator:
Learning objectives:				

User's position:	Device position:	Built-in analysis used: Y <input type="checkbox"/> N <input type="checkbox"/>
Calibrated: Y <input type="checkbox"/> N <input type="checkbox"/>	Personalised images / video used: Y <input type="checkbox"/> N <input type="checkbox"/>	Comments:

ACTIVITIES (Circle completed)	OBSERVATION AND ACTIVITIES SUMMARY
<p>Sensory</p> 	
<p>Explore</p> 	
<p>Target</p> 	
<p>Choose</p> 	
<p>Control</p> 	
Next session:	



Ollie the Owl



Steady Eddy



Fernando Fish



Diego the Drummer



Oran Gemma



Olive the Octopus



Sandy the Star



Felipe the Fox



Dilys Dragonfly



Flamingo Fred



Lars the Lobster



Adam Apple



Beverleysaurus



Sammy Starfish



Bruno the Bear



Ellie the Elephant



Tingsaurus



Simon the Spider



Slick Nick



Nerdy Neil



Wichu the Wizard



Lionel



Juicy Jason



Boris the Bee



Lily Ladybird



Polly Pineapple



Jumping Jess



Dougal Duck



Doris Deer



Peggy the Pig



Morris the Monkey



Mrs Moo



Sonya Snail



Gory Green



Syril Snake



Stevie Squirrel



Rhino Rob



Sillysaurus



Charlie Cool



Fernanda Fish



Barmy Barney



Clever Clare



Dizzy Tizzy



Shauna Sheep



Paulie Parrot



Aly Ant



Colin the Car



Luke Lemonhead