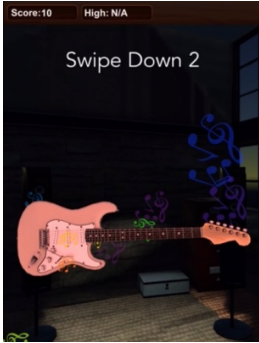

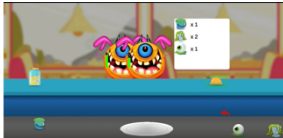
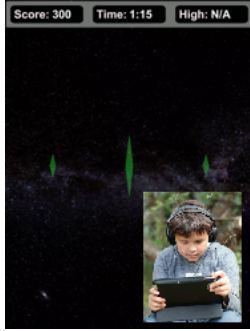

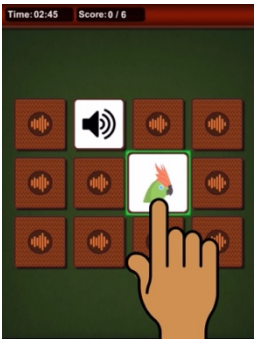
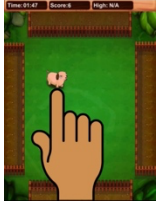
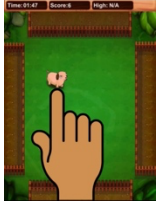
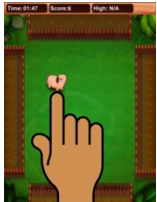
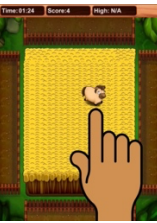

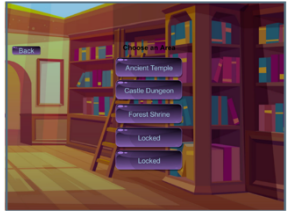


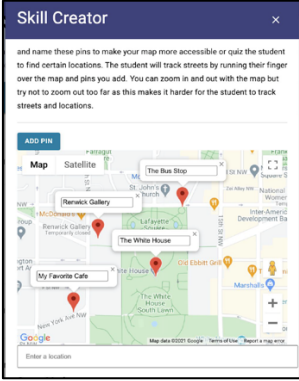


Goal Areas & Reinforcement Skills

Goal Area	Reinforcement Skills
<p>Assistive Technology: Gestures and Working Memory</p> 	<p>The skills in this goal focus on helping students practice assistive technology gestures, advanced VoiceOver gestures, and working memory.</p> <p>In these skills, your student is presented with a gesture and a bell sound. After the bell they perform the gesture that was announced. If done so correctly two gestures are announced, followed by a bell. Each time your student hears the bell, they must perform the gestures in the order that they were announced.</p> <p><i>Single Finger Taps, Single Finger and Multi-Finger Taps, Single Finger Double Taps, Single Finger and Multi-Finger Double Taps, Single Finger Swipes, Single Finger and Multi-Finger Swipes, Advanced VoiceOver Gestures</i></p>
<p>Assistive Technology: Gestures and Reaction Time</p> 	<p>The skills in this goal focus on helping students practice assistive technology gestures, advanced VoiceOver gestures, and reaction time.</p> <p>In these skills students will be asked to perform a gesture. Which gestures they are asked to perform will depend on which skills you have assigned.</p> <p><i>Single Finger Taps, Single Finger and Multi-Finger Taps, Single Finger Double Taps, Single Finger and Multi-Finger Double Taps, Single Finger Swipes, Single Finger and Multi-Finger Swipes, Advanced VoiceOver Gestures</i></p>
<p>Listening Skills</p> 	<p>The skills in this goal focus on helping students practice listening skills, including listening to and comprehending audio at an accelerated rate, and in noisy environments.</p> <p>In these skills, students will be presented with a café order that they will need to remember and fulfill. These orders can be spoken at accelerated rates and with different levels of background noise.</p> <p><i>Listening at 1x Speed, Listening at 1.25x Speed, Listening at 1.5x Speed. Each concept is broken down into three levels of difficulty: Basic, Intermediate and Advanced.</i></p>

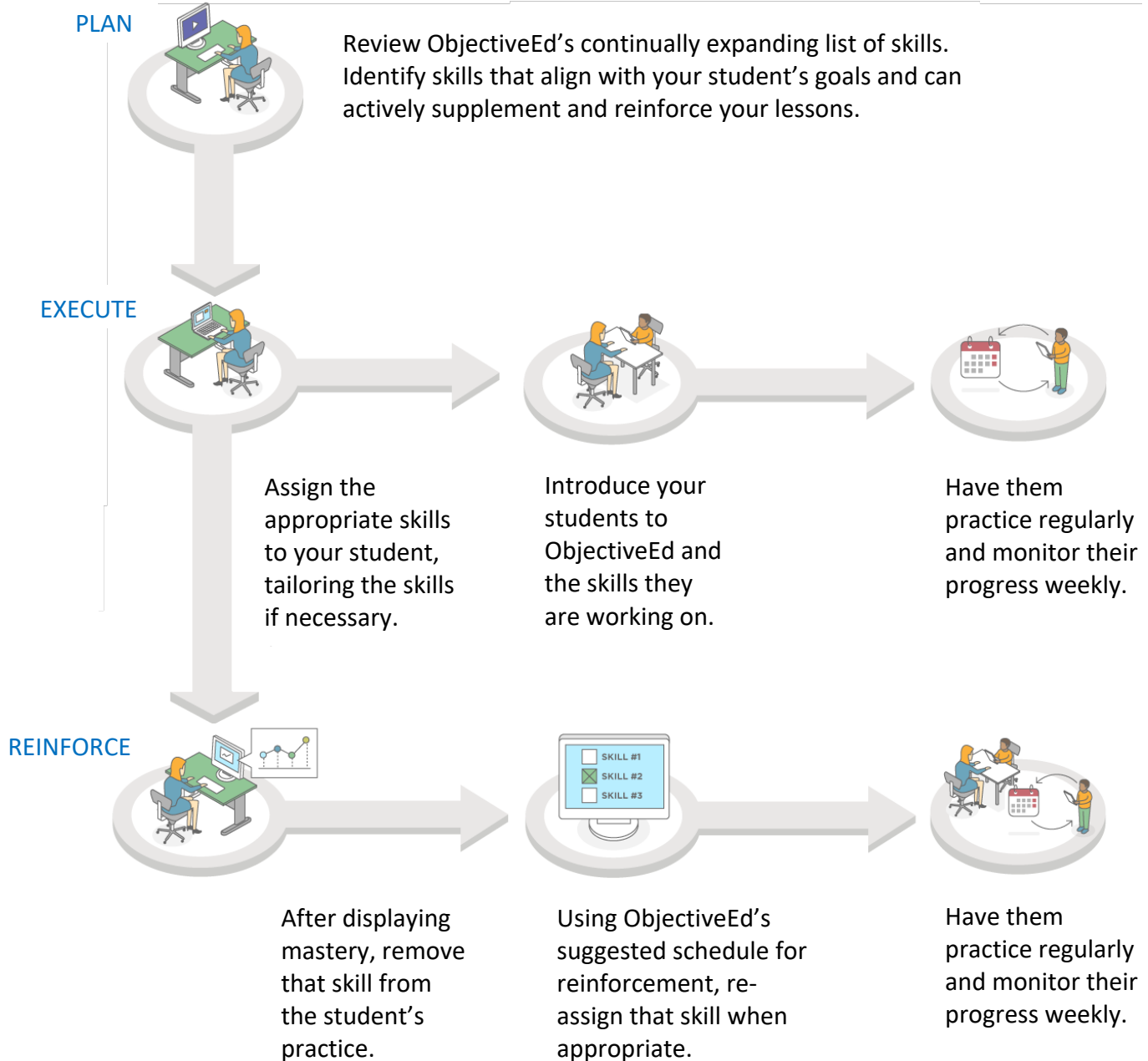
Goal Area	Reinforcement Skills
<p>Sound Localization</p> 	<p>The skills in this goal focus on helping students practice sound localization.</p> <p>Students will hear a sound in their headphones. This sound will be positioned based on the skill they are assigned. They will need to physically turn their device towards the sound they are hearing. As they move the sound will adjust. When they are facing the sound, it will sound as if it is in front of them. They will tap on the screen to successfully locate the sound.</p> <p><i>2-Way Sound Localization - Students will locate sounds to their immediate left and right, 4-Way Sound Localization - Students will locate sounds to their forward left, forward right, back left, and back right, 360 Degree Sound Localization - Students will locate sounds anywhere within 360 degrees of them. Basic, Intermediate, and Advanced versions of these skills change the amount of time a student has to locate the sound.</i></p>
<p>Sound Identification</p> 	<p>The skills in this goal focus on helping students practice sound identification.</p> <p>In these skills students will be presented with a list of items that they need to match with the appropriate sound.</p> <p><i>Matching Animal Sounds, Matching Musical Instrument Sounds, Matching Toy Sounds, Matching Vehicle/Outdoor Sounds, Matching Household Sounds.</i></p> <p>For younger students just starting with sound identification, begin with Matching Animal Sounds or Matching Musical Instrument Sounds. For older students practicing with O&M sounds, such as accessible crosswalks, emergency vehicles, and general household sounds, begin with Matching Vehicle/Outdoor Sounds or Matching Household Sounds.</p>
<p>Sound Identification - Working Memory and Grid Concepts</p> 	<p>The skills in this goal focus on helping students practice sound identification, working memory and grid concepts.</p> <p>In these skills students will be presented with a grid of cards in various sizes (2x2, 3x4 or 4x4). Students will swipe left, right, up or down, to navigate through the grid. Their position in the grid will be announced alpha-numerically (i.e., A1, C2). Students will double tap to flip cards, remember where that card is, and match that item or sound, to the corresponding card.</p> <p><i>Matching Animal Sounds using a 2x2, 3x4, or 4x4 Grid. Matching Musical Instrument Sounds using a 2x2, 3x4, or 4x4 Grid. Matching Vehicle/Outdoor Sounds using a 2x2, 3x4, or 4x4 Grid. Matching Household Sounds using a 2x2, 3x4, or 4x4 Grid.</i></p> <p>For younger students just starting with grid concepts, begin with Matching Animal Sounds using a 2x2 Grid as only 4 cards will be present. For older students practicing with O&M sounds such as accessible crosswalks, and emergency vehicles, start with Matching Vehicle/Outdoor Sounds using a 3x4 Grid, which is a larger grid of cards.</p>

Goal Area	Reinforcement Skills
<p>Early Directionality: Relative Directions</p> 	<p>The skills in this goal focus on helping younger students practice directionality concepts, specifically relative directions.</p> <p>In these skills students will be asked to swipe an animal into the appropriate fence.</p> <p><i>Practicing Left and Right, Practicing Up and Down, Practicing Left/Right/Up/Down. Basic Skills give the students 9 seconds to respond to the prompt. Intermediate Skills give the students 5 seconds to respond to the prompt. Advanced Skills give the student 4 seconds to respond to the prompt.</i></p>
<p>Early Directionality: Compass Directions</p> 	<p>The skills in this goal focus on helping younger students practice directionality concepts, specifically compass directions.</p> <p>In these skills students will be asked to swipe an animal into the appropriate fence.</p> <p><i>Practicing East and West, Practicing North and South, Practicing North/South/East/West. Each concept is broken down into three levels of difficulty: Basic, Intermediate and Advanced.</i></p>
<p>Early Directionality: In-Clock Directions</p> 	<p>The skills in this goal focus on helping younger students practice directionality concepts, specifically clock directions.</p> <p>In these skills students will be asked to swipe an animal into the appropriate fence.</p> <p><i>Practicing 3:00 and 9:00, Practicing 12:00 and 6:00, Practicing 12:00/6:00/3:00/9:00. Each concept is broken down into three levels of difficulty: Basic, Intermediate and Advanced.</i></p>
<p>Early Directionality: In-Between Directions</p> 	<p>The skills in this goal focus on helping younger students practice directionality concepts, specifically in-between directions, such as Northwest, or 4:00 or Upper Right.</p> <p>In these skills students will be asked to locate an animal in a hayfield and then drag it to the appropriate fence.</p> <p><i>Practicing In-Between Relative Directions, Practicing In-Between Clock Directions, Practicing In-Between Compass Directions. Each concept is broken down into three levels of difficulty: Basic, Intermediate and Advanced</i></p>

Goal Area	Reinforcement Skills
<p>Directionality</p>  	<p>The skills in this goal focus on helping students practice more challenging directionality skills, including working with multi-step instructions, and true-to-life cardinal directions. These skills were designed for older students but may be appropriate for younger students as well.</p> <p>In these skills students will be asked to follow directions presented by a genie. The genie will tell the student to travel a certain direction, and the student will complete the prompt by swiping in the appropriate direction on their screen.</p> <p><i>Practicing 4-Way Relative Directionality, Practicing 4-Way Fixed Cardinal Directionality, Practicing 8-Way Fixed Cardinal Directionality, Practicing 4-Way Cardinal Directionality, Practicing 8-Way Cardinal Directionality.</i></p> <p><i>4-Way = Student will be prompted using 4-way directions (Left, Forward, Back, Right). 8-Way = Student will be prompted using 8-way directions (Northeast, Southwest etc..). Fixed Cardinal = North is always towards the top of the student's screen. Cardinal = North dynamically moves as the student follows directions.</i></p>
<p>Wayfinding and Mental Mapping</p> 	<p>The skills in this goal focus on helping students practice wayfinding and mental mapping concepts.</p> <p>In these skills, students navigate through an environment following GPS instructions.</p> <p><i>Basic Wayfinding - GPS uses step-by-step instructions. Intermediate Wayfinding - GPS uses as "the crow flies" instructions. Advanced Wayfinding - GPS does not provide instructions at all. Basic Mental Mapping - Small sized town. Intermediate Mental Mapping - Medium sized town. Advanced Mental Mapping - Large sized town.</i></p>
<p>Mental Mapping of the neighbor, campus or any real-world location</p> 	<p>Map Explore is an innovative way for you to create digital Touch-Explore maps for your student.</p> <p>Map Explore uses Google Maps technology, allowing you to select an address, and place/name custom pins around that location. We provide your student with an accessible, touch-explore map of the location you selected. Your student can explore the map with their finger, and track streets using sonification.</p> <p>Map Explore can be used to help your student develop strong mental mapping skills and become familiar with locations relevant to them or their O&M lessons.</p> 

Steps to Success using ObjectiveEd's Reinforcement Learning Model

ObjectiveEd is designed to improve your student's educational outcomes by actively reinforcing your teaching. Our three-step system is designed to maximize the outcomes you and your students experience when using ObjectiveEd.



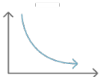
Improved Educational Outcomes



Student will master skills faster.

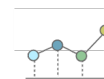


You will spend less time re-teaching lessons, enabling your student to progress to new lessons faster.



Skill Fade will be reduced through repeated reinforcement.

Quantifiable Results



Improved Progress Report Data