Attainment's
CORE WORDS
POWER STATION

Facilitators Guide

Contents

General Overview

About Core Words Power Station

Core Words Power Station is a tool that first assesses a learner's understanding of a reliable behavior for learning at Level 1. It then builds the language foundation at Level 2. Finally, it measures the acquisition of the vocabulary and concepts needed to be a successful academic learner at Level 3.

The behavior for learning has two components:

1. Understanding effective interactions using direct access, or with an alternative access device.

2. Paying attention to prompts while establishing an understanding of interaction timing. We have traditionally been calling this behavior "cause and effect." However, the **Core Words Power Station** framework somewhat redefines this term. From this perspective, we coach a reliable physical movement without extra clicks and with attention to the outcome. We use limited language, only focusing on establishing a reliable movement and waiting for the outcome to occur. Once that is established, the learner has completed Level 1.

The language foundation is built throughout Levels 2 and 3. We move back and forth between these two Levels as new words and concepts are introduced receptively at Level 2, then used in expressive activities at Level 3. We look for vocabulary acquisition and focus on several types of language building. We go back to Level 2 each time we introduce a new word or concept, then to Level 3 to evaluate the use of this new word or concept.

About Core Vocabulary

Core vocabulary is a set of 145 fundamental, basic vocabulary words needed both for learning and communication across various situations and topics. It is important to know which words are understood by your target learner and which may need to be strategically taught so that each learner establishes a solid foundation of vocabulary for learning. The white paper *Strategic Vocabulary for Learning* by Madalaine Pugliese, MS, Ed.S explains the selection of words and their importance to communicating in a learning environment. This white paper is available on AttainmentCompany.com, **Core Words Power Station** product page, Samples & Support tab.

Use Alternate Assessment to Monitor Progress

If you are implementing this software, you already believe and know that every learner accomplishes something, but that something is sometimes difficult to document. Alternative assessment strategies are based on activities that show what learners can do, highlighting their strengths rather than areas of weakness. Alternative assessment tools are designed, organized, and scored differently from traditional tests.

Alternative assessment scores are performance or competency based rather than norm or age referenced.

Centered on the concept that learners apply linguistic development in their learning process, this approach reflects the **Core Words Power Station** framework. This gives educators, therapists, and families a way to connect assessment with planning the next steps in teaching and therapy. Authentic and pragmatic tasks that help learners demonstrate what they know are the foundation of the content evaluated.

Assessment need not be a punishing nor scary experience. Instead, the process should be viewed as an opportunity to document skills accomplished and then to consider the next skills to teach.

Adult Roles

The ideal assessment environment would involve two adults. One would directly coach the learner following the sample verbal prompts described at each level. At the same time, the other adult would use the Observation Forms, following the form to note additional information to document the process.

When two adults in the same environment observe and document the same behaviors, that validates the accuracy of the data collected during the session.

General Implementation Tips

Coaching the Learner

It is important to encourage the learner without revealing the desired response. The coach sits alongside the learner using the recommended coaching strategies described for each level.

Observers and Observation Forms

Even though the software actively collects a wide range of learner performance data, something often happens during the assessment process that requires documentation because it collects mitigating information regarding environmental or additional behavior that the computer simply cannot capture. This is also an opportunity to record ideas or recommendations based on real-time observation.

Unique Observation Forms for each Level are available to print or save from this icon on the software's title screen. It is ideal if the learner does not see the observations being recorded. Perhaps the observer with the form could position themselves behind the learner. Observations can be entered electronically, or the forms can be printed to use manually during a session. The observations can be entered manually in permanent records at another time. It is important to record as much as possible, saving these observations to reopen and use during report writing on another date.

If two adults can't be present, it is still important to document observations. This can be accomplished by setting up a video camera to record assessment interactions. The recording can be viewed at another time while filling in the Observation Form. The recording should be saved to provide for validity of the data recorded because there was only one observer.

Preparing the Environment

The environment for evaluating a learner's functioning level should be familiar, such as where she works or lives and plays. Unfamiliar environments are a curiosity. That means a learner may attend to the different details around her more than she will attend to the activity we want her to use. We want to avoid as many new variables as possible, helping the learner feel the comfort of the cognitively familiar environment. When the assessment activity is introduced, she can then concentrate on the new behavior or content rather than on environmental distracters.

Because it is important to be sensitive to the emotional side of the learning process, consider both the physical and cognitive comfort of the learner. Make sure that the assistive technology team gives input to the access device selection and proper positioning of the learner in the physical environment. Be sure the learner's environment is optimal for success.

- Can the learner see the screen without glare or visual strain?
- Is the volume from the computer or device adjusted to a comfortable level?
- Is the learner seated properly?
- Is the access device stable and in position for consistently reliable use?
- Have the device settings in the software been adjusted to maximize learner performance?
- When was the learner's last meal or snack? Does she have the proper fuel to work?
- Have necessary medications been administered properly?
- Have the prompt settings been adjusted in the software for this sitting?

In short, consider every aspect of the learner's physical and cognitive comfort to ensure that a solid assessment environment is available for optimum learner performance.

Interpreting Your Data to Design Intervention Curriculum

The Service Delivery Team should examine the data collected as well as review the Observation Forms to consider customized learning activities that match learner skill needs. Design intervention activities using manipulative materials and digital skills practice activities on and off the computer or device. Periodically use **Core Words Power Station** assessment activities to measure progress.

Core Words Power Station offers activities for extra practice that align with each Level. Many other software activities may be used with careful alignment to the skill set. Look for various activities to help the learner work toward mastery and generalizing the skills.

Implementation Strategies by Level

Level 1 – Cause & Effect

At Level 1, the learner begins to associate an intentional movement with the ability to cause something to happen. She makes the connection between her own motor behavior and the effect in the environment. The learner begins to intentionally use an appropriate input method to control the computer or mobile device and establishes a reliable access behavior. She realizes that touching a touchscreen or pressing on a switch can make something visual happen on the viewing screen or play a sound. She is actually controlling the experience.

The learner may likely have already been attempting to interact with a computer or tablet, but the interactions have been inconsistent or not focused enough for building the appropriate behavior for learning. Reliable access behavior often changes from not engaged to an experimental phase, then to a more purposeful and consistent movement. It is important to note that this level includes the ability to wait before clicking again while noticing the results of this movement. This major achievement is the first step in the learning process.

About the Content

Level 1 activities are very light, almost meaningless, in content because we only want to focus on measuring the behavior for learning. The software is not presenting information. However, the activity should grab attention and motivate the learner to discover how to control the action.

About the Learner

Because many Level 1 learners do not speak or may have limited language options, service providers for Level 1 learners often need diagnostic information. Sometimes we need to better understand what this learner can see, hear, or understand. We sometimes need to evaluate a reliable access method. Until we know sensory and access information, it is difficult to design an intervention plan. Level 1 software can be used to determine all of this. Does a colorful animation attract attention? Does music elicit a more reliable response? Or do visual and auditory features need to be combined into a multisensory approach for a more reliable result? How frequently does a prompt need to occur? Adjust the settings to match the questions being asked about how to best approach learning. For example, more frequent prompts may be needed at the beginning of Level 1. As the learner begins to understand successful interaction, the prompts should be reduced.

Eventually, we want the learner to work without frequent prompts. In fact, the goal for assessment is that the learner only needs one prompt to respond to a question

successfully. It is up to the adult coaching the interactions to adjust prompt settings on an ongoing basis.

Relevant Learning Issues

Even though a Level 1 learner is working with an emerging skill set, she may not be interested in content aimed at younger learners. Selecting age-appropriate, high-interest content is important. Working toward an age-appropriate animation, a humorous image, or an inviting sound can be just what some learners need to inspire more deliberate interactions.

Strategies for Level 1 Settings

Assistive Technology Access Method

If you are unsure whether directly activating a computer with a mouse or touching a mobile device with one finger is not an option for the learner, then testing for an alternative access method may be needed. Level 1 can be used to determine which access method is most effective. Before selecting the content, adjust the settings for each input method (mouse, touchscreen, or switch) one at a time. Then compare each result to see which permits the most control.

Evaluating Sensory Abilities or Preferences

If you are unsure about sensory capabilities, you can isolate each in the activity settings to compare results. Before selecting the content, use the pull-down menu to isolate both the type of prompt and playback options. Make each auditory or visual only. Capture data for auditory-only prompting and playback. Capture data for visual-only prompting and playback. Capture data for multisensory prompting and playback, which combines the visual and auditory features. Compare the results to determine the ideal learning environment from a sensory perspective.

Prompt Frequency

As a learner works at this level, more frequent prompts may be required. However, it is important to watch for skill improvement so that prompting can be reduced. Keeping in mind that the goal is one prompt to elicit the desired response, consider whether prompting should be reduced for each sitting.

Coaching Strategies and Sample Verbal Prompts

It is important to encourage the learner. She may be moving toward control of her environment for the first time in her life. Taking risks can be a challenge for anyone, but especially for a learner who has limited experience with the opportunity to discover and succeed in a safe environment. Your learner may not understand that the movement you encourage actually controls the computer at first. That's what we're working toward! Do whatever you can to orient the learner toward the activity and help her make the

connection that she is now in control! It's perfectly acceptable, and you are encouraged to do it with her. That's what hand-over-hand assistance is all about. This is the foundation that the learner needs for access to education for a significant phase of her life. The Observation Form should indicate such assistance has been used.

Here are some sample verbal prompts for the adult to use for the assessment activities presented.

For Behavior

Press it!
You can do it!
Touch your switch (or device).
Do it again!
Good for you!
Let's do more!

For Visual Activities

Look at that!
I like the colors!
I like that pretty picture!
What a wonderful picture you can make!

For Auditory Activities

I like that music!
Oh! Listen to that!
More music!
La la la la la
(Hum along with the tune)

For Multisensory Activities

What happy music!
That song and color are my favorites!
You make such nice music and pictures!
You did that!
So much fun!

Interpreting Your Data

To illustrate interpreting data for the Make It Happen activity at Level 1, let's meet Sam A. At first, Sam's team wasn't sure how much he could see or hear. Traditional sensory testing was inconsistent. He had been using a mouse at home to play on the computer, so they continued using it as his input device. The team wanted to determine the most effective sensory learning environment for Sam. After making sure that he was properly seated, they tried isolating only visual prompts and outcomes in the **Core Words Power Station** software. He did not seem to attend to the screen deliberately, nor did he

complete the activity. Next, the team isolated only auditory prompts and outcomes in the software. Very similar results occurred for that sitting. However, Sam could complete the activity when both auditory and visual prompts and outcomes were combined in the settings. The team determined that Sam is a multisensory learner.

Here is the data from Sam's first completed session.

Sam A
Core Words Power Station
Assessment - Make It Happen - Horses and Cowboys
Date: 3/2/2021   Time: 4:47 PM   Problems: 5   Total Time: 3m 15s

Results

completed

PROGRESS DETAILS

Setting	Value
Input Method	Mouse
Story	Horses and Cowboys
Presentation Type	Video
Prompt Frequency	5 Seconds
Prompt Type	Multi-Sensory (both)
Playback Type	Multi-Sensory (both)
Total Number Of Required Presses	5
Total Number Of Learner Presses	26
Total Number Of Prompts	37

Pause	Presses	Time	Prompts
1	4	56.0	11
2	5	32.0	6
3	6	26.0	5
4	6	45.0	9
5	5	31.0	6

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There were five opportunities to press the mouse button. However, Sam pressed 26 times and experienced 37 prompts. Even though he stayed on task 195 seconds, this is longer than the team has set for his goal. Sam needs to practice this skill. In response, the team designed a series of intervention activities using cause and effect software more purposefully. They selected activities in the Extra Practice section of the **Core Words Power Station** software. They planned monthly sessions to return to **Core Words Power Station** to measure his progress.

Here are the results after months of skills practice.

The goal for Sam is that he presses his mouse button only once when prompted. This graph shows that he has met this goal.

Date	Input	Prompt	Representation
3/2/2021	Mouse	Multi-Sensory (both)	Video
3/29/2021	Mouse	Multi-Sensory (both)	Video
4/22/2021	Mouse	Multi-Sensory (both)	Video
5/17/2021	Mouse	Multi-Sensory (both)	Video
6/11/2021	Mouse	Multi-Sensory (both)	Video
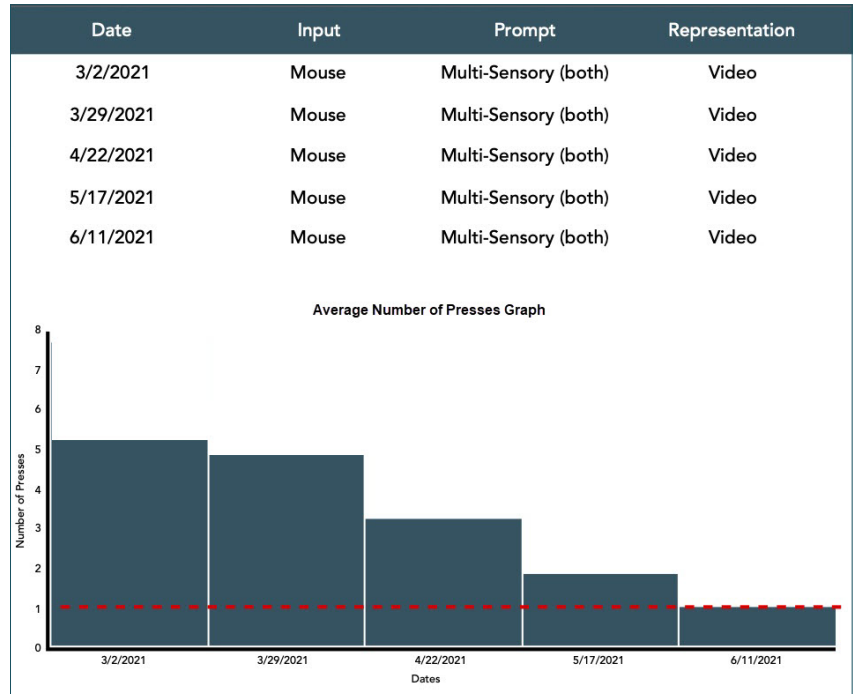
Sam's Assessment Report, Average Number of Presses graph. The red dashed line represents the goal for Sam A.

The goal for Sam is that he needs only one prompt to perform the behavior requested, in this case, a click. This graph shows that by strategically reducing the number of prompts in the settings, the team helps Sam demonstrate his developing understanding of the desired behavior.

Date	Input	Prompt	Representation
3/2/2021	Mouse	Multi-Sensory (both)	Video
3/29/2021	Mouse	Multi-Sensory (both)	Video
4/22/2021	Mouse	Multi-Sensory (both)	Video
5/17/2021	Mouse	Multi-Sensory (both)	Video
6/11/2021	Mouse	Multi-Sensory (both)	Video
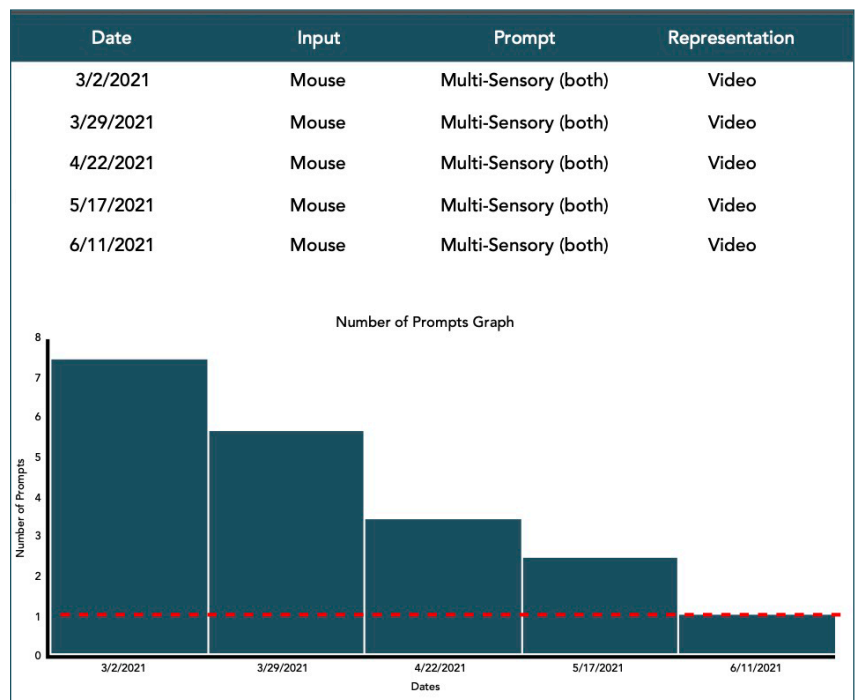
Sam's Assessment Report, Average Number of Prompts graph.

The goal for Sam is that he responds to a request to press his mouse button within 2 seconds. At first, Sam took 38 seconds to respond. Because of the interventions designed to give Sam extra practice in mastering this skill, he now has control of his learning environment.

Date	Input	Prompt	Representation
3/2/2021	Mouse	Multi-Sensory (both)	Video
3/29/2021	Mouse	Multi-Sensory (both)	Video
4/22/2021	Mouse	Multi-Sensory (both)	Video
5/17/2021	Mouse	Multi-Sensory (both)	Video
6/11/2021	Mouse	Multi-Sensory (both)	Video

Average Response Time Graph
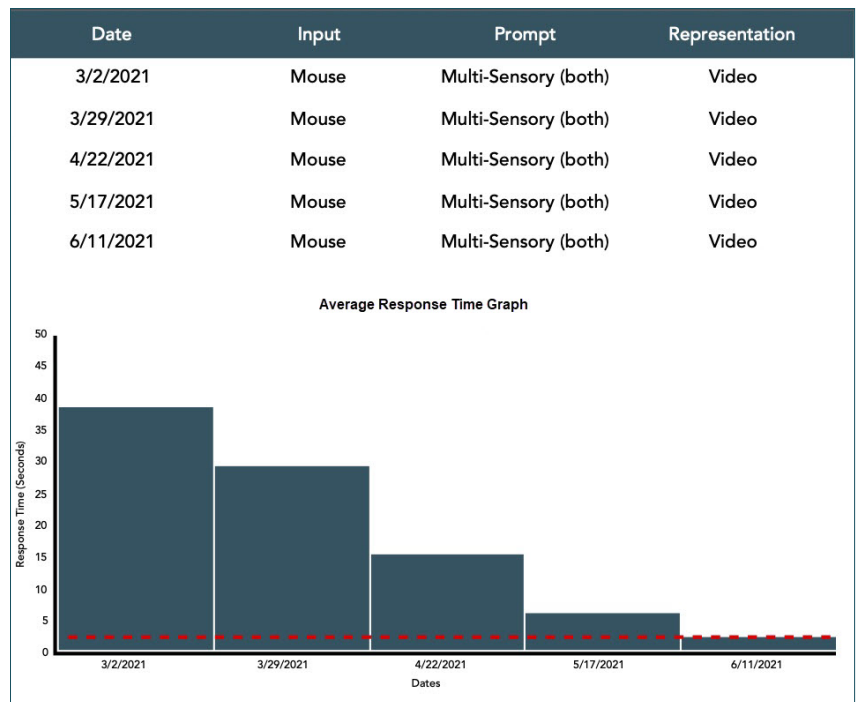
Sam's Assessment Report, Average Response Time graph.

The goal for Sam is to pay attention during learning activities. The team wanted him to work for a shorter time because he is more focused and less distracted. At first, it took Sam 143 seconds to complete his task. After months of intervention, this last sitting shows that he completed this same task in only 40 seconds.

Date	Input	Prompt	Representation
3/2/2021	Mouse	Multi-Sensory (both)	Video
3/29/2021	Mouse	Multi-Sensory (both)	Video
4/22/2021	Mouse	Multi-Sensory (both)	Video
5/17/2021	Mouse	Multi-Sensory (both)	Video
6/11/2021	Mouse	Multi-Sensory (both)	Video
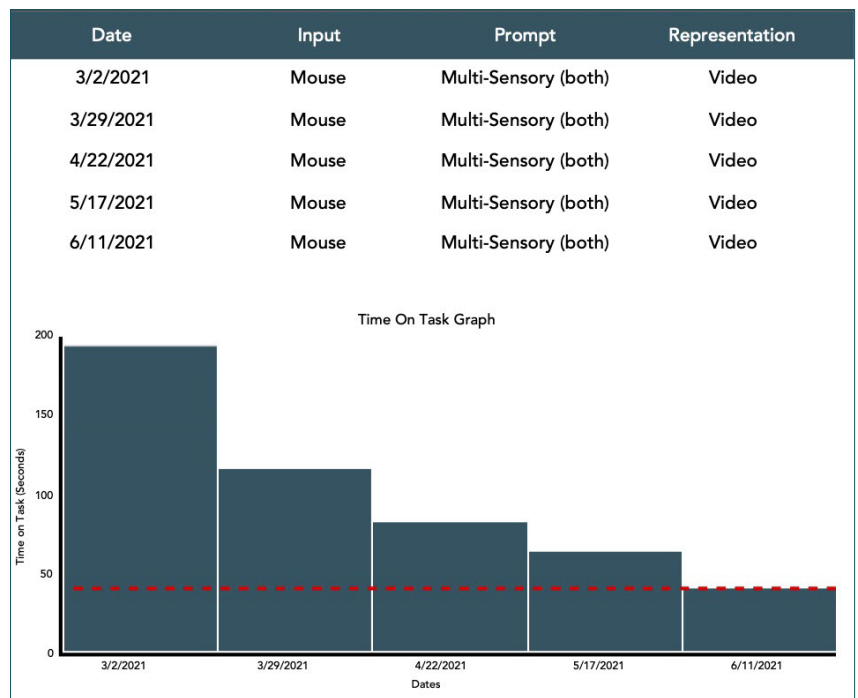
Time On Task Graph

Sam's Assessment Report, Time on Task graph.

Moving to the Next Level

There is a fine line in knowing how long to stay at Level 1. For some learners, this reliable behavior may be established quickly. Others may need time to achieve this skill. Measuring progress over time is essential. Be sure your learner does not lose interest in repetitive tasks by varying the activity content. This can be misinterpreted as not understanding the repetitive movement. You know when it is time to move to Level 2

when the data for prompts indicates that the learner waits to hear or see the prompt once and then responds by clicking only once within the desired response rate, with one prompt or no prompts needed.

When a Level 1 learner responds to one prompt or doesn't need a prompt, with one click, within the identified appropriate response rate, and with attention to the outcome, waiting for the outcome to occur, the learner has completed Level 1.

Level 2 – Language Readiness

At Level 2, the learner is exposed to a richer language experience. She learns that objects have names and actions have words to express them. The learner is not asked to identify objects but simply to be an attentive learner and absorb information. Practice activities at Level 2 develop receptive language and pre-linguistic vocabulary skills. The target behavior goal remains. We established a reliable behavior for interaction in the software at Level 1. However, now that we enrich the content with more meaningful language, we measure to establish that this richer content remains the focus for the learner.

About the Content

Words & Concepts

This transition activity exposes the learner to single words and short language concepts, building toward the vocabulary used in an entire story.

Read Story

Read stories that use core vocabulary words building beyond the Words & Concepts introduction. The learner has to activate the device to turn each page to read the entire story.

About the Learner

The Level 2 learner has mastered the Cause & Effect behavior at Level 1. However, it is important to consider that the language-rich environment changes the interaction from light, almost meaningless, to an intentionally meaningful activity. Because the richer meaning takes time to learn, we may see some unreliable learning behaviors or interactions return. This does not mean that the learner has forgotten her Level 1 accomplishments. This does mean that the learner needs extra practice in receptive vocabulary learning.

During Level 2, the learner builds a language-based foundation for learning for the rest of her life. The focus is on building an understanding of words and concepts. Then these words and concepts are used in more detailed ways, establishing receptive understanding. Language learning is a continuous process. Learners first become aware that language is made up of individual words, that words are made up of sounds, and that words and sounds convey meaning. At first, the learner does not understand the rich

language but does respond to sounds. Constant exposure to communication patterns helps learners understand language use. Even though the learner may not yet be using words, or even with limited intentional communication, she is still learning how the language patterns and interactions work.

Relevant Learning Issues

The key to success at this level is being consistent with the use of language in the environment. Take time to label objects verbally or with sign language, confirming what the software is presenting to the learner and pointing out the same object in the more immediate environment. This will help the learner generalize his understanding of a word and his comfort with its use.

Level 1 did not involve significant content, but Level 2 learning is about building the language foundation needed to understand every other successive curriculum. Patiently offering the information without expecting a response requires persistence. Learners are building a language foundation upon which the rest of the curriculum learning depends. Take care not to ask yet for identification of language learning. Instead, continue to look for behaviors such as body language that indicates attention to this lush language environment.

Strategies for Level 2 Settings

You adjusted settings and an established effective learning/assessment environment throughout the process of implementing Level 1. Once you have established the appropriate settings for your learner, repeat these options when you move into Level 2. If you notice a regression in behavior, do not change these settings. You already know that the settings work for your learner. The regression indicates that the learner is working harder in the Level 2 content. Be patient as the learner engages in these vocabulary-building activities. Continue the settings, continue collecting data, continue extra practice activities, both on and off the computer, and let the learning of each new word/concept/story take the time needed at Level 2.

It is important to use frequent prompts for behavior and attention as a learner enters Level 2. As a learner gains more exposure to the words and concepts and then the related story, prompt frequency should be reduced.

Coaching Strategies and Sample Verbal Prompts

Level 2 can be a challenge for adults who coach the learning. Extraordinary patience is required to provide deliberate exposure to a variety of receptive vocabulary-building experiences without asking the learner to respond to questions about the content. Use verbal prompts both to cue and to reinforce the target behavior of access to the device.

Here are some sample verbal prompts for the adult to use for the assessment activities

presented. You can also repeat the word or concept, or even a sentence in the story, to reinforce it for the learner you are coaching.

For Behavior

> Press it!
> You can do it!
> Touch your switch (or device).
> Touch your screen.
> Do it again!
> Good for you!

For Nouns or Verbs in Stories

> Look at those (name of object or noun)!
> See the (baby/dog/friends)!
> What a rainy day!
> Look at that truck go!
> The friends like to play.

For Attributes in Stories

> See how big that truck is!
> Look at all the snacks!
> The truck is all dirty.
> See the yellow sun!
> Friends are happy!
> Dogs and cats are good!
> Snow is cold.

Interpreting Your Data

Words & Concepts

To illustrate interpreting data for the Words & Concepts activity at Level 2, let's meet Ben B. Ben uses a switch to interact with academic content. His effective use of the switch to click was determined at Level 1. His team plans to build upon this reliable switch use by changing the content he uses away from simple cause and effect activities, more toward exposure of language-rich receptive vocabulary. They expect that they will need to continue to coach behavior because Words & Concepts activities require more focus and attention.

Here is the data from Ben's first completed session.

Ben B

Core Words Power Station
Assessment - Words & Concepts - Where is the Dog?

Date: 3/1/2021   Time: 2:44 PM   Problems: **10**   Total Time: 2m 13

PROGRESS DETAILS

Setting	Value
Include Sign Language	No
Input Method	Switch
Story	Where is the Dog?
Presentation Type	Picture
Prompt Frequency	5 Seconds
Prompt Type	Multi-Sensory (both)
Total Number Of Required Presses	10
Total Number Of Learner Presses	55
Total Number Of Prompts	18

Page	Presses	Time	Prompts
door open	7	22.9	4
dog	5	7.0	1
dog outside	8	11.1	2
ball	4	5.3	1
play ball	8	10.1	2
dog is busy	9	0.4	0
cat	3	11.3	2
dog and cat	6	10.0	2
different	3	7.2	2
like	2	14.0	2

Ben was able to complete the Words & Concepts activity; however, because the content now brings more meaning, Ben did get confused. He clicked 55 times, needed 18 prompts, took almost 10 seconds to respond, and stayed on task for more than 2 minutes. The team is right! Ben needs lots of strategic, rich, receptive vocabulary exposure.

The speech-language pathologist assigns practice activities for both home and school settings. Some practice happens through software slideshows, while other practice happens in the environment using flashcards and other games. They planned monthly sessions to return to **Core Words Power Station** to measure his progress with the vocabulary needed story by story.

Here are the results after months of skills practice.

The goal for Ben is that he presses his switch only once when prompted. This graph shows that he has met this goal.

Date	Input	Prompt	Representation	Sign Language
3/1/2021	Switch	Multi-Sensory (both)	Picture	NO
3/30/2021	Switch	Multi-Sensory (both)	Picture	NO
4/22/2021	Switch	Multi-Sensory (both)	Picture	NO
5/17/2021	Switch	Multi-Sensory (both)	Picture	NO
6/14/2021	Switch	Multi-Sensory (both)	Picture	NO

Average Number of Presses Graph
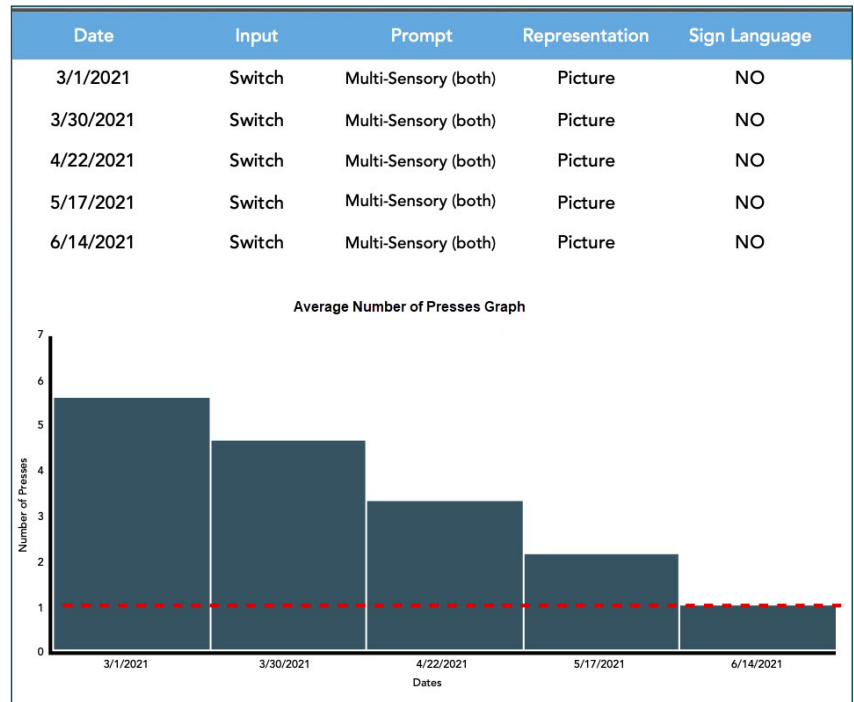
Ben's Assessment Report, Average Number of Presses graph.

The goal for Ben is that he needs only one prompt to perform the behavior requested. In this case, it's to press his switch. This graph shows that by strategically reducing the number of prompts in the settings, the team helps Ben demonstrate his developing understanding of the desired behavior.

Date	Input	Prompt	Representation	Sign Language
3/1/2021	Switch	Multi-Sensory (both)	Picture	NO
3/30/2021	Switch	Multi-Sensory (both)	Picture	NO
4/22/2021	Switch	Multi-Sensory (both)	Picture	NO
5/17/2021	Switch	Multi-Sensory (both)	Picture	NO
6/14/2021	Switch	Multi-Sensory (both)	Picture	NO

Average Number of Prompts Graph
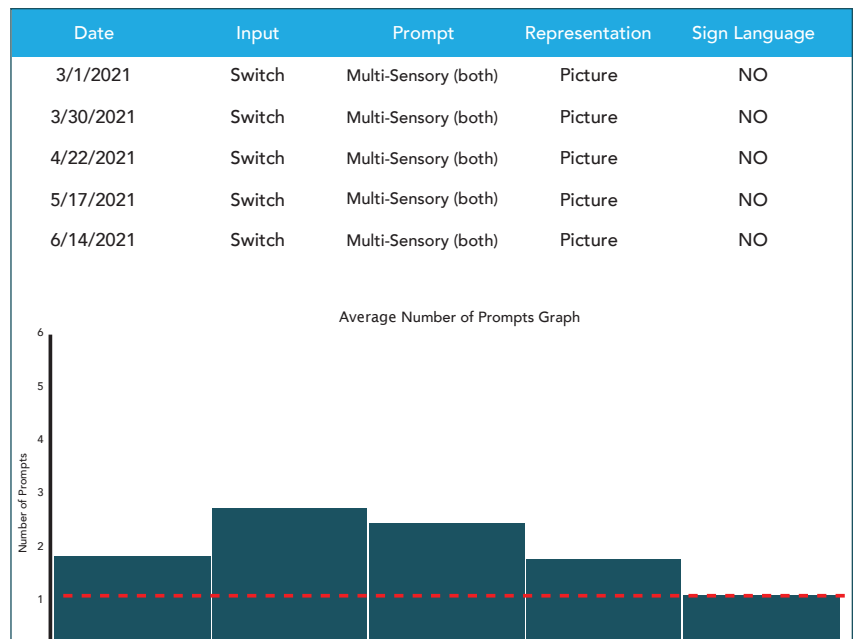
Ben's Assessment Report, Average Number of Prompts graph.

The goal for Ben is that he responds to a request to press his switch within 2 seconds. At first, Ben took close to 10 seconds to respond. Because of the interventions designed to give Ben extra practice and exposure to rich language, he better understands and controls his learning environment.

Date	Input	Prompt	Representation	Sign Language
3/1/2021	Switch	Multi-Sensory (both)	Picture	NO
3/30/2021	Switch	Multi-Sensory (both)	Picture	NO
4/22/2021	Switch	Multi-Sensory (both)	Picture	NO
5/17/2021	Switch	Multi-Sensory (both)	Picture	NO
6/14/2021	Switch	Multi-Sensory (both)	Picture	NO

Average Response Time Graph
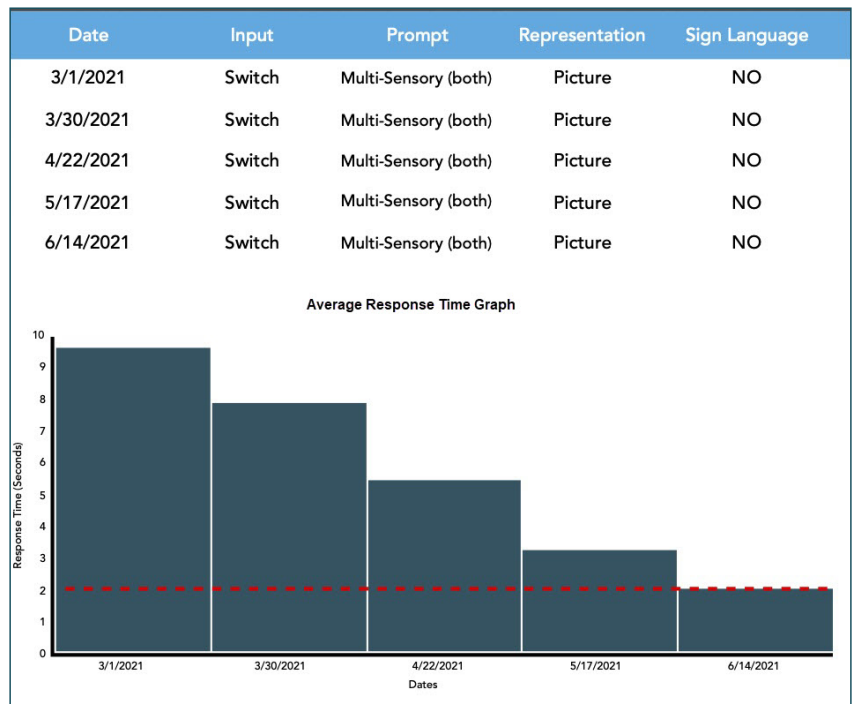
Ben's Assessment Report, Average Response Time graph.

The goal for Ben is to pay attention during receptive vocabulary exposure. The team wanted him to work for a shorter time because he is more focused and less distracted. At first, it took Ben 133 seconds to complete his task. After months of exposure to the vocabulary, this last sitting shows that he could complete this same task in only 50 seconds.

Date	Input	Prompt	Representation	Sign Language
3/1/2021	Switch	Multi-Sensory (both)	Picture	NO
3/30/2021	Switch	Multi-Sensory (both)	Picture	NO
4/22/2021	Switch	Multi-Sensory (both)	Picture	NO
5/17/2021	Switch	Multi-Sensory (both)	Picture	NO
6/14/2021	Switch	Multi-Sensory (both)	Picture	NO

Time On Task Graph

Ben's Assessment Report, Time on Task graph.

Read Story

To illustrate interpreting data for the Read Story activity at Level 2, let's meet Joan C. Joan uses a switch to interact with academic content. Her effective use of the switch to click was determined at Level 1. Her team has already used the Words & Concepts activity for the story "Baby Gets a Bath." Now they want to determine whether she can pay attention through a story assembling the short words and phrases already taught individually.

Here is the data from Joan's first completed session.

Joan C
Core Words Power Station
Assessment - Read Story - Baby Gets a Bath
Date: 3/3/2021   Time: 3:10 PM   Problems: 10   Total Time: 2m 13s

Results

completed

PROGRESS DETAILS

Setting	Value
Include Sign Language	Yes
Input Method	Switch
Story	Baby Gets a Bath
Presentation Type	Picture
Prompt Frequency	3 Seconds
Prompt Type	Multi-Sensory (both)
Total Number Of Required Presses	10
Total Number Of Learner Presses	40
Total Number Of Prompts	20

Page	Presses	Time	Prompts
Mom needs to give the baby a bath.	2	9.1	3
First, check the water. The water is too hot!	4	8.7	2
The water is too cold!	4	8.0	2
The water is good.	4	7.1	1
Put the baby in the bath.	5	8.0	2
Wash the baby's nose.	4	8.1	2
Mom washes the baby's little hands.	5	9.2	3
Mom washes the baby's little feet.	4	8.0	2
Wash some baby toes.	4	5.3	1
The baby is clean and happy.	4	8.5	2

Joan completed the Read Story activity for "Baby Gets a Bath." However, because the content now brings more meaning, Joan did seem overwhelmed. The story requires 10 clicks to read all of the pages. Joan clicked 40 times. She needed 20 prompts and took an average of 8 seconds to respond to each prompt. Even though it took her 133 seconds to complete the story, the team hoped she would have worked faster.

The goal for Joan is that she presses her switch only once when prompted. This graph shows that she has met this goal.

Date	Input	Prompt	Representation	Sign Language
3/3/2021	Switch	Multi-Sensory (both)	Picture	YES
3/31/2021	Switch	Multi-Sensory (both)	Picture	YES
4/22/2021	Switch	Multi-Sensory (both)	Picture	YES
5/17/2021	Switch	Multi-Sensory (both)	Picture	YES
6/11/2021	Switch	Multi-Sensory (both)	Picture	YES
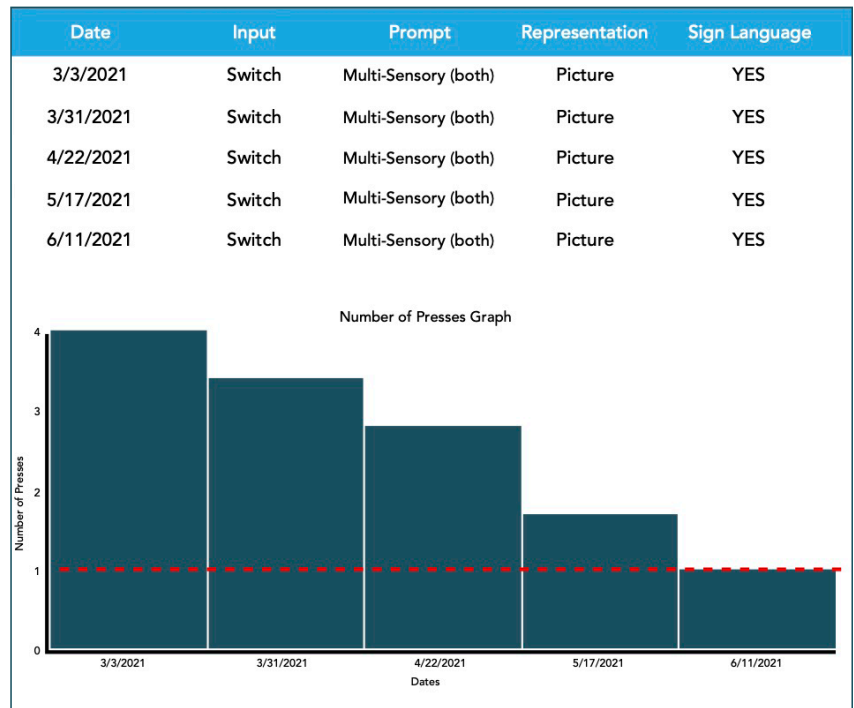
Joan's Assessment Report, Average Number of Presses graph.

The goal for Joan is that she needs only one prompt to perform the behavior requested. In this case, she is to press her switch to turn the page of the story. This graph demonstrates Joan's developing understanding of the desired behavior.

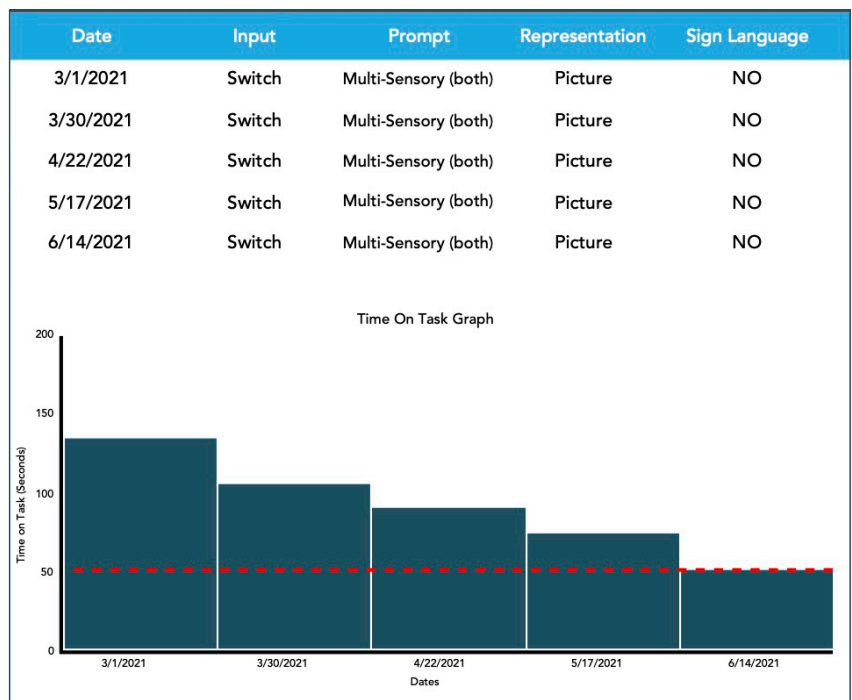| Date	Input	Prompt	Representation	Sign Language
3/3/2021	Switch	Multi-Sensory (both)	Picture	YES
3/31/2021	Switch	Multi-Sensory (both)	Picture	YES
4/22/2021	Switch	Multi-Sensory (both)	Picture	YES
5/17/2021	Switch	Multi-Sensory (both)	Picture	YES
6/11/2021	Switch	Multi-Sensory (both)	Picture	YES
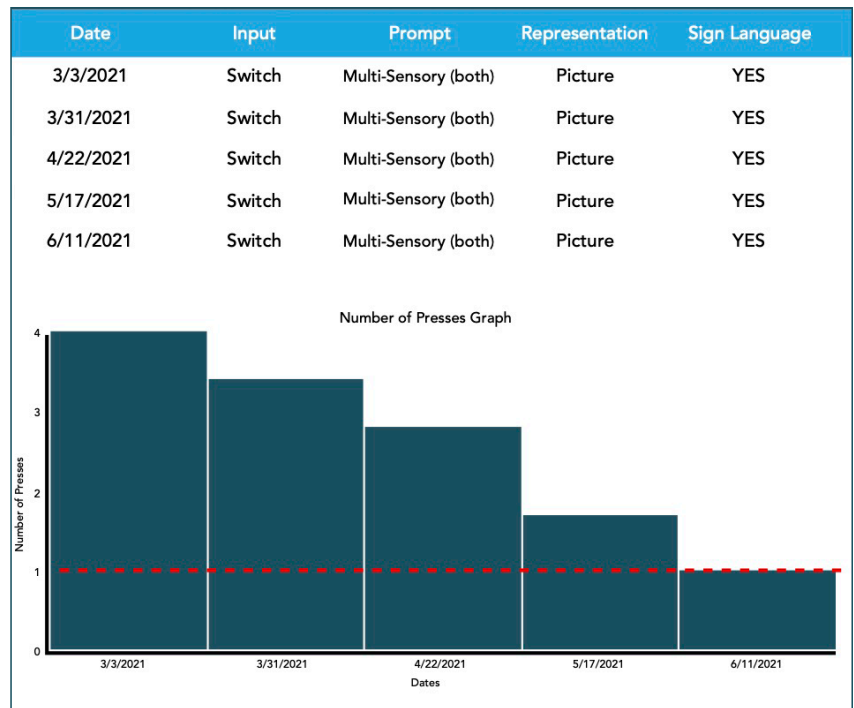
Joan's Assessment Report, Average Number of Prompts graph.

The goal for Joan is that she responds to a request to press her switch within 2 seconds. At first, Joan took 8 seconds to respond. Because of the interventions designed to give Joan extra practice and exposure to rich language, she now understands and controls her learning environment better.

Date	Input	Prompt	Representation	Sign Language
3/3/2021	Switch	Multi-Sensory (both)	Picture	YES
3/31/2021	Switch	Multi-Sensory (both)	Picture	YES
4/22/2021	Switch	Multi-Sensory (both)	Picture	YES
5/17/2021	Switch	Multi-Sensory (both)	Picture	YES
6/11/2021	Switch	Multi-Sensory (both)	Picture	YES
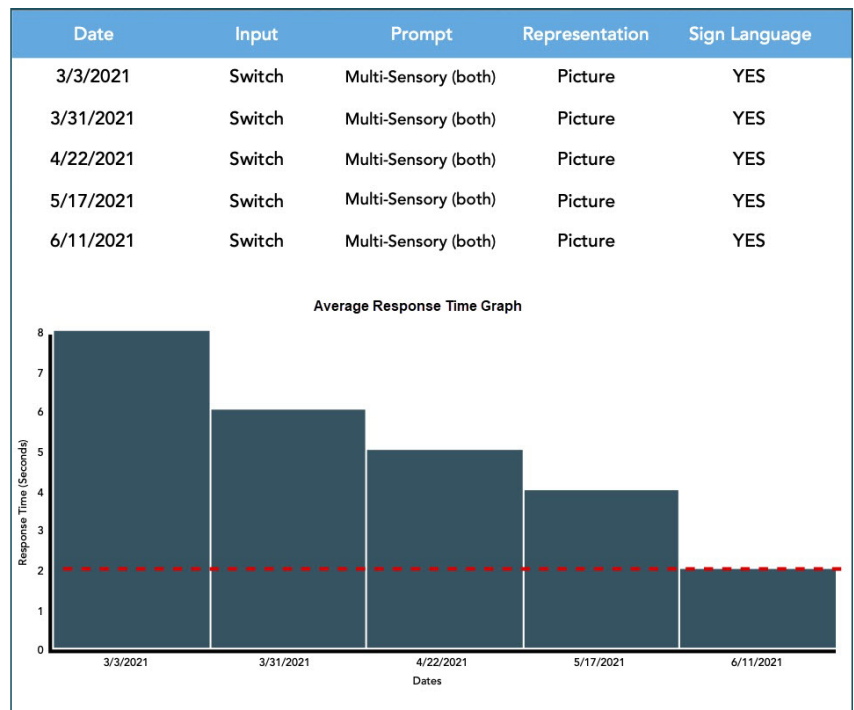
Joan's Assessment Report, Average Response Time graph.

The goal for Joan is to pay attention during receptive vocabulary exposure as she reads each story. The team wanted her to work for a shorter time because she is more focused and less distracted. At first, it took Joan 133 seconds to complete her story. After months of exposure to the vocabulary, this last sitting shows that she completed this same task in only 60 seconds.

Date	Input	Prompt	Representation	Sign Language
3/3/2021	Switch	Multi-Sensory (both)	Picture	YES
3/31/2021	Switch	Multi-Sensory (both)	Picture	YES
4/22/2021	Switch	Multi-Sensory (both)	Picture	YES
5/17/2021	Switch	Multi-Sensory (both)	Picture	YES
6/11/2021	Switch	Multi-Sensory (both)	Picture	YES
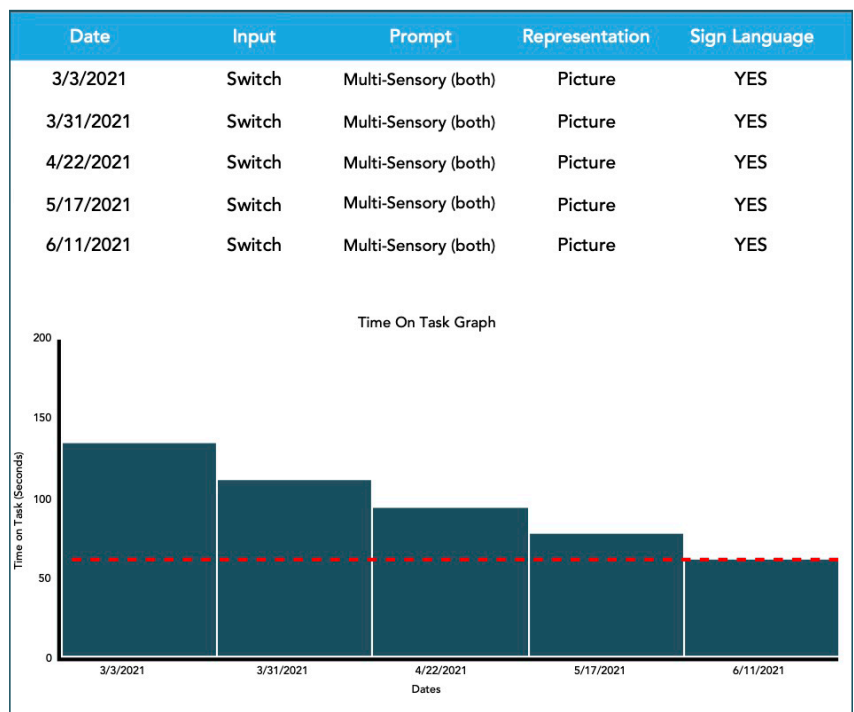
Joan's Assessment Report, Time on Task graph.

Moving to the Next Level

As new words and concepts are introduced during instructional experiences, come back to **Core Words Power Station** to assess the learner's attention to the story in which those words are used.

When a Level 2 learner responds to one prompt, with one click, and with attention to the word/concept/story page, waiting for the outcome to occur, the learner has completed Level 2. If this criteria for success seems familiar, it is! This is the same goal that we set for Level 1. However, because we changed the content to receptive core vocabulary exposure, the behavior now indicates attention to building this important language foundation.

Level 3 – Emerging Language

At Level 3, the learner demonstrates an understanding of language by responding to questions about the content explored throughout Level 2. This is the first time that the learner is asked to make a choice or respond to a question. Choice-making skills, as well as the ability to wait as choices are presented, develop now.

About the Content

Target Practice

These activities are designed to ensure that the learner knows how to make a choice using a properly configured and working input device. Learners match a target among three choices. During this activity, the learner realizes the process of selecting the answer and then submitting his response to be evaluated. The software measures the first response but does allow the learner to try again to learn the two-step process of responding.

Answer Story Questions

The learner demonstrates an understanding of the core vocabulary presented in the stories, the ability to wait, and choice-making skills. She uses the two-step process learned during Target Practice to answer each question.

About the Learner

Level 3 is a turning point in the learning journey. The learner is expressing what she understands for the first time! She wants to impress. She also may begin to use her understanding in sophisticated ways, adding humor to her interactions. For example, she may deliberately select an incorrect response to tease playfully, especially as a way of joking with an adult. It is important to look for a behavioral cue to be sure of the intent behind each response. If the learner is sporting a grin from ear to ear while giving incorrect responses, it's most likely intended as a joke. This should be recorded on the Observation Form.

Relevant Learning and Access Issues

Because the learner is making choices indicating accuracy, an access assessment is of utmost importance. Complete access to answering questions counts!

A Level 3 learner is becoming more independent in her understanding and application of language. She begins to demonstrate a stronger desire for this independence by demanding that her abilities to make choices be honored. At Level 3, a learner continues to build both expressive and receptive language skills as she receives informative and meaningful feedback from her interactions within the learning environment.

If you believe that the learner does know the answers but is getting them incorrect because of access issues, keep changing settings until she can respond independently. Sessions that do not represent learner performance accurately can be discarded. Remember that you select which sessions you want when reporting progress.

Strategies for Level 3 Settings

Once you have established the appropriate settings for your learner, repeat these options when you move into Level 3. If you notice a regression in behavior, do not change these settings. You already know that the settings work for your learner. The regression indicates that the learner is working harder in the Level 3 content.

Begin with the Target Practice activity. If the learner cannot make the match, this does not mean that you should return to the previous level. This means that the learner needs to practice how to make a choice using her input method. Use both manipulative materials and digital learning activities to practice how to make an accurate choice. Making a choice is a skill that requires practice. The learner must first cognitively answer the question in her head, then find the answer on the screen. This takes time and practice. If the learner is using an alternative access device, there is an additional skill involved. For example, if the software is scanning and the learner is using a switch to select her answer, she needs to wait for the choices to be presented. The skill of waiting was established during the earlier levels. Practice if the learner is experiencing a challenge with understanding the timing of the interactions. Do not move ahead to answering the story questions until Target Practice is mastered. Mastery is indicated when the learner can match the target on the first try.

The Answer Story Questions activity is the highest skill level addressed. The content for each story should be measured for accuracy only after successful interactions with that story at Level 2. Each story should be used individually. If your learner is able to keep working after answering the questions for a story, you can always launch and score another.

Coaching Strategies and Sample Verbal Prompts

The learner will be making choices during these assessment activities. She will be asked to find certain answers and be scored to do so accurately. The work must be that of the learner, not of the adult(s) or other learners in the environment. Encourage, but do not give the answers to the questions. Support the learner by urging her to respond and praising her attention to the tasks. Take care not to prompt the learner unnecessarily.

Allow for adequate response time before prompting the learner yourself, especially if you believe she understands the content.

Language strategies to cue or prompt the learner:
- Repeat the question asked in the activity word for word.
- Repeat only the key words (e.g., "find dog").

Behavior strategies to cue or prompt the learner:
- Watch and wait for the key word (e.g., "dog").
- Good waiting, good pointing, good watching.
- Do not correct choices—praise any selection.

While it is important to encourage the learner and praise attention to both the behavior and the content, it is even more important not to interfere with the learner's performance. If she doesn't find the target object, or if she doesn't know a word, let that happen. The information gathered will help you identify areas for further intervention. The work must be that of the learner, not the encouraging and well-meaning adult.

Interpreting Your Data

Target Practice

To illustrate interpreting data for the Target Practice activity at Level 3, let's meet Jamie D. Jamie uses a mouse or direct selection on a tablet to interact with academic content. Her team has already used the Words & Concepts and Read Story activities at Level 2. Now they want to determine whether she understands the process of making a choice on the screen. Because the Target Practice activities use language concepts already taught, Jamie will show that she can match those same ideas using her mouse.

Here is the first page of data from Jamie's first completed session.

Jamie D
Core Words Power Station
Assessment - Target Practice - Target Practice
Date: 3/2/2021   Time: 10:14 AM   Total Time: 8m 23s

Results

0.0%

completed

PROGRESS DETAILS

Setting	Value
Include Sign Language	No
Input Method	Mouse
Story	Target Practice
Presentation Type	Illustration
Prompt Frequency	3 Seconds
Prompt Type	Multi-Sensory (both)
Total Number Correct On First Try	0
Total Number Of Tries	20
Total Number Of Prompts	76

Question	Response	Time	Prompts
Find, cold.	❌ Girl	21.9	3
Find, cold.	⭐ Cold	24.3	3
Find, cookies.	❌ Hot	27.8	4
Find, cookies.	⭐ Cookies	25.0	4
Find, milk.	❌ Car	22.4	4
Find, milk.	⭐ Milk	24.7	4
Find, book.	❌ Two trucks	19.8	3
Find, book.	⭐ Book	25.1	4
Find, boy.	❌ Hot	24.4	4
Find, boy.	⭐ Boy	19.3	3
Find, bananas.	❌ Girl	24.2	4

Jamie was not able to match any targets on this first sitting. Even though she is familiar with clicking her mouse to make something happen, and even though she is familiar with the targets to be matched, she is unfamiliar with the process of making a choice on the activity screen. This is a two-step process. Jamie took almost an average of 25 seconds to respond and worked for more than 8 minutes. The team designs some opportunities for Jamie to practice the process of making a careful choice.

The goal for Jamie is that she clicks her mouse on the target match and then clicks on the **Next** button when asked to make a choice. The team wants her to have 100 percent accuracy because the process of answering questions properly is essential. This graph shows that she has met this goal.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/19/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO
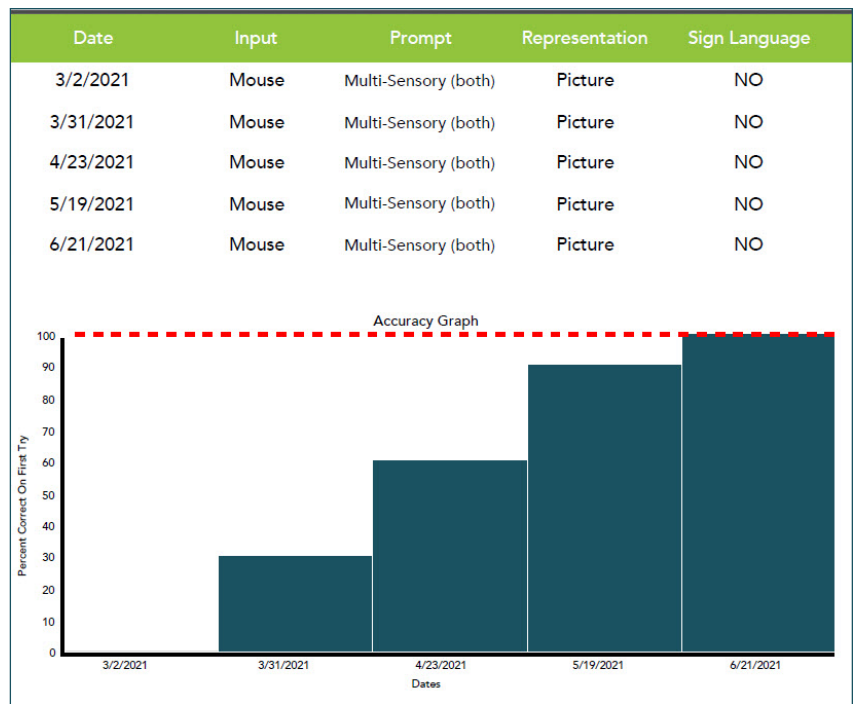
Jamie D's Assessment Report, Accuracy graph.

The goal for Jamie is that she needs only one prompt to perform the behavior requested. In this case, click on the target match, then on the **Next** button. This graph shows that by strategically reducing the number of prompts in the settings, the team helps Jamie demonstrate her developing understanding of the desired behavior.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/19/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO
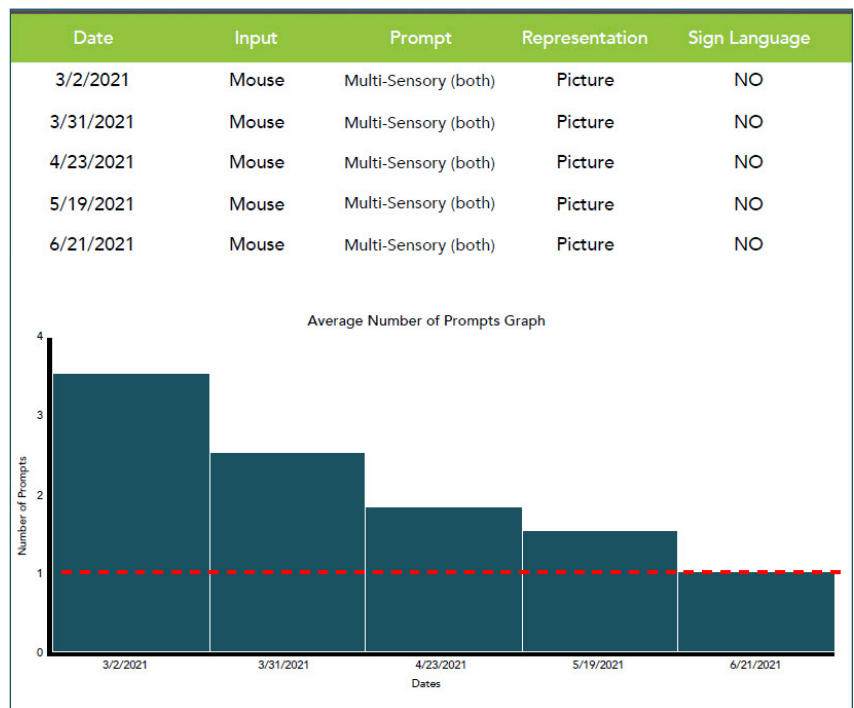
Jamie D's Assessment Report, Average Number of Prompts graph.

The goal for Jamie is that she responds to a request to make a two-step choice within 5 seconds. At first, Jamie took almost 35 seconds to respond. Because of the interventions designed to give Jamie extra practice and exposure to the process of choice making, she now has better understanding and control in her learning environment. This data shows that she can respond now within 5 seconds and has reached her goal.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/19/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO
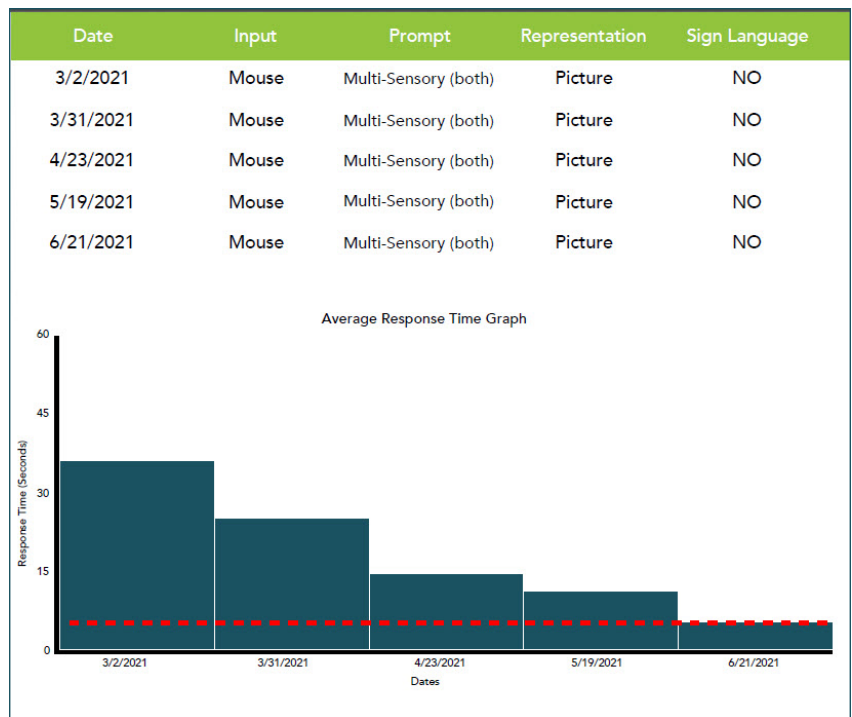
Jamie D's Assessment Report, Average Response Time graph.

The goal for Jamie is to work efficiently as she matches targets and masters the process of responding to questions within the software. The team wanted her to work for a shorter amount of time as she learns the process. At first, it took Jamie more than 8 minutes to complete her task. After months of opportunity to practice choice making, this last sitting shows that she was able to meet her goal and complete this same task in only 90 seconds.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/19/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO

Jamie D's Assessment Report, Time on Task graph.

Answer Story Questions

To illustrate interpreting data for the Answer Story Questions activities at Level 3, let's meet Tyrell E. Tyrell uses a mouse or direct selection on a tablet to interact with academic content. Tyrell's team has already used the Read Story activity for the story "Snack Time." Now they want to determine whether he can answer the vocabulary and language concept questions related to the story.

Here is the first page of data from Tyrell's first completed session.

Tyrell E
Core Words Power Station
Assessment - Answer Story Questions - Snack Time
Date: 3/2/2021   Time: 10:57AM   Total Time: 6m 25s

Results

20.0%

completed

PROGRESS DETAILS

Setting	Value
Include Sign Language	No
Input Method	Mouse
Story	Snack Time
Presentation Type	Picture
Prompt Frequency	3 Seconds
Prompt Type	Multi-Sensory (both)
Total Number Correct On First Try	2
Total Number Of Tries	18
Total Number Of Prompts	58

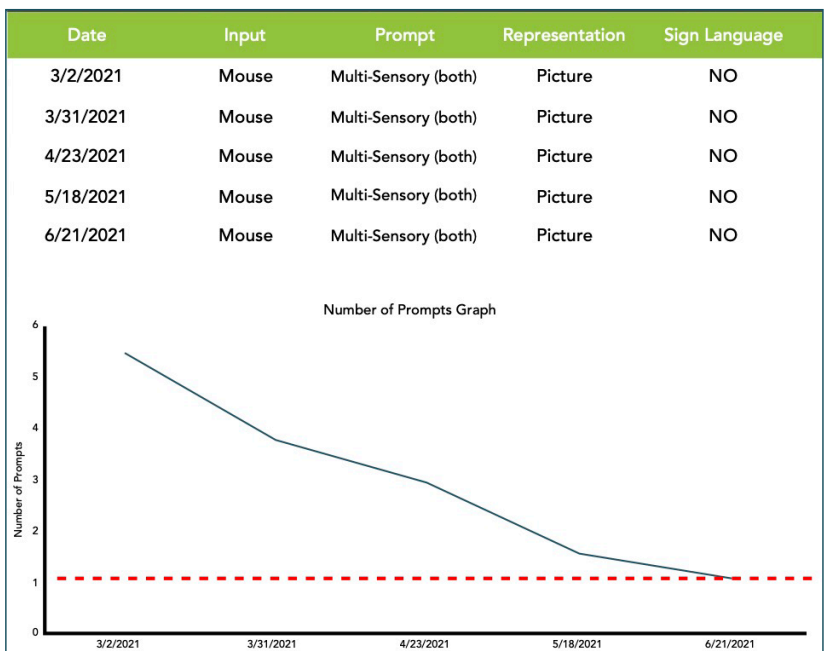| Question	Response	Time	Prompts
Find, yes, I want more to drink.	❌ Bowl of fruit	26.1	7
Find, yes, I want more to drink.	⭐ Yes, I want more to drink.	18.4	6
Find, now, the cookies are all gone.	❌ Cookies	23.7	7
Find, now, the cookies are all gone.	❌ Hands have all the cookies.	12.5	4
Find, now, the cookies are all gone.	⭐ Now the cookies are all gone.	23.3	7
Find, the hands have all the cookies.	❌ Cookies	12.7	3
Find, the hands have all the cookies.	⭐ Hands have all the cookies.	24.0	7
Find, yucky!	⭐ Yuck!	22.0	6
Find, I do not like juice.	❌ Yes, I want more to drink.	24.5	8
Find, I do not like juice.	⭐ I do not like juice.	23.0	6
Find, the hands have some cookies.	❌ Hands have all the cookies.	24.1	7

Because data indicates that Tyrell mastered choice making during Target Practice and has been reading the "Snack Time" story, the team expected him to be successful. Even though this data shows that only two questions were correctly answered, the team believes that making choices became confusing on this first attempt to test core vocabulary because the questions use more robust language. Tyrell worked for more than double the goal time, taking extra response time to consider answer choices but needed 54 prompts to complete the activity. The team plans more opportunities for Tyrell to hear and use the vocabulary from the story in other settings. They also plan extra practice activities using other stories in software for fun. They will administer this test monthly until goals are met.

Tyrell's goal is to click his mouse on the answer to the question and then click on the **Next** button when asked to make a choice. The team wants him to have 100 percent accuracy because every core vocabulary word is essential to the learning foundation. This graph shows that he has met this goal for the "Snack Time" story.

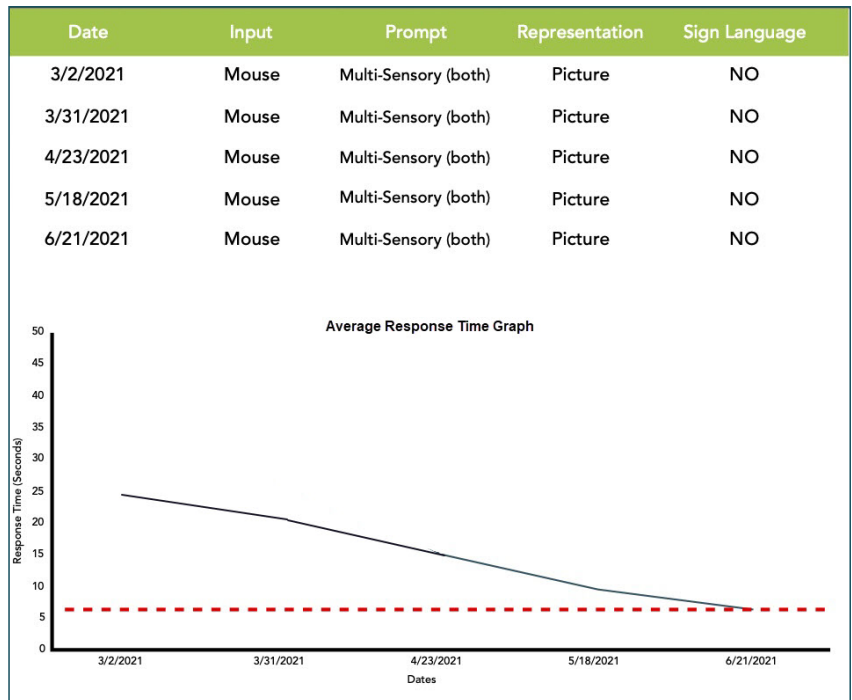| Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/18/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO
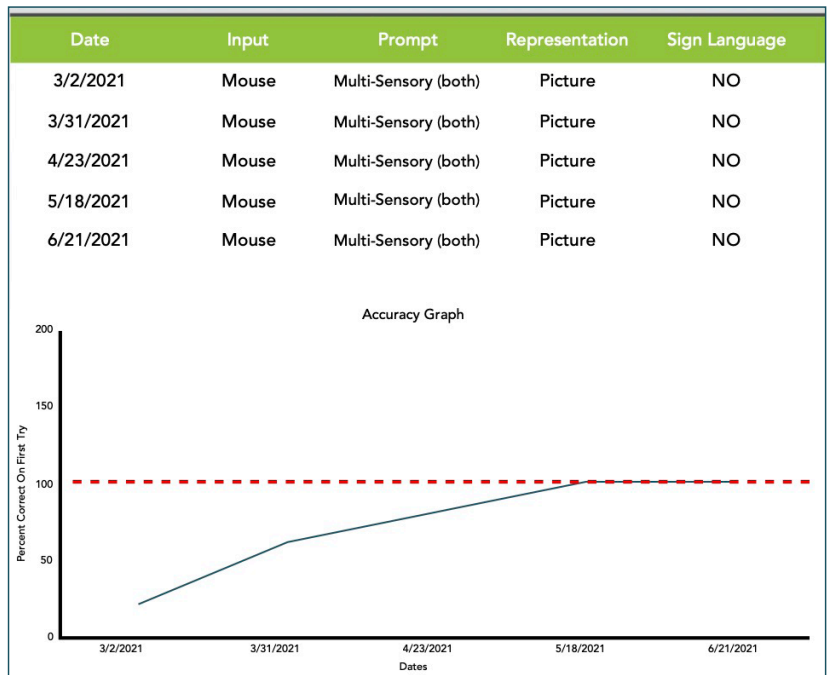
Tyrell E's Assessment Report, Accuracy graph.

The goal for Tyrell is that he needs only one prompt to perform the behavior requested. In this case, click on the answer to the question, then on the **Next** button. This graph shows that by strategically reducing the number of prompts in the settings, the team helps Tyrell demonstrate his developing mastery of the core vocabulary words for learning.

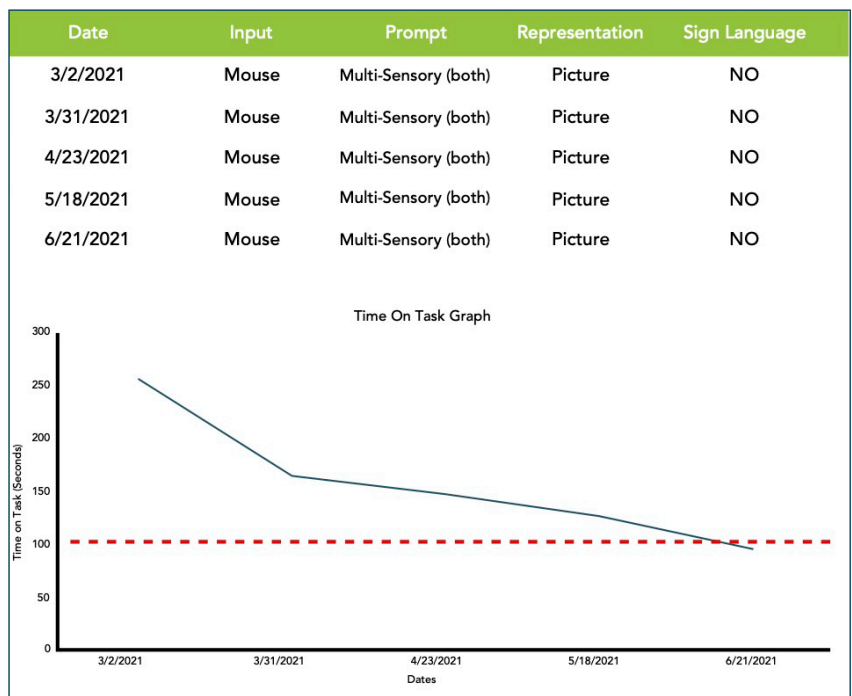| Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/18/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO

Tyrell E's Assessment Report, Average Number of Prompts graph.

The goal for Tyrell is that he responds to a request to make a two-step choice within 6 seconds. At first, Tyrell took almost 24 seconds to respond. Because of the interventions designed to give him extra practice and exposure to the process of choice making, he now has better understanding and control in his learning environment. This data shows that he has met his goal and can respond to questions from the story within 6 seconds.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/18/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO

Tyrell E's Assessment Report, Average Response Time graph.

The goal for Tyrell is to work efficiently as he demonstrates his mastery of the core vocabulary words by responding to questions within the software. The team wanted him to work for a shorter amount of time as he learns the vocabulary. At first, it took Tyrell more than 4 minutes to complete his task. After months of opportunity to learn the vocabulary, this last sitting shows that he was able to meet his goal and complete this same task in only 1 minute and 40 seconds. He has mastered these words and concepts.

Date	Input	Prompt	Representation	Sign Language
3/2/2021	Mouse	Multi-Sensory (both)	Picture	NO
3/31/2021	Mouse	Multi-Sensory (both)	Picture	NO
4/23/2021	Mouse	Multi-Sensory (both)	Picture	NO
5/18/2021	Mouse	Multi-Sensory (both)	Picture	NO
6/21/2021	Mouse	Multi-Sensory (both)	Picture	NO

Tyrell E's Assessment Report, Time on Task graph.

Completing Level 3

Core Words Power Station evaluates the use of 145 essential vocabulary words for learning. A learner has mastered this foundation set of words when she is able to answer all of the story questions in all of the stories with 100 percent accuracy using only one prompt. Now your learner has the foundation needed as new vocabulary is introduced for enriched curriculum learning.