

Installing The Great Action Adventure

Windows: Insert The Great Action Adventure CD

Double click on **My Computer**



Double click on **Great Action**



Double click on **Setup**



Follow the online instructions.

Additional Setup: If your PC does not have QuickTime installed, you must install it by doing the following:

Double click on **My Computer**



Double click on **Great Action**



Double click on the WindowsQT folder



Double click on the QuickTime logo. QuickTimeI...

If, after installing Quicktime, the sound of the videos is very poor, change the **Sound Out** setting in Quicktime by doing the following:

Click on **START** at the bottom left corner of your screen

Click **SETTINGS**

Click **Control Panel**

Double Click the **QuickTime logo**

Select **Sound Out** from the top drop down menu

Under choose a device for playback, select **WAVEOUT**

Mac:

Insert The Great Action Adventure CD, double click on the CD icon, double click on **MacInstall**, follow the instructions on the screen.

Starting The Great Action Adventure



To start The Great Action Adventure, double click on the Great Action Adventure icon

The Great Action Adventure can be run in any resolution, if you want to fill the entire screen you can set the resolution to 640 x 480. If you select a resolution higher than 640 x 480, the program will run in a window on top of a plain white background. No matter which resolution you choose, the student will not be able to access other programs on your desktop.

To change the screen resolution:

Windows: Select START, SETTINGS, CONTROL PANEL, DISPLAY, SETTINGS, then move the screen area slider bar to 640 x 480. Also make sure that high color 16bit (thousands of colors) mode is selected.

Mac: Click the apple in the top left corner of your screen, select control panels, monitors, 640x480. For the program to work, you must also select thousands of colors mode.

The Teachers' Lounge

When you first start the program, you will be in the teachers' lounge after the opening animation finishes. If you want to bypass the opening animation, just single click anywhere on the screen.

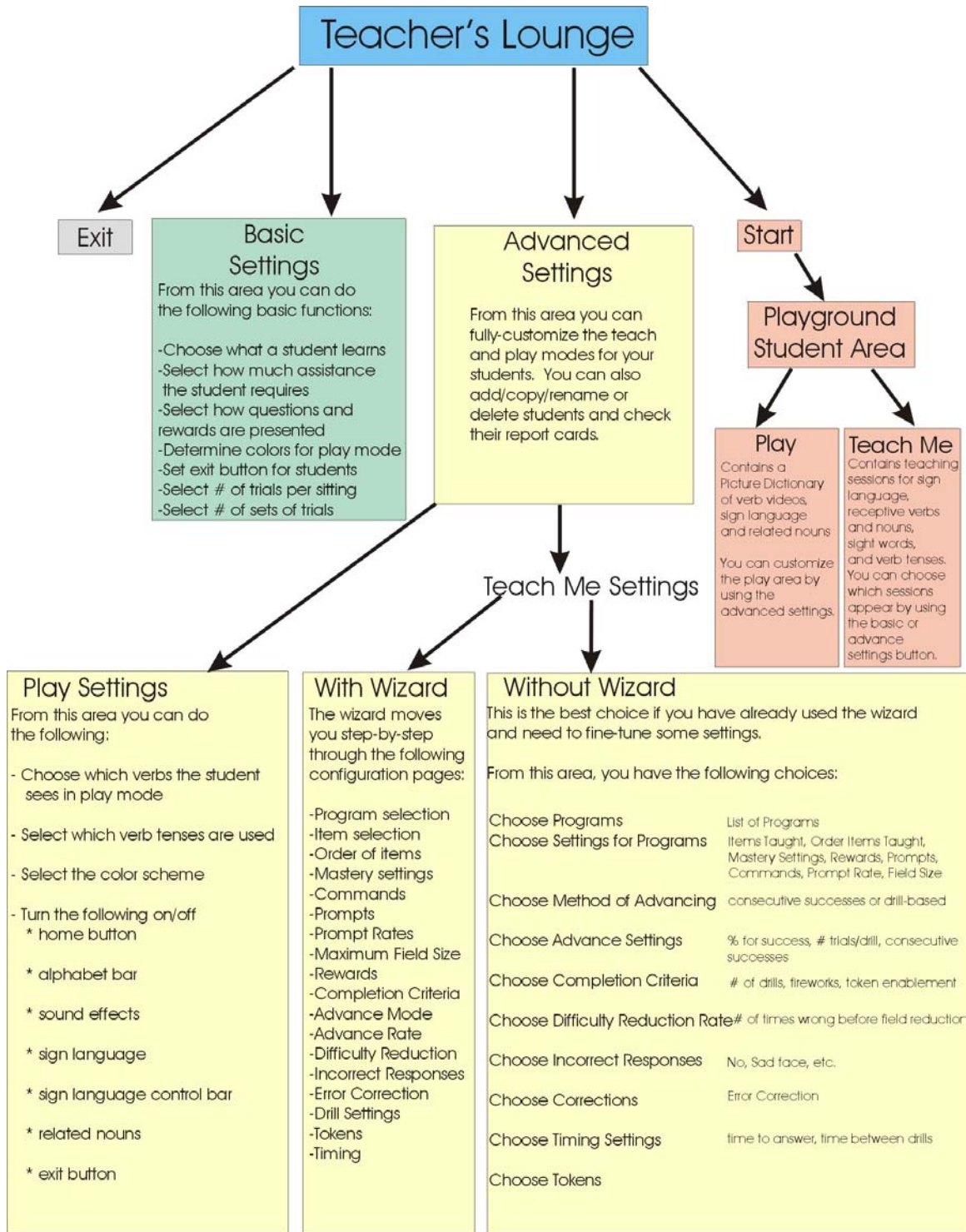
The teachers' lounge is the main panel for teachers. From here you can exit the program, enter the student area, and customize programs for individual students.

IMPORTANT:

To return to the teachers' lounge once you have entered the student area, you must press **SHIFT-T**. This is the only way that you can get out of the student area and exit the program. (If the caps lock is on by mistake, just press t)

When you first enter the Teacher's Lounge, you must do the following:

- 1) Add a new student or select a previously-added student.
- 2) Click the BASIC SETTINGS or ADVANCED SETTINGS button if you wish to customize the program for the selected student
- 3) Click the Start Button
- 4) Let the student enter either the play or "teach me" area



Customizing for Individual Students

You can customize almost every aspect of the Great Action Adventure. Because you may be overwhelmed at first by all of the settings, we have provided two ways to customize - Basic and Advanced Settings.

You are probably wondering what the difference is between basic and advanced settings. The basic settings panel allows you to quickly select the skills that you want a student to learn and to choose a learning style for the student. The advanced settings panel offers many more options for customizing both the quiz and the play mode for the student.

We recommend that you start with the basic settings and see how well the student does on the quiz. Then use the advanced settings to make any necessary adjustments.

Basic Settings

When you click the basic settings button on the Teachers' Lounge page, you will see the following questions:

- What do you want this student to learn?
- How much assistance does this student need?
- How should questions and rewards be presented?
- What colors do you want to use in play mode?
- Should this student be allowed to exit by himself?
- How many questions should the student be asked in a set? (# of trials)
- How many sets of trials should the student complete before playing?

What do you want this student to learn?

There are 6 different skills that can be taught with the Great Action Adventure:

Spoken Nouns, Spoken Verbs, Sign Language, Written Nouns, Written Verbs and Verb Tenses

Spoken nouns (Receptive nouns) - This quiz asks the student to click on a particular noun
ex. Find apple

Spoken verbs (Receptive verbs) – This quiz asks the student to find a certain verb
ex. Find jump

Sign language – This quiz shows a sign language video for a particular sign (ex. jump), and the student must find the corresponding picture.

Written Nouns (sight words) – This quiz presents a written noun, and the student must drag it to the corresponding picture.

Written Verbs (sight words) – This quiz displays a written verb and some picture choices. The student must drag the word on top of the correct picture.

Verb Tenses - This program shows a portion of a verb video, the whole video, or the start of a video. It then asks, “What is he going to do?”, “What is he doing?” or “What did he do?” The student must then complete the sentence at the bottom of the screen. For example, the sentence might say “He is going to _____”, and the student must fill in “run”. The student will be given choices such as “run”, “going to run”, and “ran”. The choices will be different tenses of the same verb.

How Much Assistance Does This Student Need?

You can choose one of three levels of assistance – minimal, moderate or maximum. Your choice will determine how much prompting the student receives, and the pace at which novel questions are introduced.

How should questions and rewards be presented?

You can select to have things presented either orally, visually or both. If you are setting up the program for a hearing-impaired student, you should select visually. In most other cases, you should select both oral and visual unless the student is overwhelmed by too much simultaneous input.

What colors do you want to use in play mode?

There are two color choices for the play mode – plain blue and primary colors. The plain blue mode is highly recommended for special needs students, or students who are easily distracted. The primary colors mode is a good choice for typical preschool or elementary students.

Should this student be allowed to exit by himself?

Normally, a student cannot exit from the student playground area without knowing the secret SHIFT-T keyboard combination. This protects your computer desktop from curious students, or students who click wildly. If your student is trustworthy (for example, an older student who is learning sign language), you may prefer to turn on the exit button.

How many questions should the student be asked in a set? (# of trials)?

The student will be asked one or more sets of questions in the Teach Me section. You can control how many questions are asked in each set. If you are used to discrete trials or ABA, this is the number of trials.

How many sets of trials should the student complete before playing?

The total number of questions that a student must answer before returning to the play area is based upon the number that you select here times the number of trials. For example, if you

say 3 sets and 5 questions in a set, the student will have to answer 15 questions before playing.

Advanced Settings

The Advanced Settings allow you to fully-customize the quiz and play settings for each student. To get to the Advanced Settings page, click the Advanced Settings button at the bottom of the Teachers' Lounge page. From the main advanced settings page you can also do the following:

- Add a student – creates a new student
- Copy a student – copies the settings from one student, to the new student name that you specify
- Rename a student
- Delete a student
- Check a student's progress (Report Card)

To begin customizing for a particular student, click on a current student name or click the ADD STUDENT button to add a new student. Once you have selected or added a new student, you can change either the play settings or the quiz settings, by clicking the appropriate button on the right side of the Advanced Settings page.

Play Settings

The play mode portion of The Great Action Adventure is set up like a picture dictionary. The student can scroll through the verbs, and click on an interesting one. The video of the verb will play, and the student can then choose the sign language button to see the sign, or the related button to see nouns related to the current verb.

The play mode section contains over 130 pictures of verbs (76 unique verbs). This may be overwhelming to young or disabled learners. You may, therefore, decide to have only a few of the verbs available in the play mode. For example, you may want to have only jump, run and wave available to the student. To set which verbs are available, use the REMOVE, ADD, REMOVE ALL, and ADD ALL buttons on the first page of the play mode settings.

In addition to setting which verbs are available, you can select which verb tenses are displayed and spoken. By default, the selected tense is the infinitive. For example, if the student clicks on the picture of run, the computer will say "run". You can, however, choose to have the computer say "going to run" before the video plays, "running" while the video is playing, and "ran" after the video completes. If you turn the present tense "running" on, the sound effects associated with the video will not play.

Color Scheme

There are two color choices for the play mode – plain blue and primary colors. The plain blue mode is highly recommended for special needs students, or students who are easily distracted. The primary colors are a good choice for typical preschool or elementary students.

Other Choices

If you have a student who is easily-distracted, you may want to turn off some or most of the following options:

Alphabet Bar - Normally the alphabet appears at the top of each page, if you click on one of the letters, you will go to the section of verbs that starts with that letter.

Home Button - Takes the student to the main playground page

Sound Effects – Turns on the sounds effects that play with videos

Sign Language – Turns on the associated sign language video

Sign Language Control Bar – This button is normally off. If turned on, a slider bar appears at the bottom of the sign language window. You can slowly move it back and forth to carefully study a sign.

Related Nouns – This button turns on nouns related to a particular verb. For example, nouns related to blow are balloons, bubbles, bubble gum and pinwheel.

Exit button - This button allows you to exit directly from the student area to the credits screen. This button should remain off unless you have a very trustworthy student who will not get into other files on your system.

Teach Me Settings

At first glance, you may be overwhelmed by all of the choices available in the quiz settings. Don't worry; we have a wizard that will help guide you through all of the setup. After you have gone into the setup pages a few times, you will probably prefer to skip directly to the pages where you need to make changes. If this is the case, just select NO when you are asked about having the wizard guide you.

Using the Wizard

The wizard moves you step-by-step through the following configuration pages:

- Program Selection
- Item Selection
- Order Items are Taught for a Specific Program
- Mastery Settings for a Specific Program
- Computer Questions for a Specific Program (Commands)
- Prompts for a Specific Program
- Prompt Rate Settings
- Maximum Field Size

- Rewards
- Method of Advancing
- Advance Settings
- Difficulty Reduction Rate
- Completion Criteria
- Tokens (score symbols)
- Incorrect Responses
- Error Correction
- Timing Settings

Without the Wizard

This is the best choice if you have already used the wizard and are returning to fine tune some settings on a few pages.

From this area, you will see a page with the following choices:

Choose Programs - List of Programs

Choose Settings for Programs - Items Taught, Order Items are Taught, Mastery Settings, Rewards (Audio, Picture, Short Animation, Long Animation, Item Rewards) Prompts, Prompt Rate, Field Size, Commands

Choose Method Of Advancing – There are two ways that a student can advance to a higher level: by answering a consecutive number of questions correctly or by answering a certain percentage of questions correctly. These two methods are referred to as: Consecutive Successes Before Advance, or Drill Based Percentage Correct.

Choose Advance Settings – Depending on the Method of Advancing that you selected in the prior panel, you may enter the number of consecutive trials that must be correct for each stage (Target Alone, Target With Distractors, Target With Mastered Items, or All Items Mastered), or the number of trials and percentage correct that must be achieved for each stage.

Choose Completion Criteria – If the method of advancing is based on consecutive successes, you can select the number of trials in a set that must be completed and whether or not only successful trials are counted for determining when to end. If the method of advancing is based on getting some percentage correct over a number of trials, you can select how many drills the student should complete before returning to the main panel. In addition, for each case you can select whether or not the “Go Play” fireworks are displayed at the end of a setting, and whether or not tokens are displayed. If more than one program is selected, you can choose how often to switch between programs.

Choose Difficulty Reduction Rate – You can choose the number of consecutive incorrect responses for each stage before reducing the level of difficulty. For example if you select 3, and the student answers 3 questions in a row incorrectly then the level of difficulty will be reduced.

Choose Incorrect Responses – You can choose what happens if the student answers a question incorrectly. For example, the computer might say “no” or display a picture of a sad face.

Choose Correction Methods – This section allows you to specify how a student should be corrected if he answers incorrectly. (How he is shown the correct answer.)

Choose Timing Settings – These settings allow you to specify how much time the student needs to answer before a response is considered incorrect and how much time there is between trials. If you have a student that has difficulty maneuvering the mouse, you should set the time to respond to a higher number. Once the specified amount of time has elapsed, the computer will assume that the response is incorrect if the student has not responded.

Choose Tokens – Success and failure tokens appear at the bottom of the screen. These tokens allow you to quickly see how many questions a student has answered correctly or incorrectly.

Advanced Quiz Settings

Whether you use the wizard or not, you will have access to the following configuration pages:

Program Selection

This page allows you to select which skills that you want a student to work on. For example, verb signs or receptive verbs. You can select one or more programs. To make a selection, highlight it in the left box, and then click the ADD button. The current student will work on all programs that appear in the SELECTED PROGRAMS box (on the right). We recommend that you only select one program at a time for beginning students.

Choose Settings for Programs

Items Taught

On this panel, you can choose which items (words or signs) that you want a student to learn within a particular program, i.e. bike and blow in the receptive verbs program. The items that you choose will be systematically introduced. For example if you choose bike and blow, bike will be taught alone then with one or more distractors. Next blow will be taught alone, then with one or more distractors. Finally, bike and blow will be placed on the screen at the same time and randomly tested.

To select an item, click on it in the “Available items” box then click the ADD>> button. The item will then appear in the “Selected Items” box. You can also add or remove all items by clicking the appropriate button below the boxes.

If you would like to determine the order in which the items are taught (for example bike first then blow), turn on the button next to “Let me determine the order in which items are taught” Another page will then appear which allows you to determine the order.

You can preview any item by turning on the preview option. (It is on by default).

Order In Which Items are Taught

Items can either be taught in a random order, or an order which you predefine. Before specifying the order, make sure that you have selected the items that you want taught (on the item selection page). Items can be moved up or down in the list by clicking the MOVE UP and MOVE DOWN buttons. Items at the top of the list are taught first.

Mastery Settings

As a student learns items, they will be moved from the list of unknown items to the list of mastered items. If a student already knows some items when he starts using the program, you should move the items from the unknown list to the mastered list. For example, if the student knows the verb “bike” move it to the mastered list. To move an item to the mastered list, highlight it in the left box (unknown items) then click the ADD button. You can also move items from the mastered list back to the unknown list by clicking the REMOVE button. To move an entire list, click ADD ALL or REMOVE ALL.

Rewards

Choosing the correct rewards and setting the interval at which a student is rewarded is very important. If the student is not reinforced by the selected rewards, he will not be interested in learning. Also, if the student is not rewarded frequently enough, he will stop paying attention.

There are several different types of rewards that you can use. You can use either one or several of the following types of rewards:

Audio	ex. Good Job
Picture	ex. Smiley Face
Short animation	ex. Car driving by
Long animation	ex. Helicopter and plane flying by
Animated Item	The correct selection is animated
Action Video	Plays the associated action video
Tokens	Small symbols on a score card at the bottom of the screen

Tokens may be turned on and off on the Choose Completion Criteria panel. The token symbols are selected on the Choose Tokens panel.

All of the rewards pages have a button which allows you to preview the rewards. We recommend, if possible, that you preview all of the rewards with the student. Pay attention to which rewards the student really likes and move these to the Selected list.

Prompts

A prompt is a hint or clue that the computer gives to the student to show him where the correct answer is. Prompts are given immediately after the command before the student responds. For example, if the question is “Where is jump?” the computer might prompt the student by highlighting the correct answer and saying “This is jump”. Other choices for prompts are move the mouse, flash the answer, enlarge the answer, say the name of the object, or play the action video.

Prompts need to be set on a program by program basis. For example, the prompts for word matching might be different than the prompts for sign language.

Prompt Fading

There are two types of prompt fading, **Incremental Prompt Fading**, and **All On All Off Fading**.

If **Incremental Prompt Fading** is turned on, the least intrusive prompt will be introduced after the student has failed a certain number of times (you specify this number on the Prompt Rate panel). If the student continues to answer incorrectly more prompts will be introduced until the student is successful. If the student is consistently successful, the prompts will be faded out after the student succeeds a certain number of times (as specified on the prompt rate panel). Prompts will continue to increase and decrease depending upon the student’s responses.

If **All On All Off Fading** is selected all selected prompts come on at the same time, and all selected prompts go off at the same time, they are not incrementally introduced. For example, if you have selected “highlight” and “enlarge”, the correct answer will be highlighted and enlarged as soon as the student gets a certain number of questions wrong.

If either form of prompt fading is on, prompted trials will not be counted when determining when to advance to a more difficult stage, only successful unprompted trials will be count toward advancing the student.

Prompt On Continuously with Command

To have prompts given on every trial with the command make sure that Incremental Prompt Fading, All On All Off Fading and Prompt Only No Command are all off (not checked).

Prompt Only No Command

This option can be used to help students learn to respond to a prompt. When selected no command is given during the trial, only the prompt. For example, if the student is learning the word “jump” the picture of jump will be highlighted but no command

such as “Where is jump?” will be given. To be successful the student must click on the prompted object. This mode is recommended for students who are clicking wildly and do not understand the prompts.

Turning Off all Prompts

To disable all prompts, make sure that none of the prompts in the left column are checked.

Prompt Rate Settings

The prompt rate settings determine when prompts are given and when they are removed. For these settings to have an effect, at least one prompt and some form of prompt fading (Incremental or All on All off) must be selected on the prompts panel.

In order to understand the prompt rate panel, you will need to understand how a new item is taught. A new item (the target) is taught in the following 3 stages:

Target Alone A new item is presented by itself. For example, if the student is learning jump, a picture of “jump” appears on the screen. There are no other choices, so the student should soon learn that this picture is “jump”.

Target with Distractors Next the new item is presented with distractors. Distractors are items which have not been learned. For example, a picture of “run” might appear at the same time as the picture of “jump”. Now the student will need to decide which picture is correct.

Target with Mastered Items Finally the new item is presented with other previously learned items.

When all items that have been selected for teaching are mastered, there is a fourth stage, which is a review stage, called **All Items Mastered**.

For each stage, you can individually set the number of consecutive failures before a prompt is introduced and the number of consecutive successes before a prompt is removed.

Word Prompts

Word prompts can be selected when the student is learning noun or verb word matching. You may choose to have the word appear continuously above the correct picture, or only when needed as a prompt. You can also select whether a word is over every choice or only the correct choice. Also, the font size of the word appearing above the picture can be specified.

Field Size

You can select the maximum number of items on the screen at one time for each of the teaching stages, up to a maximum of 4. Note that target alone will have a field size of 1 by definition. Target With Distractors and Target with Mastered Items will also have a minimum field size of 2 by definition.

Commands

The command is the method that the computer uses to ask the student a question. The command can be either oral or visual depending on the options you select. For example, “Find _____” is an oral command, where as “sign only” is visual. If you select “sign only” the sign language video will play, then the student selects the corresponding photo.

If you use the advanced settings panel to select several different commands, they will be presented randomly. For example, first the computer might say, “Find jump” then for the next trial the computer might say “Where is jump?” For beginners, we recommend that you choose only one command, so that the student can focus on the word being taught. If the student has a lot of learning difficulties, you should select the shortest command possible, such as spoken name only (i.e. jump). For advanced learners, we recommended choosing several commands.

Global Settings

The following settings are not tied to a specific skill such as word matching. They will affect all skills that the child is learning such as receptive nouns and word matching.

Choose Method Of Advancing

The method of advancing is the way that the computer determines how to advance the student to a more difficult stage. Recall that the progression of stages is from Target Alone, to Target with Distractors to Target with Mastered items. The decision to advance the student can be based on the number of consecutive correct responses the student gives (Consecutive Success Before Advance), or an average of the responses over a group of trials (Drill Based Percentage Correct). See also the description for Choose Advance Settings and the description for Choose Completion Criteria below.

Choose Advance Settings

The options that appear on this configuration panel depend on the choice you made on the Choose Method of Advancing panel (described above).

Consecutive Successes Before Advance If you selected this advance method, you can set the number of questions that a student must answer in a row. For example, if you

select “5”, the student will need to answer 5 questions in a row before moving to a more difficult stage.

Drill-Based Percentage Correct If you selected this method, You can now specify the percentage of questions that a student must answer correctly for each stage and the number of trials per drill for each stage. A drill is the number of trials over which the average success rate is calculated. For instance if you specify that a stage has 4 trials per drill and the student must achieve 75 % correct then 3 of the 4 trials must be correct before the student is advanced to the next stage.

Choose Completion Criteria

The options on this configuration panel depend on the choice you made on the Choose Method of Advancing panel (described above).

On the Choose Completion Criteria panel you configure how much work you want the student to do before he or she is allowed to go play. Going to play doesn’t necessarily involve leaving the computer, the student may enter the play section, or go right back into the “teach me” section. You can also configure whether the Go Play Fireworks are presented, if tokens are to be displayed, and how frequently the computer switches between programs, if more than one program at a time is selected for teaching.

If *Consecutive Successes Before Advance* is selected you can specify whether each trial should be counted in determining when to end or if only successful trials should be counted. If you select “count all trials to determine when to end”, both successful and failed trials will be counted in determining when to end. Otherwise if “count successful trials only” is selected, only successful trials will be counted to determine when to end. This way the student cannot go play without answering a certain number of questions correctly.

When *Consecutive Successes Before Advance* is selected, you may set the total number of trials that must be completed in a trial set and the number of trial sets that must be completed before returning to the main panel. For example if you select 8 trials and 2 sets, the student will have to answer 16 questions total (if count successful trials is not selected, incorrect responses are included). If in addition, “count successful trials only” is selected then the student will have to answer 16 questions correctly before returning to the main panel.

If Display Tokens is selected, the number of token outlines that are drawn will be equal to the number of trials in the trial set. For example, using the numbers from above, 8 tokens outlines would be drawn. If you are counting all trials to determine when to end, both success and failure tokens will be drawn. If you are counting successful trials only, just success tokens will be displayed. The number of times the computer will present a set of trials is determined by the value entered for the number of trial sets that must be

completed before returning to the main panel setting. In the example above, the student would see 2 sets of 8 trials.

If *Drill-Based Percentage Correct* is selected on the Method of Advancing Panel you can set the following:

How Tokens are Displayed: Tokens can either be displayed for a single drill at a time, or across several drills. For example if you have 5 trials per drill and 2 drills, and select “single drill at a time” 5 tokens will appear at the bottom of the screen. If you select “Display Tokens across Drills” 10 tokens will appear at the bottom. With “Display Tokens across Drills” you also have the option of putting a small separator bar between sets of tokens. In this example, between the two groups of 5. If tokens across all drills is selected, there are certain restrictions that the computer will check for related to the trials per drill for each stage and the total number of trials. The computer will display a warning message if this option can’t be used given the current configuration. In drill based advance mode, it is possible to not display any tokens, display tokens for a single drill at a time, or display tokens across all drills.

Go Play Fireworks: This is a reward which says “Go Play” with firework sound effects when the student is finished. Some students like this reward, others may be scared by it. After checking the student’s reaction, you can decide whether or not to leave it on.

Number of Drills before Playing: You can specify how many drills the student should finish before going to play.

Number of Drills before Switching Programs: If more than one program is selected for teaching, you can also set the number of drills that must be completed before switching programs

Choose Difficulty Reduction Rate

For each stage you may specify how many questions in a row the student should get wrong before the difficulty level is reduced. How the difficulty level is reduced depends on where the student is in the acquisition of a new target:

- If the target is displayed with distractors then a distractor is removed.
- If the target is displayed with other mastered items then a mastered item is removed.
- If there is only 1 distractor or 1 mastered item the computer moves the student back to the previous stage, target alone or target with distractors respectively.
- If the student is in the All Items Mastered stage, then the number of items in the field will be reduced.

Choose Incorrect Responses

You must choose what happens if the student answers incorrectly. For example, should the computer say “no” or just indicate visually that the answer is incorrect. If your student finds “no” to be aversive, you may want to try one of the other choices such as “try again”. If an error correction (see next section) is done, an incorrect response is not given.

Choose Correction Methods

Correction is similar to prompting except that it occurs after a student responds incorrectly. For example, if the question is “Where is jump?” and the student clicks run, the computer might respond “This is jump” and move the mouse to the picture of jump.

Correction is a global setting, which means that whatever you set for correction will be the same for all programs. Choices for correction include:

- Highlighting the correct answer
- Flashing the correct answer
- Enlarging the correct answer
- Moving the mouse to the correct answer
- Removing all incorrect answers
- Saying “This is ___”
- Saying the name of the object

You can specify how many consecutive times a student must answer incorrectly before an error correction occurs.

When an error correction occurs, an incorrect response (see previous section) does not occur.

Choose Timing Settings

On this panel you can set the time that the student needs to answer before the trial is considered incorrect and also the time between trials in seconds.

Choose Tokens

On this panel you can select the tokens or score symbols that can be used at the bottom of the screen to keep track of a student's score. There are success and fail symbols. The score symbols can be turned on and off on the Completion Criteria Panels.

Customizing for Particular Types of Students

For Students With Hearing Impairments

For students with hearing impairments, you should use visual rewards and prompts.

For Typical Students Who Learn at a Fast Pace

If you are setting up the program for an average or advanced student who learns quickly, you should set up the program so that it moves at a relatively fast pace. This will prevent the student from becoming bored and will introduce new items quickly. To increase the pace, set the following:

For Drill Based Percentage Correct: Set # or trials per drill to 1

For Consecutive Success Before Advance: Set all values to 1

Rewards: If the student is an adult learning signs, only use audio or picture rewards. The audio reward Great That's... is a good choice because it clarifies what the sign is. Any of the That's ... rewards also work really well for students learning word matching.

For Students With Fine Motor Difficulties

For students who are unable to use a mouse, The Great Action Adventure works well with a touch screen. If you do not have a touch screen available, have the student point to the answer on a regular monitor, then you can move the mouse and click for them.

For Students Having General Difficulties

It's best if a student makes as few mistakes as possible when learning a new skill, so as not to practice error. When a student makes too many mistakes while learning a skill, he/she starts to form incorrect associations and tends to have a difficult time unlearning the mistakes. For this reason, prompting and prompt fading are a part of this program. The prompts help the student to be correct even before they are able to do the skill.

Some students will just need a little bit of hand-over-hand help with the teacher helping to move the mouse pointer to the correct answer a few times. After this, they will "take off" and become consistent learners. Some of these students will need prompts before learning each new item, and other students will not need any prompts at all.

Other students may be able to work well when a prompt is ON, but still make mistakes when the prompt is faded. Try using different prompts to see if a different prompt helps the student learn the skill. However, if when any of the prompts are faded, the student still has difficulty, it's best in this situation for the teacher to help the student answer correctly so the student doesn't make so many mistakes (a few are okay). The teacher can use hand-over-hand prompting to help the student move the mouse pointer to the correct answer or can cue the student in a variety of other ways: For example, if the student is learning the spoken word, "wave," the teacher can help the student to wave (or

the teacher can wave) before the student selects the “wave” picture on the screen. Or, if the student is learning the spoken word, “drink,” and the student already understands a communication picture representing “drink,” the teacher can hold up this picture from the student’s communication board before the student selects the “drink” picture on the computer. Gradually, the teacher should fade all of these prompts, but also, add them back in again whenever the student is having difficulty.

Settings to Try for Students Having Difficulty Learning

- First try “Maximum” assistance in the Basic Settings panel. Also, select only one subject for the student to learn, e.g. “Spoken Verbs.”

For all other suggestions given here, you will need to use the Advanced Settings panel.

- In Choose Programs, select only one program, so the student will not be switching from one program to another.
- For the Command, choose either “Item Name Only” or one of the available questions, e.g. “Touch” or whichever one works best for that student. Limit the variety of questions to one.
- For Prompts, try changing the prompts, e.g. “Highlight”, “Enlarge”, and use Incremental Prompt Fading or All On All Off Fading. See if using a different prompt helps the student to understand better. But use as few prompts at a time as are necessary for the student to know what to do.
- Try leaving prompts on continuously (uncheck Incremental Prompt Fading, All On All Off Fading, and Prompt Only No Command).
- For Audio Rewards you may want to choose only the audio rewards having the form: “...Super!”, etc. and remove all others. Some students will find this very helpful, while others will find it confusing. See what works.
- In Reward Selection, the short and long animation rewards may be too long for a student having difficulties and the length of these rewards may cause the student to lose his/her train of thought. Later, when the student is performing better, try adding them in for a nice change of pace!
- For Incorrect Responses, limit the sounds and pictures to one combination, e.g. “No” and the black X, so that the student isn’t accidentally “rewarded” by some of the pictures that he/she may like.
- In the Error Correction panel, you may want to select 1 for the number of consecutive incorrect responses that should occur before the computer gives the correct answer, so that the correct answer is shown immediately after an incorrect response. As with prompts, use as few error correction choices as are necessary for the student to understand what to do.
- If Drill-Based Percentage Correct is chosen, increase the number of trials per drill.
- If Consecutive Success Before Advance is chosen, increase the number of consecutive successes a student needs before advancing.
- In Field Size, decrease the maximum number of pictures displayed on the screen to 2 or 3.
- Also in Choose Timing Settings, you may need to increase the amount of time a student needs to respond and the amount of time between drills.

- In Play Settings, you may want to select only the items the student is working on so the student can get extra practice on these items when in Play Mode.
- Also in Play Settings, remove any distracting extras, e.g. the alphabet bar, related items, etc.

If the Number of Items is Increasing Too Quickly

If the number of items is increasing too quickly for the student (i.e. new items appear before the student has completely learned the old items):

If Drill-Based is chosen:

- Increase # of trials per drill and/or
- Increase the % correct necessary before moving on

If Consecutive Success Before Advance is chosen:

- Increase # of consecutive success

If the Go Play Screen is Coming Up Too Quickly or Slowly

If the GO PLAY screen is coming up too quickly or slowly (i.e. the student needs to do more or less work before taking a break), set the following:

In Completion Criteria

- Increase or decrease the number of drills per set and/or the total number of sets to be completed.

The Great Action Adventure is extremely flexible and gives the user an enormous number of choices for settings. Keep trying! Hopefully, one of the settings will work for your student!

Definitions

The quizzes in The Great Action Adventure are based upon the methods of discrete trial training. If you are unfamiliar with these methods, here are some terms that you should know:

drill – When the method of advancing is Drill Based Percentage Correct a quiz consists of a collection of drills. A drill is a collection of trials.

trial - a trial is the smallest unit of a drill or a trial set. It is made up of a command, possibly a prompt, the student's response and the computer's response (reward, response for incorrect answer, and/or error correction)

trial set – When the method of advancing is Consecutive Success Before Advance a quiz consists of a collection of trial sets. A trial set is a collection of trials.

Stage – Teaching a new item proceeds through 3 stages: Target Alone, Target With Distractors, and Target With Mastered Items. In addition there is a stage where all items that have been selected for teaching are mastered (All Items Mastered).

command - the command is how the computer asks a question. (i.e. Find run)

prompt - If a student is having difficulty, the computer may prompt the correct answer immediately after asking a question.

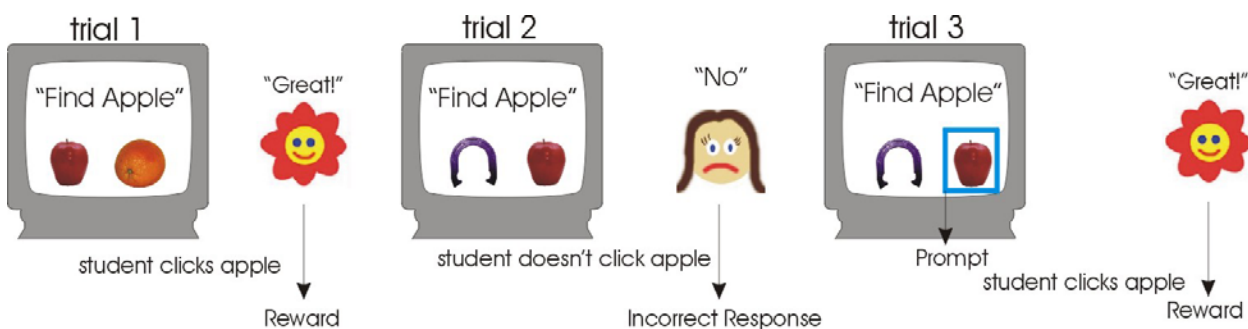
incorrect response - If a student answers incorrectly, the computer will notify the student orally or visually

error correction - If a student answers incorrectly, the computer will demonstrate the correct answer

reward - if a student answers correctly, he will receive either an audio and/or visual reward

distractor - picture that is not known by the student, and not targeted to be taught

field size – number of pictures on the screen (including the item being taught)



In this sample drill, apple is the item that is being taught.

Command = "Find apple"

Distractors = orange and horseshoe

Field size = two

Prompt = "highlight" and is also set to occur after just one incorrect response.

Rewards = audio and pictures

Sample quiz in consecutive success before advance mode consisting of 1 trial set of 3 trials:



The number of successes before advancing has been set to 1 for each stage, and for the above example it is assumed that the student has previously learned the horseshoe but not the orange. Further, the maximum field size for the target with distractor phase and the target with mastered item phase has been set to 2. First the apple is presented in isolation (the target alone stage), then after 1 success the student moves to the target with distractors stage (the orange is the distractor). Finally, after succeeding once with the distractor the student is moved to the target with mastered items stage and the apple is presented with the previously mastered horseshoe. If the student answers correctly in the last trial, the apple will be considered mastered. Note that this is the most rapid advance rate possible, you can configure different advance criteria for each stage so that the student must deal with larger field sizes and also be required to answer more successive trials correctly before moving on to the next stage.

Sample quiz in drill based percentage correct mode containing 2 drills of 3 trials each:

Drill 1



Drill 2



In drill 1, apple is being taught in isolation (by itself with no distractors). If the student gets the required percentage correct, as in this example, drill 2 contains a distractor picture. The position of

the distractor is placed randomly on the left or right, unless the student makes a mistake. In this example, the student makes a mistake with the horseshoe and apple, so the positions of the pictures remain the same for the next trial.

The field size in drill 1, is 1. This means that there is one picture on the screen. In drill 2 the field size is 2, because the student met the required percentage correct in drill 1. The field size will keep increasing up to the maximum that you set for field size (never greater than 4). If the student starts making too many errors, however, prompts will be introduced and the field size may be decreased.