**Information & Communication Technology**

**Stage One**
1.1 Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses.
1.2 Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students may:
- experience a range of everyday ICT equipment and activities
- coactively use switches to access a range of everyday information equipment
- show reflex responses to visual and auditory stimulation from computer program
- use random movements to create sounds using technology

**Stage Two**
2.1 Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and objects. They accept and engage in coactive exploration.
2.2 Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

Students may:
- engage in coactive exploration
- react to new technological experiences
- respond to amplified sounds
- experience using message carrying switch
- use voice or body movement to make sounds in a microphone
- respond consistently to a variety of stimuli from different equipment
- create sounds by trial and error using technology e.g. sound beam
- perform actions by trial and error, e.g. touch keys on banana keyboard
- give prolonged attention to image on monitor screen or to auditory reward
- briefly track images moving on the monitor screen
- use mouse or touch monitor to create a picture (little control over movement)
- activate a single switch by trial and error
- intentionally use switch for a familiar program

**Stage Three**
3.1 Students begin to communicate intentionally. They seek attention though eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods.
3.2 Students greet known people and may initiate interactions. They can remember learned response over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Students may:
- request interaction with ICT e.g. taking someone to the computer
- sustain visual contact with screen for greater durations
- observe the results of their actions e.g. creating effects using a touch screen
- learn to produce a response on the computer
- respond to choices about equipment and tools with actions or gestures
- make sounds into a microphone and respond to recorded sounds
- intentionally use access device to initiate an activity
- intentionally activate a communication aid
- maintain switch device ‘on’ for prolonged periods of time
**Stage Four**
Students know certain actions produce predictable results and that ICT can be used to control objects, events and aspects of the environment.
Students may:
- demonstrate understanding and knowledge that ICT can be used to control equipment e.g. increase volume
- show awareness of cause and effect to stop and start equipment e.g. CD player
- observe the use of ICT in the environment e.g. supermarket registers, traffic lights
- recognise the print out of a computer screen picture
- intermittently activate computer at appropriate time, with a single switch
- recognise familiar programs on the screen

**Stage Five**
Students operate simple computer games and every day technology. They make connections between control devices and information on computer screens and also understand that every day technology has sequences. They select icons or symbols to indicate a preference.
Students may:
- know to pick up a receiver if a telephone is ringing
- choose a program from visual choice of 3
- show awareness of CD Rom
- repeat use of the mouse as a single switch to complete an activity
- know pressing symbols/pics on a concept keyboard/intellikeys makes the same symbols/letters appear on the screen
- know pressing letters on keyboard makes letters appear on the screen
- relate a printout to own work on computer
- identify initial letter of name on keyboard with help
- select named picture/symbol from choice of 2 using concept keyboard/intellikeys
- choose what to design from a choice e.g. kid pix stamps
- create a simple picture using a graphics program
- recognise favourite characters within a familiar website

**Stage Six**
Students use ICT to interact with other students and adults. They may use a variety of access devices. They save and retrieve simple information. They respond to simple instructions to control a device. They operate some devices independently.
Students may:
- use a switch to control movement on screen
- move the cursor around the screen using the mouse
- put CD in CD drawer and remove with help
- use keyboard to copy their first name
- use tools within a graphics program to create a design e.g. use paintbrush, changing size and color
- indicate when own design is finished
- choose familiar website from a choice of 2 home page printouts
- recognise and identify school home page
- pick up a telephone that is ringing and ‘talk’
- push a button to make a single copy on the photocopier
- retrieve stored information, e.g. on a tape recorder
- retrieve stored information on a communication aid
- put a cassette in video recorder
- identify play and stop buttons on a cassette recorder (may be colour coded)
- operate a CD player with assistance
- observe and respond to the sound and light changing on a pedestrian crossing
Stage Seven
Students begin to gather information from different sources. They can follow instructions to store information and to give information. They use I.C.T. to communicate meaning and express ideas and begin to choose appropriate pieces of equipment and software for an activity. They begin to recognise and use ICT in the community.

Students may:
- record a message on a communication aid
- put CD in CD drawer and remove
- double click mouse with help
- use arrow keys with help
- respond to visual screen prompts
- move the cursor to a specific large icon on the screen, using the mouse
- move the cursor to a specific symbol/word/picture/ icon on the screen using the mouse
- print own work using icon bar with help
- simple save with help
- use simple grids to finish sentences e.g. Clicker, Cloze Pro
- enter text into the computer using intellikeys/keyboard
- match letters/numbers to letters/numbers on screen
- find letters of their name on the keyboard on hearing the letter sounds/name
- copy christian name
- answer a telephone call
- make a single copy on the photocopier with help
- take pictures on a digital camera with help
- follow instructions to use audiovisual equipment such as a video or CD player

Stage Eight
Students use ICT to communicate and present their ideas. They demonstrate knowledge/awareness/understanding by drawing, selecting appropriate pictographs, making posters etc. They extend their capacity to manipulate or control software or devices.

Students may:
- print work using icon bar
- save work to own folder
- follow visual screen prompts within a program
- double click mouse and hold down the mouse button
- use a mouse or keyboard to select on-screen icons
- use software, e.g. Clicker, to create sentences
- use hardware to create sentences
- use shift key for capital letters with prompts
- use enter to start a new line with prompts
- find initial letters of words
- use a space bar to put spaces between words with prompts
- write whole name from memory (no capitals)
- choose words and complete a sentence
- choose and select picture within photo gallery/clip art online
- use graphics program to create simple pictures
- use graphics program to edit digital photos with support
- make copies using the photocopier
- use a book with pictures to find out information
- retrieve stored information on a tape player/CD
- identify different buttons on a cassette recorder/video player/TV remote
- view pictures taken on a digital camera with help
- use a stereo/CD player /listening post
- use a remote control to turn a TV on and off
- identify video camera as equipment
Stage Nine
Students know information exists in different forms. They use ICT to produce simple text and to record images and sound and can enter data and create pictures. They work with ICT to help them share their ideas and make choices when using programs to produce different outcomes. Students can identify everyday devices that respond to signals and instructions.

Students may
- select, open and close programs using icons
- use mouse to drag and drop
- identify the space bar, shift, backspace and return keys on a keyboard
- identify scroll bars
- close program, when asked, using icon
- identify the icons to print, save, open, close
- use a simple pictorial program independently, e.g. Clicker
- enlarge and reduce graphic size
- use shift key for capitals
- copy simple sentences with prompts using a keyboard
- delete the last letter typed using back space editing with prompts
- use the space bar to put spaces between words
- create a picture using different tools with prompts
- identify and select image to be printed on the digital camera
- know that the internet can be used to collect information
- explore websites to collect information with help
- recognise home page
- move forwards and backwards through a website with help
- print out information from a website with help
- know that the internet can be used to send messages via e-mail
- make a telephone call from a telephone with help
- explore sending information in different ways
- record events using a video camera with help
- take photos/images using a digital camera
- delete images on a digital camera with verbal/visual prompts

Stage Ten
Students use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations.

Students may:
- name different types of information technology that are used in the local community e.g. bar code library system; touch sensitive information system at rail station; retail electronic funds transfer
- identify/list the main input or output components of the identified information technology types e.g. keyboard, barcode reader, barcodes, screen, printer
- identify and use different presentation styles and information types to meet different needs. e.g. letter, card, e-book
- apply, with some self reliance and responsibility, a limited range of editing and formatting functions e.g. select font, insert missing letters
- cut, copy and paste, words and sentences
- import / insert a picture
- present data in different ways e.g. pictures/photos/text
- follow instructions to print single image from the digital camera
- use publishing software to create a product
- write and send an e-mail
- find way around a familiar website
- select a website address from favourites
- switch computer on and log on
- switch off computer using the correct procedure
- find, open and retrieve own work