Cloud Autism

CASE STUDY

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RESEARCH

One in 68 children in the United States are diagnosed with Autism Spectrum Disorder. Recent events such as the Covid-19 pandemic have forced a lot of kids with Autism to continue their education **online**. Many of these kids with ASD have little proficiency in using a computer as part of the classroom so they have a much harder time learning from home. Currently, there aren't many computer programs that assist kids with ASD with computer and typing proficiency.

PROJECT ABSTRACT

This project's purpose is to provide computer-based learning platform and educational exercises to assist kids who are diagnosed with Autism Spectrum Disorder.

Providing a variety of various typing, mouse-related, and other computer exercises will provide kids diagnosed with ASD not only fine motor skill practice, but will also provide more familiarity with the programs and uses a computer can offer.

The goal of this project will be to provide students with ASD an online learning platform that can be customized to each students' learning needs so that every studentcan succeed in an online learning environment, and later be able to independently use the computer as adults.

UNIQUE POSITIONING STATEMENT

This project is for kids, ages 3-11, who are diagnosed with Autism Spectrum Disorder.

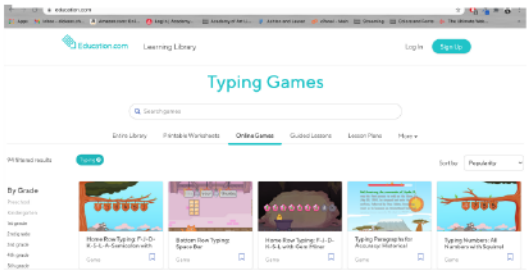
In addition to kids with ASD, teachers and parents would have a need for this project.

Cloud Autism is an online-based learning platform accessed through a computer.

Cloud Autism provides an online learning platform for kids diagnosed with ASD that offers computer-related exercises to practice fine motor skills and gain familiarity around a computer.

COMPETITORS

Education.com



Education.com has a number of typing games geared towards kids and developing their typing abilities.

Pros: Typing exercises, Typing Proficiency, Exercises for different letter grades.

Cons: No mouse exercises, no other computer-related exercises, not geared towards kids with ASD.

TIME 4 LEARNING®

Time4Learning.com is an online learning platform for students who are primarily home schooled.

Pros: Diverse Curriculum, supports learning for kids diagnosed with ASD.

Cons: No typing exercises, no typing proficiency exercises, limited online support.

Typesy

Typesy.com is an online typing proficiency program used by top school districts.

Pros: Typing exercises, Typing Proficiency, Exercises for different letter grades, 24/7 support.

Cons: No mouse exercises, not geared towards kids with ASD.

Courtney Cunningham

Education

Master of Arts in Elementary Teaching
Master of Arts in Special Education Teaching

Experience

Over 9 years teaching in both elementary and special education environments.

Interview Summary

- This project should be customizable so that it is relevant to each student and their needs. The parents or teachers that use this should decide what content the kid sees.

- Parents should be able customize the reinforcements given to each child. Not every child reacts the same to stars/points system. Kids with ASD prefer to be rewarded with what they enjoy doing. This can be any number of things from watching videos, listening to music, or even earning John Deere stickers.

- ASD is highly diagnosed to Caucasian, male boys. Therefore, there aren't many programs that represent young women or young girls or kids of color for special needs, let alone autism. It's important that all kids feel like they are represented.

- There needs to be a timer to measure the duration of the learning exercise and frequency tracker to measure the frequency of learning occurrences available for parents. This will allow the parent/teacher to gauge if the child needs to continue the current exercise they are on or to move on to more difficult exercises.

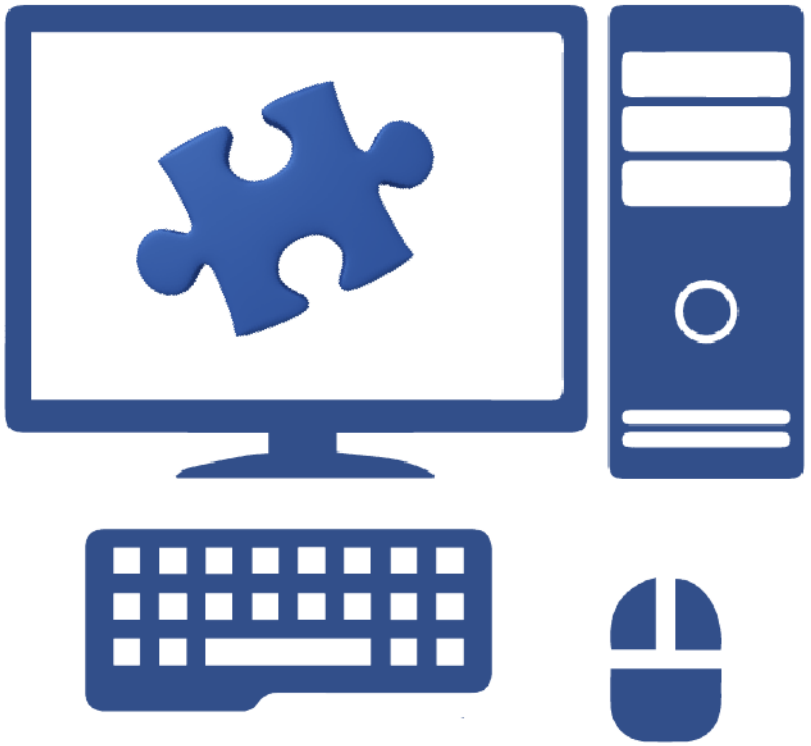
- For any design choices that you make for the project, make sure to use soft, muted colors. Children with ASD can sometimes react negatively to bright, intrusive colors.

Primary Audience

- Kids, ages 3-11, who are diagnosed with ASD (Autism Spectrum Disorder).

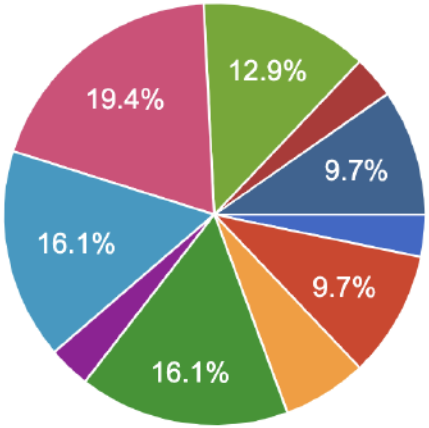
- Kids that require fine motor skill practice.

- Kids looking to learn more about the different functionalities of a computer.



DEMOGRAPHICS

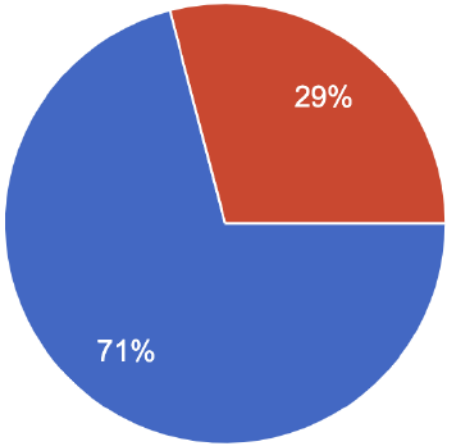
AGE



How old is your child?

(3.2%)	2 years old:	1 responses
(9.7%)	3 years old:	3 responses
(6.5%)	4 years old:	2 responses
(16.1%)	**5 years old:**	**5 responses**
(3.2%)	6 years old:	1 responses
(16.1%)	**7 years old:**	**5 responses**
(19.4%)	**8 years old:**	**6 responses**
(12.9%)	**9 years old:**	**4 responses**
(3.2%)	10 years old:	1 responses
(9.7%)	11 years old:	3 responses

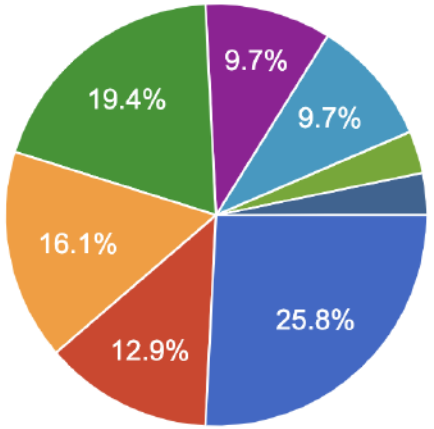
GENDER



Is your child a boy or a girl?

(29%)	Girls:	9 responses
(71%)	**Boys:**	**22 responses**

ASSISTIVE TECHNOLOGY

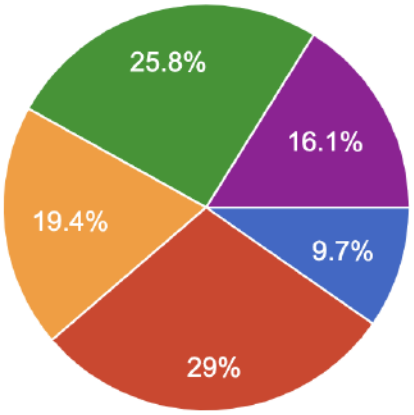


At what age did your child begin to use assistive technology (i.e. laptops, iPads,etc)?

(25.8%)	**2 years old:**	**8 responses**
(12.9%)	**3 years old:**	**4 responses**
(16.1%)	**4 years old:**	**5 responses**
(19.4%)	**5 years old:**	**6 responses**
(9.7%)	6 years old:	3 responses
(9.7%)	7 years old:	3 responses
(0%)	8 years old:	0 responses
(3.2%)	9 years old:	1 responses
(0%)	10 years old:	0 responses
(3.2%)	11 years old:	1 responses

COMPUTER PROFICIENCY & TYPING PROFICIENCY

COMPUTER



In your opinion, which answer best describes your child's proficiency in using a computer?

(9.7%) My child can independently turn on the computer.

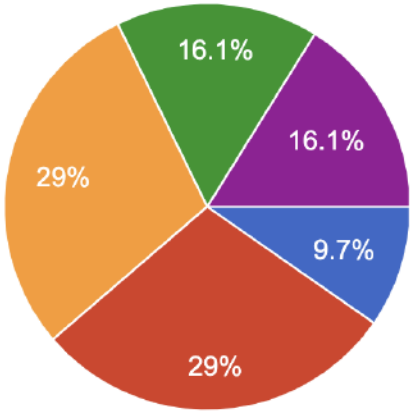
(29%) My child can turn on the computer with assistance.

(19.4%) My child can independently turn on the computer, but needs assistance (verbal/physical prompting) to open up a web browser.

(25.8%) My child can independently open up a web browser, but needs assistance (verbal/physical prompting) to get to a website.

(16.1%) My child can independently both turn on the computer open up a web browser and go to a website.

TYPING



In your opinion, which answer best describes your child's proficiency in using a computer?

(9.7%) My child understands the letters on a keyboard, but cannot physically type them.

(29%) My child can type their name using a physical keyboard with assistance (verbal/physical prompting).

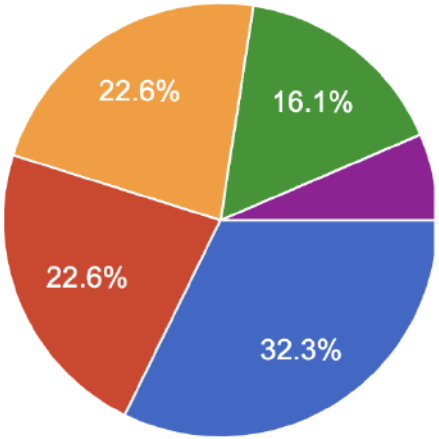
(29%) My child can type their name using an assistive technology keyboard with assistance (verbal/physical prompting).

(16.1%) My child can independently type their name using a physical keyboard.

(16.1%) My child can independently type their name with an assistive technology keyboard (i.e. iPad touch keyboard, open palm keyboard, etc.)

MOUSE PROFICIENCY & COMPUTER USE

MOUSE PROFICIENCY



Which answer best describes your child's computer mouse skills while using a computer?

(32.3%) My child can independently turn on the computer.

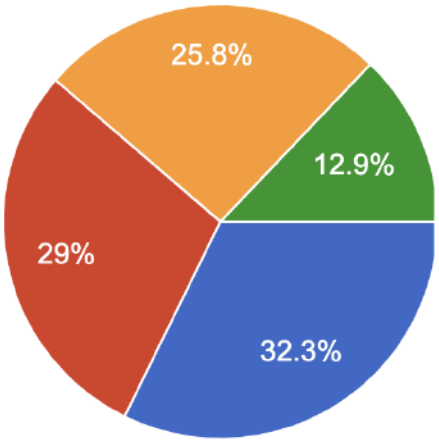
(22.6%) My child can turn on the computer with assistance.

(22.6%) My child can independently turn on the computer, but needs assistance (verbal/physical prompting) to open up a web browser.

(16.1%) My child can independently open up a web browser, but needs assistance (verbal/physical prompting) to get to a website.

(6.5%) My child can independently both turn on the computer open up a web browser and go to a website.

COMPUTER USE



Which answer best describes your child's proficiency in using a computer?

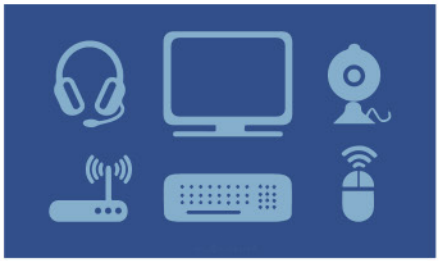
(32.3%) My child uses the computer to watch videos (i.e. YouTube, Netflix, etc.).

(29%) My child uses the computer for schoolwork.

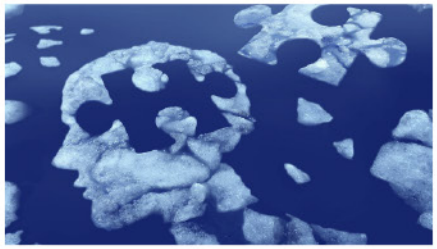
(25.8%) My child uses the computer to play games.

(12.9%) My child uses the computer as a reward.

MOOD BOARD



ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789!?#



#185193 #68b2d2 #c6e4a5 #f4e5ac #f0f0f0

TESTING

USER PERSONA 1

Note: The name of this child has been altered to conceal their identity in regards to HIPPA regulations. Responses have been submitted by their guardian.

David

Demographics

Age:	8
Gender:	Male
Occupation:	Student
Guardian:	Mother & Father
Siblings:	Has younger sister

Personality Traits

Social
- Close to sister
- Learns from home due to Covid-19 restrictions at his school

Characteristics/feelings
- Loves listening to music as it calms him down.
- Loves his toys and his iPad
- Likes collecting Pokemon cards

Frustrations
- Loud noises set him off.
- Struggles socializing with new people
- Very dependent on his parents

Clinical
- Works on social skills once daily.

Goals
- Computer proficiency

Problems/Needs
- David has had a hard time adapting to a computer since learning from home.

Expected features
- Typing/mouse computer exercises
- Different computer exercises available

Expected Benefits
- I expect this project to make David more proficient in using a computer

Project questions/concerns
- How can David be convinced to complete more exercises?

Project recommendations
- I would love a customizable reward system for completed exercises so David can be encouraged to do more exercises.

Expected User Goals
- I expect this project to help David gain more familiarity and proficiency using a computer in terms of usage.

David

Demographics

Age:	8
Gender:	Male
Occupation:	Student
Guardian:	Mother & Father
Siblings:	Has younger sister

Recently, David started attending class online at home due to Covid-19 restrictions at his school. David usually receives reinforcements in the form of music clips for his accomplishments in his class but cannot receive these reinforcements due to the online setting. David also is not as well versed in using a computer to complete his schoolwork, which can easily frustrate him. David **wants a way to gain computer proficiency while also receiving his preferred reinforcements for his completed tasks**.

David's parents are able to use Cloud Autism to set up custom reinforcements for David so when David completes an exercise, he is rewarded with his preferred reinforcements

David

Demographics

Age:	8
Gender:	Male
Occupation:	Student
Guardian:	Mother & Father
Siblings:	Has younger sister

1. David clicks on his 'Daily Learning Session' for computer proficicency
2. A timer indicates to David that his learning session is about to begin.
3. David starts his 'Daily Learning Session'.
4. David reads the prompt: 'Drag and Drop the shapes into their own space.' David sees 3 shapes and 3 shape outlines below the shapes.
5. David moves the mouse and clicks on the square shape on the left side of the screen.
6. David holds the mouse click and drags the square shape to the square outline beneath it.
7. David moves the mouse and clicks on the triangle shape in the middle of the screen.
8. David holds the mouse click and drags the triangle shape to the triangle outline beneath it.
9. David moves the mouse and clicks on the circle shape in the right side of the screen.
10. David holds the mouse click and drags the circle shape to the circle outline beneath it.
11. A pop-up comes up congratulating David on completing his exercise.

Outcome:

Alex is rewarded for completing his exercise with links to his favorite Simpson TV clips.

USER PERSONA 2

Note: The name of this child has been altered to conceal their identity in regards to HIPPA regulations. Responses have been submitted by their guardian.

Claire

Demographics

Age:	7
Gender:	Female
Occupation:	Student
Guardian:	Mother & Grandma
Siblings:	No siblings

Personality Traits

Social
- Can make vocalizations
- Uses sign language as primary language

Characteristics/feelings
- Likes to dance and listens to Music on tiktok
- Loves drawing
- Her favorite movie is Tangled

Frustrations
- Can be overstimulated easily
- Does not like reinforcements (toys, movies, etc.) being taken away.

Clinical
- Currently in speech therapy 4 times a week

Goals
- Communication
- Ways to communicate
- Improved independence

Problems/Program relevance to child
- Claire has problems communicating to peers and family.

Expected features
- Mouse exercises to improve fine motor control (computer proficiency in assistive technology)
- Socialization with adults and peers through online video conferencing support.

Expected Benefits
- I expect this project to provide a resource in assistive technology to offer Claire a communication device.

Project questions/concerns
- Could this project replace social interaction for Claire, if necessary?

Project recommendations
- For Claire, it would be great if there were parental controls that block Claire from using the keyboard/mouse. This will help keep Claire from escalating to a meltdown.

Expected User Goals
- I expect this project to help Claire improve on her communication by using the computer as a form of communication.

Claire

Demographics

Age:	7
Gender:	Female
Occupation:	Student
Guardian:	Mother & Grandma
Siblings:	No siblings

Before Claire begins her online learning exercises, she enjoys using the computer to watch her favorite Disney movie, Tangled. When her reinforcements get taken away, Claire gets escalated and is prone to meltdowns. The behaviors that Claire experiences during her meltdowns vary, but usually involves Claire hitting the keyboard with her hands in frustration. This results in the computer that Claire uses to glitch, turn off, or open inappropriate content which, in turn, takes time away from Claire's learning period to correct the computer. This behavior has become an escape for Claire-- *a way for her to get out of doing tasks she doesn't particularly enjoy*. While Claire is working on her online exercises, Claire and her family want a way **to block Claire's keyboard input if she experiences a meltdown so the computer will not be affected**, and so she can then finish her exercises on time.

When Claire experiences a meltdown, her mother uses the Cloud Autism companion app to block the keyboard input to Claire's computer. Once Claire is calm and re-regulated, her mother uses the same app to unlock Claire's keyboard so that Claire can continue with her learning exercise.

Claire

User Goal:

To improve on her typing skills

1. Claire clicks on her 'Daily Learning Session' for typing proficicency
2. A timer indicates to Claire that her learning session is about to begin.
3. Claire shows signs of a meltdown
4. Claire escalates to a meltdown
5. Claire is over her meltdown
6. Claire's mom opens the Cloud Autism companion app on her phone.
7. Claire's mom presses the 'Lock Keyboard' button
8. Claire's mom presses the 'Unlock Keyboard' button

3. Claire starts her 'Daily Learning Session'.
4. Claire reads the prompt: 'Type your name.' Claire sees 6 square boxes and the letters of her name listed beneath the boxes.
5. Claire presses the 'C' key. The letter 'C' appears in the box above the 'C' letter on the screen.
6. Claire presses the keys for the rest of her name. As she types each letter, she sees the same letters populate the square boxes on the screen.
7. A pop-up comes up congratulating Claire on completing her exercise.

Outcome:

Claire is rewarded for completing her exercise with *Tangled* inspired stickers.

USER PERSONA 3

Note: The name of this child has been altered to conceal their identity in regards to HIPPA regulations. Responses have been submitted by their guardian.

Alex

Demographics

Age:	11
Gender:	Male
Occupation:	Student
Guardian:	Single Father
Siblings:	Has 2 older sisters

Personality Traits

Social
- Highly-communicative using assistive technology
- Enjoys playing with others

Characteristics/feelings
- He has stimming behavior. He likes to flap his arms.
- He likes to laugh
- Likes to play Fortnite
- Likes watching the Simpsons.

Frustrations
- Gets upset when expectations are unclear.
- Difficulty re-regulating himself after escalation
- Difficulty doing physical schoolwork.

Clinical
- Has cerebral palsy. Attends PT and OT sessions

Goals
- Academic improvement
- Fine motor skill proficiency

Problems/Program relevance to child
- Alex has difficulty with his fine motor skills which inhibits his academic growth.

Expected features
- Typing/mouse computer exercises
- Other computer exercises based on completed proficiency.

Expected Benefits
- I expect this project to give Alex proficiency using assistive technology that he can translate to his academic work.

Project questions/concerns
- How much will this program cost? I also can't afford high speed internet. Can this Project be downloadable offline?

Project recommendations
- I would like to see this project be accessible offline as well as online.

Expected User Goals
- I expect this project to help Alex improve on his fine motor skills so he can transfer these proficiencies to his academic exercises.

Alex

Demographics

Age:	11
Gender:	Male
Occupation:	Student
Guardian:	Single Father
Siblings:	Has 2 older sisters

Alex attends his local brick and mortar public school His current fine motor skill proficiency makes it difficult for him to complete physical schoolwork so Alex relies on the assistance of a teacher to help him complete his exercises. When Alex's expectations of the exercise are unclear, he gets frustrated easily, which leads to escalation. Once an escalation occurs for Alex, he has difficulty re-regulating himself. Alex wants a way to **improve his fine motor skill proficiency** so he can translate those skills to his physical schoolwork, but **also have an available instructor to help him with his exercise should the exercise become too challenging**.

When Alex uses Cloud Autism for his Daily Learning Session for computer mouse proficiency, he is able to click a button that connects him to an a vailable online instructor, who is able to help Alex complete his Daily Learning Session.

Alex

User Goal:

To improve his fine motor skills

1. Alex clicks on his 'Daily Learning Session' for mouse proficiency
2. A timer indicates to Alex that his learning session is about to begin.
3. Alex starts his 'Daily Learning Session'.
4. Alex reads the following prompt: "Move your mouse over each circle for 3 seconds." Alex sees 3 circles outlined horizontally.

Alex is unclear on how to complete the exercise

5. Alex clicks on the 'HELP' button
6. Alex is connected to an online instructor via video chat.
7. The online instructor helps Alex by explaining how to move his mouse over to the first circle on the left.
8. Alex moves his mouse over the first circle. Once 3 seconds is up, the circle fills up to a blue color.
9. Alex is able to move the mouse over the other circle outlines for 3 seconds each. Each circle fills up with a color.
10. A pop-up comes up congratulating Alex on completing his exercise.

Outcome:

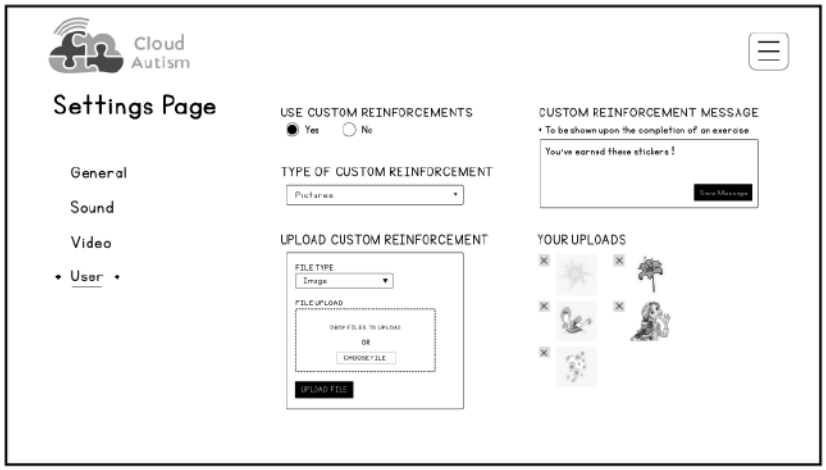
Alex is rewarded for completing his exercise with links to his favorite Simpson TV clips.

USER SCENARIO

MINDY

Mindy is a 9 year old girl and was diagnosed with Autism Spectrum Disorder at age 4. She wants a way to improve her fine motor control as well as computer proficiency. Mindy's parents set up an account on the Cloud Autism website. Once they spoke with a Cloud Autism instructor, they are able to incorporate Mindy's individualized education plan to create a personalized lesson plan for Mindy that includes many different typing and mouse exercises. Using the settings page, Mindy's parents are able to set custom reinforcements so Mindy can be rewarded the things that she enjoys after the completion of each exercise.

When Mindy signs into Cloud Autism, she is able to start her Daily Learning Sessions. Upon completion of each exercise, Mindy is rewarded with Tangled inspired stickers.



TASK - Computer Proficiency Lesson:

On the homepage of the Cloud Autism, click on your Daily Learning Session for Computer Proficiency and complete the exercise.

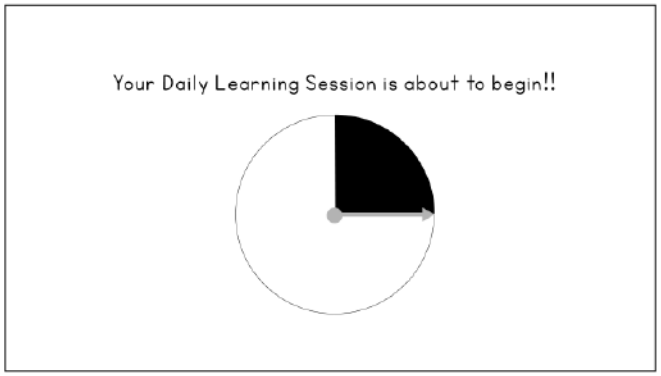
TASK - Typing Proficiency Lesson:

On the homepage of the Cloud Autism, click on your Daily Learning Session for Typing Proficiency and complete the exercise.

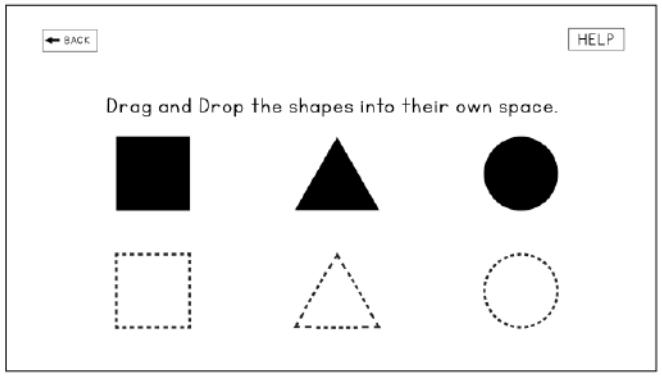
TASK - Mouse Proficiency Lesson:

On the homepage of the Cloud Autism, click on your Daily Learning Session for Mouse Proficiency and complete the exercise.

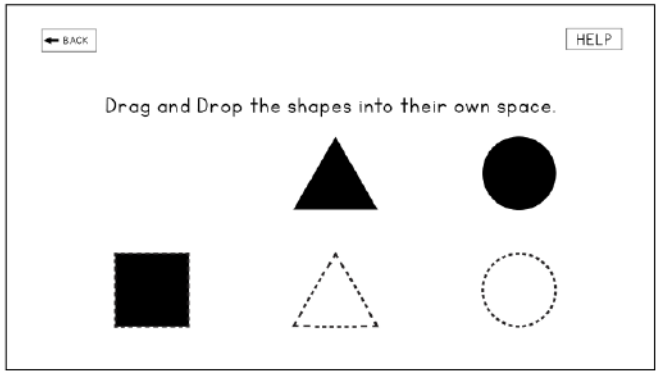
Mindy presses on her Daily Learning Session for Computer Proficiency.



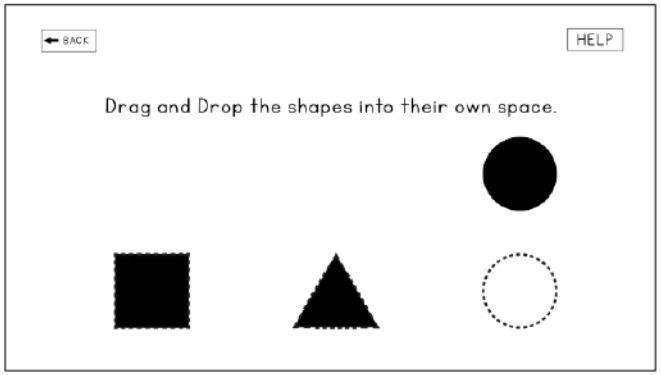
Mindy waits for her Daily Learning Session to start.



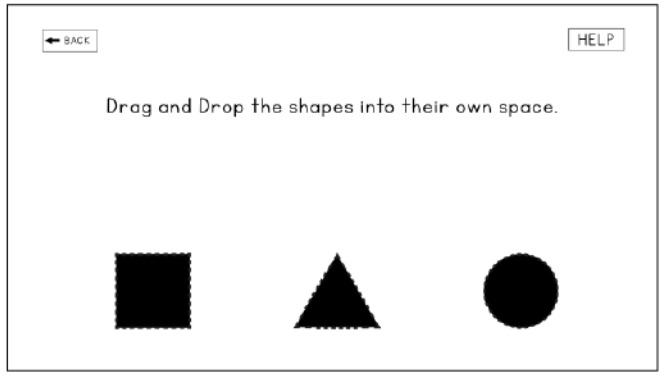
Mindy will drag shapes into their own space.



Mindy drags the square shape into the square outline.



Mindy drags the triangle shape into the triangle outline.



Mindy drags the circle shape into the circle outline.

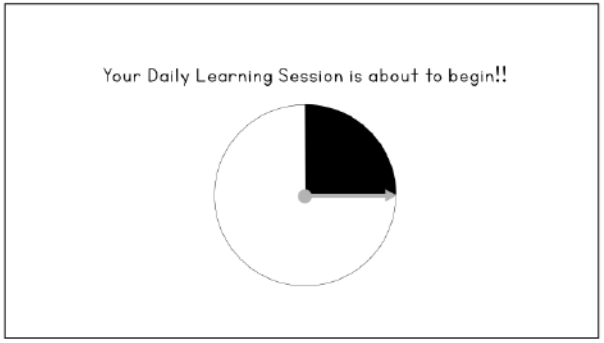
The Congratulations screen will appear once the Daily Learning Session is complete.

Mindy is rewarded with her preferred reinforcement of *Tangled* inspired stickers.

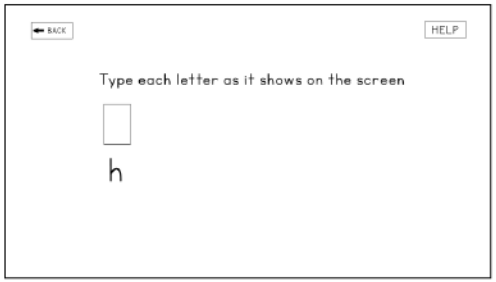
PAPER PROTOTYPE - TYPING PROFICIENCY LESSON

Mindy was given a paper keyboard and mouse pointer to simulate clicking and typing.

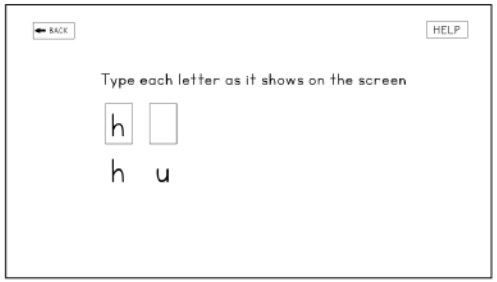
Mindy clicks on her Daily Learning Session for Typing Proficiency.



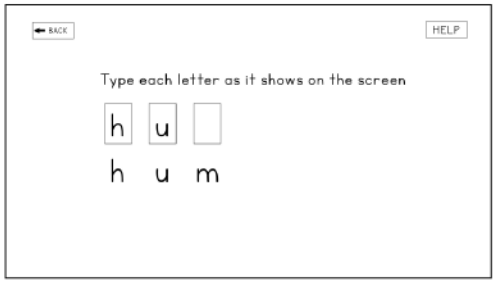
Mindy will wait for her Daily Learning Session to start.



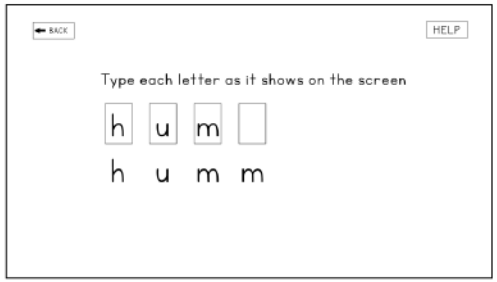
Mindy will type each letter that appears.



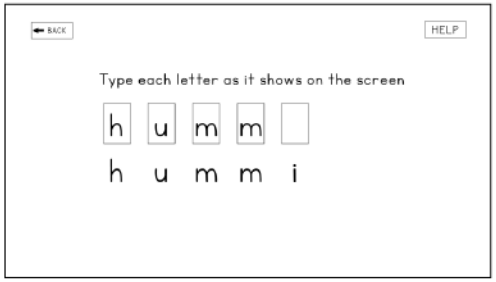
Mindy types 'h' and the letter 'u' will appear.



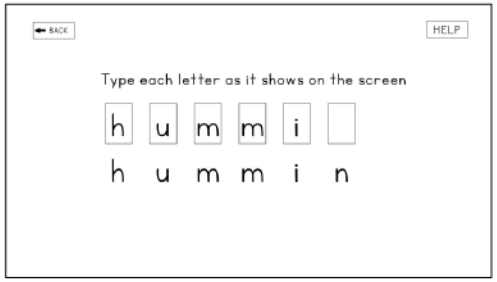
Mindy types 'u' and the letter 'm' will appear.



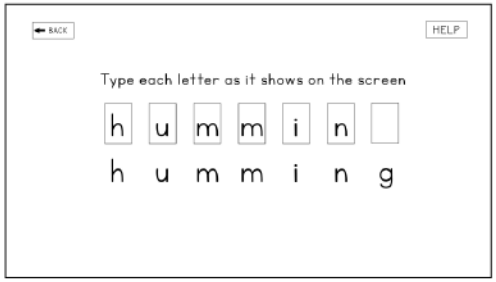
Mindy types 'm' and the letter 'm' will appear.



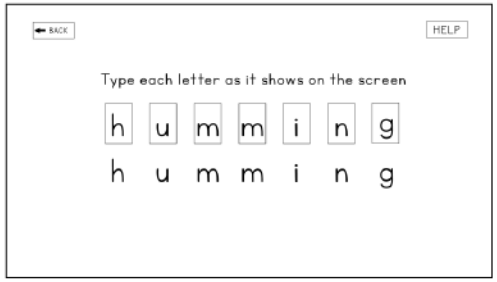
Mindy types 'm' and the letter 'i' will appear.



Mindy types 'i' and the letter 'n' will appear.



Mindy types 'n' and the letter 'g' will appear.



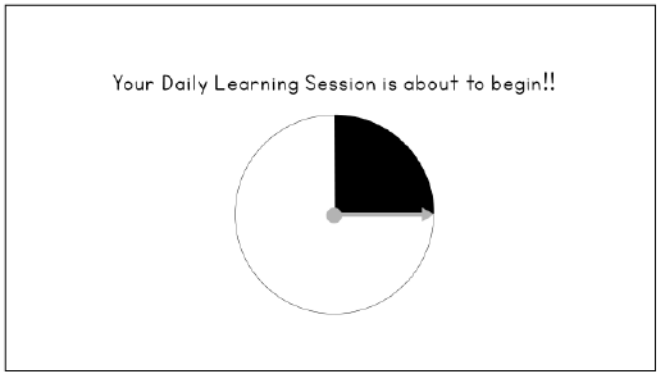
Mindy types 'g' and the lesson is completed.

The Congratulations screen will appear once the Daily Learning Session is complete.

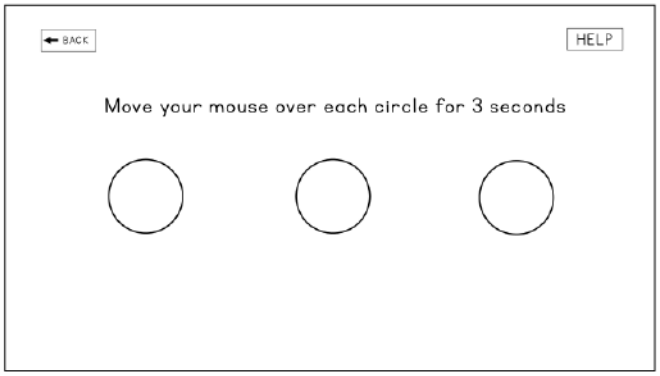
Mindy is rewarded with her preferred reinforcement of *Tangled* inspired stickers.

PAPER PROTOTYPE - MOUSE PROFICIENCY LESSON

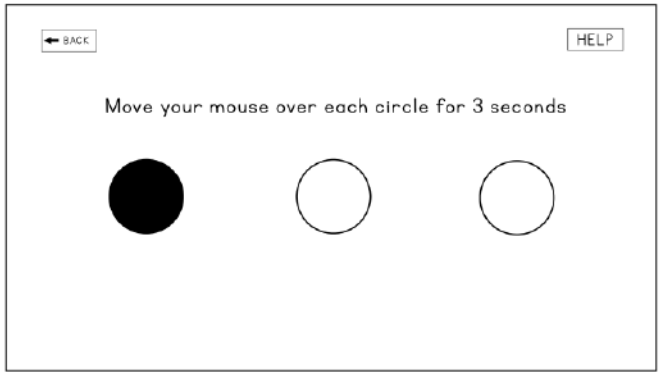
Mindy presses on her Daily Learning Session for Mouse Proficiency.



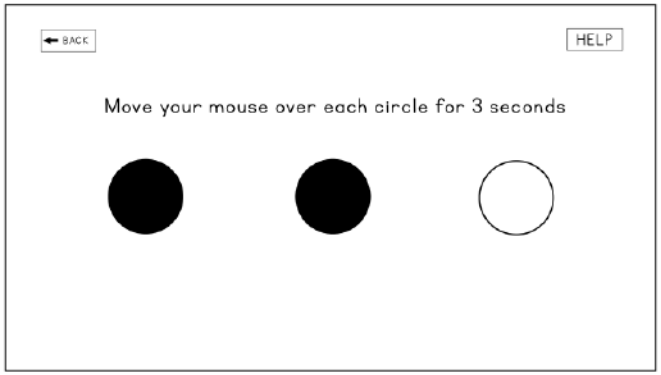
Mindy waits for her Daily Learning Session to start.



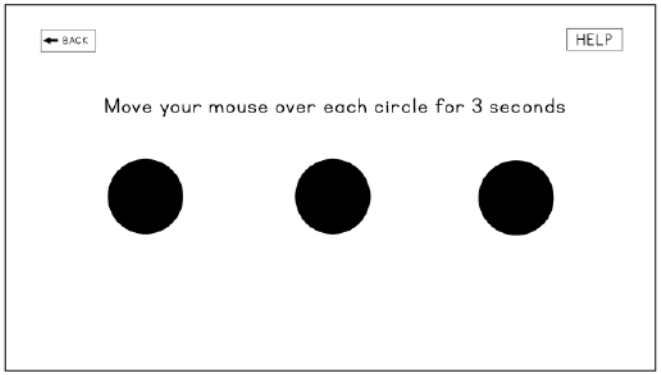
Mindy will move her mouse over each circle.



Mindy holds the mouse over the first circle for 3 seconds.



Mindy moves her mouse over the next circle for 3 seconds.



Mindy moves her mouse over the last circle for 3 seconds.

The Congratulations screen will appear once the Daily Learning Session is complete.

Mindy is rewarded with her preferred reinforcement of *Tangled* inspired stickers.

USER TESTING RESULTS

RESULT: Prototype test successful. Mindy did not know that the timer screen was a timer screen.

FIX: Additional text was added to tell the user to wait.

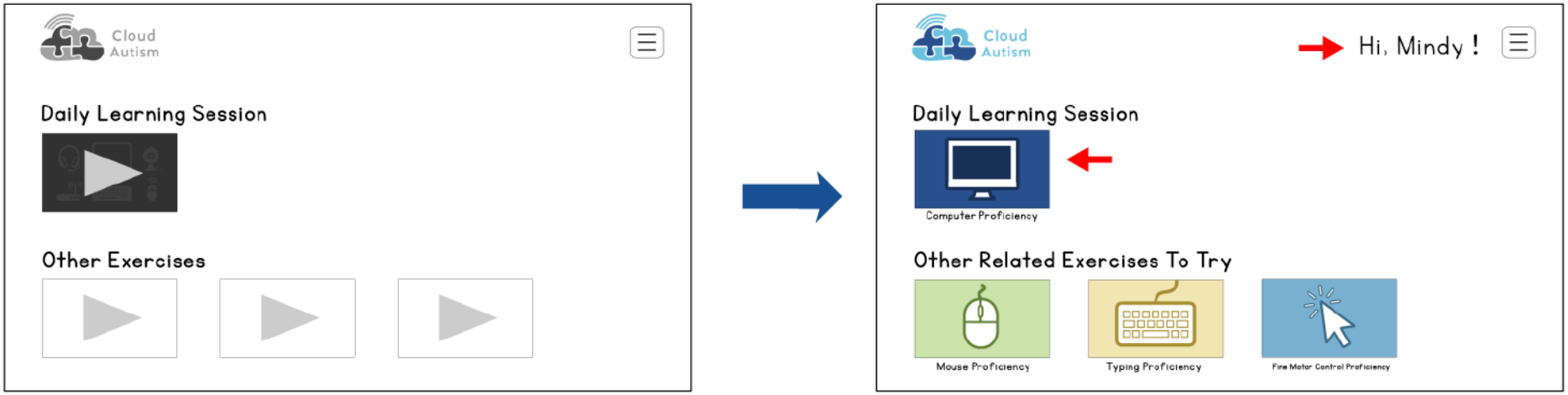
RESULT: Prototype test successful. Mindy did not know when her exercise would be complete.

FIX: A progress tracker was added to each exercise.

RESULT: Prototype test successful. Mindy did not understand that she needed to start on the left circle.

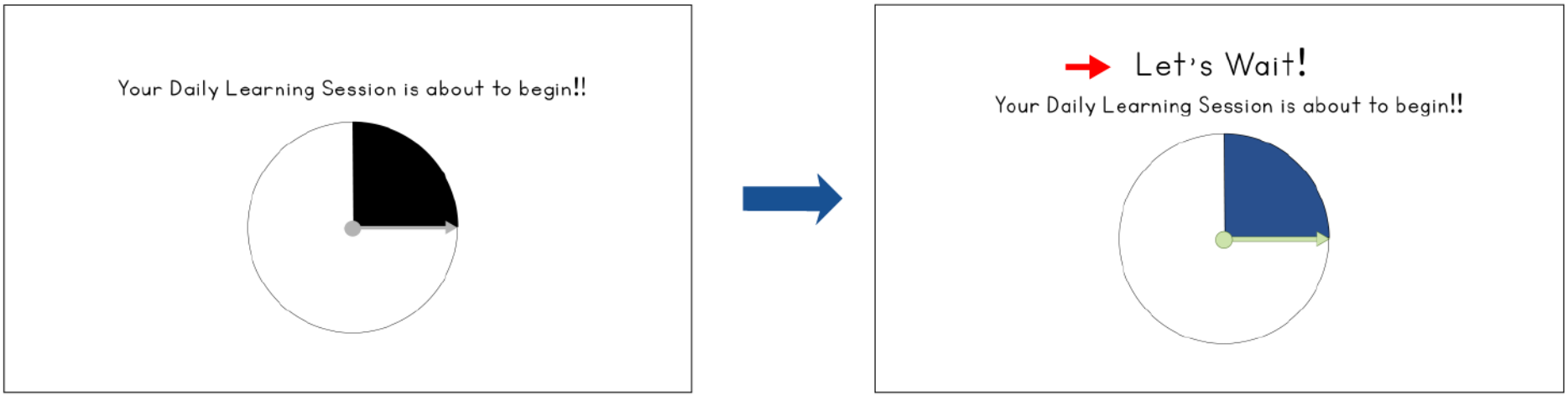
FIX: An indicator was added to point out which circle to start on.

IMPLEMENTATION CHANGE - COMPUTER PROFICIENCY



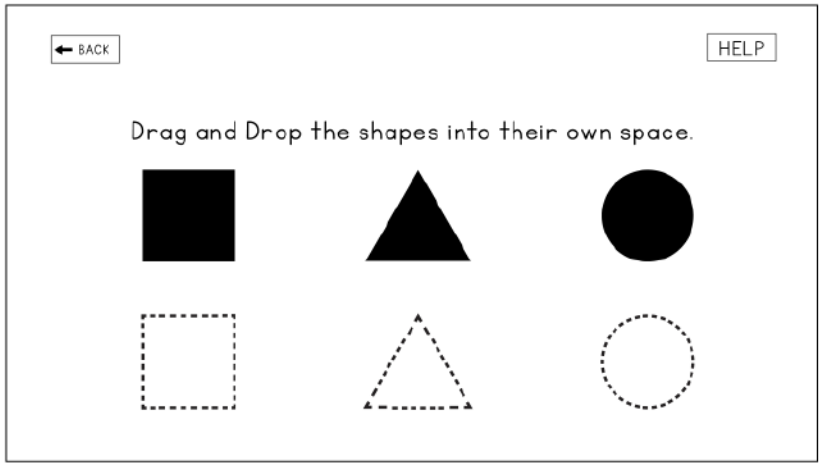
Homepage Changes

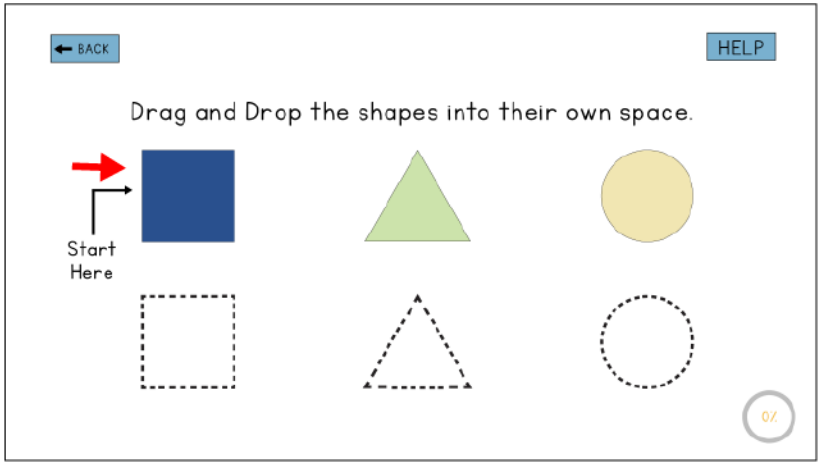
- Added the text "Hi, (User's name)!" next to the menu icon.
- Placeholder images now have iconography specific to the learning session and added text description underneath each image.



Timer Screen Changes

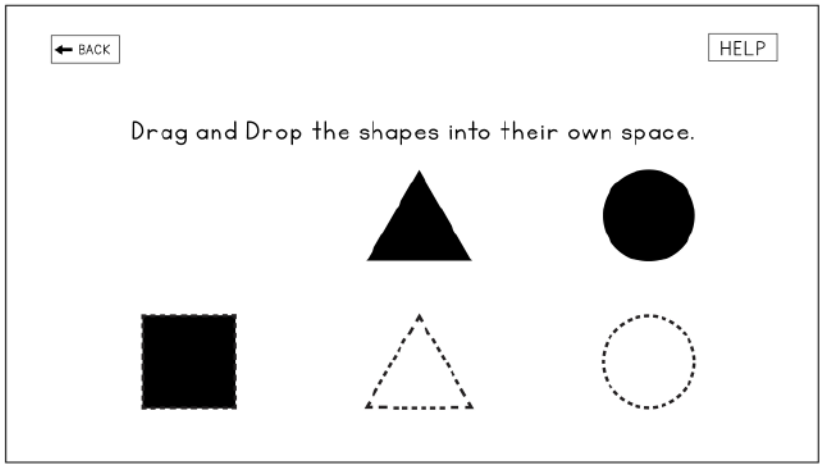
- Added the text "Let's Wait!" so users will understand that this is a timer screen.

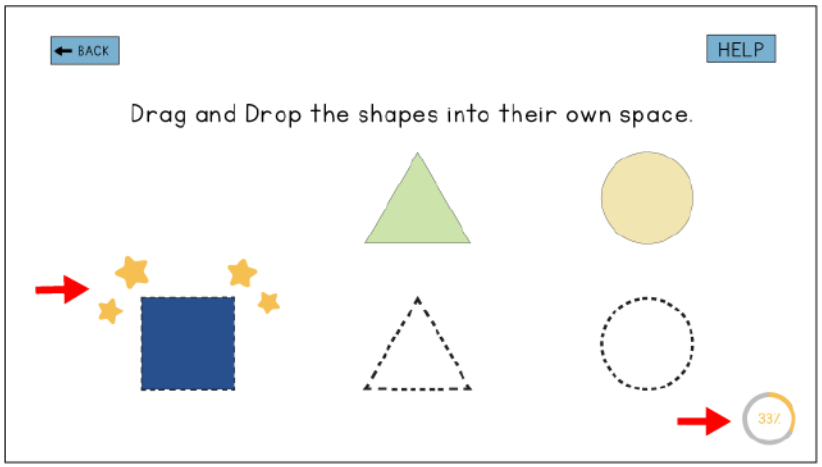




Exercise Screen Changes

- Added an indicator to tell the user where to start.

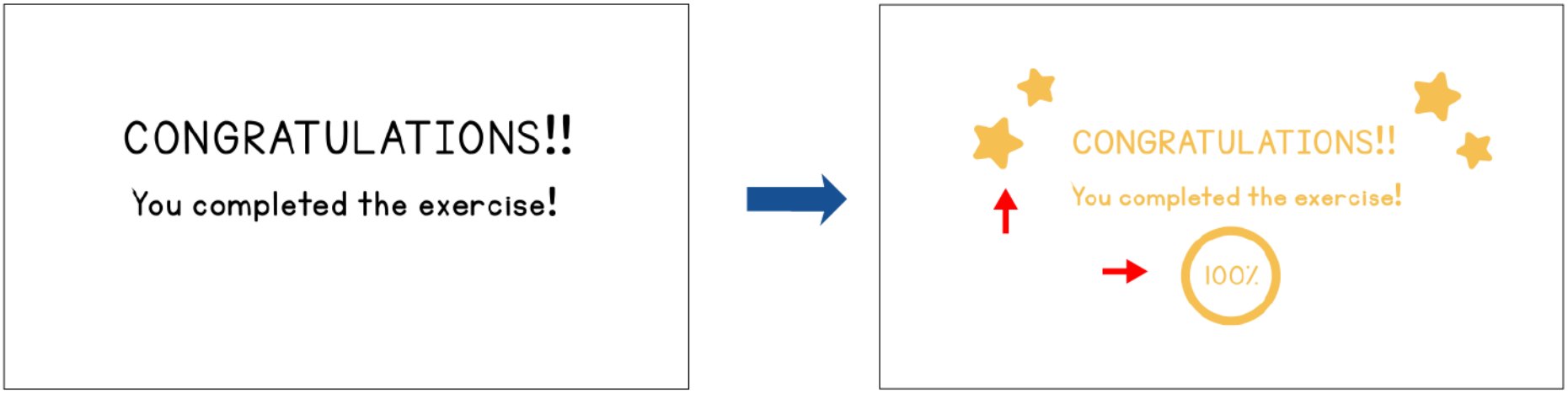




Exercise Screen Changes

- Added a progress tracker in the bottom right corner of the screen.

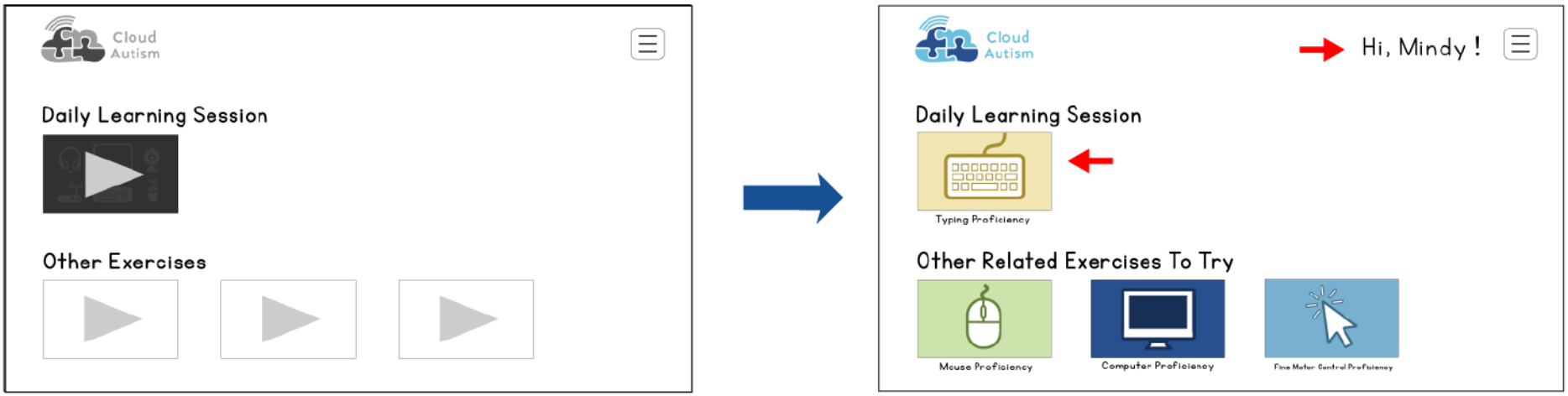
- Stars will pop up after every correct completion of the exercise so the user will understand that they are doing the exercise correctly.



Congratulations Screen Changes

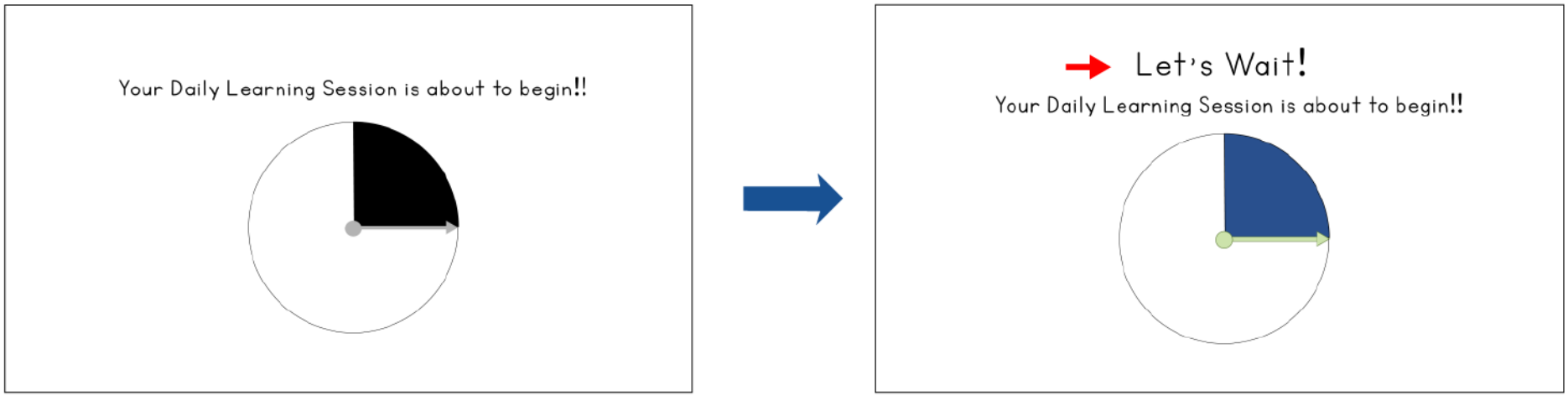
- Added the finished progress tracker to the congratulations screen.
- Also added stars. The text, stars, and progress tracker are changed to a positive yellow color to indicate a good job.

IMPLEMENTATION CHANGE - TYPING PROFICIENCY



Homepage Changes

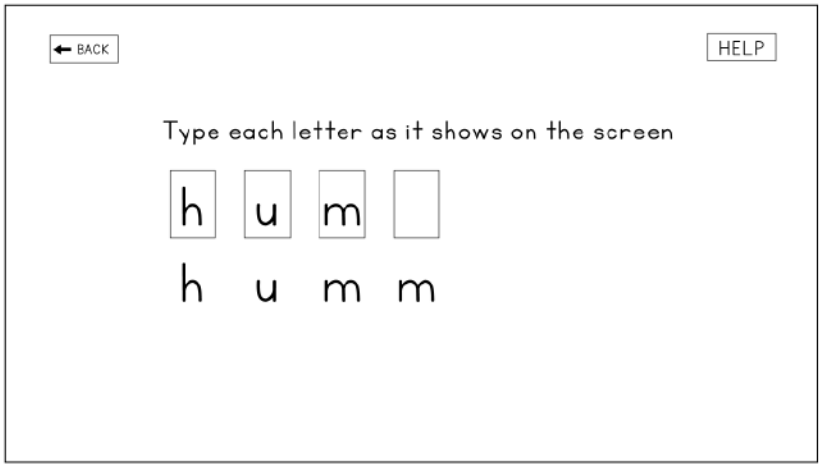
- Added the text “Hi, (User’s name)!” next to the menu icon.
- Placeholder images now have iconography specific to the learning session and added text description underneath each image.

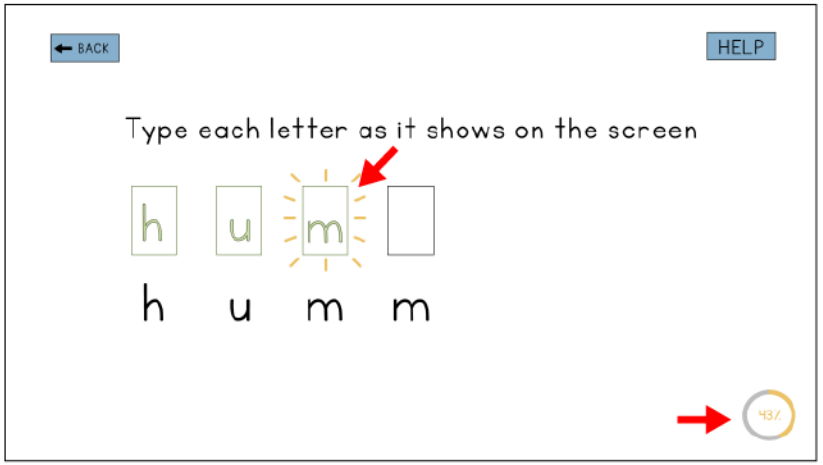


Timer Screen Changes

- Added the text “Let’s Wait!” so users will understand that this is a timer screen.

IMPLEMENTATION CHANGE - TYPING PROFICIENCY





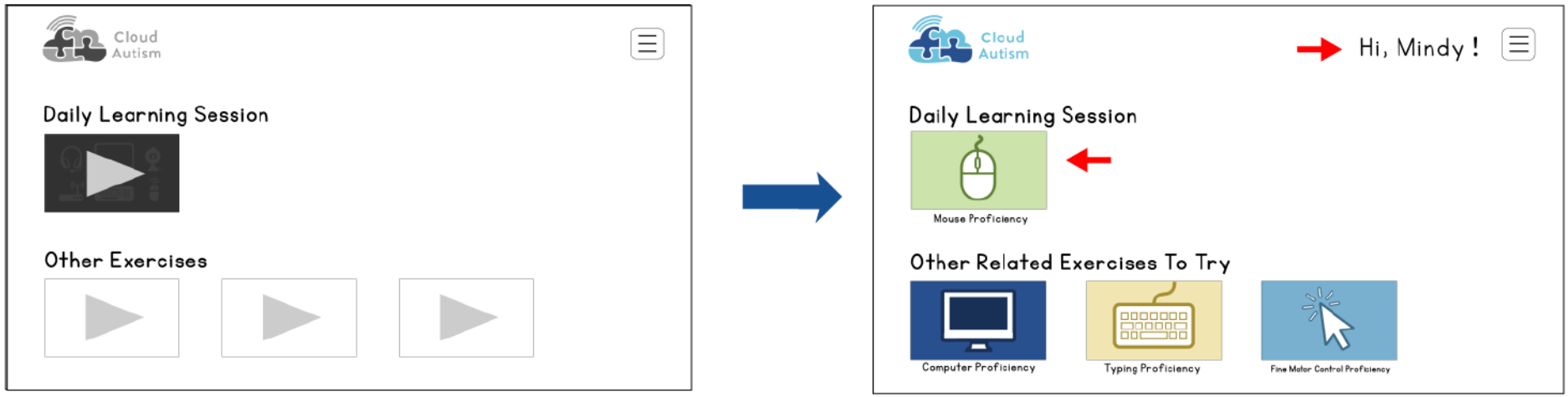
Exercise Screen Changes

- Added a progress tracker in the bottom right corner of the screen.
- Users will see yellow lines around the letter if the letter was inputted correctly.
- Now users will know their current progress and how much longer it will take to finish the exercise.

Congratulations Screen Changes

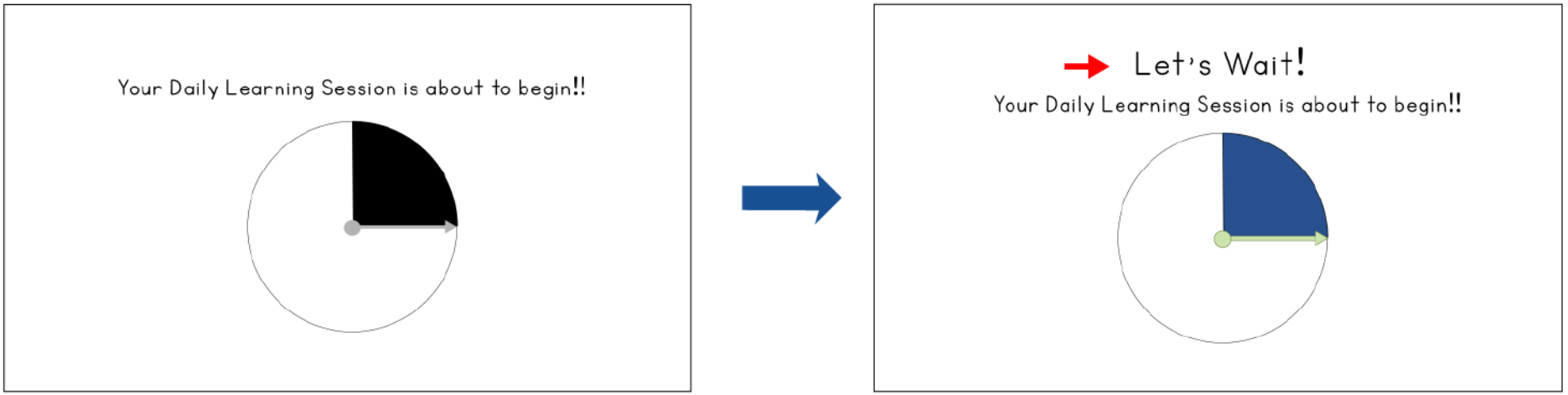
- Added the finished progress tracker to the congratulations screen.
- Also added stars. The text, stars, and progress tracker are changed to a positive yellow color to indicate a good job.

IMPLEMENTATION CHANGE - MOUSE PROFICIENCY



Homepage Changes

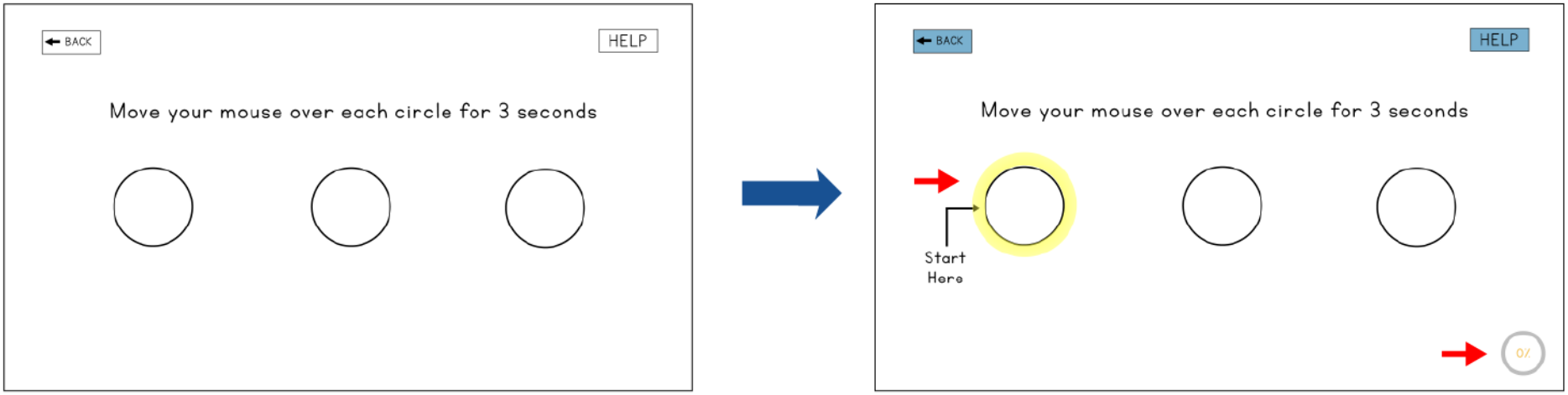
- Added the text "Hi, (User's name)!" next to the menu icon.
- Placeholder images now have iconography specific to the learning session and added text description underneath each image.



Timer Screen Changes

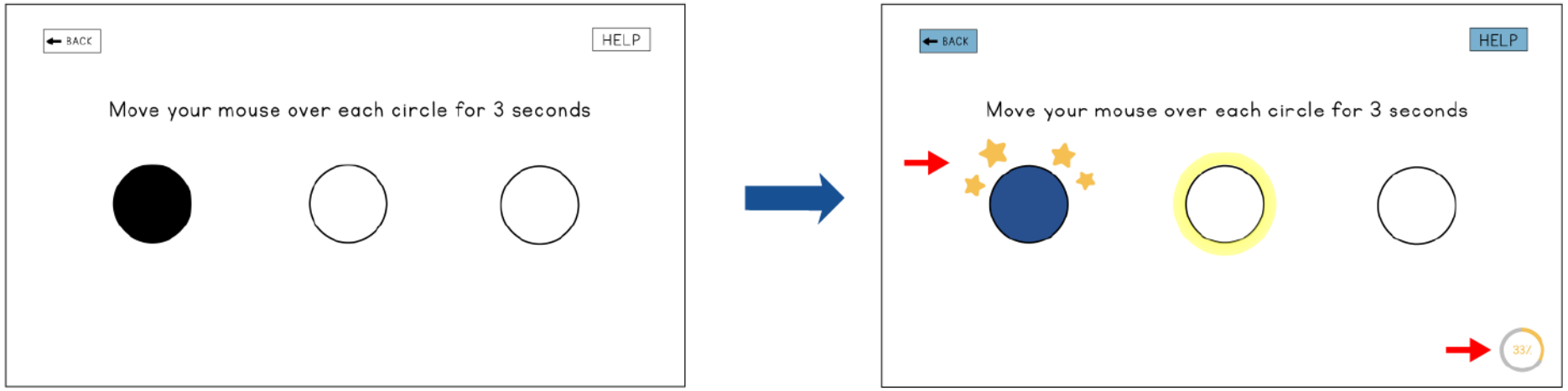
- Added the text "Let's Wait!" so users will understand that this is a timer screen.

IMPLEMENTATION CHANGE - MOUSE PROFICIENCY



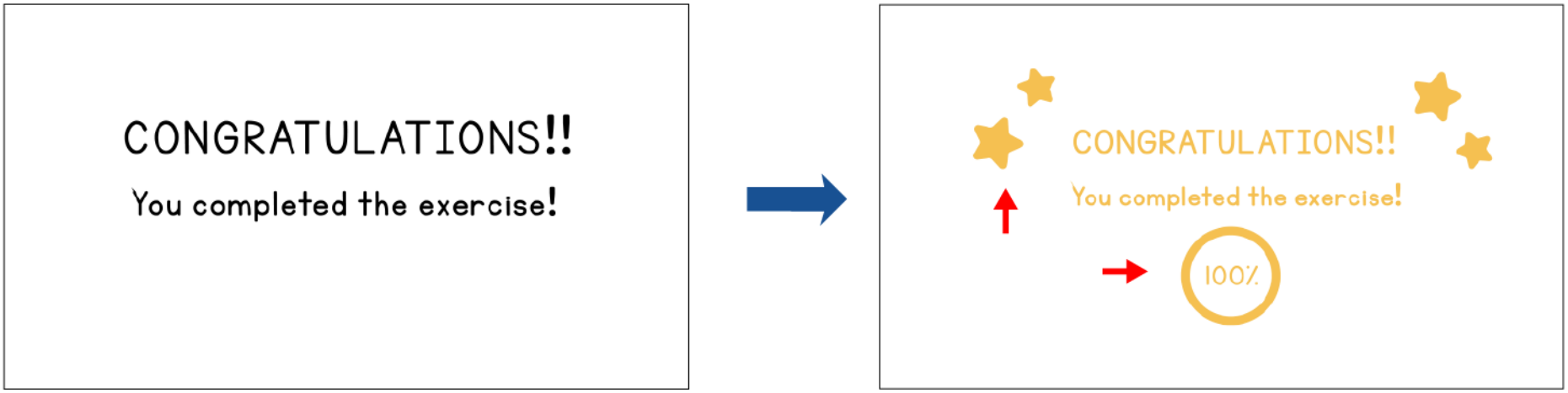
Exercise Screen Changes

- Added a progress tracker in the bottom right corner of the screen.
- Added the "Start Here" indicator so users will know where to begin the exercise.
- Added a highlight around the intended circle that is next in the exercise.



Exercise Screen Changes

- The progress tracker will increase depending on the completion of the exercise.
- Now users will know their current progress and how much longer it will take to finish the exercise.
- Stars will pop up after every correct completion of the exercise.



Congratulations Screen Changes

- Added the finished progress tracker to the congratulations screen.
- Also added stars. The text, stars, and progress tracker are changed to a positive yellow color to indicate a good job.

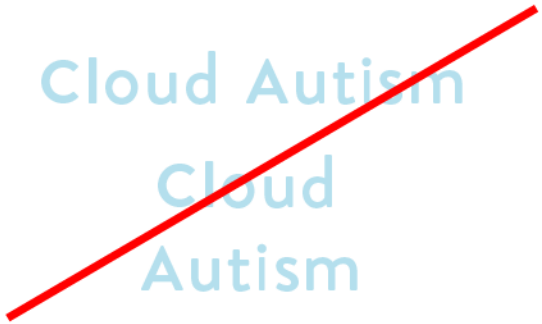
BRANDING

VERTICAL LAYOUT

HORIZONTAL LAYOUT

The logomark sans the logotype is only to be used exclusively within the application.

The logotype cannot be used without the logomark.



FORBIDDEN LOGO USAGE

Cloud Autism

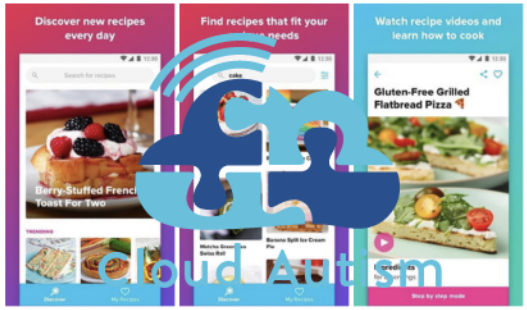
Do not detach the logotype from the logo mark

Do not rotate, skew, or warp the logo

Do not set the background of the logo to another color besides black/white.

Do not change the color of the logotype or mark

Do not change the weight of the strokes above the logomark



Do not place the logo on top of another image

Cloud Autism

HEX	185193
RGB	R 24 G 81 B 147
CMYK	C 48% M 26% Y 0% K 42%

Cloud Autism

HEX	6abfdb
RGB	R 106 G 191 B 219
CMYK	C 44% M 11% Y 0% K 14%

Brandon Grotesque Regular

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz0123456789,.:;?!

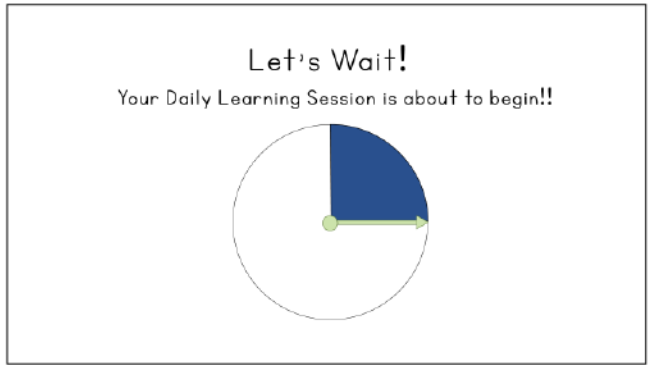
Brandon Grotesque Medium

AaBbCcDdEeFfGgHhIiJjKkLlMmNnOoPpQqRrSsTtUuVvWwXxYyZz0123456789,.:;?!

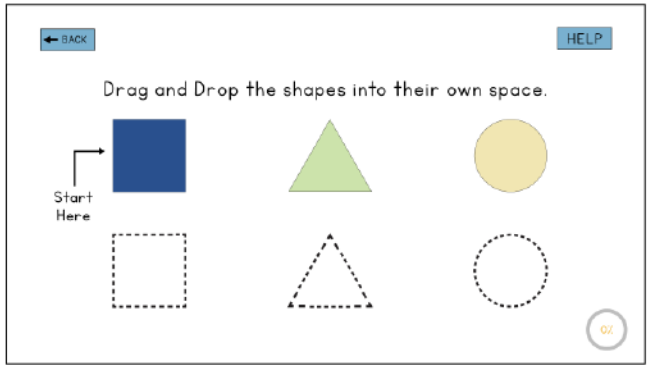
DESIGN

PROOF OF CONCEPT - COMPUTER PROFICIENCY LESSON

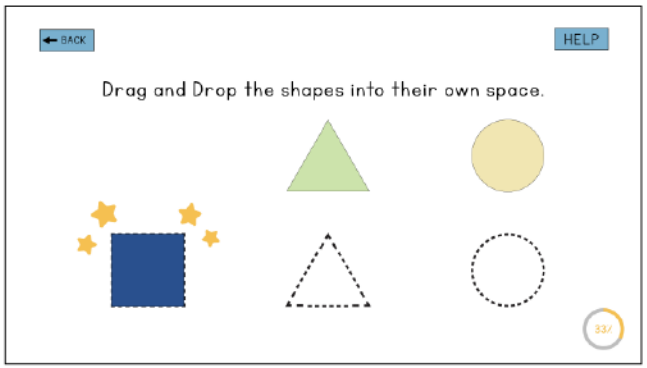
The student will press on their Daily Learning Session for Computer Proficiency.



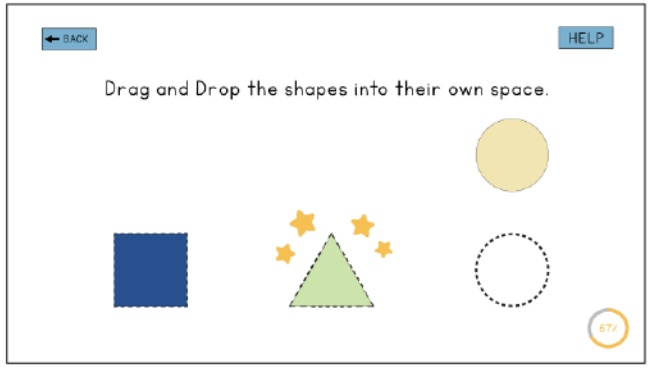
The student will wait for their Daily Learning Session to start.



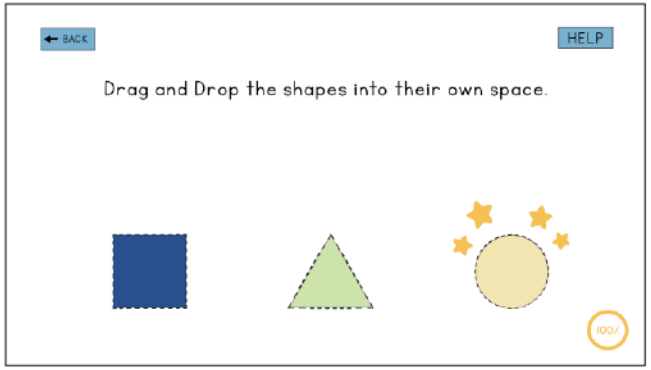
The student will drag shapes into their own space.



The student drags the square shape into the square outline.

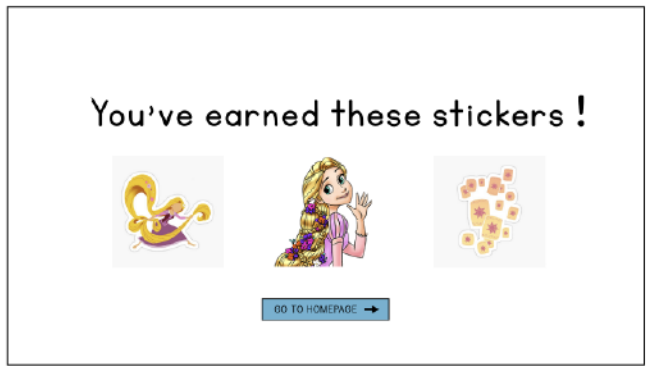


The student drags the triangle shape into the triangle outline.



The student drags the circle shape into the circle outline.

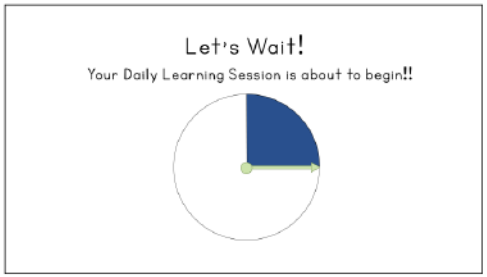
The Congratulations screen will appear once the Daily Learning Session is complete.



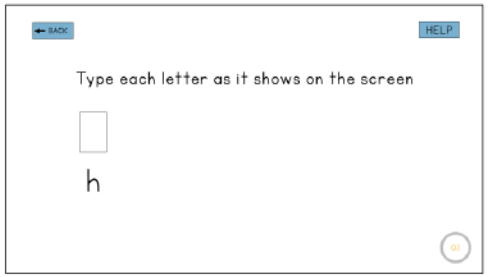
The student will be rewarded with their preferred reinforcement. In this case, the reward is *Tangled* inspired stickers.

PROOF OF CONCEPT - TYPING PROFICIENCY LESSON

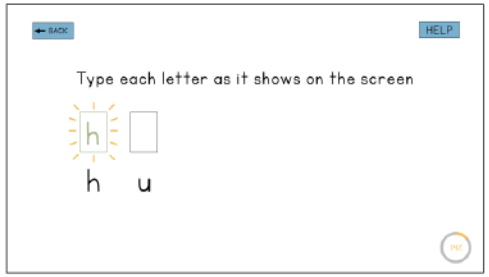
The student clicks on her Daily Learning Session for Typing Proficiency.



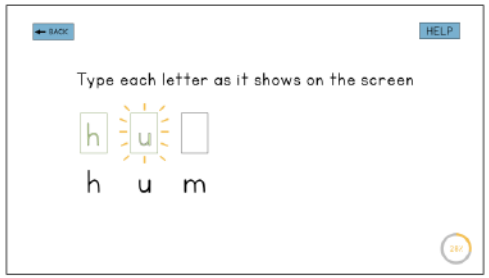
The student will wait for her Daily Learning Session to start.



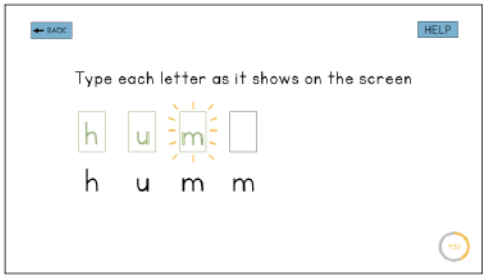
The student will type each letter that appears.



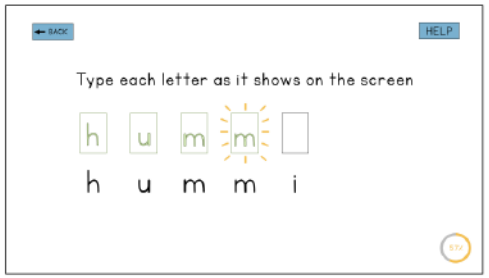
The student will type 'h' and the letter 'u' will appear.



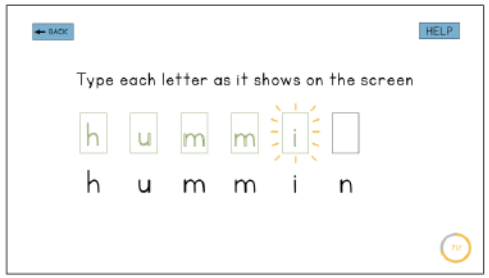
The student will type 'u' and the letter 'm' will appear.



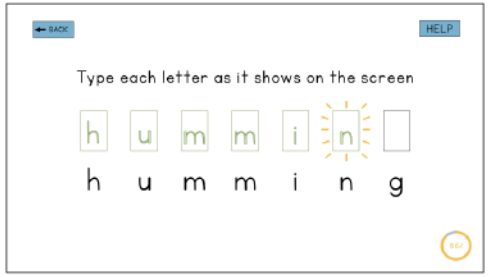
The student will type 'm' and the letter 'm' will appear.



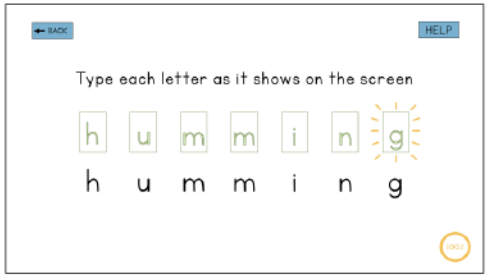
The student will type 'm' and the letter 'i' will appear.



The student will type 'i' and the letter 'n' will appear.

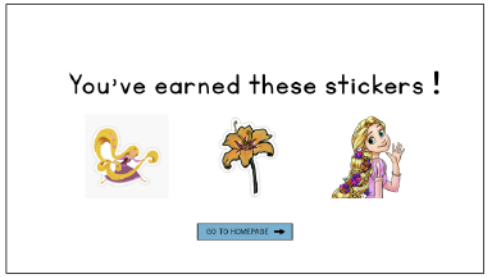


The student will type 'n' and the letter 'g' will appear.



The student will type 'g' and the lesson is completed.

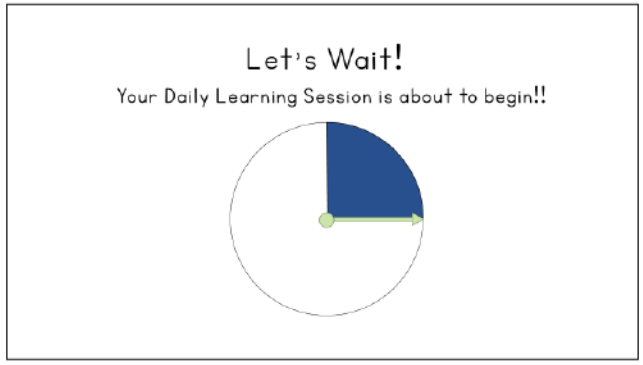
The Congratulations screen will appear once the Daily Learning Session is complete.



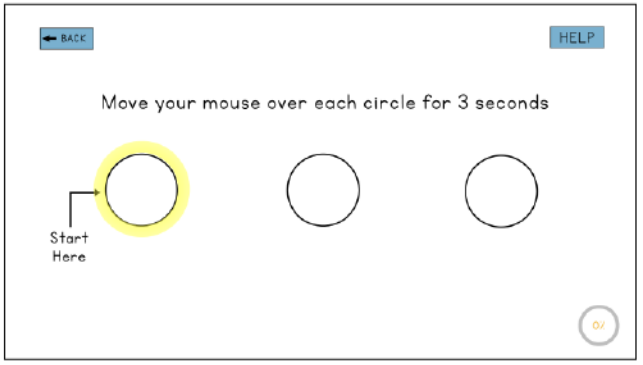
The student will be rewarded with their preferred reinforcement. In this case, the reward is *Tangled* inspired stickers.

PROOF OF CONCEPT - MOUSE PROFICIENCY LESSON

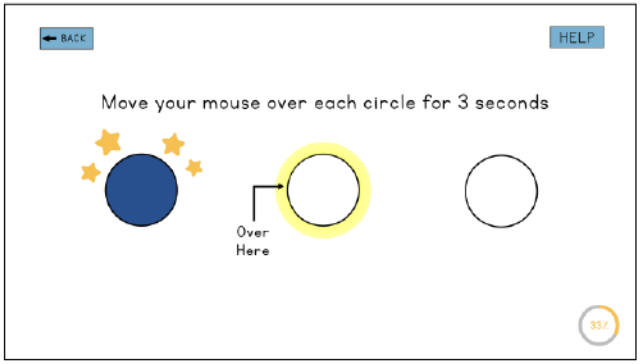
The student will press on their Daily Learning Session for Mouse Proficiency.



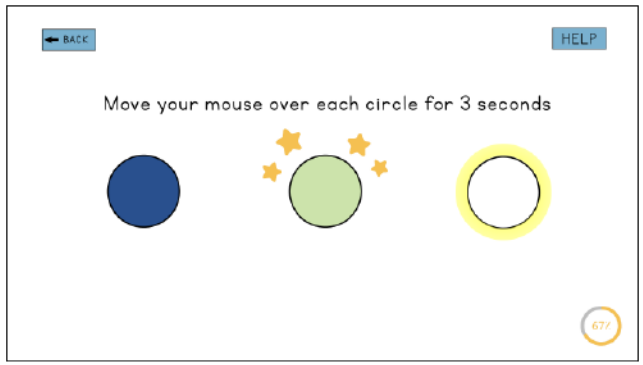
The student will wait for their Daily Learning Session to start.



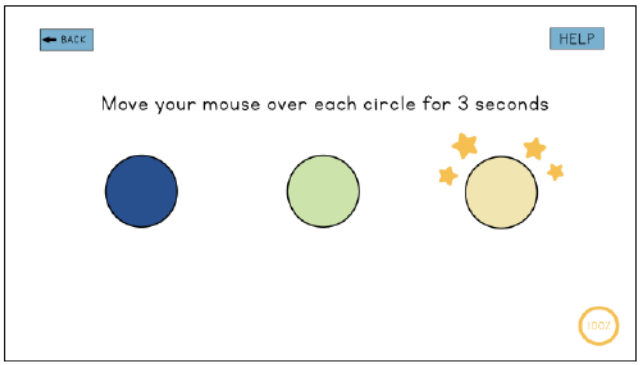
The student will move their mouse over each circle.



The student will hold their mouse over the first circle for 3 seconds.

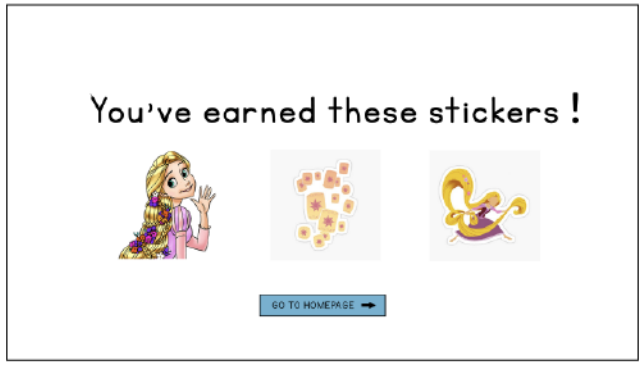


The student will move their mouse over the next circle for 3 seconds.

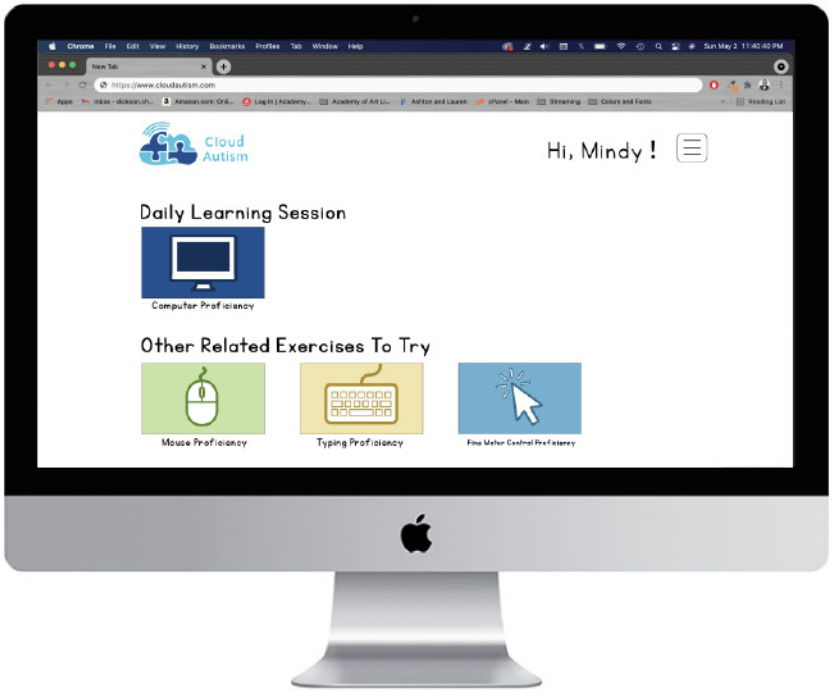


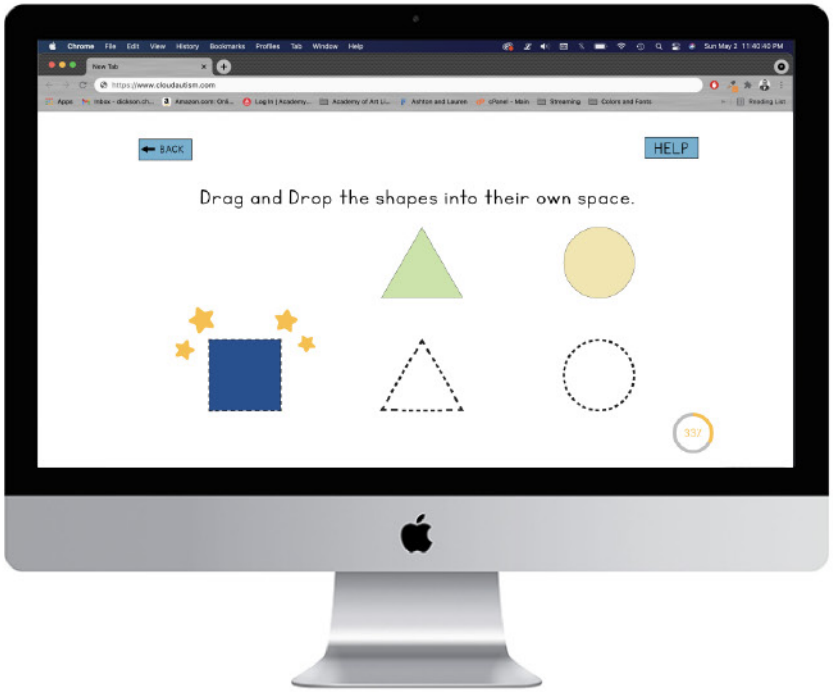
The student will move their mouse over the last circle for 3 seconds.

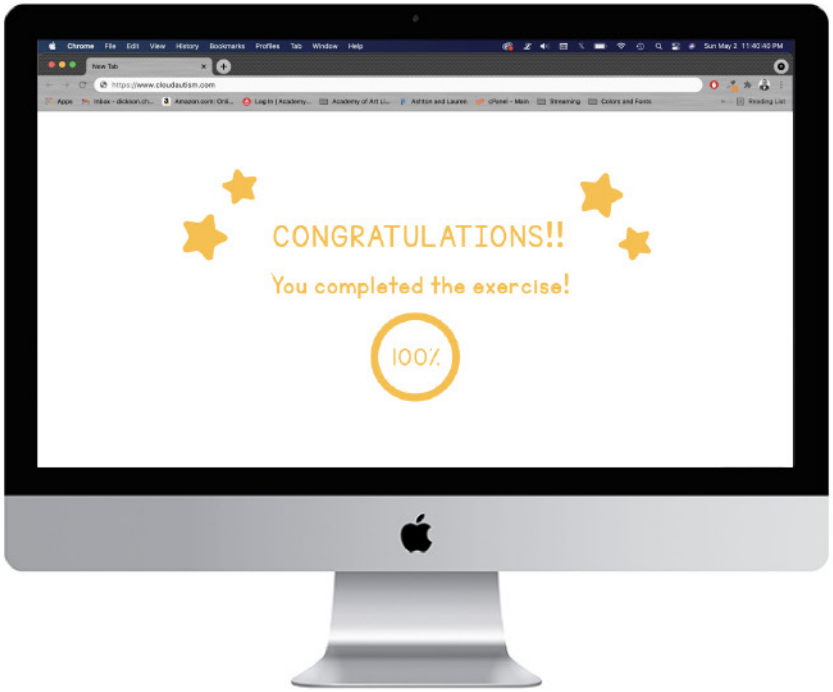
The Congratulations screen will appear once the Daily Learning Session is complete.

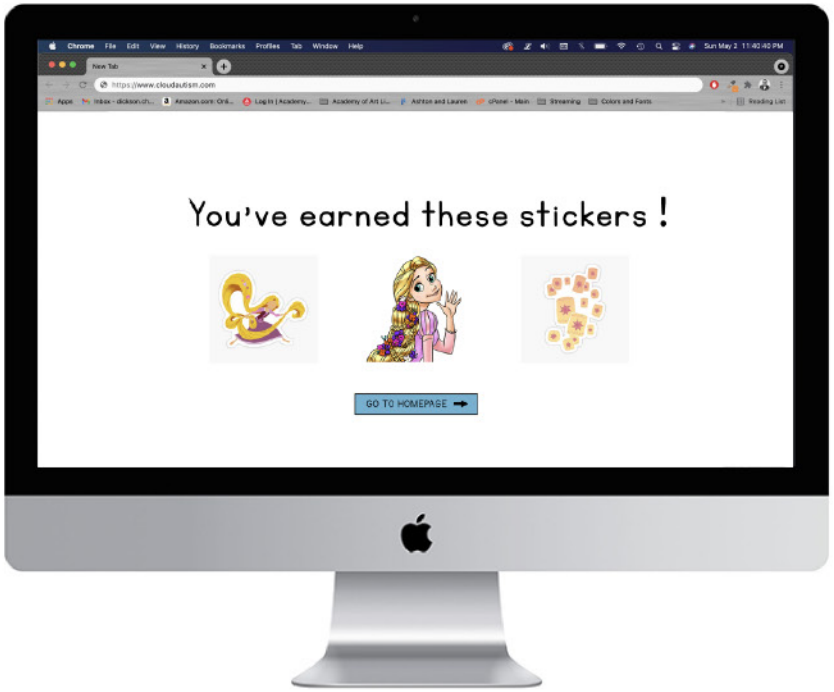


Mindy is rewarded with her preferred reinforcement of *Tangled* inspired stickers.

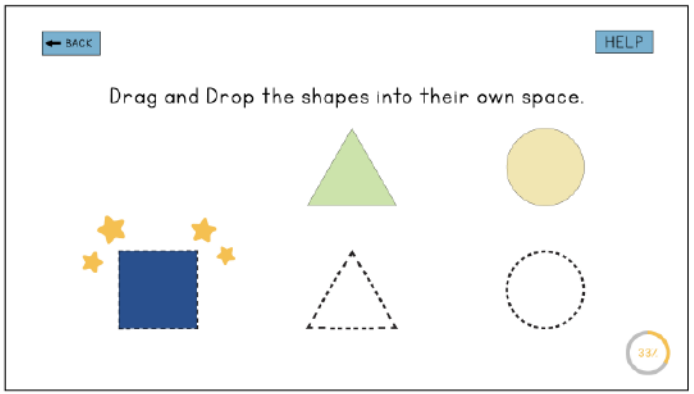

Cloud Autism
Hi, Mindy !
Daily Learning Session
Computer Proficiency
Other Related Exercises To Try
Mouse Proficiency
Typing Proficiency
Fine Motor Control Proficiency


BACK
HELP
Drag and Drop the shapes into their own space.

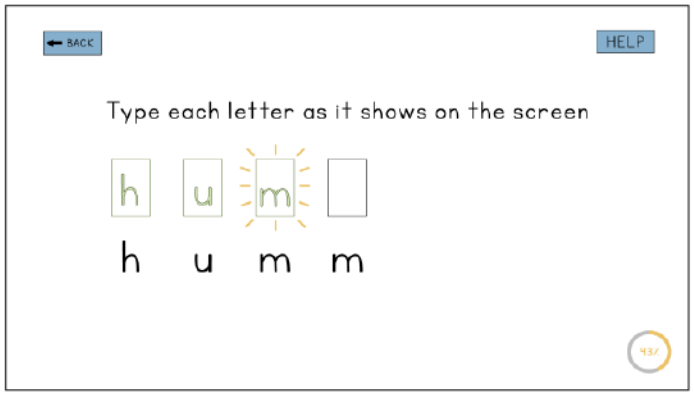

CONGRATULATIONS!!
You completed the exercise!
100%


You've earned these stickers !
GO TO HOMEPAGE

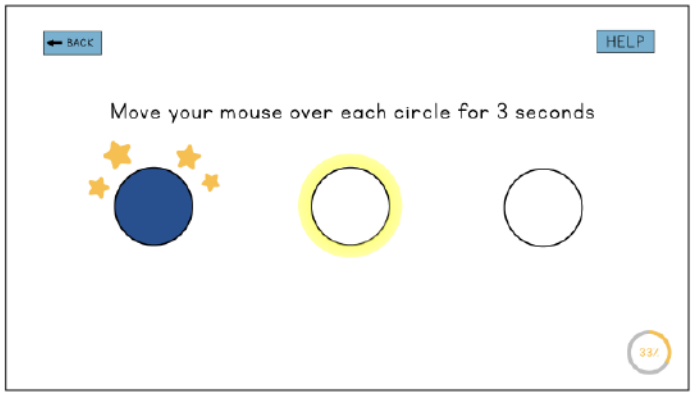
Computer Proficiency Lesson Prototype:
https://reurl.cc/GEl7mW



Typing Proficiency Lesson Prototype:
https://reurl.cc/1mpDyV



Mouse Proficiency Lesson Prototype:
https://reurl.cc/4pG2gY



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Technical Research:

W3Schools
https://www.w3schools.com/

0to255
https://www.0to255.com/

Expert Research:

Courtney Cunningham
Elementary and Special Education teacher

Raina Maes
Instructor at Academy of Art University

Resources:

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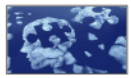
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Cloud Autism

DICKSON CHIU

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