

Carobics® Network Software User's Guide



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Overview of the Network Software

Welcome to the *Earobics Step 2 Network Software User's Guide*. This book contains everything you need to know to set up and run the network version of *Earobics*. An award-winning literacy solution, *Earobics* provides instruction in phonemic awareness and other early literacy skills, ensuring that all students have the foundations for successful reading.

Earobics Step 2 Network supports both PC and Mac clients and consists of two components: administration tools and *Earobics* games. Access to both components is available from any network computer (limited only by the number of simultaneous users specified in each license agreement). The software allows educators and network administrators to:

- Provide individualized phonemic awareness instruction.
- Assign students to groups for easier tracking.
- Set preferences, by student or group.
- Customize students' play level and game play options.
- Choose from nine instructional languages.
- View detailed reports of student progress.
- View summary reports for individual students or groups.
- Import class lists of students.
- Import data from prior versions of *Earobics Step 2*.

Earobics Step 2 Network also gives network administrators pre-installed server software that features:

- Access to management features from any networked computer.
- The ability to upgrade from within the software to accommodate additional users.
- Additional network technical support.



Earobics®

LOGGING IN AS A NETWORK ADMINISTRATOR

1. Open Internet Explorer 5.0 or higher from any network computer.

(NOTE: Although an Internet browser is used to access the network software, Earobics Step 2 Network runs entirely within a school's network, without Internet use.)

2. Enter the URL for the *Earobics* server in the address field near the top of the screen. (This URL was determined when the *Earobics* server was initialized. See the *Network Software Technical Guide* for details.)

3. Mark this page as a Favorite to facilitate quicker access in the future.

4. At the introduction screen, select **STEP 2**.

5. Enter the following default username and password on the Log In screen:

USERNAME: admin

PASSWORD: default

6. Click **ENTER** or press ENTER on the keyboard.



The screenshot shows the Earobics network Log In screen. At the top is the Earobics network logo, which consists of a stylized 'e' in a green and blue oval. Below the logo is a blue button labeled 'Log In'. Underneath is a large blue rounded rectangle containing two white input fields. The first field is labeled 'USERNAME' and the second is labeled 'PASSWORD'. Below these fields is a blue button labeled 'ENTER'.

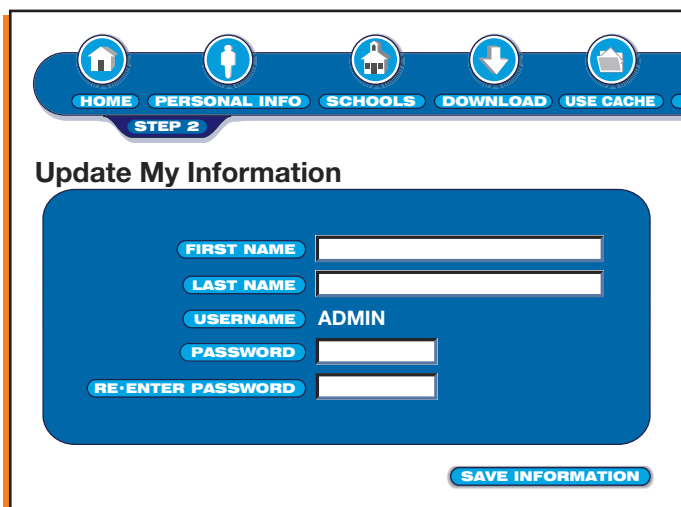
ENTERING PERSONAL INFORMATION

Use the **Update My Information** screen to enter or change users' first and last names, usernames and/or passwords. For greater security, change the *admin* password to a unique password of up to 12 letters and/or numbers. Record the password and keep it in a safe place for future reference. The Update My Information screen will continue to appear after log in, until the password for *admin* is changed from "default" to a new password.

(NOTE: The username *admin* never changes and is reserved for the main network administrator.)

1. Enter information or make changes by clicking on the appropriate field, then typing in the new information. As many as 30 letters and/or numbers can be entered for the first or last name. Special characters such as "?" or "!" or "#" or apostrophes, etc., are not accepted by the system and will be automatically removed. Press **TAB** to move to the next field.

2. Click **SAVE INFORMATION** when the administrator's information has been updated. The user will then be taken to the Network Administrator Screen.



The screenshot shows the 'Update My Information' screen. At the top is a navigation bar with icons and labels: HOME, PERSONAL INFO, SCHOOLS, DOWNLOAD, and USE CACHE. Below this is a blue button labeled 'STEP 2'. The main title is 'Update My Information'. Below the title is a large blue rounded rectangle containing five white input fields. The first field is labeled 'FIRST NAME', the second is labeled 'LAST NAME', the third is labeled 'USERNAME' and contains the text 'ADMIN', the fourth is labeled 'PASSWORD', and the fifth is labeled 'RE-ENTER PASSWORD'. Below these fields is a blue button labeled 'SAVE INFORMATION'.

Setup by the Network Administrator

CREATING NEW USERS

On the Network Administrator Screen, click **CREATE NEW USER** to begin entering names of network administrators, teachers, school administrators/specialists and students.

The screenshot shows the 'Network Administrator Screen' with a navigation bar at the top containing icons for Home, Personal Info, Schools, Download, and Use CAC. Below the navigation bar, it says 'You are logged in as admin'. The main section has a 'CREATE NEW USER' button. Below this button, there are three columns of user lists: Teachers, School Administrators/Specialists, and Network Administrators. Each column has a 'delete class' link next to the first user. The Teachers list includes Corraya, Radhika; Ordonez, Maria; Revizon, Ilya; Smith, Allison; Starkley, Marcus; and Zito, Darlene. The School Administrators/Specialists list includes McManus, Carolyn and Wakowski, Jill. The Network Administrators list includes Administrator, System and Evans, Lee. Below these lists is a section for 'Students (by teacher)' with two columns of student names and 'delete class' links.

ENTERING ADDITIONAL NETWORK ADMINISTRATOR, TEACHER AND SCHOOL ADMINISTRATOR/SPECIALIST NAMES OR PASSWORDS

For each new user who is a network administrator, teacher or school administrator/specialist, complete the following steps:

1. Enter First and Last Names: Click on the *First Name* field and type in the user's first name. Press **TAB**, then type in the last name.

If a teacher has two classes, such as morning and afternoon classes, it may be desirable to enter the teacher twice, using slightly different last names, e.g., *Johnson am* and *Johnson pm*. Each name should be no longer than 30 letters and/or numbers. Special characters such as "?" or "!" or "#" or apostrophes, etc., are not accepted by the system and will be automatically removed.

(NOTE: These names will appear to educators only, on administrative screens and reports, never to students.)

2. Create Username: A default username will be created automatically from the first and last names entered. For example, if *Mary* is entered as the first name and *Johnson* as the last name, *Mary Johnson* will automatically appear as the username. Teachers and school administrators/specialists can change their own usernames and students' usernames later. Students will identify their teachers on

their log-in screen by the username. For this reason, it may be desirable to change the username (e.g. *Miss Johnson* or *Johnson Jaguars*).

(NOTE: It is possible to have multiple users with the same first name/last name combination. However, the username for each must be unique.)

(NOTE: Once a unique username has been entered and saved, rolling over a name in most screens will display that user's unique username.)

3. Create/Re-enter Password: When prompted, create a unique password for each network administrator, teacher or specialist. Enter and then re-enter the password to confirm. Passwords can contain up to 12 letters or numbers, and should not use special characters such as "?" or "!" or "#" or apostrophes, etc., which are not accepted by the system and will be automatically removed.

4. Select User Type: Click on the drop-down menu, then select Network Administrator, Teacher or School Administrator/Specialist.

5. Skip Identify Teacher Field: This field is for student users only (see page 6).

6. Select School: Click the School drop-down menu and select the school to which the teacher is assigned.

(NOTE: School Administrators/Specialists are not required to be assigned to a school. Refer to page 7 for detailed information on creating schools.)

The screenshot shows the 'Create New User' form. It has fields for FIRST NAME, LAST NAME, USERNAME, PASSWORD, and RE-ENTER PASSWORD. The PASSWORD and RE-ENTER PASSWORD fields have a '(Skip for students)' link. Below these fields is a USER TYPE drop-down menu. There is a section for 'FOR STUDENTS ONLY' with a TEACHER drop-down menu. Below that is a section for 'TEACHER SCHOOL ADMINISTRATOR SPECIALIST' with a School drop-down menu and two checkboxes: 'Can Modify Student Preferences' and 'Can Create Groups'. At the bottom, there is a note: 'Note: Usernames of teachers or School Administrators/Specialists will be seen by students'.

7. Authorize Teachers or School Administrators/ Specialists to Modify Student Preferences and/or to Create Groups: Click one or both boxes to authorize the teacher or school administrator/specialist to modify students' Preferences settings or to define new groups.

8. Save Information: Click **SAVE INFORMATION** to finish creating the new user.

Importing a Preformatted Teacher List:

1. Create the teacher list using a text editing program or database program. Type the last name, the chosen delimiter (either a comma or a tab), and then type the first name. Special characters such as “?” or “!” or “#” or apostrophes, etc., are not accepted by the system and will be automatically removed. Start a new line by pressing ENTER or RETURN then type the next teacher's name. Follow this step for every teacher in the class.

(NOTE: Do not use a header above the names.)

Save the list as either a text file or a .CSV (comma delimited database).

(NOTE: Many database programs give you the option to choose the type of file to be saved, including TAB-delimited or comma-delimited files.)

2. From the Network Administrator Screen, click the **DOWNLOAD** button. The Download page will appear.

3. Click **IMPORT TEACHER LIST** from the Download page.

4. Select a Line Feed option from the drop-down menu. Choose Windows, Macintosh or Unix, depending on the operating system which was used to create the teacher list.

5. Select the delimiter which was used to create the text file (either TAB or comma).

6. Select the format for the usernames which will be created automatically from the teacher's first and last names. The choices are:

First Name Last Name
First Initial Last Name
Last Name First Name
Last Name First Initial

(NOTE: Teacher names and usernames can be changed after they are imported into the system.)

7. Browse to find the teacher list which was created in step 1.

8. Click **UPLOAD** to display the teacher list data.

9. The next page will display the list of teachers to be imported. The page will display the last names, the first names and the usernames created as specified on the previous page.

(NOTE: The most common reason a username will not be accepted is that it contains special characters such as “?” or “!” or “#” or apostrophes, etc.)

*(NOTE: Any users with identical first namelast name combinations will display a “No (duplicate)” entry in the “Username OK?” column. These entries are viewed by accessing **VIEW USERS IN QUEUE** located at the bottom of the Network Administrator Home screen. Each user must be given a unique username before being added to the system. See Admin Upload Queue on page 11.)*

10. Click **SAVE TEACHERS** to upload the teacher list and display an upload status page. Click **CANCEL** to return to the Upload a Class File screen.

HOME PERSONAL INFO SCHOOLS DOWNLOAD

STEP 2

You are logged in as admin

Upload A Teacher File

Please Note: All teachers will be assigned to the school you select here, with the ability to change their password. The default password for all teachers is 1234, please instruct teachers to change their password. The file you choose to upload must be comma- or tab- delimited and contain the following information:

LAST NAME {DELIMITER} FIRST NAME

School

Line Feed

Delimiter

Usernames

File no file selected

Setup by the Network Administrator

ENTERING STUDENT NAMES

Student users must be assigned to a teacher. Create student users only after the username for their teacher has been created.

Creating a New Student User from the Network Administrator Screen:

1. Click **CREATE NEW USER**, found beneath the screen title.
2. Repeat the same process used for entering teachers' names except:
 - Skip the *Password* and *Re-enter Password* fields. (*NOTE: Students are not asked to enter a password to access Earobics games.*)
 - For User Type, click the drop-down menu and select Student.
 - Use the Teacher drop-down menu to select the student's classroom teacher.
 - Skip the school assignment drop-down menu.
 - Click **SAVE INFORMATION** to finish.

Students can be entered in any order. Their names will be displayed alphabetically by username on student screens and alphabetically by last name everywhere else (class and group lists, drop-down menus, reports, etc.).

(NOTE: It is possible to have multiple users with the same first name/last name combination. However, the username for each must be unique.)

(NOTE: Once a unique username has been entered and saved, rolling over a name in most screens will display that user's unique username.)

We recommend creating a demonstration player (e.g. teacher's name, imaginary student name) for each teacher's class. The teacher can use this slot for introducing the games to his/her class without interfering with student data. Student names can also be added by importing a preformatted comma-delimited or TAB-delimited student list.

Importing a Preformatted Student List:

1. Create the student list using a text editing program or database program.

(NOTE: All students must be assigned to a teacher.)

Type the teacher's username, the chosen delimiter (either a comma or a tab), the student's last name, the delimiter, and then type the first name. Do not use special characters such as "?" or "!" or "#" or apostrophes, etc. Start a new line by pressing ENTER or RETURN then repeat the above procedure. Follow this step for every student in the class.

Save the list as either a text file or a .CSV (comma delimited database).

(NOTE: Many database programs give you the option to choose the type of file to be saved, including TAB-delimited or comma-delimited files.)

2. From the Network Administrator Screen, click the **DOWNLOAD** button. The Download page will appear.
3. Click **IMPORT LIST** from the Download page.
4. Select the teacher to whom the students will be assigned.
5. Select a Line Feed option from the drop-down menu. Choose Windows, Macintosh or Unix, depending on the operating system which was used to create the student list.
6. Select the delimiter which was used to create the text file (either TAB or comma).
7. Select the format for the usernames which will be created automatically from the student's first and last names. The choices are:

First Name Last Name
First Initial Last Name
Last Name First Name
Last Name First Initial

(NOTE: Student names and usernames can be changed after they are imported into the system.)

8. Browse to find the student list which was created in step 1.
9. Click **UPLOAD** to display the student list data.

10. The next page will display the list of students to be imported. The page will display the last names, the first names and the usernames created as specified on the previous page. An additional column — “Username OK?” — will display, indicating whether the username can be accepted by the system.

(NOTE: The most common reason a username will not be accepted is that it contains special characters such as “?” or “!” or “#” or apostrophes, etc.)

(NOTE: Any users with identical first name/last name combinations will display a “No (duplicate)” entry in the “Username OK?” column. These entries are viewed by accessing **VIEW USERS IN QUEUE** located at the bottom of the Network Administrator Home screen. Each user must be given a unique username before being added to the system.)

11. Click **SAVE CLASS** to upload the student list and display an upload status page. Click **CANCEL** to return to the Upload a Class File screen.

CREATING NEW SCHOOLS ON A WIDE AREA NETWORK (WAN)

Earobics Step 2 Network accommodates schools which may be part of a Wide Area Network. Specifying schools within a network is possible on the Schools screen.

Creating a New School from the Network Administrator Screen:

1. Click **SCHOOLS**, located at the top of the Network Administrator Screen. The Schools screen will appear.

2. Click **ADD NEW SCHOOL**, found beneath the screen title.

3. Enter the school's name into the *School Name* field.

4. Click **SAVE**. The new school will be added to the list of schools on the School screen and in the School drop-down menu.

(NOTE: Schools can be deleted by clicking (*delete*) next to the school's name. Teachers associated with a deleted school must be assigned to a new school using the Update Teacher Information screen.)

UPDATING USER INFORMATION AND DELETING USERS OR CLASSES

To change any user information or to delete a user entirely, click on that user's name from the Network Administrator Screen.

(NOTE: Deleting a student permanently erases that student's data.)

From the Update Information screen, either:

- Change the information and click **SAVE INFORMATION**;
- or
- Delete the user's name and associated data (including game play data) by clicking **DELETE USER**.

(NOTE: To protect student data, only network administrators can delete student records.)

(NOTE: If the deleted user is a teacher, that teacher's students are placed at the bottom of the Network Administrator Screen, under 'Students (not assigned to a Teacher)').

Setup by the Network Administrator

Deleting a Class

All of a teacher's students can be deleted. To delete a teacher's class, click on the delete class link next to the teacher's name. A screen will display the list of students to be deleted and ask for confirmation to proceed. Click **YES** to permanently delete the students' data. Click **NO** to return to the previous screen.

INSTALLING *EAROBICS* GAMES ON CLIENT WORKSTATIONS

Before *Earobics* games can be played at a particular client workstation, the client files must first be downloaded to that workstation.

Download Client Files

To download the software from the Earobics server to a client workstation, go to that workstation, log on to the Network Administration software, then click on the Download button, which will bring you to this screen.

If you are installing the software to a Macintosh client, click the "Mac" button below. Double click the **estnclient.sea** file to extract the files to a folder on the client hard drive.

If you are installing the software to a Windows client, click the "PC" button below. Choose the option of "Save this file to disk." Save the file by navigating to the C:/ drive. Double click the **estnclient.exe** file to unzip the files to a folder on the client hard drive (default c:\Earobics Step 2 Network ClientPC).

MAC **PC**

Import Class List

A class list may be imported from a comma- or tab-delimited database file. Prepare the list (without a header row) and then click on the button below.

You must have a teacher set up in this system to assign students, otherwise the students will be placed under 'Students (not assigned to a Teacher)' at the bottom of the Administrator Home screen.

To import a comma- or tab-delimited class list, click here:

IMPORT LIST

Import Teacher Data

A teacher list may be imported from a comma- or tab-delimited database file. Prepare the list (without a header row) and then click on the button below.

To import a comma- or tab-delimited teacher list, click here:

IMPORT LIST

Database Merge Utility

Use this tool to merge two like databases.

MERGE

Import Student Data

If your current version is Earobics 3.4, click the Mac or PC button below to download the **Data Upload Tool**.

MAC **PC**

Downloading Client Files to Client Computers

To download *files* onto client computers, click **DOWNLOAD**, located at the top of the Network Administrator Screen. The Download Client Files screen will appear.

For Macs:

1. Click **MAC** in the middle of the Download Client Files screen. A self-extracting archive, **estnclient.sea**, will be downloaded to the default download folder on the client hard drive (The default download location is set up under Internet Explorer's preferences, located under Edit in the menu bar).

2. Double-click **estnclient.sea** file (if the browser doesn't automatically run the extract routine after download). The program will unstuff the files, placing the client game program in a folder called **Earobics Step 2 Network Client** on the root directory of the hard drive. For the user's convenience, an alias to this program will be placed on the desktop.

For PCs:

1. Click **PC** on the Download Client Files screen.

2. Choose the *Save this file to disk* option. Click **OK** to save the file **estnclient.exe** to the C:\ drive.

3. Double-click on **estnclient.exe**. The program will unstuff the files, placing the client game program in a folder called **Earobics Step 2 Network Client** on the root directory of the C:\ drive. For the user's convenience, a shortcut to this program will be placed on the desktop.

UPLOADING EXISTING STUDENT DATA FROM NON-NETWORK VERSIONS OF *EAROBICS STEP 2*

If students have used *Earobics Step 2* version 3.4 or above, their data is stored on the hard drive of that computer. To provide continuity, their data can be uploaded to the *Earobics* network server. This is done using the Upload Tool provided on the *Earobics* server.

Acquiring the Upload Tool

(NOTE: An *Import Tool* is also available to upload data from versions of Earobics software prior to version 3.4. For details, call Earobics technical support at 1-888-328-8199.)

To acquire the Upload Tool, go to the Download Client Files screen and follow the appropriate sequence below:

For Macs:

1. Click **MAC** under Import Student Data at the bottom of the Download Client Files screen. A self-extracting archive, **dataimport.sea**, will be downloaded to the default download folder on the client hard drive. (The default download location is set up under Internet Explorer's preferences, located under EDIT in the menu bar.)

2. Double-click the **dataimport.sea** file. The program will automatically unstuff the files, placing the upload tool program in a folder called **DataImport**, next to the .sea file.

For PCs:

1. Click **PC** under Import Student Data at the bottom of the Download Client Files screen.

2. Choose the **Save this file to disk** option. Click **OK** to save the file **dataimport.exe** to the C:\ drive.

3. Double-click **dataimport.exe** to unstuff the files to a folder on the client hard drive. The program will automatically unstuff the files, placing the upload tool program in a folder called **DataImport** on the root directory of the C:\ drive.

Uploading Existing Student Data

To import data, each file must be uploaded in its entirety. Be sure there is sufficient time available before uploading files. Also, during the uploading process, each student must be assigned to a current teacher. Make sure teachers to whom students will be assigned have been entered into the network program.

1. Acquire the Upload Tool (see previous).

2. Double-click the **Upload Tool** icon.

The next screen that appears will give options to find the game data file. This file is named **RS_0909.ear** and, by default, is located in the same folder as the *Earobics Step 2* version 3.4 (or above) game application.

Click "Search" to automatically find Earobics database files on your computer. Or, click "Browse" to find your RS_0909.ear file manually.

CANCEL

BROWSE

SEARCH

3. **Locating the game data file:** There are two options for locating *Earobics* database files on your computer:

If you know the drive where your **RS_0909.ear** file is stored, use the **BROWSE** button to navigate to the specific location.

Click on the **RS_0909.ear** file once it is found and then click **ENTER** (click **OPEN** on Macs) to proceed. Click **CANCEL** to return to the previous screen.

If, however, you're uncertain of the drive location of your **RS_0909.ear** file, use the **SEARCH** button. Clicking **SEARCH** will bring up a list of possible local drives to search.

Click on the drives to be searched in the *Available* box as shown below, then click **SELECT**. The drive to be searched will move to the *Selected* box. Click **SELECT ALL** to move all local drives to the *Selected* box.

Once a drive is in the *Selected* box, it can be removed as a drive to be searched by clicking on it, then clicking **REMOVE**.

Click **OK** to start a search of selected local hard drives for any files named **RS_0909.ear**. The search may take a few moments.

Please select the drives you want to search for databases.

AVAILABLE

a:\
b:\

SELECT →

SELECT ALL

← REMOVE

SELECTED

c:\

OK

Setup by the Network Administrator

Uploading Existing Student Data (cont.)

When the search is complete, a list of all **RS_0909.ear** files and their locations will be displayed. Click on the desired file and then click **OK** to proceed.

(NOTE: Earobics Step 1 version 3.4 also stores data in a file named **RS_0909.ear**. Use caution when selecting the file to ensure you are choosing a Step 2 Data File.)

A blue dialog box titled "Please select your Earobics player data: Rs_0909.ear". It contains a text field showing the file path "c:\Earobics\Earobics Step 2 Classroom \ RS_0909.ear". Below the text field are three buttons: "BROWSE", "CANCEL", and "OK".

4. Enter Server IP Address: Enter the address of the network server. This number is the same as the IP address used to access the administration screens. Enter each group of one to three numbers — omitting periods — into the separate boxes.

A blue dialog box titled "Server IP Address". It features four input boxes containing the numbers "192", "168", "1", and "160". Below these boxes are two buttons: "CANCEL" and "OK".

Click **OK** to continue or **CANCEL** to quit the application.

5. Upload to Database: The Player Selection screen will appear with a list of players available for import from the **RS_0909.ear** file. Click the name of the player in the *Available* box to upload to the *Earobics* network database, then click **SELECT**, or click **SELECT ALL** to move all players from the *Available* box to the *Selected* box. To remove a previously selected player, click on their name in the *Selected* box and then click **REMOVE**. The removed player will then be placed back in the *Available* box. Click **OK** when all players to be uploaded have been moved to the *Selected* box.

A blue dialog box titled "Player Selection". It contains two lists: "AVAILABLE" and "SELECTED". The "AVAILABLE" list includes "Guest", "Lopez Catalina", "Mattock Daniel", and "Robinson Kendall". The "SELECTED" list includes "Karen Green". Between the lists are three buttons: "SELECT →", "SELECT ALL", and "← REMOVE". At the bottom right is an "OK" button.

6. Assign Students: The students whose data will upload are displayed one at a time. As appropriate, enter or adjust the information in the *Username*, *First Name* and *Last Name* fields, then assign the student to one of the teachers listed in the *Teacher* box by clicking on the teacher's name. (Boxes surrounded by a red border **MUST** be entered.) On this screen, the username does not default from the first name and last name. The desired username must be created by clicking the *Username* box and typing in the username.

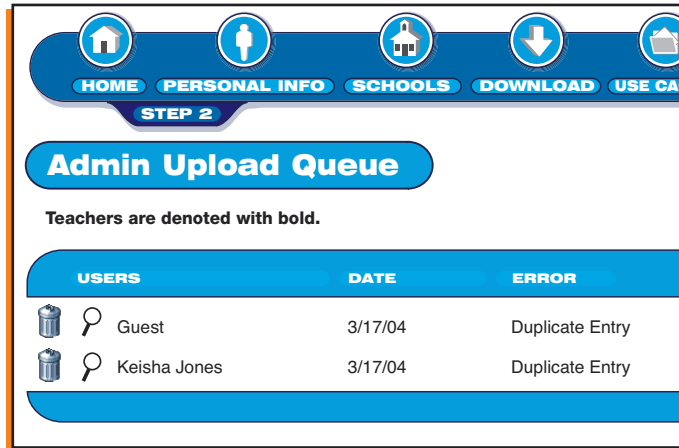
A blue dialog box titled "Player Information". It contains several input fields: "USERNAME" (with "Karen Green" entered), "PASSWORD", "FIRST NAME", and "LAST NAME". The "FIRST NAME" and "LAST NAME" fields are highlighted with red borders. Below these is a "TEACHER" list box containing "Corraya, Radhika", "Ordonez, Maria", "Revizon, Ilya", "Smith, Allison", "Starkley, Marcus", and "Zito, Darlene". At the bottom are two buttons: "SKIP PLAYER" and "OK".

Click **SKIP PLAYER** to move to the next player without uploading this player's data.

Click **OK** to upload that student's data and to continue to the next student. If there is missing information, the data will not be uploaded and a warning message will appear.

Admin Upload Queue

Student names or usernames identical to names already in the network database will be placed in a queue found at the bottom of the Network Administrator Screen. Clicking on the magnifying glass next to a duplicate name will allow the administrator to adjust student information in order for the teacher to access student data. Clicking on the trash can will delete that player and their associated data.



After uploading data of all selected players, a screen will appear giving the option to **QUIT** or **CONTINUE** using the Upload Tool.

USING CACHE

To increase the speed at which games are downloaded to students in each session, click **USE CACHE** from the Network Administrator Screen. The Background Caching Preference screen will be displayed. To turn on the caching feature, click **ON**. This allows background-loading of other games into the cache or memory while students are playing.

Background caching is recommended unless the client computers have very limited hard drive space (i.e., older computers), or MacManager is used on the client computers. MacManager may conflict with background caching.

(NOTE: Not using the background caching feature will result in longer download times when switching between games.)

BACKUP

There are two ways to backup network and student data:

- Automatic backup to tape: The *Earobics* server includes an automatic tape backup system. Data will be backed up automatically every night. For more details on the automatic backup to tape, see the separate *Network Software Technical Guide*.
- Backup to disk: To backup student data onto a floppy disk, see the separate *Network Software Technical Guide*.

(NOTE: To avoid losing any data, do not attempt to use the Backup feature without first carefully reading the instructions in the Network Software Technical Guide.)

LICENSE MANAGEMENT

A network license is installed in the system when it is purchased. This license specifies the maximum number of simultaneous users of *Earobics Step 2 Network Software*. To check how many users are authorized by the license agreement, click **LICENSES** at the top of the Network Administrator Screen. The Update License screen displays district and school name, number of licenses and expiration date.

To purchase additional licenses, call your Cognitive Concepts account representative. After a new order is placed, a file containing the new license information is sent (via e-mail or mail), along with instructions for uploading it into the system:

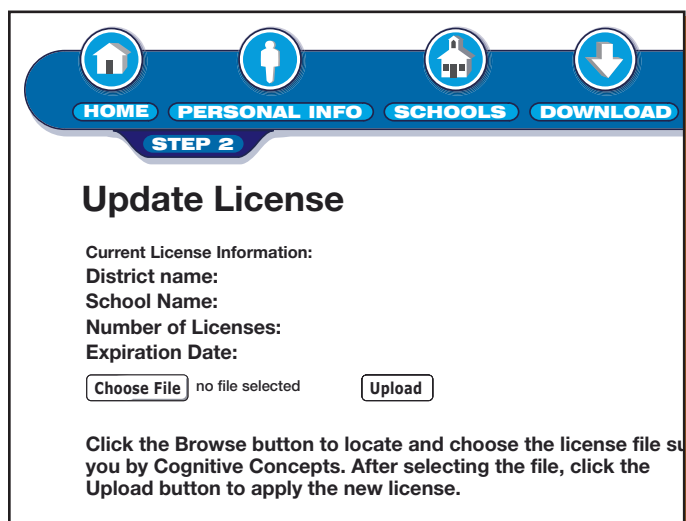
1. Place the new license file where it can be accessed by the client computer from the Update License screen (on a floppy disk in the disk drive, in the internal hard drive, etc.).
2. Click **Browse...** to bring up a standard file dialog box. Select the new file, the full name of which will be displayed (along with the file path) in the white rectangle next to the **Browse...** button.

LICENSE MANAGEMENT (cont.)

3. Click **Upload** from the Update License screen to save the new license file to the database and update the Number of Licenses and Expiration Date. If the license file is unrecognized or invalid, an error message will appear telling you to try again or to contact a Cognitive Concepts representative or the technical support staff.

4. If the new license information has been accepted, the message “License successfully applied” will be displayed. The Update License screen will now reflect the new number of licenses and expiration date.

(NOTE: The updated file can ONLY be used on the server for which the license was originally purchased.)



The screenshot shows a web-based interface with a blue header bar containing four icons: a house (Home), a person (Personal Info), a school building (Schools), and a download arrow (Download). Below the icons are the labels 'HOME', 'PERSONAL INFO', 'SCHOOLS', and 'DOWNLOAD'. Under 'PERSONAL INFO', 'STEP 2' is highlighted. The main content area is titled 'Update License'. It displays 'Current License Information:' followed by 'District name:', 'School Name:', 'Number of Licenses:', and 'Expiration Date:'. Below these fields is a 'Choose File' button, a text box showing 'no file selected', and an 'Upload' button. At the bottom, a paragraph reads: 'Click the Browse button to locate and choose the license file supplied to you by Cognitive Concepts. After selecting the file, click the Upload button to apply the new license.'

SETTING MONITOR RESOLUTION

On client computers on which the management features will be used, the monitor resolution should be set to a minimum of 800 x 600 pixels for viewing ease.

For Macs

OS 7.6.1 - 9.x: Pull down the Apple menu, select Control Panel and choose Monitors. Set display to 800 x 600.

OS X: Pull down the Apple menu and select System Preferences. Select Displays and set to 800 x 600.

For PCs

Click Start, go to Settings, go to Control Panel, double click Display and select Settings. Use the slide bar to set the resolution to 800 x 600. Click **APPLY**.

(NOTE: On older monitors, if the image size of the Earobics games appears small, you may decrease the display resolution to enlarge the image. Follow the instructions above, but enter 640 x 480 rather than 800 x 600.)

AUTOMATIC LOGOFF AFTER 20 MINUTES OF INACTIVITY

If the mouse or keyboard is left untouched for 20 minutes while a user is logged in to the Administration tools, the program will log off automatically. This feature is designed to protect a user's privacy.

Setup by Teachers & School Administrators/Specialists

The following gives teachers and school administrators/specialists the information they need to set up *Earobics Step 2 Network* for students.

LOGGING IN

Before logging in, obtain the following information from the network administrator:

- The network address of the *Earobics* server (URL)
- Username
- Password

Once this information is obtained, follow these steps to log in:

1. Launch Internet Explorer 5.0 or higher from any computer on your network.
2. Enter the URL address (such as “194.267.3.480”) of the *Earobics* network server in the address field near the top of the screen.
3. At the introduction screen, select **STEP 2**.
4. When the Log In page appears, mark it as a *Favorite* for quicker access to the administration tools in the future. To do this, select *Add to Favorites* under Internet Explorer’s *Favorites* menu. “Cognitive Concepts—Earobics Step 2 Network” will be added to the list of bookmarks under the *Favorites* menu.
5. On the Log In screen, enter your username and password assigned by the network administrator. Click **ENTER** or press **ENTER** on your keyboard.



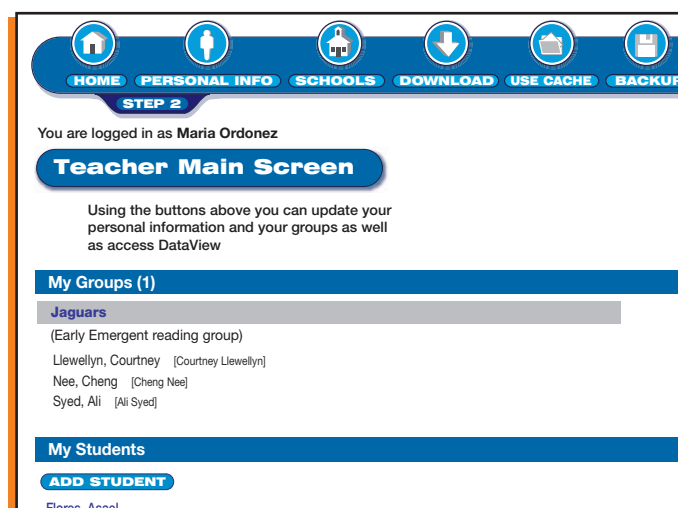
The login screen features the Earobics network logo at the top. Below it is a 'Log In' button. Underneath the button are two input fields labeled 'USERNAME' and 'PASSWORD'. At the bottom right is an 'ENTER' button.

(NOTE: If an incorrect or misspelled password is entered, an error message will appear. Re-enter the correct username and password, then click **ENTER**. If the error message appears again, contact your network administrator for assistance.)

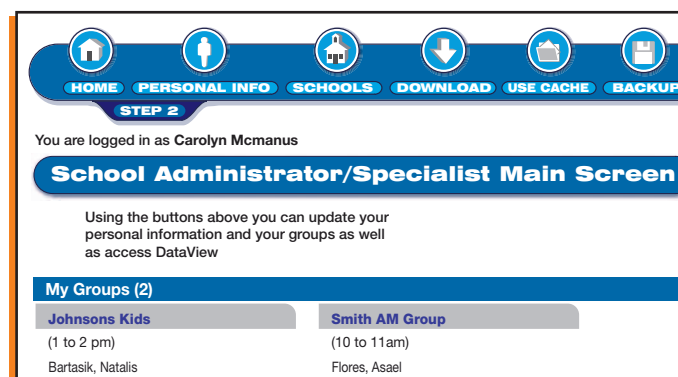
MAIN SCREENS FOR TEACHERS AND SCHOOL ADMINISTRATORS/SPECIALISTS

The Main Screen is the starting point for the *Earobics Step 2 Network* management tools. Each time a teacher or school administrator/specialist logs in to *Earobics Step 2 Network*, either the Teacher Main Screen or the School Administrator/Specialist Main Screen will be displayed, depending on user type. These screens are similar, except:

- The Teacher Main Screen will show both “My Groups” and “My Students” (class list).
- The School Administrator/Specialist Main Screen will show only “My Groups” (with students drawn from any class).



The Teacher Main Screen has a navigation bar with icons for Home, Personal Info, Schools, Download, Use Cache, and Backup. Below the bar, it says 'STEP 2' and 'You are logged in as Maria Ordonez'. The title is 'Teacher Main Screen'. A message states: 'Using the buttons above you can update your personal information and your groups as well as access DataView'. Under 'My Groups (1)', there is a group named 'Jaguars' (Early Emergent reading group) with members: Llewellyn, Courtney [Courtney Llewellyn], Nee, Cheng [Cheng Nee], and Syed, Ali [Ali Syed]. Under 'My Students', there is a button 'ADD STUDENT' and the name 'Flores, Asael'.



The School Administrator/Specialist Main Screen has a navigation bar with icons for Home, Personal Info, Schools, Download, Use Cache, and Backup. Below the bar, it says 'STEP 2' and 'You are logged in as Carolyn Mcmanus'. The title is 'School Administrator/Specialist Main Screen'. A message states: 'Using the buttons above you can update your personal information and your groups as well as access DataView'. Under 'My Groups (2)', there are two groups: 'Johnsons Kids' (1 to 2 pm) with member Bartasik, Natalis, and 'Smith AM Group' (10 to 11am) with member Flores, Asael.

Setup by Teachers & School Administrators/Specialists

MAIN SCREENS FOR TEACHERS AND SCHOOL ADMINISTRATORS/SPECIALISTS (cont.)

On both the Teacher Main Screen and School Administrator/Specialist Main Screen, the following icons appear at the top of the screen:



- **HOME:** Returns user to the Main Screen.
- **PERSONAL INFO:** Allows user to change his/her username or password.
- **GROUPS:** Enables user to set up groups (provided that the user has been authorized to do so by the network administrator).
- **PREFERENCES:** Allows user to customize for individual students or an entire group (provided that the user has been authorized to do so by the network administrator).
- **DATAVIEW:** Enables user to view and print student progress reports.
- **HELP:** Provides on-screen instructions.
- **EXIT:** Logs off the system.

ENTERING STUDENT NAMES

If your network administrator has already entered student names, those names will appear on the Teacher Main Screen and School Administrator/Specialist Main Screen. Otherwise, a teacher can enter student rosters and set up groups themselves, if he/she has been authorized to do so.

Creating New Users:

1. Click the **ADD STUDENT** button on the Teacher Main Screen.

(NOTE: School Administrators/Specialists will not enter new students into the system, but will create their groups by selecting from rosters of students already entered.)

(NOTE: There is no limit to the number of students in a class.)

2. **Enter First/Last Name:** Click on the *First Name* field and type in the student's first name. Press **TAB**, then type in the student's last name. (If there are two students with the same name, add middle names or initials.) Both the first and last names can be up to 30 characters. Special characters such as “?” or “!” or “#” or apostrophes, etc., are not accepted by the system and will be automatically removed. These names will be listed alphabetically (by last name, first name) on administrative screens and reports.

3. **Create Username:** The username is the name students will choose when they log in to the *Earobics* games. A default username will be created automatically from the first and last names. Teachers may choose to modify student usernames to simplify choices the students see when selecting their names, e.g., *Meyers, William* might be given the username *Billy M*.

(NOTE: Usernames can be changed without changing the First Name or Last Name fields. However, any subsequent change to the First Name or Last Name field will automatically revert the username to its default, as detailed above.)

(NOTE: It is possible to have multiple students with the same first name/last name combination. However, the username for each must be unique.)

(NOTE: Once a unique username has been entered and saved, rolling over a name in most screens will display that user's unique username.)

It is recommended that an extra player (e.g. teacher's name, imaginary student name) be created for use during demonstrations.

4. Save Information: Click **SAVE INFORMATION** when you are finished.

MODIFYING STUDENT NAMES AND STUDENT USERNAMES

To change a student's information, select the student to be modified from the list of student names found under My Students on the Teacher Main Screen. The Update Student Information screen will appear. Enter the desired changes in the appropriate fields and click **SAVE INFORMATION**. The username will be updated automatically.

CHANGING TEACHER NAMES, USERNAMES OR PASSWORDS

On administrative screens and reports, students are listed alphabetically by last name. On student log in screens, students are listed alphabetically by username.

To change how a teacher's name appears on the Student Log In screen and/or on administrative screens and reports, or to change a password, click on **PERSONAL INFO**. The Update My Information screen will appear. On this screen you can make the following changes:

Update My Information

FIRST NAME Mary

LAST NAME Johnson

USERNAME Miss Johnson

PASSWORD

RE-ENTER PASSWORD

Note: Your Username will be seen by students

SAVE INFORMATION

First Name: Click on the *First Name* field, type in the first name (up to 30 letters and/or numbers), then press **TAB**.

Last Name: Type in the last name (up to 30 letters and/or numbers), then press **TAB**.

Username: The username can be changed to whatever name the user would like the student to see. For example, *Mary Johnson* could be changed to *Miss Johnson*, *M Johnson* or *Johnson Jaguars*.

Password: Click on the *Password* field, type a new password (up to 12 letters and/or numbers), press **TAB**, then re-enter the new password to confirm it.

Be sure to record the new username and/or password and save it in a secure place.

When all appropriate information has been changed, click **SAVE INFORMATION**.

CREATING GROUPS

Creating groups of students allows a teacher or school administrator/specialist to chart group progress and set preferences for several students at one time. If authorized by a network administrator, a teacher may create groups of students within his/her class list. School administrators/specialists are required to name and define each group of students.

Creating New Groups:

1. Click **GROUPS** at the top of the Teacher Main Screen or School Administrator/Specialist Main Screen. The Group Main Screen will appear.

Group Main Screen

CREATE GROUP **UPDATE GROUP** **DELETE GROUP**

Click on the Group Name to view or update the list of Student Group members.

My Groups

Group Name	Edit Group Name/Description
Jaguars	(Level 1 readers)
Llewellyn, Courtney [Courtney Llewellyn]	
Nee, Cheng [Cheng Nee]	
Syed, Ali [Ali Syed]	

Tigers

Group Name	Edit Group Name/Description
Tigers	(Level 1 readers)
Flores, Asael [Asael Flores]	
Johnson, LaChrisha [LaChrisha Johnson]	

Setup by Teachers & School Administrators/Specialists

Creating New Groups (cont.)

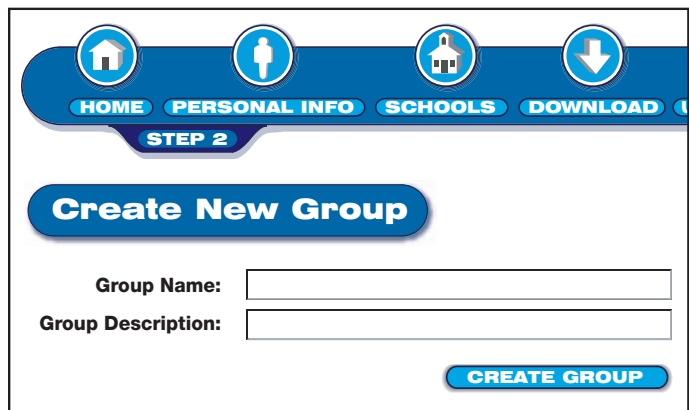
2. Click **CREATE GROUP**. The Create New Group screen will appear.

3. **Enter Group Name:** Click the field to the right of *Group Name* and type in a name (up to 30 characters) to appear on group reports. Students will select this group name when logging in to the *Earobics* game software.

(NOTE: A group name can be used only once on each server.)

4. **Enter Group Description:** Click the field to the right of *Group Description* and type in a description (up to 255 characters) that identifies the group (e.g., Level 1 readers). Students will not see the group descriptions.

5. Click **CREATE GROUP** to finish.



EDITING GROUP NAMES/DESCRIPTIONS

1. Click **GROUPS**. A list of groups will appear.

2. Click the **Edit Group Name/Description** link to the right of the group to be edited. The Create New Group screen will appear with the information fields already filled in for Group Name and Description.

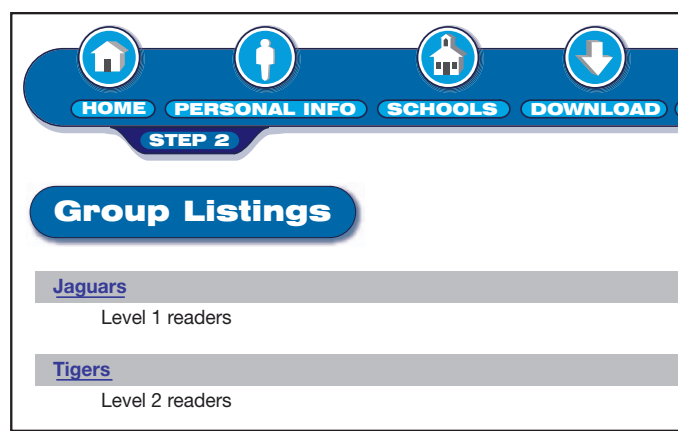
3. **Edit Group Name/Description:** Click in the appropriate field and edit the information as desired.

4. Click **CREATE GROUP** to save the information and return to the Group Main Screen.

UPDATING A GROUP/ASSIGNING STUDENTS TO A GROUP

1. Click **GROUPS**.

2. Click **UPDATE GROUP** from the Group Main Screen or click the name of the group where it appears.



3. Click the name of the group to be updated on the Group Listings screen.

4. The Update Group screen will appear. Teachers will see a list of all of their students. School Administrator/Specialists will first see a pulldown menu of all schools on the network. After the school administrator/specialist selects the desired school, the screen will then display a list of all students in that school, grouped by teacher. For both Teachers and School Administrator/Specialists, checking the box next to a student's name will include that student in the group. Unselect a student by clicking the checked box next to that student's name.

Setup by Teachers & School Administrators/Specialists

Update Group

Jaguars

SAVE INFORMATION

☒	Llewellyn, Courtney [Courtney Llewellyn]	Maria Orodenez [Miss Orodenez]
☒	Nee, Cheng [Cheng Nee]	Maria Orodenez [Miss Orodenez]

Your Other Students
To add students to this group, click on the box next to the name(s) of any student(s).
When done, click on the Save Information button.

☐	Flores, Asael [Asael Flores]
☐	Johnson, LaChrisha [LaChrisha Johnson]

Update Group

Tuesday Group

SAVE INFORMATION

☒	Llewellyn, Courtney [Courtney Llewellyn]	Maria Orodenez [Miss Orodenez]
☒	Nee, Cheng [Cheng Nee]	Maria Orodenez [Miss Orodenez]

Group Listings
To add students to this group, select the school, click on the box next to the name(s) of any student(s).
When done, click on the Save Information button.

Select a School

ADD ALL

☐	Corraya, Radhika [Ms Corraya]
☐	Bartosik, Natalia [Natalia Bartosik]
☐	Haynes, Madison [Madison Haynes]

DELETING A GROUP

1. Click **GROUPS** at the top of the Teacher Main Screen or School Administrator/Specialist Main Screen. The Group Main Screen will appear.

2. Click **DELETE GROUP** from the Group Main Screen. The Choose a Group to Delete screen will appear.

3. On the Choose a Group to Delete screen, click next to the group to be deleted. Click **DELETE GROUP**.

4. Verify your choice on the next screen by choosing **YES** to delete the group selected or **NO** to cancel the delete request.

(NOTE: By deleting a group, only the group heading information is deleted. Students will not be deleted when a group they are in is deleted.)

Choose a Group to Delete

☐	Jaguars Level 1 readers
☐	Tigers Level 2 readers

DELETE GROUP

5. Repeat as many times as necessary. Click **SAVE INFORMATION** to finish updating the group.

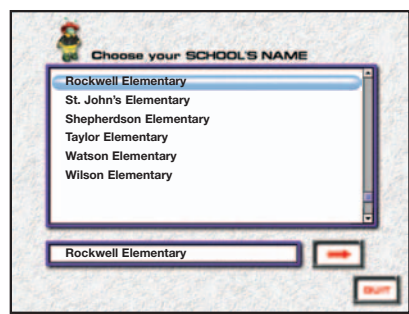
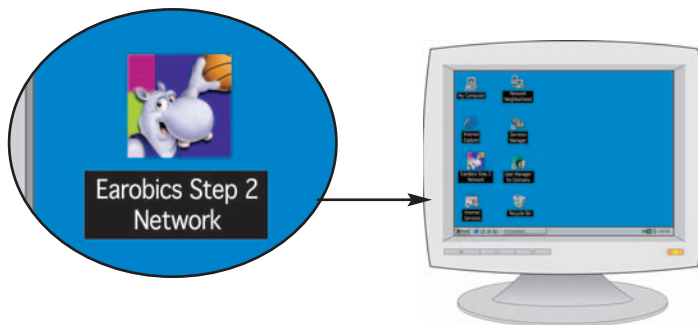
When creating a group, specialists might want to include all students from a teacher's class. This can be accomplished simply by clicking **ADD ALL** next to the teacher's name. To unselect a student, click on the checked box next to that student's name.

(NOTE: A new group name or description cannot be created until the original group name or description is deleted.)

Student Log In

Launching *Earobics*

Before logging in, all other open applications on the student's computer should be closed. Double-click on the *Earobics Step 2 Network* icon.

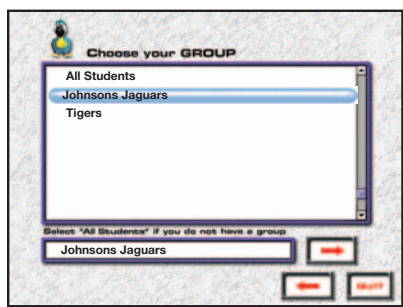
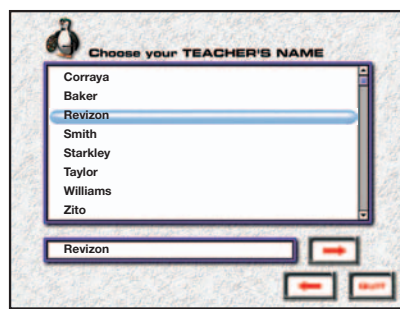


School Selection

From the Choose your SCHOOL'S NAME screen click on the name of the school, and the school's name will then be displayed in the rectangle at the bottom of the screen. Click on the forward arrow to continue.

Teacher Selection

From the Choose your TEACHER'S NAME screen, click on the name of the classroom teacher. Scroll down if the name is not initially displayed in the top part of the list. The teacher's name will be displayed in the rectangle at the bottom of the screen. Click on the forward arrow to continue.

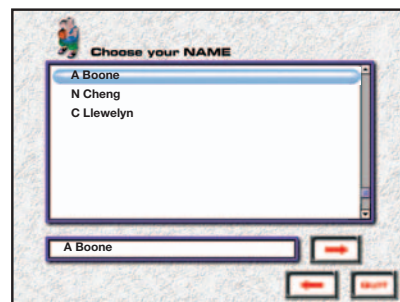


Group Selection

From the Choose your GROUP screen, click on the name of the teacher's or specialist's group in which the student is included, or click **All Students** (if he/she is not in a group). The group's name will be displayed in the rectangle at the bottom of the screen. Click on the forward arrow to continue.

Name Selection

From the Choose your NAME screen, the student clicks his/her name, which will then be displayed in the rectangle at the bottom of the screen. Make sure students know how to scroll down if their name is not initially displayed in the top part of the list. The student then clicks the forward arrow to continue.



Name Confirmation

On the Hi! IS YOUR NAME ____? welcome screen, the student will be asked if he/she is the person whose name was selected. The student either clicks **YES** to continue or **NO** to go back and select another name.

Because *Earobics* monitors and tracks each student's progress individually, be sure to emphasize to students how important it is that they choose their own names.



Game Selection

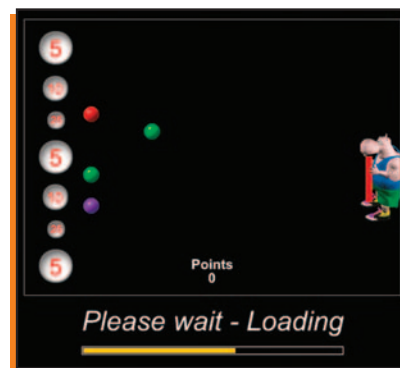
From the CHOOSE A GAME screen, students can select a game by clicking on the picture for that game.

Other functions that can be performed from this screen include:

- **CHANGE PLAYER**—Select a different player.
- **QUIT**—Exit the games.

Loading Screen

After a student clicks a game icon, a Loading screen will appear while the *Earobics* game is downloading, featuring a brief game to hold the student's interest. To play, the student controls Hakeem's vertical movement with the mouse. Balls are launched from the left in random order, and Hakeem deflects the ball back. Where the ball contacts the paddle determines the angle at which the ball is returned; closer to the top or bottom results in a steeper angle. Hitting a hole scores the point value indicated. If the ball misses the paddle or a returned ball misses a hole, the ball is lost and no points are scored.



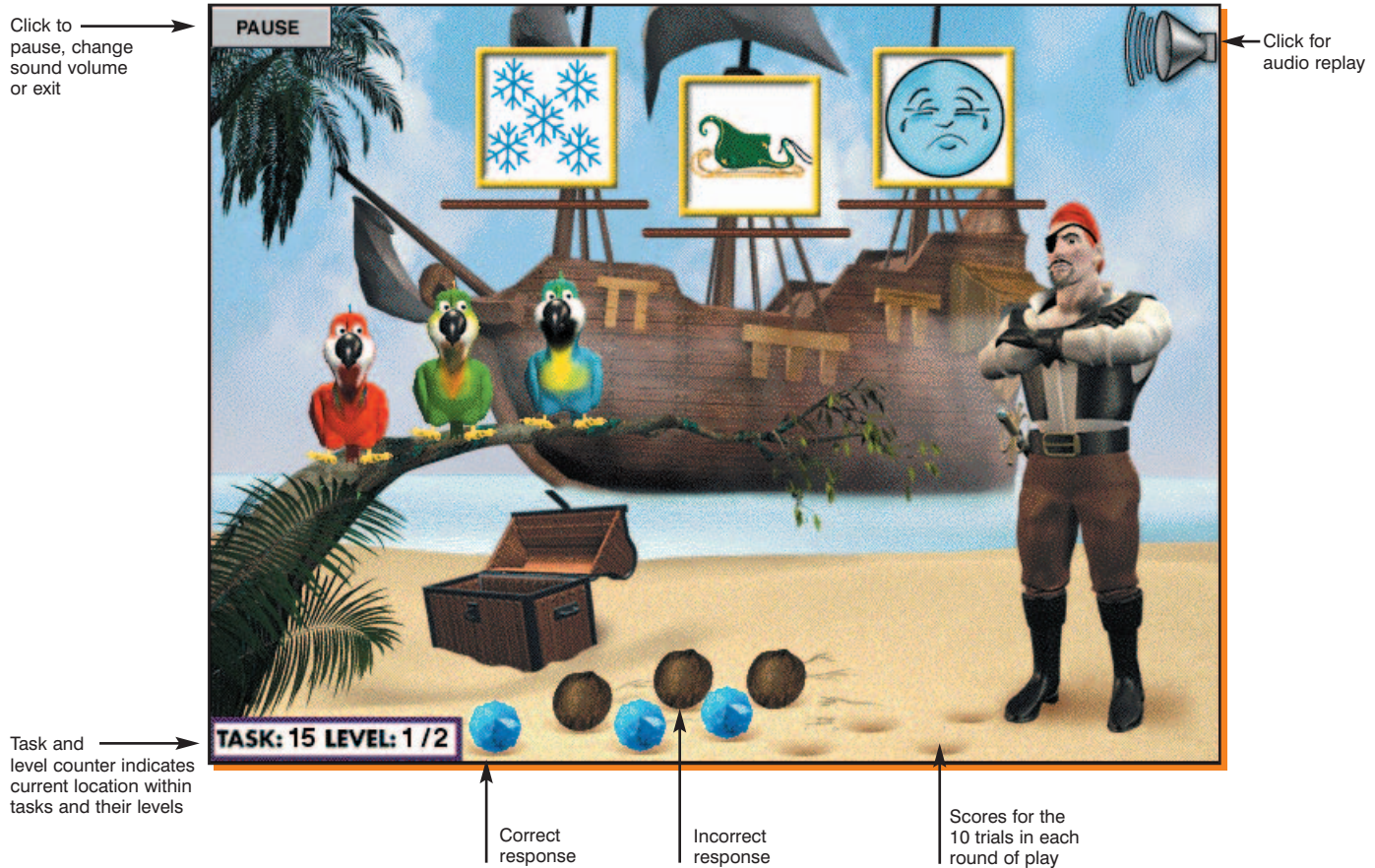
Progress Chart

When a student has finished playing a game, he/she will be taken to the Student Progress Chart. Students can select a game by clicking on the picture for that game. If it is time to change players, the student should click **EXIT**, which will return the user to the CHOOSE A GAME screen shown above, where a new player can be selected.

Eaerobics Step 2 Games

GENERAL FEATURES OF *Eaerobics Step 2* GAMES

These are general features that are common to all *Eaerobics Step 2* games. A sample screen shot from *Pesky Parrots* is included below as an example.



Bypassing Opening Instruction Set

At the beginning of each *Earobics Step 2* game, the student is given instructions for playing that game. In all cases, the introduction for each game can be bypassed at the beginning of each round. See game descriptions for details.

Pause and Other Game Controls

Clicking on the **PAUSE** button  located in the upper left corner of all game screens suspends the game play and allows the following options:

Exit: Selecting the Exit button  will exit the game and take you to the Game Menu & Progress Chart. The data for the current round of play will be discarded.

Volume control: Click on the arrow at the left of the volume control bar  to decrease the sound volume. Click on the arrow at the right of the volume control bar to increase the sound volume.

Resume: When the Pause button  is selected, the Pause option changes to Resume . Selecting this button will resume play.

Listen Again

When it is time for a student to respond during the course of a game, the Speaker icon  appears in the upper-right corner of the game screen. This prompt signals the student that he/she should respond. Clicking the Speaker icon  also replays the sound or word and resets the response timer. The audio replay feature can be turned off using Preferences.

Cursor Availability

To prevent a student from responding before the auditory presentation is complete, the cursor does not appear on screen during auditory presentations. Students must wait for the cursor to reappear before moving or clicking the mouse.

Student Response Time

The response time allowed in most games is 10 seconds. In *Calling All Engines* it is 15 seconds and in *Paint by Penguin* it is 10, 15, or 20 seconds, depending on the activity. If time elapses before the student responds, that response will be treated as incorrect. If more time to respond is required, click on the Speaker icon  to reset the timer, or use the **PAUSE** button .

Scoring

A round of a game consists of 10 auditory presentations and responses. Each response is displayed on the game screen with an indicator noting whether the response was correct.

Languages

Earobics Step 2 Network software delivers game instructions in nine languages, including English, Spanish, Arabic, Cantonese, Haitian-Creole, Hmong, Polish, Russian and Vietnamese. Languages are selected on the Preferences screen under the Languages menu. The selected language is displayed next to the student's name on that screen.

Continuous Rounds of Play

After completing a round of a game, the completed round's data will be saved. The student will be asked whether he/she wants to play another round. Two buttons will appear:



starts a new round of play of the current game.



ends the game and displays the updated Progress Chart.

The option to exit at the end of each round of play can be turned off using Preferences.

Adaptive Training

Earobics carefully monitors each student's progress. The software automatically increases or decreases the level of difficulty for an activity, so the student always works at the appropriate level for his/her individual needs. Depending on the activity, a game may not advance levels until the start of the next round of play, even though the criterion for advancement has been met. (See pages 40-44 for adaptive training criterion.)

Setting Levels

A teacher may choose to have students skip or repeat levels or tasks. Select a starting task, repeat a task or skip tasks using Preferences (pages 45-47).

Task and Level Counter

The current task and level are displayed in the Task and Level Counter located in the lower-left corner of each game screen. The Task and Level Counter also indicates the number of levels remaining to be completed for the current task.

Collecting Data

Data is collected automatically during normal game play. However, if the student exits using the **EXIT** button  before a round of 10 presentations is completed, no data will be recorded for that round.

Automatic Game Exit

If no response is made on two consecutive plays within a round, the game ends. Data for the two plays for which the student made no response is discarded, and the program prompts the player, "Do you want to play again?"

Earobics Step 2 Games

CALLING ALL ENGINES

Calling All Engines improves listening and reading comprehension by strengthening students' auditory memory and language processing.

Primary Skills:

Auditory Sequential Memory, Attention and Short-Term Memory, Following Oral Directions, Comprehension of Linguistic Concepts, Auditory Performance with Competing Signals

Related Skills:

Auditory and Phoneme Discrimination, Sound-Symbol Correspondence

Auditory Memory Skills

Calling All Engines provides systematic skill training across 168 levels of instruction. *Calling All Engines* builds stronger auditory sequential memory by increasing the number of sounds the student must remember and by removing visual cues. Initially, the student sees the symbols as sounds are presented, augmenting auditory memory. As the student progresses, the symbols do not appear until after sounds are presented, requiring the student to rely only on auditory skills for his/her response.

Following Directions

Once the student successfully sequences five items without visual cueing, *Calling All Engines* teaches the student to follow oral directions containing linguistic concepts (e.g., "Before you click on /w/, click on /p/").

Background Noise

When the student can follow oral directions successfully, *Calling All Engines* teaches him/her to focus attention in the presence of competing background noise. The volume of the background noise increases or decreases based on the student's performance.

How to Play

Click on the FireFighter Fly icon  to help FireFighter Fly put out the fire in a burning building. Put out the flames with water by recalling a series of numbers, words and speech sounds, and by following directions of increasing complexity. Click on the fire hydrant to bypass the opening instructions and to begin the game.

A number appears inside each of the nine windows of the burning building (see Diagram A on facing page). FireFighter Fly gives directions to click on a number. Position the cursor over the number heard and wait until a blue frame appears around the selected window. Click on the number before FireFighter Fly runs out of water!

After three consecutive correct responses, *Calling All Engines* automatically advances by increasing the number of digits spoken. When two or more numbers are presented, click on the numbers in the order of their presentation.

Calling All Engines continues to advance in difficulty by increasing the amount of numbers, concealing the digits until after numbers have been spoken, increasing the length and complexity of directions, introducing low and high levels of background noise, and varying the type of sounds presented. After two consecutive incorrect responses, the level of play will decrease automatically.

Scoring:  correct response  incorrect response

Calling All Engines

The student listens to directions, such as "Click on *i* before you click on *o*." The student clicks on the letters to respond.

The student clicks to pause, adjust sound volume or exit game

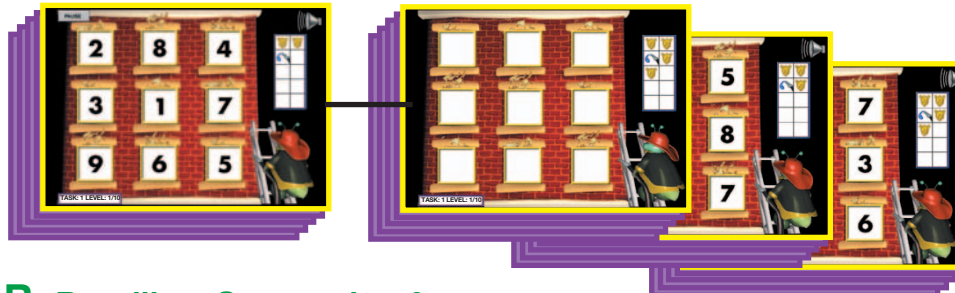


The student clicks to replay sound

Fire hose represents an incorrect response, and firefighter's badge represents a correct response

“Click on the sounds you hear.”

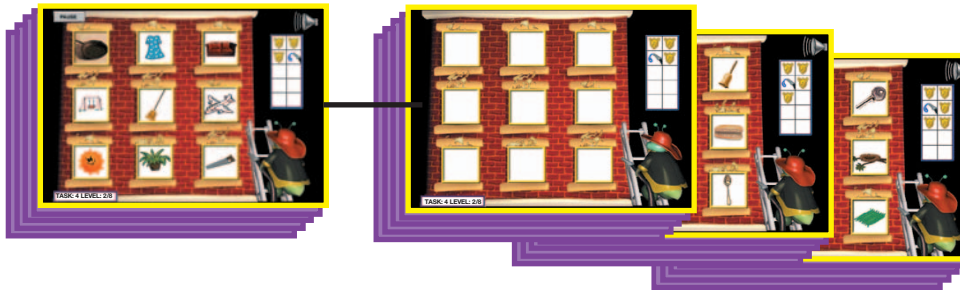
A. Recalling, Sequencing & Following Directions with 1-5 Digits



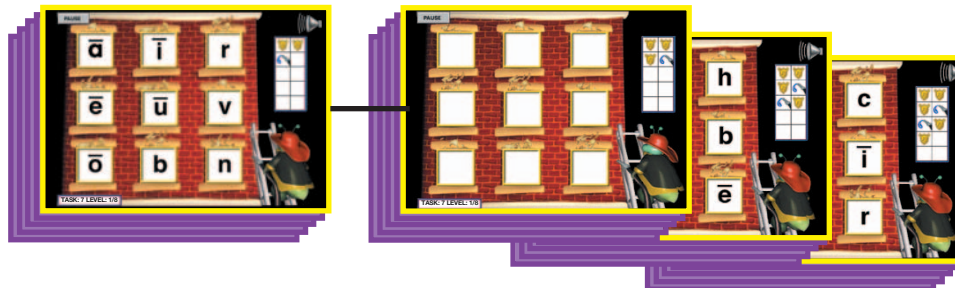
Increasing Challenge

As the game progresses, the student will recall and sequence up to five items in order. The game automatically adjusts the number of stimuli depending upon the student's performance.

B. Recalling, Sequencing & Following Directions with 1-4 Words



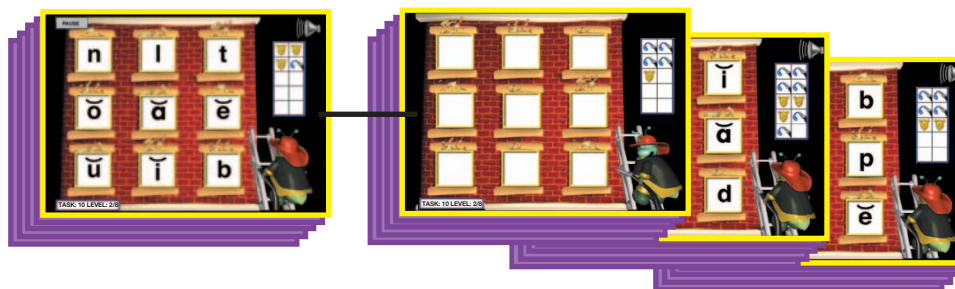
C. Recalling, Sequencing & Following Directions with 1-4 Long Vowel Sounds



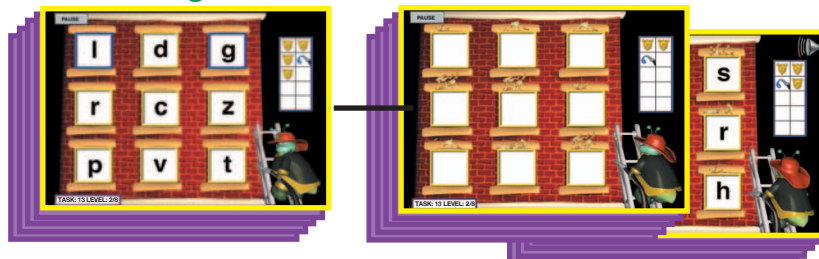
Delayed Visual Cueing

As the game progresses, the student does not see pictures or letters until after the auditory stimuli are presented. Delayed visual cueing requires the student to rely only on auditory memory to complete the task.

D. Recalling, Sequencing & Following Directions with 1-4 Short Vowel Sounds



E. Recalling, Sequencing & Following Directions with 1-4 Consonant Sounds



Background Noise

Background noise is systematically introduced, requiring the student to listen and focus in the presence of competing distractions. The volume of the background noise increases or decreases depending upon the student's performance.

Earobics Step 2 Games

PAINT BY PENGUIN

Paint by Penguin helps the student increase reading speed and accuracy, and improve spelling by developing his/her ability to count, sequence and manipulate sounds.

Primary Skills:

Phonological Segmentation and Manipulation, Phonological Sequencing, Auditory Temporal Resolution, Auditory Temporal Ordering and Pattern Recognition, Auditory Short-Term and Sequential Memory

Related Skills:

Auditory Attention, Auditory and Phoneme Discrimination, Following Oral Directions, Comprehension of Linguistic Concepts

Counting Sounds

Paint by Penguin uses 68 levels of instruction to teach phoneme segmentation and manipulation skills. It establishes the foundation for phoneme segmentation with activities in counting speech sounds. *Paint by Penguin* helps the student process sounds by providing practice at time intervals ranging from 1.0 to .25 seconds.

Segmenting Words into Sounds

Once the student is successful counting sounds, he/she learns to segment words into individual sounds.

Manipulating Sounds

As the student's skills progress, *Paint by Penguin* teaches the student to manipulate speech sounds. The student creates new real and nonsense words by rearranging, deleting, substituting and adding sounds. The words progress from short to long and from simple to complex syllable structure.

Auditory Feedback

Initially, *Paint by Penguin* provides auditory feedback by repeating the sounds as the student clicks on the mouse. As the student progresses, the auditory feedback is removed (the student doesn't hear the sounds repeated as he/she clicks on the mouse). With no auditory feedback, the student learns to respond independently.

How to Play

Click on the Pierre Penguin icon  to paint masterpieces with Pierre Penguin. Select a sponge and learn to count, sequence and manipulate speech sounds. Click on a sponge to bypass the opening instructions.

Activity 1: How Many Sounds Do You Hear?

(22 Levels of Play; A and B on facing page) Pierre presents one to three speech sounds. When Pierre turns to face the canvas and  appears on screen, click the mouse once for each speech sound heard. A sponge print appears with each click of the mouse. The number of sponge prints must match the number of sounds presented. *Paint by Penguin*

automatically increases the level of difficulty by changing the interval between sounds, eliminating auditory feedback and increasing the number of sounds presented. After the student becomes proficient at counting individual speech sounds, *Paint by Penguin* advances the level of difficulty by presenting a word. Click on the mouse once for each speech sound heard in the word.

Activity 2: In What Order Are the Sounds Presented?

(22 Levels of Play; C and D on facing page) Pierre Penguin presents one to three speech sounds. Click on any paint can at the bottom of the screen to represent the number and order of the sounds heard. Select a different color for each different sound you hear. Use the same color for sounds that are the same. Color choices apply only to a single response; when the next speech sounds are presented, students may change the colors of paint. *Paint by Penguin* automatically increases the difficulty by changing the interval between sounds, eliminating auditory feedback during a student's response and by increasing the number of sounds presented. After the student becomes proficient at counting and sequencing individual speech sounds, *Paint by Penguin* advances the level of difficulty by presenting words.

Activity 3: Create a New Word by Rearranging These Sounds

(24 Levels of Play; E on facing page) Pierre presents a word containing two sounds, using a different color sponge for each sound. Pierre instructs students to rearrange the sounds into a new word. Click on the paint can colors at the bottom of the screen that correspond to the colors used by Pierre. *Paint by Penguin* automatically advances by introducing more challenging sound manipulations, eliminating auditory feedback and increasing the number of sounds in a word.

Scoring:  correct response  incorrect response

“Click on the mouse once for each sound you hear in the word.”

A. Counting Number of Speech Sounds



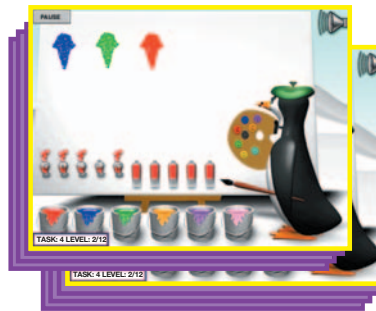
Auditory Feedback
The student initially hears the sounds produced as he/she clicks on the mouse. As the game progresses, auditory feedback is removed and the student processes the sounds independently.

B. Segmenting Sounds in a Word



Time Intervals
Paint by Penguin helps students process sounds by presenting sounds at time intervals ranging from 1.0 second to .25 seconds.

C. Counting & Sequencing Speech Sounds



Increasing Challenge
As the game progresses, the complexity of syllable structure and the difficulty of the phonological manipulation tasks become more challenging.

D. Segmenting & Sequencing Sounds in a Word



Continuous Scorecard
Immediate feedback is provided after each student response. The student is rewarded for each correct answer. If the student responds incorrectly, he/she is shown the correct response.

E. Manipulating Speech Sounds



Manipulation
The student learns to rearrange, delete, replace and insert phonemes to create new words.

Paint by Penguin

The student hears a word such as “mom.” The student clicks on three paint cans, selecting a different color for each sound. The student sees a sponge print corresponding to each click of the mouse.

The student clicks to pause, adjust sound volume or exit game

A paint squirt represents correct response, an empty tube represents an incorrect response



The student clicks to replay sound

Earobics Step 2 Games

PESKY PARROTS

Pesky Parrots teaches blending and word closure to give the student foundational skills for successful decoding.

Primary Skills:

Phonological Blending, Word Closure, Auditory and Phoneme Discrimination, Auditory Short-Term Memory, Auditory Performance with Degraded Signals

Related Skills:

Auditory Sequential Memory, Auditory Attention, Auditory Temporal Ordering, Following Oral Directions, Comprehension of Linguistic Concepts

Blending Sounds

Pesky Parrots provides 60 levels of instruction in word, syllable and phoneme blending, and in word-closure skills. The student begins blending two syllables into a word, and progresses to blending three and four syllables and up to four phonemes into words.

Distinguishing Sounds in Words

Pesky Parrots teaches the student to hear subtle differences in words. Initially, the student chooses from three words that do not sound alike. As the student's skills develop, the response choices become more similar. This encourages the student to listen to every sound and to make finer discriminations between words.

Word Closure

Pesky Parrots advances to teaching word-closure skills. The student learns to recognize a word when a syllable or phoneme has been omitted by filling in the missing part of the word. This skill training improves the student's awareness of sounds and word-prediction skills.

Increasing Auditory Memory

While the student develops blending and word-closure skills, *Pesky Parrots* also helps him/her build auditory memory skills. Decoding words requires at least a two-second auditory memory span, the amount of time needed to recognize a symbol, recall the sound, and hold and process the sound in auditory memory. *Pesky Parrots* provides practice with listening to sounds and holding them in auditory memory for gradually increasing amounts of time before blending them into words. *Pesky Parrots* gradually increases the time the student must hold a sound in auditory memory until the two-second goal is attained.

How to Play

Click on the Pesky Parrot icon  to help Pirate Patch get back his stolen jewels, learn to blend syllables and speech sounds into words, and to complete words by filling in missing syllables or speech sounds. Click on the treasure chest to bypass the opening instructions.

Activity 1: Which Word Is Formed Using These

Syllables or Sounds? (42 levels; A and B on facing page) The pesky parrots present two syllables that make a word. Three pictures appear on the sails of the pirate ship. When the speaker icon appears on screen, click on the picture that corresponds to the word spoken by the parrots.

After three consecutive correct responses, *Pesky Parrots* automatically advances by increasing the time between syllables and introducing more similar-sounding response choices.

When the student becomes proficient blending two syllables into words, *Pesky Parrots* automatically advances by presenting three and then four syllables.

Pesky Parrots continues to increase in difficulty by presenting individual speech sounds, varying the complexity of sound patterns in words, using longer presentation intervals, increasing the number of sounds presented and varying the similarity of the response choices. After two consecutive incorrect responses, the level of play will decrease automatically.

Activity 2: Which Word Is Formed When a Missing

Syllable or Sound Is Filled In? (18 levels; C, D and E on facing page) The pesky parrots present the first syllable of a word and omit the second syllable. Three pictures appear on the sails of the pirate ship. Click on the picture that corresponds to the word spoken by the parrots.

After three consecutive correct responses, *Pesky Parrots* automatically advances by increasing the number of syllables in the word.

Pesky Parrots continues to increase in difficulty by varying the position of the omitted syllable, omitting speech sounds and varying the complexity of sound patterns in the word. After two consecutive incorrect responses, the level of play will decrease automatically.

Scoring:  correct response  incorrect response

“Click on the picture of what the parrots are saying.”

A. Blending 2-4 Syllables into a Word



Time Intervals
The game builds auditory memory by pausing between syllables or phonemes, first for .25 seconds, then 1.0 second and 2.0 seconds.

B. Blending 2-4 Phonemes into a Word



More Challenging “Foils”
As the game progresses, the response choices sound more alike, challenging the student to make finer discriminations between words before responding.

C. Word Closure With a Syllable Omitted



Word Closure
The student builds word closure skills by listening to words and filling in the missing syllable or phoneme.

D. Word Closure With a Phoneme Omitted



E. Word Closure With Blends



Syllable Structure
As the game progresses, the complexity of the syllable structure becomes more challenging.

Pesky Parrots

The student hears sound segments such as “c-oo-k.” The student blends the sounds into a word and clicks on the picture of the correct response.

The student clicks to pause, adjust sound volume or exit game

Coconuts represent an incorrect response

Jewels represent a correct response



The student clicks to replay sound

Earobics Step 2 Games

HIPPO HOOPS

Hippo Hoops strengthens reading fluency and spelling as the student learns to identify and discriminate sounds, identify the position of sounds within words and recognize spelling patterns.

Primary Skills:

Auditory and Phoneme Discrimination, Auditory Vigilance, Phoneme Identification, Phonological Sequencing

Related Skills:

Auditory Attention, Auditory Short-Term Memory, Sound-Symbol Correspondence, Following Oral Directions, Comprehension of Linguistic Concepts

Discriminating Vowels

Hippo Hoops uses 155 levels of instruction to teach discrimination, phoneme identification and phoneme-sequencing skills. The student begins with practice in vowel discrimination, listening to a series of one to eight consonant-vowel-consonant (CVC) syllables. The student learns to detect a change in the vowel phoneme.

Discriminating Consonants

Hippo Hoops progresses to teaching discrimination of consonant-vowel pairs. *Hippo Hoops* begins with sounds that are made easier to discriminate. Acoustically modified speech is used to make critical cues more easily heard. As a student's skills develop, he/she is presented with sounds that are more difficult to discriminate.

Recognizing Sounds and Spellings of Vowels

Once consonant and vowel discrimination is mastered, *Hippo Hoops* teaches the student to recognize the sounds and spellings of diphthongs and tense and lax vowels in words. The student learns that certain sounds can be spelled in a number of ways.

Recognizing the Position of Consonant Sounds

Hippo Hoops teaches the student to recognize the position of consonant sounds in words. The student identifies a sound as occurring in the beginning, middle or end of a word.

How to Play

Click on the Hakeem Hippo icon  and score banana points by learning to recognize and discriminate sounds, as well as to identify the position of sounds within words. Build phonics skills, including the ability to identify vowels, vowel digraphs, diphthongs, consonants, consonant digraphs and consonant blends, while shooting hoops with Hakeem Hippo. Click on the ball Hakeem holds to bypass the opening instructions.

Activity 1: Do You Hear a Word or Sound That Is Not the Same? (116 Levels of Play; A and B on facing page)

Hakeem Hippo is ready to go one-on-one with the Rhino. When the whistle blows, place the cursor on the ball in the rack at the bottom of the screen. Hold down the mouse and listen as Hakeem repeats one word or nonsense word. Let go of the mouse when you hear a different word. After three consecutive correct responses, *Hippo Hoops* automatically increases the level of difficulty by presenting more similar sound contrasts. After two consecutive incorrect responses, *Hippo Hoops* decreases the level of play automatically.

Activity 2: Do You Hear This Sound in the Word? (15 Levels of Play; C, D and E on facing page)

Hakeem Hippo and his hippo pal are ready to go two-on-two with the Rhinos. Hakeem presents a sound that corresponds to the letter or letters displayed on the banners. When the whistle blows, place the cursor on the ball in the rack, hold down the mouse and listen as Hakeem presents a list of words. Let go of the mouse when you hear a word that contains the sound corresponding to the letter or letters on the banners. After three consecutive correct responses, *Hippo Hoops* automatically increases the level of difficulty by introducing more challenging sound patterns, moving from diphthongs to tense vowels and to lax vowels.

Activity 3: What Is the Position of the Sound Within the Word? (24 Levels of Play; F on facing page)

Hakeem presents a sound that corresponds to the letter or letters displayed on the banners. Hakeem says a word. When the speaker icon appears on screen, click on the first, second or third ball in the ball rack to indicate if the sound is heard at the beginning, middle or end of the word. After three consecutive correct responses, *Hippo Hoops* automatically increases the level of difficulty by introducing more challenging sounds.

Scoring:  correct response  incorrect response

“Let go of the mouse when you hear the /e/ sound.”

A. Discriminating Vowels



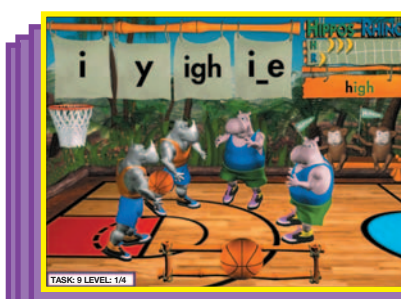
Increasing Challenge
As the game progresses, the student discriminates between vowel pairs that sound more similar.

B. Discriminating Consonants in Minimal Pair CV Syllables



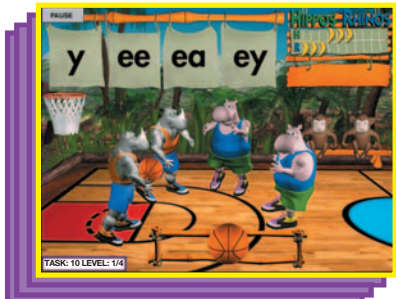
Acoustically-Modified Speech
Computer-generated speech is used to make critical acoustic cues more easily heard.

C. Recognizing Diphthongs in a Word

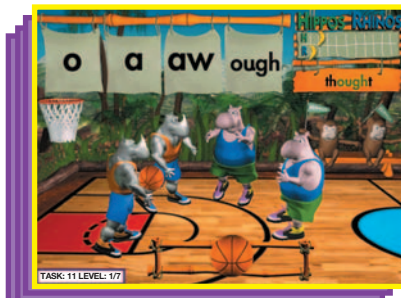


Sounds and Letters
The student learns that certain sounds can be spelled a number of different ways. These spelling patterns are reinforced.

D. Recognizing Tense Vowels in a Word



E. Recognizing Lax Vowels in a Word



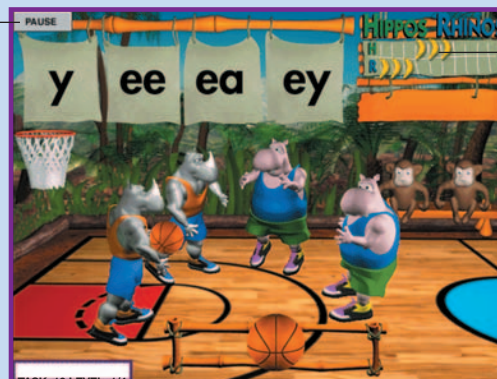
F. Identifying Position of Consonant Sound in a Word



Hippo Hoops

The student listens for a target sound (e.g., /e/) and is presented with a list of words while holding down the mouse button. The student lets go when he/she hears a word that contains the target sound. The student sees the multiple spelling patterns for vowel sounds.

The student clicks to pause, adjust sound volume or exit game



Hakeem Hippo shoots and scores banana points for correct responses, and the Rhinos score points for incorrect responses.

Earobics Step 2 Games

Duck Luck

Duck Luck strengthens decoding and spelling skills as the student learns to recognize, blend and manipulate onsets (word beginnings), rimes (word endings) and phonemes.

Primary Skills:

Rhyming, Phoneme Identification and Discrimination, Phonological Blending, Segmentation and Manipulation, Word Closure, Auditory Sequential and Short-Term Memory, Sound-Symbol Correspondence

Related Skills:

Auditory Attention, Sound-Symbol Correspondence, Auditory Short-Term Memory, Phonological Sequencing, Following Oral Directions, Comprehension of Linguistic Concepts, Sight Recognition

Recognizing Rhyming Word Endings

Duck Luck provides systematic training across 142 levels of instruction. *Duck Luck* begins with the recognition and spelling of common word endings. These word endings are the most frequently occurring phonological patterns in the English language.

Recognizing Onset Patterns

As the student's skills progress, *Duck Luck* provides practice in the recognition of onsets, including consonants, consonant digraphs and consonant blends, and their spelling patterns.

Blending Onsets and Rimes

Once the student masters recognition of word endings and beginnings, *Duck Luck* provides practice in blending these onsets and rimes. The time interval between presentation of onsets and rimes gradually increases from .50 to 2.0 seconds. These changes require the student to hold the sounds in auditory memory for increasingly longer periods of time.

Auditory Interference

Duck Luck continues to challenge the student by using auditory interference between the presentation of onsets and rimes. Initially the game presents sounds without interruption (e.g., "hot"); as the game progresses, verbal instructions are used as auditory interference (e.g., "Which duck says a word that begins with /h/ and ends with /ot/?"). The interference requires the student to hold the initial sound in auditory memory while processing the directions.

Segmenting and Deleting Phonemes, Onsets and Rimes

After the student is able to blend onsets and rimes, *Duck Luck* asks the student to segment and delete all or part of the onset or rime.

How to Play

Click on the Duck Luck icon  to visit the *Duck Luck* Arcade for some old-fashioned carnival fun that teaches rhyming and other sound-pattern recognition skills.

Listen for vowels, vowel digraphs, diphthongs, consonant sounds, consonant digraphs and consonant blends. Click on the prize arrow to bypass the opening instructions.

Activity 1: Which Word Contains This Sound Pattern?

(124 Levels of Play; A and B on facing page) Lyle Kyle Crocodile presents a sound pattern corresponding to the letters displayed on the screen. Three little ducks each say a different word. Click on the duck whose word ends with the sound pattern that Lyle Kyle Crocodile has presented. The more correct answers, the bigger the prize. After three consecutive correct responses, Duck Luck automatically advances the level of difficulty by presenting more challenging word-final sound patterns, introducing word-initial sound patterns and varying the complexity of the word-initial sound patterns. After two consecutive incorrect responses, the level of play decreases automatically.

Activity 2: Which Word Do These Sounds Make?

(12 Levels of Play; C on facing page) Lyle Kyle Crocodile presents two parts of a syllable (onset and rime) that make a one-syllable word. Click on the duck that says the word comprised of the sound Lyle Kyle Crocodile said. After three consecutive correct responses, Duck Luck automatically advances in difficulty by increasing the interval between parts of the word, increasing the complexity of the sound patterns within the word and introducing sound interference between the two parts of the word.

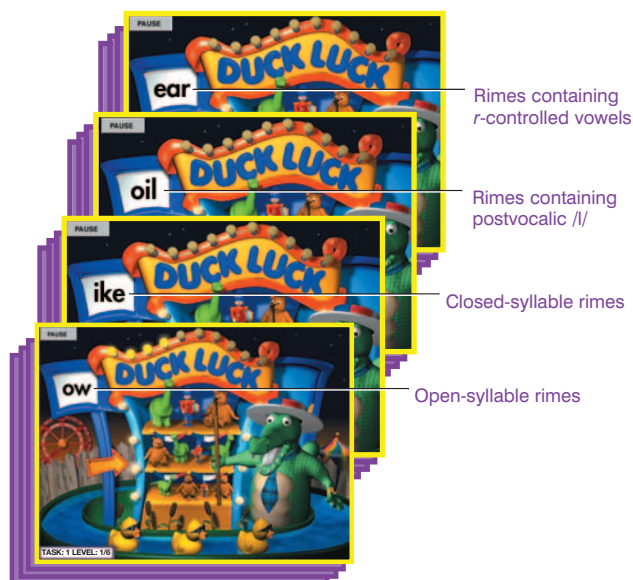
Activity 3: Which Word Do You Have When Sounds Are Removed?

(6 Levels of Play; D on facing page) Lyle Kyle Crocodile presents a word with a sound removed. Click on the duck that says the word that corresponds with the word spoken by Lyle Kyle Crocodile. After three consecutive correct responses, Duck Luck automatically advances the level of play by varying the complexity of the sound patterns within a word and by varying the type of sound manipulation.

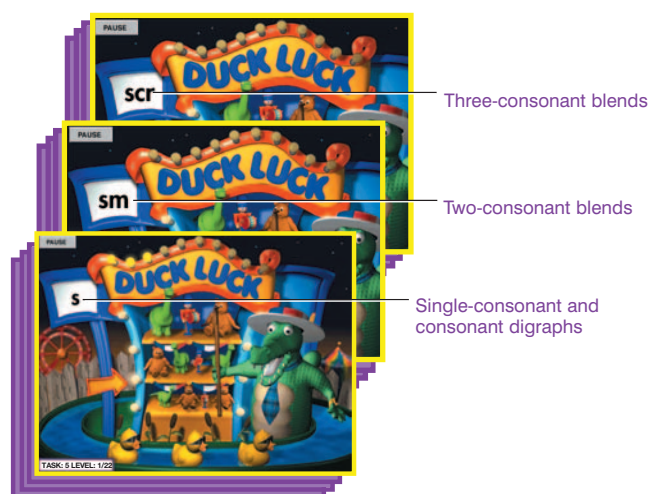
Scoring:  correct response  incorrect response

“Which duck says a word that ends with ‘ack’?”

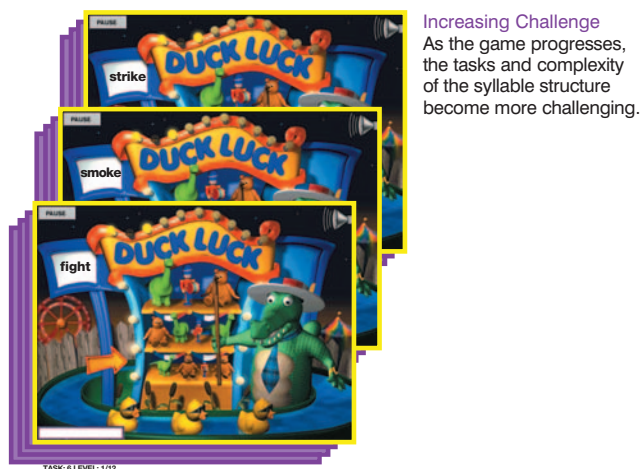
A. Recognizing Word Endings



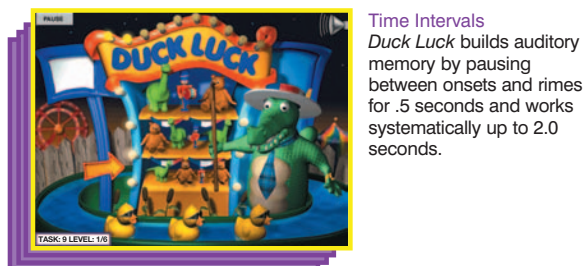
B. Recognizing Word Beginnings



C. Blending Onsets with Rimes



D. Segmenting & Deleting Phonemes, Onsets & Rimes



Duck Luck

The student hears, “Which duck says a word that starts with ‘sh’ and ends with ‘ack’?” Each duck says a word. The student clicks the duck that said the correct word.

The student clicks to pause, adjust sound volume or exit game

Bright bulbs represent correct responses and burnt-out bulbs represent incorrect responses



The student clicks to replay sound

Earobics Step 2 Games

LEARNING OBJECTIVES

Listed below are learning objectives as they appear on the DataView screen in *Earobics Step 2* software. The objectives are written in standard Individualized Education Plan (IEP) format to facilitate record keeping and report generation. When writing IEP goals, use these learning objectives as a framework, customizing them for each student.

The tasks are listed in the order they are presented during play.

Calling All Engines

Task 1: Auditory Memory for Digits

Learning Objective: The student will recall, in order of presentation, 1-5 digits auditorily presented with an inter-stimulus interval of one second and simultaneous or delayed visual display of response choices.

Task 2: Following Directions: Digits and Linguistic Concepts

Learning Objective: The student will execute a verbal command requiring identification of digits and containing a linguistic modifier, presented with simultaneous or delayed visual display of response choices. The set of linguistic modifiers throughout Calling All Engines consists of: and, or, not, first, last, middle, before, after.

Task 3: Following Directions: Digits, Linguistic Concepts and Competing Noise

Learning Objective: The student will execute a verbal command requiring identification of digits and containing one randomly selected linguistic modifier, presented with simultaneous or delayed visual display of response choices and no, low or high background noise.

Task 4: Auditory Memory for Words

Learning Objective: The student will recall, in order of presentation, 1-4 words auditorily presented with an inter-stimulus interval of one second and simultaneous or delayed visual display of response choices.

Task 5: Following Directions: Words and Linguistic Concepts

Learning Objective: The student will execute a verbal command requiring identification of words represented by pictures and containing a linguistic modifier, presented with simultaneous or delayed visual display of response choices.

Task 6: Following Directions: Words, Linguistic Concepts and Competing Noise

Learning Objective: The student will execute a verbal command requiring identification of words represented by pictures and containing a randomly selected linguistic modifier, presented with simultaneous or delayed visual display of response choices and no, low or high background noise.

Task 7: Auditory Memory for Long Vowel Sounds

Learning Objective: The student will recall, in order of presentation, 1-4 long vowel sounds auditorily presented with an inter-stimulus interval of one second and simultaneous or delayed visual display of response choices.

Task 8: Following Directions: Long Vowel Sounds and Linguistic Concepts

Learning Objective: The student will execute a verbal command requiring identification of long vowel phonemes represented by corresponding graphemes and containing a linguistic modifier, presented with simultaneous or delayed visual display of response choices.

Task 9: Following Directions: Long Vowel Sounds, Linguistic Concepts and Competing Noise

Learning Objective: The student will execute a verbal command requiring identification of long vowel phonemes represented by corresponding graphemes and containing one randomly selected linguistic modifier, presented with simultaneous or delayed visual display of response choices and no, low or high background noise.

Task 10: Auditory Memory for Short Vowel Sounds

Learning Objective: The student will recall, in order of presentation, 1-4 short vowel phonemes auditorily presented with an inter-stimulus interval of one second and simultaneous or delayed visual display of response choices.

Task 11: Following Directions: Short Vowel Sounds and Linguistic Concepts

Learning Objective: The student will execute a verbal command requiring identification of short vowel phonemes represented by corresponding graphemes and containing a linguistic modifier, presented with simultaneous or delayed visual display of response choices.

Task 12: Following Directions: Short Vowel Sounds, Linguistic Concepts and Competing Noise

Learning Objective: The student will execute a verbal command requiring identification of short vowel phonemes represented by corresponding graphemes and containing one randomly selected linguistic modifier, presented with simultaneous or delayed visual display of response choices and no, low or high background noise.

Task 13: Auditory Memory for Consonant Sounds

Learning Objective: The student will recall, in order of presentation, 1-4 consonant phonemes auditorily presented with an inter-stimulus interval of one second and simultaneous or delayed visual display of response choices.

Task 14: Following Directions: Consonant Sounds and Linguistic Concepts

Learning Objective: The student will execute a verbal command requiring identification of consonant phonemes represented by corresponding graphemes and containing a linguistic modifier, presented with simultaneous or delayed visual display of response choices.

Paint by Penguin

Task 1: Counting Number of Speech Sounds

Learning Objective: The student will identify the number of phonemes in a series of stimuli auditorily presented with an inter-stimulus interval varying between 2.0 and .5 seconds. Simultaneous auditory feedback will or will not be provided during response.

Task 2: Segmenting Speech Sounds in a Word with Simple Syllable Structure

Learning Objective: The student will identify the number of phonemes in a word. Simultaneous auditory feedback will or will not be provided during response.

Task 3: Segmenting Speech Sounds in a Word with Complex Syllable Structure

Learning Objective: The student will identify the number of phonemes in a word. Simultaneous auditory feedback will or will not be provided during response.

Task 4: Counting and Sequencing Speech Sounds

Learning Objective: The student will identify the number and sequence of phonemes in a series of stimuli auditorily presented with an inter-stimulus interval varying between 2.0 and .5 seconds. Simultaneous auditory feedback will or will not be provided during response.

Task 5: Segmenting and Sequencing Speech Sounds in a Word with Simple Syllable Structure

Learning Objective: The student will identify the number and sequence of phonemes in a word composed of simple syllable structure. Simultaneous auditory feedback will or will not be provided during response.

Earobics Step 2 Games

Paint by Penguin (cont.)

Task 6: Segmenting and Sequencing Speech Sounds in a Word with Complex Syllable Structure

Learning Objective: The student will identify the number and sequence of phonemes in a word composed of complex syllable structure. Simultaneous auditory feedback will or will not be provided during response.

Task 7: Manipulating Speech Sounds

Learning Objective: Given a series of 2-4 phonemes that form a word, the student will manipulate the phonemes to form a new word or nonsense syllable. Simultaneous auditory feedback will or will not be provided during response.

Pesky Parrots

Task 1: Blending Two Syllables into a Word

Learning Objective: The student will blend two syllables separated by .25-2.0 seconds into a word and will make a response by selecting from a set of three words with 0-2 response choices that are perceptually similar to the target word.

Task 2: Blending Three Syllables into a Word

Learning Objective: The student will blend three syllables separated by .25-2.0 seconds into a word and will make a response by selecting from a set of three words.

Task 3: Blending Four Syllables into a Word

Learning Objective: The student will blend four syllables separated by .25-2.0 seconds into a word and will make a response by selecting from a set of three words.

Task 4: Blending Two Sounds into a Word

Learning Objective: The student will blend two phonemes separated by .25-2.0 seconds into a word and will make a response by selecting from a set of three words.

Task 5: Blending Three Sounds into a Word with Simple Syllable Structure

Learning Objective: The student will blend three phonemes separated by .25-2.0 seconds into a word with simple syllable structure and will make a response by selecting from a set of three words with 0-2 response choices that are perceptually similar to the target word.

Task 6: Blending Three Sounds into a Word with Complex Syllable Structure

Learning Objective: The student will blend three phonemes separated by .25-2.0 seconds into a word with complex syllable structure and will make a response by selecting from a set of three words.

Task 7: Blending Four Sounds into a Word with Simple Syllable Structure

Learning Objective: The student will blend four phonemes separated by .25-2.0 seconds into a word with simple syllable structure and will make a response by selecting from a set of three words.

Task 8: Blending Four Sounds into a Word with Complex Syllable Structure

Learning Objective: The student will blend four phonemes separated by .25-2.0 seconds into a word with simple syllable structure and will make a response by selecting from a set of three words with 0-2 response choices that are perceptually similar to the target word.

Task 9: Word Closure: Multi-Syllable Words with Final Syllable Omitted

Learning Objective: When auditorily presented with a sequence of 2-4 syllables that form a word from which the final syllable has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 10: Word Closure: Multisyllabic Words with Initial Syllable Omitted

Learning Objective: When auditorily presented with a sequence of 2-4 syllables that form a word from which the initial syllable has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 11: Word Closure: Multisyllabic Words with Medial Syllable Omitted

Learning Objective: When auditorily presented with a sequence of 2-4 syllables that form a word from which the medial syllable has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 12: Word Closure: Simple Syllable Structure Words with Final Speech Sounds Omitted

Learning Objective: When auditorily presented with a sequence of 2-4 phonemes that form a word with simple syllable structure, from which the final phoneme has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 13: Word Closure: Simple Syllable Structure Words with Initial Sound Omitted

Learning Objective: When auditorily presented with a sequence of 2-4 phonemes that form a word with simple syllable structure, from which the initial phoneme has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 14: Word Closure: Simple Syllable Structure Words with Medial Sound Omitted

Learning Objective: When auditorily presented with a sequence of 3-4 phonemes that form a word with simple syllable structure, from which a medial phoneme has been omitted, the student will identify the word by selecting from a set of three response choices.

Task 15: Word Closure: Complex Syllable Structure Words with One Sound of Consonant Cluster Omitted

Learning Objective: When presented with a sequence of 3-4 phonemes that form a word with complex syllable structure, from which one segment of the CC cluster has been omitted, the student will identify the word by selecting from a set of three response choices.

Hippo Hoops

Task 1: Discriminating Vowels in Minimal Pair Closed Syllables

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the vowel phoneme of minimal pair closed CVC syllables presented with an inter-stimulus interval of 1.0 seconds.

Task 2: Discriminating Vowels in Minimal Pair Words with Postvocalic /l/

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the vowel phoneme of minimal pair CV/l/ syllables presented with an inter-stimulus interval of 1.0 seconds.

Task 3: Discriminating r-Controlled Vowels in Minimal Pair Words

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the vowel sound of minimal pair CV/r/ syllables presented with an inter-stimulus interval of 1.0 seconds.

Task 4: Discriminating Consonants in Minimal Pair CV Syllables: ba-pa

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the consonant phoneme of minimal pair CV syllables, when the CV syllables are presented with an inter-phonemic acoustic difference of 2-8 steps (on a 9-point acoustic continuum) and an inter-stimulus interval of 1.0 seconds.

Earobics Step 2 Games

Hippo Hoops (cont.)

Task 5: Discriminating Consonants in Minimal Pair CV Syllables: sha-sa

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the consonant phoneme of minimal pair CV syllables when the CV syllables are presented with an inter-phonemic acoustic difference of 2-8 steps (on a 9-point acoustic continuum) and an inter-stimulus interval of 1.0 seconds.

Task 6: Discriminating Consonants in Minimal Pair CV Syllables: ra-la

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the consonant phoneme of minimal pair CV syllables when the CV syllables are presented with an inter-phonemic acoustic difference of 2-8 steps (on a 9-point acoustic continuum) and an inter-stimulus interval of 1.0 seconds.

Task 7: Discriminating Consonants in Minimal Pair CV Syllables: ma-na

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the consonant phoneme of minimal pair CV syllables when the CV syllables are presented with an inter-phonemic acoustic difference of 2-8 steps (on a 9-point acoustic continuum) and an inter-stimulus interval of 1.0 seconds.

Task 8: Discriminating Consonants in Minimal Pair CV Syllables: da-ga

Learning Objective: In an auditory vigilance task, the student will discriminate a change in the consonant phoneme of minimal pair CV syllables when the CV syllables are presented with an inter-phonemic acoustic difference of 2-8 steps (on a 9-point acoustic continuum) and an inter-stimulus interval of 1.0 seconds.

Task 9: Recognizing Diphthongs in a Word

Learning Objective: In an auditory vigilance task, the student will recognize a diphthong phoneme in a word context when words containing diphthongs are auditorily presented with an inter-stimulus interval of 2.0 seconds.

Task 10: Recognizing Tense Vowels in a Word

Learning Objective: In an auditory vigilance task, the student will recognize a tense vowel phoneme in a word context when words containing tense vowels are auditorily presented with an inter-stimulus interval of 2.0 seconds.

Task 11: Recognizing Lax Vowels in a Word

Learning Objective: In an auditory vigilance task, the student will recognize a lax vowel phoneme in a word context when words containing lax vowel phonemes are auditorily presented with an inter-stimulus interval of 2.0 seconds.

Task 12: Identifying Position of a Consonant Sound in a Word

Learning Objective: The student will recognize the position in a word of a consonant phoneme when a word is auditorily presented.

Duck Luck

Task 1: Recognizing Word Endings: Open-Syllable Rimes

Learning Objective: When auditorily presented with an open-syllable word rime (word-final sound pattern), the student will select from a set of three response choices, each ending with an open syllable, a word that contains the same word rime.

Task 2: Recognizing Word Endings: Closed-Syllable Rimes

Learning Objective: When auditorily presented with a closed-syllable word rime (word-final sound pattern), the student will select from a set of three response choices, each containing the same vowel in a closed-syllable rime structure, a word that contains the same word rime.

Task 3: Recognizing Word Endings: Rimes Containing Postvocalic /l/

Learning Objective: When auditorily presented with a word rime (word-final sound pattern) containing postvocalic /l/, the student will select from a set of three response choices, each containing a post-vocalic /l/ rime structure, a word that contains the same word rime.

Task 4: Recognizing Word Endings: Rimes Containing r-Controlled Vowels

Learning Objective: When auditorily presented with a word rime (word-final sound pattern) containing an r-controlled vowel, the student will select from a set of three response choices, each containing an r-controlled vowel rime structure, a word that contains the same word rime.

Task 5: Recognizing Word Beginnings: Single Consonants and Consonant Digraphs

Learning Objective: When auditorily presented with a singleton consonant sound, the student will select from a set of three response choices, each containing different singleton consonant word onsets and the same word rime, a word that begins with the same singleton consonant sound.

Task 6: Recognizing Word Beginnings: CC Blends

Learning Objective: When auditorily presented with a CC phoneme blend, the student will select from a set of three response choices, each containing different CC word onsets and the same word rime, a word that begins with the same CC phoneme blend.

Task 7: Recognizing Word Beginnings: CCC Blends

Learning Objective: When auditorily presented with a CCC phoneme blend, the student will select from a set of three response choices, each containing different word onsets and the same word rime, a word or nonsense word that begins with the same CCC phoneme blend.

Task 8: Blending Onsets with Rimes

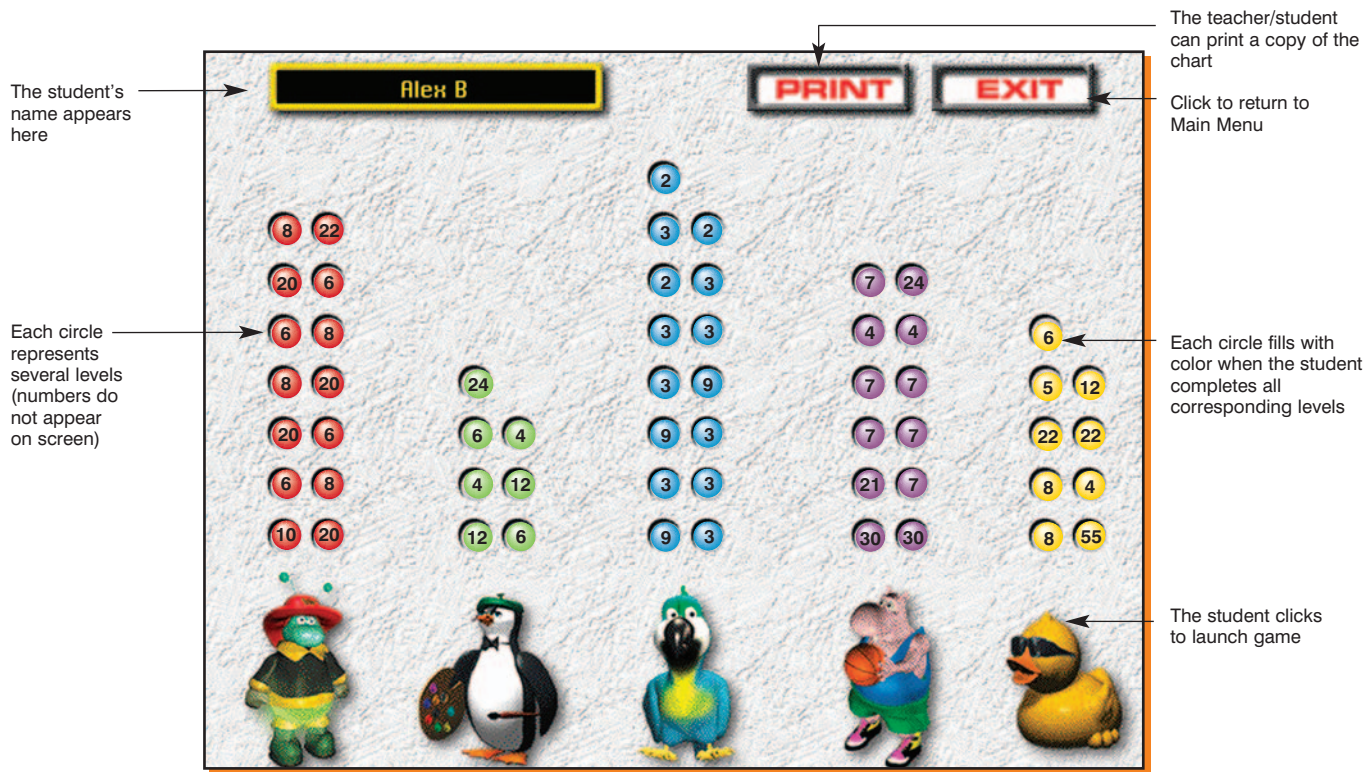
Learning Objective: When auditorily presented with an onset (word beginning) followed by a rime (word ending) separated by 0.5, 1.0 or 2.0 seconds, the student will blend the onset-rime units into a word and make a response by selecting from one of three response choices. Auditory interference will or will not be presented during the inter-stimulus interval.

Task 9: Segmenting and Deleting Phonemes, Onsets and Rimes

Learning Objective: When auditorily presented with a word and instructions to delete either all or part of the onset or rime, the student will choose from a set of three response choices the word that matches the specified phonological manipulation.

Professional Management Features

PROGRESS CHART



Using the Progress Chart

The Progress Chart provides students with a concrete way to measure their improvement as they play each game. Its purpose is to provide ongoing motivation for each student. It also allows the student to switch between games and monitor progress. The student returns here each time he/she exits a game.

Circles are colored in on the Progress Chart as the student successfully completes all levels within a specific task. Over time, the chart becomes a very colorful, easily read, visual reward for each student's hard work. You can print this chart and include it in student portfolios or send it home for parents. Sending the Progress Chart home is also a great way to encourage communication between students and parents about school activities.

While the Progress Chart is primarily used for students to gauge their own success, it also gives you a quick overview of how each student is progressing through the instruction provided by *Earobics Step 2*. Pages 40-44 provide a detailed explanation of the correspondence between each circle and the number of levels it represents.

As you go through these pages, consider the following information about the Progress Chart:

- The Progress Chart appears as one screen. Each game is represented on the chart by its corresponding character. The circles above each character provide details about student progress in each individual game.
- In the illustrations on pages 40-44, each circle contains a number. This number represents the number of levels the student must master before earning a colored circle. Notice that the numbers vary. Because each circle represents a task or a subset of a task, the number of levels required to master each task varies. As a result, the Progress Chart provides intermittent reinforcement. Because the student does not receive constant rewards, he/she is motivated to try harder and play longer.
- Tasks are grouped within three broad categories: beginning, intermediate and advanced. These categories are identified in the game-specific Progress Charts that follow. They give you a quick reference of your student's level of progress within the program. In addition, it is helpful to know these categories when recommending the home version of *Earobics Step 2*

software to parents. The home software allows parents to set the games at beginning, intermediate or advanced levels of instruction for their children.

- If a student has progressed through all levels of a game (i.e., earned all circles), the software will continue to present items at the highest level of that game. Completed games can be turned off using Preferences (see page 46).
- The software will continue presenting the last level of the game if the student continues to play.

Motivating Students

Your students will enjoy completing their Progress Charts almost as much as they enjoy playing the games. When a circle fills in, students hear various wacky, motivating effects. For example, students might hear a slide whistle, a bell or even the smack of a kiss! When all circles in the game are filled in, a special musical reinforcement unique to that game plays. When students complete all games, another unique musical reward plays.

Selecting a New Game

A new game is selected by clicking on the appropriate game icon, located across the bottom of the screen.

Exiting a Game

A game is exited either by selecting **NO** when prompted to play another round, or by selecting the **EXIT** button  at any time during a round of play (after clicking on the **PAUSE** button  located in the upper left corner of the game screen, which suspends the game play and shows the **EXIT** button ). In either case, the student is returned to the Progress Chart. When a student exits a game in the middle of a round (other than as a result of two consecutive non-responses), the data for the entire round is discarded.

Returning to Main Menu

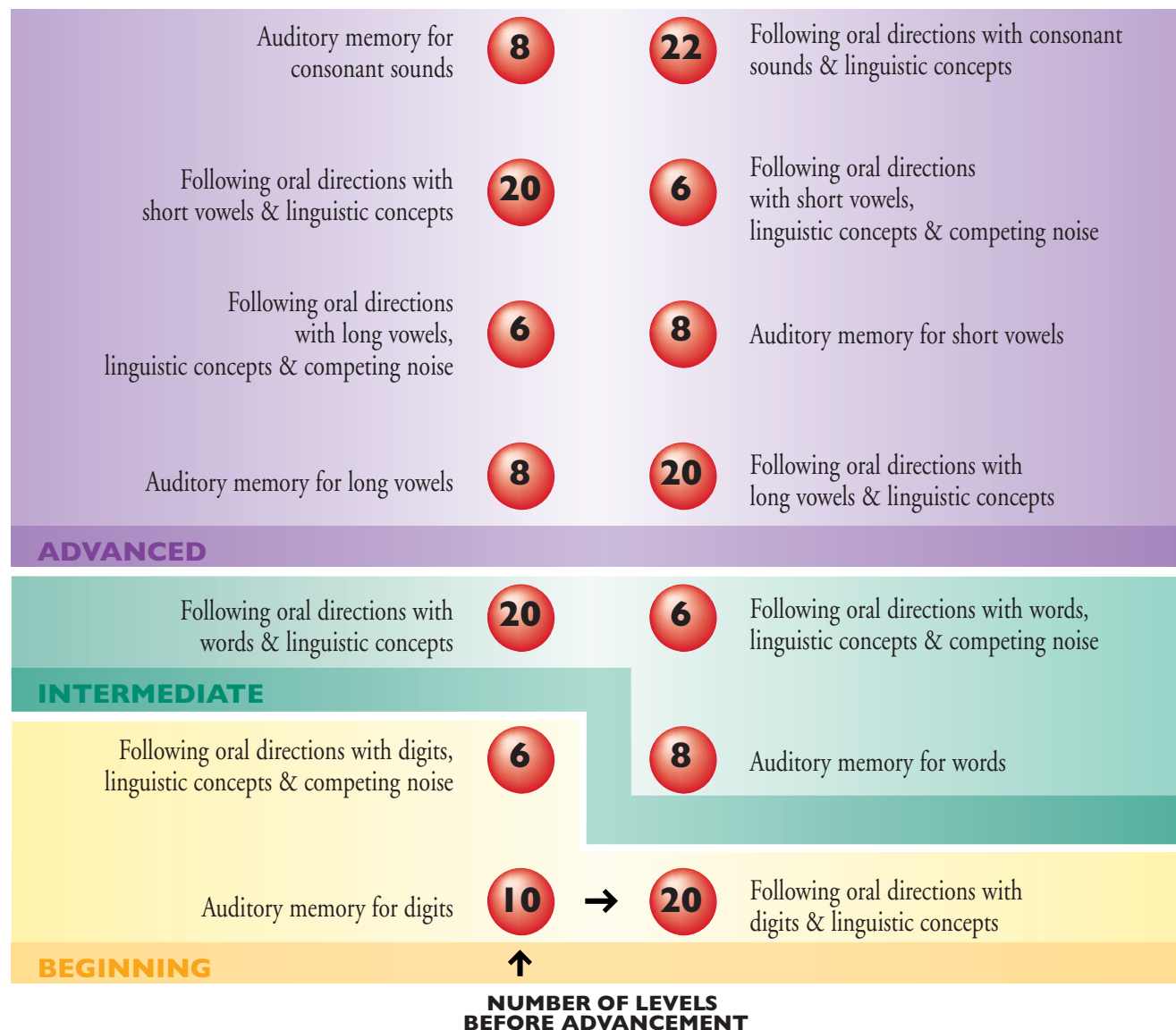
To exit the Progress Chart and return to the Main Menu, click the **EXIT** button . From here, either select **CHANGE PLAYER** for a new player or select **QUIT** to exit the program.

Professional Management Features

Progress Chart Detail: *Calling All Engines*

14 Tasks

168 Levels

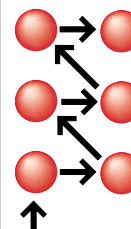


Adaptive Training Criteria

If the student answers three in a row correctly, he/she moves up one level. If the student answers two in a row incorrectly, he/she moves back one level.



KEY



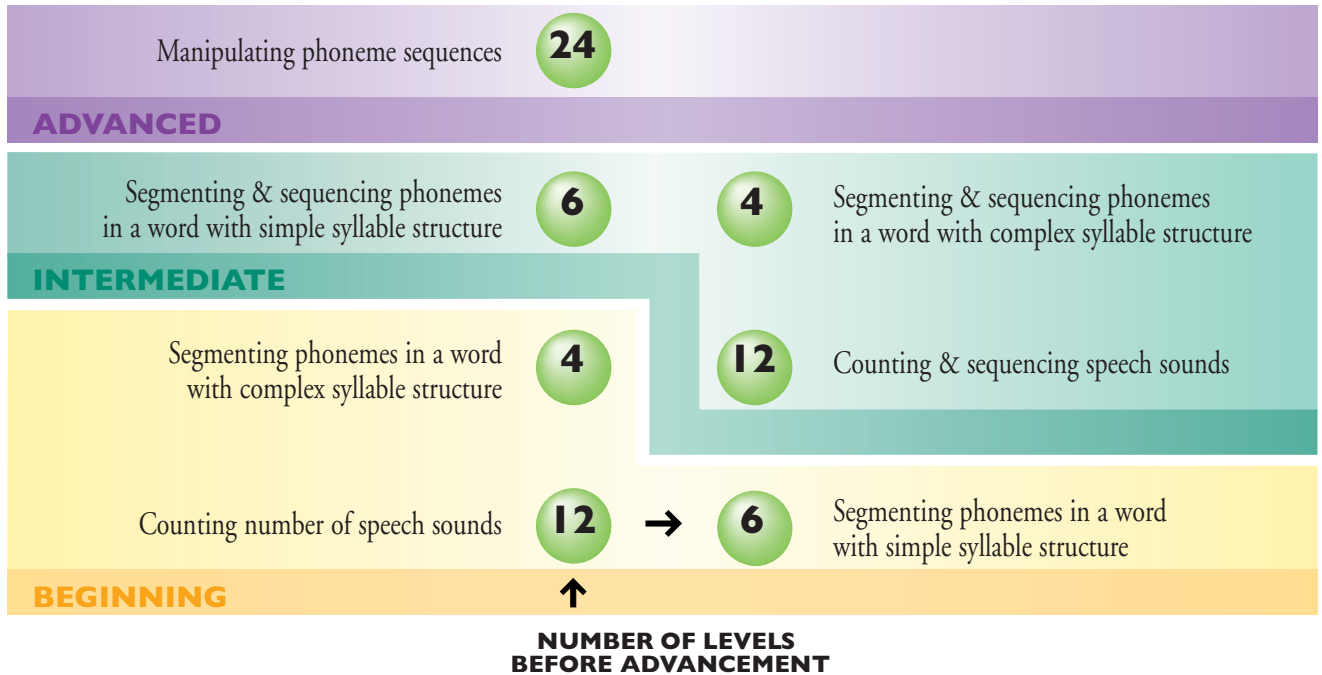
NOTE:
Chart reads from the bottom to the top, left to right.

Professional Management Features

Progress Chart Detail: *Paint by Penguin*

7 Tasks

68 Levels

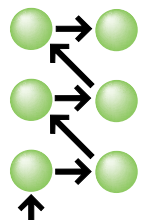


Adaptive Training Criteria

If the student achieves 80% mastery, he/she moves up one level.



KEY



NOTE:
Chart reads from the bottom to the top, left to right.

Professional Management Features

Progress Chart Detail: *Pesky Parrots*

15 Tasks

60 Levels

Word closure; complex syllable
with one segment omitted

2

Word closure; simple syllable
with initial segment omitted

3

2

Word closure; simple syllable
with medial segment omitted

Word closure with medial
syllable omitted

2

3

Word closure; simple syllable
with final segment omitted

Word closure with final
syllable omitted

3

3

Word closure with initial
syllable omitted

ADVANCED

Blending four phonemes into a word
with simple syllable structure

3

9

Blending four phonemes into a word
with complex syllable structure

Blending three phonemes into a word
with simple syllable structure

9

3

Blending three phonemes into a word
with complex syllable structure

INTERMEDIATE

Blending four syllables into a word

3

3

Blending two phonemes into a word

Blending two syllables into a word

9

→

3

Blending three syllables into a word

BEGINNING

↑

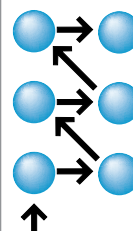
NUMBER OF LEVELS
BEFORE ADVANCEMENT

Adaptive Training Criteria

If the student answers three in a row correctly, he/she moves up one level. If the student answers two in a row incorrectly, he/she moves back one level.



KEY



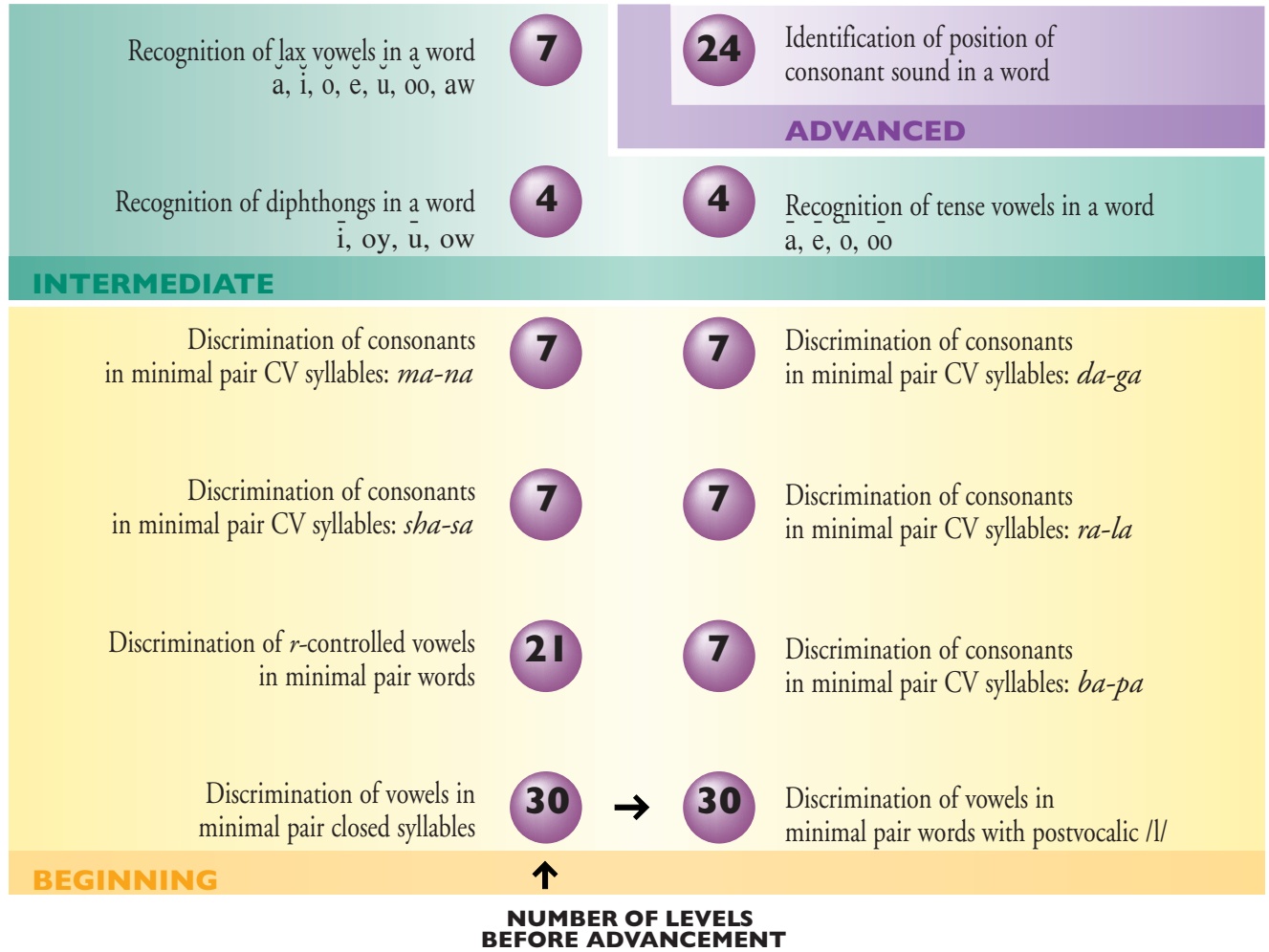
NOTE:
Chart reads from the
bottom to the top,
left to right.

Professional Management Features

Progress Chart Detail: *Hippo Hoops*

12 Tasks

155 Levels

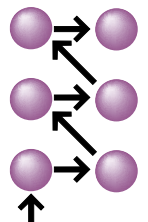


Adaptive Training Criteria

If the student answers three in a row correctly, he/she moves up one level. If the student answers two in a row incorrectly, he/she moves back one level.



KEY



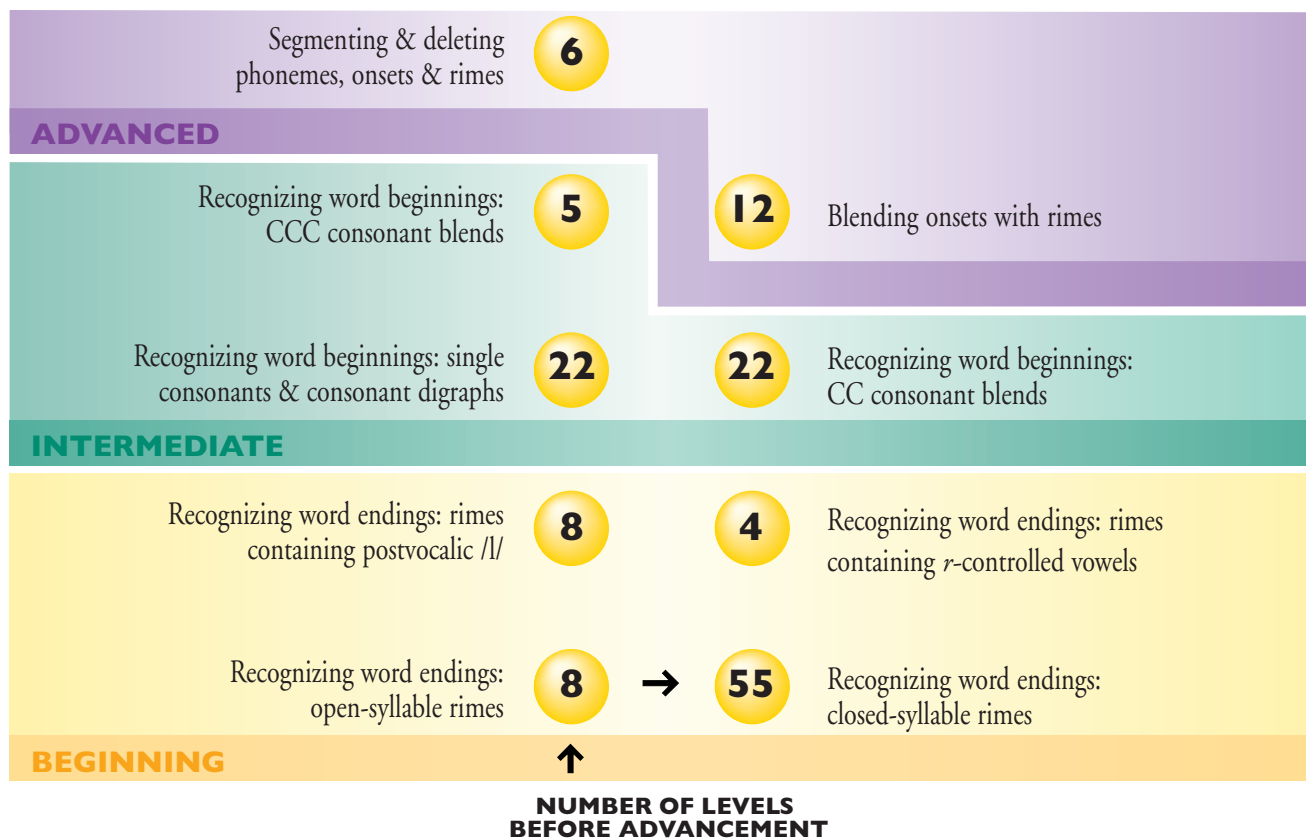
NOTE:
Chart reads from the
bottom to the top,
left to right.

Professional Management Features

Progress Chart Detail: *Duck Luck*

9 Tasks

142 Levels

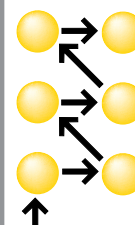


Adaptive Training Criteria

If the student answers three in a row correctly, he/she moves up one level. If the student answers two in a row incorrectly, he/she moves back one level.



KEY



NOTE:
Chart reads from the bottom to the top, left to right.

PREFERENCES

To maximize efficacy, the Preferences feature of *Earobics Step 2 Network* allows the software to be easily customized for each student and for groups of students. This section explains Preferences and its customization features.

Preferences

STUDENT Player

GROUP NO Groups

LANGUAGE English

Blue text shows current task
Click on the arrow next to 'Task' to change current play level

SAVE CHANGES **REVERT** **HELP** **EXIT**

Click to select player or
Click to select group

Click to select language for instructions

Click to exit screen

Click to select task

Click to allow or disallow the "listen again" sound function

Click to select play in rounds of 10 or continuous play

Click to allow or block accessibility of games

Click to revert back to last saved changes

Click to save changes

Task 1

PLAY ALLOWED
AUDIO REPLAY
OPTION TO EXIT AT END OF ROUND

TASK	NO. OF LEVELS
Current Task: Task 1	
1. Auditory memory for digits	10
2. Following directions: digits & linguistics concepts	20
3. Following directions: digits, linguistics concepts & competing noise	0
4. Auditory memory for words	8
5. Following directions: words & linguistics concepts	20
6. Following directions: words, linguistics concepts & competing noise	6
7. Auditory memory for long vowel sounds	8
8. Following directions: long vowel sounds & linguistics concepts	20
9. Following directions: long vowel sounds, linguistics concepts & competing noise	6
10. Auditory memory for short vowel sounds	8
11. Following directions: short vowel sounds & linguistics concepts	20
12. Following directions: short vowel sounds, linguistics concepts & competing noise	6
13. Auditory memory for consonant sounds	8
14. Following directions: consonant sounds & linguistics concepts	22

Task 1

PLAY ALLOWED
AUDIO REPLAY
OPTION TO EXIT AT END OF ROUND

TASK	NO. OF LEVELS
Current Task: Task 1	
1. Counting number of speech sounds	12
2. Segmenting sounds in a word with simple syllable structure	6
3. Segmenting sounds in a word with complex syllable structure	4
4. Counting and sequencing speech sounds	12
5. Segmenting and sequencing sounds in a word with simple syllable structure	6
6. Segmenting and sequencing sounds in a word with complex syllable structure	4
7. Manipulating speech sounds	24

Task 1

PLAY ALLOWED
AUDIO REPLAY
OPTION TO EXIT AT END OF ROUND

TASK	NO. OF LEVELS
Current Task: Task 1	
1. Blending 2 syllable into a word	9
2. Blending 3 syllable into a word	3
3. Blending 4 syllable into a word	3
4. Blending 2 sounds into a word	3
5. Blending 3 sounds into a word with simple syllable structure	9
6. Blending 3 sounds into a word with complex syllable structure	3
7. Blending 4 sounds into a word with simple syllable structure	3
8. Blending 4 sounds into a word with complex syllable structure	9
9. Word closure: multi syllable words with final syllable omitted	3
10. Word closure: multi syllable words with initial syllable omitted	3
11. Word closure: multi syllable words with medial syllable omitted	2
12. Word closure: simple syllable structure words with final speech sound omitted	3
13. Word closure: simple syllable structure words with initial speech sound omitted	3
14. Word closure: simple syllable structure words with medial speech sound omitted	2
15. Word closure: complex syllable structure words with one sound of consonant cluster omitted	2

Task 1

PLAY ALLOWED
AUDIO REPLAY
OPTION TO EXIT AT END OF ROUND

TASK	NO. OF LEVELS
Current Task: Task 1	
1. Discriminating vowels in minimal pair closed syllables	30
2. Discriminating vowels in minimal pair words with postvocalic /r/	30
3. Discriminating /r/ -controlled vowels in minimal pair words	21
4. Discriminating consonants in minimal pair CV syllables: ba-pa	7
5. Discriminating consonants in minimal pair CV syllables: sha-sa	7
6. Discriminating consonants in minimal pair CV syllables: ra-la	7
7. Discriminating consonants in minimal pair CV syllables: ma-na	7
8. Discriminating consonants in minimal pair CV syllables: da-ga	7
9. Recognizing diphthongs (ī, oi, ū, ou) in a word	4
10. Recognizing tense vowels (ā, ē, ō, ū, ȳ) in a word	4
11. Recognizing lax vowels (a, i, o, e, u, oo, ʊ) in a word	7
12. Identifying position of consonant sound in a word	24

Task 1

PLAY ALLOWED
AUDIO REPLAY
OPTION TO EXIT AT END OF ROUND

TASK	NO. OF LEVELS
Current Task: Task 1	
1. Recognizing word endings: open syllable rimes	8
2. Recognizing word endings: closed syllable rimes	55
3. Recognizing word endings: rimes containing post-vocalic /r/	8
4. Recognizing word endings: rimes containing r-controlled vowels	4
5. Recognizing word beginnings: single consonant & consonant digraph onsets	22
6. Recognizing word beginnings: CC consonant blend onsets	22
7. Recognizing word beginnings: CCC consonant blend onsets	5
8. Blending onsets with rimes	12
9. Segmenting and deleting phonemes, onsets and rimes	6

Professional Management Features

Launching Preferences

Click the **PREFERENCES** button at the top of the Teacher Main Screen or School Administrator/Specialist Main Screen.

Selecting a Student or Group

To set preferences for a student or group, click on the drop-down menu by Student or Group in the top box. Then make the selection from the drop-down list.

If a group is selected, Preferences shown will initially be the default settings with the lowest task levels selected.

Warning about Setting Group Preferences

If a group preference is set, the new setting will replace any previous settings made for individual students in that group. **Previous settings will be lost.** If a task is set to a level lower than a student has already completed, he/she will have to replay tasks already mastered.

Selecting Language for Instructions

To choose the language in which a student or group will hear instructions, click the arrow by **LANGUAGES** and select from nine choices in the drop-down menu.

Manually Changing Levels of Play

To change the student's level of play manually, click on the arrow next to **TASK** and select the desired task from the drop-down menu. If a task already played is selected, the student will return to the first level of play for that task. Any circles previously filled for that task will be cleared; however, the performance data corresponding to previous rounds of play will be preserved and will remain accessible in DataView. The starting level of play can be reset any number of times, but the colored circles previously earned for the selected task will be cleared each time. Click **SAVE CHANGES** to save the selections.

Limiting Student Access to Selected Games

To prevent a student from playing a particular game, click the box by **PLAY ALLOWED**. A check mark will disappear, indicating that the game is not playable. That game's icon also will be grayed out on the Student Main screen. To re-enable a game previously disallowed, click the **PLAY ALLOWED** box again. The checkmark will reappear and the game will be available.

Turning Off the Audio Replay Feature

To prevent a student from repeating the auditory presentation, click the box by **AUDIO REPLAY**. The checkmark will disappear to indicate that the audio replay is not available. The Speaker icon  will not appear in the top right corner of that game. To re-enable replay of the auditory presentation, click on the **AUDIO REPLAY** box again. The check mark will reappear and the audio replay will again be available.

Turning Off the Option to Exit at the End of Each Round of Play

To prevent the game from asking the student if he/she would like to play again at the end of each round of play, click the box by **OPTION TO EXIT AT END OF ROUND**. The check mark will disappear to indicate the option to exit is not available. To re-enable, click the box by **OPTION TO EXIT AT END OF ROUND** again. The check mark will reappear, and the game will again allow the student to exit at the end of each round of play.

Recording Group Changes by Printing

Group Preferences are saved for the individuals in the group only. To keep a record of the Preferences settings for a group, print them using the Print function in the browser. Settings will change quickly as individuals play the games and the program adapts to each student's skill level.

Canceling Changes to Preferences

Click the **REVERT** button to cancel all unsaved changes made to a student's or group's Preferences screen. The screen will return to its original settings.

(NOTE: If a student's preferences are reset while the student is playing, the preferences will not take effect until he/she finishes the game and returns to the Progress Chart.)

Saving Changes to Preferences

Click **SAVE CHANGES** near the top of the Preferences screen to save all changes made to the settings for the selected student or group. The user will be asked to verify if he/she wants to save the changes made to Preferences.

Click **YES** to save all currently displayed preferences for the selected student or group. Click **NO** to discard all changes. Click **CANCEL** to return to the Preferences screen for the selected student.

(NOTE: Once the Preferences screen is exited and changes confirmed, the levels are set. In order to return to the prior setting, the Preferences must be reset manually.)

Exit

To exit Preferences and return to the Teacher/School Administrator/Specialist Main Screen, click **EXIT**.

DATAVIEW

The DataView features of *Earobics Step 2 Network* software increase the teacher's or specialist's professional productivity and accountability. This section explains DataView and its time-saving and accountability features.

DataView

DETAILED REPORTS

STUDENT SUMMARY

STUDENT SUMMARY

EXIT

HELP

WELCOME TO DATAVIEW

Please refer to your user manual for more information about DataView.

Selecting a date format
Select the desired date format from the three choices below.

Report Options (click on any of three choices above):

1. Detailed Reports - See detailed performance data on each level of each task attempted, for your choice of a student or group; one game or all games; and one date or a range of dates. Details include:
 - primary skills targeted and learning objectives for each game;
 - last date on which the student played any game;
 - specific details of the training received;
 - number of the student's trials per level; and
 - cumulative score for each level of training.
2. Student Summary - See how many days a student has played each game and the number of levels he/she has completed for each task.
3. Group Summary - See how many days the students in a group have played each game and the number of levels they have completed for each task.

Exit DataView
Click on the "EXIT" button to exit DataView and return to the Main Menu.

DATE FORMAT

☒ Month / Day / Year

☐ Day / Month / Year

☐ Year / Month / Day

Accessing DataView

Click the **DATAVIEW** button at the top of the Teacher or School Administrator/Specialist Main Screen to access the DataView launch screen.

Selecting a Date Format

The default date format used in reports is month/day/year. To change this format, select an alternative from the list at the bottom of the launch screen.

(NOTE: The server must be set with the correct date for the dates to be accurate on reports.)

Selecting Student or Class Reports

At the top of the screen are buttons for three different types of report: Detailed Reports, Student Summary and Group Summary.

Detailed Reports

See detailed performance data on each level of each task attempted, for either one student or multiple students in a group. Details provided include:

- Primary skills targeted and learning objectives for each game
- The dates on which the student played any game
- Specific details of the instruction received
- Number of the student's trials per level
- Cumulative score for each level of instruction

Click on the **DETAILED REPORTS** button at the top of the DataView launch screen. This screen allows the following choices:

Student or Group Name

- To select a student name, click on the circle next to For Student, then make a selection from the drop-down menu.
- To select a group name, click on the circle next to For Group, then make a selection from the drop-down menu.

Selecting Game(s): All or One

To select a single game instead of the default choice of All Games, click on the drop-down menu by For Game(s) and select any single game.

Selecting Dates: All, One, or a Selected Range

To see data for just one date or a range of dates, click the circle by Date Range. Then select one of the following:

- To select a single date: Enter a start date following the mm/dd/yy date format. Press **TAB** to move to the next field and continue entering the date. For end date, enter the same date as start date.
- To select a range of dates: Enter both a start date and an end date following the mm/dd/yy date format. Press **TAB** to move to the next field and continue entering the date.

The screenshot shows the 'DETAILED REPORTS' interface. At the top, there are two radio buttons: 'For Student' (selected) and 'For Group'. The 'For Student' dropdown menu shows 'Adams, Kyle'. Below this is an 'or' label and the 'For Group' dropdown menu showing 'All Students'. A horizontal line separates these from the 'For Game(s):' dropdown menu, which shows 'All Games'. Below this, there are two radio buttons: 'All Dates' (selected) and 'Date Range'. The 'Date Range' section includes 'Start Date' and 'End Date' fields, each with a dropdown menu and a text box. The 'Start Date' text box shows '(mm/dd/yy, Example: 9/28/03)' and the 'End Date' text box shows '(mm/dd/yy, Example: 10/12/03)'. Below these fields is a note: 'Leave end date blank to get data for a single day.' At the bottom, there are three buttons: 'HELP', 'CANCEL', and 'VIEW'.

Professional Management Features

Detailed Reports (cont.)

Click **VIEW** to see the Student Progress Detail screen.

Detailed reports will display primary skills targeted by each game, along with learning objectives for each task within the game. See pages 32-37 for a complete list of learning objectives. The report also includes the dates on which the student played the selected game, the specific parameters of the instruction received, the number of trials per level and a cumulative score for each level of instruction.

Printing the Report

To print the report, click **Print** from Internet Explorer's File menu.

Selecting Another Player or Game

Click the **Back** button from the browser to return to the Detailed Reports selection screen. To choose a Student or Group Summary Report instead, click **CANCEL**, then click either the **STUDENT SUMMARY** or **GROUP SUMMARY** button.

To print this report, select "Print" from your browser's file menu.

Student Progress Detail -- Calling All Engines

DATE(s): All

STUDENT: **Adams, Kyle**

Game: Calling All Engines

Auditory Attention, Short Term Memory & Sequential Memory, Auditory Performance with Competing Signals; Following Oral Directions; Comprehension of Linguistic Concepts

TASK 1: AUDITORY MEMORY FOR DIGITS (10)

The student will recall in order of presentation 1, 2, 3, 4 or 5 digits auditorily presented with an inter-stimulus interval of 1 second and simultaneous or delayed visual display of response choices.

TASK 2: FOLLOWING DIRECTIONS: DIGITS & LINGUISTIC CONCEPTS (20)

The student will execute a verbal command requiring identification of digits and containing a linguistic modifier presented with simultaneous or delayed visual display of response choices. The set of linguistic modifiers consists of: "and, or, not, first, last, middle, ...before, ...after, before..., after..."

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TASK 14: FOLLOWING DIRECTIONS: CONSONANT SOUNDS & LINGUISTIC CONCEPTS (22)

The student will execute a verbal command requiring identification of consonant sounds represented by corresponding graphemes and containing a linguistic modifier presented with simultaneous or delayed visual display of response choices.

TASK 1							
	Date:	Task:	#:	Stimulus:	Visual Display:	Trials:	Cuml. Score:
LEVEL 1	4/14/2003	Recall	1	Digit	Simultaneous	3	100%
LEVEL 2	4/14/2003	Recall	2	Digits	Simultaneous	3	100%
LEVEL 3	4/14/2003	Recall	3	Digits	Simultaneous	3	100%
LEVEL 4	4/14/2003	Recall	4	Digits	Simultaneous	1	100%
TASK 1							
LEVEL 4	4/17/2003	Recall	4	Digits	Simultaneous	3	100%
LEVEL 5	4/17/2003	Recall	5	Digits	Simultaneous	3	100%
LEVEL 6	4/17/2003	Recall	1	Digit	Delayed	3	100%
LEVEL 7	4/17/2003	Recall	2	Digits	Delayed	1	100%
TASK 1							
LEVEL 7	4/18/2003	Recall	2	Digits	Delayed	3	100%
LEVEL 8	4/18/2003	Recall	3	Digits	Delayed	3	100%
LEVEL 9	4/18/2003	Recall	4	Digits	Delayed	3	100%
LEVEL 10	4/18/2003	Recall	5	Digits	Delayed	1	100%

Progress Summary Reports

Student Summary

Select Student Summary from the DataView screen to see how many days the student has played each game and the number of completed levels per task.

Student Progress Summary

STUDENT

Ramirez, Victor

HELP

EXIT

Blue: Completed task

Green: Task in progress

Black: Task not played

Game	Days Played	Tot. Compl.	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15
Calling All Engines	16	41/168	10/10	20/20	6/6	5/8	0/20	0/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Paint By Penguin	16	11/68	11/12	0/6	0/4	0/12	0/6	0/4	0/24	---	---	---	---	---	---	---	---
Pesky Parrots	15	42/60	9/9	3/3	3/3	3/3	9/9	3/3	3/3	9/9	0/3	0/3	0/2	0/3	0/3	0/2	0/2
Hippo Hoops	11	28/155	28/30	0/30	0/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---
Duck Luck	15	36/142	8/8	28/55	0/8	0/4	0/22	0/22	0/5	0/12	0/6	---	---	---	---	---	---

Group Summary

Select Group Summary from the DataView screen to see how many days students in a group or class have played each game and the number of levels they have completed for each task.

Group Progress Summary

GAME:

Hippo Hoops

Blue Reading Group

HELP

EXIT

Blue: Completed task

Green: Task in progress

Black: Task not played

Student	Days Played	Tot. Compl.	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15
Jacqueline Monteo	16	42/155	30/30	12/30	0/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---
Ryan Harris	16	45/155	30/30	15/30	0/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---
Jennifer Martin	17	43/155	30/30	13/30	0/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---
Victor Ramirez	11	28/155	28/30	0/30	0/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---

Days Played

The first column of numbers in both of the summary reports shows the total number of dates the game has been played.

Total Completion (Tot. Compl.)

The next column shows both the number of levels completed and the total number of levels in the game. For example, “42/155” represents 42 levels completed out of 155.

Task Columns

These columns provide more detail, showing how many levels the student has completed and how many levels there are per task.

The colors for task information, which are explained at the top of the screen, are as follows:

- Blue—Completed task
- Green—Task in progress
- Black—Task not played

Adaptive Instruction

The software continually monitors student responses, automatically advancing to the next level of play when a performance criterion is met. Performance criteria for each activity are included with game descriptions and appear on the Progress Chart Detail pages in this user's guide (pages 40-44).

Scoring Protocol

On the Student Progress Detail, the cumulative score is the percentage of correct responses out of all trials at that level of play. If a student continues playing at the same level on the same day, the cumulative score reflects responses made on that date.

The relative amount of difficulty a student experiences at any given level of training is reflected in his/her cumulative score for that level of training. For example, the performance criterion for advancement to the next level of play may be three consecutive correct responses. If the student is successful immediately and responds correctly on the first three responses (3/3 correct), the cumulative score for that level of play is 100%. However, if the student makes two incorrect responses before making three consecutive correct responses (3/5 correct), the cumulative score for that level of play is 60%. For a list of performance criteria for student movement through the levels of each game, see pages 22-31.

Interpretation of Data

DataView gives the teacher the ability to evaluate the progress of individual students as well as the class as a whole. The reports reveal how changes in certain learning variables are affecting students' performance. The teacher can then design effective classroom strategies to address specific areas of weakness.

The following are indicators that students are experiencing difficulties:

- Fewer levels completed. (See the Group Progress Summary and the Student Progress Summary in the Total Compl. column.) On the Group Progress Summary, identify any students completing fewer levels than the rest of the class. Also, for individual students, check the Student Progress Summary to identify if a student has played significantly fewer levels on any specific game(s). On each report, the Days Played column helps determine if a low completion number indicates that the student is struggling or simply that he/she has not played a particular game as much as others.
- Significant drop in performance score with the introduction or alteration of a learning variable (on the Student Progress Detail report).
- Gradual decrease in score and significant increase in number of trials played at a particular instructional level (on the Student Progress Detail report).

When difficulties are noted, a close examination of the student's Progress Detail report can indicate his/her performance while working with a combination of controlled learning variables. Learning variables change as the difficulty of the game increases. Each time a variable is changed, a new line of data appears, reporting the student's performance under this new condition and allowing the teacher to see exactly which learning variable or condition might be affecting performance.

On pages 53-55, there are examples of the various progress reports, including a brief interpretation of the data, as well as intervention ideas. Pages 56-58 feature worksheets containing sample game data for practice in data interpretation. Additional assistance for interpreting the data can be found on pages 59-60.

Sample Data Analysis

Group Progress Summary

Game: *Calling All Engines*

Observation of Performance: The Group Progress Summary shows performance summaries of all students assigned to a particular group. Each game is viewed separately. In this example, all of the students but Samantha have played between 23 and 25 days, completed Tasks 1, 2, 3, 4, and 5 and at least 64 levels of *Calling All Engines*.

Conclusions: Samantha has not engaged in *Calling All Engines* as many days as her peers. She simply may not have played this game as often, or she may be having difficulty completing a task in *Calling All Engines*. Task 4 (see details in the Learning Objectives section, pages 32-37) addresses auditory sequential memory for single words. Samantha may need additional attention and practice in auditory memory and vocabulary tasks before she can progress to higher levels of *Calling All Engines*. To get more information regarding Samantha's performance on *Calling All Engines*, look at the Student Progress Summary (to see Samantha's performance on all games) and her Student Progress Detail Report (to see Samantha's specific records for each day played).

Group Progress Summary

GAME:

Calling All Engines

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Yellow Reading Group

⬆️⬆️

HELP

EXIT

Blue: Completed task

Green: Task in progress

Black: Task not played

Student	Days Played	Tot. Compl.	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15
Alan Massey	24	66/168	10/10	20/20	6/6	8/8	20/20	2/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Andy Gentry	25	65/168	10/10	20/20	6/6	8/8	20/20	1/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Ashley Lonzano	25	64/168	10/10	20/20	6/6	8/8	20/20	0/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Samantha Davis	17	42/168	10/10	20/20	6/6	6/8	0/20	0/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Juan Fernando	23	65/168	10/10	20/20	6/6	8/8	20/20	1/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---

Professional Management Features

Sample Data Analysis (cont.)

Student Progress Summary

Name of student: Samantha

Observation of Performance: The Student Progress Summary shows one student's performance across all games. In this example, Samantha is nearing completion on *Pesky Parrots*. She has played *Calling All Engines* fewer days than other games.

Conclusions: Samantha is showing steady progress across all games. However, comparing her number of days played and her number of levels completed, Samantha may be making slower progress in *Calling All Engines*. Samantha may be having difficulty with the skills in *Calling All Engines*. For more specific information, look at her Daily Performance Data for *Calling All Engines*.

STUDENT

Samantha

HELP

EXIT

Blue: Completed task

Green: Task in progress

Black: Task not played

Game	Days Played	Tot. Compl.	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15
Calling All Engines	17	42/168	10/10	20/20	6/6	6/8	0/20	0/6	0/8	0/20	0/6	0/8	0/20	0/6	0/8	0/22	---
Paint By Penguin	25	56/68	12/12	6/6	4/4	12/12	6/6	4/4	12/24	---	---	---	---	---	---	---	---
Pesky Parrots	24	58/60	9/9	3/3	3/3	3/3	9/9	3/3	3/3	9/9	3/3	3/3	2/2	3/3	3/3	2/2	0/2
Hippo Hoops	25	71/155	30/30	30/30	11/21	0/7	0/7	0/7	0/7	0/7	0/4	0/4	0/7	0/24	---	---	---
Duck Luck	25	64/142	8/8	55/55	1/8	0/4	0/22	0/22	0/5	0/12	0/6	---	---	---	---	---	---

Sample Data Analysis (cont.)

Daily Performance & Progress Report

Name of student: Samantha

Game played: *Calling All Engines*

Task: Recall in order 1 to 4 words

Observation of Performance: When visual display is delayed, the number of trials (student responses) increased, indicating that Samantha spent more time at this instructional level. Her difficulty with this task is evident by her gradually decreasing cumulative scores and increasing number of trials.

Conclusions: This decrease may indicate that Samantha relies heavily on visual cues for memory tasks. Additional practice with auditory memory tasks will likely facilitate the development of auditory memory.

To print this report, select "Print" from your browser's file menu.

Student Progress Detail -- Calling All Engines

DATE(s): 4/16/2003-4/18/2003

STUDENT: Samantha

Game: Calling All Engines

Auditory Attention, Short Term Memory & Sequential Memory, Auditory Performance with Competing Signals; Following Oral Directions; Comprehension of Linguistic Concepts

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TASK 4: AUDITORY MEMORY FOR WORDS (8)

The student will recall in order of presentation 1, 2, 3 or 4 words auditorily presented with an inter-stimulus interval of 1 second and simultaneous or delayed visual display of response choices.

TASK 4	Date:	Task:	#:	Stimulus:	Visual Display:	Trials:	Cuml. Score:
LEVEL 1	4/16/2003	Recall	1	word	Simultaneous	3	100%
LEVEL 2	4/16/2003	Recall	2	words	Simultaneous	3	100%
LEVEL 3	4/16/2003	Recall	3	words	Simultaneous	3	100%
LEVEL 4	4/16/2003	Recall	4	words	Simultaneous	1	100%
TASK 4							
LEVEL 4	4/17/2003	Recall	4	words	Simultaneous	3	100%
LEVEL 5	4/17/2003	Recall	1	word	delayed	4	75%
LEVEL 6	4/17/2003	Recall	2	words	delayed	3	67%
TASK 4							
LEVEL 6	4/18/2003	Recall	2	words	delayed	6	67%
LEVEL 7	4/18/2003	Recall	3	words	delayed	10	60%
LEVEL 8	4/18/2003	Recall	4	words	delayed	4	25%

Significant decrease

Increase in the number of trials

Variable affecting performance

Professional Management Features

Sample Data Analysis (cont.)

Data Analysis Practice Sheet 1

To print this report, select "Print" from your browser's file menu.

Student Progress Detail -- Paint by Penguin

DATE(s): 4/18/2003-4/27/2003

STUDENT: Carlotta

Game: Paint by Penguin

Auditory Short-Term Memory, Sequential Memory, Temporal Resolution, Temporal Ordering, Auditory Pattern Recognition; Phonological Sequencing; Phonological Segmentation & Manipulation

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TASK 2 SEGMENTING SPEECH SOUNDS IN A WORD w/ SIMPLE SYLLABLE STRUCTURE (6)

The student will identify the number of speech sounds in a word presented auditorily. Simultaneous auditory feedback will or will not be provided during response.

TASK 2						
	Date:	Task:	Stimulus:	Feedback:	Trials:	Cuml. Score:
LEVEL 1	4/18/2003	Identify #	2-3 segment word	Yes	10	100%
LEVEL 2	4/19/2003	Identify #	3-4 segment word	Yes	10	100%
LEVEL 3	4/21/2003	Identify #	4-5 segment word	Yes	10	100%
LEVEL 4	4/25/2003	Identify #	2-3 segment word	No	10	80%
LEVEL 5	4/27/2003	Identify #	3-4 segment word	No	10	60%

Student Name:

Game Played:

Date Played:

Task:

Variable

Affecting Score:

Conclusions:

Strategies:

Sample Data Analysis (cont.) Data Analysis Practice Sheet 2

To print this report, select "Print" from your browser's file menu.

Student Progress Detail -- Pesky Parrots

DATE(s): 4/18/2003-4/19/2003

STUDENT: India

Game: Pesky Parrots

Auditory Short-Term Memory; Phonological Blending; Word Closure; Auditory & Phoneme Discrimination; Auditory Performance with Degraded Signals

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TASK 1 BLENDING 2 SYLLABLES INTO A WORD (9)

The student will blend two syllables separated by 0.25, 1.0 or 2.0 seconds into a word and will make a response by selecting from a set of 3 response choices. The response choices will contain 0, 1 or 2 words that are perceptually similar to the target word.

TASK 1							
	Date:	Task:	Segments:	Interval:	# Foils:	Trials:	Cuml. Score:
LEVEL 1	4/18/2003	Blend	2 Syllables	.25 seconds	0	3	100%
LEVEL 2	4/18/2003	Blend	2 Syllables	1.0 seconds	0	4	75%
LEVEL 3	4/18/2003	Blend	2 Syllables	2.0 seconds	0	3	66%
TASK 1							
LEVEL 3	4/19/2003	Blend	2 Syllables	2.0 seconds	0	10	60%

Student Name:

Game Played:

Date Played:

Task:

Variable

Affecting Score:

Conclusions:

Strategies:

Professional Management Features

Sample Data Analysis (cont.)

Data Analysis Practice Sheet 3

To print this report, select "Print" from your browser's file menu.

Student Progress Detail -- Calling All Engines

DATE(s): 4/18/2003-4/22/2003

STUDENT: Anthony

Game: Calling All Engines

Auditory Attention, Short Term Memory & Sequential Memory, Auditory Performance with Competing Signals;
Following Oral Directions; Comprehension of Linguistic Concepts

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TASK 6: FOLLOWING DIRECTIONS: WORDS, LINGUISTIC CONCEPTS & COMPETING NOISE (6)

The student will execute a verbal command requiring identification of words represented by pictures and containing a randomly selected linguistic modifier, presented with simultaneous or delayed visual display of response choices, and no, low or high background noise. The set of linguistic modifiers consists of: "and, or, not, first, last, middle, ...before, ...after, before..., after..."

TASK 6								
	Date:	Task:	Stimulus:	Modifier:	Visual Display:	Noise	Trials:	Cuml. Score:
LEVEL 1	4/18/2003	Execute	words	random	simultaneous	none	3	100%
LEVEL 2	4/18/2003	Execute	words	random	delayed	none	3	100%
LEVEL 3	4/18/2003	Execute	words	random	simultaneous	low	4	75%
TASK 6								
LEVEL 3	4/20/2003	Execute	words	random	simultaneous	low	6	67%
LEVEL 4	4/20/2003	Execute	words	random	delayed	high	4	50%
TASK 6								
LEVEL 4	4/22/2003	Execute	words	random	delayed	high	10	50%

Student Name:

Game Played:

Date Played:

Task:

Variable

Affecting Score:

Conclusions:

Strategies:

General Guide for Evaluating Data

The following chart lists controlled learning variables in each *Earobics Step 2* software game that may influence a student's performance. By noting which variable presents a challenge to a particular student, you can determine weaknesses in specific skills. This chart is designed as a general guide and should not be considered a diagnostic tool. It is important for you to take into account all possible contributing factors (including vocabulary knowledge, fine motor skills, etc.) when evaluating data.

Game:	Variable presenting challenge:	Indication of possible weakness in:
<i>Calling All Engines</i>	Number of Stimuli	Memory for sounds or words heard, attention
<i>Calling All Engines</i>	Stimulus Type	Vocabulary, number knowledge or knowledge of sound-symbol correspondence
<i>Calling All Engines</i>	Visual Display Delayed	Memory for sounds or words heard
<i>Calling All Engines</i>	Competing Noise	Focusing on sounds in presence of background noise
<i>Calling All Engines</i>	Task: Auditory Memory vs. Following Directions	Comprehension of language concepts, following oral directions
<i>Paint by Penguin</i>	Task: Counting vs. Segmenting	Segmentation
<i>Paint by Penguin</i>	Interval	Hearing rapidly presented sounds, attention
<i>Paint by Penguin</i>	Feedback	Remembering sounds in order, segmentation, attention
<i>Paint by Penguin</i>	Number of Stimuli	Memory for sounds or words heard, attention
<i>Paint by Penguin</i>	Syllable Structure: Simple vs. Complex	Segmentation of consonant blends
<i>Paint by Penguin</i>	Sequencing Speech Sounds	Remembering sounds heard in order, concept of using symbols to represent sounds
<i>Paint by Penguin</i>	Manipulation	Ability to rearrange, delete, replace or insert phonemes, concept of using symbols to represent sounds

Professional Management Features

General Guide for Evaluating Data (cont.)

Game:	Variable presenting challenge:	Indication of possible weakness in:
<i>Pesky Parrots</i>	Segments: Syllables vs. Phonemes	Blending speech sounds
<i>Pesky Parrots</i>	Interval	Memory for sounds heard, blending, attention
<i>Pesky Parrots</i>	Foils	Hearing differences between similar sounds, attention
<i>Pesky Parrots</i>	Number of Segments (Syllables, Speech Sounds/Phonemes)	Memory for sounds heard
<i>Pesky Parrots</i>	Syllable Structure: Simple vs. Complex	Consonant blends
<i>Pesky Parrots</i>	Task: Blending vs. Word Closure	Recognizing a word with a syllable/phoneme omitted
<i>Hippo Hoops</i>	Vowel Pairs/CV Syllables	Hearing differences between similar sounds, concept of “same/different,” attention
<i>Hippo Hoops</i>	Phonetic Context	Discrimination
<i>Hippo Hoops</i>	Task: Discriminating vs. Recognizing of Sound in a Word	Recognizing a sound in a word
<i>Hippo Hoops</i>	Task: Recognition of Phoneme vs. Position of Sound in a Word	Identifying position of a sound in a word
<i>Duck Luck</i>	Phoneme Structure of Rime	Recognizing rime units in words, identifying rhyming words
<i>Duck Luck</i>	Phoneme Structure of Onset	Recognizing a sound in a word
<i>Duck Luck</i>	Phoneme Structure of Onset: Single vs. CC Blend vs. CCC Blend	Recognizing and counting the number of sounds in a consonant cluster, memory
<i>Duck Luck</i>	Interval	Memory for sounds heard
<i>Duck Luck</i>	Auditory Interference	Memory for sounds heard
<i>Duck Luck</i>	Task: Recognizing vs. Blending	Blending, memory for sounds in words
<i>Duck Luck</i>	Task: Recognizing vs. Segmenting and Deleting	Segmentation, deleting sounds

SCHEDULING WITH THE *EAROBICS* SOFTWARE

Earobics software is a unique and powerful teaching tool. It provides individualized instruction in phonological awareness and other early literacy skills in engaging, interactive software games.

Scheduling appropriate time with the software is essential for each student to master the skills covered in the games. Students should use the program consistently over time in order to achieve the desired results. Your daily class schedule and computer availability will impact how often your students will be able to use the software. Ideally, all students will use the *Earobics* software three times per week for 15 to 20 minutes per session. Below are some suggestions to help you schedule your students to use the software in a variety of settings.

Classroom Use

Individual Use with One Computer Available

Use the following formula to help you achieve the goal of three sessions per week for every student with only one computer in the classroom. Begin by multiplying the number of students in your class by three, since each student will use the software three times per week. Divide this number by five to see how many students will be scheduled on the computer each day:

$$\begin{aligned} \# \text{ of students per computer} \times 3 \text{ sessions} &= \# \text{ of slots per} \\ \text{week} \div 5 \text{ days in the week} &= \# \text{ of students scheduled} \\ &\text{each day} \end{aligned}$$

Once you know how many students will be scheduled each day, you can list your students' names in the time slots for each day. See the example of a class schedule with 20 students using one computer on page 64.

Individual Use with Multiple Computers Available

Schedule each student for a recommended three sessions per week if you have more than one computer available in your classroom. Use the following formula to determine how many students to schedule on each computer each day:

First, divide the number of students in your class by the number of computers you have available to run *Earobics*. This tells you the number of students to assign to each computer. Multiply the number of students assigned to each computer by three, since each student will use the software three times per week. Divide this number by five to see how many students will be scheduled on that computer each day.

$$\begin{aligned} \# \text{ of students in the class} \div \# \text{ of computers} &= \\ \# \text{ of students assigned to each computer} & \\ \# \text{ of students per computer} \times 3 &= \# \text{ of slots per} \\ \text{week} \div 5 \text{ days in the week} &= \# \text{ of students} \\ &\text{scheduled per day} \end{aligned}$$

See the example of a schedule for a class of 30 students using three computers on page 66.

Small Group or Whole Class Sessions with One Computer Available

Although *Earobics* software is designed for individual use, students can still benefit by experiencing the games in small groups or with the whole class. This can be a great opportunity to provide group instruction and to monitor student responses.

For whole-group instruction, connect the computer to a data projector or a monitor. For small groups, two or three students can sit around the computer with you. From the Teacher Main Screen, create a demonstration player or a group name (see page 14). Keep in mind that the DataView screen will not provide accurate performance data for individual students when a group plays the games together.

Schedule Display Ideas

When determining a schedule for your classroom, ease of use is important. For students who do not yet read, consider using visual schedules and charts to allow them some independence. For older students, more structured and concrete schedules, including ones in print, can be used.

Name Card Rotation

Write each student's name on cards, paper tents or upside-down cups. Bind or stack the items in the order students will use the computer. When the first student finishes, his/her name goes to the bottom of the pile. The student whose name is now on top plays next.

Classroom Use (cont.)

Schedule Wheels

Schedule wheels can be used to rotate individuals or groups through sessions on the computer or through centers in the classroom. To make schedule wheels, cut out two different-sized circles and divide both circles equally by the number of centers in the room (like a pie). Write the names of the centers on the outside (larger) wheel and write the students' group names on the inside (smaller) wheel. Bind the wheels in the center with a brad clip. Student groups begin center time at the corresponding location. When time is up, rotate the inner wheel one space, assigning each group to a new center.

Hanger Schedules

Write each student's name on a clothespin. Identify the students to use the computer on a particular day and place their clothespins on the lower edge of a coat hanger. When a student finishes with a computer session, remove his/her clothespin and place it in a nearby bucket or coffee can. At the end of the day, it is easy to see which students did or did not have a turn at the computer.

Popsicle Stick Schedules

Popsicle sticks can help with scheduling when some students require more computer time than others. Write students' names on one popsicle stick per session. At the beginning of the week, place all popsicle sticks in an "IN" box. As a student completes a computer session, move one popsicle stick with his/her name to an "OUT" box. Students with five sticks must complete five sessions. If the student is out of sticks, he/she refrains from play until the following week when all sticks are moved back to the "IN" box.

Computer Lab Use

The computer lab is an efficient, effective setting for using *Earobics* software. It ensures that all students receive critical early literacy instruction simultaneously. Ideally, the entire class should be scheduled for three sessions each week in order to meet the scheduling recommendations. However, due to scheduling constraints in your school, you might need to visit the lab less frequently and have students play for longer blocks of time.

Lab time can be most efficient if:

- Students know how to play the *Earobics* games before they visit the lab.
- Computers have the client software set to the "Pick Your Teacher" screen before the class arrives.
- Students can easily find their names.

If the number of computers in the lab does not accommodate the entire class at the same time, students can alternate between sessions on the computer and small-group activities included in the *Earobics Classroom Connections* Activity Book.

Scheduling: one computer

students per computer x 3 = # slots per week ÷ 5 days in the week = # of students scheduled each day
_____ x 3 = _____ ÷ 5 = _____ students scheduled each day

	Time	Students	Time	Students
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Roster:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Sample Schedule: 20 students, one computer

students per computer x 3 = # slots per week ÷ 5 days in the week = # of students scheduled per day
20 x 3 = 60 ÷ 5 = 12 students scheduled each day

	Time	Students	Time	Students	Roster:
Monday	8:20 8:40 9:00 9:20 9:40 10:00	1. Amy 2. Javier 3. Briana 4. Michael 5. Amanda M. 6. LaToya	10:20 10:40 12:30 12:50 1:10 1:30	7. Julio 8. Edrick 9. Sheniqua 10. Jonathan 11. Amanda S. 12. Hector	1. Amy 2. Javier 3. Briana 4. Michael 5. Amanda M. 6. LaToya 7. Julio 8. Edrick 9. Sheniqua 10. Jonathan 11. Amanda S. 12. Hector 13. Ryan 14. Sheree 15. Daniel 16. Laura 17. Paulina 18. Edmund 19. Patrick 20. Ilya
Tuesday	8:20 8:40 9:00 9:20 9:40 10:00	13. Ryan 14. Sheree 15. Daniel 16. Laura 17. Paulina 18. Edmund	10:20 10:40 12:30 12:50 1:10	19. Patrick 20. Ilya 1. Amy 2. Javier 3. Briana 4. Michael	Since 12 students play each day, begin by drawing 12 blank lines on each day. List numbers from 1 to 12 on the first day. Continue beginning with 13 on the second day. After you reach 20, start over again at number 1.
Wednesday	8:20 8:40 9:00 1:00 1:20 1:40	5. Amanda M. 6. LaToya 7. Julio 8. Edrick 9. Sheniqua 10. Jonathan	10:20 10:40 12:30 12:50 1:10 1:30	11. Amanda S. 12. Hector 13. Ryan 14. Sheree 15. Daniel 16. Laura	Continue numbering in this way through all 60 slots.
Thursday	8:20 8:40 9:00 9:20 9:40 10:00	17. Paulina 18. Edmund 19. Patrick 20. Ilya 1. Amy 2. Javier	10:20 10:40 12:30 12:50 1:10 1:30	3. Briana 4. Michael 5. Amanda M. 6. LaToya 7. Julio 8. Edrick	After you've numbered, fill in student names next to corresponding numbers, i.e. 1 = Amy.
Friday	8:20 8:40 9:00 9:20 9:40 10:00	9. Sheniqua 10. Jonathan 11. Amanda S. 12. Hector 13. Ryan 14. Sheree	10:20 10:40 12:30 12:50 1:10 1:30	15. Daniel 16. Laura 17. Paulina 18. Edmund 19. Patrick 20. Ilya	Assign times to the slots that fit with your schedule.

Scheduling: three computers

students in the class ÷ by # of computers = # of students assigned to each computer
 # students per computer x 3 = # slots per week ÷ 5 days in the week = number of students scheduled per day
 _____ x 3 = _____ ÷ 5 = _____ students scheduled each day

Time	Computer 1	Computer 2	Computer 3
	Students	Students	Students
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Roster:
<u>Computer #1</u>
<u>Computer #2</u>
<u>Computer #3</u>

Sample Schedule: 30 students, three computers

students in the class ÷ by # of computers = # of students assigned to each computer
 # students per computer x 3 = # slots per week ÷ 5 days in the week = # of students scheduled per day
 $10 \times 3 = 30 \div 5 = 6$ students scheduled each day

	Computer 1		Computer 2		Computer 3	
	Students		Students		Students	
Monday	8:20 8:40 9:00 9:20 9:40 10:00	1. Amy 2. Javier 3. Briana 4. Michael 5. Amanda M. 6. LaToya	11. Amanda S. 12. Hector 13. Ryan 14. Sheree 15. Daniel 16. Laura	21. Jason 22. Jessie 23. Maria 24. Irina 25. Chantelle 26. LaChrisha	<i>Since 6 students play each day, begin by drawing 6 blank lines on each day under each computer.</i> <i>List numbers from 1 to 10 under Computer 1. After you reach 10, start over again at number 1.</i> <i>Repeat for numbers 11 through 20 under computer 2 and 21 through 30 under Computer 3.</i> <i>After you've numbered, fill in student names next to corresponding numbers, i.e. 1 = Amy.</i> <i>Assign times to the slots that fit with your schedule.</i>	
Tuesday	8:20 8:40 10:00 10:20 10:40 11:00	7. Julio 8. Edrick 9. Sheniqua 10. Jonathan 1. Amy 2. Javier	17. Paulina 18. Edmund 19. Patrick 20. Ilya 11. Amanda S. 12. Hector	27. Asael 28. Luis 29. Marcus 30. Nakia 21. Jason 22. Jessie		
Wednesday	8:20 8:40 9:00 1:00 1:20 1:40	3. Briana 4. Michael 5. Amanda M. 6. LaToya 7. Julio 8. Edrick	13. Ryan 14. Sheree 15. Daniel 16. Laura 17. Paulina 18. Edmund	23. Maria 24. Irina 25. Chantelle 26. LaChrisha 27. Asael 28. Luis		
Thursday	8:20 8:40 9:00 9:20 9:40 10:00	9. Sheniqua 10. Jonathan 1. Amy 2. Javier 3. Briana 4. Michael	19. Patrick 20. Ilya 11. Amanda S. 12. Hector 13. Ryan 14. Sheree	29. Marcus 30. Nakia 21. Jason 22. Jessie 23. Maria 24. Irina		
Friday	8:20 8:40 9:00 1:00 1:20 1:40	5. Amanda M. 6. LaToya 7. Julio 8. Edrick 9. Sheniqua 10. Jonathan	15. Daniel 16. Laura 17. Paulina 18. Edmund 19. Patrick 20. Ilya	25. Chantelle 26. LaChrisha 27. Asael 28. Luis 29. Marcus 30. Nakia		

Roster:

Computer #1

1. Amy
2. Javier
3. Briana
4. Michael
5. Amanda M.
6. LaToya
7. Julio
8. Edrick
9. Sheniqua
10. Jonathan

Computer #2

11. Amanda S.

12. Hector
13. Ryan
14. Sheree
15. Daniel
16. Laura
17. Paulina
18. Edmund
19. Patrick
20. Ilya

Computer #3

21. Jason

22. Jessie
23. Maria
24. Irina
25. Chantelle
26. LaChrisha
27. Asael
28. Luis
29. Marcus
30. Nakia

MOTIVATION AND REWARD IDEAS

The *Earobics* software provides exciting games that engage and challenge students. Most students remain motivated to complete the program without extra support. However, some students require additional, external motivators.

When creating a motivational program, it is important to consider the following:

- Ease of use for the teacher and student
- A variety of achievable student goals
- Both long- and short-term goals

The following are suggestions for student incentives. Use your expertise and creativity to modify them as needed for your class.

Progress Charts

As students earn colored circles, print their Progress Charts and place them on a bulletin board. You can also print blank Progress Charts before students begin the program. Have students color in the circles as they earn them.

Participation Charts

Post the Weekly or Student Participation Charts on pages 68-69 and have students keep track of their *Earobics* sessions. This is a quick check for you to ensure students are following the recommended schedule.

Hallway of Fame

Take a photo of students as they achieve goals. Post the pictures with captions, creating a “Hallway of Fame” highlighting their achievements.

Marble Jar

Each time a student reaches a goal, give him/her a marble to drop in a glass jar. Place the jar in a public place and reward the whole class when it is filled. This method allows you to vary and individualize the criteria for reinforcement. One student might receive a marble for getting a colored circle on *Hippo Hoops* while a second student might earn a marble for completing a round of 10 in all five games.

Fill a Gumball Machine

Make a large (empty) gumball machine on your bulletin board. Give a student a colored circle with his/her name on it when a goal is achieved. Hang the circles inside the gumball machine.

Earobics Character Motivators

Pictures of *Earobics* characters found in the Reproducibles section of the *Earobics Classroom Connections* Activity Book can be used as themes for motivational displays. Create a jungle with palm trees and have students add bananas or coconuts when they meet a goal. Make a class treasure chest, adding a gemstone each time a student earns a circle on his/her progress chart or meets a personal goal.

Teacher’s Helper

Because students enjoy rewards of responsibility, have them act as librarian, Alphabet Mat monitor or computer helper as recognition for the successful achievement of a goal or task.

Earobics Stickers and Certificates

Use the *Earobics* stickers and certificates included in your classroom package to reward students for meeting goals. You can purchase additional stickers online at www.earobics.com.

Weekly Participation Chart

Completion during the week of _____

Student Name:	Session 1				Session 2				Session 3			
												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

GAME KEY:  = Calling All Engines

 = Paint by Penguin

 = Pesky Parrot

 = Hippo Hoops

 = Duck Luck

Student Participation Chart

Student Name _____

Week of:	Session 1				Session 2				Session 3			
												
1												
2												
3												
4												
5												
6												









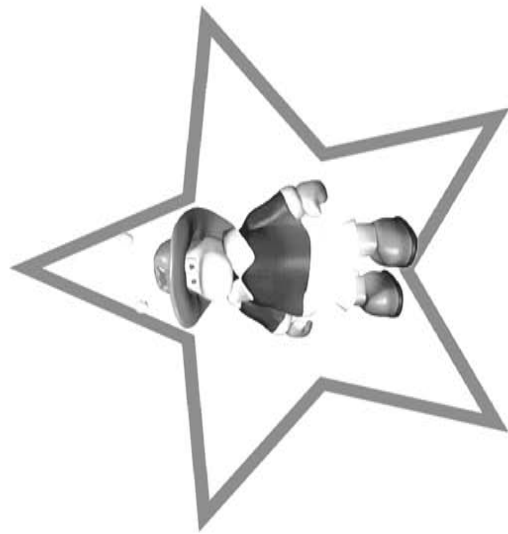






= Calling All Engines
 = Paint by Penguin
 = Pesky Parrot
 = Hippo Hoops
 = Duck Luck

GAME KEY:



is an *Carobics*[®] superstar!
Step 2



GETTING STUDENTS STARTED

Below are general guidelines for getting started with *Earobics Literacy Launch* in the classroom. Answers to questions, as well as additional clarification, can be found by referring to the appropriate section of the *Teachers Resource Guide* or by calling a Cognitive Concepts consultant at (888) 328-8199.

Before Students Use the Software

- Be sure *Earobics* game software has been downloaded onto the client computers (see page 8).
- Set up class lists and group assignments using administration tools (see page 16). Include an extra player on the roster for demonstration purposes (e.g. teacher's name, imaginary student name).
- Plan a schedule for classroom use.
- Using Preferences (see page 45) customize the software to do any of the following for individual students or entire groups:
 - Select different languages for the directions.
 - “Ghost out,” or restrict play, of any games.
 - Restrict options to replay audio or exit before the end of round.

Recommendations for Introducing the Software to Students

To orient students to the log in process:

- Show students how to double-click the *Earobics* icon on the desktop.
- Teach students to find their school's name on the Choose your SCHOOL'S NAME screen, explaining how to use the scroll bar if the school list extends beyond one screen. Explain that they will click on the school's name, then click on the forward arrow that will appear.
- In the same manner as above, teach students to find their teacher's name on the Choose your TEACHER'S NAME screen.
- Show them either how to find their group — if they have one — on the Choose your GROUP screen, or simply to click **NONE** at the top of the list. Click on the forward arrow.
- Have students click on their own name on the Choose your NAME screen. Click on the forward arrow.
- Tell them to be sure that they've picked their own name on a final confirmation screen and to click **YES** to continue, or **NO** to go back and choose their own name.
- Show students how to start a game by clicking a game icon.
- Start out gradually, introducing only two new games each week.

- Introduce each game to students in either a large- or small-group setting (around a computer screen, TV monitor, etc.).
- Model play using the extra player set up for demonstration purposes. After demonstrating, ask students to take turns providing responses, perhaps giving them each a turn to click the correct response.
- Teach students to use the Speaker icon  to hear the stimulus again.
- Point out that the **PAUSE** button  allows students to pause or exit. Discourage the use of the **PAUSE** button  to exit, telling students that only the teacher is allowed to use it.
- Teach students to click on **NO** at the end of each round to move to the next game after a single round of 10.
- Ensure students play each game in a session by teaching them to select the next game by clicking on the icons in left-to-right order across the bottom of the screen.
- Introduce students to the Progress Chart. Tell them the colored circles will start to fill in as they play. Demonstrate by playing a round of 10 in a game, getting all answers correct. Tell students they will not always earn a circle after a round of play.
- Remind students to always use headphones with the software.
- Teach students what to do when they finish their sessions. For example:
 - Mark completion chart, move clothespin, etc., to indicate they have completed a turn.
 - Get the next student for their turn.

Take Time to:

- Check data regularly according to the school's implementation plan.
- Keep copies of the data in each student file according to the school's implementation plan.
- Be careful not to delete a student's name until all data files for that student are printed.

FACILITATION TECHNIQUES

Periodically, students may need extra help or additional strategies to make progress in a particular game or skill area. These suggestions might help your students succeed and maximize the benefits of the *Earobics* software.

Calling All Engines

Auditory Sequential Memory

For students having difficulty remembering items:

- Click the Speaker icon  to hear items again.
- Have them repeat items aloud (reauditorize) as those items are presented.
- Have them close their eyes during the auditory-only presentation to picture (visualize) the items in their “mind’s eye,” then open their eyes to select the answer.

Paint by Penguin

Segmenting & Manipulating

For students having difficulty segmenting and manipulating:

- Use the **PAUSE** button  to allow extra time.
- Click the Speaker icon  to hear the stimulus again and to reset the timer.
- Have them clap or tap the beats on a table or desk as the stimulus is presented.
- Have them use their fingers (or markers, crayons, etc.) to keep track of the number and sequence of syllables and sounds heard.
- Have them repeat the sounds aloud (reauditorize) as they click the mouse.

Pesky Parrots

Blending & Word Closure

For students having difficulty blending:

- Have them repeat the words, syllables or phonemes as they are presented.
- Point out the parrots and note how each parrot represents a sound needing to be blended.
- Give them manipulatives (e.g., pennies, beans, stamps, etc.) for each segment presented. Have students slide their fingers across the manipulatives as they slowly pronounce the individual segments, blending one sound into the next.
- Click the **PAUSE** button  after the stimulus has been presented. Have them say each choice aloud (reauditorize). Resume play and have students click the Speaker icon  to hear the stimulus again.
- Use the **PAUSE** button  after the stimulus is presented and the pictures have been revealed. Name each of the pictures revealed out loud. Students should then resume play and click the Speaker icon  to hear the stimulus again.



Hippo Hoops

Phoneme Identification & Discrimination

For students having difficulty identifying sounds in isolation or in words:

- Use quality headphones while playing the game.
- Click the Speaker icon  to hear the items again.
- Have them repeat the items aloud (reauditorize) and ask the students to repeat the items.
- Have them pause the game between responses and repeat the target sound.
- Play *Basket Full of Eggs* in *Earobics Step 1* to develop discrimination skills.

For students having difficulty identifying the positions of sounds in words:

- Have them repeat the target word, saying the sounds slowly.
- Click the Speaker icon  to hear the word again.
- Use manipulatives to represent the sounds in the word. Have students use their finger to follow the sounds in the word.

Duck Luck

Identifying Onsets And Rimes

For students having difficulty identifying onsets and rimes:

- Use the **PAUSE** button  after hearing the target word, and have students generate a list of words that rhyme. Resume play.
- Have them say the words aloud (reauditorize) as they are presented.
- Have them point to the duck on the screen that says the answer to help them remember which duck to click on when it is time to respond.
- Repeat the word, focusing on how the mouth moves during production. Say the word very slowly, prolonging each sound. Have students place their hands on their cheeks/jaws to feel their mouths moving, as well as look into a mirror to see the movement.
- Have them play *C.C. Coal Car* from *Earobics Step 1* for practice in identifying the position of a sound in a word.



Scope & Sequence of Earobics Step 2 Games & Skills



Calling All Engines

Primary Skills

Comprehension of Linguistic Concepts
Following Oral Directions

Auditory:

- Sequential Memory
- Short-Term Memory
- Performance w/Competing Signals
- Attention

Beginning Tasks

Auditory memory for digits

Following directions with digits and linguistic concepts (and in competing noise)

Intermediate Tasks

Auditory memory for words

Following directions with words and linguistic concepts (and in competing noise)

Advanced Tasks

Auditory memory for long vowel, short vowel and consonants

Following directions with speech sounds and linguistic concepts (and in competing noise)



Paint by Penguin

Primary Skills

Phonological Segmentation,
Phonological Manipulation
Phonological Sequencing

Auditory:

- Temporal Resolution, Ordering
- Pattern Recognition
- Short-Term and Sequential Memory

Counting number of speech sounds

Segmenting sounds in words with simple and complex syllable structure

Counting and sequencing speech sounds

Segmenting and sequencing speech sounds in words with simple and complex syllable structures

Manipulating sound sequences



Pesky Parrots

Primary Skills

Phonological Blending
Word Closure
Phoneme Discrimination

Auditory:

- Performance with Degraded Signals
- Discrimination
- Short-term Memory

Blending two, three and four syllables into a word

Blending two, three and four sounds into a word (with simple and complex syllable structure)

Word Closure:
– final, initial and medial syllables omitted
– final, initial and medial speech sound omitted
– one sound of a consonant cluster omitted



Hippo Hoops

Primary Skills

Auditory and Phoneme Discrimination
Auditory Vigilance
Phoneme Identification
Phonological Sequencing

Discriminating vowels in minimal pairs

Discriminating consonants in CV syllables

Recognizing:
– diphthongs
– tense vowels
– lax vowels

Identifying position of consonant sounds in words



Duck Luck

Primary Skills

Phoneme Identification
Recognizing Word Endings
Rhyming
Phonological Blending
Phonological Segmentation
Phonological Manipulation
Word Closure
Sound-Symbol Correspondence

Auditory:

- Short-term Memory
- Sequential Memory

Recognizing word endings:
– open syllable rimes
– closed syllable rimes
– postvocalic /l/ rimes
– r-controlled rimes

Recognizing word beginnings:
– consonant and consonant digraph onsets
– CC consonant blends
– CCC consonant blends

Blending onsets with rimes

Segmenting and deleting phonemes, onsets and rimes

MINIMUM SYSTEM REQUIREMENTS

The software is designed to run on a TCP/IP, 10BT or faster network. It supports clients with the following minimum system requirements:

- Pentium 133 Mhz or Mac PowerPC 133 Mhz
- Windows 95/98/NT 4.0/Win2000/XP,
Mac OS 8.6 or greater
- 32 MB available RAM (64 MB recommended)
- 60 MB available hard disk space
- Ethernet connection
- Compatible sound card with speakers and/or
headphones
- Static TCP/IP address for the server

Monitor resolution should be set to 800 x 600 pixels.

INFORMATION & CUSTOMER SERVICE

For general information, please call (888) 328-8199, or visit our website at **www.earobics.com**.

Trouble-Shooting Tips & Technical Support Information

Make sure your system meets the minimum requirements as described above. Please close all other open applications.

To receive technical support, please complete and return the enclosed registration card today!

For answers to frequently asked questions, visit our website at **www.earobics.com**. For technical assistance with installing and running the software, registered customers should call **(888) 328-8199**. Our technical support staff is available to assist you Monday through Friday, 7:00 a.m. - 6:00 p.m., central time.

We'd love to hear from you!

We are always eager to hear your comments, feedback and suggestions. Please contact us by e-mail at **teacherfeedback@earobics.com** or by mail at P.O. Box 1363, Evanston, IL 60204-1363.



Technical Information & Support

TECHNICAL SUPPORT FORM

Please complete this form and have this information available when calling our technical support group.
To expedite the process, you can fax this form prior to your call.

Thank you for choosing Cognitive Concepts products. Fax: 847-328-5881

Date of Call _____ Best Time to Call You _____
Name _____ Title _____
School/District _____ Daytime Phone _____
E-mail Address _____ Evening Phone _____
School Hours _____ Time Zone: Eastern Central
Mountain Pacific

Type of Computer Mac Windows

Model of Computer _____

Operating System Windows 95 Windows 98 Windows 2000 Mac OS 7-9 Mac OS X NT
Speed _____

Amount of Memory _____

Virtual Memory On Off

Screen Saver Y N

Sound Card Y N Type _____

Earobics Software Title and Version (Circle one):

Classroom Step 1	3.2	3.4	3.5	Specialist Clinician Adolescents & Adults 1.1
Classroom Step 2	3.2	3.4	3.5	Specialist Clinician Step 1
Pro				Specialist Clinician Step 2
Pro Plus	1.1	2.1		Step 1 Network
				Step 2 Network

TO BE COMPLETED BY CCI STAFF: Technical Difficulty (Please provide details below.)

Date problem was resolved _____ Contact _____

How problem was resolved _____

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Pesky Parrots

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PRIMARY SKILLS QUICK REFERENCE



Calling All Engines

Auditory Sequential Memory, Attention & Short-Term Memory, Following Oral Directions, Comprehension of Linguistic Concepts, Auditory Performance with Competing Signals



Paint by Penguin

Phonological Segmentation & Manipulation, Phonological Sequencing, Auditory Temporal Resolution, Temporal Ordering & Pattern Recognition, Auditory Short-Term Memory, Auditory Sequential Memory



Pesky Parrots

Phonological Blending, Word Closure, Auditory Performance with Degraded Signals, Auditory Short-Term Memory, Auditory & Phoneme Discrimination



Hippo Hoops

Auditory & Phoneme Discrimination, Auditory Vigilance, Phoneme Identification, Phonological Sequencing



Duck Luck

Rhyming, Phoneme Identification & Discrimination, Phonological Blending, Segmentation & Manipulation, Word Closure, Auditory Short-Term & Sequential Memory, Sound-Symbol Correspondence

052716

ISBN 0-669-52716-5



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1 2 3 4 5 6 7 8 9 10 BA 08 07 06 05 04

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