**Problem solving the FC users needs**

1. **Isolating a finger:** Person may not have tone in their finger or, the person may go into full extension.
   
   a. To provide tone put your index finger in their palm as you hold their hand at the wrist.
   b. Consult the OT
   c. Do exercises to increase tone in one finger

   **Goal:** Student will present an extended finger when presented with a display board and support at the forearm.

2. **Not hitting the target consistently:** This may look like “typos” or the person may hit one letter over each time.
   
   a. Provide resistance
   b. Pull back to a neutral point (reset)
   c. State the target but don’t move the hand yourself

   **Goal:** Student will accurately type his spelling words when provided with support at the forearm, achieving 70% accuracy on spelling tests for 3 consecutive weeks.

3. **Maintaining the seating:**
   
   a. Low tone = slouching in chair
   b. Height of the display
   c. Height of the chair

   **Goal:** Student will maintain an upright-seated position when engaged in work and provided with support to stay on task.
4. **Maintaining the arm or hand position:**
   a. They become heavy
      i. You are doing too much they need to do more
      ii. Take a break and shake it out
      iii. Verbally remind the person to pick his arm up
      iv. Lower the display
   b. The finger folds
      i. Tap the finger
      ii. Provide support with resistance closer to the hand
      iii. Consult the OT
      iv. Try a pointer

**Goal:** Student will use support at the (faded level) when generating a response to a predictable question, on 4 out of 5 occasions.

5. **Maintaining a rhythm:** This is demonstrated as a difficulty when the person starts and stops the movement or hits randomly at the display.

   a. “Jiggle” the persons arm when providing support and verbally remind them to take a turn.
   b. Remind the person to “think, look, and then move” when in the neutral/reset position
   c. Provide more resistance, impose a productive rhythm

**Goal:** Student will pull back his arm to reset after his selection with only a verbal reminder on 2 out of 4 selections.

6. **Not looking at the board/display:** This is observed has scattered looking around as communicating.

   a. Fade the physical support
   b. Ask the person to “listen – think- look – move”
   c. Provide so much resistance that the person can’t move until you see them look to the board
   d. Work on eye-hand coordination activities.
Goal: Student will maintain a focused eye gaze to the display when provided with support at the wrist.

7. Typing words but not making sense: This is typically a problem of focus.
   a. Simplify your input from the language ladder
   b. Clarify and confirm
   c. Provide choices first (visual or auditory)
   d. Start the activity over

Goal: Student will generate a complete thought on a given topic with support at the (baseline level), on 4 out of 5 occasions.

8. Typing random letters
   a. Back up on the language ladder
   b. Provide more physical support
   c. Get comfortable with being a facilitator before you move up the language ladder

Goal: Student will spell 7 out of 10 words when provided with support at the forearm using a word processor, for 4 consecutive weeks.

9. Not making corrections without a prompt:
   a. Don’t accept unintelligible responses
   b. Ask clarifying questions
   c. Have the person finish their typing and then go back and edit it themselves (with support)

Goal: Student will use the backspace, space bar, and period when typing his responses to class work, with no verbal reminders, 4 out
5 activities.

10. Self-advocacy: Self advocacy can mean you speak up for yourself in general, when influenced, when not in agreement, or when you want to make a change.

   a. Provide an opportunity to self advocate... even from the beginning
   b. ask clarifying questions

Goal: Student will show self advocacy by using “buttons” that indicate influence, don’t know, and I made a mistake during structured scenario practice 8 out of 10 times.

11. Sharing an opinion:

   a. You have to ask for an opinion
   b. Accept any form of a response
   c. Provide a model of how to expand on that idea

Goal: Student will participate in a conversation taking a minimum of 4 turns providing comments, or questions, when presented with a word processor and provided with support at the forearm.

12. Initiation: This can be very difficult. You should not be assuming the person would do this if they wanted to.

   a. When typing with the person touch their hand but don’t provide the resistance, join as they start the movement... fade that
   b. Provide gestural prompt to get the display when they need to communicate with you
   c. Leave the displays around as much as possible
   d. Expect the person to be a responsible communicator

Goal: Student will initiate communication by extending his hand during a structured activity with a familiar support person, or by
retrieving his communication device, on a minimum of 4 occasions per day, for 3 consecutive days.

13. Staying on task
   a. Use behavioral strategies
   b. Reinforcement schedule
   c. Expect the person to finish their thought…. The conversation
   d. Provide the confidence that they can stick it out for a little while longer

   Goal: Student will complete an assignment of 10 items with no verbal reminders to stay on task, two times a day, for 3 consecutive days.