

	Attention	Activity & Movement	Understanding of tool use	Expressions & Emotions	Interaction & Communication	STAGE
<b>8 Expert</b>	<p>Attention well established and sustained</p> <p>Relaxed, active, not tense</p>	<p><b>Occupation, composed of two or more activities</b>                      Fluid, smooth and precise movements.                      Driving is automatic.                      A means for doing other activities in multiple settings.                      Intuitively organizes and understands the task they are encountering.                      Knows what to do based on mature and practiced understanding.</p>	<p><b>Integrated Tool Use</b>                      Consciousness is focused on the other parts of the occupation.                      Driving more or less subconscious.                      Consistent precision control of powered wheelchair.                      Consciously deliberates a situation and performs their own judgment of how to resolve the situation.                      Takes care of others while driving powered wheelchair.</p>	<p><b>Dependent on the doing of “other” activities</b></p>	<p><b>Multi-level Integrated interaction</b>                      Is able to interact with the machine, interact with the environment and interact with social partners.</p>	<p><b>Explore performance</b>                      Extrovert stage –focus body, machine, environment &amp; occupation</p>
<b>7 Proficient</b>	<p>Multi-channeled attention</p> <p>Generally focused</p>	<p><b>Occupation for its own sake</b>                      Refinement of graded, timed movements.                      Driving for the sheer pleasure of driving.                      Navigating within the physical space.</p>	<p><b>Fluent Precise Use of Tool.</b>                      Aware of consequences and conscious of how to control the steering with the joystick.                      Refining maneuvering skills to fluent use.                      Takes care of themselves within the powered wheelchair.</p>	<p><b>Happiness Satisfaction</b></p>	<p><b>Concurrent Interactions</b>                      Openness to multi-level interactions - displays readiness to interact at more than one level. No longer easily interrupted by occurrences.                      Interacting with the machine in a playful way. Contrives interactions within the social space.</p>	
<b>6 Competent</b>	<p>Multi-channeled attention but easily disrupted</p> <p>Focused on using the tool goal directed</p>	<p><b>Activity</b>                      Controlled but unrefined movements.                      Able to coarsely steer in a desired direction.                      Concentrating on getting from A to B often ignores the environment and people around them.</p>	<p><b>Competent Use of Tool</b>                      Conscious of the need for sequencing of the acts in a certain order to reach a desired point or place.                      Controlled but coarse use of the tool.                      Regression to use body movements instead of tool use – using arm or foot to push away from obstacle.</p>	<p><b>Serious Content Laugh Excited</b></p>	<p><b>Consecutive Interactions</b>                      One level interactions occur one after the other: interaction with the machine has to stop due to disruptive occurrences</p>	

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<b>5 Sophisticated beginner</b>	<p>Two-channeled attention</p> <p>Active, concentrated</p>	<p><b>Sequences of chains of acts</b> Intentional more eager or violent movements. Exploring the machine. Experimenting with steering by composing effects in different patterns. Experimenting to find the pattern of the tool.</p>	<p><b>Idea of Competent Use is Born</b> Conscious of the ability to cause many different effects, motion in different directions. Searching the steering pattern. Understands the use of electronic mobility guidance systems</p>	<p><b>Eager Smile Serious</b></p> <p><b>Frustration</b> Periods of frustration. Knowing possibilities but not achieving desired tool use goals. Periods of blocking intertwined with short peaks of success.</p>	<p><b>Reciprocated interaction</b> Directs attention by pointing to convey a message that requires the playmate to respond</p> <p><b>Triadic Interaction</b> Interaction with a person on a third part – a person, an object or something else in the environment</p>	<p><b>Explore sequencing</b></p> <p>Difficult transition – focus body, machine &amp; environment</p>
<b>4 Advanced beginner</b>	<p>Single channeled attention but able to shift spontaneously</p> <p>Attentive</p>	<p><b>Chain of acts</b> Intentional but cautious, careful movements. Exploring the joystick. Explorations of different effects – drive, stop. Testing out different grips. Able to press a single switch, hold and release</p>	<p><b>Exploration of Extended Use</b> Conscious of more than one effect. Motion in different directions depending on how acts are combined. Exploring the consequences of activating the tool. Understands 2 switches have different functions.</p>	<p><b>Serious Smile Sometimes Laugh</b></p> <p>Exhibits a desire to explore beyond the world of their tray</p> <p>Shift focus in between near and far</p>	<p><b>Mutual interaction</b> Requests the attention of the playmate by pointing at objects or events in their close vicinity</p>	

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<b>3 Beginner</b>	Single channeled attention but able to shift attention  Alert	<b>Act</b> Distinct targeted movements. Activates joystick to get the effect of motion. Applying force. Able to press a single switch.	<b>Basic Use</b> Conscious of how one act can cause one effect. Act starts motion. Change position within the room e.g. circling. Regression to using body movements to try and move the machine.	<b>Serious</b> <b>Contented</b> <b>Smile</b>	<b>Initiates interaction</b> Keeps or responds to eye-contact Facial signaling	<b>Explore functions</b> Introvert stage – focus body & machine
<b>2 Curious novice</b>	Single channeled  At times more alert Passive	<b>Pre-act</b> Diffuse vague multi-directed movements. Touches or hits different parts of the chair. In between sitting still. Touches or hits a switch – experimenting with exerting a force.	<b>Idea of Basic Use is Born</b> Pre-conscious of how a self-initiated act can cause the effect of setting the chair in motion.	<b>Contented</b> <b>Curious</b> <b>Anxious</b> <b>Angry</b>	<b>Responds to interaction</b> Gets in eye-contact Physical contact Behavioral mirroring Joint focusing on activity	
<b>1 Novice</b>	Extreme distractibility No response to interaction (focus on the novel tool or novel situation)  Passive or anxious	<b>Excited</b> Interested in looking at and touching the tool <b>Non-Act</b> No specific intentional movements. May accidentally activate the joystick. Is still for long periods Protective withdrawal body language <b>Rejection</b> Displays stereotyped or rejecting behaviors, wanting to get out of the powered wheelchair.	<b>No or Vague Idea of Use</b> No or very limited consciousness of how own activity can cause an effect.	<b>Open</b> Shows joy in experiencing guided motion  <b>Neutral</b> Displays minimal facial expressions Whole body displays motionlessness  <b>Anxiety</b> Worry, fear, annoyance, crying	<b>No response</b> May be aware of others attention. Perceptive Physical proximity – close in, draw back  <b>Avoidance</b> Avoidance of touch from social partner. No wish for interaction Wants to get rid of the social partner	