

ABC Maestro is a unique education and rehabilitation software for mastering writing, typing, and reading skills, a product of cooperation of E-Glas, educational rehabilitators, and numerous therapists.

It perfectly accompanies the **Clevy keyboard** and it is intended for children with developmental disabilities who are learning to write, type, and read. It is an excellent solution for **children with attention and concentration problems, difficulties with fine motor skills, oculomotor coordination, visual perception, children of reduced cognitive abilities, with dyslexia, dysgraphia, and often with a combination of several difficulties.** ABC Maestro can be used by children of normal development as well, to help them learn to type and read faster.

For more information, please contact us at info@eglas.hr or **+385 51 670 379**.



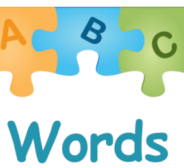
1. Explorer
In this activity the child can freely pick the keys on the keyboard. The emphasis is on fun and play. This is an excellent introduction into the initial stages of getting acquainted with phonemes and letters, and a good foundation for the future usage of the keyboard. This task encourages accidental learning and provides every child with the feeling of success – which is an additional motivation factor.

2. Choose Key
This game provides direct interaction with child. It works as model learning (the child watches the teacher to see what key they will press). Functional approach governs the choice of letters and phonemes, that is, in what extent they are familiar to the child and how often the child encounters them (e.g. the first letter of his or her name).

3. Alphabetically
Mastering alphabetical order. This is one of the prerequisites for successful reading and writing.

4. Random
In this game the letters are displayed randomly. The activity enables you to track a child's learning – how much it was acquired with the help of previous games and to what extent this knowledge is applicable and operational.

5. Find Key
In this activity the accent shifts from phonemes to graphemes, which is an excellent introduction into word games. We are learning about hearing and pronouncing phonemes and seeing and writing letters. Except writing, typing, and reading preskills, we are also exercising visual perception, searching, visual attention, concentration, and match making.



- 1. Choose and Type**
Functional approach – just like the „Choose Key“ game. Word synthesis - building words with the acquired phonemes.
- 2. Type Alphabetically**
Alphabetical approach in acquiring word writing.
- 3. Missing Letter**
Isolating phonemes to raise awareness of phonetical structures. The aim is to see the position of phonemes in words (not solely the initial position) and to mark them by letters.
- 4. Two Missing Letters**
This activity, very much like the previous one, helps develop important reading and writing preskills.
- 5. Type Master**
Similar to the previous tasks, but with the support of virtual keyboard only.
- 6. Solve the Riddle**
Initial picture riddle and learning through play. The riddle provides additional motivation and more focused attention. The initial phoneme for each object is isolated and its different position within word is perceived.

- 1. Sequentially 1 – 9**
With the help of sound reproduction the user learns positions of numbers on the keyboard, the notion of quantity, numerical symbols for quantity, and words for designating numbers, following the prescribed order of all the members of the sequence. The game displays simple pictures, representing black dots on white background, just like the dice in games. This activity stimulates the development of visual grouping.
- 2. Random**
This activity is similar to the „Random“ activity with letters, and the child is required to apply the notion of the correct position of keys on the keyboard or the knowledge of numbers and quantity, without help of mere mechanical counting, with no understanding.
- 3. Choose Number**
The activity similar to choice in the letter game. The child interacts with a parent or teacher, which enables direct monitoring of child's progress by the facilitator.

