

# Excelling with Eye Gaze

Stacie Carroll and Dawn Grant

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Our path is a long and ongoing journey. We refine our teaching as we assess their learning.

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We use high and low tech communication



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To eliminate physical demands students sit in their least restrictive position




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### Tracking and Scanning

EyeQ Attention and Looking	EyeQ Attention and Looking	EyeQ Attention and Looking
<p><b>Notes:</b></p> <p>Date: 10/20/18</p> <p>Process of activity: Directional chair reading</p> <p>Start Time: 10:42    Duration of play: 15</p> <p>Signage: <b>Follow the Straight!</b></p> <p>Level: Class 8 Effect</p> <p>Change Size: Standard</p> <p>Time to travel length of path: Medium, Good</p>	<p><b>Notes:</b></p> <p>Date: 10/20/18</p> <p>Process of activity: Directional chair reading</p> <p>Start Time: 10:44    Duration of play: 15</p> <p>Signage: <b>Follow the Straight!</b></p> <p>Level: Class 8 Effect</p> <p>Change Size: Standard</p> <p>Time to travel length of path: Medium, Good</p>	<p><b>Notes:</b></p> <p>Date: 10/20/18</p> <p>Process of activity: Directional chair reading</p> <p>Start Time: 10:40    Duration of play: 15</p> <p>Signage: <b>Follow the Straight!</b></p> <p>Level: Class 8 Effect</p> <p>Change Size: Standard</p> <p>Time to travel length of path: Medium, Good</p>
<p>Heat Maps</p>	<p>Heat Maps</p>	<p>Heat Maps</p>
<p>Interpretation: Heat maps</p>	<p>Interpretation: Heat maps</p>	<p>Interpretation: Heat maps</p>
<p>Signoff:</p>	<p>Signoff:</p>	<p>Signoff:</p>

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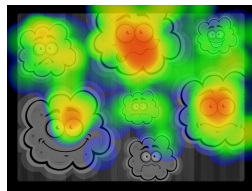
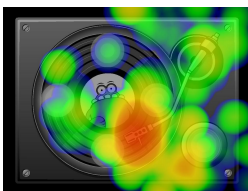


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### Dwell and Targeting




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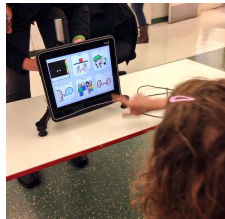


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We started with simple communication displays that provided a clear correct answer



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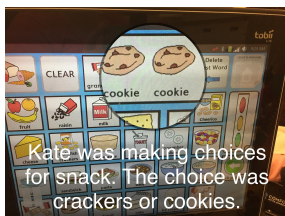
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We quickly moved to robust displays



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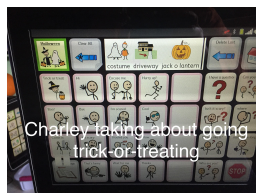
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And beyond binary choices



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Model language all the time using 'their' voice

Listen carefully to not only what they are saying, but what they are not saying

Apraxia affects all voluntary muscles and motor plans. Give them time to respond, it may take 15 minutes.

Believe what they tell you; don't 'fact check'

Their communication device should only be used for communication, all other work is done off the device when possible

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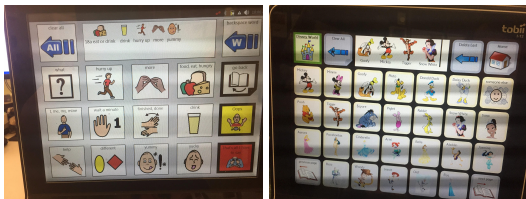
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### Different displays for different student's needs



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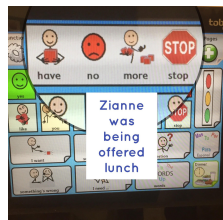
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### Giving power to student voice



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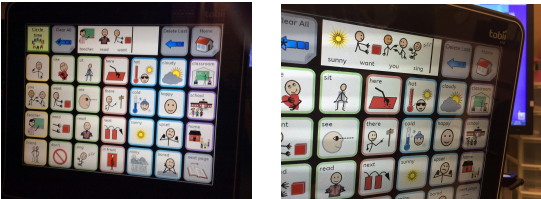
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Students take the lead in their education



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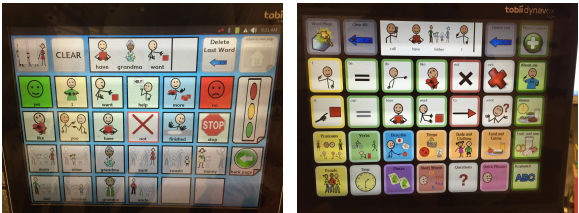
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Students have the ability to speak about their families



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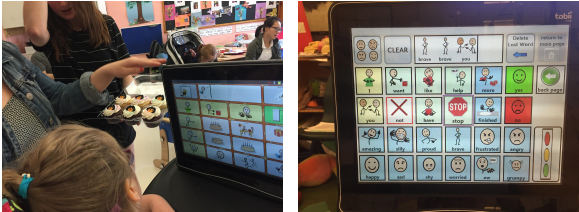
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And connect with peers



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### Students can express their thoughts



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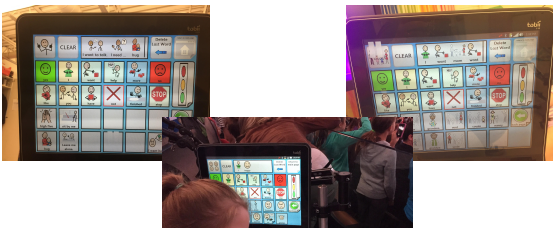
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### And feelings



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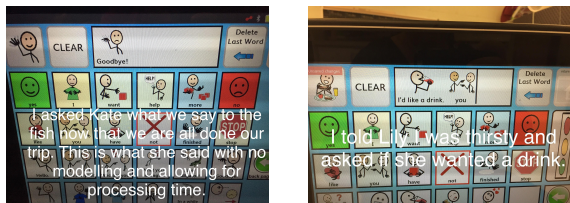
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### Students make social connections and comments



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## What we have changed in our teaching and learning

Shifting our language - babbling, scribbling, chatting, reading, and writing

Allowing time for the student to explore and play with the device

Modelling all of our language on the device, frustrations at not finding the words we need and going into and out of different pages

Listening to what the students are saying and working with them to understand what they mean

Providing more language and more opportunities to communicate

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## Reading and Writing

I like Spring

I like spring, spring, spring, warm - Rhys

I like jackets, sunglasses, shorts - Charley

I like fog, birds, flowers, smelling, mom - Kate

I like seeds, rain, thunder, lightning, grass - Tatum

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## Communication, Everywhere, At All Times, with Everyone



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