

## Eye Gaze Considerations Guide

### Eye Gaze Solutions

Eye Gaze systems use complex technology. It requires a substantial commitment by team members and the student assume the assessment, training and implementation process including multiple device trials to maximize the success, as each device uses different algorithms to calculate and monitor eye gaze.

Eye Gaze is not successful for all users, and the process is time intensive. It is a highly recommended that districts requesting an eye gaze solution for a student commit to and request **two years of service**. Best practice for this process is to identify a point person on the team who will be responsible in organizing and managing the trial and implementation of the Eye Gaze technology.

Eye Gaze Solutions are most effective when:	Eye Gaze Solutions are least effective when:
<ul style="list-style-type: none"> <li>○ a thorough pre-assessment e.g., language assessment, eye exam, functional vision assessment, and positioning considerations</li> <li>○ a school key contact or case manager who organizes the team and facilitates the implementation plan</li> <li>○ the school team is technically skilled, experienced and/or willing to use technology</li> <li>○ the team members are capable of using available training resources to learn and support a high-end technology solution</li> <li>○ comprehensive trials of eye gaze technology are conducted</li> <li>○ daily practice is supported</li> <li>○ ongoing data is collected.</li> </ul>	<ul style="list-style-type: none"> <li>○ a key contact is not available or determined</li> <li>○ the team is not technically ready to implement technology</li> <li>○ not all team members are supportive of the assistive technology solution</li> <li>○ the team is unaware of the student’s profile/abilities</li> <li>○ the student is not set-up to be motivated or interested in technology; is not ready to engage</li> <li>○ the features of the technology do not match the student needs and curricular goals.</li> </ul>

Team Readiness	Student Readiness
<p>Team consists of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School based case manager (e.g., Resource teacher, Vice principal, etc.)</li> <li><input type="checkbox"/> Special education assistant or paraprofessional</li> <li><input type="checkbox"/> Classroom teacher</li> <li><input type="checkbox"/> Occupational therapist</li> <li><input type="checkbox"/> Speech and Language Pathologist</li> <li><input type="checkbox"/> Teacher of students with visual impairment</li> </ul> <p>Team members:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have strong basic understanding of computer skills</li> <li><input type="checkbox"/> have release time for training and implementation</li> <li><input type="checkbox"/> have availability to complete comprehensive trials</li> <li><input type="checkbox"/> have availability to implement technology on an ongoing basis</li> <li><input type="checkbox"/> can articulate specific IEP goals that the technology will support</li> <li><input type="checkbox"/> have clear goals and objectives for implementing technology</li> <li><input type="checkbox"/> understand the impact of eye health, attention, environment, and support on successful eye gaze implementation.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is motivated to use technology</li> <li><input type="checkbox"/> has communicative intent</li> <li><input type="checkbox"/> is medically stable</li> <li><input type="checkbox"/> has good eye health</li> <li><input type="checkbox"/> has control of head and eye movements</li> <li><input type="checkbox"/> has good positioning to support eye control</li> <li><input type="checkbox"/> can sustain attention for greater than five minutes</li> <li><input type="checkbox"/> has explored a range of access methods</li> <li><input type="checkbox"/> has had prior experience with AAC</li> <li><input type="checkbox"/> auditory and visual scanning is used as a backup system for student</li> <li><input type="checkbox"/> has a successful non-technical system or partner assisted scanning.</li> </ul>

**To request an Eye Gaze solution, please submit the following documents to the SET-BC team with your application or prior to your Collaborative Action Plan (CAP) Meeting.**

**Documents required:**

- SET-BC Student Profile
- Student’s IEP
- No tech or light tech AAC sample
- Eye exam report
- Data from equipment trials

**Resources**

**From SET-BC**

- Eye Gaze Technology Learning Module

- Considerations for Completing an Assistive Technology Trial
- Eye Gaze Calibration Considerations
- Sample Assistive Technology Data Collection Sheet
- Eye Gaze Data Tracking
- Data Tracking Sheet

## External Resources

- [Unlocking Abilities: An Introduction to the Unlocking Abilities resource \(Determining Access\)](#) (2016)
- [Unlocking Abilities: Eye Gaze Skills Monitoring Sheet](#) (2016)