

SET-BC Eye Gaze Technology Considerations Tool

This guide is designed to support collaborative team discussions when determining whether high-tech eye gaze technology might support a student's communication and/or access goals. It is intended to help match technology to the student's current strengths, support needs, goals, and learning environments. It can also be used to identify supports, accommodations, and modifications that may contribute to successful high-tech device trials.

Please use the following prompts to gather information to guide team discussions. Consult with your TSVI/SLP/OT/PT as needed. Please include a vision report for students with confirmed/suspected Cortical/Cerebral Visual Impairment (CVI).

Student Name:	Completed By:
School:	Role:
Age:	Date:

Cognition and Communication:

Questions	Yes	No
Indicates yes and/or no (or continuation and/or refusal of activity) with multimodal communicative expressions (e.g. body language, reaching, gestures, vocalizing, AAC device, speech, etc.)		
Has an existing augmentative and alternative communication (AAC) system		
Has experience using a low-tech eye gaze communication system (e.g., E-Tran board).		
Uses gaze to make choices between objects, symbols, or other meaningful options		
Demonstrates understanding of one-step directions (e.g., "Look at the balloon.")		
Demonstrates periods of alertness and visual attention during activities		
Shows potential to participate in daily practice to support skill development		

Comments (level of alertness, visual attention, communication):

Please describe the following:

Interests and motivations:

Activity tolerance window (how long can the student attend to learning activities):

Timing of any medications that may affect alertness:

Practice and Supports:

Questions	Yes	No
1-2 consistent adults are available daily for eye gaze skill practice and device troubleshooting		
School team members can learn and support a high-tech eye gaze system		
School team members are willing to commit the ongoing time requirements to trial and support the technology		
School team can put program plans in place to allow for daily practice		
Student does not have health or other concerns affecting ability to participate in daily technology skill development		
Comments:		

Physical Access

Questions	Yes	No
Has tried other access methods		
Does not currently point toward items with their head (e.g. toys, animals, books, pictures)		
Comments (describe access methods tried e.g. touch, switch, joystick, etc.):		

Vision

Questions	Yes	No
Has had an eye exam within the last year		
Visual perceptual skills have been considered when determining supports for eye gaze skill development		
Demonstrates the ability to visually attend to an object or target for at least one second		
Demonstrates visual tracking of moving targets vertically and horizontally		
Please describe any accommodations needed for vision (e.g. glasses/vision aids, high contrast, large font, lighting, etc.):		

Additional considerations (light sensitivity, involuntary eye movements, visual fatigue, visual field preferences, cortical/cerebral visual impairment, presence of ptosis, etc):

Positioning

Questions	Yes	No
Student's head can be supported in an upright position		
Positioning needs and movement patterns throughout the day have been considered when planning eye gaze access		

Comments (e.g. positioning schedule):

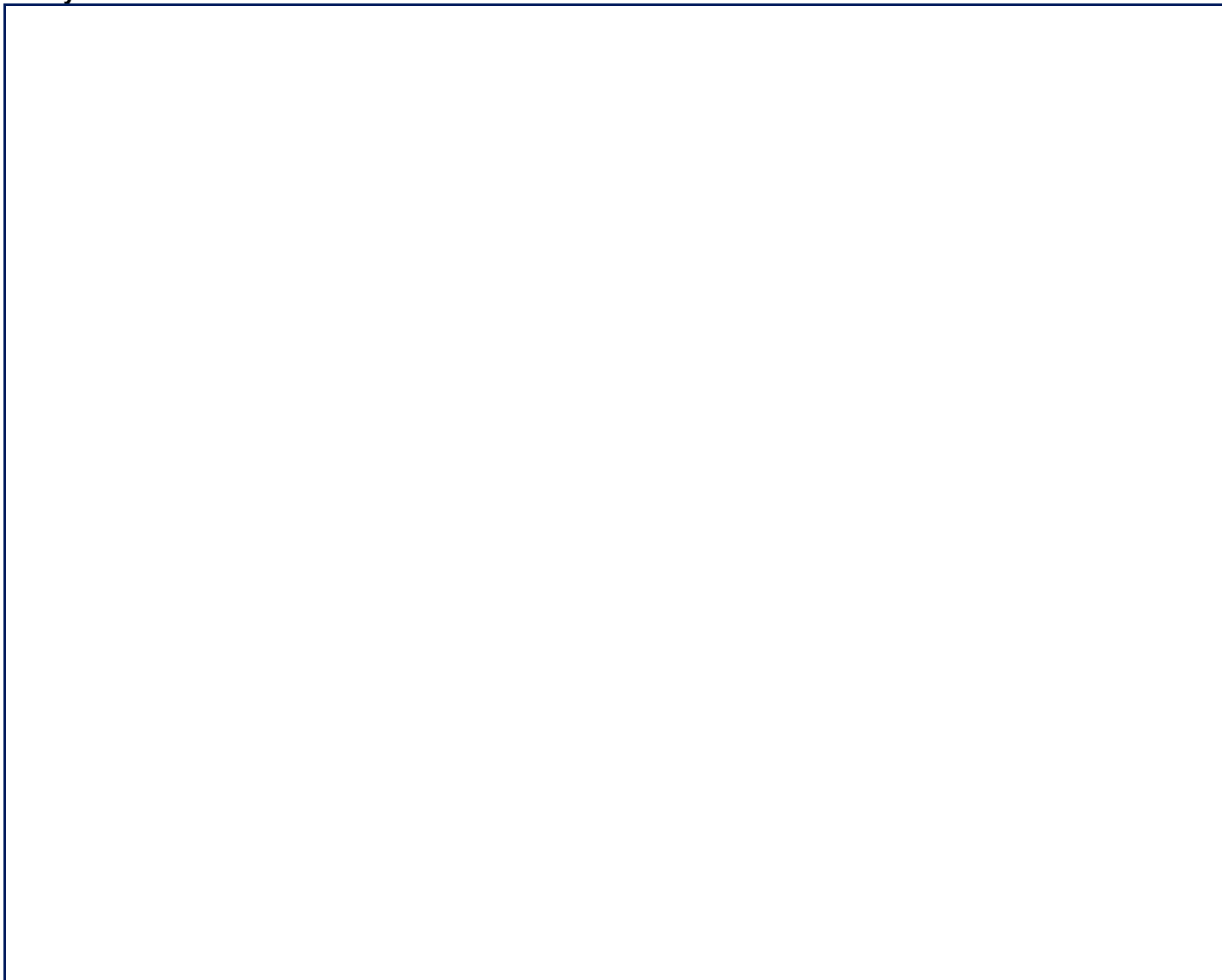
Please list all positioning and mobility devices used at school:

Environments

Questions	Yes	No
Eye gaze access will be explored across multiple environments		

Comments (describe environments including related positioning needs):

Summary and Plan:



This screening form is adapted from the ACETS Eye Gaze Technology Screening Checklist (2012) with permission from Alberta Children's Hospital Augmentative Communication and Educational Service.

Please discuss results as a team. If many or most responses indicate “no”, high tech eye gaze technology may not be the best fit for the student at this time due to multiple factors identified that may affect successful use. Teams are encouraged to explore:

- Further collaboration involving TSVI, SLP, OT, and school team members to determine if AAC design considerations or other accommodations can help address the identified support needs or barriers to access
- Further investigation to support AT/AAC feature matching (e.g. communication matrix, AAC/CVI matrix, motor skills)
- Additional practice with low-tech communication supports, including:
 - o Choice-making using objects or visuals
 - o E-Tran board using objects (whole or partial) or visuals
 - o Object communication and calendar system