Eye Gaze Consideration and Protocol for SET-BC Allocated Services

Eye Gaze Solutions

Eye Gaze systems use complex technology. It requires a substantial commitment by team members and the student in terms of going through the assessment, training and implementation process. Multiple device trials are required to maximize the chances of 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 complex and time intensive. It is strongly recommended that districts requesting an eye gaze solution for a student commit to a 2-year allocation. 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.

<table>
<thead>
<tr>
<th>Eye Gaze Solutions are most effective when:</th>
<th>Eye Gaze Solutions are least effective when:</th>
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<tr>
<td>o there is an identified key contact/case manager who organizes the team and facilitates the implementation plan</td>
<td>o a key contact is not determined</td>
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<td>o the school team is technically skilled/ experienced and/or willing to use technology</td>
<td>o the team is not technically ready to implement technology</td>
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<td>o the team members are capable of using available training resources to learn and support a high end technology solution on a daily basis</td>
<td>o not all team members are supportive of the assistive technology solution</td>
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<td>o thorough pre-assessment has been completed eg Language Assessment, ACETS, Eye Exam, Functional Vision Assessment</td>
<td>o the team is unaware of the student’s profile/abilities</td>
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<td>o fulsome trial of Eye Gaze technology is conducted</td>
<td>o the student is unmotivated or uninterested in technology</td>
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<td>o daily practice can be supported</td>
<td>o the features of the technology do not match the student needs and curricular goals</td>
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<td>o ongoing data is collected</td>
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## Team Readiness

Team consists of:
- Occupational Therapist
- Speech and Language Pathologist
- Teacher of Students with Visual Impairment
- School based case manager (e.g. Resource Teacher, Vice Principal, etc.)
- Special Education Assistant/Paraprofessional

Team members:
- have strong basic understanding of computer skills
- have release time for training and implementation
- have availability to complete fulsome trials
- have availability to implement technology on an ongoing basis
- are able to articulate specific IEP goals that the technology will support
- have clear goals and objectives for implementing technology
- understand the impact of eye health, attention, environment and support on successful eye gaze implementation

## Student Readiness

The student:
- is motivated to use technology
- has communicative intent
- is medically stable
- has good eye health
- has control of head and eye movements
- has had prior experience with AAC
- has explored a range of access methods
- has a non-technical system or partner assisted scanning in place and is being used successfully
- auditory and visual scanning is (being) developed to provide a backup system for student
- is able to sustain attention for > 5 minutes

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To proceed with a request for an Eye Gaze solution, please submit the following documents to your SET-BC consultant prior to your Collaborative Action Plan (CAP) Meeting. These are necessary in order to receive a long term loan of an Eye Gaze solution.

### Documents required:
- SET-BC Student Profile
- Student’s IEP
- No tech or light tech AAC sample
- Eye exam report
- ACETS Eye Gaze Technology Screening Checklist (developed by Alberta Children’s Hospital)
- Data from equipment trials

### Resources

From SET-BC
- Eye Gaze Technology Online Course
External Resources

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