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# 1. About Me

My vision:

My hearing:

How I communicate:

How I show what I like:

How I show what I don't like:

How I sit in the classroom:

How I move around at school:

My interests:

How I currently access a computer or tablet:

My IEP goals and educational tasks that require assistive technology:

## 2. My Team

Teacher:

Email:

Other key education staff (Education Assistants, Deputy Principal, Learning Support Coordinator):

Speech Pathologist:

Organisation:

Email:

Occupational Therapist:

Organisation:

Email:

Family members:

Phone:

Email:

Supplier:

## 3. My Eye Gaze

### a) My current eye gaze skill level

With experience and practice I will learn to develop my eye gaze skills. Use the following framework to indicate my current skill level. This can be used to guide the development of my goals and identify suitable eye gaze activities.

| Objective  | Not observed | Developing | Achieved |
|--|--------------|------------|----------|
| <b>Key 1: Experimental Learning</b>  |              |            |          |
| I can tolerate eye gaze equipment being positioned near them.  |              |            |          |
| I can look, react or respond to an activity on the eye gaze device   |              |            |          |
| <b>Key 2: Making Something Happen</b>  |              |            |          |
| I can independently use their eye gaze to produce a desired effect on the screen.  |              |            |          |
| <b>Key 3: Mastering Skills for Access: Eye Gaze Specific Skills</b>  |              |            |          |
| <b>Key 3A: Targeting</b>   |              |            |          |
| I can independently locate targets on the screen to produce a desired effect.  |              |            |          |
| <b>Key 3B: Dwelling</b>  |              |            |          |
| I can look at and 'quick dwell' to select targets to produce a desired effect.   |              |            |          |
| <b>Key 4: Choosing Independently</b>   |              |            |          |
| <b>Key 4A: Failure Free Choosing</b>   |              |            |          |
| I can choose one item from three or more on-screen options, where there is no correct answer and any choice is rewarded. |              |            |          |
| <b>Key 4B: Finding the right one</b>   |              |            |          |
| I can choose one item from three or more on-screen options in regard to a request or question.                           |              |            |          |
| <b>Key 5: Independently accessing a range of functional activities</b>   |              |            |          |
| I can use eye gaze independently to participate in one or more functional activities                                     |              |            |          |

Adapted from *Unlocking Abilities Eye Gaze Monitoring sheet*

## b) My daily eye gaze use

Think about:

- Other physical tasks in my day e.g. standing or swimming
- Whether my health impacts on your eye gaze use
- Whether I change rooms throughout the day and need to bring the eye gaze device

### Best time for me to use eye gaze

### Length of time before I get tired (this may change over time)

### Where I need to use my eye gaze device e.g. classroom, outdoors

## c) What prompts to give me when using eye gaze

Think about:

- How long to pause between verbal prompts
- How many steps I can manage in an instruction
- Whether using the touchscreen will confuse me (consider using mouse or pipe cleaner)
- If I need physical or verbal prompts to help with my head position

## d) My vision needs

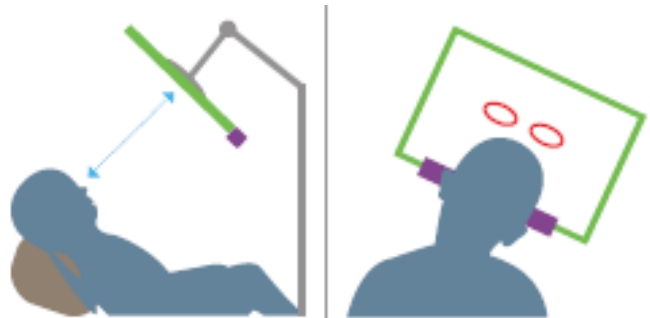
Think about:

- Whether I need colour contrast to accommodate for vision difficulties
- The size of targets on the screen
- Whether I need to calibrate for one eye only

### e) My preferred eye gaze position

Think about:

- If my position changes throughout the day
- If I use tilt or recline in my wheelchair
- Whether additional posture supports will make it easier to use my eye gaze e.g. belts and harnesses, headrest.



<http://www.inclusive.co.uk/Lib/Doc/catalogues/eye-gaze-booklet-2015.pdf>

*[Insert a picture of me]*

Key positioning tips:

### f) Software and eye gaze activities I currently use



## 4. My Goals

Use this chart to document my goals using Goal Attainment Scaling (GAS) Framework. This framework helps to measure the extent to which my goal is achieved. Place the expected goal in the centre column under 0. Use the other four columns to document what the goal would look like if I achieve less than expected (-2), stay at the same level (-1), achieve more than expected (+1) or achieve much more than expected (+2). Make sure the goals are SMART. For more information refer to **Eye Gaze: Access All Learning Areas Factors for Success** section on **Write Goals** (from page 3).

| Goal | -2<br>Much less than expected | -1<br>Less than expected | 0<br>Expected | +1<br>More than expected | +2<br>Much more than expected |
|------|-------------------------------|--------------------------|---------------|--------------------------|-------------------------------|
| 1    |                               |                          |               |                          |                               |
| 2    |                               |                          |               |                          |                               |
| 3    |                               |                          |               |                          |                               |

## 5. The Plan to Achieve My Goals

Use this chart to develop a plan for how to achieve my goals. Record the software that will be used to work towards the goals and make note of any pre-made activities that are available and any activities that will need to be developed or adapted. Record the roles and responsibilities of each team member to make sure everyone knows what to do. For more information refer to **Eye Gaze: Access All Learning Areas Factors for Success** section on **Document Plan** (from page 8).

| Goal | My expected outcomes | Plan and strategies to achieve my goal | Who | By |
|------|----------------------|--|-----|----|
| 1    |                      |  |     |    |
| 2    |                      |  |     |    |
| 3    |                      |  |     |    |

## 6. Timetable

This timetable can be used to plan opportunities for me to work on my eye gaze goals. For example, if my goal is to complete a book reading activity twice a week identify the most suitable time and make sure all my support team are aware of the plan. Use the information gathered in the *My Eye Gaze* section to help select the best time of day and length of time.

|        | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--------|---------|-----------|----------|--------|
|        |        |         |           |          |        |
|        |        |         |           |          |        |
| Recess |        |         |           |          |        |
|        |        |         |           |          |        |
|        |        |         |           |          |        |
| Lunch  |        |         |           |          |        |
|        |        |         |           |          |        |
|        |        |         |           |          |        |







## 8. My Goal Review

It is important to review my goals at the end of the agreed timeframe (e.g. term, semester or school year). Record how I performed against what was expected. Identify what worked well, what needs improvement, what else I want eye gaze to help me with or if I need to consider a different access method for these tasks. For more information refer to **Eye Gaze: Access All Learning Areas Factors for Success** section on **Evaluate Goals** (from page 10) and **Plan Next Steps** (from page 14).

| Expected Outcome | Attained performance | Comments | Next steps |
|------------------|----------------------|----------|------------|
|                  |                      |          |            |
|                  |                      |          |            |
|                  |                      |          |            |
|                  |                      |          |            |