IEP Activities for the Eye-Talk #3700, 3701, 3702, 3712

USER'S GUIDE

The Heavy-duty triangle stands have non-skid feet for securing to smooth surfaces, in addition there are two flare outs for C-Clamp use if needed. To use insert the adjustable legs of the Eye-Talk into the channel's on each side of the base.

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For Technical Support:
Call our Technical Service Department
Monday through Friday, 9 a.m. to 5 p.m. (EST)
1-800-832-8697
customer_support@enablingdevices.com

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50 Broadway
Hawthorne, NY 10532
Tel. 914.747.3070 / Fax 914.747.3480
Toll Free 800.832.8697
www.enablingdevices.com

Now with sturdy base!

Our popular eye gaze communication board is an inexpensive yet effective method of communicating. Place desired choices on the Eye Talk board and the observer views the eye gaze of the user and sees their selection. You can create limitless choices for the user to select using their eyes. The Eye Talks are made of clear, shatter-resistant plastic and comes with two self-contained height adjustable triangle stands. Included with each Eye Talk is a heavy-duty set of triangle stands. Order the 4 pack or 10 pack and get one set of heavy-duty triangle stands. Packs also comes with a self-adhesive, clear picture holding strip (12"L) which can be cut to any length. Size: 17"L x 11½"W x 1/16"H. Weight: ½ lb.

- LTG: To improve ocular motor control for greater success in reading
  STO: To demonstrate visual tracking, child will maintain visual contact for 5 seconds on a visual stimulus out of times.
- Sensory: LTG: To improve ability to use sensory information to understand and effectively interact with people and objects.
  STO: Student will demonstrate the ability to observe and remember information/location: criteria: method.

Sample goals were taken from Version 4Curriculum Copyright 1986-1993. Dr. Thomas Reap and OT Goals by Partners in Goals.

All IEP Activities were developed by Elizabeth Meyer, a pediatric rehabilitation professional

Please note: Peel away the protective film covering from the Eye-Talk, otherwise the adhesive picture holder strips will not stick.

IEP Activities for the Eye-Talk

Training Activity #1: "See it- Spell it"
Level: difficult
Ages: 12 and up
Diagnoses: cerebral palsy with disarthric speech, spinal cord injury, stroke and ALS
How to proceed: This activity helps to train accurate eye-gaze skills for the more advanced communicator. Show the child two pictures with the spelling of the words included. For example, "milk" and "juice". Instruct child to choose one of the picture/word cards and to spell it with her/his eyes. The object of the game is for the partner seated on the opposite side of the user to guess which word was chosen by the ability to follow the user's gaze as it spells out the word. The user must first look at the numbered section and then center opening. Then within the section, gaze at the desired letter. When the word is spelled out, the user is instructed to maintain gaze at the desired letter. When the word is spelled out, the user is instructed to maintain gaze in center for 5 seconds or more to indicate completion. *Arrange letters as follows:*

Activity Analysis #1: Skills and Performance Components this toy and activity will address:
- Cognitive- follow 2 step directions, visual memory, visual recognition, focus and attention
- Motor- ocular-motor pursuits and saccades
- Sensory- visual and visual perception

- Language- communication skills

Activity IEP* Goals: LTG- Long-Term Goal, STO-Short Term objective (*please note this is not an exhaustive list*)
Language- LTG: Student will develop and demonstrate an improvement in alternative means of communication.
STO: Student will use an eye-gaze communication board to facilitate communication by looking at individual letters to spell a word in order to communicate a need, __% of the time, criteria: method.
Motor- LTG: To improve ocular motor control for greater success in reading.
STO: To demonstrate visual tracking child will maintain visual contact for 5 secs on a visual stimulus __ out of __ times.
Visual-Perception- LTG; To improve visual-perception needed for reading or communicating using augmentative communication devices.
STO: Child will demonstrate improved saccadic fixation, by quickly moving eye gaze from one set of letters to another with __% accuracy, __ out of __ times.
Sensory- LTG: To improve ability to use sensory information to understand and effectively interact with people and objects.
STO: Student will demonstrate the ability to observe and remember information/location: criteria: method.

Training Activity #2: "Look and Say"
Level: easy
Ages: 6 and up
Diagnoses: cerebral palsy with disarthric speech, spinal cord injury, stroke and ALS
How to Play: This activity helps to train accurate eye-gaze skills. Affix four pictures to each corner of the Eye-Talk frame. Have 4 matching objects (or

matching pictures to cue the child). Show one of the pictures or objects in the center opening. Ask the child to find and then look at the picture on the frame that is the same. Demonstrate and explain that she/he must keep looking at the picture on the frame for 5 seconds. Then demonstrate and explain that the user must make a second gaze into the center opening to show the partner that she/he has completed the task.
Activity Analysis #2: Skills and Performance Components this device and activity will address:
- Cognitive: follow 2 step directions, visual memory, visual recognition, focus and attention
- Motor: ocular-motor pursuits and saccades
- Sensory: visual
- Language: communication skills
Activity #2 IEP Goals: *LTG-Long Term Goal, OBJ-Short Term Objective (*please note this is not an exhaustive list*)
- Language- LTG: Student will develop and demonstrate an improvement in alternative means of communication
- STO: Student will use an eye-gaze communication board to facilitate communication by looking at a picture or word to make a response or communicate a need,__% of the time, criteria: method.