



# Active Engagement for Students Using Eye Gaze (or other SGD).

**Julie Luedke**

ATP, P/HD, TBI, ASD, DCD, EBD, SLD

**Mackenzie Keimig**

DCD, ASD, SLD

# Background and Experience

## Julie Luedke

25 years in education

5 classroom multi-categorical

10 lead teacher in elementary schools

10 AT / Physically Impaired

- DCD - MM/SP & Gen Ed K-6: UWEC
- SLD / EBD : MA @ Bethel
- ASD : Portfolio
- P/HD : NDSU
- ATP : RESNA certified

## Mackenzie Keimig

17 years in education

7 years transition program in IA

10 HS Multi: ASD/DCD-SP

- DCD/SLD : UWEC
- ASD : MA @ St. Thomas

# What are barriers students might face “using” eye gaze?

How is using eye gaze for communication different from using direct select?

What are some nuances to keep in mind when teaching / using eyegaze vs. direct select?

# What are barriers teachers need to keep in mind when teaching students who use eye gaze vs. direct select?

How do you currently **engage / differentiate instruction** to involve all students in activities?

What current barriers do you face?

## Continued:

How do you currently create opportunities for **peer engagement**?

What current barriers do you face?

## **Parking lot:**

Questions/concerns that you would like to discuss or address by the end of the presentation?

# What are some easy ways to engage my students in my activities?

Program peers in for them to call on

Create a quick-fire button for “start” and have them call the start of a timer

Pre-plan a question and answer

Building opportunities around known routines

Following or providing opportunity to voice schedules

## Specific to Math:



Consistently use the calculator to show numbers - works on motor planning.

Have the student roll the dice and tell the numbers to use in creating math problems.

Pair with a peer and have student spin the dice and partner say colors/numbers out loud.

Show where colors/shapes/skill words can be found - stay on the page and determine ways for student to respond with the words on the page.



2 \_\_\_\_\_ 6

4 \_\_\_\_\_ 8

6 \_\_\_\_\_ 10

\_\_\_\_\_ 4, 6

4, 6, \_\_\_\_\_

\$4.68	\$____.00
\$5.27	\$____.00
\$2.89	\$____.00
\$8.56	\$____.00
\$6.34	\$____.00

# What are some easy ways to engage my students in my activities? Continued.

5, 10, 15, 20, \_\_\_\_\_

25	15	30
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30, 35, 40, 45, \_\_\_\_\_

15	55	45
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25, 30, 35, 40, \_\_\_\_\_

50	25	35
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# What are some easy ways to engage/ differentiate instruction to include students in activities?

- Program peers in for them to call on
- Create a quick-fire button for “start” and have them call the start of a timer
- Pre-plan a question and answer

Word - Go

Word - Like

Word - Not

Word - Want

What Is Core First Learning

A Dog's Life

A Good Pet

ABC - Things that Go!

Chariots

Classic Cars of Color

Colorful Days

Discovering Kenya

Eat the Rainbow

Emergency Vehicles to the Rescue

Every Child Everywhere

Frightening

Getting Around Town

Go Fish!

Go! Go! Go!

Hats

History's Story

I Have Mine!

I Like Food

Mothers And Babies

Not From Here

Race Day

Shapes from Here to There

So Many School Buses

Spin That Globe!

Ten Dogs

The Story of Our Beginning

The World's Wonders

Traffic Jams

Traveling About

What Does It Do

What's in the Truck

When I Want

Where Did You Go

Workers at the Airport

Alphabet Board 'k'

Guided Reading 1

Guided Reading 2

Guided Reading 3

Letter Search 'k'

Sight Word Sentences 1

Tongue Twister 1

What's in the Truck

# Core word lesson plan:

## Example Lesson Plan

Back	what	I	is	want	tell	need	not	an	all	All Word Lists
Core Words	who	you	can	like	take	know	more	@	some	Personal
QuickFires	where	it	do	go	think	come	a	because	none	on if but Little Words
Topics	when	he	have	stop	see	let	&	but	here	Descriptions
Keyboard	why	she	help	put	say	feel	the	for	there	Date & Time
Dashboard	how	we	will	get	find	read	that	to	before	Choose a word list to link 1
Motor Plan 66	which	my	give	make	try	happen	this	with	after	! ? Punctuation
White board	Questions	People	eat	drink	play	Actions	of	from	later	ABC ABS ABD Word Forms

# News2You:

- Pick a word that student can “say” as the article is being read from the communication board.
- Read the article.
- Choose worksheets that are relevant and modify.



# Written Language:

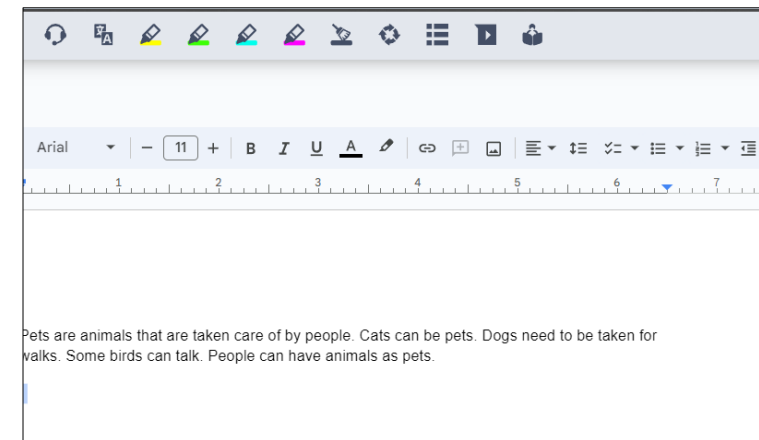
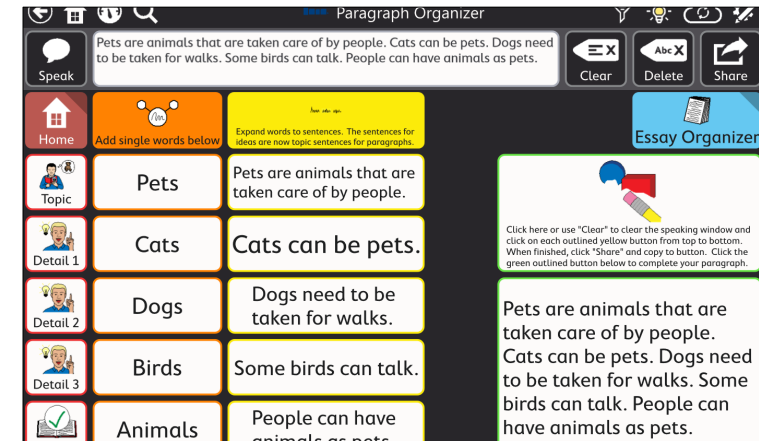
An area that we all continue to explore:

Student perspective:








Motor planning

Keyboard & word prediction

Getting from app to document to turn in



# Template for paragraph

 Home	 Add single words below	<i>From words up...</i> Expand words to sentences. The sentences for ideas are now topic sentences for paragraphs.	 Essay Organizer
 Topic			
 Detail 1			
 Detail 2			
			

Click here or use "Clear" to clear the speaking window and click on each outlined yellow button from top to bottom. When finished, click "Share" and copy to button. Click the green outlined button below to complete your paragraph.



## **Parking lot, continued:**

Questions/concerns that you would like to discuss or address by the end of the presentation?

Jump back to SLIDE \*8\*

Other questions or comments



# Thank you!

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