



Indicating Letters with an Eye Gaze System | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained high school classroom, a teacher asks a student to identify an initial letter in a word. The student uses his color coded alphabet and eye gaze system to choose a letter. When the student chooses the final letter of the word instead of the initial letter, the teacher tells him the name of the letter he chose and the name of the initial letter. She then shows him where he should have looked to indicate the initial letter. The teacher supports the student throughout his thinking process and allows him plenty of wait time. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Language

What others areas of ELA instruction that are also addressed in this video?

None

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained setting



The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Physical Disabilities; Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.L.9-10.2.c Demonstrate understanding of conventions of standard English. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

What additional Essential Elements can be linked to the video?

None

What other grade level Essential Elements can this teaching strategy be used?

- EE.RF.K.2.c Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- EE.RF.1.2.c Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
- EE.L.1.2.e Demonstrate emerging understanding of conventions of Standard English. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
- EE.RF.2.3.a Demonstrate emerging use of letter-sound knowledge to read words. Identify the lower case letters of the alphabet.
- EE.RF.2.3.b Demonstrate emerging use of letter-sound knowledge to read words. Identify letter sound correspondence for single consonants.
- EE.RF.2.3.f Demonstrate emerging use of letter-sound knowledge to read words. Recognize 10 or more written words.
- EE.L.2.2.e Demonstrate emerging understanding of conventions of Standard English. Consult print in the environment to support reading and spelling.
- EE.RF.3.3.d Use letter-sound knowledge to read words. Recognize 40 or more written words.
- EE.L.3.2.e Demonstrate understanding of conventions of Standard English. Use resources as needed to spell common high-frequency words accurately.
- EE.RF.4.3.a Use letter-sound knowledge to read words. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.



- EE.L.4.2.d Demonstrate understanding of conventions of Standard English. Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.
- EE.RF.5.3.a Use letter-sound knowledge to read words. Read common sight words and decode single syllable words.
- EE.L.5.2.e Demonstrate understanding of conventions of Standard English. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.
- EE.L.6.2.b Demonstrate understanding of conventions of Standard English. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
- EE.L.7.2.b Demonstrate understanding of conventions of Standard English. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.
- EE.L.8.2.c Demonstrate understanding of conventions of Standard English. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.
- EE.L.11-12.2.b Demonstrate understanding of conventions of Standard English. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

What Dynamic Learning Maps (DLM) professional development module(s) can be link to this video to learn more about the instruction?

Writing with Alternate Pencils

What other resources can be linked to the video to learn more about the instruction?

- Eye Gaze Boards:
https://www.bridgeschool.org/transition/multimodal/eye_gaze_boards.php
- Video of Eye Gaze High Tech:
https://www.youtube.com/watch?v=mCeOMoQPn_8
- Video Learning-with-Lennart:
https://www.youtube.com/watch?v=6_PgPFSV_hs
- Free Downloadable Alphabet Boards for People Using AAC:
- <http://www.spectronics.com.au/blog/tools-and-resources/free-downloadable-alphabet-boards-for-people-using-aac/>
- Download the color coded eye-gaze system the student is using and other alternate pencil resources on the DLM professional development web site:
<http://dlmpd.com/instructional-resources/#ffs-tabbed-14>