



# PAUSE

The power of a pause can't be underestimated when learning access skills.

We need to allow plenty of wait time for a new eye gaze user to process what they want to do and initiate their reaction.

## ENCOURAGING, ATTENTIVE WAIT TIME



To engage in an eye gaze activity, the student may be needing to:

- Process an instruction or information.
- Understand what is required of them.
- Figure out how they want to respond.
- Maintain or move their head into an appropriate position.
- Focus on and perform the eye movement required.

Prompts can interrupt this process. Particularly for students who experience apraxia or dyspraxia, connecting their thought or intention to action may not always happen easily or quickly (Burkhart, 2016).

Let's provide encouraging, attentive wait time as our first and most-used prompt.

When there is a need to prompt the eye gaze user, use a hierarchy to provide the least intrusive prompt appropriate.

This gives the person the opportunity to be as independent as possible.



Least to most prompt hierarchy:

## PAUSE

Give the person an opportunity to complete the activity independently.



## ENVIRONMENTAL CUE

Look at or draw attention to the activity.

## EXPECTANT DELAY

Use facial expression, gaze, body position to indicate 'it's your turn now'.

## GESTURE OR POINT

Indicate with a gesture, finger point or other pointer what the student may do or select.



## MODEL

Take a turn of the activity as a participant to show the student what can be done. Note, you will need to use touch, a mouse or other method to select.

## VERBAL PROMPT

Prompt directed at the activity rather than the access method e.g. "I'd like to hear some more music" rather than "look at the screen".



(Burkhart, 2016)

Burkhart, L. (2016). Multi-modal communication and learning strategies for children who face significant challenges [Presentation handout]. <https://lindaburkhart.com/wp-content/uploads/2016/11/multi-modal-2-day-8-16-AGOSCI-and-ATANZ.pdf>

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