

One on One Shared Reading using Eye Gaze and Early Core Vocabulary (external), Fringe (in the illustrations) and a head switch (repeated word).

<p>Objectives:</p> <ol style="list-style-type: none"> Child will engage during the story reading of "Are you my Mother?" by self-directing eye gaze toward core, fringe vocabulary and provide the key, repeated word, "mother" frequently throughout the book reading by using a voice output communication aide. 	<p>Materials:</p> <p>Objects:</p> <ol style="list-style-type: none"> Core vocabulary placed on an eye gaze board (core 9 + no) Voice output communication aide (VOCA)- accessed via head or most easy site, record the word /mother/ using a rising intonation (because it will be in the form of a question most of the time.) VOCA (sequencer) with various recordings of types of silly SNORTS! 	<p>Communication practiced and modeled by the reader:</p> <ol style="list-style-type: none"> The reader will demonstrate the use of their own eye gaze toward a core symbol while reading the text, The reader will highlight core vocabulary as appropriate during the reading of the text, The reader will use pausing to allow the child to use their eye gaze to make comments or emphasize core words, The reader will respond to all communication attempts during the reading of the book even if communication attempts are interruptive in nature! 	<p>Pragmatic:</p> <p>Turn taking, spacing & pausing practice for the AAC partner, Oral reading foundation building via eye gaze, initiation, responsiveness, engagement, /m/ in mother repetitive exposure,</p> <p>ACCESS:</p> <p>Consider any/all ACCESS toward a symbol, the book itself, and/or the VOCA:</p> <p>Direct select via:</p> <ul style="list-style-type: none"> Lean towards, Look at, Reach toward <p>Partner Assisted Scanning:</p> <ul style="list-style-type: none"> Linger with possible symbols and watch the child's reaction and honor what appears to be a "best yes" as his/her way to select that message. 	<p>Sensory Input/Receptive:</p> <p>Have a photo of the child's mother available, Augment areas of focus with a flashlight (brightness depends on personal need), pausing, wait time,</p> <p>Positioning: For this experience, it is good to be sitting next to each other with the book/eye gaze directly in front of the child. You will be in the same situation, BOTH looking TOGETHER and CO-GAZING in a reciprocal, mirrored fashion, consistent with developmental gazing patterns in a typically developing child during labeling, looking and joint attention experiences.</p>	<p>Vocabulary Targeted:</p> <p><u>Fringe:</u></p> <p>Animals: hen, dog, bird, egg, kitten, cow, picture of child's mom, if appropriate, or if the reader is the child's mother, the word mother can be written on a piece of paper and placed on mom's chest!</p> <p><u>Core:</u></p> <p>From text: me/mine, you, oh no!, no, where, look, want. Not from the text: more, go, like.</p> <p>Alphabet: M, mother. Mother will be recorded into the VOCA for the audible repetitive exposure to the word, emphasizing /m/.</p>
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Sequence of Story Share ----->

<p>Place eye gaze board over the book so that the book is in the center of the eye gaze board,</p>	<p>Begin reading the book, Use the CORE vocabulary as you read by pointing, leaning/looking, illuminating the symbol as you say the word. For example, when saying, "Are you my mother? Indicate YOU (via core), MY (via core) and pause expectantly for the child to activate his/her own voice to say MOTHER. Do this throughout the book.</p>	<p>Every time the word MOTHER is to be read, pause and WAIT for the child to use his/her switch to say it!</p> <p>Follow a prompt hierarchy to facilitate this if needed.</p>	<p>When a fringe word is used, such as cow, point to the cow, LOOK and lean toward the cow in the illustration. You may even add, "LOOK, COW" as your message when you've read the page.</p>	<p>Try to limit your talking to the words that match the core/fringe vocabulary. Only rely on the child to say "mother" and do not repeat or echo the child after he/she says it via the VOCA because there's nothing to repair. The child says "mother" and take that as real speech! Every time! If the child repeats it, maybe he/she is trying to mention their own real mothers- then, reference the photo of their mother! Use your best judgment.</p>	<p>Go on to the next page and continue until the story is finished.</p> <p>Allow the child to say the "SNORTS!" It will be delightfully funny and engaging! 😊</p>
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Ideas to increase difficulty:		
<p>While reading, point to the word as a prompt to have the child look at the matching core symbol.</p>	<p>Pause an additional time to allow the child to make a comment, such as Uh Oh! Or, "no," which is not in the script per se, but is great to say! Great to go off script!!</p>	<p>Consider modeling back a two word phrase by using ONLY YOUR eye gaze! You can say things like, WHERE + GO, or, YOU + MY + 'MOTHER' (spoken with voca).</p>
Ideas to decrease difficulty, foster success & minimize frustration:		
<p>Acknowledge all gazing toward any symbol or area of the book, even if nothing is there. You can still acknowledge where the child is looking and respond by looking/illuminating the area that they targeted. It's like providing feedback in RESPONSE to the child leading with their gaze.</p>	<p>Sometimes if you see alternative body movement like leaning toward, a brief glance- toward the symbol, acknowledge these brief encounters with symbols or pictures on the page, too! Remember, the child may not realize that just by looking at something, they are "indicating" a message this way. Be prepared to imitate and join in on the child's way of communicating. Take turns doing this. Even a side-to-side rocking movement can be interpreted as a "no" (especially if the child has profoundly limited motor control.) <i>NOTE ACCESS NOTE above.</i></p>	<p>Always good to simply read the story at a nice pace and model. Provide pausing, model looking at a CORE word but LINGER...prolong YOUR modeling so that the child can take it in. Wait, wait, wait. Another prompt might be to give some indirect physical cues to operate the VOCA- but make sure you place it in a way that is easy to access. If you do not have a mounting system, you may have to hold up the switch to the child's head or elbow or other easily moved body part for success. Do not worry too much if the child operates the device too much. It is fine. Sometimes slight adjustments in the angle or placement of the switch will eliminate that issue.</p>