

Consider the unique contexts

Objective(s)

Learners describe the dilemma from multiple perspectives.

Description

In this activity, learners listen to or read different perspectives on Sophie's situation and consider the unique context of the dilemma from these perspectives.

Required Materials/Resources

Learner Materials

- [Audio 5.4: Ms. Mary's perspective \(family child care provider\)](#)
- [Audio 5.5: Holly's perspective \(Sophie's mother\)](#)
- [Audio 5.6: Karen's perspective \(speech therapist\)](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the situation from each of the perspectives on the form Activity 5.10a.
3. Provide feedback.

Suggested Assessment

1. Program context

Family child care program characteristics:

- Licensed program that has been in operation for 20 years [details from Step 1: Dilemma]
- Currently has children aged 8 months – 3 years old enrolled, including Sophie, Sophie's sister, and Sophie's brother [details from Step 1: Dilemma]

Family child care provider attitudes and beliefs (Ms. Mary):

- Thinks assistive technology (AT) could be a powerful tool for helping children like Sophie communicate and participate
- Sounds open to the idea of using communication boards with Sophie
- Says she would be more comfortable using communication boards if she had training on their use and had a chance to meet with Karen (speech therapist)

2. Family perspective

Sophie's strengths, needs, and preferences:

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 5.10a](#)

- Uses noises and gestures to communicate with family members, but needs other ways to communicate with family members as well as others outside of her family
- Likes sensory play and experiences

Sophie's mother's thoughts about AT:

- Wants Sophie to have the power to communicate with those around her, especially when she (Holly) is not around (e.g., when she is at work)
- Is determined to help Sophie communicate through whatever AT interventions or devices will work for Sophie

3. Speech therapist's perspective (Karen)

- Thinks Sophie will benefit from use of AT to help her communicate
- Is not sure which specific AT devices will be most helpful for Sophie—has provided communication boards and voice output devices for Sophie's use at home
- Thinks it is important to use communication boards at the family child care program as well
- Is willing to meet with Ms. Mary (family child care provider)

4. Personal reflection

Hints provided to learner:

1. Describe the program Sophie attends and the attitudes and beliefs of the family child care provider.
2. Your response should mention Sophie's strengths and needs, and should mention how Sophie's mother feels about use of AT.
3. Describe how the speech therapist feels about using AT interventions with Sophie.
4. Have you had experience using AT interventions to help children communicate? Describe your views on this situation.

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 5.10b](#): Discover & discuss the unique contexts

Credits

The CONNECT Content Team