

## Evaluate Sophie's assistive technology plan

### Objective(s)

Learners consider ways to evaluate a child's assistive technology (AT) intervention plan.

### Description

In this activity, learners read information and answer questions to evaluate a child's AT intervention plan.

### Required Materials/Resources

Learner Materials

- [Handout 5.6: Sophie's assistive technology plan](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to learner form Activity 5.13a and ask learners to read the information and answer the questions on the form.
2. Provide feedback.

### Suggested Assessment

1. The team could recommend that Ms. Mary use a checklist or other reminder to help her remember to take the communication board along for outside time each day. Karen, the speech therapist, could offer to show Ms. Mary how she uses the modeling teaching strategy with Sophie and/or could offer to observe Ms. Mary's use of modeling with Sophie and provide Ms. Mary helpful feedback. The team could ask Holly to share how she helps Sophie use the communication boards at home. Karen could also recommend that Ms. Mary videotape herself with Sophie using the communication boards and then watch the video with Karen and Holly to get helpful feedback.
2. The team should meet again to discuss the plan and focus on areas where Sophie has made progress and encourage that same development in other routines. For example, Ms. Mary could encourage and model for Sophie how to make requests during story time. Ms. Mary, Holly and Karen could brainstorm about pictures that reflect Sophie's favorite outside time activities, and should consider finding more concrete pictures for her story time communication board.  
Karen, the speech therapist, could also try using the voice output device that Sophie already has that says body parts while reading a book to talk about the body parts of a character. Karen could then help teach Ms. Mary how to use the device while Sophie is in her care. Or Sophie could play the tickle game with her baby doll using her voice output device. The team should meet again after any adjustments to Sophie's AT plan to see whether the interventions have resulted in improved communication and participation for Sophie. For more information on team communication and collaboration skills, refer to [Module 3: Communication for Collaboration](#).

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

**Instructional Method**  
Problem Solving Session

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

25-30 minutes for learner activity

**Learner Form**  
[Activity 5.13a](#)

Hints provided to learner:

1. See Step 5: Evaluation for ideas about what the team could do to determine whether the AT interventions were implemented as planned.
2. Your response should mention ways to help Sophie communicate during outside time and story time.

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### **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.

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

No activity alternates for this activity.

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### **Credits**

The CONNECT Content Team