

# Describe strategies to help children use assistive technology

## Objective(s)

Learners describe strategies to help children use assistive technology (AT).

## Description

In this activity, learners watch two video clips which highlight different AT interventions. Learners then describe what the adult does to help the child use AT in each video clip.

## Required Materials/Resources

Learner Materials

- [Video 5.7: Communicating at breakfast](#)
- [Video 5.8: Morning sign-in with Ethan and Amanda](#)
- Format for learner responses (written activity form, guidance for discussion)

## Detailed Facilitator Instructions

1. Provide access to videos or transcripts. Videos can be viewed as a class or independently outside of class.
2. Have learners describe (in writing or through discussion) what the adult does to show the child how to use AT in each video clip.
3. Provide feedback.

## Suggested Assessment

1. The adult models use of a child's communication board within the context of eating breakfast by touching the picture symbols for "want" and "cereal" on the board while saying "want cereal?" The adult then touches the picture symbol for "want" again, signs "more" with her hands, and touches the picture symbol for "cereal" again while saying "want more cereal?" The adult then gives the child more cereal.
2. The adult, Amanda, is working with Ethan to select letters to write his name during morning sign-in. Ethan is also learning how to use a voice output device to communicate. To say "yes", Ethan usually makes a clicking sound with his tongue and Amanda is working with him to press the red button that says out loud, "yes, that is the one I want". Then, to say "no", Ethan presses a yellow button with his left elbow behind him attached to his wheelchair. Amanda is modeling and also assisting Ethan in teaching him how to use these devices.

Hints provided to learner:

1. Think about how the adult shows the child appropriate use of AT equipment.
2. Think about how the adult teaches the child to use AT equipment.

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to [Step 3: Evidence](#).

**Instructional Method**  
Problem Solving Session

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation  
25-30 minutes for learner activity

**Learner Form**  
[Activity 5.6a](#)

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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)

- [Activity Guide 5.6b](#): Discover examples of assistive technology
- [Activity Guide 5.6c](#): Identify assistive technology in a real-life setting

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### Credits

The CONNECT Content Team