

# Describe use of assistive technology to help with access and participation

## Objective(s)

Learners describe strategies to promote access and participation for children using assistive technology (AT).

## Description

In this activity, learners watch two video clips which highlight different AT interventions. For each video clip, learners then describe how use of AT promotes a child's access to and participation in an activity or routine.

## Required Materials/Resources

Learner Materials

- [Video 5.9: Dress up time](#)
- [Video 5.10: Nolan at bath time](#)
- [Video 5.11: Eating at Boston Market](#)
- 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) how use of AT promotes a child's access to and participation in an activity or routine.
3. Provide feedback.

## Suggested Assessment

1. The use of communication boards and picture symbols promotes access to and participation in activities such as dress up time by allowing children with a variety of language and mobility skill levels to request items, make choices, and complete other tasks alongside their peers.
2. A laundry basket and pieces of foam promote access to the routine of taking a bath by supporting the child to sit up in the tub. These positioning devices also promote participation because in an upright position, Nolan can see his sister as well as bath toys he might want to reach for and play with.
3. The use of a communication board allows a child to say what she wants to eat or drink while at a restaurant.

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**  
Discovery

**Level**  
Intermediate

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

**Learner Form**  
[Activity 5.7a](#)

Hints provided to learner:

1. Think about what AT interventions (e.g., AT equipment, adaptations, or teaching strategies) are helping the child gain access to and participate in activities or routines in the classroom.
2. Think about what AT interventions are helping Nolan gain access to and participate in what routine.
3. Think about what AT interventions (e.g., AT equipment, adaptations, or teaching strategies) are helping the child participate in what activity or routine.

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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