



CONNECT

The Center to Mobilize Early Childhood Knowledge

Assistive Technology Practices to Support Participation of Young Children in Inclusive Settings

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CONNECT, FPG Child Development Institute

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UNC

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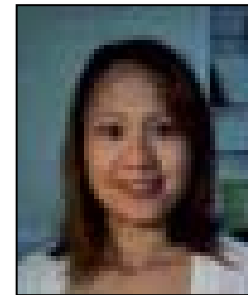
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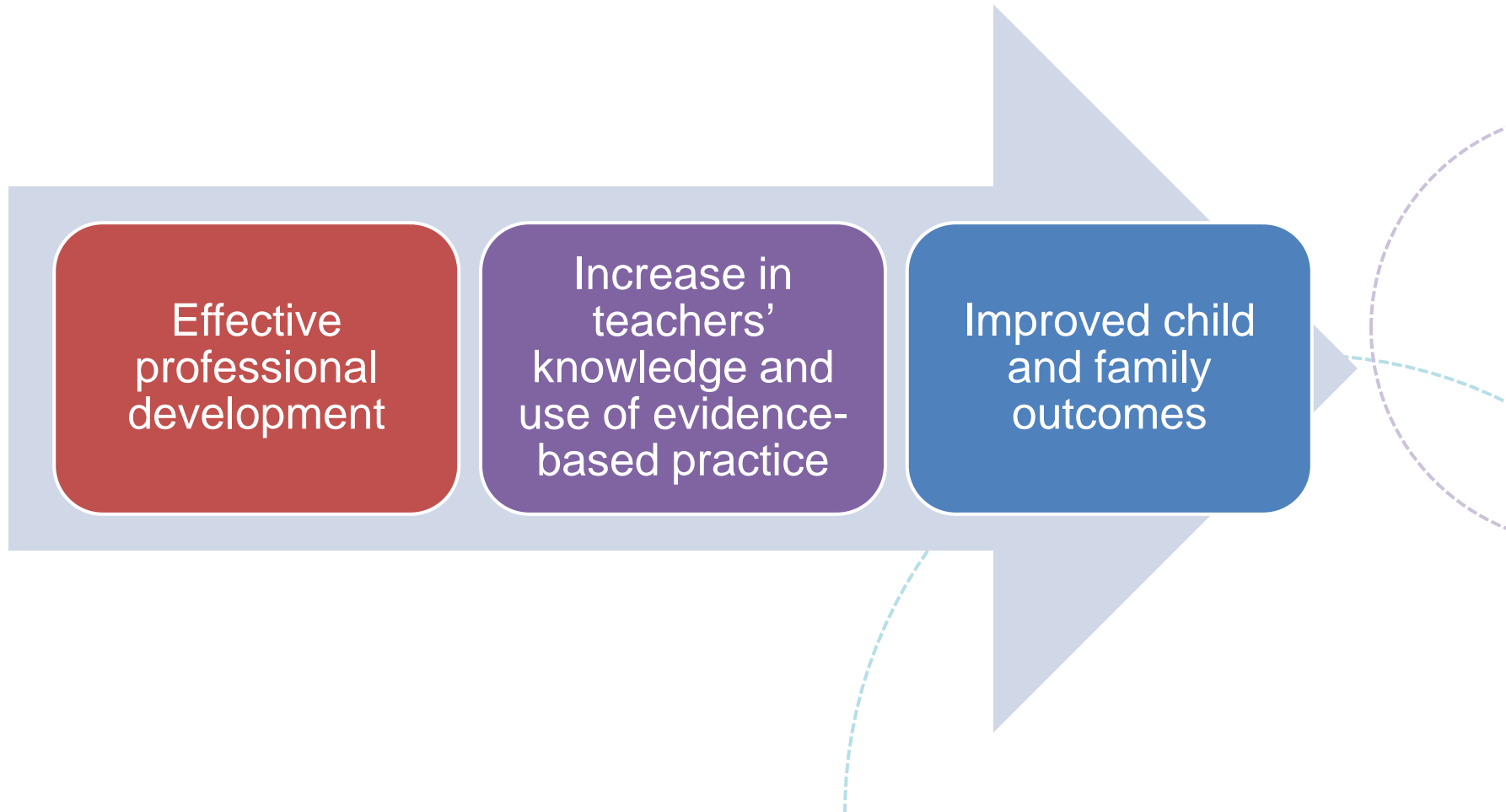
What is CONNECT?



CONNECT is developing web-based modules to support early childhood professional development.

CONNECT Modules are practice-focused and designed using an evidence-based practice approach to professional development.

Context: Increased Attention to PD Quality



Focus on clinical practice

- NCATE, 2010



Context: Increased focus on evidence-based practice



Practitioners
are expected
to use
evidence-
based practice



PD providers
are expected to
incorporate EBP
into PD.

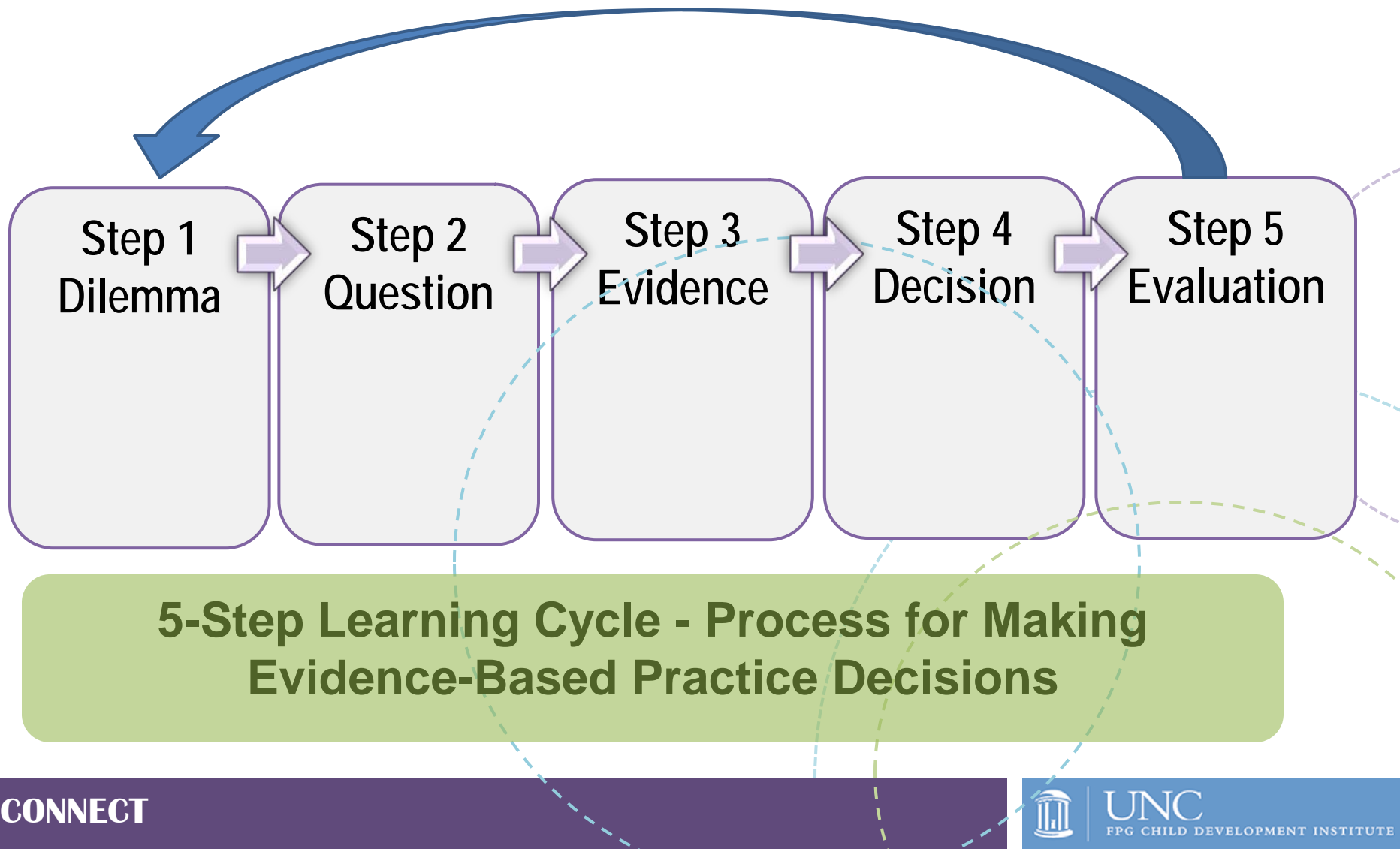


Evidence-Based
Practice is.....

A **decision-making process** that **integrates** the best available research evidence with family & professional wisdom & values

Buyse & Wesley, 2006; Buyse, Wesley, Snyder, & Winton, 2006

Incorporating Evidence-Based Practices into Professional Development



CONNECT Modules: Practice-focused approach



Our Target Audience

- 2-year and 4-year college faculty
- Other professional development providers



Now Available (English and Spanish versions)

- Module 1: Embedded Interventions
- Module 2: Transition
- Module 3: Communication for Collaboration
- Module 4: Family-Professional Partnerships
- Module 5: Assistive Technology Interventions
- Module 6: Dialogic Reading Practices

COMING SOON



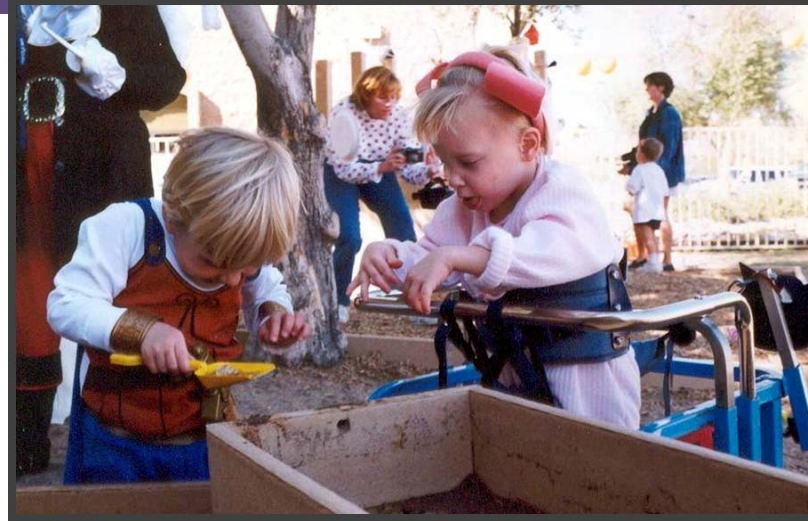
- Tiered Approaches: Social Emotional Development and Academic Practices
- Portuguese translation of Module 1

Using the CONNECT Modules



Module 5: Assistive Technology Interventions

Assistive Technology Interventions



- Describe assistive technology interventions to promote children's access to and participation in inclusive settings.
- Use a decision-making process to help integrate various sources of evidence and determine whether assistive technology interventions are appropriate for use within a specific context

Assistive Technology Interventions

Enable performance of functional skills

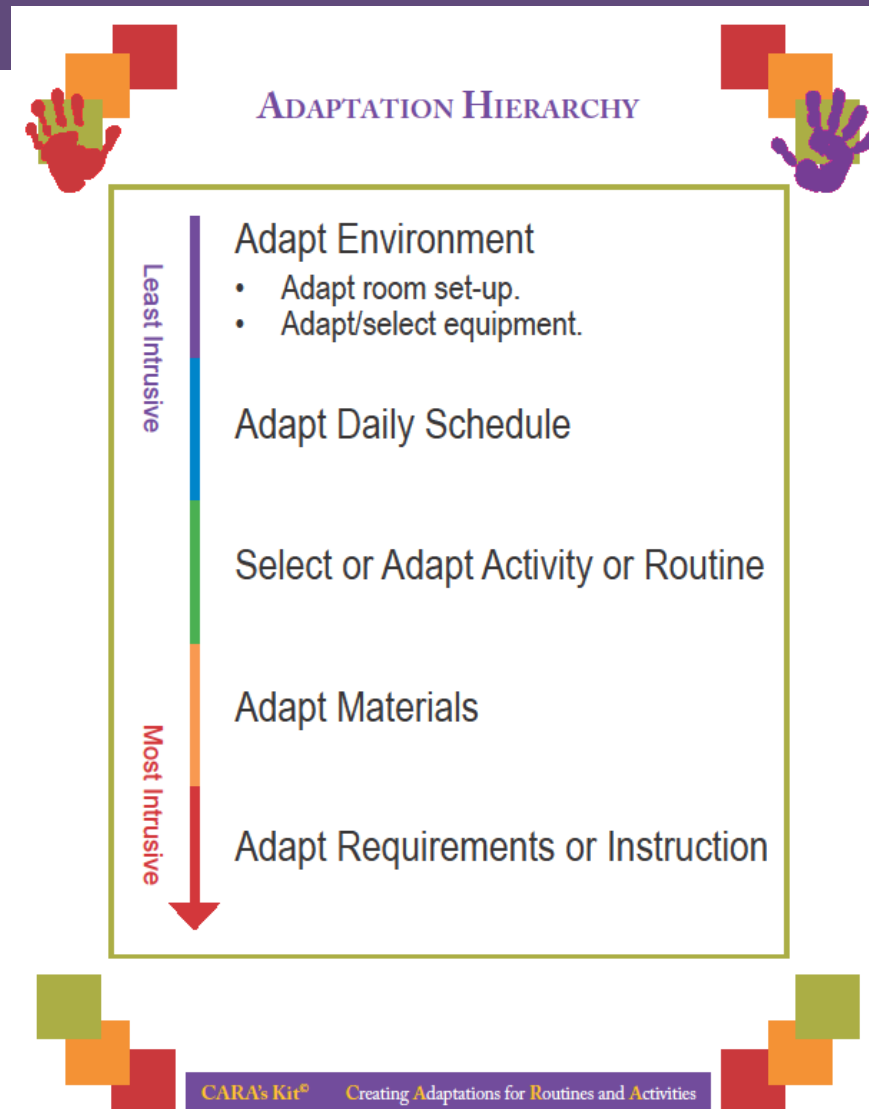
- Getting around (mobility)
- Using arms and hands to access objects, manipulate etc.
- Communicating/Socializing
- Problem Solving

Assistive Technology Interventions

Participate in Activities & Routines in various settings –

- Home (bedtime, getting up, bathtime, playtime, leaving the house, etc.)
- Childcare/Preschool –group settings (e.g., music, art, snack, bathroom, transitions)
- Community – errands (shopping, bank); playground; travel; outings – zoo, library)

AT & Adaptations



Definition of Assistive Technology

Assistive technology (AT) interventions involve a range of strategies to promote a child's access to learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment. Combining AT with effective teaching promotes the child's participation in learning and relating to others.

Source: CONNECT Module 5: Assistive Technology

Assistive Technology Interventions



Demonstrations of Assistive Technology Interventions



Assistive Technology Interventions

Here's the Dilemma:



Assistive Technology Interventions

What is the Question??

Assistive Technology Consideration

Solutions Based on Evidence

- (a) a summary of the best available research evidence on the practice;
- (b) policies (e.g., Head Start Performance Standards, joint position statements) related to the practice; and
- (c) experience-based knowledge using perspectives of practitioners and families about the implementation of the practice

Assistive Technology Consideration

Decision & Evaluation

- Integration of evidence sources and consideration of relevance to the unique context of the dilemma (e.g., the practice setting(s), characteristics of child, values of family, own values and experiences) in order to make an informed decision and develop a plan for implementation.
- “Best Shot”
- Evaluation of Effectiveness/Impact

Instructor Supports

- Videotape Examples
- Activities
- Handouts
- Use as presented or with modifications

Brainstorm Ideas for Sophie's communication boards

Name Date

To complete this activity form electronically, remember to first **save your file**.
If you need further assistance, see the [Help & FAQs on pdfs](#).

Instructions

Fill in the chart below to help Ms. Mary create communication boards to use with Sophie during the day.

1. Read each activity and expectation and fill in some picture symbol ideas that Ms. Mary could create and put on a communication board for Sophie. The first one is already completed for you.
2. Come up with two additional activities and write out an expectation(s) for Sophie and picture symbol ideas for her communication boards to use with these activities.

Activity	Expectations	Picture Symbol Ideas
Storybook reading	For Sophie to be able to answer questions about how the characters are feeling in the book. (Ex: How did Johnny feel when his puppy was missing?)	Pictures or drawings of faces showing different emotions (happy, sad, angry, excited, etc.)
Pretend play, dramatic play area	For Sophie to be able to describe her pretend play (Ex: playing mommy and baby- feeding, washing and dressing a doll)	
Playing in the block area	For Sophie to be able to answer questions using prepositions. (Ex. is the car going over or under the bridge? Is the house inside or outside of the wall?)	

Hints

Resources

<http://community.fpg.unc.edu/connect-modules/learners/module-5>

<http://tnt.asu.edu> Tots-N-Tech

