

# Module 5: Assistive Technology Interventions

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Module Description: Meet Ms. Mary, a family child care provider, who cares for Sophie, a 2-year old girl with language and physical delays. Learn how Ms. Mary is working with Sophie's mother, Holly, and her speech therapist, Karen, to learn how to use assistive technology to help Sophie increase her access and participation in everyday activities. The assistive technology interventions in the module are also applicable for home visiting, center-based care and education, early intervention, and other 0-5 settings.

## Table of Contents

The Table of Contents provides an outline of the learner's version of Module 5 along with the module resources (e.g., video and audio clips, activities, and handouts) in the order that they appear in the module.

### I. [Introduction](#)

- I. [Learning Objectives](#)
- II. [Learning Cycle](#)

### II. [Step 1: Dilemma](#)

*In Step 1 learners will hear and read two viewpoints on a practice dilemma. The dilemma is about learning to use assistive technology.*

1. [The family child care provider's viewpoint \(Video 5.1\)](#)
2. [The family's viewpoint \(Video 5.2\)](#)
3. [Describe the dilemma \(Activity 5.1a\)](#)

### III. [Step 2: Question](#)

*Learners use a tool called PICO to turn the dilemma in Step 1 into an answerable question. The activity helps learners create a focused question that is answerable through research.*

1. [Turn the dilemma into an answerable question \(Activity 5.2a\)](#)

### IV. [Step 3: Evidence](#)

*Learners are presented with relevant sources of general evidence to consider in answering the question they posed in Step 2. Assistive technology interventions are defined and further explained with examples and activities. Handouts of evidence are provided on research and policies related to assistive technology. Practitioners and a family leader share their knowledge on the use of assistive technology interventions. Activities for learners to check their knowledge are provided throughout this Step.*

A. Research/Resources

1. [Research Summary on Assistive Technology Interventions \(Handout 5.1\)](#)
2. [Dr. Philippa Campbell- Research on AT \(Video 5.3\)](#)
3. [Apply the research to practice \(Activity 5.3a\)](#)

B. Definition

1. Assistive Technology Interventions
  - a. [Dr. Philippa Campbell: Defining AT \(Video 5.4\)](#)
2. Equipment
  - a. [Examples of Assistive Technology Equipment \(Handout 5.2\)](#)
  - b. [Identify appropriate assistive technology equipment \(Activity 5.4a\)](#)
  - c. [Perl using a switch and stander \(Video 5.5\)](#)
  - d. [Max using a walker \(Video 5.6\)](#)
3. Adaptations
  - a. [Using an adapted tricycle \(Video 5.7\)](#)
  - b. [Examples of Assistive Technology Adaptations \(Handout 5.3\)](#)
  - c. [Create a squishy book \(Activity 5.5a\)](#)
4. Using Effective Strategies to Promote Participation
  - a. [Communicating at breakfast \(Video 5.8\)](#)
  - b. [Morning sign-in with Ethan and Amanda \(Video 5.9\)](#)
  - c. [Describe strategies to help children use assistive technology \(Activity 5.6a\)](#)
5. Giving Children Many Opportunities to Use Assistive Technology Throughout the Day
  - a. [Dress up time \(Video 5.10\)](#)
  - b. [Nolan at bath time \(Video 5.11\)](#)
  - c. [Eating at Boston Market \(Video 5.12\)](#)
  - d. [Describe use of assistive technology to help with access and participation \(Activity 5.7a\)](#)
6. Putting it all Together

C. Policies/Resources

1. [Policy Advisory – The Law Concerning Assistive Technology Interventions \(Handout 5.4\)](#)
2. [Consider the policy on assistive technology interventions \(Activity 5.8a\)](#)

D. Experience-Based Knowledge/Resources

1. [Patsy Pierce \(Audio 5.1\)](#)
2. [Robin Wisner \(Audio 5.2\)](#)
3. [Sheila Bridges-Bond \(Audio 5.3\)](#)
4. [Consider experience-based knowledge \(Activity 5.9a\)](#)

## V. [Step 4: Decision](#)

Learners listen to audio perspectives of those involved in the dilemma to gain an understanding of their contexts. In an activity, they integrate the general evidence from Step 3 with perspectives and contexts unique to the dilemma in Step 1 to make an informed decision.

### A. Consider Perspectives and Contexts

1. [Ms. Mary's perspective \(family child care provider\) \(Audio 5.4\)](#)
2. [Holly's perspective \(Sophie's mother\) \(Audio 5.5\)](#)
3. [Karen's perspective \(speech therapist\) \(Audio 5.6\)](#)
4. [Consider the unique contexts \(Activity 5.10a\)](#)

### B. Integrate Evidence and Contexts to Make a Decision

1. [Use evidence-based practice decision-making \(Activity 5.11a\)](#)

### C. Plan for Implementation

1. [Assistive Technology Planning Tool \(Handout 5.5\)](#)
2. [Sophie's Assistive Technology Plan \(Handout 5.6\)](#)
3. [Brainstorm ideas for Sophie's communication boards \(Activity 5.12a\)](#)

## VI. [Step 5: Evaluation](#)

Learners consider ways to evaluate the decision to use the practice. Learners determine if the intervention was implemented, and if the intervention was effective. Handouts are provided showing sample evaluation methods.

1. [AT Implementation and Evaluation Checklist \(Handout 5.7\)](#)
2. [Evaluate Sophie's assistive technology plan \(Activity 5.13a\)](#)

## VII. [Summary and Wrap Up](#)

## VIII. [References and Credits](#)

PLEASE NOTE: An Instructor's Guide for each module contains the following related materials:

- [DEC & NAEYC Personnel Preparation Standards](#)
- [US Department of Education Office of Special Education Program's \(OSEP\) Indicators and Outcomes](#)
- [Activity Guides \(Facilitation Tips\)](#)
- [Activity Guides for Alternate Learner Activities](#)
- [Glossary](#)
- [Additional Supplemental Materials](#)