



# Sophie's Assistive Technology Plan

## Learning or Participation Goal

Sophie will make requests, express thoughts and share information with others throughout the day.

**What is currently happening?** Sophie has a few words, and uses some noises, and gestures to make requests. She gives hugs and is affectionate when she is happy and cries when she is upset. She generally does not interact with the other children at Ms. Mary's.

**What would you like to see happen?** The team would like Sophie to be able to make choices and requests during daily routines and activities, such as mealtime, playtime, outside time, story time, and bedtime. They would like Sophie to make comments about herself, others, and her environment.

## Ideas for Assistive Technology

<p><b>1. How can we change the environment?</b></p> <p>Place picture boards throughout the home and at Ms. Mary's house.</p>	<p><b>2. How can we change the activity?</b></p> <p>Encourage siblings at home and peers at Ms. Mary's to model and use the communication boards with Sophie.</p>	<p><b>3. How can we change the materials?</b></p> <p>Holly and Ms. Mary will provide pictures of family members, peers, and some of Sophie's other "favorites" for use on her communication boards.</p>	<p><b>4. What equipment can we provide?</b></p> <p>Communication boards will be created for individual activities and routines (mealtime, outside time, story time, doll play, block play, arts &amp; crafts, and bedtime). A general or "core" board will also be created. The boards will be in a binder for Sophie to carry.</p>	<p><b>5. How can we change the schedule?</b></p> <p>NA</p>	<p><b>6. How can we adapt the instructions?</b></p> <p>NA</p>
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## Teaching Strategies

**How will you support the child in using AT?** Holly and Ms. Mary will use **aided language stimulation** to model how to use the communication boards in as many opportunities as possible with Sophie. Initially, Holly and Ms. Mary can use hand-over-hand assistance to take Sophie's finger and help her make a choice. Then that can fade to a more subtle pointing or to verbal cues as Sophie gains competence in using the boards.

Adapted from: Campbell, P.H., Milbourne, S. & Wilcox, M. J. (2008). Adaptation interventions to promote participation in natural settings. *Infants and Young Children*, 21(2), 94-106.