

Describe the dilemma

Name

Date

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If you need further assistance, see the [Help & FAQs on pdfs](#).

Instructions

Watch the two clips, [Video 5.1: The family child care provider's viewpoint](#) and [Video 5.2: The family's viewpoint](#).
Then in your own words, describe the dilemma – the particular challenge the family child care provider, Ms. Mary, faces.

Hints

Turn the dilemma into an answerable question

Name

Date

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Instructions

Turn the [dilemma](#) about how to help Sophie communicate into an answerable question to help guide the search for general evidence on a particular practice.

You can use a tool called PICO to help create a focused question that is answerable through research. PICO identifies the most essential information needed for this question. This information consists of short phrases that can be entered into a web-based search engine to find the best available research evidence on particular practices such as assistive technology interventions. PICO requires that you identify the following information to develop the answerable question:

- P**--Person (characteristics of the child or family who will participate in the intervention)
- I** --Interventions being considered
- C** --Comparison to other interventions (if there is research that compares two or more interventions)
- O**--Outcomes desired for child or family

Here is an example of an answerable question: *For children like Luke, who have developmental delays (P), are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?*

Now identify the important information from the two perspectives you have just heard or read.

1. Describe Sophie. (For example – her age, her disabilities)

2. What are the goals you heard stated for Sophie?

Activity 5.2a

Putting the details into a chart may be helpful for you to identify the question.

PICO	P Person (child or family who will receive the intervention)	I Interventions or practice(s) being considered	C Comparison to other interventions (if there is research that compares two or more interventions)	O Outcomes desired for child or family
Hints	Think about Sophie, how you would describe her (age, disabilities)	Think about the communication boards Sophie's mom, Holly, wants Ms. Mary to use. What type of intervention is that?	NA	Using this type of intervention, what outcomes are Holly, the mom, and Karen, the speech therapist, hoping to see with Sophie?

Develop the PICO

Using the hints above, fill in the responses to develop an answerable question.

P –	
I –	
C – (not applicable)	
O –	

Activity 5.2a

Write out the PICO

3. Write down the PICO or answerable question you have developed that will help guide your search for general evidence on a particular practice.

Hints

Apply the research to practice

Name

Date

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Instructions

Watch [Video 5.3: Dr. Philippa Campbell- Research on AT](#).

1. Why does Dr. Philippa Campbell say it is hard to get “samples”, or large groups of children, for research studies on assistive technology?

Read [Handout 5.1: Research Summary on Assistive Technology Interventions](#). Be prepared to discuss your written response to the following questions.

2. What were the findings from the research synthesis about teaching children to use assistive technology? What further research is needed?

Activity 5.3a

3. How relevant is the research to the context portrayed in the dilemma?

Hints

Identify appropriate assistive technology equipment

Name

Date

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Instructions

Review [Handout 5.2: Examples of Assistive Technology Equipment](#). Then, answer the questions below about which types of assistive technology (AT) equipment each child might benefit from most.

1. Ronny is a nonverbal three-year-old boy. His mom has enrolled him in a family child care center, but she is worried Ronny will not be able to communicate with his teacher and other children at the center. Looking at [Handout 5.2](#), what type(s) of AT equipment could Ronny use to help him communicate?

2. Maria is a two-year-old girl who loves playing with dolls and stuffed animals. One of Maria's favorite toys is Dolly, which has a small button on its back that you push to make it talk. Maria has physical impairments and struggles with fine motor skills. It is difficult for her to push the small button. Looking at [Handout 5.2](#), what type of AT equipment could allow Maria to make Dolly talk?

3. Jaden is a four-year-old boy who cannot walk on his own. His teacher would like him to be able to participate more in the classroom, including in games such as [Red Light, Green Light](#). Looking at [Handout 5.2](#), what type of AT equipment could help Jaden participate more in class?

Hints

Create a squishy book

Name

Date

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Instructions

Review [Handout 5.3: Examples of Assistive Technology Adaptations](#) about different types of adaptations that can help children with language or physical delays. Then, follow the directions below to create one of the adaptations, a squishy book, on your own.

Some children with language, physical or even sensory challenges seem to enjoy squeezing “squishy” materials such as play-dough, putty, and even their diapers. Squishy books, filled with a variety of appropriate materials, can capture their interest and promote participation in shared reading. Children’s own comments, or simple phrases adults come up with, are written on “sticky-notes” and attached to each page as text.

Directions for Making Squishy Books:

Ingredients:

- Several heavy-duty, freezer-quality, zipper storage bags (1 quart size)
- “Squishy” materials such as alcohol-free hair gel (various colors), hand-lotion (with and without glitter), “gak” (water mixed with corn starch and food coloring), vegetable oil and food coloring, sand, dirt, paper strips, packaging materials, etc.
- Small plastic letters, toys, or objects
- Clear packaging tape

Instructions:

Fill the zipper bag (page) with something “squishy.” Before closing the bag, add small objects like plastic animals and plastic letters that might spell the name of the animal into the bag. Zip the bag shut. After filling several bags, tape the zippered-parts together with packaging tape to make a book. Usually 3-4 pages can be securely taped together.

More ideas for types of squishy books:

Animal food books which are pages filled with different types of animal foods (e.g., dry dog food, dry cat food, bird seed, hay) and the logos/labels from the food containers. You may have to use sample-sized bags of animal food to find a small enough label/logo to put in each baggie with the food.

Breakfast food books have pages filled with different types of cereal along with the labels/logos from the boxes of cereal. It is helpful to use “snack-size” boxes of cereal in order to have the right sized label to put in each bag. White paper strips could also be added as “milk” for the cereal. Puncturing the bags with a needle in several places will help the pages to remain flat.

Activity 5.5a

Sand books have pages filled with sand, seashells, seahorses, and letters to spell these words. Children with visual impairments often seemed to interact more with these books when glitter was mixed with the sand.

Dirt books have pages filled with potting soil, plastic insects, worms, and letters to spell related words.

ABC books have pages filled with a plastic letter and small objects starting with that letter (e.g., B, bug, baby, ball). The pages may also have a fun substance in them like hair gel.

Name books have a page for each letter of the child's name. Each page has a plastic letter and items that begin with that particular letter from the child's name (e.g., page 1—P and pig, page 2-- A and ant, page 3-- T and tiger, page 4-- S and soap, page 5--Y and yellow gel). All pages have different fun squishy substances in them.



Describe strategies to help children use assistive technology

Name

Date

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Instructions

View [Video 5.8: Communicating at breakfast](#) and [Video 5.9: Morning sign-in with Ethan and Amanda](#). For each video, describe what the adult does to help the child use assistive technology.

1. Video 5.8: Communicating at breakfast

2. Video 5.9: Morning sign-in with Ethan and Amanda

Hints

Describe use of assistive technology to help with access and participation

Name

Date

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Instructions

View [Video 5.10: Dress up time](#), [Video 5.11: Nolan at bath time](#), and [Video 5.12: Eating at Boston Market](#). For each video, describe how use of assistive technology promotes a child's access to and participation in an activity or routine.

1. Video 5.10: Dress up time

2. Video 5.11: Nolan at bath time

Activity 5.7a

3. Video 5.12: Eating at Boston Market



Hints

Consider the policy on assistive technology interventions

Name

Date

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Instructions

Read [Handout 5.4: Policy Advisory – The Law Concerning Assistive Technology Interventions](#) and answer the following questions.

1. List two examples of assistive technology devices and two examples of assistive technology services.

AT devices:

AT services:

2. What are the policies on assistive technology interventions that relate to Sophie and her situation? What are Sophie, her family and Ms. Mary entitled to in terms of services and devices?

Hints

Consider experience-based knowledge

Name

Date

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Instructions

Listen to the following audio clips from phone interviews with experienced family members and practitioners on the topic of assistive technology interventions.

For each clip, identify at least two important considerations for practitioners and parents to keep in mind in order to use assistive technology interventions successfully.

1. [Audio 5.1: Patsy Pierce](#)

2. [Audio 5.2: Robin Wisner](#)

Activity 5.9a

3. [Audio 5.3: Sheila Bridges-Bond](#)



Hints

Consider the unique contexts

Name

Date

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Instructions

Listen to or read the three perspectives on Sophie's situation: [Audio 5.4: Ms. Mary's perspective \(family child care provider\)](#), [Audio 5.5: Holly's perspective \(Sophie's mother\)](#) and [Audio 5.6: Karen's perspective \(speech therapist\)](#).

In your own words, briefly describe the situation from each of the following perspectives:

1. Program context – What are the characteristics of the family child care program? What are the attitudes and beliefs of the family child care provider?

2. Family perspective – What are Sophie's strengths, needs, and preferences? How does Sophie's mother feel about use of assistive technology (AT)?

Activity 5.10a

3. What is Karen's perspective on working with Sophie and introducing AT?

4. What is your own perspective on Sophie's situation?

Hints

Use evidence-based practice decision-making

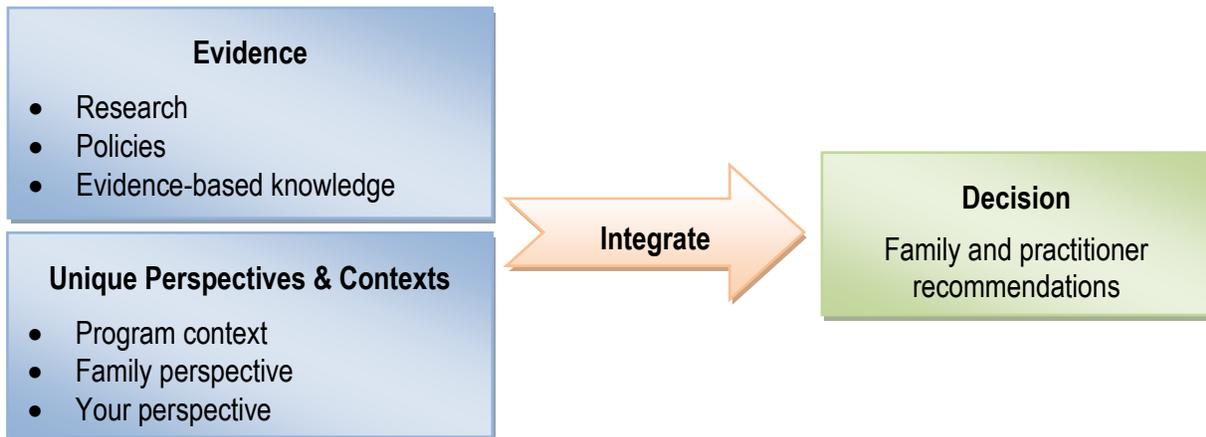
Name

Date

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Instructions

To decide whether to recommend assistive technology (AT) interventions to promote access and participation for Sophie, you will need to integrate general sources of evidence and perspectives from the unique context in this dilemma to make a recommendation for the answerable question you posed in Step 2.



1. Summarize Step 3: Evidence

- a. List the major points from [Handout 5.3: Research Summary on Assistive Technology Interventions](#) to summarize the best available research on AT interventions:

- b. List the major points from [Step 3. C: Policies](#) reflecting the field's views on AT interventions.

Activity 5.11a

- c. List the major points noted by family members and practitioners on AT interventions from Step 3. [D: Experience-Based Knowledge](#).

2. Consider the context

Summarize your answers from [Activity 5.10a: Consider the unique contexts](#).

3. Integrate the evidence and context to make a decision

Recall the answerable question: For young children who have language and physical delays or impairments (P), are AT interventions (I) effective in promoting learning in the areas of language, mobility, and social development (O)?

Weigh the evidence in light of the context to come to a decision. What is your recommendation? Should Ms. Mary support Karen and Holly's suggestion to use AT interventions with Sophie? What considerations should she keep in mind? Be prepared to discuss.

Hints

Brainstorm ideas for Sophie’s communication boards

Name

Date

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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

Evaluate Sophie's assistive technology plan

Name

Date

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Instructions

Read the information and answer the questions below to help you consider whether the assistive technology (AT) interventions were implemented as planned, how effective the interventions were, and how these results can be used to improve AT interventions in the future.

1. Ms. Mary reports that she is almost always making the communication boards available to Sophie and that Sophie is able to point to the pictures and symbols. Only on rare occasions does she forget to bring the board along for outside time. She also reports that she uses the modeling teaching strategy at least once during every routine of the day, but she's just not confident she is doing it correctly. What could the team do to more accurately assess if Ms. Mary is implementing the AT interventions as planned?

2. The team has determined that Ms. Mary is in fact implementing the AT interventions as planned, and Sophie has begun to use the communication boards at mealtime and during arts & crafts. However Sophie still shows little interest in the communication boards during story time and outside time. Holly, Sophie's mother, is concerned that the team did not consider Sophie's likes and dislikes enough in designing her communication system. Ms. Mary thinks that the picture symbols for story time may be too abstract. Sophie already has a voice output device that says body parts that her mother, Holly, uses to play the tickle game with her. Karen would like to try incorporating this voice output device into some of the other activities, since Sophie does well using it to choose body parts to be tickled. Given these thoughts, what adjustments to Sophie's Assistive Technology Plan should the team consider?

Activity 5.13a

Hints