Describe the dilemma

Objective(s)

Learners describe a dilemma.

Description

In this activity, learners describe the dilemma after watching two video clips that present a dilemma about a child who uses assistive technology to communicate and about her participation in an inclusive setting, viewed through the eyes of both the family and the family child care provider.

Required Materials/Resources

Learner Materials

- Video 5.1: The family child care provider's viewpoint
- Video 5.2: The family's viewpoint
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to dilemma videos or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Have learners describe (in writing or through discussion) the dilemma or particular challenge the family child care provider faces.
3. Provide feedback.

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 1: Dilemma.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 5.1a

Suggested Assessment

The family child care provider does not know the best way to help Sophie communicate and interact with those around her. The family child care provider has never used communication boards before and has questions about their use.

Hint provided to learner: Think about using assistive technology to help a child communicate. What is the family child care provider concerned about? What is the family concerned about?

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.
- Invite guest panel members to discuss the dilemma from their perspectives (via teleconference, on-site, or through an online discussion).

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

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Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about how to help a child communicate.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to help a child communicate into an answerable question to help guide the search for evidence on assistive technology interventions.

Required Materials/Resources

Learner Materials

- Video 5.1: The family child care provider's viewpoint
- Video 5.2: The family's viewpoint
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the dilemma videos and/or transcripts. Videos or transcripts can be view as a class or independently outside of class.
2. Have learners describe Sophie and the goals they heard stated for her in the two perspectives.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:

    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

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 2: Question.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

30-40 minutes for learner activity

Learner Form
Activity 5.2a

Putting the details into a chart may be helpful for learners 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
Possible Responses	Young children (2-3 years of age) with language and physical impairments	Assistive technology interventions	NA	Promoting learning and development

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Ms. Mary's dilemma. Possible responses are above, but learners do not need to provide these exact responses.
5. Collect responses from learners.
6. Provide feedback.

Suggested Assessment

For young children who have language and physical impairments (P), are assistive technology interventions (I) effective in promoting learning and development (O)?

Facilitation Tips

- The suggested assessment is provided as a guide, but learners can develop their own PICO that follows this structure.
- 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.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors*; parents and professionals who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 5.2b: Piece together the question (Game)

Credits
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Piece together the question

Objective(s)
Learners identify an answerable question related to a dilemma about how to help a child communicate.

Description
In this activity, learners play a game to help them use a tool called PICO to turn a dilemma about to help a child communicate into an answerable question to help guide the search for evidence on assistive technology interventions.

Required Materials/Resources
Instructor Materials
- Printed question, one copy for each learner or pair of learners
- Scissors

Learner Materials
- Video 5.1: The family child care provider's viewpoint
- Video 5.2: The family's viewpoint
- Tape or paste, extra paper to assemble question

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 2: Question.

Instructional Method
Problem Solving Session

Level
Beginner

Estimated Time Needed
15 minutes for instructor preparation

10-20 minutes for learner activity

Detailed Facilitator Instructions
1. Print the answerable question on 8 ½ x 11 pieces of paper, 24 pt. font. (see printable page at the end of this instructor guide).
2. Cut the questions on each sheet into strips.
3. Provide access to dilemma and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
4. Remind learners the PICO requires that you identify the following information:
    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
5. Individually or in pairs, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

Suggested Assessment

For young children who have language and physical impairments (P), are assistive technology interventions (I) effective in promoting learning and development (O)?

Facilitation Tips

- Break into groups to complete activity.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 5.2a: Turn the dilemma into an answerable question (Problem Solving Session)

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For young children who have language and physical impairments,

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are assistive technology interventions effective

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in promoting learning and development?

Apply the research to practice

Objective(s)
Learners describe the relevance of a research summary to a dilemma presented earlier in the module.

Description
In this activity, learners apply information from a research summary on assistive technology to a specific context.

Required Materials/Resources
Learner Materials
- Video 5.3: Dr. Philippa Campbell- Research on AT
- Handout 5.1: Research Summary on Assistive Technology Interventions
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide learners with Video 5.3: Dr. Philippa Campbell- Research on AT.
2. Ask learners to respond to question (1) on Activity 5.3a:
   (1) Why does Dr. Philippa Campbell say it is hard to get "samples," or large groups of children, for research studies on assistive technology?
3. Provide learners with Handout 5.1: Research Summary on Assistive Technology Interventions.
4. Ask learners to respond to questions (2) and (3) on Activity 5.3a:
   (2) What were the findings from the research synthesis about teaching children to use assistive technology?
   (3) What further research is needed?
   How relevant is the research to the context portrayed in the dilemma?
5. Provide feedback.

> 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**
> 7-8 minutes for instructor preparation
>
> 30-45 minutes for learner activity
>
> **Learner Form**
> Activity 5.3a

Suggested Assessment
(1) All children who use assistive technology are different and their families, communities and needs are different. So even if you have two children that are the same age and use the same AT device, you will still get two different outcomes. Most of the AT research is single case research (only one child) and it is hard to do larger studies with many children.

(2) Research on AT has shown that all children, including very young children, can learn how to use AT equipment successfully. Further research is needed to evaluate if AT interventions are effective, not just on performing isolated skills, but for promoting children's successful participation and learning within the context of everyday activities.

(3) The research was conducted with children age 2.5-60 months with a variety of disabilities, so the characteristics of the child participants were similar to the child in the dilemma. Characteristics of the adult participants and of the research settings were not clear, so cannot be compared with the dilemma. The research found that young children can be taught to use AT equipment successfully, but most of the research focused on switch activation whereas the dilemma focuses on use of communication boards. More research is needed on the effectiveness of AT for promoting children's successful participation and learning in the classroom and in everyday activities.

Hint provided to learner: Consider the research settings, characteristics of the adult and child participants, and the assistive technology interventions and outcomes examined. Your answer should mention specific ways in which these are similar to or different from those in the dilemma.

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.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.3b: Use family-friendly language to describe research (Brainstorming)
- Activity Guide 5.3c: Connecting to the research (Discovery)

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Use family-friendly language to describe research

Objective(s)
Learners create a family-friendly flier containing information from research on assistive technology (AT) interventions.

Description
In this activity, learners work in groups to create a family-friendly flier containing information from research on AT interventions.

Required Materials/Resources
Learner Materials
- Handout 5.1: Research Summary on Assistive Technology Interventions
- Format for learner responses (written activity form, guidance for discussion).

Detailed Facilitator Instructions
1. Provide learners with Handout 5.1: Research Summary on Assistive Technology Interventions.
2. Divide learners into groups of three or four.
3. Ask each group to create a flier containing information from the research summary. The flier should use family-friendly language.
4. Have groups present their fliers to at least one family member and one community member outside of class, and ask those family and community members to circle any point that does not make sense or is unclear.
5. Ask groups to review their fliers to incorporate family and community members' feedback.
6. As a class, discuss the challenges of sharing research using family-friendly language.
7. Provide feedback.

Facilitation Tips
- Learners can respond in class, online, or via email.
- Ask learners to provide some examples to clarify terms from the research summary. For instance, noting some examples of AT interventions on a flier may help family and community members understand the definition provided on the research summary.
- Learners can create a table of family-friendly language with examples that can be used again.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.3a: Apply the research to practice (Discovery)
- Activity Guide 5.3c: Connecting to the research (Discovery)

> 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**
> Brainstorming
>
> **Level**
> Beginner
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 45-60 minutes for learner activity

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Connecting to the research

Objective(s)
Learners review and appraise a research study.

Description
Learners select and read a research study focused on parents and families and then assess the quality of the study.

Required Materials/Resources

- Research Connections website (www.researchconnections.org)
  - Research Connections article topics (www.researchconnections.org/childcare/topics.jsp)
  - Research Assessment Tools (www.researchconnections.org/childcare/researchquality.jsp)

Detailed Facilitator Instructions

Intermediate Activity:

1. Select an article that uses either quantitative or qualitative methodologies related to the topic *Assistive Technology* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to write up an appraisal of the research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Read the selected article and provide feedback to learners based upon your appraisal of the research study.
4. Break the learners into small groups to discuss the appraisals of the selected research study, or as a class.

Advanced Activity: (*Note- recommended for use with graduate level courses*)

1. Have learners select **their own article** under the topic *Assistive Technology* from Research Connections for learners to read and appraise. (www.researchconnections.org/childcare/topics.jsp).
2. Ask learners to appraise the quality of their selected research study using either the Quantitative Research Assessment Tool or the Qualitative Research Assessment Tool found under Research Assessment Tools: (www.researchconnections.org/childcare/researchquality.jsp). The written appraisal can be submitted in class or online.
3. Ask the learners to present their selected research study articles and their appraisals of the research study.
4. Provide feedback to learners about their appraisals of the articles the learners selected.

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
Advanced

Estimated Time Needed
20 minutes for instructor preparation

25-30 minutes for learner activity (Part 1); 45 minutes or longer (Part 2)

Facilitation Tips

- Learners can respond in class, online, or via email.
- Learners can complete the activity individually, in pairs, or in small groups.
- For a list of Module 5 videos, go to the CONNECT Resource Home page and search for "Module 5 Videos."

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 5.3a: Apply the research to practice (Discovery)
- Activity Guide 5.3b: Use family-friendly language to describe research (Brainstorming)

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Identify appropriate assistive technology equipment

Objective(s)
Learners identify appropriate assistive technology (AT) equipment for children with disabilities.

Description
In this activity, learners review examples of AT equipment and identify which items could be helpful for three children described in the activity.

Required Materials/Resources
Learner Materials
- Handout 5.2: Examples of Assistive Technology Equipment

Detailed Facilitator Instructions
1. Have learners review the handout.
2. Have learners answer the activity questions.
3. Provide Feedback

Suggested Assessment
1. Augmentative communication devices (e.g., a picture or object communication board)
2. Switch adapted toys (e.g., use of a large switch to activate Dolly's talking)
3. Mobility devices (e.g., a scooter board or walker)

Hints provided to learner:

View Handout 5.1: Examples of Assistive Technology Equipment to find answers.

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.

Alternate Version(s) (refers to different levels of difficulty)
- Activity 5.4b: Find types of assistive technology equipment (Structured Exercise)

Credits
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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
10 minutes for instructor preparation

20-30 minutes for learner activity

Learner Form
Activity 5.4a

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Find types of assistive technology equipment

Objective(s)

Learners identify types of assistive technology (AT) equipment for children with disabilities.

Description

In this activity, learners find types of AT equipment on a website.

Detailed Facilitator Instructions

1. Provide learners access to the website www.abledata.com
2. Have learners search for the following examples
   a. Self-Help: Find a weighted vest
   b. Toys and Switches: Find a switch operated toy
   c. Assistive Listening: Find a hearing aid
   d. Augmentative Communication: Find a communication board
   e. Mobility and Positioning: Find a positioning wedge
3. Provide Feedback

> 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**
> Beginner
>
> **Estimated Time Needed**
> 10 minutes for instructor preparation
>
> 20-30 minutes for learner activity

Suggested Assessment

Here are a few examples or possible answers to select from, although there are many others.

   a. Weighted vest: http://abledata.com/abledata.cfm?pageid=19327&top=14825
   b. Switch operated toy: http://abledata.com/abledata.cfm?pageid=19327&top=14762&deep=2&trail=22,12691,12980&ksectionid=19327
   c. Hearing aid: http://abledata.com/abledata.cfm?pageid=19327&top=13465&deep=2&trail=22,13436&ksectionid=19327
   d. Communication board: http://abledata.com/abledata.cfm?pageid=19327&top=10842&deep=2&trail=22,10825,10836,10838&ksectionid=0
   e. Positioning wedge: http://abledata.com/abledata.cfm?pageid=19327&ksectionid=19327&top=13698

Facilitation Tips

- Learners can respond in class or online.

Alternate Version(s) (refers to different levels of difficulty)

- Activity 5.4a: Identify appropriate assistive technology equipment (Structured Exercise)

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Create a squishy book

Objective(s)
Learners design a book for a child with disabilities.

Description
In this activity, learners use interesting materials to develop a squishy book, an example of an assistive technology adaptation.

Required Materials/Resources
Learner Materials
- Several 1-quart zipper bags (1 bag per "page")
- Squishy materials (see Handout 5.3 for examples)
- Small plastic letters, toys, or objects
- Clear packaging tape

Detailed Facilitator Instructions
1. Provide access to Activity 5.5a for complete instructions.
2. Provide feedback.

Facilitation Tips
- Break into groups to complete activity.
- Have learners share a video of a child using the squishy book.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.5b: Create an AT adaptation (Discovery)

Credits
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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
Structured Exercise

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 5.5a

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Create an AT adaptation

Objective(s)
Learners create an assistive technology adaptation using a toy, book or material for a child.

Description
In this activity, learners design an adaptation for a child they are working with in a practicum setting. Then, they describe how the adaptation will benefit the child.

Required Materials/Resources
- Tots 'N Tech website- Ideas to Share: http://tnt.asu.edu/ideas

Detailed Facilitator Instructions
1. Have learners look through the Ideas to Share on the Tots 'N Tech website to come up with an adaptation for a child they are working with
2. Have the learners create the adaptation (it can be with a book, toy, or material the child uses).
3. Have the learners present their adaptation and describe how the adaptation will benefit the child.

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
Advanced

Estimated Time Needed
5 minutes for instructor preparation

30-40 minutes for learner activity

Facilitation Tips
- This activity can be done with any child, not just children with identified disabilities.
- This activity is geared toward students who are currently in practicum settings.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.5a : Create a squishy book (Structured Exercise)

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Describe strategies to help children use assistive technology

Objective(s)

Learners describe strategies to help children use assistive technology (AT).

Description

In this activity, learners watch two video clips which highlight different AT interventions. Learners then describe what the adult does to help the child use AT in each video clip.

Required Materials/Resources

Learner Materials
- Video 5.8: Communicating at breakfast
- Video 5.9: Morning sign-in with Ethan and Amanda
- 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) what the adult does to show the child how to use AT in each video clip.
3. Provide feedback.

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
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

25-30 minutes for learner activity

Learner Form
Activity 5.6a

Suggested Assessment

1. The adult models use of a child's communication board within the context of eating breakfast by touching the picture symbols for "want" and "cereal" on the board while saying "want cereal?" The adult then touches the picture symbol for "want" again, signs "more" with her hands, and touches the picture symbol for "cereal" again while saying "want more cereal?" The adult then gives the child more cereal.
2. The adult, Amanda, is working with Ethan to select letters to write his name during morning sign-in. Ethan is also learning how to use a voice output device to communicate. To say "yes", Ethan usually makes a clicking sound with his tongue and Amanda is working with him to press the red button that says out loud, "yes, that is the one I want". Then, to say "no", Ethan presses a yellow button with his left elbow behind him attached to his wheelchair. Amanda is modeling and also assisting Ethan in teaching him how to use these devices.

Hints provided to learner:

1. Think about how the adult shows the child appropriate use of AT equipment.
2. Think about how the adult teaches the child to use AT equipment.

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.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 5.6b: Discover examples of assistive technology (Discovery & Brainstorming)
- Activity Guide 5.6c: Identify assistive technology in a real-life setting (Field-Based Learning)

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Discover examples of assistive technology

Objective(s)
Learners discover strategies to help children use assistive technology (AT).

Description
In this activity, learners watch two video clips which highlight different AT interventions. Learners then use the internet to find additional examples of AT interventions.

Required Materials/Resources
Learner Materials
- Video 5.8: Communicating at breakfast
- Video 5.9: Morning sign-in with Ethan and Amanda
- Format for learner responses

Detailed Facilitator Instructions
1. Provide access to videos. Videos can be viewed as a class or independently outside of class.
2. Have learners use sites like www.youtube.com or www.vimeo.com to find additional examples of AT in use.
3. Provide feedback.

Facilitation Tips
- Learners can share videos in class or online.
- Break into groups to complete activity.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.6a: Describe strategies to help children use assistive technology (Discovery)
- Activity Guide 5.6c: Identify assistive technology in a real-life setting (Field-Based Learning)

Credits
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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
Beginner

Estimated Time Needed
5 minutes for instructor preparation

30-60 minutes for learner activity

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Identify assistive technology in a real-life setting

Objective(s)
Learners identify examples of assistive technology (AT).

Description
In this activity, learners visit an early childhood setting to identify examples of AT.

Required Materials/Resources
Instructor Materials
- Guidance for students on appropriate forms of documentation
- Guidance for acquiring appropriate permissions for visitation and documentation (e.g., photo releases)

Learner Materials
- Documentation of permission to visit an inclusive early childhood program and appropriate program/facility consent.
- Equipment/materials needed for documentation (still or digital camera, video camera, paper/pencil).

> 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

Detailed Facilitator Instructions
1. Instruct learners to visit an inclusive setting or natural environment (e.g., home, classroom, community) that includes a child with disabilities using AT. Learners will need help in finding an inclusive setting to visit. Contact the local early intervention provider or preschool disability coordinator in the community for more information and assistance.
2. Ask learners to find and document (by taking a photo, video, or writing a description in a journal) examples of AT interventions.
3. Ask learners to share their documentation of example(s) with the class. For each example, learners should:
   a. Describe what is happening, who is involved, where and when.
   b. Explain how the intervention is supporting the child in the program/facility.
4. Ask class members to respond to the example with feedback and reactions.
5. Provide feedback.

Facilitation Tips
- Activity can be completed in class or online through a discussion board.
- Learners can complete the activity individually, in pairs, or in small groups.
- After learners identify a strategy, ask them if it was successful. If not, ask what changes or alternatives they would suggest.
- Some learners may need assistance identifying an appropriate setting.
- Parental permission slips may need to be obtained if video or photos are to be taken of children. Consult your agency, college, or university policy.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 5.6a: Describe strategies to help children use assistive technology (Discovery)
- Activity Guide 5.6b: Discover examples of assistive technology (Discovery)

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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 5.10: Dress up time
- Video 5.11: Nolan at bath time
- Video 5.12: 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.

> 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

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.

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.

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.

Alternate Version(s) (refers to different levels of difficulty)

No activity alternates for this activity.

Credits

The CONNECT Content Team

Consider the policy on assistive technology interventions

Objective(s)
Learners identify specific policies on assistive technology (AT) interventions for teachers of young children with disabilities.

Description
In this activity, learners read the Policy Advisory and then identify relevant policies for teachers of young children with disabilities.

Required Materials/Resources
Learner Materials
- Handout 5.4: Policy Advisory – The Law Concerning Assistive Technology Interventions
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to Handout 5.4: Policy Advisory – The Law Concerning Assistive Technology Interventions.
2. Ask learners to respond to the questions on Activity 5.8a.
3. Provide feedback.

> 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
>
> 15-20 minutes for learner activity
>
> **Learner Form**
> Activity 5.8a

Suggested Assessment

1. Select two things that are considered assistive technology devices (e.g., wheelchairs, voice recognition software), and two things that are considered assistive technology services (e.g., evaluating a child's need for AT, coordinating and using necessary therapies).

2. Policies that relate to Sophie's situation include the following:

   - mandated services related to evaluating the child
   - acquiring necessary devices
   - coordinating and using necessary therapies
   - training and technical assistance for everyone involved in Sophie's care.
   - accessing the necessary AT and the Statewide Systems that operate to increase this accessibility

Hint provided to learner: Consider Sophie's situation and her needs, and what the laws say that she, her family and Ms. Mary are entitled to in terms of supports, devices and information.

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.
- Learners may need examples in advance of completing this activity.

Alternate Version(s) (refers to different levels of difficulty)

No alternate versions of this activity.

Credits
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Consider experience-based knowledge

Objective(s)
Learners listen to families and practitioners talk about important considerations for assistive technology (AT) interventions and identify take-away messages.

Description
In this activity, learners listen to audio clips from phone interviews with family members and practitioners in early childhood and identify important considerations for successful AT interventions.

Required Materials/Resources
Learner Materials
- Audio 5.1: Patsy Pierce
- Audio 5.2: Robin Wisner
- Audio 5.3: Sheila Bridges-Bond
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and identify important considerations for successful AT interventions.
3. Provide feedback.

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 4: Evidence.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 5.9a

Suggested Assessment
1. Patsy Pierce – Consider the following: (1) what the child will enjoy doing and in which ways the child will enjoy participating, (2) family priorities, and (3) how AT can be the tool to help accomplish (1) and (2).
2. Robin Wisner– Some professionals may not be comfortable using AT. Recommendations include: (1) don't be afraid to try things, and (2) don't be afraid to ask questions.
3. Sheila Bridges-Bond – When working with linguistically diverse children, there are certain considerations to think about. Recommendations: (1) think of AT in terms of three aspects- accessibility, diversity and language/literacy (ADL). (2) always consider the home environment of the child, including the language, because even if the child is nonverbal, it will have an effect.

Hints provided to learner:
Note each family member's or practitioner's recommendations for successful AT interventions.

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.

Alternate Version(s) (refers to different levels of difficulty)

No alternates available for this activity.

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Consider the unique contexts

Objective(s)
Learners describe the dilemma from multiple perspectives.

Description
In this activity, learners listen to or read different perspectives on Sophie's situation and consider the unique context of the dilemma from these perspectives.

Required Materials/Resources
Learner Materials
- Audio 5.4: Ms. Mary's perspective (family child care provider)
- Audio 5.5: Holly's perspective (Sophie's mother)
- Audio 5.6: Karen's perspective (speech therapist)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to audio clips or transcripts. Learners can listed to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to briefly describe the situation from each of the perspectives on the form Activity 5.10a.
3. Provide feedback.

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 4: Evidence.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 5.10a

Suggested Assessment
1. Program context

Family child care program characteristics:
- Licensed program that has been in operation for 20 years [details from Step 1: Dilemma]
- Currently has children aged 8 months – 3 years old enrolled, including Sophie, Sophie's sister, and Sophie's brother [details from Step 1: Dilemma]

Family child care provider attitudes and beliefs (Ms. Mary):
- Thinks assistive technology (AT) could be a powerful tool for helping children like Sophie communicate and participate
- Sounds open to the idea of using communication boards with Sophie
- Says she would be more comfortable using communication boards if she had training on their use and had a chance to meet with Karen (speech therapist)

2. Family perspective

Sophie's strengths, needs, and preferences:

- Uses noises and gestures to communicate with family members, but needs other ways to communicate with family members as well as others outside of her family
- Likes sensory play and experiences

Sophie's mother's thoughts about AT:
- Wants Sophie to have the power to communicate with those around her, especially when she (Holly) is not around (e.g., when she is at work)
- Is determined to help Sophie communicate through whatever AT interventions or devices will work for Sophie

3. Speech therapist's perspective (Karen)
   - Thinks Sophie will benefit from use of AT to help her communicate
   - Is not sure which specific AT devices will be most helpful for Sophie—has provided communication boards and voice output devices for Sophie's use at home
   - Thinks it is important to use communication boards at the family child care program as well
   - Is willing to meet with Ms. Mary (family child care provider)

4. Personal reflection

Hints provided to learner:
1. Describe the program Sophie attends and the attitudes and beliefs of the family child care provider.
2. Your response should mention Sophie's strengths and needs, and should mention how Sophie's mother feels about use of AT.
3. Describe how the speech therapist feels about using AT interventions with Sophie.
4. Have you had experience using AT interventions to help children communicate? Describe your views on this situation.

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.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.10b: Discover & discuss the unique contexts (Problem Solving Session)

Credits
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Discover & discuss the unique contexts

Objective(s)
Learners describe the dilemma from multiple perspectives.

Description
In this activity, learners listen to or read different perspectives on Sophie's situation and discuss in small groups the unique context of the dilemma.

Required Materials/Resources
Learner Materials
- Four envelopes

Learner Materials
- Audio 5.4: Ms. Mary's perspective (family child care provider)
- Audio 5.5: Holly's perspective (Sophie's mother)
- Audio 5.6: Karen's perspective (speech therapist)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Write one of the following questions on each envelope:
   a. Program context – What are the characteristics of the family child care program? What are the attitudes and beliefs of the family child care provider?
   b. Family perspective – What are Sophie's strengths, needs, and preferences? How does Sophie's mother feel about use of assistive technology (AT)?
   c. Speech therapist – What is Karen's perspective on working with Sophie and introducing AT?
   d. What is your own perspective on Sophie's situation?
2. Provide access to audio clips or transcripts.
3. Divide learners into at least four groups.
4. Distribute a different envelope to each group and have the group answer the question on a piece of paper, fold it, and put it back in the envelope.
5. Ask learners to pass the envelope to the next group and have that group answer the question.
6. Have learners continue passing envelopes until all groups have answered the questions. Do not let groups look in envelopes until all groups have answered the questions.
7. Ask learners to pass the envelopes one last time and have the group open the envelope. Let each group read the responses, then pick the response they feel is best to read to the class.
8. Facilitate a discussion about the "best" responses.
9. Provide feedback.

> This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 4: Evidence.
>
> **Instructional Method**
> Problem Solving Session
>
> **Level**
> Beginner
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 45-60 minutes for learner activity

Suggested Assessment

1. Program context

   Family child care program characteristics:
   - Licensed program that has been in operation for 20 years [details from Step 1: Dilemma]
   - Currently has children aged 8 months – 3 years old enrolled, including Sophie, Sophie's sister, and Sophie's brother [details from Step 1: Dilemma]

   Family child care provider attitudes and beliefs (Ms. Mary):
   - Thinks assistive technology (AT) could be a powerful tool for helping children like Sophie communicate and participate
   - Sounds open to the idea of using communication boards with Sophie
   - Says she would be more comfortable using communication boards if she had training on their use and had a chance to meet with Karen (speech therapist)

2. Family perspective

   Sophie's strengths, needs, and preferences:
   - Uses noises and gestures to communicate with family members, but needs other ways to communicate with family members as well as others outside of her family
   - Likes sensory play and experiences

   Sophie's mother's thoughts about AT:
   - Wants Sophie to have the power to communicate with those around her, especially when she (Holly) is not around (e.g., when she is at work)
   - Is determined to help Sophie communicate through whatever AT interventions or devices will work for Sophie

3. Speech therapist's perspective (Karen)
   - Thinks Sophie will benefit from use of AT to help her communicate
   - Is not sure which specific AT devices will be most helpful for Sophie—has provided communication boards and voice output devices for Sophie's use at home
   - Thinks it is important to use communication boards at the family child care program as well
   - Is willing to meet with Ms. Mary (family child care provider)

4. Personal reflection

Facilitation Tips
- Learners can respond in class, online, or via email.
- For online courses, create an online survey to collect responses.

Alternate Version(s) (refers to different levels of difficulty)
- Activity Guide 5.10a: Consider the unique contexts (Problem Solving Session)

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Use evidence-based practice decision-making

Objective(s)

- Learners summarize the dilemma and content presented in Module 5.
- Learners make a recommendation using an evidence-based practice decision-making process.

Description

In this activity, learners are introduced to an evidence-based practice decision-making framework they can use to make a recommendation about use of AT for Sophie.

Required Materials/Resources

Learner Materials

- Handout 5.3: Research Summary on Assistive Technology Interventions
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the evidence-based practice decision-making tool.
2. Ask learners to complete the tasks below:
   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.
      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
      a. Summarize your answers from Activity 5.10a: Consider the unique contexts.
   3) Integrate the evidence and context to make a decision
      a. 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)?*
      b. Weigh the evidence in light of the context to come to a decision. What is your recommendation? Be prepared to discuss.
3. Provide Feedback.

Suggested Assessment

1. Summarize the general evidence including:

> This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 4: Evidence.
>
> **Instructional Method**
> Structured Exercise
>
> **Level**
> Intermediate
>
> **Estimated Time Needed**
> 5 minutes for instructor preparation
>
> 15-20 minutes for learner activity
>
> **Learner Form**
> Activity 5.11a

    a. Research – Young children (age 2.5-60 months) with a variety of disabilities (including physical disabilities and developmental delays) can be taught to successfully use AT equipment (particularly switch activation). More research is needed, however, on the effectiveness of AT for promoting children's successful participation and learning in the classroom and in everyday activities.

    b. Policies – Federal law requires that certain services are mandated to allow the child to have access to and participate in everyday activities as independently as possible. Other services required by law include an evaluation, acquiring necessary devices, coordinating and using necessary therapies, and training and technical assistance for everyone involved in the child's life.

    c. Experience-Based Knowledge – Family members and practitioners recommend considering child preferences, and family priorities in AT interventions, and recommend that practitioners not be afraid to try things, and to ask questions, and to always consider how the child's home environment plays a role, including their home language.

2. Consider the unique context

Sophie attends a well-established, licensed family child care program with an experienced family child care provider (Ms. Mary). Ms. Mary wants to help Sophie communicate, is open to the idea of using AT, but has some reservations about how to use communication boards. Sophie enjoys sensory experiences, and Holly (her mother) is committed to helping Sophie communicate with those around her. Karen (Sophie's speech therapist) thinks communication boards will help Sophie communicate and participate, and recommends using the communication boards in the family child care program as well as at home.

3. Integrate the evidence and context

Though not focused solely on use of communication boards, the research suggested that young children can be taught to successfully use AT equipment. Policies recommend that the child acquire the necessary devices and that everyone involved be provided with the necessary training and technical assistance. Family members and practitioners recommend considering child and family preferences and priorities, the home environment, and trying new things. Helping Sophie communicate is one of Holly's (Sophie's mother) priorities, and Karen (the speech therapist) thinks use of AT will help Sophie to communicate and participate. <u>Recommendation</u>: Ms. Mary should support Karen and Holly's suggestion to use AT interventions with Sophie in the family child care program. Karen, Ms. Mary, and Holly should schedule a time to meet to teach Ms. Mary and to share information about the use of communication boards. Ms. Mary's home also needs to be considered in the selection and design of AT interventions. Now that she is part of the AT team, Ms. Mary should be included in meetings and other opportunities for communication to help create and modify Sophie's AT intervention plan.

Hints provided to learner:

1. Summarize the general evidence including:

    a. Research – see 'key findings' and 'bottom line' sections on Handout 5.3: Research Summary on Assistive Technology Interventions

    b. Policies – see Handout 5.4: Policy Advisory – The Law Concerning Assistive Technology Interventions, and your responses to questions in Activity 5.8a: Consider the policy on assistive technology interventions

    c. Experience-Based Knowledge – see Step 3. D, and your responses to questions in Activity 5.9a: Consider experience-based knowledge

2. Consider the unique context

    See your responses to questions in Activity 5.10a: Consider the unique contexts

3. Integrate the evidence and context

    Using the information above, make a decision about whether Ms. Mary should support Karen and Holly's recommendation to use AT with Sophie.

Facilitation Tips

*   Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

*   No alternate versions of this activity.

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Brainstorm ideas for Sophie's communication boards

Objective(s)
Learners will identify meaningful activities to support a child's communication.

Description
In this activity, learners will identify meaningful activities to support a child's use of a communication board.

Required Materials/Resources
Learner Materials
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to learner form Activity 5.12a and ask learners to read the information and fill in the chart on the form.
2. Provide feedback.

Suggested Assessment
1. *Pretend play, dramatic play area*- potential picture symbol ideas: pictures of activities such as eating, feeding, bathing, and dressing. Also pictures of different types of people or different jobs (e.g., mommy, daddy, baby, doctor, teacher, etc.).
2. *Playing in the block area*- potential picture symbol ideas: pictures of blocks, cars, and other toys in the block area. Also, symbols to represent the location of items using preposition words (e.g., over, under, inside, outside, on top of, around, etc.).
3. Additional examples could include:
   a. Outside play and the expectation that Sophie will communicate about what she would like to do. Pictures might include items in the outdoor play area (e.g., slide, swing, sand box, etc.).
   b. Meal time and the expectation that Sophie will communicate which foods she likes, and when she wants more. Pictures might include different foods, drinks, and a symbol to request more.
   c. Art time and the expectation that Sophie will communicate which materials she would like to use and will communicate about what she is creating. Pictures might include various supplies (e.g., paints and paint brushes, large crayons, play dough), various objects (e.g., house, person, tree, flower), various colors, and a symbol to request another sheet of paper.

Hint provided to learner: Think about the particular activity and what the expectations are for Sophie. What pictures or symbols should be provided for Sophie to point to in order to communicate with Ms. Mary?

This activity is part of Module 5: Assistive Technology Interventions. To view the content related to this activity, go to Step 4: Evidence.

Instructional Method
Brainstorm

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
Activity 5.12a

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.
- Have learners use a child they are currently working with or have worked with in the past.

Alternate Version(s) (refers to different levels of difficulty)
No alternate versions of this activity.

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Evaluate Sophie's assistive technology plan

Objective(s)
Learners consider ways to evaluate a child's assistive technology (AT) intervention plan.

Description
In this activity, learners read information and answer questions to evaluate a child's AT intervention plan.

Required Materials/Resources
Learner Materials
- Handout 5.6: Sophie's assistive technology plan
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions
1. Provide access to learner form Activity 5.13a and ask learners to read the information and answer the questions on the form.
2. Provide feedback.

Suggested Assessment
1. The team could recommend that Ms. Mary use a checklist or other reminder to help her remember to take the communication board along for outside time each day. Karen, the speech therapist, could offer to show Ms. Mary how she uses the modeling teaching strategy with Sophie and/or could offer to observe Ms. Mary's use of modeling with Sophie and provide Ms. Mary helpful feedback. The team could ask Holly to share how she helps Sophie use the communication boards at home. Karen could also recommend that Ms. Mary videotape herself with Sophie using the communication boards and then watch the video with Karen and Holly to get helpful feedback.
2. The team should meet again to discuss the plan and focus on areas where Sophie has made progress and encourage that same development in other routines. For example, Ms. Mary could encourage and model for Sophie how to make requests during story time. Ms. Mary, Holly and Karen could brainstorm about pictures that reflect Sophie's favorite outside time activities, and should consider finding more concrete pictures for her story time communication board.

   Karen, the speech therapist, could also try using the voice output device that Sophie already has that says body parts while reading a book to talk about the body parts of a character. Karen could then help teach Ms. Mary how to use the device while Sophie is in her care. Or Sophie could play the tickle game with her baby doll using her voice output device. The team should meet again after any adjustments to Sophie's AT plan to see whether the interventions have resulted in improved communication and participation for Sophie. For more information on team communication and collaboration skills, refer to Module 3: Communication for Collaboration.

Hints provided to learner:
1. See Step 5: Evaluation for ideas about what the team could do to determine whether the AT interventions were implemented as planned.
2. Your response should mention ways to help Sophie communicate during outside time and story time.

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.

Alternate Version(s) (refers to different levels of difficulty)

No activity alternates for this activity.

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