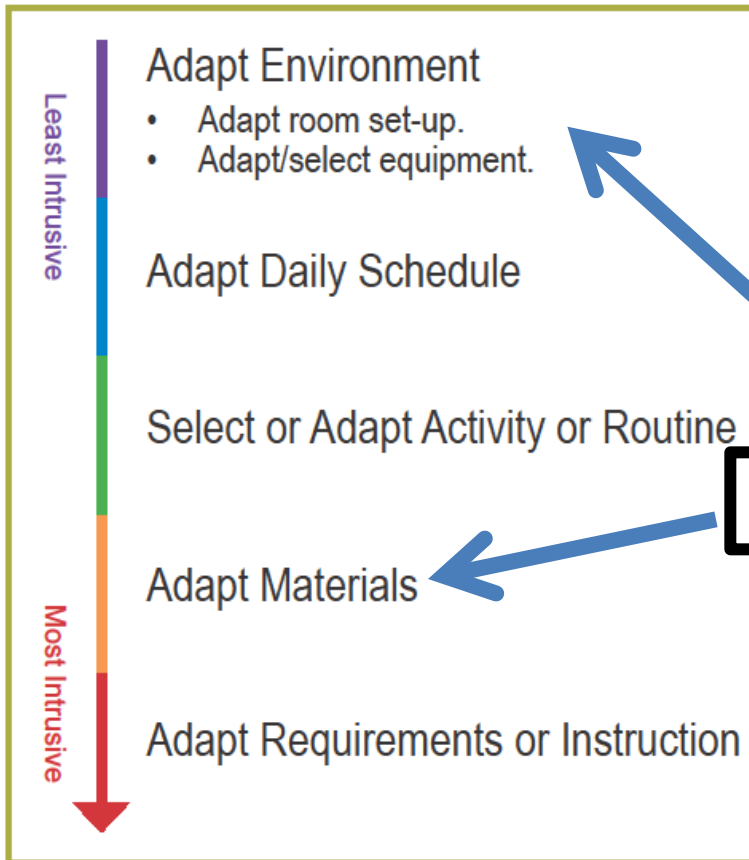


# Using Assistive Technology Devices to Help Children

Philadelphia Inclusion Network Professional  
Development Program: 2015  
Thomas Jefferson University  
<http://jeffline.jefferson.edu/cfsrp>  
Pipcamp@aol.com



## ADAPTATION HIERARCHY



**Assistive Technology Devices**



# What is Assistive Technology? *Devices*

Any item, piece of equipment, or product system, whether acquired commercially, modified or customized, that is used to increase, maintain, or improve the functional capacities of a child with a disability.



- Seating and Positioning
  - Manual Mobility
  - Power Mobility
  - Mobility Aids
- Assistive Listening
- Communication
- Leisure/Recreation (Play)
- Self Care/ADL
- Learning Aids
- Environmental Controls
- Vision Aids



# The 3 **YES** Conditions of AT

Does the child have a disability or a significant delay in the area of development ?

**YES**

Is this a device or adapted material?

**YES**

Can the child perform the skill only with the device or adapted material?

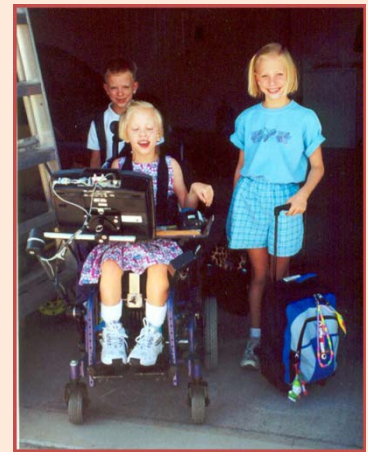
**YES**



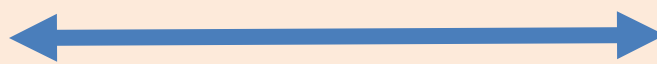
# Environment - Adaptive Equipment



# Adaptive Equipment: Seating & Positioning



Low Tech



High Tech



# Positioning







Low Tech



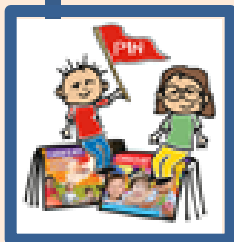


# Higher Tech





## Highest Tech









# Mobility Aids Manual Powered















# Communication



# A word about Assistive Technology (AT) and Augmentative & Alternative Communication (AAC)

AT

Socialization

Communication

Getting Around

Use of Arms &  
Hands



AAC

Sign

Picture Exchange

Picture Board

Single Switch

Voice Output



# Adaptive Devices



Low Tech



High Tech





Low Tech



Mid Tech



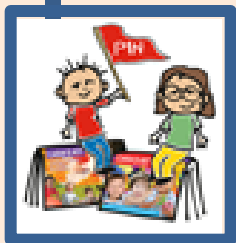
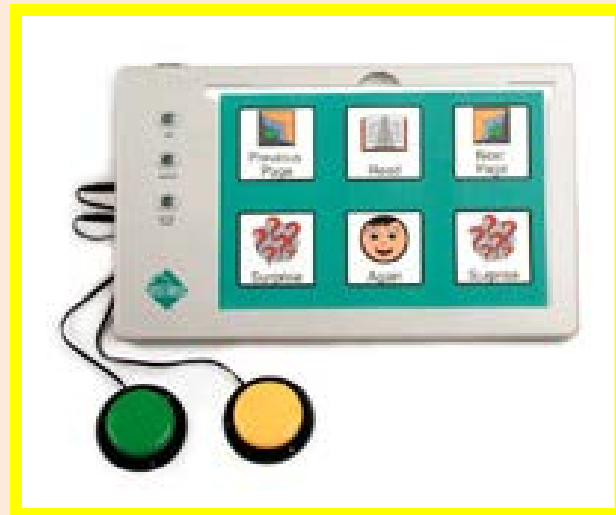




Low Tech

# Adaptive Devices - Communication





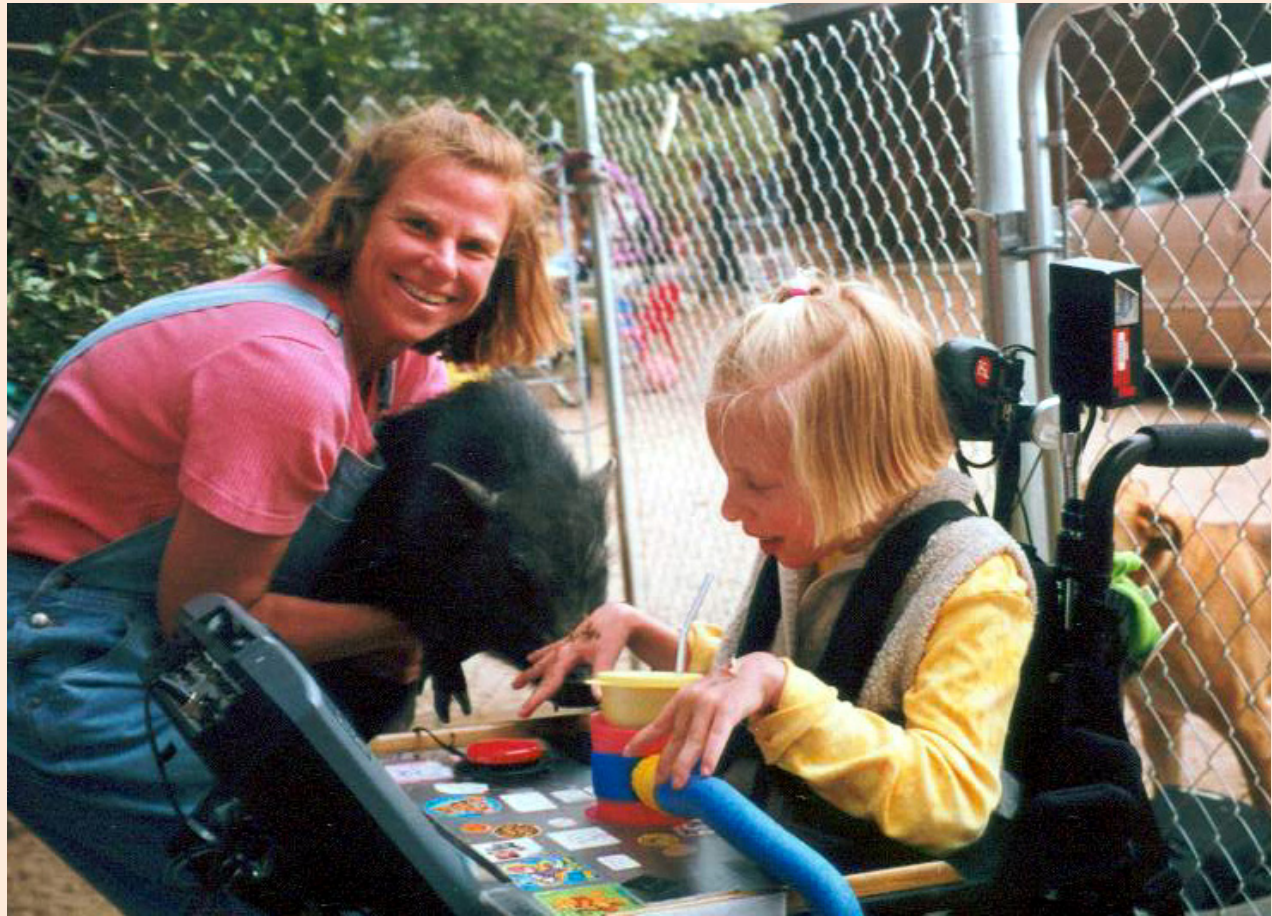
















# Adaptive Devices Leisure & Recreation Play





## Low Tech





## Low Tech







## Low Tech Magnetic Blocks

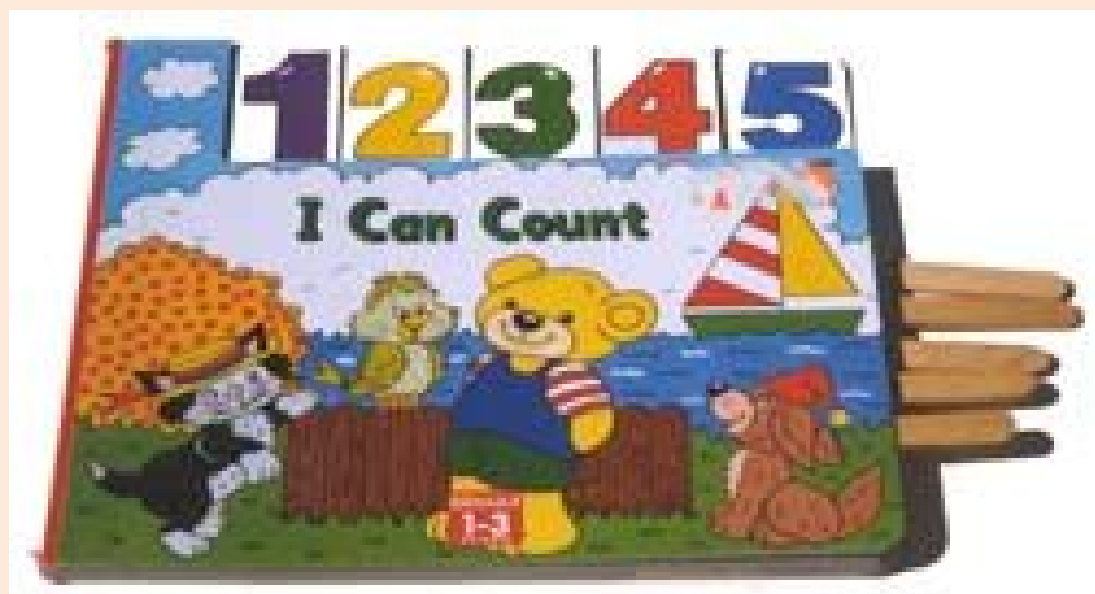
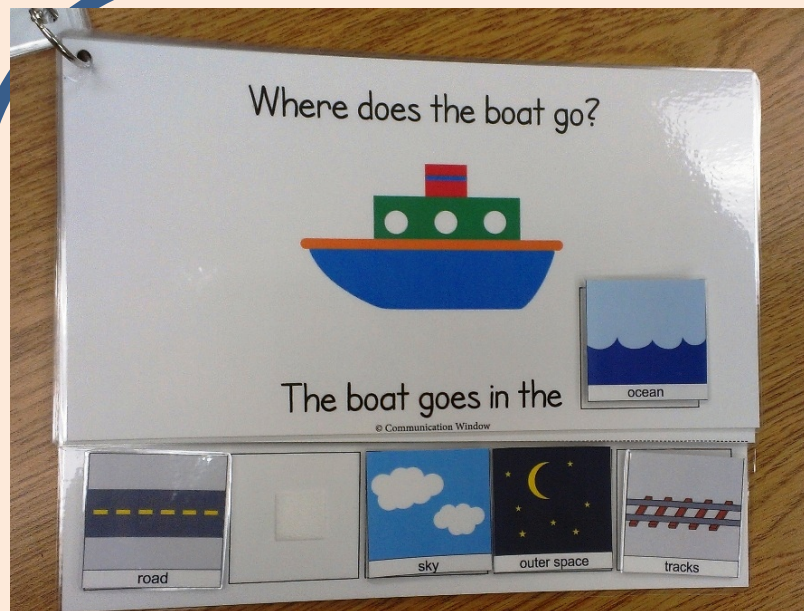






# Low Tech







# What can you do with a switch?



- Play
- Cook
- Write
- Talk
- Draw
- Color
- Read
- And more.....













# What can you do with a tablet?







# Adaptive Devices - Self Care Environmental Control













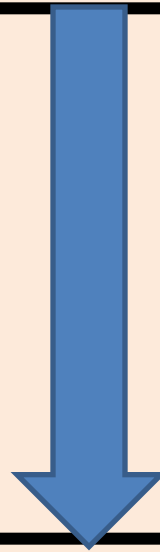
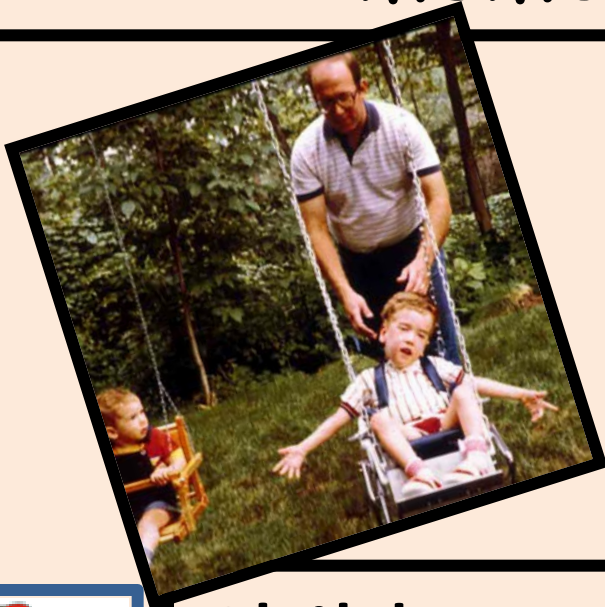
© Alamy





# ADAPTATIONS & AT ARE ----

Strategies /Interventions/Methods  
used by professionals and family  
members to increase



Child Participation & Learning



# Resources



[Tnt.asu.edu](http://Tnt.asu.edu)






Welcome to Tots 'n Tech! | Tots 'n Tech - Windows Internet Explorer

http://tnt.asu.edu/

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About Us




## Welcome to Tots 'n Tech!

The Tots 'n Tech Research Institute (TnT) is an inter-university collaboration between Thomas Jefferson University (TJU), Philadelphia and Arizona State University (ASU), Tempe. TnT's mission is to provide up-to-date information and resources about adaptations, including assistive technology, to use with infants and toddlers for states, Early Intervention providers of all disciplines, and families across the country. In order to achieve this mission, TnT provides technical assistance to states to help them enhance the use of adaptations with infants and toddlers and conducts a national research program about use of adaptations and assistive technology (AT).

**Play Survey for providers:** A team of researchers at Arizona State University is interested in learning how early intervention providers use play during their

## Make it Use it



start

2 IBM SPSS St... 2 Internet Expl... FLA\_webinar\_6... Indiana

Internet 100% 7:00 PM





# Bathtime



## Floating Communication Board



An easy waterproof communication board that can float in the pool, bath, or water table.

### Materials:

- Foam garden kneeler (one with a cut out handle works best for the pool)
- Communication Board printed out on card stock
- Laminate or Con-Tact paper (Laminate holds up longer)
- Large baggie with zip lock seals (size needs to fit around the communication board)
- 2 sticky back Velcro strips (both hook and loop) cut to width of garden kneeler

### Instructions:

Create and laminate communication board. Put in baggie and seal, pushing excess air out so it lays flat. Place the loop Velcro on the kneeler and the hook on the backside of the baggie. Make sure the pictures on the communication board are facing up. Attach the baggie to the kneeler.

From D.E.S.K. (*Designing Environments for Successful Kids*), Wisconsin Assistive Technology Initiative (WATI), CESA 2, 448 E. High St., Milton, WI 53563, Phone 608-758-6232 X 340 or 800-991-5576, Email: [info@wati.org](mailto:info@wati.org)

These ideas have been gathered from various resources included (a) submissions from early interventionists across the country, (b) development by Tech-n-Tots staff, or (c) retrieved from various websites focusing on assistive technology. If you have an idea to submit, please send a description and photo to: [jill.McLeod@jefferson.edu](mailto:jill.McLeod@jefferson.edu)



Compiled by CFSRP, Thomas Jefferson University  
130 S. 9<sup>th</sup> Street, Edison 633  
Philadelphia, PA 19103

Philadelphia Inclusion Network (PIN)  
CARA's Kit (Milbourne & Campbell, 2007; Campbell, Milbourne, Kennedy,  
2012)

<http://jeffline.jefferson.edu/cfsrp>  
2015





All PIN materials are available for downloading <http://jeffline.jefferson.edu/cfsrp/childcare-early.htm>

**Please cite the full PIN Series materials as:**

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To cite an **individual module**, use the same authors with the title of the module (e.g., Campbell, P. H., Milbourne, S.A. & Wilson, C. A. (2015). *Welcoming all children (Module 1)*. *Philadelphia Inclusion Network Training Series, Revised*. Philadelphia, CFSRP, Thomas Jefferson University.



The PIN Training Series emphasizes inclusion of children with disabilities, challenging behavior, and other participation and learning needs and the use of environmental strategies to structure children's physical, temporal and social environments, including:

1. Welcoming All Children
2. Promoting Development & Learning
3. Promoting Full Participation
4. PROMOTING SOCIAL EMOTIONAL DEVELOPMENT
  - 4A. Positive Behavior Support
  - 4B. Teachers As Coaches
  - 4C. Challenging Behaviors and Personalities
  - 4D. Children with ASD
5. STRUCTURING THE ENVIRONMENT
  - 5A. Adaptation & Accommodation
  - 5B. CARA's Kit
  - 5C. Visual Supports
  - 5D. Assistive Technology
6. Individualizing for Families
7. Early Intervention
8. Child Portfolio - ALL ABOUT ME

Over more than 20 years, many child care, early intervention, and preschool staff as well as parents of children with disabilities have contributed ideas for content and training activities. We especially thank Patricia Benvenuto, Lalita Boykin, Natalie Feller, Alexis Kennedy, Susan Kershman, Ameya Krishnann, Lillian McCuen, Robin Miller, Elyse Rosen, Christine Silverman, Francine Warton, Terry Waslow, and parents Mary Mikus, Margie Nash, Jean Ann Vogelman, and other families who work for their children to be part of inclusive communities.

