

# FIT Program Annual Provider Meeting

## Assistive Technology for Tots

Christina Brown, M.A., CCC-SLP  
Kathey Phoenix-Doyle, M.A.

June 22-23, 2011

*Santa Fe Community Convention Center  
Santa Fe, New Mexico*

# Definitions of Assistive Technology

---

## Individuals with Disabilities Act

Assistive Technology is defined as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability: (34CFR 300.5)

# State of New Mexico

## FIT Program Regulations

---

### **7.30.8.12 SERVICE DELIVERY**

#### **A. Early Intervention Services**

**Assistive Technology services**— means services which directly assist in the selection, acquisition, or use of assistive technology devices for eligible children. This includes the evaluation of the child's needs, including a functional evaluation in the child's natural environment; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for eligible children; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing developmental therapy, education and rehabilitation plans and programs; training or technical assistance for an eligible child and the child's family; and training or technical assistance for professionals or other individuals who are substantially involved in the child's major life functions. Assistive technology devices are pieces of equipment, or product systems, that are used to increase, maintain, or improve the functional capabilities of eligible children.

# Innovation in Assistive Technology

---

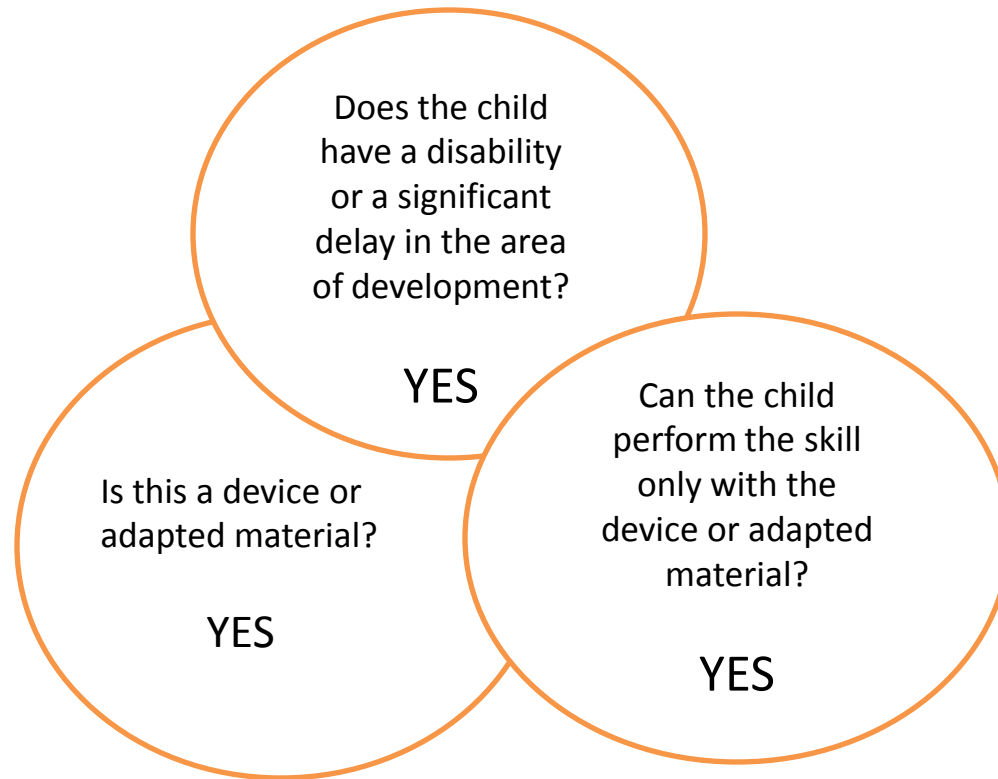
Wired-----Wireless

Hand, Elbow, Feet-----Eye Gaze

Desk Top-----Lap Top

# The 3 “Yes” Conditions of Assistive Technology

---



Campbell/Wilcox New Mexico 1/25-1/26 AT workshop

# Types of Assistive Technology

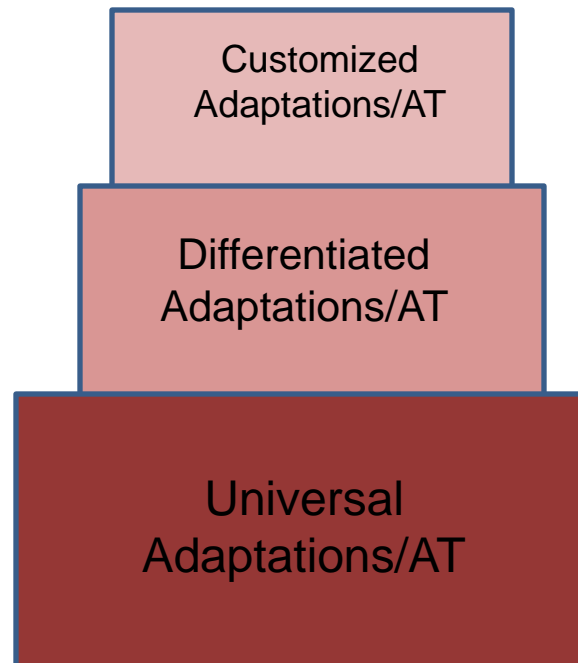
## “Capability Enhancement”

Low Tech-----

General; Readily Available  
General Market

-----High Tech

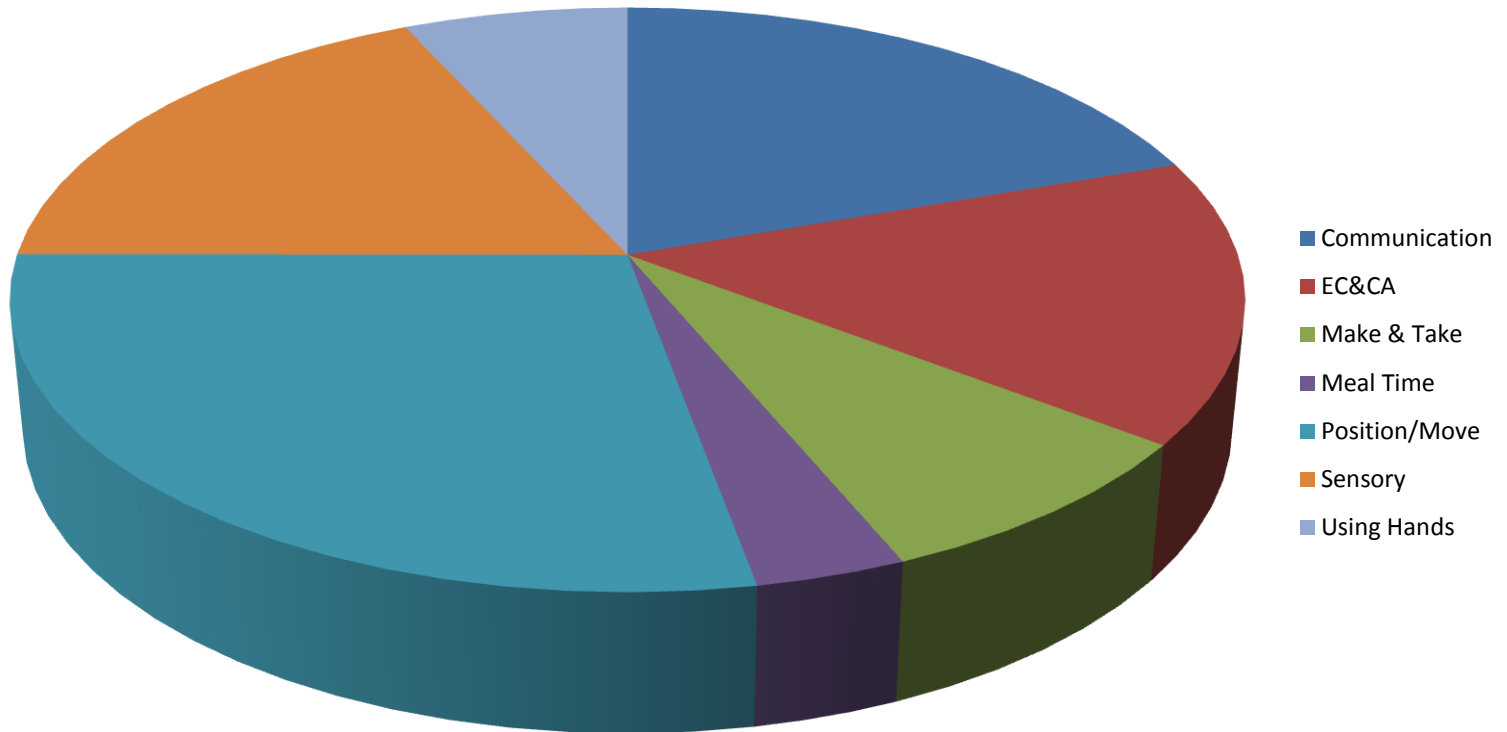
Targeted; Specialized  
Specialized Market



Campbell/Wilcox New Mexico 1/25-1/26 AT workshop

# What did providers purchase?

---



# We have the STUFF, now what do we do?

---

## Inventory Control

- ❖ Do you know what you have?
- ❖ Do you know where it's at?
- ❖ Do you know how long it will be there?
- ❖ Do you know who took it?
- ❖ Do you know who will bring it back?

# Why Assistive Technology?

---

- Children learn through exploring the environment, interacting with people, and play.
- Exploration, play and communication may be difficult for a child with challenges in movement, using hands, sensory integration, visual and auditory skills, and expressing wants and needs.
- AT provides adaptations so that a child can successfully participate and learn during play and daily routines.

# When is AT Needed?

---

AT is needed when the child cannot successfully participate in daily routines and play without adaptations.

# Determining AT Needs

---

- Evaluate the child's overall skills

- Physical
- Sensory
- Cognitive
- Social/Emotional
- Communication

- Evaluate ability to participate in routines and play through observation and interview

Routines: bath time, getting dressed, bedtime, mealtime, chores, travel, running errands, community outings

Play: sensory exploration, functional exploration, sorting and building, pretending, creating, reading and listening

# Determining AT Needs, Cont

---

- Determine what activities are most important to the family/caregiver

What does the parent want to work on?

What adapted routines would make home life less stressful?

What adapted routines would the parent be most likely to attempt and follow through on?

# Developing Desired Outcomes

---

- Goals should reflect the child's successful participation in specific activities, e.g.
  - Charlie will participate in a play group 2 times weekly.
- Strategies should reflect the assistive technology needed to achieve each step in the activity, e.g.
  - Charlie will cooperatively get into the car after reading a social story with pictures of where he is going, what he will do, and who will pick him up.
  - Charlie will use his walker to go from his room to the kitchen.
  - Charlie will choose/point to an activity from a field of 3 photos.

# Skillbuilding vs Participatory Success

---

Be clear on what your objective is.

## **Skillbuilding example:**

Goal: increase use of index finger pointing.

Objective: Anna will use right index finger to touch 2” photo in field of 3 on iPad 4 out of 5 trials.

# Skillbuilding vs Participatory Success

---

## **Participatory Success Example:**

Outcome: Anna will play games on the iPad.

Strategy: Anna will use a typing/pointing aid to complete 2 games on the iPad.

Remember, outcomes and strategies are to be family friendly and include the families language for the outcome if at all possible.

# Tips for Engaging the Family

---

- You are the resource for teaching the family how to help the child learn and participate.
- Demonstrate how to use the assistive technology.
- Give family feedback while they play/work with the child.
- Make a DVD of the activity for the family to watch when you're not there.
- Provide a calendar of one activity to complete daily.
- Provide a written support plan outlining the steps of the activity.
- Provide handouts and resources about
  - child development
  - strategies for modeling, reinforcement, expanding language.
- Make yourself available for answering questions for the family.
- Listen to and address what the family feels the child needs.