

Thomas Jefferson  
University

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Arizona State  
University

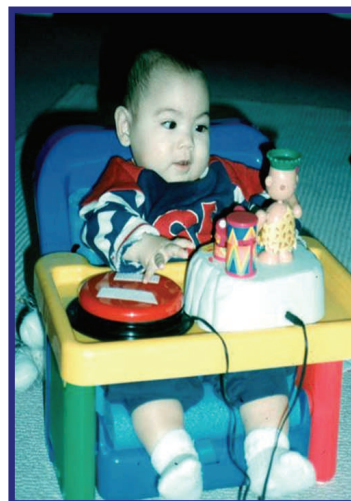
E-Newsletter

## ASSESSING THE NEED FOR ASSISTIVE TECHNOLOGY

Assistive technology (AT) and adaptations are great tools to use with young children to promote participation and independence. There are a lot of options available for young children, which is great, but may make the process of trying to find out what a child needs seem overwhelming. In this newsletter we will provide you with tools to identify ways in which AT might be used to assist children.

The first step in determining a needs for AT is to assess the child's daily activities and routines to find out what is going well and what is not going well. This can be done through informal conversations, structured interviews, guided interviews, checklists, and observation. These assessments should answer the following questions:

- What can the child already do without adaptations/AT? (i.e., don't change something that works well)
- Which activities and routines are and are not going well (as identified by the caregiver or the day care provider)?
- How does the child behave in his/her natural environment?
- What barriers prevent the child from performing a developmentally appropriate skill required for participation?
- In what activities/routines do the caregivers want the child to participate?
- What does the child like or dislike? What motivates him/her?
- What are the adult's perceptions of how well the child performs functional skills (e.g., communication, using arms and hands, socialization, getting around)?
- Have any adaptation/AT interventions ever been used with the child? If so, how are they working (or not)?



### In This Issue

Assessing the Need for Assistive Technology	<b>1</b>
Assessment of Caregiver Activities and Routines	<b>2</b>
Adaptation/AT Planning & Brainstorming Form	<b>4</b>
Caregiver-Child Interaction Plan	<b>6</b>
Caregiver-Child Interaction Plan Resource Guide	<b>7</b>
AT Assessment: Helpful Websites	<b>11</b>

In addition to the questions listed on page 1, the following questions may also be used to assess the child's environment. Some children who appear to have delays may be in an environment that does not support their developmental competencies and skills. Ensuring that the child's environment is set up in a way that supports development is important. When observing the child's environment, ensure that:

- The child is able to interact with toys and engage in activities.
- The environment is stimulating, but not too stimulating.
- Adults attend to children when they are distressed.
- The child has opportunities to interact with other children/adults.
- The environment and people in the environment are predictable and not chaotic



## ASSESSMENT AND PLANNING TOOLS

The following tools have been developed to help collect the information needed for assessment and use of adaptation/AT interventions:

- Assessment of Caregiver Activities and Routines
- Adaptations/AT Planning & Brainstorming form
- Caregiver-Child Interaction Plan

Each of these tools and examples can be found on this website: <http://jeffline.jefferson.edu/cfsrp/pbs.html>

## ASSESSMENT OF CAREGIVER ACTIVITIES AND ROUTINES

The Assessment of Caregiver Activities and Routines assesses the degree to which the child's participation in daily activities/routines is meeting the caregiver's expectations and how satisfied the caregiver is with the child's participation in these activities/routines. Based on the caregiver's responses, the provider will have a better understanding of which activities/routines are not going well (and focus on improving them) and which activities/routines are going well (and focus on embedding strategies for learning functional skills). Ideally, this assessment tool should be used as an interview so that the provider can gain a richer understanding of the family's activities and routines. However, the provider may also use this tool as a checklist. On page 3 is an example of what this assessment might look like. For a blank assessment form and a complete example please visit this website: <http://jeffline.jefferson.edu/cfsrp/pbs.html>.

## ASSESSMENT OF CAREGIVER ACTIVITIES AND ROUTINES

ROUTINE/ ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	<u>Exceeds</u>	<u>Meets</u>	<u>Occasionally Meets</u>	<u>Does not meet</u>		<u>Very</u>	<u>Is OK</u>	<u>Somewhat</u>	<u>Not</u>	<u>Did Not Ask</u>
Night Time (getting ready for bed, going to bed, sleeping)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Watches video and then we read a book in his rocking chair; he enjoys both of these activities and falls asleep easily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mealtime (appetite, level of assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Does not finger or spoon feed; can help a little with cup; chews ok but not big pieces; Eats with us and can stay in highchair until everyone is done.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playtime (with family members, other caregivers, friends)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Can't play by self with toys. Can watch video or TV if propped in sitting; has so much trouble moving arms & hands that even big toys need assistance. Likes being read to and watching someone else do the toy.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leaving the house	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He enjoys going out, riding in car. Does take longer to get him ready, carry to car, put in seat, etc. Does not help at all but does not fuss.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Based on your answers above, list the routines/activities that do not meet your expectations.**

<b>ROUTINE/ACTIVITY</b>	What would you like to <u>see</u> happening: What would the child be doing? What would you or other family members be doing? What strategies have you tried?
<b>Mealtimes</b>	Would like to see PG sit next to me or his dad during dinner and try to feed himself either with his fingers or spoon or both and to eat a wider variety of foods other than junior foods or food that I blend or grind.
<b>Playing with Family Members (Caregiver)</b>	PG is an only child but we visit my sister(s) quite a bit and both of them have children – one 4 and one 3 and 5. I would like to be able to take him to my sisters and see him playing with his cousins and at home to play with me or his dad with toys without our having to do everything while he just watches.

**Based on your answers above, list the routines/activities that are enjoyable for your family and child.**

<b>ROUTINE/ACTIVITY</b>	
<b>Evening Routine</b>	He especially enjoys being read to and watching an evening DVD to unwind from the day.
<b>Leaving the House &amp; Outings</b>	Enjoys going in the car, on visits to my sisters, parents, and to places like the zoo or Children's museum. We often go to the park, zoo, etc. with my sisters and their children and as long as he can be in his stroller, everything goes well although he participates primarily by watching/looking.

**Additional Comments:** Functional skills of using hands and arms and getting around currently limit PG's participation in some activities and routines. As expectations change as he gets older, these limitations may even further interfere with participation. While he communicates sufficiently with family and child care personnel at this time, his lack of words may eventually become more of a challenge for participation and may influence his ability to participate and socialize with other children.

## ADAPTATION/AT PLANNING & BRAINSTORMING FORM



Once the child's participation in activities/routines has been assessed, the team can begin to brainstorm ideas for increasing the child's participation in activities/routines that are not going well and ideas for embedding learning opportunities into activities that are going well. Current best practice recommends use of a hierarchy of intervention strategies that go from least intrusive to most intrusive. These strategies include: modifying the environment, adapting the schedule, adapting the activity, adapting materials, adapting requirements/instructions, and providing assistance. Least intrusive strategies modify or adapt the child's environment to promote increased participation in activities/routines. For instance, a caregiver could reduce potentially distracting background noise by turning the TV or radio off to increase a child's ability to pay attention. More intrusive strategies emphasize modifications that impact direct interactions with the child. For instance, a caregiver who wants a child to complete a multi-step process could provide the child with instructions/directions one-at-a-time.

The Adaptations/AT Planning & Brainstorming form was developed to assist providers/caregivers with thinking about different intervention strategies along the hierarchy mentioned above. The provider/caregiver can note what is currently happening in a particular activity/routine and determine an expected outcome. Using the form, they can list possible ideas for each of the strategies along the hierarchy. AT devices will generally fall into two categories on the hierarchy, environmental modifications involving equipment or positioning and adapting materials. Other types of adaptations, such as adapting an activity or adapting requirements/instructions, help children learn and participate but are not specifically considered AT.

Providers/caregivers should consider the following questions when brainstorming ideas:

- Why am I making the adaptation/AT?
- How will the adaptation/AT improve the activity/routine?
- What steps will I take to make the adaptation/AT?
- How will I know if the adaptation/AT is working?
- What will I see and hear that will tell me the adaptation has improved or changed the situation?

Once the providers/caregivers have come up with ideas for all of the intervention strategies they should start to implement them into the families' activities/routines, beginning with the least intrusive intervention ideas (environmental modifications). Once an idea has been implemented, the providers/caregivers should review the activity/routine to see if there has been a positive change in what is currently happening. If the activity/routine has changed for the better, great! If not, try another idea, continuing from least intrusive to most intrusive until something works.

On the page 5 we have provided an example of an Adaptation/AT Planning & Brainstorming Form. A blank form can be found at this website: <http://jeffline.jefferson.edu/cfsrp/pbs.html>

## ADAPTATION / AT PLANNING & BRAINSTORMING FORM

**What is happening now?** AF will not stay in bed once we have tucked her in. She likes to get out of bed and play with her toys or leaves her room and comes downstairs.

**What would I like to see happen?** Once we have tucked her in, I would like her to stay in bed and fall asleep without having to put her back in bed.

### Environmental Modifications

- Play soothing music in her room to relax her
- If mom/dad are talking, watching tv., etc. make sure it is at a low volume
- Only allow her to have either the hallway light on with the door cracked or a nightlight
- Make sure all of her toys are put away and not visible from the bed
- Put bedrails on the sides of her bed to make it difficult to climb out
- Set up a cozy area, other than the bed, that the child can sleep in (e.g., sleeping bag on the floor).

### Adapt Schedule

- Try adjusting her bedtime, a slightly later time may make her tired and fall asleep faster
- Establish and consistently implement a bedtime routine at a specific time

### Adapt Activity

- Give her a specific bedtime task to perform (e.g., pulling down covers of bed)
- Give her extra time before bed to play with a few toys in her room
- Include a relaxing activity that the child enjoys as a part of the bedtime routine (e.g., singing her a song, taking a warm bath, etc.)
- Read a book about bedtime or sleeping
- Have her lay down in your room or her sibling's room until she falls asleep; move her to her own room once she is asleep

### Adapt Materials

- Have her sleep with a special 'bedtime' stuffed animal, doll, toy, etc.
- Adapt a tape/CD player with a switch, place the switch in the child's bed so she can turn on/off bedtime music (lullabies, ocean sounds, etc.)
- Add page turners (popsicle sticks, paper clips, etc.) to the bedtime book so she can look at the book independently.

### Adapt Requirements/Instructions

- Create a visual schedule for her to follow that illustrates the steps in her bedtime routine. Emphasize the steps where she gets tucked in and then falls asleep
- Establish a point or sticker system; every time she stays in bed she gets a point or a sticker; once she gets a certain number of points she gets a special treat

### Provide Assistance

- Lie down with her until she falls asleep
- Have a sibling model bedtime behavior

### Expected Outcome

AF will stay in bed and fall asleep without having to be put back into her bed.

## C A R E G I V E R - C H I L D I N T E R A C T I O N P L A N

The Caregiver-Child Interaction Plan (CCIP) is used to guide and monitor the development and use of intervention strategies. The CCIP is a written plan for how adaptation/AT interventions will be embedded into families' activities and routines. Having a written plan helps the caregiver and provider know what to do and when to provide opportunities for AT use. The first step in the CCIP is to identify individual steps in a particular activity/routine. Next, determine if any of these steps are a problem. If the step is identified as being a problem, determine whether an adaptation/AT intervention would be helpful. Finally, decide what the caregiver will do and what is expected from the child. By going through the steps of an activity/routine, the caregiver and provider will be able to determine where the problems are occurring during the routine and come up with multiple types of AT to help the child participate in the activity/routine. Once the CCIP has been created, the family should implement the changes to the activity/routine to figure out which options will work best in which situations. See below for an example of a complete CCIP.

**Routine/Activity:** Meal-time

**Location** (if outside the home): \_\_\_\_\_

**Is this routine going well?** Yes No (circle one)

**Focus:** Routine or Creating Opportunities (circle one)

**What I would like to see happen during this routine:** I would like Brian to be able to participate in mealtime by sitting in his high chair.

**What is the current situation?** Brian does not like to sit in his high chair. He is uncomfortable and cries to be taken out of the chair.

Steps in the Routine	Problem (y/n)	Adaptations that will be used	What I will do	What my child is expected to do
Put Brian in his high chair.	Y	Foam insert for stability.	Put Brian in his high chair and insert the foam around his legs and at his back to keep him seated comfortably.	Nothing.
Position toys on Brian's tray	Y	Double sided Velcro tape to keep toys on the tray	Tape a favorite toy of Brian's onto the high-chair tray.	Nothing.
Play with toy with Brian.	N		Play with the toy with Brian for as long as he is enjoying it (no longer than 5 minutes). Reinforce Brian when he plays (or tries to play) with the toy.	Play with the toy.
Feed Brian	N	Food will be cut into small pieces  Use shelf liner to secure plate/bowl to tray	Leave toy on tray for Brian to play with. Put food either directly on tray or in a bowl/plate. Feed Brian food that requires utensils.	Eat finger food
Clean Up	N		Leave toy for Brian to play with. Take food away. Wipe Brian's face/hands.	Play with toy
Take Brian out of the high chair.	N		Take Brian out of the high chair.	Nothing.

**Note:** If the routine is not going well, planning focuses on completing the routine; if the routine is going well, planning focuses on embedding learning opportunities within the routine.

## CAREGIVER - CHILD INTERACTION PLAN RESOURCE GUIDE

A CCIP Resource Guide was created to assist early intervention providers in creating CCIPs with their families. The guide is divided into 12 activities and routines that many families use each day. It contains examples of possible steps in each of the 12 activities/routines that can be used as starting points in creating families' personal CCIPs. The examples can be used to help families brainstorm the steps that occur in their own routines. The resource guide and blank CCIP form can be found at this website: <http://jeffline.jefferson.edu/cfsrp/pbs.html>. Below and on the following pages we have provided a few examples of the steps that may occur in different activities or routines and potential AT/adaptations to use for each step. Many of the AT/adaptations in the examples below are linked to Tots-n-Tech's Ideas to Share database, you can click on the link for directions on how to make a particular idea. Download the resource guide for additional examples.

### MEALTIME

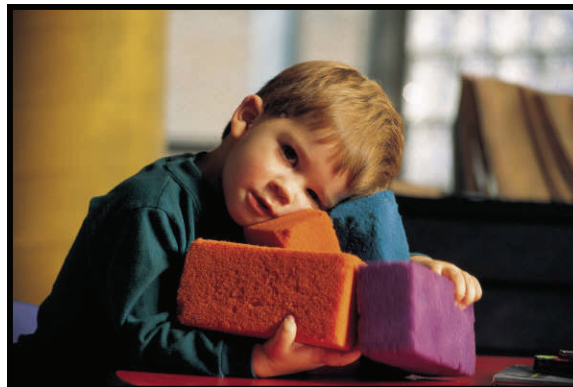
Steps in the Routine	Adaptations that could be used
<b>Child goes to kitchen</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">scooter</a> for moving to the kitchen.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability.</li> <li>• Stabilize the child while walking by tying magazines or newspapers around their legs.</li> <li>• Build a <a href="#">Scoot-a-bout</a> so the child can independently move from one place to another.</li> <li>• Perform a short activity that the child likes to do before or after; create a <a href="#">schedule</a> so he/she can anticipate the reward.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• If your child is in a wheelchair, create a <a href="#">seatbelt cover</a> so he/she is more likely to stay fastened in the chair on the way to the table.</li> </ul>
<b>Parent prepares meal</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">plastic desk</a> to keep an eye on the child while preparing a meal. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with</li> <li>• If the child uses a <a href="#">stander</a>, attach a tray and bring toys to play with while preparing a meal.</li> <li>• To have the child help with meal preparation use a <a href="#">homemade stander</a> that is positioned in front of the sink or countertop.</li> <li>• To interact with the child during meal preparation, create an <a href="#">object calendar</a> with steps in the preparation process to let the child know what is happening and what is going to come next.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> </ul>
<b>Parent or child sets the table</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">plastic desk</a> to keep an eye on the child while setting the table. Place the child in a laundry basket for support and place a small plastic desk over the laundry basket. Bring some toys for the child to play with</li> <li>• If the child uses a <a href="#">stander</a>, attach a tray and bring toys to play with while setting the table.</li> <li>• Have the child help set the table by creating an <a href="#">object calendar</a> with steps for setting the table. This may help the child remember what things need to be put out.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> </ul>
<b>Child goes to table</b>	<ul style="list-style-type: none"> <li>• If your child is in a wheelchair, create a seatbelt cover so he/she is more likely to stay fastened in the chair on the way to the table.</li> <li>• Use a <a href="#">hula hoop</a> to help the child walk to the table.</li> <li>• Stabilize your child while walking by tying magazines or newspapers around their legs.</li> <li>• Build a Scoot-a-bout so the child can independently move from one place to another.</li> <li>• Use a masking tape to create a path for the child to follow that leads to their chair.</li> <li>• Create a <a href="#">schedule</a> or use <a href="#">My Day Board</a> to help the child transition.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> </ul>

## MEALTIME (continued)

Steps in the Routine	Adaptations that could be used
<b>Child sits down</b>	<ul style="list-style-type: none"> <li>• Use <a href="#">bolsters</a> to position the child in their chair.</li> <li>• <a href="#">Decrease fidgeting</a> while sitting down by putting a box underneath children's feet who don't reach the floor.</li> <li>• Create a <a href="#">schedule</a> or use <a href="#">My Day Board</a> to help the child transition.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> </ul>
<b>Child/parent puts on bib</b>	<ul style="list-style-type: none"> <li>• <a href="#">Decrease fidgeting</a> while putting the child's bib on by putting a box underneath their feet if they don't reach the floor.</li> <li>• Create a <a href="#">schedule</a> or use <a href="#">My Day Board</a> to help the child transition.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> </ul>
<b>Child eats food</b>	<ul style="list-style-type: none"> <li>• Use different household objects to build up the child's utensils so they can grasp their fork and spoon better (<a href="#">Grippers</a>, <a href="#">Shower curtain rings</a>, <a href="#">Built up handle grips</a>)</li> <li>• <a href="#">Decrease fidgeting</a> while eating by putting a box underneath children's feet who don't reach the floor.</li> <li>• Use a <a href="#">communication device</a> to have a conversation with the child during mealtime and to select food choices, ask to pass food, say are "finished", etc.</li> <li>• Create a <a href="#">schedule</a> or use <a href="#">My Day Board</a> to help the child transition.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• To prevent the child's plate from sliding around the table while eating use a suction cup, damp washcloth, or plastic place mat.</li> </ul>
<b>Child wipes hands and face</b>	<ul style="list-style-type: none"> <li>• <a href="#">Decrease fidgeting</a> while cleaning up by putting a box underneath children's feet who don't reach the floor</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child/parent remove bib</b>	<ul style="list-style-type: none"> <li>• <a href="#">Decrease fidgeting</a> while removing the child's bib by putting a box underneath children's feet who don't reach the floor.</li> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child gets down from chair</b>	<ul style="list-style-type: none"> <li>• Use the box or stool to help child step down from chair if it is too high.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child/parent clears table</b>	<ul style="list-style-type: none"> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child/parent cleans up kitchen</b>	<ul style="list-style-type: none"> <li>• Create a <a href="#">list of tasks</a> to perform and have the child put the finished tasks in the 'done' pile.</li> <li>• Create a <a href="#">schedule</a> to help the child stay on task; cover up old tasks when done.</li> <li>• Perform a short activity that the child likes to do before or after; create a <a href="#">schedule</a> so he/she can anticipate the reward.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child goes to next activity</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">communication board</a> to let the child know what will be happening next</li> <li>• <a href="#">Scooter</a> for moving around.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability.</li> <li>• Stabilize your child while walking by tying magazines or newspapers around their legs.</li> <li>• Build a <a href="#">Scoot-a-bout</a> so the child can independently move from one place to another.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• If your child is in a wheelchair, create a <a href="#">seatbelt cover</a> so he/she is more likely to stay fastened.</li> </ul>

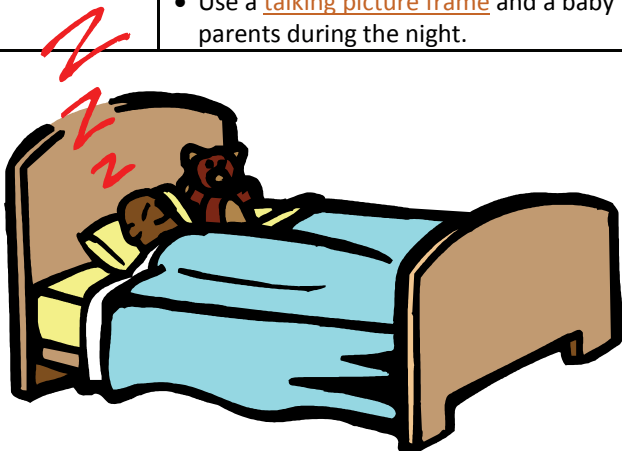
## PLAYTIME WITH TOYS

Steps in the Routine	Adaptations that could be used
<b>Parent and child decide what the child will play with</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">communication board</a> to make decisions and choices</li> <li>• Program a voice recording switch to say “Yes”, give the child choices of activities, he/she can hit the switch when they want to do an activity</li> <li>• Create a <a href="#">list of activities</a> the child may perform, have the child pick one activity out during the beginning of play time. Keep this card out during play, when done have them put the finished activity in the ‘done’ pile.</li> </ul>
<b>Child goes to play area</b>	<ul style="list-style-type: none"> <li>• <a href="#">Scooter</a> for moving around.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability.</li> <li>• Stabilize child while walking by tying magazines or newspapers around their legs.</li> <li>• Build a <a href="#">Scoot-a-bout</a> so the child can independently move from one place to another.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• If child is in a wheelchair, create a <a href="#">seatbelt cover</a> so he/she is more likely to stay fastened</li> </ul>
<b>Child plays</b>	<ul style="list-style-type: none"> <li>• <a href="#">Ideas for playing with toys</a> – add film canisters, old prescription bottles, shower curtain rings, etc. to toys for easier grasping; attach knobs to puzzle pieces; outline edges puzzle pieces so child can see more easily; wrap fabric, foam, tape, etc. around toys with handles for an easier grip; use Velcro bracelet so the child doesn’t lose toys</li> <li>• Ideas for drawing/painting – use an old/clean roll-on <a href="#">deodorant</a> for painting, melt <a href="#">crayons</a> in a cupcake pan to make them easier to grasp, add <a href="#">foam, tape, fabric</a>, etc. to crayons, pencils, markers, etc., use a <a href="#">slant board</a></li> <li>• Ideas for table top games – Use a clean <a href="#">hairbrush</a> as a card holder, turn a <a href="#">Styrofoam tray</a> upside down and cut card sized slits in it to hold cards</li> <li>• Use a <a href="#">communication board</a> so the child can communicate during play</li> <li>• Use <a href="#">bolsters</a> to position the child during play</li> </ul>
<b>Child cleans up</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">communication board</a> to say “all done”</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• Perform a short activity that the child likes to do after play; create a <a href="#">schedule</a> so he/she can anticipate the reward.</li> <li>• Use a tape recorder or switch with the ‘cleanup’ song recorded on it, have the child press the switch when it is time to clean up.</li> </ul>
<b>Child goes to next activity</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">communication board</a> to let the child know what will be happening next</li> <li>• <a href="#">Scooter</a> for moving around.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability.</li> <li>• Stabilize your child while walking by tying magazines or newspapers around their legs.</li> <li>• Build a <a href="#">Scoot-a-bout</a> so the child can independently move from one place to another.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• If your child is in a wheelchair, create a <a href="#">seatbelt cover</a> so he/she is more likely to stay fastened in the chair</li> </ul>



## BEDTIME

Steps in the	Adaptations that could be used
<b>Parent and child go into child's room</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">scooter</a> or push toy walker for moving to the bedroom.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability.</li> <li>• Stabilize the child while walking by tying magazines or newspapers around his/her legs.</li> <li>• Build a <a href="#">Scoot-a-bout</a> so the child can independently move from one place to another.</li> <li>• Perform a short activity that the child likes to do before bedtime; create a <a href="#">schedule</a> so he/she can anticipate the reward.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• If the child is in a wheelchair, create a <a href="#">seatbelt</a> cover so he/she is more likely to stay fastened in the chair on the way to the bedroom.</li> </ul>
<b>Child undresses and puts on pajamas</b>	<ul style="list-style-type: none"> <li>• If the child's clothing or pajamas have zippers or buttons use a <a href="#">dressing stick</a>, sew easy or <a href="#">grippers</a> for more independence while grasping.</li> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• Wear a <a href="#">communication bib</a> that illustrates what comes next.</li> <li>• Perform a short activity that the child likes to do before undressing; create a <a href="#">schedule</a> so he/she can anticipate the reward.</li> <li>• Let the child pick out their pajamas using a <a href="#">choice making device</a>.</li> <li>• Provide a <a href="#">child sized bench</a> to sit on while undressing.</li> <li>• Make a <a href="#">barrel seat</a> for the child to sit on.</li> <li>• Use a <a href="#">communication display</a> to communicate with the child through pictures.</li> </ul>
<b>Child gets into bed &amp; lies down</b>	<ul style="list-style-type: none"> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• Wear a <a href="#">communication bib</a> that illustrates what comes next.</li> <li>• Have the child hold on to a <a href="#">hula hoop</a> to increase stability while moving to the bed.</li> <li>• Use the box for decreasing the child's <a href="#">fidgeting</a> to help the child climb into bed.</li> <li>• Position your child in bed using <a href="#">bolsters</a>.</li> </ul>
<b>Parent reads child a story</b>	<ul style="list-style-type: none"> <li>• Use a <a href="#">Velcro bracelet</a> to help child turn pages of book</li> <li>• Use a variety of page turners to help the child turn the pages of the book (<a href="#">Page turners</a>)</li> </ul>
<b>Parent tucks child in</b>	<ul style="list-style-type: none"> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• Wear a <a href="#">communication bib</a> that illustrates what comes next.</li> <li>• Use a <a href="#">communication display</a> to say goodnight to the child.</li> </ul>
<b>Parent turns lights out</b>	<ul style="list-style-type: none"> <li>• Create a <a href="#">schedule</a> to help the child transition.</li> <li>• Wear a <a href="#">communication bib</a> that illustrates what comes next.</li> <li>• Use <a href="#">taction pads</a> to allow the child to turn off the light. Or use a clapper or push light that the child can use independently.</li> </ul>
<b>Child goes to sleep</b>	<ul style="list-style-type: none"> <li>• Use <a href="#">taction pads</a>, a clapper, or push light to allow the child to turn on the light or alert parents they are awake during the night.</li> <li>• Use a <a href="#">talking picture frame</a> and a baby monitor to allow the child to communicate with his/her parents during the night.</li> </ul>



## AT ASSESSMENT : HELPFUL WEBSITES

### **READ ABOUT IT:**

*Using Assistive Technology with Infants and Toddlers* ([http://tnt.asu.edu/files/Brief\\_5\\_ATUse\\_8-24-09\\_final.pdf](http://tnt.asu.edu/files/Brief_5_ATUse_8-24-09_final.pdf)) - this document is a detailed resource guide developed by Tots-n-Tech about using AT with infants and toddlers. The guide covers information detailed in this newsletter as well as some additional assessment tools.

### **SEE IT:**

*Promoting Young Children's Participation in Activities & Routines Through Adaptations & Assistive Technology*, OSEP-NECTAC Presentation ([http://tnt.asu.edu/files/Nectac\\_12-08-08\\_Campbell.pdf](http://tnt.asu.edu/files/Nectac_12-08-08_Campbell.pdf)) - this document is a presentation about AT and includes information on working with families to find out about their daily activities/routines.

*Project TaCTICS* (<http://tactics.fsu.edu/modules.html>) - this website contains four training modules that cover routines based assessments, linking assessments to intervention, using daily routines as contexts for interventions, and involving the caregiver.

### **FIND IT ONLINE:**

*SEEDS Assessment Links* (<http://www.scoe.net/SEEDS/resources/at/atInfants/assessment.html>) - this website contains a list of helpful assessment resources that are available online. The list contains links to assessment tools, information about the assessment process, assessment models, and reports about AT assessment.



Please feel free to forward this newsletter to any individuals or agencies that may benefit from information on assistive technology.

Questions? Comments? Want to have the newsletter sent directly to your inbox?

Email Jill at [jill.mcleod@jefferson.edu](mailto:jill.mcleod@jefferson.edu)