

Assistive technology services for 21st century children ages birth through five: A demonstration of navigating change to implement best practices.

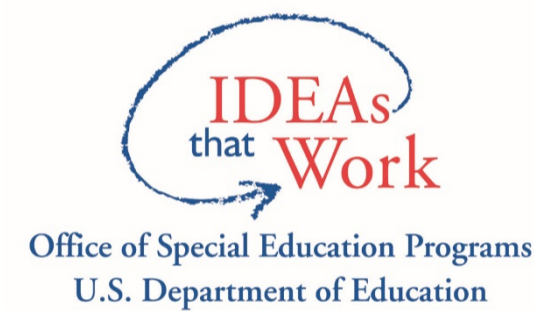
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 Lisa Savino and Annette Mestern, BAYADA Pediatric Early Intervention
 Tracie Dickson, Office of Special Education Programs, US Department of Education

Together, programs, professionals and families play a critical role in young children's use of assistive technologies. Is this important topic? YES! Almost 30 years of research and experience have demonstrated that "supporting the development and use of technology, including assistive technology devices and services, to maximize accessibility for children with disabilities" can enhance the education and development of children with disabilities (section 601(c)(5)(H) of IDEA).



U.S. DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION & REHABILITATIVE SERVICES
 OFFICE OF SPECIAL EDUCATION PROGRAMS
 FISCAL YEAR 2012
 APPLICATION FOR NEW GRANTS UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
 TECHNOLOGY AND MEDIA SERVICES FOR INDIVIDUALS WITH DISABILITIES (CFDA 84.327)
 MODELS PROMOTING YOUNG CHILDREN'S USE OF ASSISTIVE TECHNOLOGY (CFDA 84.327L)



- Four major barriers contribute to the low rate at which infants, toddlers, and preschool children with disabilities and their families use AT devices and services. The barriers are the inadequacy or lack of:

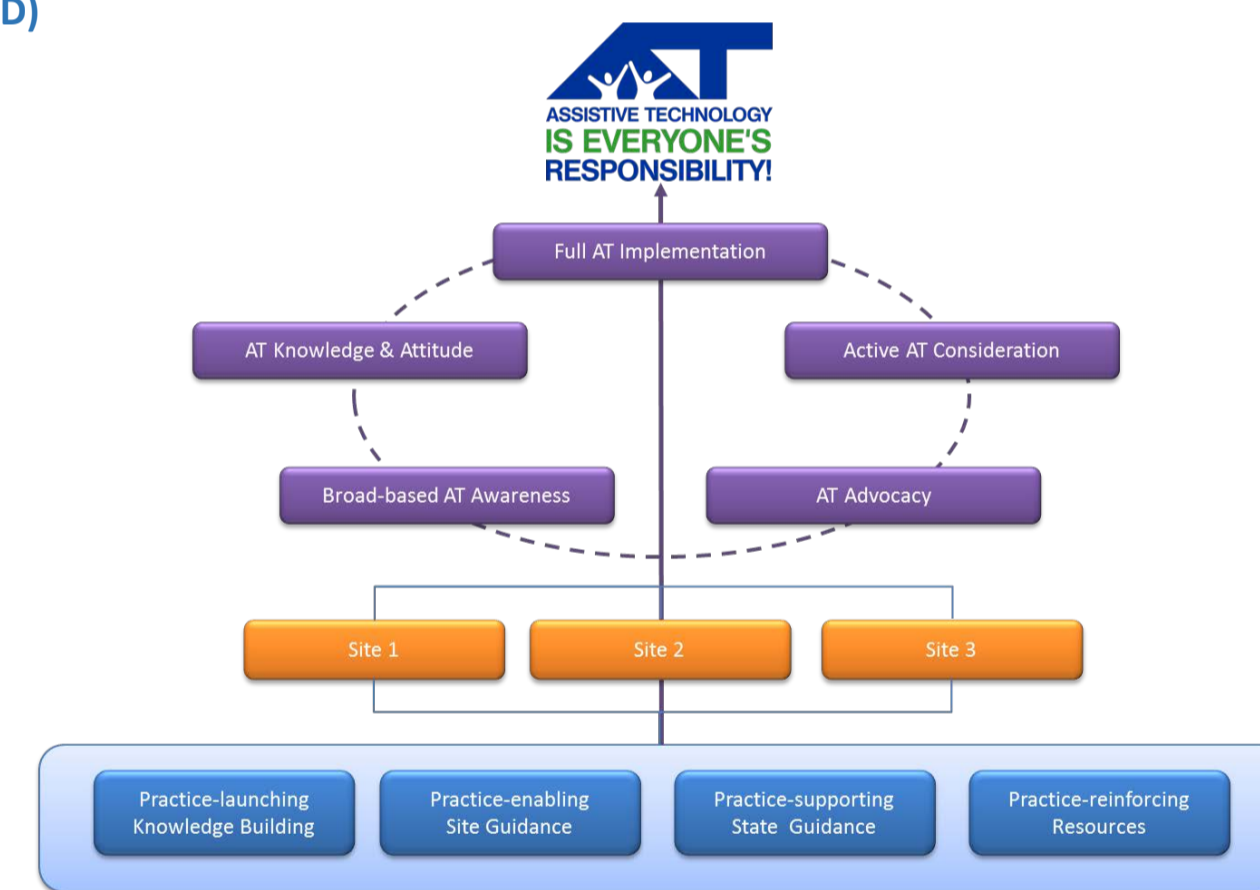
- (1) training for providers and families in the use of AT devices (Dugan, Campbell, and Wilcox, 2006; Dunst & Trivette, 2011; Milbourne and Campbell, 2008);
- (2) planning for the individual child's use of AT devices through "child-specific AT plans" (Tots n Tech Institute, 2009, Resource Brief 5);
- (3) funding for costly, high-technology AT devices and services (Carlson & Ehrlich, 2006; Tots n Tech Institute, 2009, Resource Brief 3; Wilcox, Dugan, Campbell, & Guimond, 2006); and
- (4) programs to acquire, maintain, and reuse AT devices (Tots n Tech Institute, 2011, Resource Brief 7).

MODEL DEMONSTRATION PROJECTS WILL ASSIST IDEA PART C AND PART B PRESCHOOL PROGRAMS IN IMPLEMENTING AND EVALUATING MODELS THAT PROMOTE AND SUSTAIN PROMISING PRACTICES FOR THE EFFECTIVE USE OF ASSISTIVE TECHNOLOGY (AT) BY INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES AND, AS A RESULT, IMPROVE THEIR FUNCTIONAL OUTCOMES.

CENTER FOR DISABILITIES STUDIES, UNIVERSITY OF DELAWARE



DELAWARE EARLY CHILDHOOD ASSISTIVE TECHNOLOGY MODEL DEMONSTRATION (DECATD)



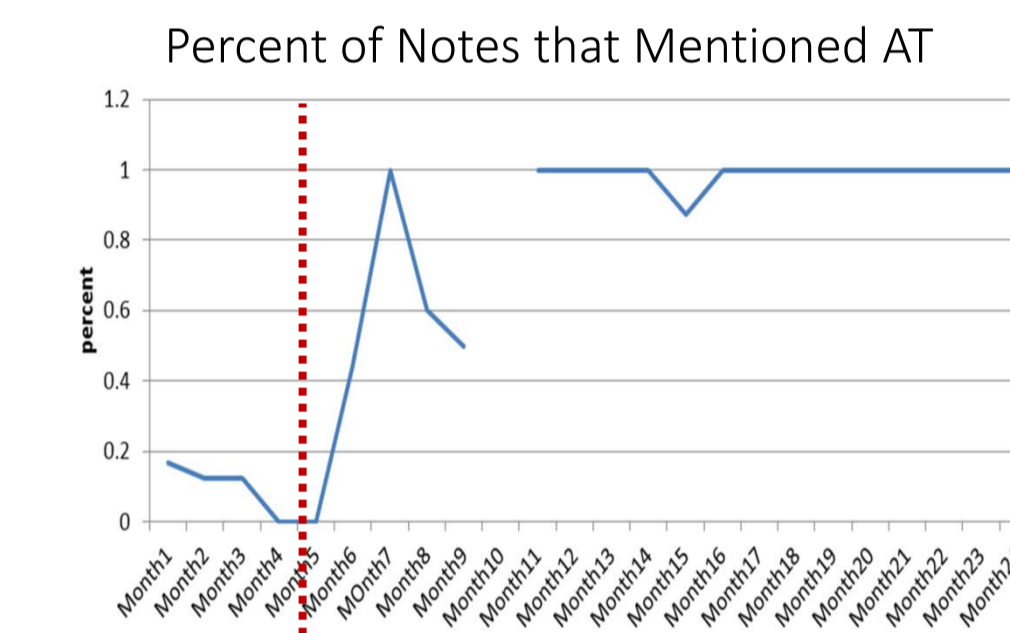
Blue shapes - foundational practice components
 Orange shapes - reference to community partner sites.
 Purple shapes - the interconnected and fluid stages that programs and individual practitioners undergo to engage in the use of AT and positively impact child outcomes and participation through the use of AT.

DECATD practice components represented in the blue shaded area are intended to be fully integrated with other extant efforts, transferable to other sites and scaled-up and replicated, or adopted by others.

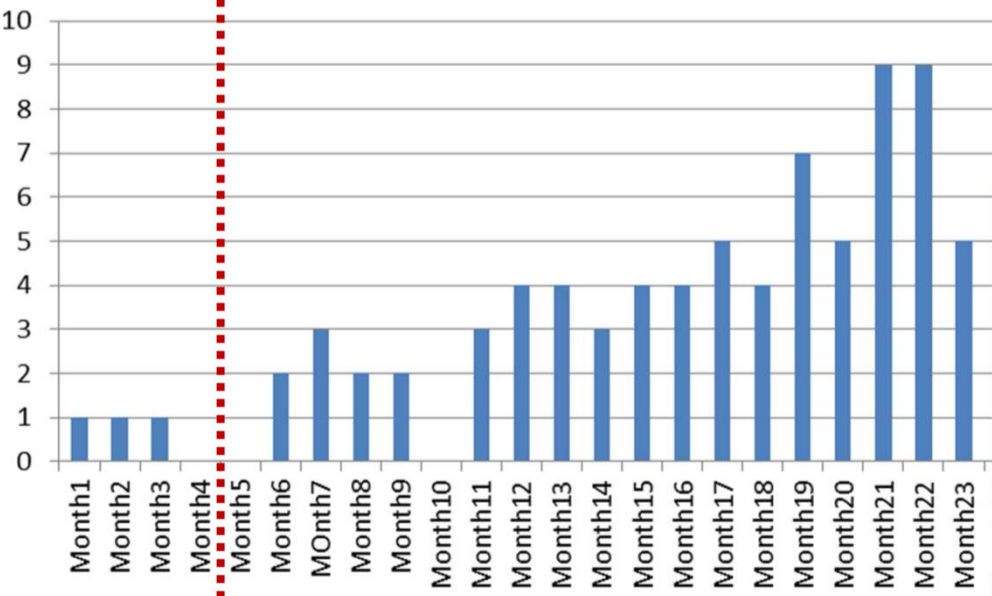
WE BELIEVE THESE AT USE ENHANCEMENT FEATURES ARE IDEALLY SUITED TO ADVANCE THE CAPABILITIES OF EARLY CHILDHOOD SERVICE/EDUCATION PROGRAMS TO ESTABLISH SUSTAINABLE AND IMPACTFUL PROCEDURES AND PRACTICES THAT ULTIMATELY RESULT IN POSITIVE OUTCOMES FOR YOUNG CHILDREN WITH DISABILITIES.

BAYADA Pediatric Delaware Pediatrics Visits (DPV)

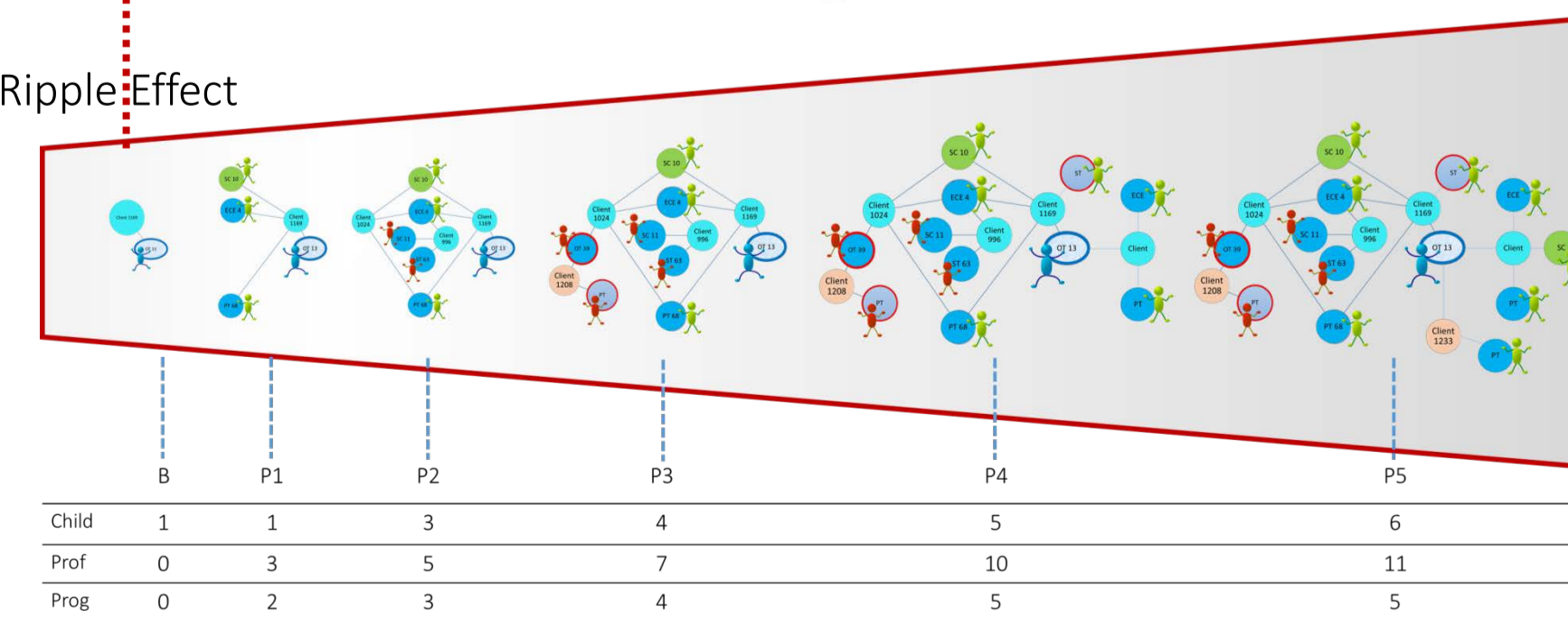
CLINICIAN CASE REVIEW



Number of AT Devices Mentioned



Ripple Effect



PROGRAM READINESS



Who is responsible for assistive technology services?

	YES	NO
Assistive Technology (AT) Specialist	x	
Audiologist	x	
Behavior Therapist		x
Child development/infant specialist		x
Family support specialist		x
Family therapist/mental health professionals		x
Nurse	x	
Occupational therapist/assistant	x	
Orientation/mobility specialist		x
Paraprofessional		x
Parent of a child with a disability	x	
Pediatrician		x
Physical therapist/assistant	x	
Physician (other than pediatrician)		x
Psychologist		x
Service coordinator	x	
Social worker		x
Special educator	x	
Speech/language pathologist/assistant	x	
Vision specialist	x	
Other		x

A crucial step forward

Small things can make a big difference for a young child with a disability. For Liam Ramos, a two-year-old with a developmental disability, modifying a little green crayon to help him grasp things made the difference. Soon after, Liam gripped and used his walker. He has a long way to go. Says Jacqueline Schweda, Liam's mother, "But this was a crucial step!"

There's no limit to the ways assistive technology can help children learn and develop. But Suzanne Milbourne, project director of the Delaware Early Childhood Assistive Technology Demonstration, says too few teachers, clinicians and families know about AT's benefits. Only three percent of individualized family service plans for children with disabilities include assistive technology. Three percent.

To get more people to appreciate and acquire AT, CDS applied for and was awarded a \$1.2 million, five-year grant from the U.S. Department of Education. The \$1.2 million, five-year grant will help provide and families learn how and when to use AT so children from birth to age five can participate in daily routines and activities.

Mary Agnes Rutkowski of Bayada Delaware Pediatric Visits, one of three organizations serving children with disabilities to partner with the Demonstration, says the Demonstration's team approach helps Bayada's clients reach their goals faster.

CDS is devoting a large portion of the grant to expand the CDS Delaware Assistive Technology Initiative's three resource centers. The centers loan AT to families and providers. "We're seeing far more children and their families make gains from the kind of assistive technology that Bayada used to help Liam," says Milbourne.

See a slideshow of assistive technology used by the Demonstration.



- ✓ LEADERSHIP OFFERED TO GENERATE INTEREST IN THE MODEL DEMONSTRATION
- ✓ MENTOR MODEL FOR NEW STAFF AND INTERNS
- ✓ OPEN TO THE IDEA OF EXTERNAL AGENCIES PROVIDING PROFESSIONAL DEVELOPMENT FOR ALL EARLY INTERVENTION STAFF
- ✓ OFFERS BOTH IN-SERVICE AND CONTINUING EDUCATION COURSES
- ✓ HAS PRESIDENTIAL SCHOLARSHIP PROGRAMS FOR FIELD CLINICIANS
- ✓ EXPRESSED THAT MANY OF THE CLINICIANS (OT, PT, ST, ECE) ARE USING AT DEVICES WITH CHILDREN/FAMILIES BUT ARE NOT LABELING OR IDENTIFYING THE ITEMS THAT ARE BEING USED AS AT