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**DEBUNKING COMMON MYTHS ABOUT USING ASSISTIVE TECHNOLOGY WITH
YOUNG CHILDREN**

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>> For those of you who have joined us for today's webinar this is just an audio check providing you an opportunity to adjust the volume on your speakers or headsets to your liking. Today's webinar is entitled "Debunking Common Myths About Using Assistive Technology with Young Children" it's brought to you today by presenters from the TIKES Project. So we'll be starting in about five minutes at the top of the hour. You don't need to worry about being mic'ed today you'll have the opportunity today to communicate with today's presenters through a question field that will be displayed after they have completed their presentation. So for now just get your volume adjusted so that it's comfortable to you and to those that are in your work environment.

We'll be starting in about four minutes and while we do that I'll post a poll question so today's presenters have a little more information about those of you who have joined us for today's webinar. If you can take a moment to indicate what role you represent that brings you to today's webinar, that would be informative for today's presenters.

Thank you, you're very quick at following instructions, everybody. So thank you for that.

We'll be starting in about three minutes as people are signing on now at a fairly rapid pace, I'm going to remind everybody that you can adjust the volume to your liking on your end using the headset volume controls or speaker controls on your computer.

You don't have to worry about being mic'ed today as you'll be communicating

through a text field with today's presenters. Once they have completed their presentation and are opening the floor to questions.

And thank you for taking a moment, also, to complete the poll question on the screen giving our presenters today an idea of who we have joining us today in terms of your roles.

I'm going to show everybody the different roles that you are bringing so you all have an idea of the diversity of folks that we have on today that really brings a lot of depth and meaning to the content that our presenters are going to be addressing with us today.

And again for those of you who have just joined us and sorry for those who have been on so long that you'll hear me say the same thing again but this is just really an opportunity for you to do an audio check and adjust your speaker, your headsets, to your liking, using the volume controls on your end. You don't have to worry about being mic'ed today as we'll be opening the floor up to questions to our presenters using a text field that will display at that point --

(Audio lost).

>> In the presentation. So for right --

(Audio cutting in and out).

>> Complete that poll. It's helpful. I think for our presenters. Knowing a little bit about who is in our virtual room with us today.

Bridget and Elizabeth and Marco, are you ready to get started?

>> Yes.

>> Yes.

>> Yes.

>> Okay. So I'm going to pause for one moment while I initiate the recording of today's webinar. For those of you who joined us, this webinar is being recorded and will be posted on the Internet in the next couple of days and you'll be informed of the correct link to where you can find that for additional viewing or where to share it with others. So I'm going to initiate that recording right now.

>> OPERATOR: Audio recording for this meeting has begun.

>> Okay. We're good to go. Marco, I'm going to hand it over to you now.

>> Good afternoon and welcome to the first of five webinars in the Better Hearing & Speech Month Coffee Break Webinar Series and I'm from the Office of Head Start in the Department of Health and Human Services I'm pleased to kick off the Webinar Series and also want to say this wouldn't be offered without the Office of Child care and Department of Education who helped to sponsor this series we wanted to support the American language and speech association in supporting this year's theme communication takes care we feel these webinars offer a way for us to learn more about hearing screening and assistive technology to support young children and their families we appreciate you taking the time to attend today's webinar now I want to turn it over to Bridget Gilormini and Elizabeth Barry with the Technology to Improve Kids' Educational

Success project at the Parent Advocacy Coalition for Educational Rights or commonly known as the PACER Center they will provide information on "Debunking Common Myths About Using Assistive Technology with Young Children"

>> BRIDGET GILORMINI: Well, thank you so much for that introduction. I am Bridget just so you can hear my voice and I'll be presenting most of the information today along with my colleague Elizabeth and I'll let her pipe in so you can hear her voice as well.

>> ELIZABTH BARRY: Hi I'm Elizabeth I'm the Assistive Technology Specialist on the TIKES project.

>> BRIDGET GILORMINI: I don't think I put the acronym in there so let me tell you we work on a project called TIKES, Technology to Improve Kids' Educational Success. We absolutely love what we do. And I am so in love with the idea of a coffee break webinar where we get 15 minutes we're used to do two, two and a half, three hour presentation on topics so we're really excited about the possibility of shortening those.

So what we're going to talk to you about today is this thing in our world that's pretty common to us called assistive technology. And because we didn't want to assume what peoples' knowledge was of assistive technology we want to take just a minute and because we're limited to those 15 minutes we wanted to do that rather quickly we have our contact information is over to the left. So if you have -- and we'll have an opportunity at the end to also ask questions but if you want to follow through with things, we'll have that opportunity.

But assistive technology is this broad category that we call it grade he will to grave and we're focusing today on kind of that cradle piece but it's this range of things that help children. So we have a couple of different ways to look at it one of them is devices or the stuff and those are things with that technology world we'll look into our first myth we might think of computers I should have had a poll question about that what do you think about that when you hear that word technology. But it's also services. And the path to help identify the stuff for children. Train teachers, parents and kids how to use the stuff and all sorts of other things and we also have these intersecting circles that my colleagues Suzanne and Susan put together for another presentation I borrowed and forgot to give them credit means all of these things kind of intersect with each other and we have this kind of Universal Design or Inclusive Design movement that's becoming stronger also in early childhood where a classroom or a day care center is designed with things that benefit a lot of children, including children with disabilities. And so one of the things I did on the next slide is put the assistive part for parents because that's people that deal with technology day in and day out use so let's think about it for today just as technology. I keep using my arrow keys on the computer There we go.

So some of the ways to kind of frame this is assistive technology is a bridge between what kids can do and what they can't do between ability and disability it helps a child do something that they otherwise couldn't do and it helps level the playing field and it helps a child get from here to there.

So for example, if I have a child who developmentally their peers are eating independently and the here for them someone is helping them to eat with the assistance of a tool or assistive technology, we could put a spoon with a grip or some supports and straps that helps them get to there which is eating independently.

So think about it as a bridge that helps them get from here to there.

So the first myth that we're going to talk about today is that assistive technology is only computers and tablets. And when we hear that word technology, that's often what we think about. It's part of our culture. But the definition of assistive technology is much broader than that.

I kind of want to -- we're going to say it's not just computers and tablets. AT can be almost anything that helps a child do something that they couldn't do without it.

In fact, I believe the only thing that we wouldn't put into that category is another person.

And while people may be very helpful in assisting children we wouldn't consider them assistive technology.

So it consists of a range of items, very low tech no batteries, nothing to plug in kind of simple items we can make ourselves and -- to low tech items with batteries and plug-ins a little bit more complicated and yes it also includes computers and tablets but it's pretty broad and some things to keep in mind when thinking about it is low tech is not better than high tech and Ohio tech is not better than low tech. It's really about looking at how this tool or this technology can help a child that has a need and matching them with the appropriate technology and on my screen here I have a variety of pictures. I have the green and blue kind of fidget I can manipulate in my hand so for those busy bodies sometimes it helps them to pay attention. I have some crayons with different shapes and textures that help children with gripping and helping them to scribble and draw. We have a tablet with a variety -- and there are literally I would say hundreds I could probably even say thousands of apps that can assist children. We have a toy with a switch and when I press the switch the toy does something so it gives children who can't play with toys in a typical way an opportunity to do that and then we have a large coin -- a large button calculator with voice output so it speaks the calculations and the numbers that children are putting in.

So parents and educators may have questions about using and the appropriateness of using technology with young children but we just want to remember that assistive technology represents a range of items, it's not limited to tablets and computers although it certainly includes tablets and computers.

So I have a couple of examples here that I wanted to share with you. One is Maya who is a little girl I haven't personally worked with but I've watched her journey through her mother's blog and there's a bunch of resources that I have at the end of the slides and I may even put them over to the left. But her journey started with individual symbol squares as a way of communication and it increased in complexity and moved to a word book which is to the left she now uses an iPad and a communication app to effectively

communicate. As a backup she uses low tech items that don't have any components. So this little girl is successfully communicating with a range of those items. The high tech item we see here which is an iPad with her app also has some low tech components to it. It's not real clear in the picture. But there's a plastic key guard that goes over the top that helps guide her fingers to the individual cells where the pictures are and her mother made a do-it-yourself type key guard with a clear type of glue because as they went to the iPad Mini and there wasn't a key guard that was available for that and a key guard is kind of just a frame that helps guide where those cells are for little fingers that might have a hard time doing that. And there are many video examples of Maya to her journey using that range not just with communication technology but other technology. She started off using a walker and then as her confidence developed, because she had that walker, she's outgrown the need for a walker.

And then my second one is a range of AT for Max so I had a writing -- for Max so I had a writing example as well so Max has difficulty with fine motor tasks and doesn't like to hold things in his hands he's getting help with how to grip and explore scribbling but he needs more access to writing and moving along that continuum of growth relative to writing skills so Max does some scribbling, writing exploration and coloring with adaptive grips the picture on the left he has a finger grip we put a crayon in. That's not Max's fingers it's just an example of something he uses. He also uses an adaptive keyboard and paired with a software program on the iPad app that gives him feedback on the letters he chooses he hits a letter on the keyboard and he gets feedback from the program that says S. So he gets those big keys to explore but he also gets some additional feedback

Then while he doesn't like to hold things in his hands, he certainly likes to explore things with the touch interface that the iPad kind of affords little kids to do so he likes to explore apps and interact with a variety of using that touchscreen feature so again a range of items from low tech to high tech are helping Max bridge the gap between what he's able to do on his own and what he can do with the help of assistive technology.

Another myth that we have about assistive technology is that it can only be used in a setting that has an AT specialist, which might be a classroom or a special education classroom.

And I grabbed this picture. I almost put the question on here, so, can you pick out the AT specialist in that group? And the question is then what is an AT specialist anyways and it's not always -- they are not always available. But they can be a whole lot of people. It could be the teacher. It could be the parent. It could be a speech-language pathologist an occupational therapist, a physical therapist, there is no degree for an AT specialist. We just kind of have a common interest in technology and identifying technology to help kids. And so it can be a whole variety of people.

And then people like me that do this for a living have usually fallen into assistive technology because of an interest in both technology and disability.

So the myth is that we have to find somebody who has that specialty in order to

make decisions about assistive technology or --

(Audio lost).

>> Uh-oh, it sounds like there's been an audio disruption. Jeff are you available to confirm that I am connected still.

>> Yes, you are William.

>> Okay. So Bridget and Elizabeth, it seems that we have lost your audio signal. Elizabeth, are you there?

>> ELIZABTH BARRY: I think so. Hello.

>> Okay Yeah, we're not hearing Bridget anymore. Are you able to continue forward with this?

>> ELIZABTH BARRY: Sure. So like Bridget was saying, AT is everyone's responsibility. Whether that be professionals and teachers or family members and the community, and you don't need to be an expert to know that children can benefit from technology.

And so really if you're not having the conversation, you can start this conversation or seek help.

And so really this is a little girl who came into our center. And was -- her mom really wanted her to be able to do things on her own but she was also really frustrated because she couldn't so then she started doing this activity and was successful with it using it this computer program and touchscreen. And so then she turned to her mom and said, I can do this. And was really excited about it. So it's really just starting the process to help kids.

So the next myth is that a child must be old enough to benefit from AT. And that they must -- before they can start using technology. But really in reality as soon as we see that need, we can match that with appropriate technology.

So children can explore their environments with technology, they can babble and scribble with technology. The technology that assists children with these tasks help them develop skills. So we can frame this somewhat by talking about -- taking the current conversation about young children and screen time and it's also an important topic when talking about communication skills. When you think about all of the language that typically developing children are exposed to and the babbling and the play language they have before they speak their first words and sentences we have to give the same opportunity to children who struggle with expressive communication because if we wait until they are in school, we have missed a huge opportunity for them to develop their language skills.

>> I think Bridget has come back on now.

(Chuckles).

>> I think you're there, Bridget.

>> BRIDGET GILORMINI: Can you hear me

>> Yes you are back.

>> BRIDGET GILORMINI: I'm so grateful we have backup technology like text

questions. I just kept on talking.

>> This is just another form of assistive technology so here we go.

>> BRIDGET GILORMINI: Yes it is. Honestly it wouldn't be a technology presentation without some sort of glitch so where can we pick up? Elizabeth, where are we.

>> ELIZABETH BARRY: We're ready to go to the next slide here.

>> BRIDGET GILORMINI: Okay. Let's do that then. So AT helps children of all ages and the research supports that implementation of assistive technology for even -- or even in a short amount of time has been shown to yield positive outcomes for even young children and this is an example of some of the research that's out there but there's a whole lot. And then it also suggests that the use of AT can significantly improve outcomes for young children with that being said, again, it kind of speaks of the urgency of starting early kind of at the ages of opportunity.

Okay. One of -- this is a video about Pax let me -- before we run the video let me give you a little bit of background on it. So Lindsey Carhill is a speech-language pathologist who had a ton of videos on the Internet and this particular video is of her son Pax, he is a twin at this time he was 16 months old and he was developmentally behind his twin in speech and language. One of the things that we see quite common, especially with young children 16 months old is that kind of the hesitation to use complex communication devices because they are not ready, they are too young. So this video is just an example. This is Lindsey teaching Pax to say the word eat on the device. So you'll see her using food as a motivator Showing him how giving him some prompts on the device and being successful with it so go ahead and play that video.

>> Okay. You want to eat. This one. Right next to it. That one right there.

>> Eat.

>> Eat.

>> Eat, eat. Yummy.

>> Eat.

>> Eat, you get to eat. Very, very yummy.

>> We've got another one. Can you ask to eat? Try again.

>> Eat.

>> Eat You got it

I've got another one for you.

Try again. Can you eat. Say eat

>> Eat.

>> Eat. Good baby

All right. We've got two more left.

Not that one.

Right there.

>> Eat.

>> Eat Yummy, yummy, yummy, yummy.

>> Eat.
>> Yummy, yummy, yummy, yummy, you did it
>> Eat, eat, eat.
>> Eat, eat, eat
You did it. Great job.
All right. One more.
One more with all the pictures.
Do you want to eat?
You can be next.
Do you want another bite to eat?
Can you say eat?
Find the word eat.
>> Eat.
>> Great job. Yay, Pax.

>> BRIDGET GILORMINI: So a couple of things I forgot to say this when I started talking about myths is these myths overlap each other and you can see similarities with them but they started off with the single symbol for eat and by the end she had opened up the whole kind of grid for him and one of the things we might think when we give assistive technology to kids is that we have to remember it has to be taught and modeled across kind of all environments for them to really kind of learn and embrace, understand and use that assistive technology so this was just one piece in a plan to help Pax develop his language skills using a communication device and like I said Lindsey has a lot of videos on YouTube that -- examples. And especially of young children using them.

Another myth is that AT or assistive technology is primarily for children with severe significant disabilities. This is typically where we might see it and then kind of visualize that that's the kind of stuff that helps only these kinds of kids. But assistive technology helps kids with all disabilities, including those sometimes invisible disabilities and if you can think about it as we get older there's certainly a lot of tools that we're using like the text messaging today to communicate and what we see on the screen just some audio description we see an adapted stylus for the iPad. We see a seat that's been adapted and changed into a wheelchair. We see a child on the floor with a toy and a switch. And then we see eye gaze so if I can't use my mouth or my hand or my fingers to press a button or a message I can use my eyes to compose messages so that might be some of the things that we might typically think of but AT can provide benefits for all disabilities. We just need -- what we need to do is identify what the need is, what is it that the child cannot do or wants to do, what are the expectations of the family. And then match with the technology that's available. So assistive technology can help children who may need help with scribbling and writing those preacademic skills, behavior support to help them get through the day, control the wiggles a little bit better. Social skills for kids with autism, sensory needs and much more. AT again provides

benefits for all children and can look like visual support and that's actually what we commonly see in lots of classrooms that we work with, we see a lot of this type of technology, but one of the things, one of the barriers it's not necessarily labeled or identified as assistive technology but visual support, social stories, behavioral support. So we have a Time Timer there that can help a child understand the passage of time and know how long I need to sit. How long this activity lasts. How much time until I can do my preferred activity. Sensory support that help me again attend or finish or start an activity writing supports and again much more, much more than I have time in my 15 minutes -- our 15 minutes to talk about today.

So I actually kind of whizzed rather quickly through that. So just closing remarks, AT for young children looks very different than AT for students or adults. It's used primarily to support a child's development, help them to get from here to there to bridge an ability gap. Sometimes children outgrow their need for assistive technology. And sometimes it's going to be a life-long journey that they have with this technology and what's going to happen as they grow and change, their technology will grow and change. And because of the rapid changes that we're having in technology, we might see technology that wasn't available to us two years ago. It is now so we might want to take a look at it. For young children it's used primarily in natural and community environments. It's used to support participation in daily routines and it's everyone's responsibility remember you don't have to know anything or even a lot about assistive technology. You just need to know that it can benefit children with disabilities and start the conversation.

Remember that it's dynamic. And ongoing as children change in their development. So I'm going to go ahead and start looking at some of these questions. Some of them I'll be able to answer quickly. Some of them we may need to do some follow-up so which --

>> I'll help you with this. This is Will Eiserman from the National Center for Hearing Assessment and Management and we're kind of hosting the platform today and are happy to be doing that.

For those of you who are participating today, there's a Q&A field over on the left side of your screen. You can enter your question there. And then I'll read our questions as they come in for our presenters to answer is first which communication software for iPads have you seen be the most effective in young children, asking as a parent.

>> BRIDGET GILORMINI: That's an excellent question. And one of the things that we have seen in the work we do and I'm a speech therapist and the gal that runs our consultations, kind of appointments and services also is a speech therapist and the thing is we have seen all sorts of apps be successful with kids. There are literally hundreds of communication apps out there and there are a small number of them that have risen to the top because they have been developed by someone who has an understanding of language development. Motor processing which is making that connection between a button that I'm touching and what it says. So this is a

conversation that we could talk a lot about. There's that small number that's come up. What the trick is what we want to do is we want to go through a process of selecting which one is going to meet the needs of my child. We want them to try it they don't have to master it Pax started with eat and he'll progress to more words and linking words together just as children normally develop speech and language. And then the second part to that is that services part as the follow-up is the implementation of it. Modeling language on a device just like we model language for a child so I'll stop on that one because that's one I could go on and on and again my contact information is over to the left and we can have a longer conversation if you would like about that

>> Just for our participants' sake, Bridget and Elizabeth have agreed to stay as long as you know -- to the top of the hour, again, if you have questions. So we'll continue to do this if you have other questions

>> BRIDGET GILORMINI: Absolutely

>> We have a few more that have come in One is is there any assistive technology that helps with calming and with focus?

>> BRIDGET GILORMINI: Absolutely and I'm going to mention just a couple that kind of come to the top of my head but there are weighted items that sometimes help children calm their nervous system and sensory system and help them to prepare for an activity so weighted blankets, weighted animals, weighted vests, those type of different things and there are a variety of vests available. One of the new things on the market this year is a vest that the person wearing it, the child, actually inflates to the level they like so rather than wearing a vest that's already filled with kind of weights and kind of that component to it they actually control that There are also apps that help with calm and focus so teaching kids strategies which might be lifelong how to breathe how do you breathe to kind of calm down so using I think Elmo is one of the characters in an app where you can breathe in, breathe out. So yes there are a whole variety of them. We could probably do a whole webinar on those tools.

>> Another question, Bridget and Elizabeth is how do you balance reliance on technology and the need to develop organic skills and competencies?

>> BRIDGET GILORMINI: And that is another great question and that's a really hot topic right now with the whole, you know, should we even be introducing children to things like iPads and computers when they are so young and they are so little. But there are features of this technology that sometimes afford children the opportunity to do things they couldn't. So the balance -- some of it is common sense We need to balance out what's a babysitter and what's actually helping a child --

(Audio lost)

(Audio lost).

>> BRIDGET GILORMINI: Develop a skill I'll give you an example putting ingredients together. --

(Audio lost).

>> BRIDGET GILORMINI: Those experiences, the other piece we do then is take it

into the kitchen and we actually make the cookie so they have another experience to relate to the thing that they were doing with the technology So the stirring, the pouring, that type of thing so there's a lot of information I can steer you to from the Fred Rogers institute and the National Association for the Education of Young Children kind of on this developing conversation we're having about specifically right now about touchscreens and that kind of efficacy of should we, how should we and then do that balance. But the answer that we want to find is what is going to help this child do the thing that they can't do without it.

>> So I think a related question that we have is, is the goal of assistive technology similar to how we may have viewed least restricted environment for example in the past? That if we pull a child out of the natural environment, our goal is to help that child develop the capacity to re-enter that environment. So if we're going to provide assistive technology, is our goal to like wean the child off of that? Or is the philosophy different with assistive technology?

>> BRIDGET GILORMINI: Hmm . . . that's another really good question. I don't think that the goal -- they are related they are not so far apart from each other but assistive technology can help support the inclusion of children in environments where their peers are at. So these tools we said it in one of those slides they can kind of level the playing field. Again this is another one we could probably have a really long conversation on but the goal of assistive technology in a really short nutshell is to help that child do something that they couldn't without it so sometimes the vantage of using that assistive technology does help us successfully get that child back into a mainstream and inclusive environment where they are then benefitting from the modeling of their peers, the interaction of their peers and all of those other good things.

>> Here is another question for you are there any commonly used early care environments that assistive technology really isn't suitable for?

>> BRIDGET GILORMINI: I can't think of any. It's one of those questions I might want to noodle on a little bit before I answer but off the top of my head I can't think of any early care environments where it might not -- where it would be inappropriate to use assistive technology. That's not to say that there aren't any but I'm not thinking of any off the top of my head. Remember the assistive technology is going to help us support that child do something. And so I can't think of any off the top of my head.

>> So what are some of the fears or resistances you've seen from non-techno people who have children in their classrooms for example around using assistive technology?

>> BRIDGET GILORMINI: That's another great question.

I think people are afraid that they might break the technology. That they might not understand the technology. That they might look foolish in trying because part of their role is modeling or teaching or using that technology in front of that particular child or maybe even a classroom of children and if I'm not confident using it how will that be perceived by others? I think there's a lot of things we could fit in there about how

people -- why people don't use it. Afraid of technology.

>> And as a follow-up to that question, Bridget, then, what kinds of support and who would provide it to those more reluctant teachers or classroom assistants for example or home visitors in order for them to help them overcome that reluctance

>> BRIDGET GILORMINI: Right that's kind of one -- going back to one of the slides earlier on when we talked about assistive technology services. So kind of -- it would be layers of support. One, one of the things teachers and parents need to know is that there's a whole lot of material and people available to answer questions. To help find -- if I'm not feeling confident in my skills with it to find the information to help me start that journey so going to a Web site might not be the end place but it might be a piece of the foundation that helps me get comfortable with it and start that journey. So there are trainings, there are Assistive Technology Specialists, every state has an Assistive Technology Act program and their charge is teaching people about assistive technology, lending assistive technology out so that people get a chance to get their hands on it and that's another support that if I -- I might become comfortable with this piece of technology if I have a chance to try it and play with it before I have to teach another child how to use it. Or I may actually need to have another person show me how to do this. And so we have a lot of social media places that I go and work and that's one of the ways that I learn and to gain confidence in areas that I'm not familiar with or comfortable so my area is speech and language. But -- are we still on?

>> Yes

>> BRIDGET GILORMINI: Okay just wanted to make sure.

But I'm not as comfortable with feeding and positioning. Although I have comfortable tech aptitude I'll seek out somebody who has that expertise to help me in my journey

>> Yeah, I've advanced to your next slide. That shows some of those resources. I assume you would like to share those, right.

>> BRIDGET GILORMINI: Yeah that would be awesome so this is just one of many. And I didn't put in the other projects because I'm assuming they are going to go ahead and share with you some of their resources which are really great. So we have a whole web page dedicated to this kind of early learning and assistive technology. And -- hold on. And then we have handouts that are written in parent-friendly language. You know very little jargon. Such as what is assistive technology and how can it help my child? That kind of goes through those definitions again. How to explore assistive technology. How to collect information to make good decisions about assistive technology. How to talk to administrators about assistive technology. Because sometimes we need their support.

And then it looks like my colleague Suzanne has other resources she can share, too. I put the Lindsey Carhill YouTube video in there so YouTube is generally a good place to go so when I find out about something new I go to the product Web site but I also like to see if people have posted videos of themselves using it or trying it so I go in

YouTube and I put in the words and that's how I learn to use the Livescribe pen or how I got information about the pen that recorded what I was saying when I was writing I have the common sense blog in here which is Maya's mom who has done a remarkable job of documenting her daughter's journey with disability and communication and then my strong interest which is the assistive technology and the communication piece

And then that's also her YouTube channel she's got lots of videos again of Maya and her journey with communication and the Center on Technology and Disability also has a vast library of resources so they have a specific section of library or the site actually for early childhood and then they also have a webinar central where you can get recorded or live additional webinars on assistive technology topics and they've got a number of them on communication and apps and I can't remember the name of the gal that did the presentation but they are there so that you can go on demand and see them, as well.

>> So we have one or two final questions. One is just a remark I can answer and that is a question about whether this video -- this webinar is being recorded and will be posted online. And the answer is yes, and yes.

This is being recorded. And you will receive an email in the next week or so with information about where to access this and how to share it with others who have not had an opportunity to be on today.

One other question that came in, Bridget and Elizabeth is whether you can remark about how funding and costs affect the use of assistive technology. And one of the things that I heard you say was some of this is about being novel and not necessarily technologically dependent in the ways people typically think of technology. But certainly there are electronic devices that are also cost based concerns

>> BRIDGET GILORMINI: Yes and actually costs and funding can be one of the barriers that prevent a child from getting the technology that they need. Now the stream I'm most familiar with is working with the school system so working with individual education plans for children ages 3 to 5 and then children with disabilities birth to 3 the individual's family service plan. So if going through that process the team identifies a need for assistive technology, then typically the school will fund that assistive technology. There are also insurance resources so things like communication devices are often -- and again, it's a process, you have to go through and prove that this is the one, the one, that the child needs.

But then oftentimes insurance will fund it.

There's also kind of the -- some of the other things that we have gotten into and because of the price point of the iPad we have seen a lot more families just outright buying the iPad versus trying to fund a more dedicated communication device that's typically 5 to \$10,000. They have been willing to invest in an iPad and an app. But the piece that's missing is you know identifying which app is the right app. And so it's a challenge -- and with this one I've seen parents use things like GoFundMe to purchase a wheelchair lift for their home. To purchase communication devices in the form of an

iPad and the app for their child and so that's just one of the new ways that -- and then we have it looks like another resource up here from --

>> Yeah, Suzanne Melbourne just sent that over to me and suggested that we post that.

>> BRIDGET GILORMINI: Yes that's another great resource.

>> I'll slide that over to the side so people can jot that down if they would like to there.

>> BRIDGET GILORMINI: Yeah and then Tots 'n Tech and I believe most of the Tots 'n Tech resource guides and different things that they have created is also in the Center on Technology and Disability library and I believe they have got a whole resource brief on funding

>> And the ECTAcenter.org is another one that's a good resource so I'll add that up there, too.

>> BRIDGET GILORMINI: Okay.

>> Yeah. So anything else that you would like to add Bridget or Elizabeth today before we wrap this up?

>> BRIDGET GILORMINI: I would just say don't be scared and I know it's really easy for me to say as -- and I'm a tech immigrant. I'm not a tech native. I didn't grow up with all of this stuff but I'm kind of geeky and I like it but I would just say don't be afraid of kind of this thing that we're calling assistive technology. That it has such great benefits for kids. It's worth getting over that bump to kind of explore it and try it and there are so many resources and so many people willing to kind of help you all take that journey and that we just encourage you to do that no matter where you're at whether it's a beginner or intermediate we can all learn and kind of go to the next level. All with the purpose of helping kids.

>> Thank you so much Bridget and Elizabeth for taking the time to share this valuable information with us today. We want everybody to be aware that we invite you to join us again this week. Same time, same place. 2:00 o'clock Eastern Time tomorrow we'll be talking about don't wait to communicate. Augmentive and alternative communication. And you see the other titles that are coming up the rest of the week for our continuation of this Coffee Break Webinar Series as we celebrate Better Hearing & Speech Month.

So again, thank you, everyone, and we hope to see you tomorrow or at any other day this week. At 2 Eastern Time. Using the same link that you used today to hop online.

So thank you, everyone.

>> BRIDGET GILORMINI: Thank you

>> OPERATOR: Audio recording for this meeting has ended.

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