



TECH FOR TYKES

A Center for Inclusive Design and Engineering (CIDE)
Early Childhood Program

EI Assistive Technology Case Review



This 18-month-old girl has a degenerative genetic disorder and complex needs. She uses a G-tube, is non-verbal, non-ambulatory, needs full nursing support, has cortical visual impairment, minimal head control, and had no volitional control of her hands/arms at the onset of services. Her strengths include an amazing family, social awareness, and response to family voices. She also smiles in response to certain sounds, loves Elmo, is developing some arm use when placed in the side lying position on her right side, and has normal hearing acuity.



EI services were started at 18 months of age. Her primary provider was an SLP. A request for an assistive technology (AT) consultant was made at that time. The consultant was an SLP with specialty knowledge in AT. The referral for AT was made because the parents wanted her to be able to interact more with her environment and develop basic communication skills.



After an evaluation, intervention started with [basic switches](#) to teach the concept of cause and effect. These switches were borrowed from the [AT Loan Library](#). Other AT included a Kid Kart stroller with a tray and a high/low base, and a Special Tomato seat.

She used Ankle-Foot Orthoses (AFO's) to help with stability. Hand splints were used to help her more accurately use her hands to search for toys placed on her tray.



AT was incorporated into her daily activities. She was able to use switches to activate an [adapted fan](#), [adapted bubble machine](#), and a switch accessible vision box to turn on Christmas lights. Her [iPad](#) was used as a touch screen so she could listen to her Elmo songs (she wasn't successful when we hooked her iPad up to a switch). Her parents recorded messages into a [Big Mack](#) for her to listen to when upset. She had a great variety of [toys](#) that were switch accessible.

Several people interact with this little girl through her AT devices, including her family, OT, PT, nurse and her teacher. The IFSP team is incorporating the use of AT devices into goals as her primary means of communication. She is also using her AT devices to develop play skills. AT is [documented on her IFSP](#) as a service, which is provided once a week by an SLP. Her EI program provided funding for her switches and switch toys.