

Getting Started: A Guide to Using Technology

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APSE Pro Day



As Missouri's federally funded statewide Assistive Technology Program, Missouri Assistive Technology works to increase the opportunities all Missourians with disabilities and all seniors have to access and acquire assistive technology devices and services. Assistive technology addresses barriers, provides choice and opens opportunities.

“For most people, technology makes things easier. For people with disabilities, however, technology makes things possible. possible.”

**- Mary Pat Radabaugh,
Director of IBM’s National Center for People with Disabilities.**

A Little Self-Assessment

For those we provide employment services to:

- Is technology making things possible for them?
- Are we using technology to help them increase productivity, efficiency, to improve communication and to help enhance self-worth?

Technology is Fundamental

- Help better prepare individuals to function at their fullest potential
- Expand available employment opportunities
- Reduce service provider costs and help with staffing challenges

Technology Myths

- Technology is high-tech, computer-based, difficult to learn, and in need of frequent maintenance or upkeep.
- Technology is just for people with specific types of disabilities.

A Three-Step Process for Getting Started with Technology

- Consideration
- Exploration
- Implementation

Step 1: Consideration

- What is consideration?
- For whom do you consider technology?
- How to consider?
- The outcomes of consideration

Aaron's Story (Background)

- Aaron is a 19-year-old man with a developmental disability who is a client of the state VR program.
- He recently got a job as a Quality Assurance Associate at the local grocery store.
- Aaron has been working with a job coach who indicated that he has difficulty completing the task list and needs to work on increasing his speed so that he finishes the tasks in the given amount of time.
- The counselor is concerned that Aaron is relying heavily on the job coach, and may not be able to work independently. The counselor has indicated that the VR program is unable to provide a job coach on a long term basis.

Step 2: Exploration

- The goal of exploration
- A framework for exploration
 - SETT
- Outcomes of exploration

Aaron's Story (Strengths & Barriers)

- The job coach visited the jobsite to observe, and facilitated a meeting with Aaron, the employment specialist, and the employer.
- Aaron indicated that he likes his new job, but struggles to follow the written task list that was provided by his supervisor. He indicated that he can read a few words, but needs the job coach to help a lot. A review of his last IEP indicated that Troy does not have functional reading skills and he relied on an aide to read written material to him in school.
- He has a good memory and is able to follow verbal directions. Aaron has no difficulty physically performing the tasks of the job. Aaron is not able to tell time and does not have a good concept of the passage of time, so he tends to have issues with keeping a consistent pace.
- The employer stated that Aaron is doing a great job, but had been unaware of how much support he required from the job coach.

Aaron's Story (Environment)

- Aaron is working in a fairly large grocery store. He works in many different areas of the store, and pushes a wheeled cart that is equipped with all the tools that he needs.
- The task list is several lines of text in a table layout, and was different for each day of the week. Each task had an approximate time noted to complete the task and an area that Aaron is supposed to initial when he finishes the tasks.
- Aaron is expected to work independently and to complete all tasks within the given time period.
- The supervisor was open to modifying the checklist and wanted to be included in the brainstorming process.

Aaron's Story (Tasks)

- Aaron's supervisor indicated that, overall, he is satisfied with the quality of Aaron's work.
- However, in order to be independent and successful in this job, Aaron will need to independently follow the task checklist and complete the tasks within the given amount of time.

Aaron's Story (Tools)

- The group brainstormed various options to modify the checklist. Because the checklist is many pages long, it would be cumbersome to adapt it with pictures. The group felt it would be beneficial to take advantage of Aaron's strength with verbal directions.
- It was suggested to use Troy's smartphone, along with a specialized app to make the checklist more accessible for him.
- The app allows each task on the list to be entered with a photo that will cue the task, as well as an audio recording stating the task. The app also has a feature that would allow a specified time to be entered, which would then be represented by a visual dial that would disappear as the time passed. The user indicates when the task is finished by dragging it to the "all done" column in the app.

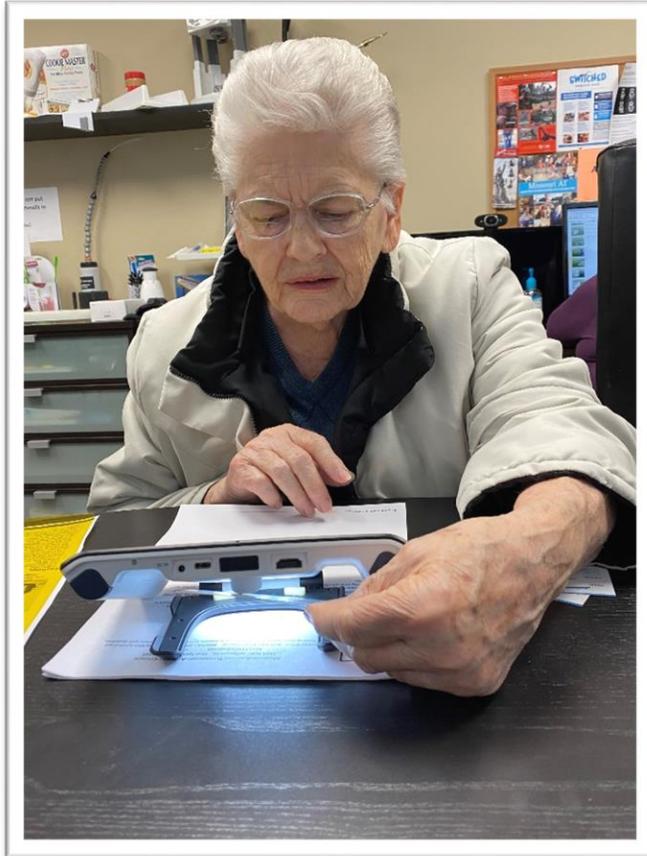
Step 3: Implementation

- Implementation is like planning a trip.
- What we need to plan for
 - A device source
 - Staff responsibilities
 - Training the user
 - Knowing resources
 - Evaluating effectiveness

Aaron's Story (Implementation)

- Because Aaron's personal smartphone was used, no trial devices were needed.
- The job coach was able to demonstrate the app from her demonstration iPad. Everyone agreed that this appeared to meet the needs of Aaron and the employer.
- The VR counselor was able to provide funding to purchase the app. Once the app was downloaded onto Aaron's phone, the job coach created the customized task list and showed the the supervisor how to edit or add tasks.
- The smartphone and a single app were able to solve both issues and Aaron eventually did not require the support of a job coach to do his job.

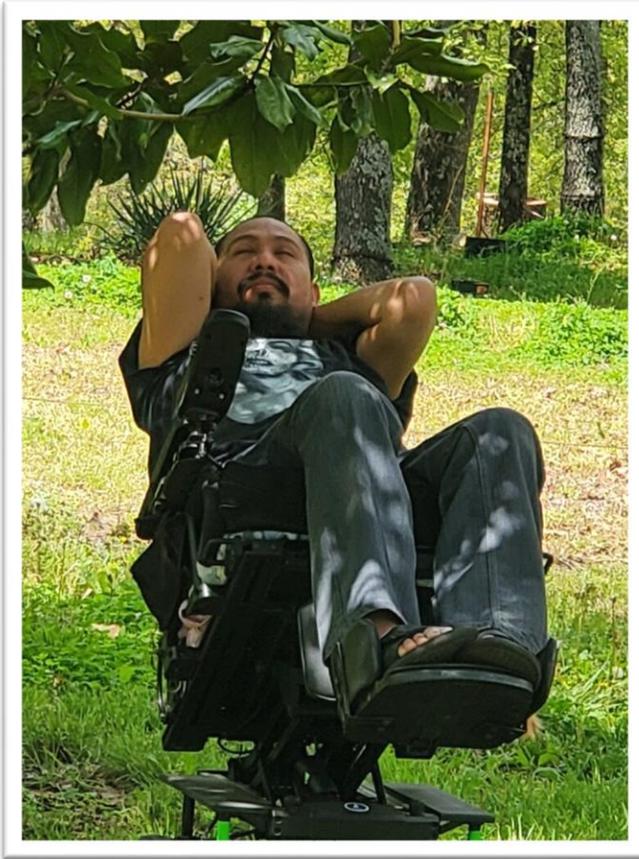
Device Demonstration



AT Demonstration Activities provide opportunities for people to become familiar with specific types of AT by comparing and contrasting the functions and features of devices through hands-on exploration.

12 demonstration centers located throughout Missouri. Video demonstrations are also available.

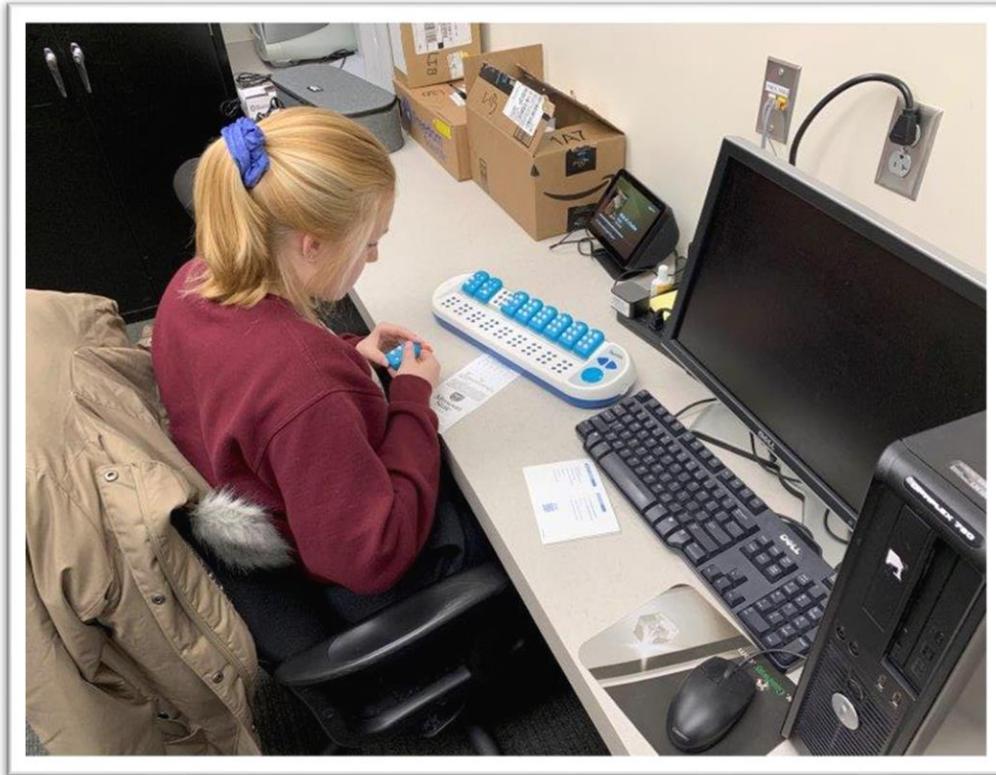
Device Reutilization



AT Reutilization Activities support the reuse of assistive technology that is no longer needed or used by its original owner and is acquired by a new owner at substantial cost savings.

10 Reutilization Centers located across the state.

Device Loan



AT Device Loan Activities allow individuals to borrow AT for a limited time period to try out and determine if a device will meet their needs before a purchase is made.

Alternative Finance



State Financing Activities support the purchase/acquisition of AT through financial loans or other initiatives that directly provide AT to consumers.

Show Me Loans are low-interest loans available to enhance independence. There are four types of Show Me Loans: General AT, Micro Loan, Accessible Vehicle and WorkAbility.

Additional Services



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