



# Assistive Technology Applications to Support Parents with Intellectual Disabilities

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## Background

- Persons with intellectual disabilities (ID) are increasingly becoming parents and may inadvertently put their children at risk.
- Services for parents with ID are limited. Assistive technology (AT) --videos, handouts, games, and smartphone apps-- can expand services by providing cost-effective, accessible information that increases independence.
- Federal legislation supports AT use for individuals with disabilities.
- Limited attention has been given to the use of AT with parents with ID. Only 2 documented studies that have explored the benefits of AT for parents with ID.
  - Audio cassettes and video picture frames were used.

## Goals & Objectives

- To find and access commercially available assistive technologies that teach and reinforce parenting skills.
- Results will be shared with Project IMPACT, a WIHD program, that supports parents with ID.

## Community Partners

- WIHD Project IMPACT Social Workers
- Dan Davies, CEO Ablelink Technologies

## Methods

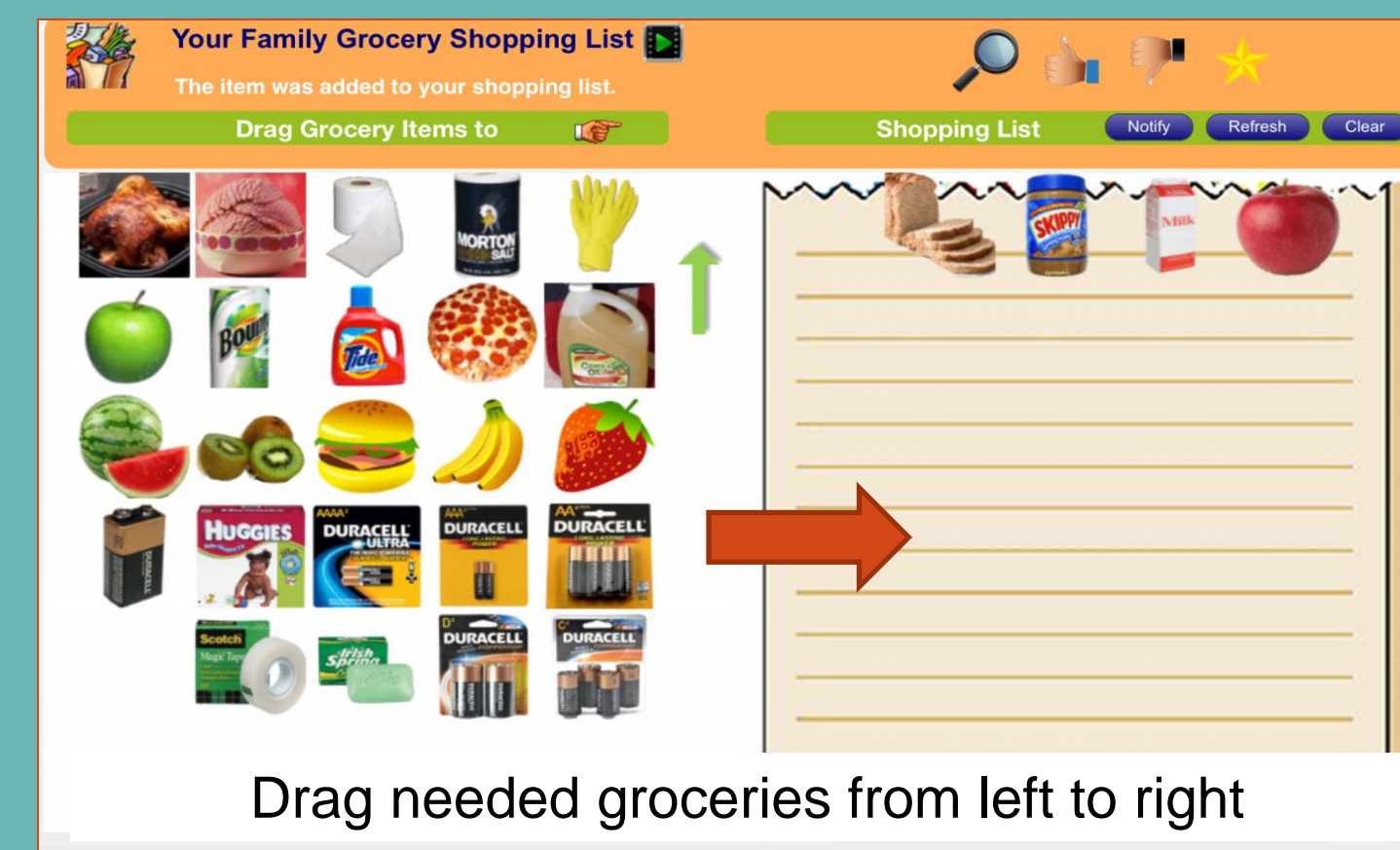
- Researched available AT resources for parents with ID.
- Due to limited findings, expanded search criteria to all individuals with ID.
- Evaluated apps using a scoring rubric (Malone & Peterson 2013)
  - Applied Likert based scoring criteria (*Application, Feedback, Adjustability, Easy of Use, Cost, and Benefits*)

## Results

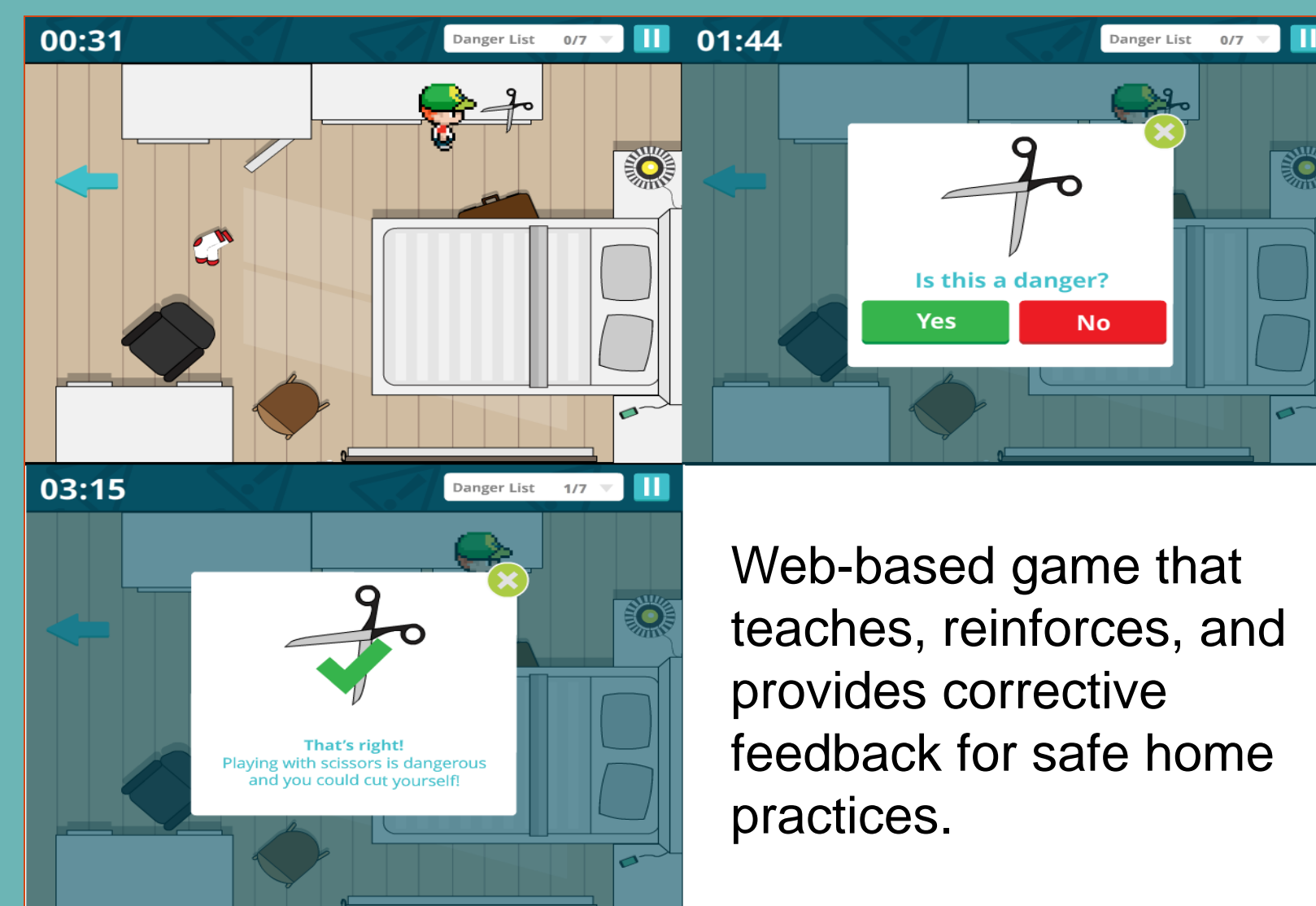
### General Findings

- Found and explored 65 AT resources.
- None were specifically designed for this population.
- Identified 12 apps which were rated highest according to the Malone & Peterson scoring rubric.
- Identified 13 other resources which aligned with the Project Impact curriculum.
- Resources were found in 6 of the 9 skilled based categories covered by Project IMPACT.
- Nutrition and planning resources were most readily available; infant care were the least.

### Visual Grocery Shopping List



### Home Safety Game



Web-based game that teaches, reinforces, and provides corrective feedback for safe home practices.

### Stepping Stones- Daily Routine



## Conclusions

### AT for parents with ID has potential to provide:

- Visual, audio, & interactive tutoring with minimal reliance on literacy-based learning
- Easily, readily available, portable, cost-effective software
- Reinforcement & education at a person's finger tips without clinician presence
- Opportunities for customized consistent practice
- Immediate corrective feedback

### AT for parents with ID includes the following challenges:

- No AT resources currently designed specifically for parents with ID
- AT selection, setup, & troubleshooting requires clinician support
- Cost of hardware and access to wireless networks
- Not all parenting skills can be taught & supported with AT

### Overall Findings:

- AT resources can serve as an important supplement to parent skills training, but cannot fully replace clinician support. AT alone is not sufficient to fill the gap of needed services for parents with ID.

## Next Steps

- Pilot test existing resources with parents with ID in Project IMPACT to determine extent AT can supplement clinician-taught skills and increase retention of skills.
- Depending on results, consider designing an app specifically geared for this population.