

# What Factors Affect Children's Perceptions of Their Assistive Technology and Assistive Technology Training?



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Idawe • Learning Disabilities Association of Windsor-Essex County

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## Introduction

- Assistive Technology (AT) enables children with LDs to access school curriculum.
- AT increases: comprehension, acquisition of knowledge & academic skills, opportunities & independence, and general intellectual & academic abilities.
- The current study examined what children liked and disliked about their AT and which factors predict perceptions of AT and AT training.

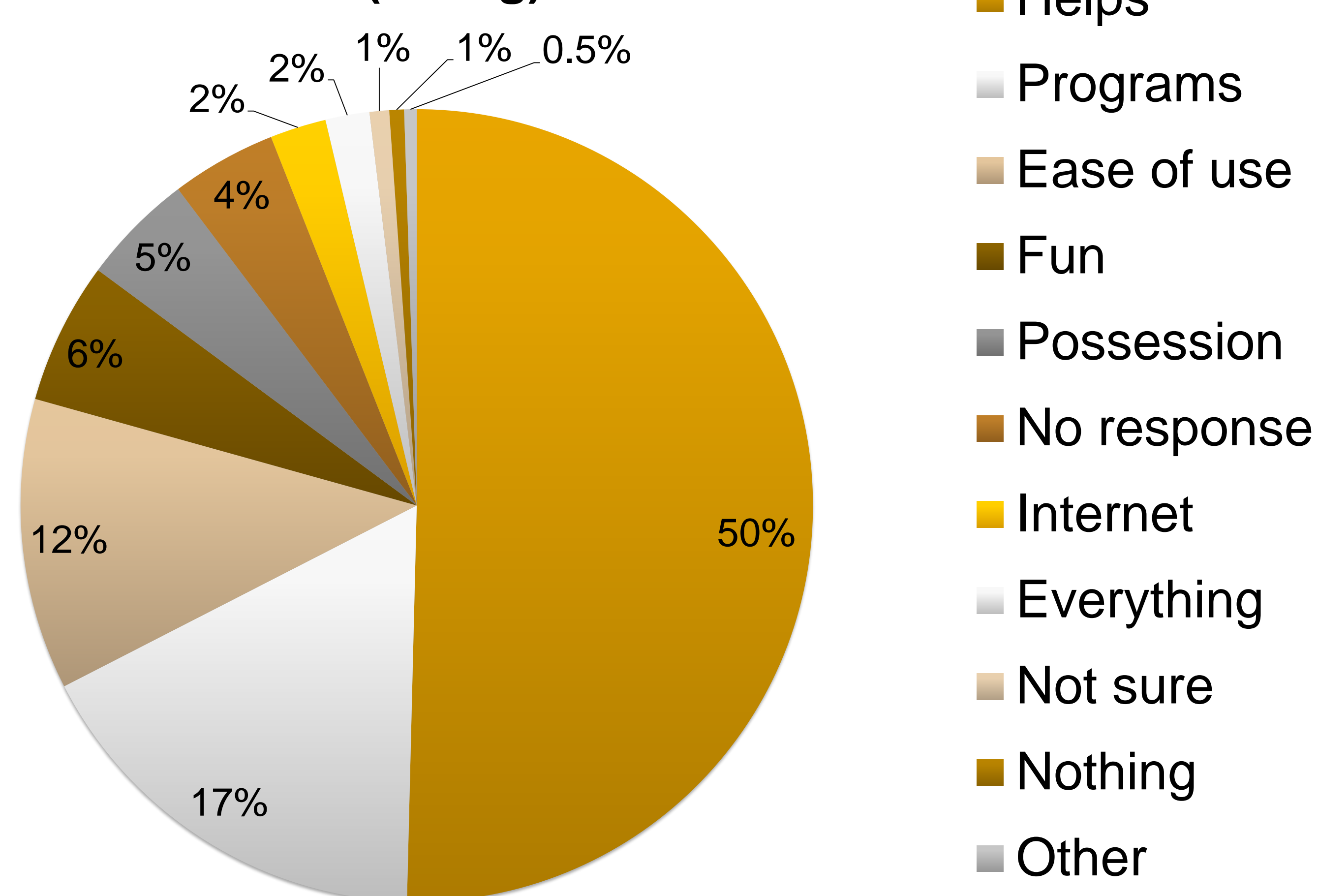
## Participants & Methods

- 656 children with LDs (grades 2 – 12) referred to the LDAWE for AT training completed surveys.
- Responses to open-ended questions were qualitatively coded for emergent themes (Liking and Disliking).

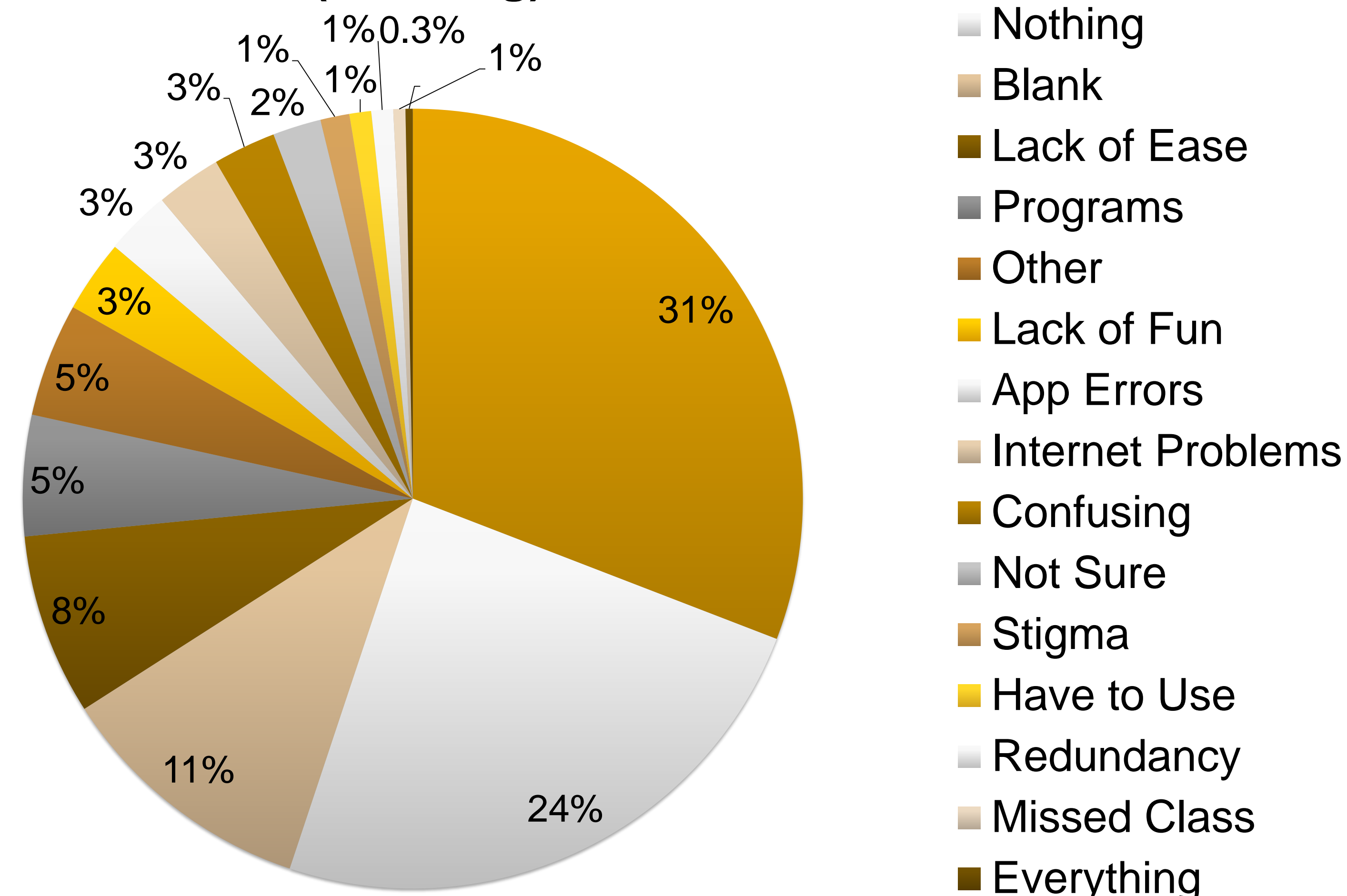
## Results

- Logistic regressions revealed that children's perceptions of their AT and AT training were influenced by their grade, device, and Disliking, but not Liking.
- Less positive perceptions of training were predicted by: higher grade, laptops, "waste of time," emotionally unpleasant experiences, practical issues, or redundant programs/features

"What do you like most about your AT?"  
(Liking)



"What do you like least about your AT?"  
(Disliking)



## Discussion & Conclusions

- Results add to the understanding of current practices of AT training and the utilization of AT by children.
- Emergent themes of what children disliked about their AT may explain why those with LDs often do not make use of the AT provided to them.
- Findings should guide AT distributors (e.g. school boards) in hardware provision.
- Findings can also educate consumer selection and practitioner recommendation of AT hardware.



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