

Facilitator Guide

for the Tech Solutions Training



WHAT:

This training series is interactive! It has an introduction video and four training videos that are online at <https://cv-atlab.org/tech-training>. Each video has easy to follow instructions. There are discussions and activities throughout. The videos explain what to do each step of the way! All materials are downloadable from the website.

WHO:

Invite a mix of staff! This training will spark discussion and encourage staff to share experiences and learn from each other. It was designed for people working in the developmental disability field, including:

- DSPs/PSWs
- Administrators
- Other interested staff
- Coordinators
- Managers

WHERE:

Host the training **in-person** but if necessary, it could be done virtually with breakout rooms.

WHEN:

The entire series takes **6-8 hours**, which includes activities, discussions, and breaks. It is a lot of information to take in during one day, so it is recommended to schedule the training over **two or more days**. The days can be consecutive or 1-2 weeks apart.

Example Training Schedule:

Day 1: Intro Video, Part 1, and Part 2

- This takes 3-4 hours including video time, breaks, lunch, activities, and lively discussion.

Day 2: Part 3, Part 4, and Wrap-up

- Day 2 takes around 4 hours including video time, breaks, lunch, activities, lively discussion, and wrap-up.
 - Wrap up ideas: review content, do case studies, get feedback, give a quiz, hand out certificates, make a plan to try out an idea, or anything else that would benefit your group.

WHAT TO BRING:

- Copies of the **Technology Solutions Toolkit** for everyone, including the facilitator. A paper version allows staff to follow along and take notes. It may also be downloaded.
- A computer to connect to a projector and speakers.
- Pens for people to make notes and fill out sections on the Toolkit.
- Provide snacks, lunch, and drinks or have staff bring their own.

HOW TO FACILITATE:

Choose one or two **energetic facilitators** from your organization that are familiar with your support program. They should also be familiar with assistive technology and devices, but do NOT need to be experts.

1. How to start each session:


- Share the schedule for the day including lunch and breaks.
- Acknowledge that we have different backgrounds and experiences. Allow for a safe space to learn from each other.
- Ask staff to introduce themselves and their role.

- Have a few people share their experiences with assistive technology or adaptive devices - either for themselves, a friend, a family member, or someone they support.

2. Discussions and Activities

The training videos will instruct you when to pause the video for a discussion or activity. Each one takes **5-20 minutes**. Every group's timing is different. If a discussion is going well or more time is needed, feel free to go longer!

Preview: The training videos will give instructions for each activity/discussion, but if you would like to review the topics ahead of time, here is a summary:

Part 1: What are Tech Solutions? 	
Discussion 1	Share examples of Tools and Tech that you have seen or used.
Discussion 2	Have different group members read the Strategy and Environment examples from the Toolkit out loud, then have people share ideas they have seen or used before.
Activity 1	Brainstorm Environment ideas for Marco's kitchen. Break up into small groups, then come back together and share ideas. (Or could brainstorm and share as a whole group.)
Discussion 3	Share other concerns people may have around trying tech or new things. Also, how can you help people overcome concerns?

Part 2: Tech Solutions Plan



Activity 1	Participants will choose a partner and take turns being the Interviewer or Supported Person asking the questions to get to know someone on pages 11-12.
Activity 2	With their partners, participants will ask 4 questions about Tools and Tech and practice the questions about Strategies and the Environment on pages 13-14.
Discussion 2	Reflect on the previous activity and have the group share if anyone they support came to mind.
Activity 3	Participants should think about someone they support or have supported to fill out 1 or 2 areas of the plan.

Part 3: Communication Supports



Activity 1	Participants will choose a partner and take 2 minutes to think about random facts about themselves. The facilitator will set a timer and partners share facts back and forth.
Discussion 1	Share if you support or have supported someone who uses communication supports?
Discussion 2	Share any additional communication strategies or thoughts.
Discussion 3	Discuss your thoughts about Krystal's support person and any issues/barriers with Krystal's communication.
Discussion 4	As a group, discuss any differences in how Beth supported Krystal's communication in this video when compared to the first video.

Part 4: Daily Living Supports

Discussion 1	Participants will look over Tools and Tech examples on pages 6-7 and think of other examples or share any personal experiences with the use of tools and tech.
Activity 1	Pairs will work to find solutions for Jaden by choosing bathroom or kitchen needs. Share ideas with the group!
Discussion 2	Take 1-2 minutes to look at tech solutions examples in the Toolkit and reflect on solutions in parts 1-4. Share if the training has sparked ideas for people you support or have supported.
Wrap-up (optional)	Discuss specific next steps to explore or implement an idea with someone you support.

3. Tips for Lively Discussion

- Encourage staff to their **share** thoughts, questions, or concerns. This training is for learning but also team building and collaboration.
- Real **issues and barriers** in your organization may come up. Spend time discussing and addressing these topics. Having one or two **managers** participate in the training is helpful to answer questions or listen to suggestions about processes, procedures, and documentation relating to technology solutions.
- Encourage deeper discussion by asking **follow-up questions**, such as: “That is a great idea for adapting the environment. Have you tried that before yourself? How did you come up with that idea?”
- Make time and space for participants who are quiet or shy. Ensure everyone is given opportunities to speak or share.



- 1. Subtitles/Closed Captions (CC):** Consider turning on [Subtitles/Closed Captions \(CC\) in YouTube](#). If you make the font smaller, it will make the black box smaller. You can also move the captions box around on the screen.
- 2. Volume:** Some of the embedded videos within the training videos are louder and some quieter. You may need to adjust the volume on your computer when these play.
- 3. Lighting:** Dim overhead lights to prevent glare. If you do not have a dimmer, consider asking the audience if they would like the overhead lights on or off.
- 4. Comfort:** Allow participants to sit, stand, or move around.
- 5. Accommodations:** When scheduling the training, allow participants to request any accommodations ahead of time.
- 6. Learn more:** Please call or email the Assistive Technology Lab at Community Vision if you would like to learn more about accessibility options for trainings and presentations.

Training website: **<https://cv-atlab.org/tech-training>**

To hire the AT Lab to facilitate the training, please contact us:



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