Transcript

Supporting people with learning disabilities to use technology: Building belief in the potential for successful technology use

[MUSIC PLAYING]

JANE SEALE:
Hi, I'm Jane Seale from The Open University. I've been working with self-advocacy groups to find out how best to support people with learning disabilities to access and use technologies.
Often, the key to persuading service providers to support people with learning disabilities to access and use technologies is to show them how people with learning disabilities can be confident, competent, and successful technology users. In this video, self-advocates will share their personal stories of how they have been successful technology users.

ROBERT:
Some apps took me a while to learn. Like with Zoom, it took me a while to use with Sandy, and-- with Sandy's help, it took me a while to learn. But I got through it with a little bit of help learning new things.

KEVIN:
I learned to use my emails and Zoom.

VICKY:
You've also learned—

KEVIN:
I've also learned how to use my touch screen and how to go to difficult thing-- different things on the telephone. I choose what I need.

ANDREA:
Your social media—

DAN:
Yeah, to do social media. I've got my own page.

ANDREA:
Yeah, you said that, yeah. So, you manage your own page?

DAN:
Yes, I do.

ANDREA:
Yeah, so you're interacting with people. And they keep you company, sometimes, as well.

DAN:
Well, yeah. Well, it's—

ANDREA:
You're changing information.

DAN:
Not very-- well, you can socialise on this group, yeah. And you post videos, and that you meet new people. I like to think that I'd made a-- I like to think I'd created a group to build a community for everybody.

ANDREA:
Yeah, which is great.

DAN:
And like I built it from the ground up. I started from the bottom. And now, it's all the way to where it is now.

So yeah, and I've got-- now, I've got my admins, as well, that I've hired that help secure the group, stopping any bad people from coming into the group and also regulating the videos that I think would be against my group rules.

ANDREA:
Yeah, so-- that's a great achievement.

CARINDER:
There's a story between me and technology. Since I was small. Since I was born, I knew technology. I went to school; I had an education on technology. I went to college, did my GCSE in technology and then I grew up with technology.