

Transcript

Supporting people with learning disabilities to use technology: Teaching people with learning disabilities how to use their learning technologies

[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 use technology. A key aspect of person-centred support is teaching people with learning disabilities how to use their technologies. This might involve modelling or showing them what to do, it might involve explaining things that are difficult to understand, or it might involve teaching very specific skills such as how to log into an app like Zoom using passwords and codes.

In this video, self-advocates and support workers will offer their own personal examples of teaching or learning how to use technology.

TRACEY:

She just showed us how to use it. And then I started using it all the time now.

KATHRYN:

I remember one of the guys just couldn't believe that his entire record collection was in this tiny object that we'd given him. And what he was talking about was YouTube. He couldn't believe that he could actually access all of this stuff just by clicking a button and saying, play Roy Orbison. [LAUGHS] It was just like such an amazing revelation for him.

NEIL:

If I don't understand something, she will explain it to me.

ROBERT:

Basically, she told me the basic techniques first and how to open up Zoom, how to launch a group chat, how to do the whiteboard to interact with people on the Zoom call and sharing screens if you want to share, document what you're doing and stuff.

JANE SEALE:

It's important to remember that skills need to be practised and continually used, otherwise it can be forgotten. In addition, we can't teach other people how to use technologies if we don't have technology skills ourselves.

MARK:

So for example, I mean, we all talked about day services and things like that before the pandemic. During the pandemic, when everybody would have to stay at home, then obviously, there were people that got the laptops and stuff. And so, they were donated and stuff. But then towards the end, they said, right, no, sorry, we gonna have to take them back because you're going back to day services now.

But actually, there's a lot of skills that they brought during the pandemic and it just been lost. And this is not like one isolated incident. This is across the board of recognizing that we can't just lie-- it's not like a light switch. So, it's not like where you're saying, oh, you learn all your skills, and you're done that like you're going to college or university. And then all of a sudden, I-- OK, I don't need these skills anymore and that's it. It should be a life learning tool kit in a way.

CHEWY:

Well, what we've also see, Mark, is the fact that staff who are employed to support people haven't got the skills either. So, they haven't been empowered themselves, the staff members, to have some skills. So, they don't know what they-- they say, oh, I don't know what I'm doing. And then that is a training need, obviously, isn't it?