

Supporting people with learning disabilities to use technology

A TOOLKIT FOR PEOPLE WITH LEARNING DISABILITIES





This toolkit has been written by Jane Seale with contributions from Creating Connections members.

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If you are interested in trialling the toolkit in your own homes, organisations or contexts please contact the author at jane.seale@open.ac.uk

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Introduction

In some situations people with learning disabilities are able to have a say in who supports them and how they are supported. Examples include:

- Preparing presentations or information about themselves that is shared with people who have applied for a job as a supporter.
- Sitting on interview panels for supporters.
- Directly employing a supporter, through for example Direct Payments.

People with learning disabilities may find it helpful to use the toolkit to help them think about:

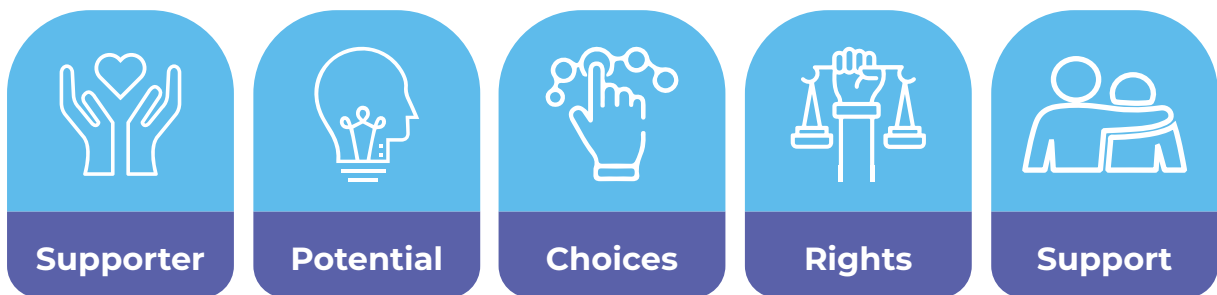
- The kind of support they expect from their supporter.
- The kind of information they share with supporters about whether they want to use technology, how they want to use technology and the things they find easy and difficult about using technology.

In this toolkit we offer guidance regarding how each of the core beliefs and areas of knowledge might be enacted or enabled in practice. For each core belief or area of knowledge:

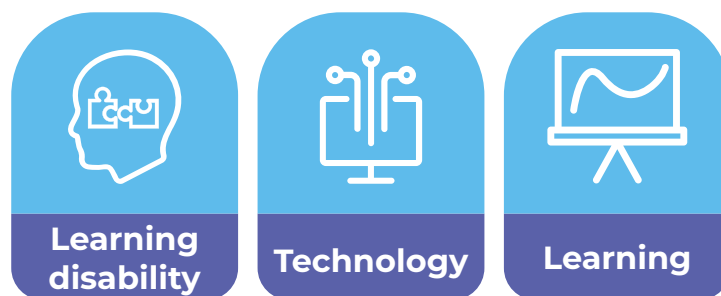
- We provide a list of suggested activities that would reflect or demonstrate each core belief or area of knowledge. We are not suggesting that people do every single thing mentioned in the list of suggested activities and we are aware that one action may be relevant for more than one belief or area of knowledge.
- We offer case studies that either reinforce the importance of the core belief or area of knowledge and understanding or provide examples of helpful support practices.
- We sign-post additional resources or examples that can support implementation of the ideas contained within the examples.
- We provide a planning and evaluation tool that can be used to reflect on current support practice and plan future support practices.

An easy read document to accompany this toolkit is also available.

Icons for core values:



Icons for knowledge and understanding:





Core Belief 1: The supporter role

Description

Support is effective when supporters believe that an important part of their role is to help people with learning disabilities to use technology if they want to.

Suggested actions for people with learning disabilities

- Tell your supporter if you want to use technology, and if you need to, get support from your local advocacy or self-advocacy group to do this.
- Tell the service that provides your support that you want to use technology and therefore you need a supporter who is willing and able to support you to use it.
- Take lots of photographs of you using technology in your everyday life and find ways to share them with your supporter and tell them why being able to use technology is important to you.
- Tell your supporter when you think they have done a good job of supporting your technology needs and when they haven't done a good job. If you need to, get support from your local advocacy or self-advocacy group to do this.



Resources to help you

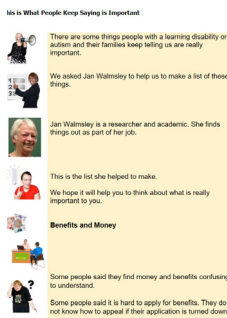
'Supporting Me' booklet



Southdown Housing Association with Sussex Skills for Care have produced an easy read booklet for person care assistants that gives them guidance on how to support people with learning disabilities in a person centred. On page 11 there is a section on communication tools which you could show your supporter to start a conversation about how you would like to use other tools like smart phones or tablets.

[View Supporting Me booklet](#)

Good Lives 2020



Learning Disability England brought lots of people with learning disabilities together to talk about what a 'Good Life' for people with learning disabilities should look like. They produced an easy read summary. On Page 4 there is point about wanting to use technology to have more freedom and independence. You could show this to your supporter to start a conversation about how technology does or could give you more freedom and independence.

[View Good Lives 2020 easy read](#)

Case Study Example 1

Creating Memory Boxes to show importance of technology in your life

Jane Seale and Ajay Choksi from the Rix Centre worked together to find ways that would help Ajay and other people with learning disabilities tell their stories about the importance of technology in their lives. One method they used was Memory Boxes. The idea of a Memory box was inspired by Jane's attendance at an end of project conference run by the Inclusive Archive project in which people with learning disabilities had been supported to collect together objects that was important to them and place it in a box, which could be carried around and shared with others - taking object out and explaining why it was important.

Ajay put lots of old games and CDs in his Technology Memory Box. He then told Jane stories about these games and CDs. For example he said: "When I was working for MacIntyre, I drew

pictures of telephones, email address books, cooking dinner, supporting, helping, communication, like language bubbles telling stories. When I finished my drawings, I put them on a CD.”





Ros also shared her Memory Box with Jane. It had lots of games in it. Ros said: “In 2012 I had a big leap - I had my first iPad, which we do lots of things with. We did a project with the Rix Centre called Icicle using the iPad and I wanted to carry on using it. I said to my mum I want an iPad and she said what do you want an iPad for? I said - because I do. My mum gave me her iPad, so now I’ve got an iPad and a tablet. In 2015 I got a Nintendo for Christmas. My favourite game was BrainTraining.





Could you create a technology Memory Box, or ask your supporter to help you make one? This might help you to talk about what is important to you.

Source: [Disability Studies Quarterly](#)



Planning and Evaluation

| <p>Core belief 1: What are you currently doing that shows you believe that an important part of a supporter's role is to help you access and use technology.? Please list below everything you are currently doing.</p> | <p>How well are you doing right now? For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Core belief 1: What new things can you do in the next three months to show that you believe that an important part of a supporter's role is to help you to access and use technology? Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been. For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Core Belief 2: The potential of people with learning disabilities

Description

Support is effective when supporters believe that people with learning disabilities have the potential to use technology successfully.

Suggested actions for people with learning disabilities

- Share with your supporter any examples where you or someone else with a learning disability has successfully used technology.
- Explain to your supporter why technology is important to you.
- Find and share online videos of people with learning disabilities talking about how and why they use technologies.

Case Study Example 2

My daughter is IT savvy

My daughter is pretty IT savvy, she has got her own laptop and she has her own iPhone and she accesses the Internet. She uses it for online shopping, she uses it to talk to friends and to post comments. She has quite a lot to say and she posts things, like little poems and artwork.

It is very structured, that appeals to her, she likes to have routine, and she likes things to be structured and therefore she can follow instructions to set things up. I think certainly at school and at college she was supported to use it, and as a family we would encourage as well to use it

Technology has played an enormous part in helping her. During lockdown, she has been able to take part in Rock Choir sessions on Zoom. That had an enormous impact on her wellbeing. She loves music, and musicals, so we were able to get her Andrew Lloyd Webber's musicals on YouTube. We were also able to access some of the royal opera house, and some ballets and we looked at some theatre productions as well. I do not think she would have done those initially without our support. But certainly, she embraced them once we did them together.

Source: [The Open University](#)

Resources to help you

[When I grow up profile](#)



The Foundation for people with learning disabilities have produced a document that helps you communicate all the things you like and are good at doing. On pages 14-15 there is a section where you can record how well you can use computers and phones. You could ask your supporters to join you as you fill this in and use the activity to talk about what things you might need help with.

[View When I grow up profile](#)





[Sheffield Voices Group Video 1](#)



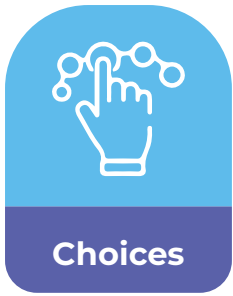
Sheffield Voices is a learning disability self-advocacy group. Due to the corona virus, they have been running their meetings on Zoom. They meet twice a week to talk about things that affect their lives. They have created YouTube videos where members of the group talk about their use of Zoom.

[View Sheffield Voices video](#)

Planning and Evaluation

| <p>Core belief 2: What are you currently doing that can help your supporter believe that you have the potential to use technology successfully?</p> <p>Please list below everything you are currently doing.</p> | <p>How well are you doing right now?</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Core belief 1: What new things can you do in the next three months help your supporter believe that you have the potential to use technology successfully?</p> <p>Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do?</p> <p>Around 3 months after you have started these new activities think about how successful you have been.</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Core Belief 3: The rights of people with learning disabilities to make informed choices

Description

Support is effective when supporters believe in the rights of people with learning disabilities to make informed choices about their technology use and therefore support them to understand the possible benefits of using technology and provide them the opportunity to express their interest (or lack of interest) in using technology.

Suggested actions for people with learning disabilities

- Take lots of photographs of you using technology in your everyday life and find ways to share them with your supporter and tell them why being able to use technology is important to you.
- When you see other people using a piece of technology that you are interested in using, talk to them about what they have found easy or difficult and share this with your supporter.
- Find and share online videos of people with learning disabilities talking about how and why they use technologies.

Case Study Example 3

Sometimes effective support is about continually reminding people of what technology can do

We work with an artist who has learning disabilities. We were always trying to persuade him to use a tablet. He can work a digital camera, a video and DVD player. It was never going to be that much of a leap for him to be able to work a tablet. But he just had a mind-set where – he was going to make mistakes, it was too complicated, he was going to do something wrong. This crisis has thrown him into a situation where he has realised that he was missing out on something. About two weeks ago he started to talk about the fact that he might quite like to use a tablet. We couldn't believe it! We have known him for over 20 years and he is a total luddite - completely refuses to move into the 21st century. But he is beginning to appreciate that it would be very helpful to him. I think there were enough of us telling him that he would really appreciate it if he got it. The possibilities that it has. This is a guy whose CD and DVD collection must come to about 2000. I think enough people have told him that YouTube exists! So keep plugging away, breakthroughs can exist!

Source: [The Open University](#)



Resources to help you

[My kind of future](#)



This workbook helps young people with learning disabilities prepare for the future. On page 6 there is a section about 'My hopes and dreams for the next few years'. One of the options is to learn how to use a computer.

[View My kind of future](#)

[Sheffield Voices Group Video 2](#)







Sheffield Voices is a learning disability self-advocacy group. During the pandemic they have been running their meetings on Zoom. They have created YouTube videos to talk about the benefits of being online for them.

[View Sheffield Voices video 2](#)

Planning and Evaluation

| <p>Core belief 3: What are you currently doing that can help your supporter believe that you have the right to make informed choices about your technology use?</p> <p>Please list below everything you are currently doing.</p> | <p>How well are you doing right now?</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Core belief 3: What new things can you do in the next three months to help your supporter believe that you have the right to make informed choices about your technology use?</p> <p>Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do?</p> <p>Around 3 months after you have started these new activities think about how successful you have been.</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Core Belief 4: The rights of people with learning disabilities to use technology

Description

Support is effective when supporters believe that people with learning disabilities have a right to use technology if they want to and that if they want to use technology, they should be supported to use it.

Suggested actions for people with learning disabilities

- Tell your supporter if you want to use technology, and if you need to, get support from your local advocacy or self-advocacy group to do this.
- Tell the service that provides your support that you want to use technology and therefore you need a supporter who is willing and able to support you to use it.
- Take lots of photographs of you using technology in your everyday life and find ways to share them with your supporter and tell them why being able to use technology is important to you.
- Find and share online videos of people with learning disabilities talking about how and why they use technologies.



Case Study Example 4

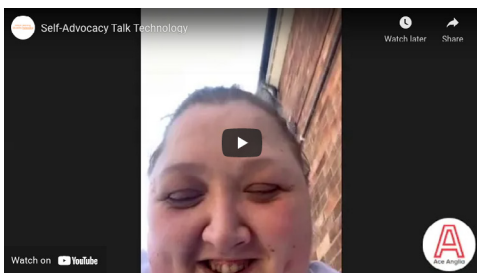
Technology is made available for staff and residents in a supported living organization

Every supported living team has a netbook or a laptop and a team phone. We are about to get smartphones in all the teams. The reason it started was because some people don't have their own smartphones or laptops at home to access their emails and things like that. So it was about keeping people connected. Our organisation is about teams being self-sufficient. The teams need to be thinking for themselves a lot more. So I think that was one of the reasons that the laptops and phones were put in. So that we had the technology we needed to do the job that was expected of us. The tablets are for the people that we work for to use. Quite often the people that we work for might have their own - they don't want to work with what the company has provided; they will have their own. The guy that I work with - he'll use it all the time. But there is a certain protocol in place. Because obviously there are certain things that he can't look up because its organisational property. Most people would prefer to have their own if they can afford it - but if they can't, then it's there to use as long as they use it appropriately. At our organisation people are encouraged to use technology because it is a skill, and it shouldn't just be for people who are employed to have - it should be for everyone to have that skill if its available.

Source: [The Open University](#)

Resources to help you





[Self-advocates talk about technology](#)



This is a short video made by members of the self-advocacy group 'Ace Anglia'. In the video self-advocates talk about the technology they are using, what being able to use technology means to them, and what support they have had to use technology.

[View self-advocacy video](#)

Planning and Evaluation

| <p>Core belief 4: What are you currently doing that can help your supporter believe that you have the right to use technology if you want to and that you should be supported to use it?</p> <p>Please list below everything you are currently doing.</p> | <p>How well are you doing right now?</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Core belief 4: What new things can you do in the next three months to help your supporter believe that you have the right to use technology if you want to and that you should be supported to use it?</p> <p>Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been.</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Core Belief 5: Person-centred support

Description

Support to use technology should be customised to ensure that all of the technology needs of a person with learning disabilities are met.

Suggested actions for people with learning disabilities

- Take lots of photographs of you using technology in your everyday life and share them with supporters who have responsibility for implementing your care or support plan.
- Ask a family member or advocate to help you communicate your technology needs.

Case Study Example 5

Using an iPad App called 'Book of You' in order to express likes and dislikes

My son is a non-reader so he's limited to being able to find things on the iPad. He could maybe find an episode of EastEnders or something. We decided to document his life history because his supporters were constantly changing. We used an App called 'Book of You'. It's really excellent. I think it was designed initially for people with dementia. But what it allows you to do, you can upload video to it, photos to it and upload audio to it, so for us it was kind of an opportunity to chronicle my son's life from being born as a very premature baby right through things that he achieved. For a new support new worker, it's really about introducing his family, the activities he likes and the things he likes to do. It was actually a brilliant project, he did it through Down Syndrome Scotland. They had groups of young people meet, I think it was once a week for about six weeks and it was really to encourage them, and they didn't have to do it electronically, they could do it through a photo album in a box, a memory collection, anything. We struggled a bit in the beginning, but as soon as he went onto the app, he was able to upload the songs he liked. He really got it then and quite often you'd go in and see him and he was sitting there just scrolling through, quite happy with himself. I think that one of the supporters actually helped him to put a lot of things in it and he got really kind of quite close to her I would say, just in terms of bonding and relationship through doing that. It is one thing sitting and reading through what we call a working

policy which will detail what someone likes and dislikes and different things, but actually here's the type of music that he likes and here's some of his favourite songs, or here's a clip of him in the car singing.

Source: [The Open University](#)

Resources to help you

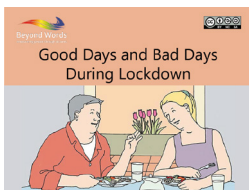
[Book of You App](#)



Book of You is an iPad App that helps you create your life story and you could use it to show how technology is an important part of your life.

[View Book of You app](#)



[Good Days and Bad Days](#)







Beyond Words have created a picture-based book that helps people with learning disabilities think about good days and bad days during lock-down. On page 8, in the 'Good Day' section of the book there is a picture of a calendar. The calendar has lots of activities in it including using a computer. You could use this to support with your carer or supporter about 'Good Days' for you are about being able to use technology.

[View Good Days and Bad Days book](#)

Planning and Evaluation

| <p>Core belief 5: What are you currently doing to help your supporter to believe that support to use technology should be customised to ensure that all of your technology needs are met?</p> <p>Please list below everything you are currently doing.</p> | <p>How well are you doing right now?</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Core belief 5: What new things can you do in the next three months to help your supporter to believe that support to use technology should be customised to ensure that all of your technology needs are met</p> <p>Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been.</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Knowledge and Understanding 1: The person with a learning disability who is being supported

Description

Support is effective when supporters:

- Understand why the person with a learning disability wants to use a particular technology and whether and how they might need support to use technology.
- Know what technologies the person being supported currently uses and any additional technologies they might wish to use in the future.

Suggested actions for people with learning disabilities

- Take lots of photographs of you using technology in your everyday life and find ways to share them with your supporter and tell them why being able to use technology is important to you.
- You might like to write a blog or create a PowerPoint presentation about your life and how you use technology. In this presentation or blog you could include your photos.
- You might like to make a video about your life and how you use technology.

Resources to help you

[Stay Up Late: Easy Read Guide to creating a blog](#)



A blog is someone's story that goes on a website. Stay Up Late is a charity that promotes the rights of people with learning disabilities to live the life they want to. They have created an easy-read guide to writing a blog.

[View Stay Up Late](#)

[Talking about Lockdown and getting on Zoom](#)



In this Ace Anglia video, Daisy and Graham talk about Grahams' feelings about lockdown, using Zoom to connect with people and also taking pictures on his phone when he went for a walk.

[View Talking about lockdown video](#)

Case Study Example 6

Using Multimedia to show importance of technology in your life

Jane Seale from the Open University and Ajay Choksi from the Rix Centre worked together to find ways that would help Ajay and other people with learning disabilities tell their stories about the importance of technology in their lives. One method they used was PowerPoint Scrapbooks. The idea of a multimedia presentation using PowerPoint was inspired by the multimedia Life story work pioneered by The Rix Centre

Ajay used PowerPoint to show how he had always liked computers, even when he was a little boy at school. In his presentation he put lots of photographs he had taken of him using computers.





Daymian, also shared his PowerPoint presentation with Jane. He had included lots of photographs of him using technology in his DJ work. When showing Jane his presentation he said: “Now I am a DJ called “DJ Shake Me Up”. I was a DJ at the MM Centre. That was good. I learnt it from my brother. I started off playing CDs, then I used a computer to play my tunes. I Dj’d at the GC Club with V and we went ‘Live Me’ on Facebook. That was cool and wicked.”





Could you take photos of you using your technology and ask your supporter or carer to help you make a presentation? This might help you to talk about what is important to you.

Source: [Disability Studies Quarterly](#)



Planning and Evaluation

| <p>Knowledge and Understanding</p> <p>T: What are you currently doing to help you supporter understand why you want to use technology and what technology you currently use or wish to use?</p> <p>Please list below everything you are currently doing.</p> | <p>How well are you doing right now?</p> <p>For each activity circle the face that reflects how well you think you are doing.</p> <p>😊 = Brilliant</p> <p>😐 = So, so</p> <p>😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Knowledge and Understanding 1: What new things can you do in the next three months to help you supporter understand why you want to use technology and what technology you currently use or wish to use? Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been. For each activity circle the face that reflects how well you think you are doing. 😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Knowledge and Understanding 2: Technology

Description

Support is effective when supporters:

- Know of the potential benefits that using technology might offer the person with a learning disability who is being supported.
- Know how to use the technologies that the person with a learning disability is using or wants to use.
- Know the typical difficulties that people with learning disabilities have in using technology and how they can be supported to them overcome these difficulties.

Suggested actions for people with learning disabilities

- Tell the supporter where they can find easy-read guides to using technologies such as Zoom.
- Tell the supporter what things you find easy and what things you find difficult about using your technologies.
- Tell the supporter how other people have successfully supported you to use technology in the past.
- Take lots of photographs of you using technology in your everyday life and find ways to share them with your supporter and tell them why being able to use technology is important to you.

Case Study Example 7

An advocacy organization helping people access and use technology during lock-down

We were able to buy some iPads which we setup and to pay for internet for some of our people that are completely isolated or living on their own or shielding. So we set them up and we're handing them out to them. I'm doing it one by one, so it's a bit of a slow painful process. I try to explain what buttons to press, so they can access it and so we can get more and more people online, talking to us on Zoom, being with the outside world. And socialising! We have regular meetings Zoom now. Sometimes people are contacting me, asking can I help them, so I've got a mobile phone in one hand, doing this on the computer with the other hand - so I'm sort of utilising all of my equipment to talk them through accessing it.

Source: [The Open University](#)

Resources to help you

Ace Anglia is an independent advocacy organisation. During the pandemic they have learnt how to use a range of apps for video calling and have shared their experience in these easy read guides.

[Ace Anglia Guide to how to video call using Zoom](#)

In this guide, Ace Anglia teaches how to video call using Zoom on a laptop or PC.

[View Zoom video calling guide](#)

[Ace Anglia Guide to how to video call using WhatsApp](#)

In this guide, Ace Anglia teaches how to use WhatsApp on a phone.

[View WhatsApp video calling guide](#)

[Ace Anglia Guide to How to Use Microsoft Teams](#)

In this guide, Ace Anglia teaches how to use Microsoft Teams on a variety of devices.





[View Microsoft Teams guide](#)





[Ace Anglia Guide to How to Zoom](#)

In this guide, Ace Anglia teaches how to generally use Zoom on a variety of devices.

[View Zoom guide](#)

Planning and Evaluation

| <p>Knowledge and Understanding 2: What are you currently doing to help your supporter understand how using technology might benefit you, know how you use technology, know the typical difficulties you experience when using technology and how to manage these difficulties? Please list below everything you are currently doing.</p> | <p>How well are you doing right now? For each activity circle the face that reflects how well you think you are doing. 😊 = Brilliant 😐 = So, so ☹️ = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Knowledge and Understanding 2: What new things can you do in the next three months to help your supporter understand how using technology might benefit you, know how you use technology, know the typical difficulties you experience when using technology and how to manage these difficulties? Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been. For each activity circle the face that reflects how well you think you are doing. 😊 = Brilliant 😐 = So, so ☹️ = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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Knowledge and Understanding 3: How to learn

Description

Support is effective when supporters:

- Know how to problem-solve when unexpected problems with technology happen.
- Are able to learn from the positive and negative experiences of using technology and share what has been learnt with others.

Suggested actions for people with learning disabilities

- Show your supporter that you are willing to try using a piece of technology and if it doesn't quite work out how you were both expecting, if you are able to, work with them to try and sort the problem out.
- When you see other people using a piece of technology that you are interested in using, talk to them about what they have found easy or difficult. Ask them how they fixed any of the difficulties and share this with your supporter.

Case Study Example 8

A learning disability charity learns how to get around problems

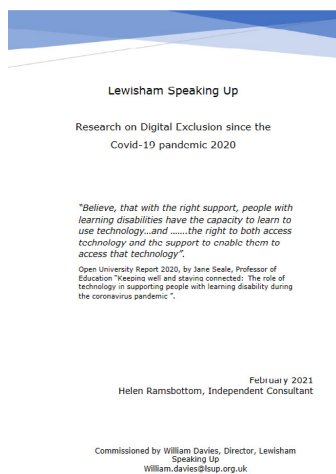
A guy we support has an iPad so he had access to Zoom. Although we did show him how to use Zoom, he struggled when he was on his own. Sometimes I could hear the frustration in his voice because I'd be ringing the house phone and he'd be like "I can't do it! I can't do it". One of the great options with the Zoom is that you can actually call the iPad. So you can add them as a contact and it'll ring them. So having things like that just opens up his independence. It's trying to identify ways of getting round the problem, without taking over.

Source: [The Open University](#)



Resources to help you

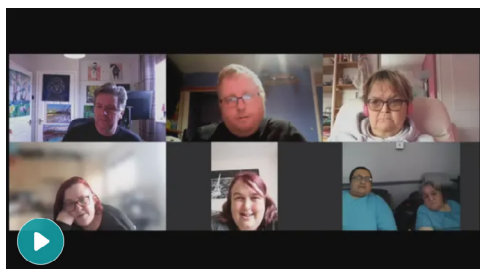
[Lewisham Speaking Up Digital Exclusion Report](#)



Lewisham Speaking Up is an advocacy organisation that supports people with learning disabilities to have a stronger voice. They have done some research looking at how people with learning disabilities have been denied participation and opportunity during the Covid-19 pandemic because of digital exclusion. The report has positive and negative examples. On pages 17-20 there are case studies and quotations from people with learning disabilities speaking about what they found easy and difficult about using technology during the pandemic.

[View Lewisham Speaking Up report](#)





[Pandemic Perspectives: how online is a lifeline](#)







Stewart Chappell has a learning disability and he works for the learning disability support organisation, Skills for People. He has been involved in offering help and support online over the past year. In this interview for ITV Stewart shares how moving online has been essential but challenging.

[View Pandemic Perspectives video](#)

Planning and Evaluation

| <p>Knowledge and Understanding 3: What are you currently doing to help your supporter understand how to problem-solve when unexpected difficulties with technology happen and understand how to learn from your negative and positive experiences of technology use Please list below everything you are currently doing.</p> | <p>How well are you doing right now? For each activity circle the face that reflects how well you think you are doing. 😊 = Brilliant 😐 = So, so ☹️ = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed?</p> |
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| <p>Knowledge and Understanding 3: What new things can you do in the next three months to help your supporter understand how to problem-solve when unexpected difficulties with technology happen and understand how to learn from your negative and positive experiences of technology use Please list below ideas for new activities you will try out with your supporter.</p> | <p>How well did you do? Around 3 months after you have started these new activities think about how successful you have been. For each activity circle the face that reflects how well you think you are doing. 😊 = Brilliant 😐 = So, so 😞 = Not very well</p> | <p>What can you do to improve how well you do in each of the areas you have listed for the next 3 months?</p> |
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