Needs Assessments and Barriers

[00:00:04] **Atif:** Okay. So in my last video, I talked about the importance of doing needs assessments and why it's so fundamental to be reflective and thinking about what it takes to get it right. And in that video, I touched on the idea of thinking about the aspirations of the learner and the person that you're supporting.

So it's not just about the name of the disability they face, but rather, what are their own personal goals? What are the things that help us to understand their wishes and their aspirations as an individual. And how does that disability or the disablement that they're facing prevent those aspirations from being met?

So this is something to think about. Um, I know that this is a challenge for some, um, but less so for many of others, because there's so much of what you practice in your daily work, but I'm going to use this video as an example, just to expand on that conversation. And perhaps the illustrates don't think a little bit more.

So for many folks, if there is say, let's give an example, say we used to give an example of cerebral palsy. Now there can be an idea that somebody with cerebral palsy is impacted by their speech or their hand movement, or even being able to walk. Now, these things can affect people in different ways. So it's trying to recognise

two things one, is that just because one person's has cerebral palsy, it doesn't mean that the technology that we've used for that person is suddenly going to work for the next person with cerebral palsy. And it's really important to apply that, thinking to many different examples, because the idea isn't to look at just the name of that diagnosis or the name of the disability that we can see.

But rather, what is the impact and how does that impact tell us things, what does the impact of the, of the barrier? What is the impact of the lack of inclusion? What is the psychological impact of that as well? But also fundamentally to say, if there is say adjustments and technologies that can work with somebody to support them or with.

Because the cerebral palsy hasn't affected their speed so much, but it's affected their hands or they're, or they're walking then perhaps that's a really good example. But if somebody has been effected by their speech a lot, then we need to think, okay, what technology can we use that will still give us and work to enhance that speech and will allow a person to be able to communicate on a computer for example, and have things typed for them

and what adjustments do we need to on the technology to ensure that it can fully understand that speech rather than it not be used or wasted or causing a sense of frustration and stress, because it seems to not be working well. It's really important to think about what are the barriers that the individual is facing rather than just the name of the diagnosis and that the idea of what works for somebody with one disability,

can work with somebody else just because they share the same name of a disability I hope that makes sense. And it really is important to get that thinking, right because if we don't, it can cause stress and frustration and it can be exhausting. Um, and beyond that as well. It can be really sad for a person to feel like no one's listening

and even when they hope this technology will change, the recommendations made were not meaningful or they weren't appropriate or that they just don't work for that individual. Yeah. It can, it can really be something that's really important to think about the psychological impact of what that might feel like.

Okay. Thank you. And I'm really excited. I'm trusting you absolutely that you guys are listening to this video, thinking about the work that you need to do and looking at us as a team at D&A to know that we're here to support you on this journey.