



# **WHAT'S APP? APPROPRIATE USE OF TECHNOLOGY IN EARLY CHILDHOOD**

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# AGENDA

- Apps in Early Childhood – To use or not to use?
- Guidelines to Evaluate and Select Apps
- UDL Appropriateness
- Functional use of Apps – Embedded into daily routines
- Let's Play - What apps did you try? What works for you?



JOINT POSITION STATEMENT  
NAEYC, FRED ROGERS CENTER FOR EARLY  
LEARNING, CHILDREN'S MEDIA AT SAINT VINCENT  
COLLEGE

- AAP – any media and screen time for children under the age of 2
- Child care settings –screen time to less than 30 minutes a day and screen time at home to less than 2 hours a day for children 2 to 5



# ALL SCREENS NOT CREATED EQUAL

- Risk of inappropriate choices
- Educators need grounding in technology skills and experience to select appropriate materials  
(Age and Developmentally)
- Insure equity and access
- DAP guide decisions about when and how to integrate technology and interactive media into the early childhood programs
- Missing is DEC
  - Great equalizer for children with disabilities



## DIVISION FOR EARLY CHILDHOOD

- UDL – can be used to support multiple and varied formats for instruction and learning.
- NAEYC, DEC joint statement on Inclusion
- “Technology can enable children with a range of functional abilities to participate in activities and experiences in inclusive settings”.



# WHY MOBILE DEVICES?

- Cost
- Readily available
- Fun
- Easy to learn
- Less prep time needed for using apps



# APPLICATIONS - APPS

- Communication
- Early Literacy
- Play and Learning
- Behavior
- Other?
  - Daily Routines



# DIVERSE LEARNERS

- Accessibility
- Text (change size, change background)
- Auto – music
- Bilingual





# LET'S EXPLORE



# ACTIVITY 1



# IPAD RESEARCH

- Children with eye to eye contact difficulty who used objects in a repetitive way, were motivated by Iapps.

- Visual schedule
- Choice



- [www.researchmatters.ku.edu/2012/March/Ipads.html](http://www.researchmatters.ku.edu/2012/March/Ipads.html)



# UNIVERSAL DESIGN FOR LEARNING

- Present Information and content in different ways
- Differentiate the ways that children express themselves
- Stimulate interest and motivation for learning



# APPS TO SUPPORT ACCESS AND PARTICIPATION IN INCLUSIVE SETTINGS

## Daily Routines

- Requesting
- Play with toys and animals
- Literacy Activities
- Art Time
- Outdoor Play

## App

- Answer Yes, No
- Peekaboo Barn
- Doodle Buddy
- First Then
- Visual Schedule
- Scene speak



# FUNCTIONAL AREAS

- Cause and Effect
- Choice-making
- Turn taking
- Social Interaction
- Early Literacy
- Language skills basic concepts
- (Sadao & Robinson, 2010)



# APPROPRIATENESS ACTIVITY



## ACTIVITY 2





# PERIPHERAL TECHNOLOGY

- Do it yourself kits
- Protection covers
- Devices – headsets, touch sensitive cloths
- Accessibility -



# GOING BEYOND APPS

- Using the internet as a resource
- Youtube
- Pinterest
- Tumblebooks
- PBS Kids



# HANDOUTS

- Starter iPad Apps
- Bilingual/Multilingual Apps
- Skills Domains Embedded in App Use
- Guiding Questions for iPad Use under UDL
- Emerging Technology Toolkit



# THE END

