Fall 2017

Health Science 4711A: Apps for Disability

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Implementation Report

Team 7

Gerontology in Practice: Individuals With Disabilities and Apps

Participation House

Western University

Health Sciences 4711A

Dr. A. Zecevic

Amy Liu, Ashley Saltz, Charlotte Brasso-Ernst, Hayley Pinfo, Rachel Gorjup

December 4, 2017
Introduction

Participation House Support Services, London and area (PH) is a non-profit, community-based organization. PH provides the necessary support for people, with severe physical and/or developmental disability, to reach their full potential in the community. The diverse and heterogenous population of people PH assists have lifelong disabilities. PH implements a variety of strategies in order to accommodate this diversity. In 2017, the Project Hope program at PH partnered with Western University’s Gerontology in Practice course to explore how mobile apps can improve the lives of people with lifelong disability (PWD).

Disability

Disability is an umbrella term that incorporates impairments, activity limitations and participation restrictions. It refers to the interaction between an individual with a health condition and that individual’s contextual factors, such as environmental and personal factors. More than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulties in functioning. Environments that are inaccessible create disability which results in potential barriers to participation and inclusion of PWD in society. PWD have been historically segregated through the use of residential institutions and special schools, resulting in the presence of negative imagery, language, stereotypes and stigma. In recent years, there has been a shift towards community and educational inclusion of PWD (WHO, 2011). Accessible technology has the potential to foster this inclusion.

Technology, PWD and Benefits

Personal technology has revolutionized the way people work, communicate and function. Research has demonstrated that mobile apps and devices have the ability to produce a multitude of benefits, from disease tracking to improving social connections (Schiebe et al., 2015; Cho, 2015). Currently, within the realm of disabilities, technology is most widely used in the form of assistive technology (AT). AT is “any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increases the ease and safety with which the task can be performed” (Cowan et al., 1999). Research has shown that a high percentage of AT have been purchased by or for PWD, but less than 35% of these are being regularly used (Dawe, 2006).

Technology has demonstrated great potential to improve the lives of PWD by overcoming external and internal obstacles associated with disability. AT can perpetuate external obstacles, such as the stigma of PWD, due to the visibility of the technology which creates barriers between the individual and rest of the world (Ripat, 2010). Personal devices,
such as phones and tablets, have become increasingly common and integrating their use as AT can remove the need for stigmatizing technology (Assist Ireland, 2017). According to Foley and Ferri, contemporary technologies are both functional and aesthetic-fashion accessories that do not act as a segregating factor for PWD (Foley & Ferri, 2012). An article by Shinohara and Wobbrock explained that an iPad is not another thing that makes PWD different, but instead is something that makes them feel cool or included (2011).

Internal obstacles, such as lack of competency and confidence, can be overcome through the use of technology. Technology allows people to become connected and access education, employment and enjoyment opportunities that were previously unavailable to them. PWD can participate in these benefits as well. Increased communication facilitated through technology promises to ‘revolutionize’ lives by breaking down social, educational and physical barriers to foster full participation in society. Technology has the ability to replace human supports and allow for greater independence. Increasing internalized confidence, competency and independence can empower PWD to rely on their own abilities to overcome obstacles.

Technology should be a global, accessible and inclusive concept as our world is increasingly wired and socially-networked (Foley and Ferri, 2012). However, there is limited research to demonstrate that iPads and mobile devices can be effective as AT for mature PWD. As a result, there is limited participation of mature PWD in the use of mobile technology and apps.

**Current Practices & Gaps**

Current Canadian practices and programs involving the use of iPads exist mainly in educational settings to support students with autism spectrum disorders, intellectual and developmental disabilities. It has been demonstrated that iPads are successful tools within these environments, as students with these disabilities respond well to visual-based learning and media there is an improvement in skill acquisition when learning through devices. However, these programs have been limited to youth within the educational system (Ayres et al. 2013, McNaughton et al. 2013). The exclusion of mature PWD is problematic, due to the rise of an aging population. According to Kuntz et al., in Canada it is estimated that by the year 2040, adults aged 65 years and above will make up 25% of the population with both intellectual and developmental disabilities (2016). Therefore, mature PWD should be included in the use of iPads and other technology.
Our Community Project

This community service learning project (CSLP) seeks to understand not only how apps can improve the lives of PWD, but to identify the predictive features and characteristics of a successful app.

Methodology

Participants

The participants were five undergraduate students from Western University from different disciplines. Participants included: Amy Liu (participant A), Ashley Saltz (participant B), Charlotte Brasso-Ernst (participant C), Hayley Pinfold (participant D), Rachel Gorjup (participant E), all 21 years of age. Partners were five adults with disabilities from Participation House which included: Chelsey Walters (partner A), Kate Getty (partner B), Katy Parker (partner C), Barbara Gilhem (partner D), Kelly McFadden (partner E) ranging from ages 22-55 (Appendix A).

Setting

Project Hope of PH is located at 1796 Adelaide Street North in London, Ontario. Participants met with their respective partners on a weekly basis for one hour to observe and interact through the use of iPad technology.

Instruments

Participants used iPads and apps with their partners. iPad stands and grips were used by the partners to support ease of use. A stylus pen was available for use by partners to aid in tapping or reaching different areas of the screen. iPads were either the partners’ personal device or provided by PH.

Requirements

Participants were required to volunteer at Project Hope for one hour on a weekly basis (Appendix B). Bliss was present during every volunteer shift as a consultant and communicator between participants and partners. In addition, participants had weekly debriefs with facilitators, Shannon and Stacey, who are both senior coordinators at PH. These debriefs were used to discuss successes and challenges between participants and partners. Prior to their inclusion in the study, families/caregivers of the partners signed written consent forms on their behalf (Appendix C).

Data Collection

To conduct a thorough investigation, qualitative observational measures were employed to collect data in forms of open interviews, weekly partnership sessions and weekly participant debriefs. Due to the partners’ differing abilities to communicate their ideas and thoughts,
different methods of interviews were used and adapted. Methods ranged from physical and emotional assessments to completion of informal interview questions. Weekly observational field notes were completed by participants and consisted of the respective partner’s progress and any improvements or limitations experienced, as well as data from the open interviews (Appendix D).

**Data Analysis**

**Qualitative Observations of App Use Impact.** To determine common themes, ongoing analysis of qualitative data was required and was completed through weekly dissemination of field notes, participant group discussions and debriefs with community partner supervisors. Inspired by the Inductive Content Analysis, recurring and inclusive themes of areas of improvement were identified and refined throughout the course of the CSLP (Elo & Kyngäs, 2008). The themes were verified via post-coding of field notes by highlighting phrases and terms that were congruent to the identified themes (Appendix E).

**Rating System of App Features.** We employed a rating system to determine features of a successful app. Ten features and/or characteristics that were most likely to predict success were selected from literature and/or personal experience (Appendix F). After eight weeks of partner interaction and observation, the participants ranked the ten features from most important to least important for predicting success for their respective partner. The most important feature was given a score of 10 while the least important feature was given a score of 1. Once the five rankings, one for each partner, was completed, a cumulative score was given to each feature by totalling its score, with a maximum possible score of 50 and a minimum possible score of 5. Features with highest cumulative score are deemed the most important for predicting success among our partners (Appendix G). The ratings were completed by participants, rather than partners. This was due to varying cognitive abilities of the partners that may prevent full understanding of the rating concept or due to their wish respond favourably.

**Results**

Overall, the weekly iPad interaction sessions lasted eight weeks and were maintained at one hour a week. Two main findings established were areas of improvement through iPad use and predictive features of a successful app.
Area of Improvement:

Major and secondary areas of improvement were identified. The three major areas of improvement were communication, establishment of meaningful relationships and increased independence. These major areas were observed in all five partners, although the extent and way in which the individual partners reached these improvements varied among each partnership. Secondary areas were observed in select partners including physical improvement, self-enjoyment, stigma removal, self worth and competency. For specific examples of these improvements see Appendix E.

Predictive Features of a Successful App:

The top four features determined by the cumulative score were, from highest to lowest: fun, ease of use, no advertisements and no time limits (Figure 1). It should be noted that the lowest score of these four features was 9 points higher than the next highest feature. This is the second highest difference between consecutive scores, which is why four features were chosen as significant, rather than any other number of features.

![Success of Various App Features](image)

**Figure 1**

Figure 1. Final score of the ten features of an app. The cumulative score of each of the ten features. The features are presented in order of score.

Discussion

**Major Areas of Improvement:** These demonstrated areas of improvement show that apps can address broader issues like social inclusion and isolation, depression, stigmatizing language, and transitions in care that afflict other populations, such as the population of older adults.

**Communication.** Communication was an important area of improvement. This accomplishment was diverse among partners due to various levels of communication abilities. Apps were able to overcome physical communication barriers, as well as social barriers.
Communication apps were able to give a voice to non-verbal partners. For example, participant D experienced removal of a communication barrier with non-verbal partner D through use of Proloquo2Go. Social media apps, such as Facebook, enabled some partners to communicate with a larger social circle through the process of sharing photos and life updates.

**Meaningful Connections.** One of the most obvious improvements in the lives of the partners was the establishment of a meaningful connection with their respective participants. This was seen in partnership A through the use of Snapchat, when shared laughter created moments that lead to a friendship. Apps helped facilitate and accelerate the development of these friendships by providing a common point of interest. Despite only volunteering at Project Hope for a mere 8 weeks, we consider these connections to be meaningful because they are lifelong. The unique relationships formed in all five partnerships are mutually beneficial.

**Independence.** Another process that demonstrates how apps can improve the lives of PWD is by increasing their independence. This was seen through the partners ability to use apps that were introduced during weekly sessions on their own time with no assistance. Specifically, through the use of spelling apps, partner E mastered the independent ability to spell word, while partner B overcame physical and cognitive limitations which allowed her to use her finger to spell word puzzles with no assistance. Partners began to master apps they enjoyed, as well as the technical functions of the iPad, allowing them to independently appreciate the benefits.

**Secondary Areas of Improvement:**

These additional, diverse areas of improvement reflects the heterogeneity of the population of PWD and the multitude of apps that are available to support this population.

**Features of a Successful App:**

Predictive features and characteristics of a successful app were determined in order to best predict success to help future volunteers at PH. When these four features were targeted during app discovery, there was greater efficiency and increased success in maintaining use.

**Recommendations:**

Since PH is a London-based organization, we made a specific recommendation to students at Western University. We propose the creation of a long-term partnership between Western University and PH, through a volunteer program where PWD from PH can visit students to interact with the iPad. This program will involve students of various disciplines. This program has no additional costs as student are volunteers, iPads are provided by PH, and Paratransit for PWD is free. Having PWD from PH come to Western University can immerse
them in a larger community, making them feel socially included. Based on our experience, this program would allow for student to receive the benefits of volunteering without the stress of transportation to the volunteer location. We recommend that the university provide spots allotted in the parking lot, or a pick-up/drop-off zone to accommodate the Paratransit vehicles necessary for this program. We propose that this initiative begins in Fall 2018 and should take place over the school year.

**Limitations:**

This CSLP presents several limitations. First, the sample of partners is both small and specialized. This is consistent within the standards of action research nature, which is “contextual, localized and small-scale” (Burns, 1999). This form of research allows the study of a concrete phenomenon within specific context. The data collected was therefore qualitative and based on the perceptions, observations and descriptions of the participants and partners on how iPads have improved different areas of life. Further studies with more stringent quantitative and qualitative data collection and analysis on quality of life are required to fully test the effectiveness of apps.

The time constraint of the CSLP limited the ability to gain long-term observations of how the partners progressed with the use of variety of apps. Many participant-partner pairs are still within the discovery stages of apps and a longer CSLP timeline would allow for more comprehensive findings.

Another barrier faced was infantilization. It was difficult to find apps that catered to adults while still being simple enough for people with various disabilities. Most of the apps that are easy and possess simple elements are directed towards children. This perpetuates stereotypes that people with disabilities cannot use mainstream apps (Shinohara & Wobbrock, 2011). It is important to avoid underestimating the potential of PWD and to treat them as their age as they can still enjoy age-appropriate content.

As previously stated, there are many different types of disabilities and people with disabilities are not a homogenous group. This made it difficult for our group to share app ideas with each other because the needs of each of our partners were unique.

Another limitation was the cost of iPads and apps. iPads are an expensive investment and while there is funding in certain organizations and through the government, obtaining an iPad may not be financially possible for some people with disabilities. The Ontario Disability Support Program (ODSP) is a government policy which provides income and employment opportunities for eligible Ontario residents with disabilities (Government of Ontario, 1997). This
funding can be used towards an iPad, but compared to other needs this may not be considered a financial priority.

**Conclusion**

During the course of the CSLP, the use of apps and iPads has been shown to improve the lives of PWD and certain features of apps can predict greater success in producing improvement. Our CSLP stands out due to the fact that the population we worked with were both adults and PWD. Many studies in the literature focused on iPad use with either adults or PWD, but rarely both. Therefore, it is recommended that the use of iPads and apps should be continued within PH as a volunteer program. We have created a collection of several documents that can assist PH with this volunteer program to optimize long-term results. This collection includes an app catalogue, promotional video, social media advertisement, volunteer guide and a photo album of our time at Project Hope (Appendix H-L). Our CSLP was short-lived but we hope the findings we have established in this time can benefit and guide future volunteers.

We have highlighted the need for iPad programs and practices for adults with disabilities to be more common and accessible in the community. Through our CSLP, iPad use and integration is shown to be beneficial in multiple areas of life, whether it is socially, physically or cognitively. Unlike many other AT, iPads are constantly being improved and new apps are being developed, leading us to believe that they can have long-term, progressive potential.

We have learned that apps have the potential to improve the lives of people with lifelong disabilities. Apps can break down barriers experienced by PWD and allow them to form meaningful connections. There are several apps available today that can improve the lives of PWD, with new apps being created everyday. The possibilities are endless for what can be created in the future of apps for disability. Apps can go beyond the scope of their intended design and produce “invisible” benefits like competency, meaningful connections and communication skills.

Let us continue to expand the power of apps by designing them to meet the needs of every person in the population so one day, no matter what obstacle, barrier and challenge is faced by anyone, there IS an app for that.
References


Appendix A: Pictures of Participants, Partners and Supervisors

*From Left to Right:*
Top Left to Top Right: Ryan Haegans, Ashley Saltz, Karen Nancy, Shannon Riley, Stacey Sutton, Rachel Gorjup.
Bottom Left to Bottom Right: Hayley Pinfold, Barbara Gillham, Amy Liu, Katy Parker, Charlotte Brasso-Ernst.
Appendix B: Community Service Learning Project Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Description of What We Accomplished:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>September 18</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>September 25</td>
<td>Class. Introduction to community partners</td>
<td></td>
</tr>
<tr>
<td>October 2</td>
<td>Class</td>
<td>First debrief with community partners.</td>
</tr>
<tr>
<td>October 9</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>October 20</td>
<td>Work on Midterm Progress Report</td>
<td>Met in Weldon Library and worked on our midterm progress report.</td>
</tr>
<tr>
<td>October 23</td>
<td>Class. Midterm Progress Reports</td>
<td>Class presentation on our accomplishments and submitted a written midterm progress report.</td>
</tr>
<tr>
<td>October 30</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>November 3</td>
<td>Start Team 7 Presentation</td>
<td>Met at Weldon Library and began our team 7 presentation.</td>
</tr>
<tr>
<td>November 6</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Start Implementation Report and Finish Readings Presentation</td>
<td>Met at Natural Sciences and started our final assignments.</td>
</tr>
<tr>
<td>November 8</td>
<td>Start Video</td>
<td>Met at Weldon and practiced our group presentation. Began talking about the video and worked on the appendix for the implementation report.</td>
</tr>
<tr>
<td>November 12</td>
<td>Finalize reading presentation</td>
<td>Finalized our team reading</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Details</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 13</td>
<td><strong>Class.</strong> Team 7 Readings Presentation</td>
<td>Presented our team readings. Had our last debrief with our community partners.</td>
</tr>
<tr>
<td>November 17th</td>
<td>Final Presentation, Video, and Implementation Report</td>
<td>Met at Weldon to work on final assignments together.</td>
</tr>
<tr>
<td>November 20</td>
<td><strong>Class</strong></td>
<td></td>
</tr>
<tr>
<td>November 21</td>
<td>Practice Final Presentation</td>
<td>Met at Weldon Library. Got together in order to practice our final presentation timing and work on slides.</td>
</tr>
<tr>
<td>November 24</td>
<td>Finalize Final Presentation</td>
<td>Met at Physics and Astronomy Building. Focused on the final presentation and rehearsed final presentation.</td>
</tr>
<tr>
<td>November 27</td>
<td><strong>Class.</strong> Team 7 Final Presentation</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Write and Finalize Implementation Report</td>
<td>Met at Weldon Library and focused on finalizing and editing our implementation report.</td>
</tr>
<tr>
<td>December 1</td>
<td>Edit Implementation Report</td>
<td>Met at Physics and Astronomy and edited our implementation report.</td>
</tr>
<tr>
<td>December 4</td>
<td><strong>Class.</strong> Implementation Report Due</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: Disclosure and Consent Forms:

Participation House Support Services - London and Area

AUTHORIZATION

PERSONAL PHOTOGRAPHS

I hereby authorize Participation House Support Services – London and Area to use or obtain photographs of myself, for the use in newsletters, on the website or other publications. For Katherine Gathly

[Signatures]

Date: Dec 20, 2016

Witness Signature

Date: Dec 20, 2016
Authorization

Personal Photographs

I hereby authorize Participation House Support Services – London and Area to use or obtain photographs of myself, for the use in newsletters, website or other publications.

[Signature]

[Witness Signature]

June 22, 2008

June 22, 2008
AUTHORIZATION

PERSONAL PHOTOGRAPHS

I hereby authorize Participation House Support Services – London and Area to use or obtain photographs of myself, for the use in newsletters, website or other publications.

[Signature]

[Witness Signature]

[Date]

[Date]
Hi Shannon  All of three ladies have permission from their families for the videos . Thanks Bliss

Hi everyone,
Remember I had asked for you to get family permission to for the students to take photos and videos of the individuals they are working with. Well I need a copy of your phot authorizations and just an email back stating that yes you got permission from their family for the videos. ASAP pls. The students need it, before they can do their next presentation.

Shannon Riley
Senior Coordinator
Participation house Support Services
shannonr@participationhouse.com
519-615-0306
From: Vancouver <vancouver@execulink.com>
Sent: November-15-17 12:43 PM
To: Shannon Riley
Subject: permission for video for Katy parker

Katy’s permission from Richard.

From: Richard Parker [mailto:richard.techent@gmail.com] On Behalf Of Richard Parker
Sent: October-04-17 6:04 PM
To: Vancouver
Subject: Re: UWO student working with Katy

Hello Jen,

Yes – I am okay with Katy appearing in the video – that’s ok with me.

I am glad all went well with Katy's leg – and have spoken to Katy and staff, and it seems everything went well, and she’s seems quite happy. Do you know whether we will get test results back, etc?

Thanks – talk soon.

Richard.

Richard Parker
Skype : richardeparker

From: Vancouver <vancouver@execulink.com>
Date: Wednesday, October 4, 2017 at 1:34 PM
To: Richard Parker <rparker@tech-ent.com>
Subject: UWO student working with Katy

Hello Richard,

Hope all is well. Katy is going tomorrow morning to get her stitches out. Everything seems to be healing fine. She has started working with the UWO student with her iPad. We met yesterday. She added a new app for Katy and she seemed to enjoy it. The students are working with 5 different people at the agency and they need to do a video of the things they are doing with them. I need to get permission from you for Katy to be in the video. Let me know if this is ok or if you would prefer her not to be in the video. They are going to give the finished video to the agency to help with some staff training and to show people what they can use their iPad for.

Thanks
Jen ☺️
Attn: Shannon.

Personal Photograph Authorization

Name: Barb Gillham

I hereby authorize Participation House Support Services and Foundation to use or obtain photographs of myself for various communications purposes such as: use in newsletters, on the website and social media pages, brochures, and other publications as needed.

Signature

Witness

Date: Nov 15/17

Date: Nov 15/17
Appendix D: Field Notes

Amy

Dates of Meeting with Chelsey:

October 2
- Chelsey was ill so she was not present for me to meet her.
  - No apps discovered
- Met with Bliss (Project Hope Supervisor) and discussed Chelsey’s likes, dislikes, hobbies and abilities.
  - Chelsey is verbal, has great cognitive ability, has dexterity only in her right hand, uses an electric wheelchair
  - Bliss expressed the goal of finding educational apps to help maintain Chelsey’s cognitive skills, as she is very bright

October 9
- Explored what Chelsey already has on her iPad and how she prefers to use the iPad
  - She uses a wooden stand for her iPad that sits on her wheelchair tray -this allows her to see everything on the screen and makes it easier for her to click on apps
  - She has simple apps (Talking Tom, Talking Parrot etc.) that are funny but does not have any sort of progression (such as “levels” in a game) or produce any final product (such as “photos”)
  - Chelsey has a good understanding of how the iPad works. She is able to turn it on and off on her own
  - Chelsey has trouble: reaching higher corners of the iPad, turning the iPad if an app calls for it, apps that require pushing of her finger (the wooden stand will slide around her tray), any apps that requires fast movement of her finger
- Introduced a few new apps:
  - Baking App (does not have an English name for the app) -very enjoyable for Chelsey -she is able to customize the cake she is making and the app allows her to go through the entire process of baking the cake, including going to the grocery store
    - Big pro of the app: does not require her to do a lot of dragging motions or motions that would tire her hand -all the steps simply requires tapping
  - Camera:
- We played with the camera app that comes with iPad. Chelsey enjoys taking pictures of herself and she enjoyed exploring the Photobooth filters, where they make people look different.

- We think this is a good way for us to keep track of our weekly meetings by taking a picture. I believe this is a good way for Chelsey to keep track of different things she does everyday -something to refer to, similar to a photo diary.

**October 16**

- Videostar:
  - Chelsey and I made some music videos on the Videostar app
  - She loved picking filters, the songs -it gives her a lot of choices in the final product -she loves the creativity of it
  - She was very proud of her final product -she wanted to show her friends

**October 30**

- Spelling apps:
  - We tried a few apps that focused on spelling. I found getting to the game slightly difficult, as there wasn’t clear “Play” button for Chelsey to find and click
  - Chelsey got flustered with spelling -she is able to spell a lot of simple words but gets stuck for some words and it is hard for her correct her mistake
  - It is hard to keep her motivated with spelling apps

**November 6**

- YouTube:
  - Chelsey has been on youtube before but does not use it regularly
  - She loves country music and Shania Twain so I tried to teach her how to search for country music artists that she enjoys
  - She thoroughly enjoyed watching the music videos -she danced to them!
  - Doing searches on her own is harder -takes practice -she doesn’t always know how to spell some of the things she wants to search

- Stylus:
  - Due to Chelsey’s limited mobility, some apps are difficult for her to navigate. Shannon from PH was able to locate a stylus to keep at Project Hope
  - Chelsey works well with stylus -sometimes it does not fully “tap”, as you need to apply a decent amount of pressure
○ An even longer stylus may work better so Chelsey can reach far corners of the iPad

**November 13**

- Spent most of the day filming shots for the final video
- We downloaded some games that work on her hand dexterity:
  - Bowling
- Chelsey really enjoys Videostar now and can go through the process of making a video on her own
  - Limitations: the app requires you to have the camera facing you and usually works best when you are holding up the iPad, however Chelsey is not able to hold it up
  - Pros: there are no/limited number of ads on this app, and the buttons are big and obvious, so Chelsey does not get confused or distracted easily
  - There is a diverse, age-appropriate song selection for her to choose from
  - She likes making videos with friends that she can rewatch after and show other people -she is very proud of the videos she has made.

**November 20**

- Chelsey and I spend the day on Videostar: we established this is our favourite app to use together, and Chelsey always voluntarily clicks on this app first
  - As we watch previous videos made on Videostar, we laughed at funny moments and re-acted some scenes. This was a really great bonding moment for the both of us.
  - Making videos on Videostar is an easy and fun way for Chelsey to express herself creatively and have a product to showcase to other people
- We played a bowling game for the rest of the session -it was something we had in common
  - We both laughed when we got “gutterballs”
- Chelsey had a tough time enjoying herself for the first half of the session due to discomfort in her wheelchair and was too shy to express this discomfort

**Ashley**

**Dates of Meetings with Kate:**
October 2
- Was introduced to Kate and learned about her likes, dislikes, hobbies and passions in life
- No apps were used
- Was introduced to Bliss

October 9
- Began to use apps, the first app introduced was 4 Pics 1 Word
- Kate enjoyed the app 4 Pics 1 Word and I realized that she had a vast spelling word vocabulary
- Introduced the app Video Star which we experienced a strong success with
- This app became our go to
  - Kate immediately tied her dog leash to her chair and stretched out her arms
  - She began to dance by extending her arms and this then became a source of physical therapy for Kate
- Shannon spoke of how Kate is typically sedentary and that this app has shown a significant improvement to her life

October 16
- Began the session by using the app 4 Pics 1 Word where Kate needed assistance holding the iPad closer to her body
- After twenty minutes, we moved onto using Video Star where Kate’s face immediately lit up with a bright smile when I asked her if she wanted to use it.
- Again, Kate was enthusiastic about the use of the app

October 30
- Began the session through the use of 4 Pics 1 Word
  - Kate required someone to hold the wooden stand for the iPad
- Kate was introduced to the app Yogum, which was difficult at first
  - The app was not designed for people with disabilities and together we created modifications
  - Kate and I figured out a solution and began to meditate for several minutes with soothing background music
- Used Video Star
  - Kate and I continued to find new music which allowed us create new choreography for new videos
November 6

- Used VideoStar
  - Began the hour with creating several videos
  - Realized that Kate and I have the same taste in pop music
  - She began vocalizing which songs she likes and which songs she dislikes
- Used 4 Pics 1 Word
  - Kate began to press the iPad by herself with little assistance and help with forming words
  - Kate began to exit advertisements that popped up and she continued to master new words

November 13

- Used 4 Pics 1 Word
  - Kate independently pressed the iPad, but had a challenging day because her fingers started to cramp and become spastic
  - We could not play the game as long as we hoped
- Used VideoStar
  - Kate and I made various videos that allowed us to test out different effects on the app

November 20

- Used 4 Pics 1 Word
  - Had a great day with Kate as she independently pressed and spelled words with no cues or assistance from myself
  - She took about two minutes to process each word but spelled them out herself
  - Kate pushed her wheelchair close to the table which helped her touch the iPad with ease
  - Began to explain to Kate how to use the app in preparation for when the new volunteers come
- Used VideoStar
  - Chose to make the music video to a song from the movie Moana which Kate enjoyed
  - She was lip syncing all the words and the two of us sang together
  - This was a nice bonding moment and I offered to email the video to Kate so she could watch it at home
Kate grabbed my phone from my hands and entered her email by herself
This experience was extremely rewarding for me because she was using her fingers on the small letters with my help of holding the outside of my phone for her

To end off our visit, Bliss asked us if this was my last week at Participation House
  I instantly began to feel upset as I had such an amazing session with Kate I didn't even think about how our time would eventually come to an end
  I explained to Bliss that she has the dates mixed up and that we luckily have two more sessions together
  At this moment I realized that this was no longer an obligated volunteer experience, but rather a new friendship that I am extremely grateful for

November 27

My last visit with Kate was extremely rewarding She gave me a Christmas present which included her art projects and a personalized card
Kate spelled several words on 4 Pics 1 Word and we switched apps
  Kate is capable of using this app independently as long as she has someone to exit out all of the advertisements
Kate and I made several music videos with the app VideoStar
  We recorded dances and music videos to songs from her favourite movie Moana
Kate and I used the app Toca Dance for the first time and she greatly enjoyed it
  She used her love of choreography and applied it to the characters of the app
  I wish I introduced this app earlier because she was very enthusiastic about it

Charlotte

Dates of Meeting with Katy:

October 2

Met Katy and her support staff Jen at Project Hope
Katy is verbal and has a British accent (she is originally from England)
We set up our weekly meeting times
I left and went to find various apps to use for next time

October 17

Jen told me that Katy had just gotten the iPad and only had it for about a month, so she was not too familiar with it
• Katy showed me her favourite app which was a cupcake making app - she knew exactly what to press and how the app worked (she had clearly played it quite a bit)

October 24
• Showed Katy a new bowling app I found - she had a hard time “throwing the ball” at first (swiping finger up the screen) but after a couple rounds she was doing it perfectly
• I also found a karaoke app and we sang a few songs together
• Since Katy really loves cupcake apps I found new ones for her to use - they were more user-friendly and had less ads
• I found out Katy is “trigger-happy” and likes to tap on the screen constantly, then gets frustrated when the app doesn’t perform how it should, so we try to work on just tapping the screen once - she has come a long way

October 31
• Continued to find various apps for Katy
• Found a colouring app that Katy really enjoyed
• Katy used the “photos” app that comes with the iPad to share photos with me from her week - rather than having to try and remember off the top of her head what happened that week she was able to show me and that jogged her memory
• She was also able to share these photos on her Facebook account as well so her friends and family could see what she had been doing
• Katy posted a picture on Facebook of her and I that we took on her iPad

November 7
• Did not meet with Katy this week because Jen had to drive Katy’s roommate to a doctor’s appointment and could not arrange a ride for Katy to Project Hope

November 14
• Played lots a new games today
• I showed Katy a dancing app where you tap the person to make them dance and create different dance moves - she really enjoyed this one
• Since Katy is “trigger-happy” I decided to find apps where the goal is to tap the screen as quickly as possible - we played a game against each other and she loved it
• I also found a sports app that had various sports such as hurdles, running, and kayaking - Katy was great at the running and hurdles because, again, the aim was to tap the screen as quickly as possible
• Katy accidentally opened up the YouTube app so I asked her to show me her favourite song - she brought up the song “All I Have To Do Is Dream” by the Everly Brothers - she knew all the words - her support staff Alex told me that Katy listens to this song every single night because her dad and her used to listen to it while in the car - hearing this brought tears to my eyes
• It is near the end of my time seeing Katy and I can truly say the iPad was extremely helpful in creating a meaningful connection between us

**Hayley**

**Dates of Meetings with Barb:**

**September 27**
• This was my first meeting at Project Hope, being introduced to the building and the staff.
• I met Bliss for the first time and she introduced me to Barb and Barb’s support staff Katie. I was also introduced to Ryan who is responsible for Barb and the other people who live where Barb lives.
• I got to know Barb a little based on what Katie and Ryan told me.
  ○ Barb is non-verbal.
• Ryan told me what outcomes he wants for Barb and what she can and cannot do with the iPad.
  ○ Ryan wants to move Barb away from using her communication book and start using the iPad to communicate with Proloquo2Go
  ○ The iPad would allow Barb to communicate without the need for large assistive technologies

**October 4**
• This was my first time sitting down with Barb in the room with the iPad.
• Katie (Barb’s support staff) sat beside Barb on one side and I sat on the other.
• This meeting was really focused on getting to know Barb and her interests and hobbies.
• We used Proloquo2Go for the whole hour I was there.
• I found out Barb likes tea, makeup, clothes, hair styling, and colouring.
• Barb was not very interested in this app, it was difficult to get her to participate and co-operate.

**October 18**
• For this meeting I decided we weren’t going to work on Proloquo2Go the whole time because Barb lost interest very quickly last time.
• We started with Proloquo2Go and finished off the session with some games.
• Since in the previous meeting I found out Barb likes colouring, I downloaded a colouring app on her iPad and she really enjoyed it.
  ○ The app we used was called Colorfy.
• I also pulled out my phone to take some videos, and found out that Barb really enjoyed the different filters on my SnapChat!
• Barb really liked the colouring app but was having a bit of difficulty because of the way her hand hits the screen. Her fingertip and a bit of the palm of her hand hit the screen at the same time so it cancels out and nothing happens when she presses.
  ○ I could see that this was started to discourage Barb.
  ○ I asked Bliss if we were able to get access to a stylus pen because I thought that would help.

October 25
• For this meeting I tried to get Barb to use Proloquo2Go again and I got the impression she was really not that interested. After a few minutes of using I decided to stop.
• I wanted to focus more on getting Barb to like using her iPad and getting used to it, so I decided to really focus more on finding out which fun apps Barb liked and would motivate her to use her iPad.
• We began by using the Colorfy app again, and I also showed her a hairstyling and nail painting app.
• Hair app: Toca Hair Salon
• Nail app: Nail Salon
• She really enjoyed these apps but I was finding it a bit difficult to have her focus for the whole hour.

November 1
• After last weeks meeting I wanted to be able to find a way to get Barb to focus for the whole hour, so I brought in Timbits!
• I found that this really helped her to stay focused.
  ○ I would tell her that after she did something (paint a nail, cut someone’s hair, finish a coloring page) we would have a Timbit.
• We were able to use a stylus pen this week and I found that it really helped.
• I got Barb to use a different colouring game that was more like real life coloring with dragging the stylus across the screen as opposed to just clicking a space and it fills with a color.
• The other member’s of my group found that their partners really liked an app called VideoStar.
  o This app allows you to make music videos with different effects.
• I tried this app with Barb because I knew from previous sessions she liked using my SnapChat to take pictures with different filters, so I thought she would really enjoy this app.
  o Barb did not like when the music began to play, she covered her ears.
• This was the first session that Barb’s support staff Katie did not sit with us.

**November 8**
• I brought Timbits again because I found that this really helped last time.
• I tried to show Barb some new apps that I thought she would enjoy (Toca Dance Free, Toca Doctor Life) but she was very persistent on going back to the games that she already knew and loved.
• I got the impression that the games I tried to implement were a bit too difficult, asking to do too much.
• I have found that Barb has really improved with using the games she does like.
  o The stylus pen has really helped and motivated her to keep using.
• Again, Katie did not sit in on this session.

**November 15**
• Today I wanted to focus on Barb using Proloquo2Go to tell me some of her interests/hobbies, so this is what we started with.
  o I asked her simple questions and she was able to respond on the app, just simple questions though.
  o Shortly after a few questions I could tell she was getting bored so we moved on.
• I found out Barb likes to cook and bake, so we started to use a baking game (making cupcakes) and she loved it!
• Barb went back and forth between using the stylus pen and not using it. This makes me feel like Barb knows when the best times to use it are, which symbolizes that she is getting used to using the iPad and becoming comfortable with it.
● To finish off this session we went back to Proloquo2Go and she was better at co-operating this time than she was at the beginning.
● I also brought Jolly Rancher gummies for motivation.

November 22
● Today was my last meeting with Barb, so I wanted to start off with using Proloquo2Go.
  ○ I have seen improvements with Barb using this app over the course of the last three months, but I still feel that she is more comfortable using her communication book.
  ○ With more motivation and practice using this app I think Barb will find this app very useful and beneficial.
● Since it was the last meeting I wanted to end off with using some of the apps that Barb loved (Toca Hair Salon, Nail Design.)
  ○ Barb is able to work the apps mostly on her own.
● I used SnapChat during this meeting as well because I know Barb loves to take pictures and I feel that this is the best way for us to have a meaningful connection.
● When saying goodbye Barb gave me a hug and smiled.
  ○ Since Barb is non-verbal she is unable to verbally express her feelings, but I know that Barb is very affectionate and I could feel that she really appreciated our time together and I feel that we have a special bond.
● Before this class I did not necessarily know how to communicate with people with disabilities. This class and this partnership has broken down this barrier and I am now very comfortable communicating.

Rachel

Dates of Meetings with Kelly:

October 2
● This was my first meeting at Participation House
● I met with Bliss for the first time and she introduced me to Kelly
● We looked through a scrapbook of Kelly and she showed me about her life - her hobbies, her family, and likes/dislikes
● Kelly is verbal and will answer your questions but responds slower
● I learned to ask a question and give her time to think about it and reply instead of trying to probe her as this confuses her and makes it hard for her to answer
• Bliss told me that she enjoys spelling apps and told me that it is important to Kelly that the app rewards her by saying “congratulations” or celebrating the success.

October 9
• Used A+ Spelling
• Downloaded and used Toca Hair Salon - had large success with this app
  o I think Kelly liked that she could be creative and put her own spin on the hairstyles - such as making everyone’s hair purple
  o It was nice to hear from Bliss that when I left Kelly went back to the iPad room and opened up this app herself to play
• Tried another Toca game where you design clothes for elves
  o Kelly liked this app as well
  o I have come to conclusion that Kelly likes being creative and designing things herself
  o She enjoys the feature of these Toca apps that she can take a photo of what she created
• Tried to use Video Star as ashley was very successful with this - Kelly did not like it and just stared at the camera when I put it on her
  o She did not see the benefits like Kate did
• Tried 4 Pics 1 Word - Kelly did not enjoy this
  o She enjoys spelling but did not enjoy trying to figure out what the pictures meant
  o I had to assist her a lot in this - which made it not as fun for her
• Took pictures and videos of the session

October 16
• Kelly tried out the stylus - she used it when Bliss and Shannon were in the room but put it down immediately when they left
• This is the week that I really felt a connection with Kelly - she began showing me more affection such as holding my hand or arm
• She began giving me a hand massage and I mentioned something about a nail salon, she told me that she would paint my nails purple if she could - so we downloaded a nail salon app and she painted “my nails purple”
• Used A+ Spelling, Kelly is very skilled at this app
• Showed Kelly Snapchat and used filters - she liked the filters and looking at her face looking different
- Took pictures and videos of the session

**October 23**
- Today Kelly and I had a successful day on the iPads
- We used Toca Hair salon, as well as the Nail Salon App
- Kelly always likes playing A+ spelling bee and she is very good at it, she needs no help with this app

**October 30**
- Kelly did not show up today - Bliss did not know how to contact me
- Took pictures of Ashley and Kate
- Looked for new apps on the iPad
- Tried out the stylus for myself

**November 6**
- Showed Kelly Siri on my phone - she was really interested in this and immediately forgot about the iPad and glued her hands to the phone
  - I think, like most people, she was amazed at Siri and was wondering how the phone could talk and respond to me
  - I think that Kelly felt cool when she held my phone in her hands
- Used Toca Hair Salon
- Used A+ spelling bee
- Tried a piano app
- Took pictures and videos of the session

**November 20**
- When I came in to see Kelly she greeted me with a BIG smile today, she shouted “RACHEL!” and that showed me just how much of a connection that has been made between us in such a short period of time
- I was upset when Bliss asked if that was our last week of volunteering, I would miss seeing Kelly every monday

**November 27**
- Today Kelly gave me a xmas card and it made me feel so good she kept repeating that I am "so sweet", it was really nice to hear her speak about me with such affection
- Kelly and I hugged and I told her that I would not be there for a few weeks but I will see her after christmas time
- We played with a Bowling app today and I found it very successful
○ What I liked about this app was the fact that you could correct the direction of the ball after it was thrown - this enabled Kelly to throw the bowling ball and with some assistance by me she was able to score many strikes which made her feel very excited and accomplished

● This was the day of our presentation, I felt sad that this was ending, I am going to continue to volunteer at Project Hope as this is a very rewarding experience for me

● Before being in this class I probably would not have had much experience communicating with a person with disabilities, let alone have created such a close bond with
Appendix E: Themes from Field Notes

Major Areas of Improvement

Meaningful Connections

Key Phrases: “connection”, “friendship/friends”, “together”, “bond/bonding”

Examples from Field Notes:

“She likes making videos with friends that she can rewatch after and show other people -she is very proud of the videos she has made.” - Amy

“As we watch previous videos made on Videostar, we laughed at funny moments and re-acted some scenes. This was a really great bonding moment for the both of us” - Amy

“She was lip syncing all the words and the two of us sang together” - Ashley

“This was a nice bonding moment and I offered to email the video to Kate so she could watch it at home” - Ashley

“At this moment I realized that this was no longer an obligated volunteer experience, but rather a new friendship that I am extremely grateful for” - Ashley

“I also found a karaoke app and we sang a few songs together” - Charlotte

“When saying goodbye Barb gave me a hug and smiled.” - Hayley

“I used SnapChat during this meeting as well because I know Barb loves to take pictures and I feel that this is the best way for us to have a meaningful connection” - Hayley

“Since Barb is non-verbal she is unable to verbally express her feelings, but I know that Barb is very affectionate and I could feel that she really appreciated our time together and I feel that we have a special bond” - Hayley

“This is the week that I really felt a connection with Kelly - she began showing me more affection such as holding my hand or arm” - Rachel

“When I came in to see Kelly she greeted me with a BIG smile today, she shouted “RACHEL!” and that showed me just how much of a connection that has been made between us in such a short period of time” - Rachel

“I was upset when Bliss asked if that was our last week of volunteering, I would miss seeing Kelly every monday” - Rachel

“Today Kelly gave me a xmas card and it made me feel so good she kept repeating that I am “so sweet”, it was really nice to hear her speak about me with such affection” - Rachel
“Kelly and I hugged and I told her that I would not be there for a few weeks but I will see her after christmas time” - Rachel

“Before being in this class I probably would not have had much experience communicating with a person with disabilities, let alone have created such a close bond with” - Rachel

**Communication**

**Key Phrases:** “share”, “vocalizing”, “respond”, “communicate”, “express”

**Examples from Field Notes:**

“She began vocalizing which songs she likes and which songs she dislikes” - Ashley

“I asked her simple questions and she was able to respond on the app, just simple questions though” - Hayley

“Before this class I did not necessarily know how to communicate with people with disabilities. This class and this partnership has broken down this barrier and I am now very comfortable communicating” - Hayley

“Making videos on VideoStar is an easy and fun way for Chelsey to express herself creatively and have a product to showcase to other people” - Amy

“Katy posted a picture on Facebook of her and I that we took on her iPad” - Charlotte

“She was also able to share these photos on her Facebook account as well so her friends and family could see what she had been doing” - Charlotte

“Katy used the “photos” app that comes with the iPad to share photos with me from her week - rather than having to try and remember off the top of her head what happened that week she was able to show me and that jogged her memory” - Charlotte

“Before being in this class I probably would not have had much experience communicating with a person with disabilities, let alone have created such a close bond with” - Rachel

**Independence**

**Key Phrases:** “little/limited assistance”, “master”, “independently”, “comfortable”

**Examples from Field Notes:**

“Kate began to press the iPad by herself with little assistance and help with forming words” - Ashley

“Kate began to exit advertisements that popped up and she continued to master new words” - Ashley

“Kate independently pressed the iPad” - Ashley
“Had a great day with Kate as she independently pressed and spelled words with no cues or assistance from myself” - Ashley

“Kate grabbed my phone from my hands and entered her email by herself” - Ashley

“Katy showed me her favourite app which was a cupcake making app - she knew exactly what to press and how the app worked (she had clearly played it quite a bit)” - Charlotte

“Barb went back and forth between using the stylus pen and not using it. This makes me feel like Barb knows when the best times to use it are, which symbolizes that she is getting used to using the iPad and becoming comfortable with it.” - Hayley

“I have seen improvements with Barb using this app over the course of the last three months, but I still feel that she is more comfortable using her communication book.” - Hayley

“It was nice to hear from Bliss that when I left Kelly went back to the iPad room and opened up this app herself to play” - Rachel

“I have come to conclusion that Kelly likes being creative and designing things herself” - Rachel

“Kelly always likes playing A+ spelling bee and she is very good at it, she needs no help with this app” - Rachel

**Secondary Areas of Improvement**

**Self-Enjoyment**

**Key Phrases:** “enjoy/enjoyable”, “loves/loved”

**Examples from Field Notes:**

“Chelsey enjoys taking pictures of herself and she enjoyed exploring the Photobooth filters, where they make people look different.” - Amy

“She loved picking filters, the songs -it gives her a lot of choices in the final product -she loves the creativity of it” - Amy

“She thoroughly enjoyed watching the music videos -she danced to them!” - Amy

“Kate enjoyed the app 4 Pics 1 Word and I realized that she had a vast spelling word vocabulary” - Ashley

“Since in the previous meeting I found out Barb likes colouring, I downloaded a colouring app on her iPad and she really enjoyed it.” - Hayley

“Ryan wants to move Barb away from using her communication book and start using the iPad to communicate with Proloquo2Go” - Hayley
“I also pulled out my phone to take some videos, and found out that Barb really enjoyed the different filters on my SnapChat!” - Hayley
“She enjoys the feature of these Toca apps that she can take a photo of what she created” - Rachel

**Physical Improvement**

**Key Phrases:** “dexterity”, “stretched”, “physical”, “meditate”, “quickly”

**Examples from Field Notes:**
“We downloaded some games that work on her hand dexterity” - Amy
“Kate immediately tied her dog leash to her chair and stretched out her arms” - Ashley
“She began to dance by extending her arms and this then became a source of physical therapy for Kate” - Ashley
“Kate and I figured out a solution and began to meditate for several minutes with soothing background music” - Ashley
“Since Katy is “trigger-happy” I decided to find apps where the goal is to tap the screen as quickly as possible - we played a game against each other and she loved it” - Charlotte
“I also found a sports app that had various sports such as hurdles, running, and kayaking - Katy was great at the running and hurdles because, again, the aim was to tap the screen as quickly as possible” - Charlotte

**Stigma Removal**

**Key Phrases:** “abilities”, “cool”

**Examples from Field Notes:**
“I think that Kelly felt cool when she held my phone in her hands” - Rachel
“The iPad would allow Barb to communicate without the need for large assistive technologies” - Hayley

**Self Worth**

**Key Phrases:** “skilled”, “talented”, “special”

**Examples from Field Notes:**
“Used A+ Spelling, Kelly is very skilled at this app” - Rachel
**Competency**

**Key Phrases:** “understood”, “showed”, “knowledgeable”, “knows”

**Examples from Field Notes:**

“Barb went back and forth between using the stylus pen and not using it. This makes me feel like Barb knows when the best times to use it are, which symbolizes that she is getting used to using the iPad and becoming comfortable with it.” - Hayley
Appendix F: Features of an App Ranking System

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### Kelly (Participant E) and Rachel (Partner E)

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Appendix G: Cumulative Scores of App Features

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<td>9</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>No time limit</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Affordable</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Personalization</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Creativity</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Physical component (tapping)</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Ability to view progress</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
Appendix H: App Catalogue

APP CATALOGUE
FOR PEOPLE WITH LIFE-LONG DISABILITIES

LEARNING TEAM 7
GERONTOLOGY IN PRACTICE
4711A
Wait...There’s An App For That?

Table of Contents:

Introduction:
Wait...There’s An App For That?

Apps by Genre:
Games/Entertainment
  Social Media
  Music
  Communication
Physical Activity and Health
  Education
  Accessibility

Project Hope Profiles:
  Kelly McFadden
  Chelsey Walters
  Kate Getty
  Barbara Gilhem
  Katy Parker
**The Benefits of Using iPads & Apps**

by Amy Liu, Ashley Saltz, Charlotte Brasso-Ernst, Hayley Pinfold & Rachel Gorjup

Personal technology has revolutionized the way people work, communicate and function in daily lives. For individuals with disabilities, technology can hold great potential in improving their lives by increasing safety, independence and abilities. Research has shown that a high percentage of assistive personal technology has been purchased by or for individuals with disabilities but less that 35% of these are being regularly used (Dawe 2006). Assistive technology for disabilities is also commonly large and bulky, creating an invisible barrier between the individual using the technology and rest of the world.

iPads and Android tablets are used everywhere and by everyone. This may mean two things for people with disabilities: 1) they get to use technology that does not segregate them 2) it can facilitate meaningful relationships because it can act as common ground & breaks down barriers. With the great diversity of apps we have today, there’s something for everyone.

As a volunteer, the iPad can be a great tool for facilitating a successful interaction and improvement of lives. You can use your extensive knowledge of technology to find new apps, teach people how to use the iPad and innovate new uses.

**DO:**
- Be patient - resist the urge to do things for them!
- Ask what their likes and dislikes are
- Share what apps you love to use
- Have fun!

**DON’T:**
- Choose apps that are "infantilizing" - don't forget you are working with adults
- Takeover the iPad without permission
- Be afraid to be an active participant
## Games/Entertainment

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Toca Hair Salon – Christmas Gift</strong></td>
<td>Free Allows you to “run your own hair salon”. Let’s you be creative and cut, colour, comb, shave, or blow dry the hair.</td>
</tr>
<tr>
<td></td>
<td>Gives our partners the ability to be creative and experience the endless possibilities of a real life profession.</td>
</tr>
<tr>
<td><strong>Video Star</strong></td>
<td>Free Allows you to make music videos by yourself or with your friends. Let’s you choose from a selection of songs and apps to apply to your face.</td>
</tr>
<tr>
<td></td>
<td>Video Star allowed us to watch some of our partners come to life. Kate especially loved making videos and dancing with Ashley. If the partner</td>
</tr>
<tr>
<td><strong>Bowling 3D Extreme</strong></td>
<td>Free Allows you to play a realistic bowling game by flicking forward your finger to throw the ball.</td>
</tr>
<tr>
<td><strong>Finger Paint with Sounds</strong></td>
<td>Free Allows you to enjoy the thrill of finger painting - without the mess. Encourages creativity and design using different colours, sounds, and music. Reinforces finger pointing skills.</td>
</tr>
<tr>
<td>App Name</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Nail Salon Free</strong></td>
<td>Allows you to design your own nails as if you were at a real salon. Choose different skin tones, nail polish colours, rhinestones, stickers, and jewels. Take a photo of your designs to share with your friends. Kelly enjoyed designing nails on this app.</td>
</tr>
<tr>
<td><strong>Toca Kitchen Monsters Free</strong></td>
<td>Allows you to cook and play with your food. Choose ingredients and prepare them how you want to feed the monster. Fosters creativity.</td>
</tr>
<tr>
<td><strong>Toca Tailor Fairy Tales Free</strong></td>
<td>Allows you to become your own clothing designer. Choose clothing pieces, accessories, and fabrics. Alter them and make them your own.</td>
</tr>
<tr>
<td><strong>Paper 53 Free</strong></td>
<td>Allows you to make your own art piece. Choose from a variety of art tools such as pencil, markers, paint brushes, and crayons. Choose your colours and create!</td>
</tr>
<tr>
<td><strong>Cupcake Maker! Rainbow Chef Free</strong></td>
<td>Allows you to bake cupcakes from scratch, as well as decorate and eat them.</td>
</tr>
<tr>
<td>Social Media</td>
<td>Snapchat Free</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Allows you to send and receive “self-destructing” photos and videos. Allows you to put fun “filters” on yourself and friends.</td>
<td></td>
</tr>
<tr>
<td>Snapchat allowed our partners to find joy in transforming their looks and recording funny or nice pictures and videos.</td>
<td></td>
</tr>
<tr>
<td>Facebook Free</td>
<td>Facebook is a social media platform that allows you to create a profile and share statuses, pictures, and videos with friends. It also allows you to comment on other people’s posts or message individuals or groups.</td>
</tr>
<tr>
<td>Facebook is a great way to share information or stay connected with friends and family that are not with you on a daily basis.</td>
<td></td>
</tr>
<tr>
<td>Twitter Free</td>
<td>Allows you to post short messages to your “followers” that can be accompanied by pictures or videos. Follow your friends, family, or celebrities of your choosing. Keep up with current events or let people know what you’ve been up to.</td>
</tr>
<tr>
<td>Instagram Free</td>
<td>Allows you to post photos and/or videos to your profile or browse those of others. Comment or like posts. Allows you to show off your photography skills or your favourite photos.</td>
</tr>
<tr>
<td>Pinterest Free</td>
<td>An app that allows you to search different keywords and “pin” things on to your profile. Great for finding creative crafts, DIY projects, recipes, and inspiration. Allows you to share the things that you like with your friends.</td>
</tr>
</tbody>
</table>
### Music

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Video Star**     | Free  
Allows you to make music videos by yourself or with your friends. Let's you choose from a selection of songs and apps to apply to your face.  
Video Star allowed us to watch some of our partners come to life. Kate especially loved making videos and dancing with Ashley. If the partner                 |
| **Youtube**        | Free  
Allows you to browse through an enormous selection of videos. Contains music videos, movies, shows, compilations, personal “vlogs”, tutorials, and many more. The possibilities are endless with this app. |
| **Spotify**        | Free  
Allows you to play nearly any song that you want. Can be used for free with the presences of ads but purchasing a monthly subscriptions allows you to remove ads. |
| **Apple Music**    | Monthly Subscription  
Allows you to play nearly any song that you want. A monthly subscription is needed - once you sign up you have full access to all music and pre-selected playlists. |
| **Toca Dance**     | Free  
Allows you to be the choreographer and create a routine dance with music for the characters. This app gives you an opportunity to show off your creative side with the swipe of a finger. |
# Communication

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proloquo2Go</strong>&lt;br&gt;$349.99**</td>
<td>A symbol-based communication app that can be used for people who cannot speak. Turns the iPad into an Augmentative Alternative Communication Device.</td>
</tr>
<tr>
<td><strong>Notes</strong>&lt;br&gt;<strong>Free - and built into the iPads</strong></td>
<td>Allows notes to be typed into the iPad. This could benefit people who are non-verbal but can type words or sentences so that they can communicate with people.</td>
</tr>
<tr>
<td><strong>Facetime</strong>&lt;br&gt;<strong>Free - and built into the iPads</strong></td>
<td>Allows you to audio or video chat with friends and family with an apple device and an internet connection. Good for long distance communication.</td>
</tr>
<tr>
<td><strong>Siri</strong>&lt;br&gt;<strong>Free - and built into the iPads</strong></td>
<td>Allows you to talk to an intelligent personal assistant. Ask Siri questions and she can help you out - such as what is the weather, or what to eat.</td>
</tr>
<tr>
<td><strong>Skype</strong>&lt;br&gt;<strong>Free</strong></td>
<td>Allows you to audio or video chat with friends and family with an apple device and an internet connection. Good for long distance communication.</td>
</tr>
</tbody>
</table>
| **Social Stories**  
| **Free**  
| Create a story using your own photos and captions. This allows users to create an organized photobook with descriptive captions.  
| Katy was able to compile photos from things she did during the week, and if she could not remember, the caption was there to aid her memory. |
| **Sono Flex Lite**  
| **Free**  
| This app turn symbols into clear speech, perfect for nonverbal users. Has been designated to be easy to operate for teachers, parents, caregivers, and other communication partners. |
| **Using My Words to Ask For What I Want...**  
| **$3.99**  
| This app includes a story about using your words to ask for what you want. Visual tool can help those who are nonverbal to ask for 9 specific things. The buttons “speak” when they are pressed to help with communication. |
| **Pictello**  
| **Free**  
| Allows you to make an engaging story including photos, videos, and audio. Choose from a variety of voices to tell your story or use your own! Pictello makes it easy for you to save and share your story with your friends. |
| **Proloquo4Text**  
| **$159.99**  
| This is a text-based communication app that gives a voice to literate people who are nonverbal. This app provides the ability for easy conversation and full participation in society. |
## Physical Activity & Health

<table>
<thead>
<tr>
<th>App Name</th>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Star</td>
<td>Free</td>
<td>Allows you to make music videos by yourself or with your friends. Let’s you choose from a selection of songs and apps to apply to your face. Video Star allowed us to watch some of our partners come to life. Kate especially loved making videos and dancing with Ashley. If the partner</td>
</tr>
<tr>
<td>Yogom</td>
<td>Free</td>
<td>Provides photos and descriptions of yoga poses to be completed in the presence of calming music. Positions can be altered to the unique abilities of the partner.</td>
</tr>
<tr>
<td>Wheelchair Exercises</td>
<td>$6.99</td>
<td>Provides flashcards of exercises that can be done while seated in a wheelchair. Works to improve gross motor strength, balance, and coordination.</td>
</tr>
<tr>
<td>SimpleSet</td>
<td>Free (Need to sign up for account or try free Demo)</td>
<td>Displays workouts on the screen with demonstrations. You are able to search “seated” or “wheelchair” or “sitting” exercises. You can also go to the menu and select things like “Yoga” and then select “seated” from that menu.</td>
</tr>
<tr>
<td>TrekFit</td>
<td>Free</td>
<td>Allows you to select from wheelchair option and difficulty levels. There are videos of different exercises to show you how it’s done, and a timer to keep you on track! This app can also show you where there are accessible places around for you to workout and what you can use while you are there.</td>
</tr>
</tbody>
</table>
## Education

<table>
<thead>
<tr>
<th>App Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A+ Spelling Bee Free</strong></td>
<td>Shows a photo of a simple item. Letters are dragged from the bottom of the screen to the appropriate position. This is Kelly’s favourite app. She can only do level one because it is the only level that is not timed and the timed level do not give her enough time to complete the word. She enjoys that the app “congratulates” her when she spells the word correctly.</td>
</tr>
<tr>
<td><strong>4 Pics 1 Word Free</strong></td>
<td>Allows you to look at a series of four pictures and solve the puzzle of what word they are representing. Helps you to practice spelling skills, by spelling the word, and challenges your brain. Kate enjoys playing this game. Sometimes she needs a little help with identifying the word but can usually figure it out with a few probing questions.</td>
</tr>
<tr>
<td><strong>Todo Math Free</strong></td>
<td>Helps with building and mastering foundational math skills. Engages learners with captivating gameplay and charming visuals. Allows them to gain confidence in their math skills.</td>
</tr>
<tr>
<td><strong>ABA - Flash Cards &amp; Games - Emotions</strong></td>
<td>$1.39</td>
</tr>
<tr>
<td><strong>Language Skill Builder</strong></td>
<td>$13.99</td>
</tr>
<tr>
<td></td>
<td>A fun and simple way to learn to recognize emotions.</td>
</tr>
<tr>
<td></td>
<td>This app allows you to build your language skills. Well suit for those with developmental delays. Expanding bank of questions to fit your growing language needs.</td>
</tr>
</tbody>
</table>
## Accessibility

<table>
<thead>
<tr>
<th>App</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looktel Money Reader</strong></td>
<td>Free</td>
</tr>
<tr>
<td>Recognizes several currencies and speaks the denomination. Helpful for those with visual impairments.</td>
<td></td>
</tr>
<tr>
<td><strong>USound (Hearing Assistant)</strong></td>
<td>Free</td>
</tr>
<tr>
<td>Amplifies sound so that people with hearing impairments are better able to listen to music or videos.</td>
<td></td>
</tr>
<tr>
<td><strong>TapTap</strong></td>
<td>Free</td>
</tr>
<tr>
<td>App that detects warning alarms (e.g. fire alarms) and vibrates to warn you of a danger. Helpful for those with hearing impairments.</td>
<td></td>
</tr>
<tr>
<td><strong>MedCoach</strong></td>
<td>Free</td>
</tr>
<tr>
<td>App to remind you to take your medication and pills. Provides information on medication, alerts you when you need to take your pills, and logs the pills you have taken.</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Detection</strong></td>
<td>Free</td>
</tr>
<tr>
<td>The phone or iPad uses the accelerometer to detect a fall. If a fall is detected an email or text message is sent to your designated recipients, providing your gps location and street address.</td>
<td></td>
</tr>
<tr>
<td>App Name</td>
<td>Free/Price</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Access Now</td>
<td>Free</td>
</tr>
<tr>
<td>WheelMap</td>
<td>Free</td>
</tr>
<tr>
<td>Jaccede</td>
<td>Free</td>
</tr>
<tr>
<td>iAssist Communicator</td>
<td>$27.99</td>
</tr>
<tr>
<td>Aipoly Vision</td>
<td>Free</td>
</tr>
</tbody>
</table>
PROJECT HOPE
PROFILES
Wait...There’s An App For That?

Kelly

Favourite Colour: Purple
Favourite Music: All Country Music (I can identify almost any song)
For Fun: Loves to watch movies

Bio

Favourite Apps:
A+ Spelling Bee – but Toca Hair Salon is a close second lately!

Types of Apps I like:
have no time limit, congratulate me when I get the correct answer, let’s me be creative

I LOVE...
...the colour purple! If you give me any creativity on the iPad I will make something purple – purple nails, purple clothes, purple hair!

Statement from a friend:
“Kelly is awesome at A+ Spelling Bee and likes to play that for hours. Letting her know that she has 5 minutes to play A+ Spelling Bee and then you are going to show her a new app is how I introduced new games to her. If you show her how to use an app and she likes it, she will go back later and play it by herself!” – Rachel Gorjup (Volunteer)
Chelsey

Favourite Colour: Purple
Favourite Artist: Shania Twain
For Fun: loves to go to Cowboys

Favourite Apps:
I love all TOCA apps, especially the TOCA Hair Salon app, it's super fun! Video Star is great for making fun videos. I also love snapchat filters

Types of Apps I like:
I like apps with clear instructions and no time limit. I have great dexterity with one hand so I prefer apps that do not require too much/fast hand movement

I want to discover apps...
...that let's me connect with my friends and family. Any apps that let's me show them what I am up to would be awesome! I love my family a lot.

Personal Statement from Volunteer:
Chelsey is so outgoing, fun and cheerful. She is never without a smile on her face and she was an absolute pleasure to work with. We love to make funny music videos together and be super silly. Chelsey and I bonded over our shared interest of country music.
Wait...There's An App For That?

**Bio**

**Favourite Apps:**
I love Video Star but when I'm not creating videos, I like to play Four Pics One Word.

**Types of Apps I Like:**
Apps that allows me to create and express myself through movement.

**Why I love my favourite apps:**
I loves to laugh - after I record a music video with my friend, we replay it at least twice and laugh hysterically together. I also like pop music and choreographing dances to them.

**Personal Statement:**
"Kate has brought so much light into my life. She shows determination whenever her fingers get tired from pressing buttons as she always finishes the puzzle. She constantly smiles when we are together and we always have a great time. You can find us doing yoga. We have music playing in the background as we modify the moves. Kate and I both love to dance and laugh and I couldn't have asked for a better partner." – Ashley Saltz (Volunteer)
Barb

Favourite Colour: Blue
Favourite Music: Pop
For Fun: loves to go swimming at the YMCA

Bio

Favourite Apps:
I love Cupcake Maker, Nail Salon and Toca Hair Salon apps!

Types of Apps I like:
Anything that lets me be creative and has to do with hair, nails and makeup!

Some Things I love...
I love pictures, puzzles, painting nails, going to the hair salon, cooking, eating French fries, my job at JP's Laundrette, volunteering at Women's Community House, shopping and HUGS!

Personal Statement from volunteer:
"Barb is very outgoing and affectionate. She loves to give hugs and is always smiling. She loves the ability to be creative on apps, so letting her design a nail or cut someone's hair is something she really enjoys. Encouraging and being involved in the apps with Barb is one way to get her to show you her beautiful smile!"
-Hayley Pinfold (Volunteer)
Wait... There’s An App For That?

Favourite Colour: Pink
Favourite Song: All I Have to Do is Dream by The Everly Brothers
For Fun: I love to sing karaoke!

Favourite Apps:
I love any cupcake making game. Types of apps I like: Baking apps and apps that involved a lot of tapping

Types of Apps I Like:
I want to discover apps that allow me to put all my photos into an album so I can show my friends and family

Things That I Love:
Baking cupcakes in real life and drinking tea

Personal Statement:
“Katy is always so positive and upbeat. She is always willing to try new apps and never says no to anything I suggest. When she enters the room at Project Hope she always makes sure to greet everyone and ask how they are doing. Katy has such a big heart and I am so glad we were able to bond through using the iPad.” - Charlotte Brasso-Ernst (Volunteer)
Appendix I: Video

Snapshot of Video

Western University 4711A: Gerontology in Practice 2017 - Participation House

20 views

Source: https://www.youtube.com/watch?v=VpvamluCH70
Wait...There's An App For That?

Appendix J: Volunteer Guide

PROJECT HOPE VOLUNTEER GUIDE

LEARNING TEAM 7 GERONTOLOGY IN PRACTICE
Table of Contents:

Transportation to Project Hope

How to Turn on an iPad

How to Turn off an iPad

How to Download an App

How to Delete an App

Do’s and Don’ts When Interacting with People with Disabilities
Transportation to Project Hope

**Address:** Project Hope is located at 1796 Adelaide Street North, London Ontario.

**By Public Transportation:**
It is not a direct bus from the Western University Main Campus. Students must take the 13 bus until Masonville Mall followed by the 38.

![Transportation Map](image)

**By Car:**
If students have a car, it is a 13 minute drive from Western University Main Campus.
How to Turn on an iPad:

1. Hold the iPad in front of you in a vertical position (portrait) with the home button at the bottom

2. Press and hold the button at the top right corner of the iPad pictured below

3. Hold the button until an apple appears on the screen

4. If the iPad does not turn on and shows the screen pictured below, it is out of battery and needs to be plugged into the charger
How to Turn off the iPad:

1. Hold the ipad in front of you in a vertical position (portrait) with the home button at the bottom

2. Press and hold the button at the top right corner of the iPad pictured below

3. Hold the button down until the screen looks like the one pictured below

4. “Slide” the power icon from left to right to turn off the iPad

5. If you do not wish to turn off the iPad you can press “Cancel” at the bottom of the screen
How to Download an App:

1. Open the app called “App Store” identified by this app icon:

   ![App Store Icon](image1.png)

2. Browse the apps in the app store or search for the app you would like to use by typing the name or activity in the top right corner.

   ![App Store Screen](image2.png)

3. If you are having trouble finding an app that you would like to use Browse the “App Catalogue” provided in this report as Appendix H.

4. Click the app that you would like to download

5. Select “Get” and then “Install”

   ![App Download Screen](image3.png)

6. Press the home button to return to the home page and find the apps icon. Press the icon to open and use the app.
How to Delete an App:

1. Find the icon of the app you wish to delete on the home page

2. Press and hold down on the app until it begins to jiggle

3. Click the X that appears in the top left corner

4. A message will appear asking if you would like to delete this app, select delete
Do’s and Don’t’s When Interacting with People with Disabilities:

If you are interested in volunteering with people with disabilities, follow these few steps for successful interactions.

1. Eliminate the “Us vs. Them” mentality with people with disabilities
   - Treat others the way you want to be treated
   - Avoid infantilizing them
2. Talk about your favourite hobbies, likes and dislikes
   - Talk about anything you would talk about with an able-bodied person
   - Even if the person is nonverbal, it does not mean that they cannot hear you
   - Conversation starters may include:
     - Favourite TV shows and movies
     - Favourite foods
     - Favourite subjects in school
     - Favourite sports
3. Go on walks and be active
   - A common misconception about people with disabilities is that they do not want to be bothered while sitting in their wheelchair
   - Suggest going on a walk with your partner
   - Ask their family or caregiver for permission to go on an outing with them (sit in the mall, go for coffee, go to a basketball game)
4. Appropriate body language
   - Do not talk down to a person with a disability
   - Make sure you are able to maintain eye contact and are on the “same level” as them
   - Make sure if they are sitting in a chair that you pull up a chair and sit beside them
5. Social inclusion
   - When introducing a person with a disability to your friends or family, avoid making situations uncomfortable and introduce the person as your friend
   - Remember that people with disabilities have a life outside of their day programs or group homes. Talk about experiences and stories you have if they are appropriate.
6. Be a respectful listener
   - Have a good attitude and have an open mind when communicating with people with disabilities
   - Be patient when interacting with people with disabilities
Appendix K: Social Media Advertisement to be Used for Volunteer Recruitment

INTERESTED IN VOLUNTEERING?

KNOW YOUR WAY AROUND AN IPAD?

PARTICIPATION HOUSE IS LOOKING FOR TECH VOLUNTEERS

Apply online at
WWW.PARTICIPATIONHOUSE.COM/GET-INVOLVED/#
Appendix L: Photo Album of our Time at Project Hope
Wait...There's An App For That?
Wait...There's An App For That?
Wait... There's An App For That?
Wait...There's An App For That?