Implementing Assistive Technologies

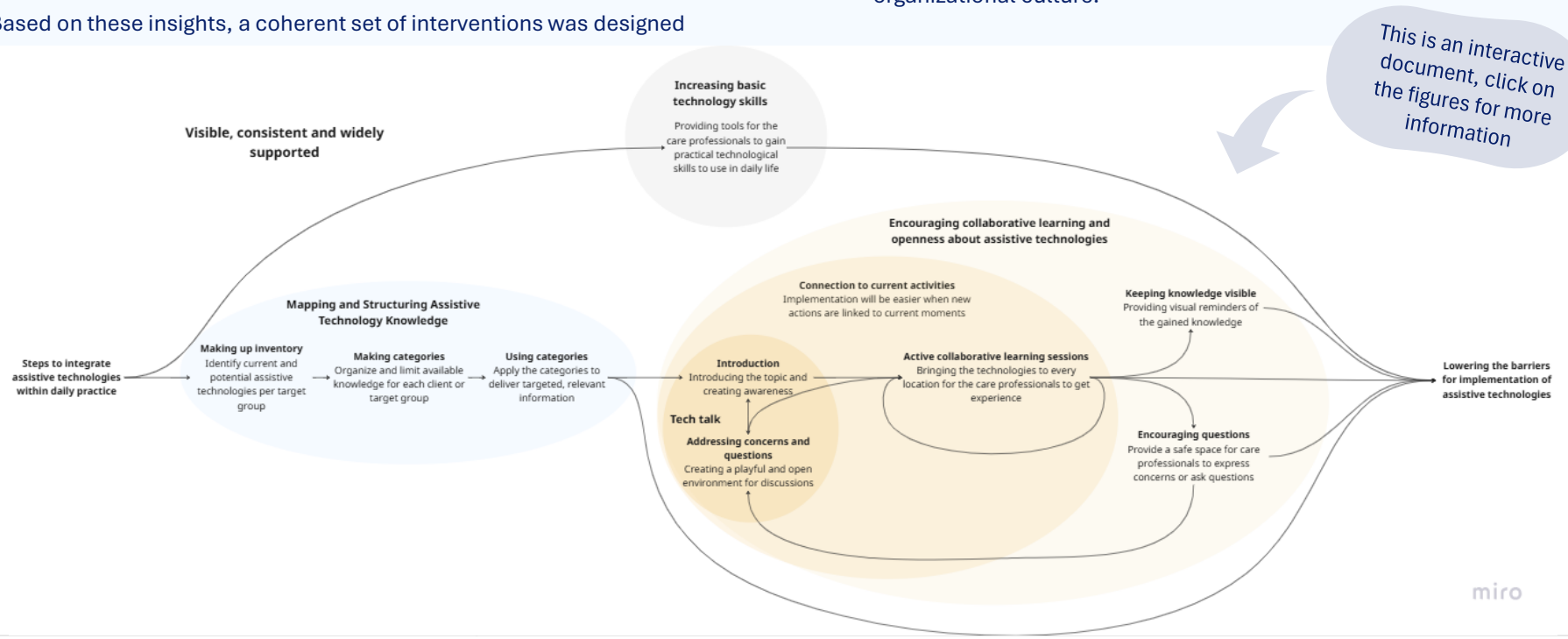
This graduation project was conducted at Koninklijke Visio, a care organization supporting people with visual and intellectual disabilities. Although many assistive technologies are available, their use in daily care practice remains limited.

Research with clients, supporters, and care professionals revealed that care professionals play a key role in technology adoption. The main barrier was identified as the absence of a shared learning environment around assistive technologies.

Based on these insights, a coherent set of interventions was designed to stimulate sustainable use of assistive technologies. The design consists of three interconnected intervention areas:

- Strengthening basic technology skills
- Mapping and structuring knowledge
- Fostering collaborative learning and openness in daily practice

Together, these interventions form an integrated approach aimed at embedding assistive technologies into everyday care routines and organizational culture.



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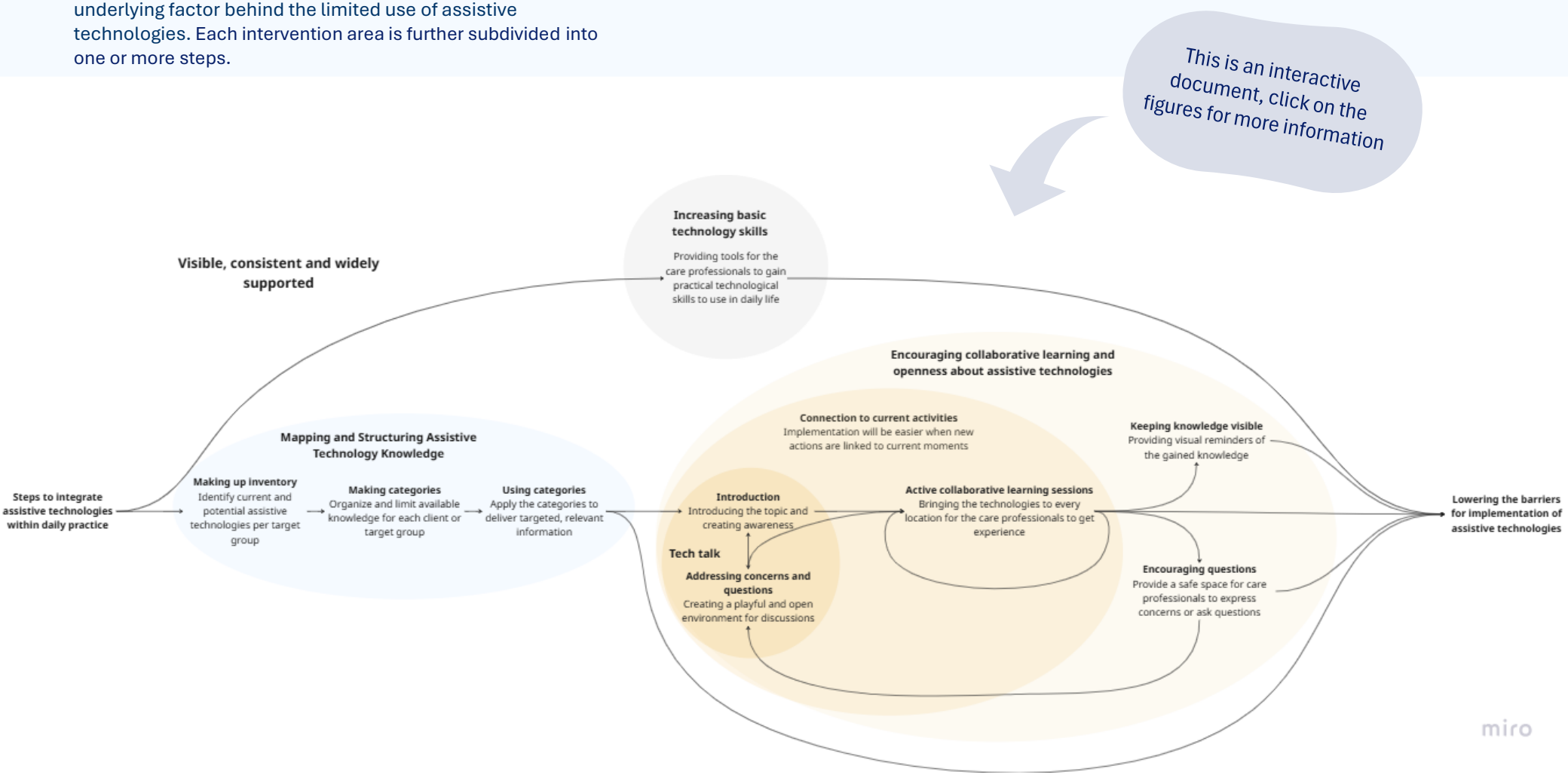
Overview of the set of interventions

This overview shows a close-up of the complete set of interventions. The proposed set of interventions is divided into three intervention areas, each addressing a different underlying factor behind the limited use of assistive technologies. Each intervention area is further subdivided into one or more steps.



Increasing basic technology skills

This intervention area targets a key underlying driver of behaviour, acknowledging that personal experiences with technology influence how professionals engage with assistive technologies in practice.

Care professionals limited personal experience with technology strongly influences their motivation to use assistive technologies at work. If Visio were to provide opportunities for employees to develop these personal digital skills and make their use more commonplace, it could therefore have an indirect but substantial impact on the adoption of assistive technologies.

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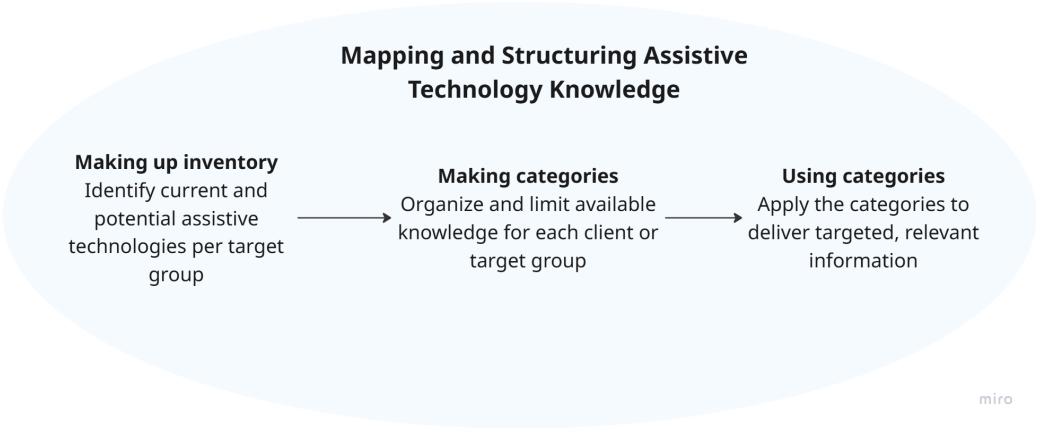
Mapping and Structuring Assistive Technology Knowledge

The next intervention area focuses on mapping and structuring knowledge about assistive technologies through three steps aimed at increasing clarity and reducing information overload.



Step 1: Inventory of assistive technologies
Create an overview of assistive technologies in use, including the client groups they support, forming a foundation for assigning unused tools.

Step 2: Categorization by level of intellectual disability
Organize technologies by level of intellectual disability, covering both current and potential tools and enabling future additions.

Step 3: Application across information outputs
Apply these categories across knowledge-sharing channels so care professionals can quickly identify relevant information and receive more targeted communication, reducing information overload.

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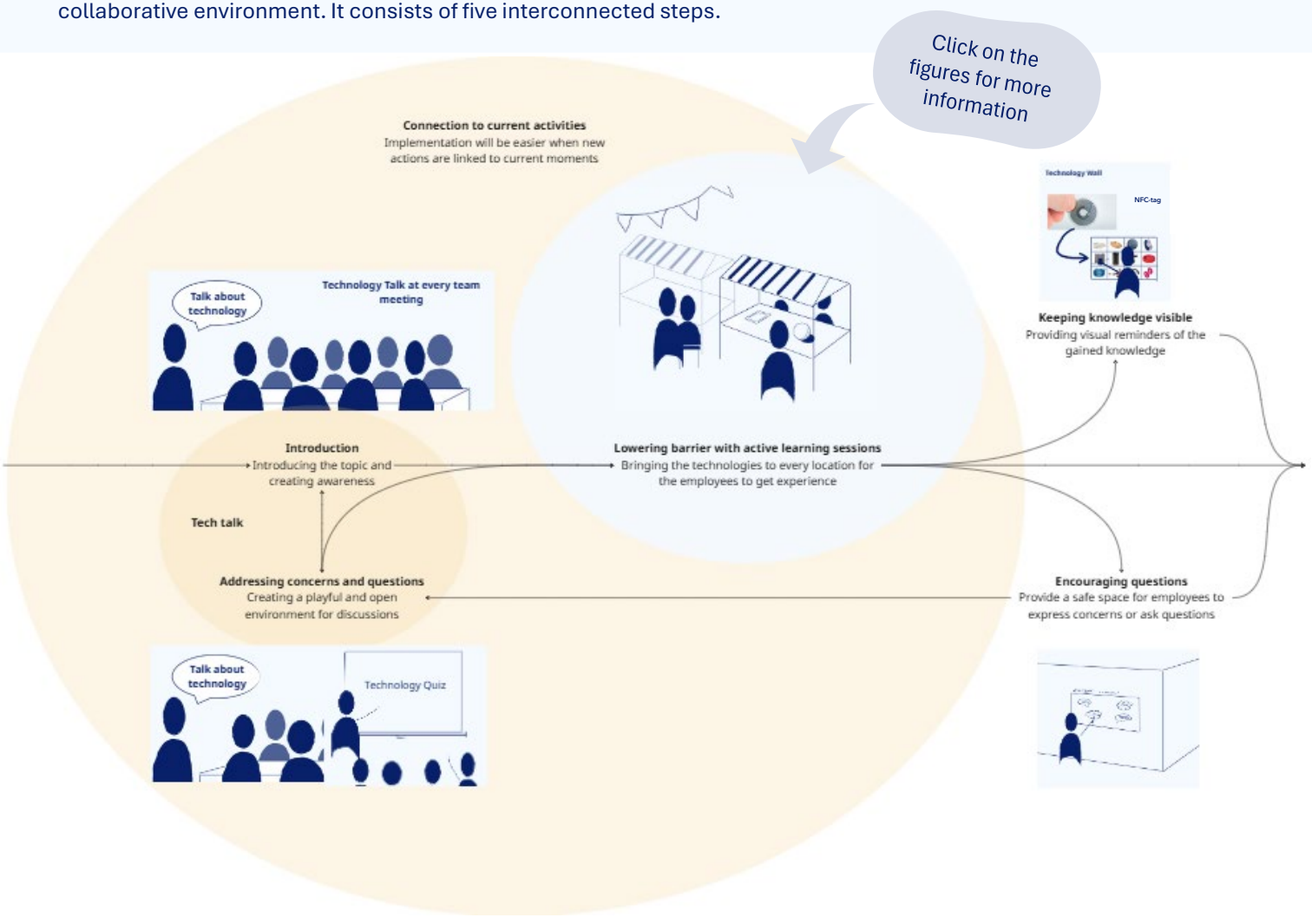
Encouraging collaborative learning and openness about assistive technologies

This intervention area aims to embed learning about assistive technologies within everyday practice by fostering an open and collaborative environment. It consists of five interconnected steps.

A second figure has been made that includes a sketch of how each step could be realized.



Care professionals are supported through a series of recurring activities that create opportunities to learn about assistive technologies together, exchange experiences, and openly discuss questions or concerns.

This intervention area has the greatest impact and promotes learning in an open, collaborative learning environment. While the interventions can be implemented independently, they are most effective when supported by the prior intervention area of mapping and structuring of assistive technology knowledge.

The interventions highlighted in the yellow area are most effective when integrated into existing activities and routines within the organization.

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To the end

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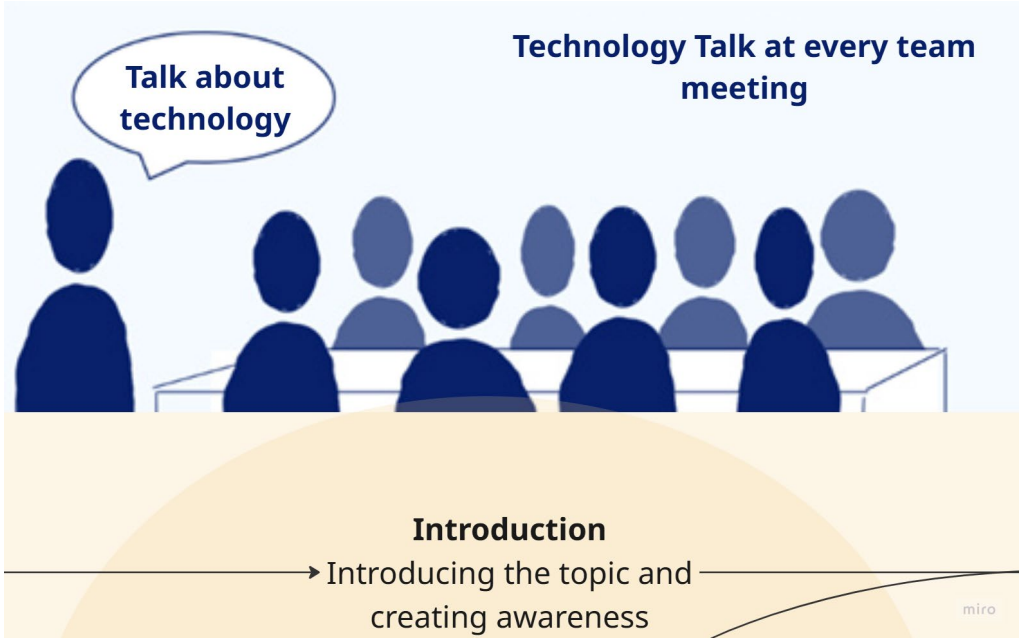

Step 1: Introduction
The first step is to introduce the concept of assistive technology, preferably during a team meeting. Introducing the topic helps raise awareness, and this also provides an opportunity to personally announce and invite employees to the next phase.

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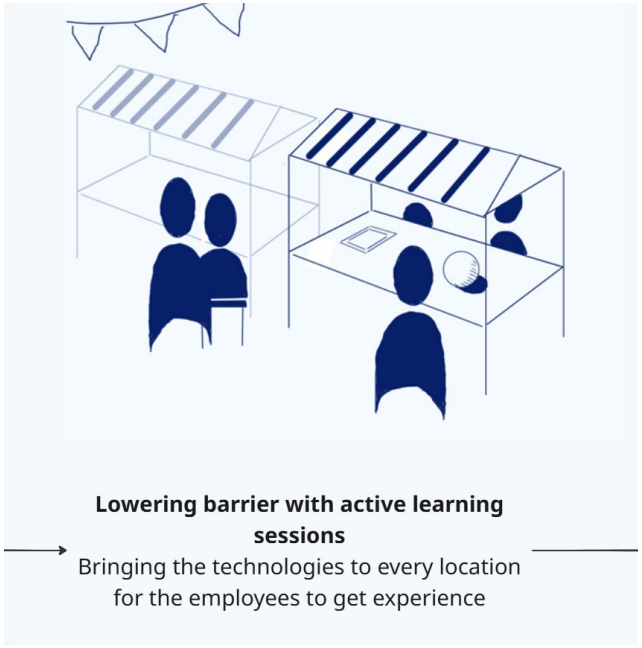

Step 2: Lowering barrier with active learning sessions
Once care professionals are informed, Visio provides a location-specific selection of assistive technologies. The sessions are open to care professionals as well as clients, volunteers, relatives, and other professionals.

Participants explore the technologies in informal learning markets, supported by experts who provide guidance and answer questions. Additional staff are involved to help enable and support the sessions.

To embed them in the organization, sessions can be linked to existing events and repeated throughout the year.

If not all steps can be implemented, this intervention should be prioritized due to its expected impact on awareness, engagement, and practical use of assistive technologies.

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Keeping knowledge visible
Providing visual reminders of the gained knowledge

Step 3: Keeping knowledge visible
After the collaborative learning session, knowledge should remain visible in daily practice. Physical and visual reminders support this, with the technology wall being the most effective approach. The wall provides a tangible overview of relevant assistive technologies, each displayed on a tile with an NFC tag linking to additional information. This low-threshold, playful interaction supports confidence and allows professionals to explore information when needed.

The wall becomes most effective when combined with the intervention on mapping and structuring knowledge, as it can then be tailored to each location's client profiles. Larger facilities may use multiple smaller walls to maintain accessibility and relevance.

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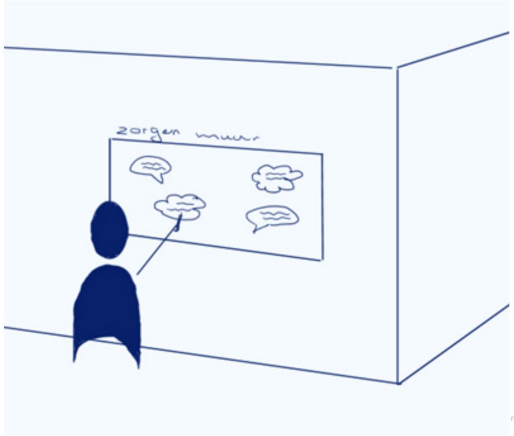
Encouraging questions

Provide a safe space for employees to express concerns or ask questions



Step 4: Encouraging questions

It is essential to create a safe space where care professionals can share concerns and ask questions about assistive technologies. Many experience these technologies as imposed rather than part of their own practice. Providing a place for dialogue helps them feel heard while also revealing remaining barriers. This space can be used both for concerns and for questions that arise from earlier interventions or daily practice.

To keep the step accessible, it should remain low-tech and tangible. A physical wall or board with handwritten notes can act as a visible reminder that input is valued and will not be overlooked.

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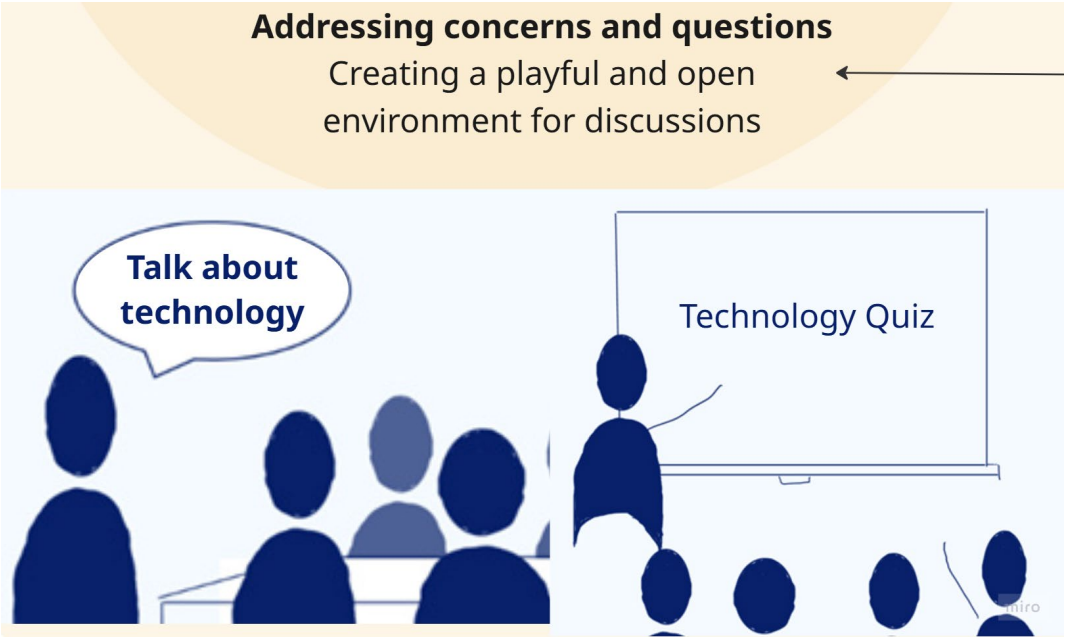

Step 5: Addressing concerns and questions
Concerns and questions collected via the wall are discussed in team meetings or learning sessions, focusing on shared themes. Depending on needs, sessions may take the form of Technology Talks or interactive quizzes, supporting open dialogue and continuous learning.

Over time, this evolves into recurring Tech Talks that combine brief introductions, discussions, or low-threshold activities to keep assistive technology visible and encourage ongoing engagement.

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Encouraging collaborative learning and openness about assistive technologies

This overview page is intentionally left open to allow teams to adapt and translate the proposed interventions to their own context.

It offers space to reflect on local needs, priorities, and opportunities, supporting ownership and practical implementation.