

THE USE OF ASSISTIVE TECHNOLOGY IN THE DAILY LIVES OF DISABLED CHILDREN

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Introduction: This is to present the results of the first phase of a study in progress since August 2008 which raised information on the use of Assistive Technology (TA) in the daily lives of disabled children attending a primary care service in health. The daily life is translated in different socio-cultural contexts in which the child is inserted and the use of TA is to assist them in participating with greater independence in activities that characterize it. Objectives: To investigate the use of TA in the daily lives of children with disabilities. Methodology: We located and visited at home, 21 of the 31 disabled children from 0 to 14 years from the registration of primary health care service for implementation of a questionnaire containing structured questions on 3 themes: disability / incapacity, daily living, TA. Results: The main difficulties faced by the children are to move the upper and lower limbs, walk, talk, and some have never received rehabilitation care. The tasks related to self-care, watch TV, play and attend school are more frequent. Most children own locomotion equipment, but use them sometimes or rarely. These were purchased primarily by professional guidance and through public funds. Also frequent are the resources to position them during the bath, rinse the mouth while brushing teeth, wash hands and drink liquids. They are used sometimes or always, and most of them come from solutions brought by the family and purchased with private resources. In some cases, it allowed the child to perform the activity without or with less aid; in others, the dependency is still full. Conclusion: The indication of a TA professional does not guarantee its use, not even a direct relation to the acquisition of independence. The choice of resources to be used is made from the possibility of access to information, products and services, from the established relationships within the family and significant activities in daily living, showing therefore the influence of socio-cultural context. Contribution to the practice/evidential basis of the occupational therapy: The present results subsidize reflection on the occupational therapist indication of a TA.