Children and youths with disabilities – a part of the digital generation

# Details

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## Authors

Lidström H.;Hemmingsson H.

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## Topics

* Internet usage, practices and engagement
* Access, inequalities and vulnerabilities
* Other

## Sample

287 students with physical disabilities (mean age 13 years 6 months) in Sweden.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Other

## Implications For Stakeholders About

Healthcare

# Abstract

Objective: The aim of this article is to report, compare and reflect on two studies which investigated ICT usage in children with physical disabilities compared with that of non-disabled children, and discuss the results in relation to occupational therapy.
Method: A cross-sectional survey about ICT activities in school and outside school among students with physical disabilities (n=287). Group comparisons were made with students from the general population.
Results: Students with a physical disability used computers for less varied educational activities than students without disabilities. The environments, in school and outside school, provide different opportunities for developing and using the digital skills of children with physical disabilities.
Conclusion: Digital skills developed outside school captivate children with physical disabilities, providing them with increased access to society and benefiting them educationally. The implications are that, in order to increase children’s participation in computer activities in school, changes should be made in their environment, such as having access to their own computers and planning teaching so children have the opportunity of using ICT and computer based assistive technology devices.

# Outcome

"Students with a physical disability used computers for less varied educational activities than students without disabilities. The environments, in school and outside school, provide different opportunities for developing and using the digital skills of children with physical disabilities." (Authors, in Abstract)