

# **ASSISTIVE TECHNOLOGY RESOURCE GUIDE:** **VOCATIONAL/PREVOCCATIONAL**

## **What is available to support vocational and prevocational tasks?**

States are mandated to provide funding and support for those with disabilities as they transition from school to work environments. Many times, training for these positions begins while a student is at school. It is useful to consider what tools can be taught to a student to access different work experiences to build their skills.

## **What types of students might benefit?**

Any student who may be able to access a job, volunteer experience, or develop greater independence with activities of daily living.

## **How does it help?**

A tool in this category can help by assisting a student to gain independence in using specialized tools, maintaining focus and staying organized with their work, getting to and from work, and more. These can be anything from low tech solutions to computer software and other technologies.

## **Who can be a support on your team?**

Vocational Coordinator, Job Coach, Transition Specialist, DRS Case Manager, Outside agencies, Parent, Student

## **Pre-vocational and Vocational skills to consider:**

- Completes assigned tasks within designated timelines
- Utilize tools and/or equipment to complete tasks
- Completes single and multiple step tasks
- Stays on task until work is complete
- Stays on task without supervision
- Self-advocates to get needs met
- Procurement of accessible instructional materials (AIMs)
- Contacts post-secondary service providers to obtain assistance
- Manages finances
- Safely navigates community and local environments
- Completes steps to obtain a job

## **Common Classroom Tools:**

- Computer/tablet/word processor
- Document camera
- Office equipment
- Pencil and paper
- Sorting and assembling materials
- Timers and watches

## **Common Accommodations/Modifications/Strategies:**

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- Break tasks into smaller steps/segments
- Cooperative participation with peers and adults
- Daily planner book
- Determine and teach regularly traveled routes to students with visual impairments Follow a picture task analysis
- Individualized task and material modifications to meet student needs
- Location identifiers
- Modification of task length and complexity
- Orientation to unfamiliar environments
- Sensory supports
  - auditory
  - tactile
  - visual
- Show a model of the end product
- Sighted guide for visually impaired
- Student self-monitoring sheets
- Teacher modeling
- Verbal and/or visual cues
- Video modeling
- Work checklist

## **Assistive Technology Solutions:**

- Watches and timers
- Electronically scanned application
- Device, Software or App
  - auditory reminders
  - speech prompting
  - daily planners
  - outlining/graphic organizers
  - financial management software
  - screen enlargement
  - document scanner
  - OCR scanning software
  - braille translation software
  - braille note taker with refreshable display
  - braille embosser
  - digital recorder/player
  - long white cane
  - GPS for students with visual impairments
  - smart phone with appropriate apps
- Augmentative & Alternative Communication (AAC) solutions
- Alternate access/accessibility features

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- adapted pointers
- alternative mice
- alternative keyboards
- switch access
- screen readers
- magnifiers

*Many products for vocational and prevocational tasks start out as items that can be used in the classroom (alternative mice), classroom (document scanner), or over all subjects (AAC, timers, watches). By the time a student reaches vocational experiences they should have had some experience with some of these items if they are needed. A new job situation may require a job coach or staff to help a student problem solving what tools they may need with the goal of helping the student to identify and advocate for their needs.*