



Assistive Technology for Employment

“Taking Steps Towards a Better Future”

Who We Are

• Specialize in Adaptive Technology for Special Needs...Low Vision, Blindness, Dyslexia, Learning, Cognitive and Mobility Impairments

• 20 years in business

• Commitment to customer satisfaction with quality products and services, providing a **full solution** for those with varying abilities

We are your resource for solutions!



AT Evaluators and Trainers

CAROL LEYNSE-HARPOLD, ATP
Licensed Occupational Therapist, ATP



B.S. in Occupational Therapy
M.S. Adaptive Education & Assistive Technology
Wisconsin OT License; WI DPI OT & AT License; NBCOT certified
ATP certification from RESNA since 2007
Over 20 years of pediatric OT experience including 0-3, 3-21 (school based intervention, clinic and natural settings)
Extensive training in intervention with individuals with Autism
Prior NDI certified
More than 18 years of OT/AT intervention with adults in acute, rehab, long term care and vocational settings
Trained in ergonomics
Certified Irlen Screener
Instructor for graduate AT classes & AT software workshops
“OT’s with Apps” Blogger

AT Evaluator & Trainer

RICK ZILLER
Licensed Occupational Therapist
B.S. Rehabilitative Science
M.S. Occupational Therapy



Member of the American Occupational Therapy Association and board certified by NBCOT.

Experienced in...

- Conducting AT evaluations for individuals with high-level special needs, especially for mobility impairments, ergonomics and learning disabilities
- Training students and school personnel on use of reading intervention products
- Providing OT services for students within K-12 setting
- Determining options in devices and services to suit clients' educational, mobility, self-care, accessibility, sensory, and environmental needs
- Providing occupational, ergonomic, and self-care training
- Training and Implementation

Training Services from ATR

Linda Gross

AT Trainer

BS Degree in Business Administration



Jamie Schrauth

AT Trainer

BS Degree Psychology

EVALUATIONS

WHY ATR?

WHAT MAKES ATR UNIQUE?

- Assistive technology evaluations, training and integration for a wide variety of consumers and students



ATR Provides AT Evaluation and Services

ATR provides assistive technology evaluations, training and integration for a wide variety of consumers

- Use a process of assessing, trialing, planning with clients and stakeholders, training and integrating AT into vocational plans or work tasks

- ATR assessment parallels *The 6 Steps of Providing Employment Supports to Individuals with Intellectual and Developmental Disabilities**



*Hollander, Nancy. (2011). The 6 Steps of Providing Employment Supports to Individuals with Intellectual and Developmental Disabilities. Project of Resources (IPED), accessed on 9/27/2014 from: <http://www.kessler.org/employment/2011/11/06/6-steps-of-employment-supports.pdf>

VISUALLY IMPAIRED

Low Vision Service Providers + Blindness Product Specialists
+ OTs = **Winning Team!**

- Collaboration with Employer's IT Department
- Recommend proper accommodations
- Address other issues affecting workers with VI
- Experienced users of Low Vision & Blindness Equipment



Client Served

Evaluations of clients including:

- Mobility Impaired
- Low Vision and Blindness
- Learning Disabilities
- Cognitive Impairments
- Hearing Impaired
- Mental Health
- Autism Spectrum Disorders



MOBILITY IMPAIRMENTS

Evaluations for Consumers including:

- Multiple Sclerosis
- Muscular Dystrophy
- Fibromyalgia
- Chronic Fatigue Syndrome
- Osteoarthritis
- Rheumatoid Arthritis
- Cerebral Palsy
- Back Injuries
- Upper extremity injuries
- Juvenile Rheumatoid Arthritis
- Head Injury
- Spina Bifida
- Hemiplegia
- Spinal Muscular Atrophy
- Peripheral Neuropathy
- Quadriplegia



LEARNING DISABILITIES

Evaluations for Consumers including:

- Dyslexia
- Learning Disabilities
- Reading & Writing Difficulties
- Autism Spectrum Disorders
- Traumatic Brain Injury
- Organizational / Executive Function Challenges
- Non-Verbal Learning Disability
- Attention Deficit Disorder/Hyperactivity



Low Vision and Blindness

Evaluations for Consumers including:

- Blindness
- Low Vision due to a variety of disorders:
 - Macular Degeneration
 - Diabetic Retinopathy
 - Retinitis Pigmentosa
 - Stargardt Disease
- Other visual disorders



Autism Spectrum Disorders

Evaluations for Consumers including:

- Social Communication Disorders
- Autism Spectrum Disorders
- Asperger's Syndrome
- Pervasive Developmental Disorders



Intellectual Disability

Evaluations for Consumers including:

- Cognitive Impairments
- Developmental Disabilities
- Traumatic Brain Injury
- Down Syndrome
- ADHD/ADD



Emotional/ Mental Health

Evaluations for Consumers including:

- Anxiety Disorders
- Post Traumatic Stress Disorder
- Depression
- Obsessive – Compulsive Disorder
- Attention Deficit Disorder



ATR Clientele

- VA
- DVR
- School Based AT evaluations
- Family Care
- Psychology Service Agencies
- Private Individuals
- Businesses



Where do the Evaluations Take Place?

- ATR Office
- Client Home
- Vocational Setting
- Community Setting



ATR Vocational Evaluations

ATR Vocational Evaluation Goals:

- Employ an AT evaluation process:
 - Identify skills, challenges/barriers
 - What tasks clients need to accomplish
 - What environment(s) will they be working in
 - What tools have they used or currently have
 - Possible tools/solutions – what is cost effective
 - What services / training / supports are needed
- Low to high AT devices and services are consider for client's individual needs



ATR Evaluations

ATR strives to individualize the evaluation based on the client and goals:

- Evaluate the individual, task, environment, tools



- Specialized evaluation components administered dependent on disability and vocational needs

ATR Evaluations

DVR Client Population is Varied:

- Students transitioning from secondary to:
 - College
 - Work environment / supported employment
- Individuals with disabilities that are preparing for re-entry to the work force
 - Returning to school
 - Entering or re-entering workforce
 - Home based employment or site based employment



ATR Evaluation Components

Individual/Client Profile

- Precipitating Situation
- Specific concerns from client, care givers, employer, job developers or referral source
- History – Medical, Academic, Vocational
 - IEP
 - Psychological reports,
 - FAR
 - Caretaker/educational/medical information (with written permission)
- AT History



AT Evaluation Components

Client skills in areas related to their vocation are assessed :

- Motor/Mobility
- Sensory
- Communication
- Learning/Cognition
- Emotional/Social
- Self-Care
- Seating/Mobility/Positioning
- Technology - Computer Literacy/Access

AT Evaluation Components

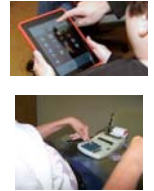
Client vocational tasks and context are assessed:

- Occupation/Vocational Tasks
- Computer/electronics literacy skills (computer/mobile devices)
- Environment
- Equipment/technology available
- Employment supports



Evaluation Components Motor Skills/Mobility

- Medical/clinical reports providing restrictions, precautions, etc.
- Informal observation of clients gross and fine motor skills, ROM, strength, endurance, positioning
- Musculoskeletal Pain/Discomfort Rating



Evaluation Components – Sensory Skills

- Informal checklists, inventories, observations:
 - Sensory Processing Checklists
 - Sensory Differences (touch, auditory, vision from history or questionnaires)
 - Near Vision Test Charts
 - Continuous Text Reading Card
 - Irlen® Reading Perceptual Scale
 - Hearing reports



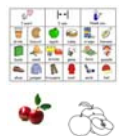
Evaluation Components – Communication Skills

- Functional communication skills
- Social communication skills
- Clients with specific communication needs are evaluated by SLP through ATR or referred to specialized AAC clinics



Evaluation Components – Learning

- Reading :
 - Reading abilities and barriers
 - Protocol for Accommodations in Reading
 - Functional literacy skills are gathered through reports, interview or assessment activities



Evaluation Components – Learning

- Writing :
 - Writing abilities and barriers
 - Written Productivity Profile
 - Handwriting or typing assessment
 - What functional writing tasks are required to support vocation (email, text, lists, etc.)
 - What supports are needed



Evaluation Components – Learning/Cognition

- Math challenges
 - Math skills / barriers
 - Calculations, reading, process, conversions, mechanical/writing math, functional life skills
 - Use of calculator
 - Tools for conversions, formulas, making change



Evaluation Components – Note Taking

- Note Taking
 - Note take skills/barriers
 - Academic or work related
 - Multi tasking (listening, synthesizing and writing simultaneously)
 - Challenges with reading handwritten notes
 - Memory / recall



Evaluation Components – Learning/Cognition

- Organization Skills
 - Organization Problems Inventory
 - Organization Assessment Questions for Middle/High School / College Students
 - Ability to perform sequential work tasks
 - What supports are needed (visual, text, auditory, hands on methods)



Evaluation Components – Social Skills

- Social Skills as related to AT
 - Survey of social skills, executive functions affecting use of AT
 - Social communication skills
 - Self Advocacy
 - Organization (task initiation, material management, time management)
 - Completed by client and client's family member (reflects perspective taking and the perceptions of clients and care takers)

Evaluation Components – Cognition

- Memory / Attention / Problem Solving
 - Observations during evaluation
 - Interview with clients
 - Learning Styles inventory
 - Academic or medical history



Evaluation Components – Vocational Tasks

- What are their work environments?
 - School, worksite, home?
- What are their essential work tasks?
 - Work task analysis (job site)
 - Specific work components

Evaluation Components – Vocational Tasks

- What are their essential work tasks?



SAMPLE WORK TASKS

Work Environment: Mr. A works in an industrial office setting. He has a networked desktop computer that has access to the proprietary software used in his position. His workplace uses Outlook for email communication.


Work Tasks: Discussion with Mr. A identified the following work related tasks (but are not limited to these tasks):

- Manages and orders inventory
- Creates PO's/invoices for equipment for consumers
- Corresponds with vendors via email or fax
- Trains staff in safe operation of equipment (fork lifts, power equipment)
- Maintains documentation of required staff safety training
- Administers and scores tests on safety training modules
- Compliance with OSHA regulations
- Access information on training, regulations, equipment manuals online or in hard copy format

Work Tasks and Tools	Tasks / Skills Required by Worker	Minimum/Required Adaptation
Reading Materials or Documents - Table Analysis <ul style="list-style-type: none"> Table tickets with correct coloration Wipe ticket in two parts Marking correct part to customer Impressions of other part of ticket Stretch customer to maximum travel location (vertical reading ticket to identify purchase items and prices) 	Basic required adaptation: equipment possible to perform: <ul style="list-style-type: none"> Table with the dimension of ground in L, width and table height Adjustable equipment might be possible to create ticket with the tickets in two parts 	Recommended adaptation: <ul style="list-style-type: none"> Equipment required for text or use Equipment needed to use reading ticket, customer should be able to create tickets in two parts Ability to stretch part of ticket Ability to read ticket on table with the mark on ticket for text to read
Answering Phone Calls <ul style="list-style-type: none"> Pick up phone Transfer of calls, read and send text to customer call Activate phone buttons to answer call Verbal answers center questions Transfer caller to voice mail regarding receipt of call 	Basic required adaptation: equipment possible to perform: <ul style="list-style-type: none"> Table ticket from mark add to independent chair or use independent of ground to use to be independent Phone equipment accurately using telephone table, independent part with equipment capable of handling multiple connected devices Good Verbal communication in response to phone and in direct response to voice mail regarding receipt of call 	Recommended adaptation: <ul style="list-style-type: none"> Equipment required for text or use Ability to stretch part of ticket Ability to read ticket on table with the mark on ticket for text to read Requires an adapted telephone position, device may be used to answer call to handle multiple connected devices Ability to stretch part of ticket Ability to read ticket on table with the mark on ticket for text to read


Evaluation Components – Workstation and Equipment

- Positioning/Ergonomics
 - Ergonomics/“Compensatory Ergonomics” (Michelle Lange, OTR)
 - Medical/Physical Restrictions
 - OSHA – Ergonomics Checklist



Evaluation Components – Workstation and Equipment

- Where will they be working and what equipment is available?
 - Workstation/desk/bed/wheelchair
 - Seating/Positioning/Alternative seating
 - Other work place equipment needed to perform work tasks




Evaluation Components – Technology Skills/Access

- Hardware/ Input Technology Skills
 - Skill and access methods
 - Keyboarding/ Mouse skills
 - Alternative methods of technology access
 - Motor skill assessment




Evaluation Components – Technology Skills

- Computer/Electronics Literacy Skills
 - Basic computer literacy skills questionnaire
 - Technology Literacy Standards inventory (Identifies Basic, Intermediate and Proficient skill levels)
 - Mobile Device Skill Checklist (iPad)
 - Technology comfort level



Evaluation Components – Technology Resources Available


- Technology/Resources available
 - Electronics available (computers, phones, mobile devices, etc.)
 - Software available /owned
 - Network/ Internet available
 - Supports available (family, peer tutors, job coaches, teachers)



AT Case Study


Miss A: Client continuing education at technical school.

- Barrier(s): Reading is at the 8th grade level, with slow reading fluency and difficulty with vocabulary. Significant visual fatigue when reading under bright lighting. Phonetic spelling skills limiting writing and note taking
- Solution(s):
 - Reading: Kurzweil 3000 available on campus, requires training




Evaluation & Solutions

- Solution(s) cont.:
 - Color overlays, colored background and reduced lighting levels when performing academic work
 - Word prediction when writing or use of voice recognition software



Evaluation & Solutions

- Solution(s) cont.:
 - Use note taking tool
 - Encourage use of peer note taker
- Outcome(s):
 - Increased reading comprehension, comfort
 - Written compositions reflected students vocabulary, reduced spelling errors
 - Improved understanding of lectures with audio notes and peer notes



Evaluation & Solutions

Miss A: Client in supported employment

- Barrier: Difficulty accessing work tasks due to fixed height seating and table height and clients stature. Positioning affects her productivity and earning potential
- Solutions:
 - Provide an adjustable height chair, suited to clients stature and work surface
 - Utilize footrest to ensure stability for the client at the workstation.



Evaluation & Solutions

Miss A. : (cont.)

- Outcome(s):
 - Increased postural security / positioning for seated work
 - Instruction to staff and labeling client equipment helped maintain consistent positioning for client



Evaluation & Solutions

Mr. B: Client working in retail store with training from a job coach. Strong visual learner, successfully used video instruction in learning tasks in the past. Comfortable with using mobile technology .

- Barrier(s): Difficulty knowing when to take break or requesting use of bathroom. Requires repetition and direct instruction for extended periods to learn new work tasks.



Evaluation & Solutions

- Solution(s):
 - Utilize iPod Touch with timer capabilities for scheduling breaks
 - Use visual schedule app and videos to provide visuals of new work tasks.
 - Provide a professional looking case for device in the work environment
- Outcome(s):
 - Greater independence with taking breaks at appropriate times and use of bathroom breaks
 - Reduced supervision and coaching with visuals of new work tasks



Evaluation & Solutions

Mr. C: US bank branch office employee, hired as a collateral release processor. Employee has a diagnosis of CP, is independent with mobility with power w/c, however has limited speech and control of upper and lower extremities (arms and legs).

- Barrier(s):
 - Access to computer to perform print and scanning of commercial loan collateral "line sheet" used to document the loan's collateral disposition prior to release or transfer of data records.
 - Upgrading banking computer systems conflicted with his adaptive software, hardware and computer.

Evaluation & Solutions

Mr. C: (cont.)

Outcome (s):

- Not only was ATR able to meet the current needs of this employee, but he can actually expand his job position with the recommended solution. He can scan, import and edit his own documents as well as work with the bank's commercial software system.
- The Vice President of Commercial Loan Services had this to say: "*[Client] is an integral part of the Collateral Release Department. He was incredibly pleased with the customized software installed within our systems.*"



Evaluation & Solutions

Mr. C: (cont.)

Solution(s):

- Operate the new computer system without using keystrokes or verbal commands to continue his job.
- New adaptive software and hardware were recommended and integrated with the bank's computer system.
- ATR personnel then broke down the steps it took to perform the job and composed macro commands to replace the keystrokes.



Evaluation & Solutions

Mr. C: (cont.)

- Subsequently, ATR combined the macros into a step-by-step process which was linked to colored icons on his computer screen that he now uses to perform his job tasks via a foot switch.



Evaluation & Solutions

Ms. D: Student in transition program working with a job coach in hotel industry. Requires repetition when learning new jobs. Has successfully used visual supports in the past.

- Barrier(s): Requires direct instruction for period of time to gain new work skills.
- Solution(s):
 - Mobile device with visual sequence of tasks
 - Rugged case (Otterbox)
 - Visual schedule app



Evaluation & Solutions

Ms. D: (cont.)

- Solution(s) (cont.):
 - Supply concrete order of visual schedule for client to guide through new tasks after instruction and coaching
 - Videos of the task were taken for client to view
- Outcomes:
 - School staff integrated device into the students work tasks



Evaluation & Solutions

Mr. E: Client with prior sales experience. In a training program for insurance agency involving significant amount of computer based work.

- Barrier(s): Good reading skills but significant visual fatigue with extended periods of reading. Challenges when working on computer, working with hard copy print, brightly lit environments. Difficulty with mechanical writing. AT assessment using the Irlen Reading Perceptual Scale indicated severe visual perceptual challenges.

Many symptoms are visual perceptual difficulties that can affect functionality of all ages. Symptoms can include: word blindness, dyslexia, hyperlexia, hyper- and/or slow reading, perseveration, lack of focus, and/or reading and writing difficulties.



Evaluation & Solutions

- Barrier(s): Visual distortions:



Evaluation & Solutions

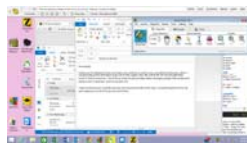
Mr. E.:

- Solutions (s): Visual perceptual tools:
 - Color overlays and matching color contrasts on the computer screen
- Awareness of need of low lighting, dimmed screen settings, changing background colors



Evaluation & Solutions

- Solutions (s): ZoomText
 - Enlarged print, change color contrast of the computer environment
 - Enlarged cursor and assistance with tracking



Evaluation & Solutions

- Solutions (s): Writing Supports – Dragon NS
 - Provided voice recognition software to support his strong verbal skills to produce written expression. Use with computer based tools to support visual perceptual challenges.
 - YouTube Interviews with Mr. E.:
 - [Mr. E. & ATR](#) – Determining tools
 - [Mr. E. & DNS](#) – How Dragon NaturallySpeaking helps
 - [Mr. E. & Reading](#) – Reading and Writing Tools



Evaluation & Solutions

- Outcomes:
 - Significant improvement with efficiency of written production using VR
 - Significant improvement with ease of reading print; pre-post information indicated comfort of reading improved from 2/10 to 8/10 with tools.
 - Reading (perceptual) challenges remain but definite reduction with use of color overlays and magnification, contrast tools (ZoomText)
 - Color glasses were recommended for work situation (Irlen Diagnostician evaluation)

Evaluation & Solutions

Ms. F: Works in supported employment. Seeking new employment opportunities. Has basic reading and writing skills.

- Barrier(s) Difficulty with transitions and learning new tasks. Noisy environments are challenging. Somewhat intimidated with new technology. Limited familiarity with mobile devices.



Evaluation & Solutions

Ms. F: Works in supported employment. Seeking new employment opportunities. Has basic reading and writing skills.

- Solution(s):
 - iPad with protective case
 - Noise cancelling headsets
 - Provide basic instruction on use of iPad in a carefully paced manner; support from family and job coach
 - Collaborate with job coach for application into work day with familiar tasks prior to use with new work tasks.



Evaluation & Solutions

Ms. F: (cont.)

- Solution(s) continued:
 - Using visual schedule app
 - Calendar & email with word prediction for communication with employer/ job coach
 - Weather app installed
 - Supplied with noise cancelling head sets
 - iPad Basic Skills Checklist



Area of Competence	Skills needed	When to use	Who will support?
Organization	Time management	At work	Job coach
Communication	Verbal communication	At work	Job coach
Communication	Written communication	At work	Job coach
Communication	Non-verbal communication	At work	Job coach
Communication	Self-advocacy	At work	Job coach
Communication	Problem solving	At work	Job coach
Communication	Decision making	At work	Job coach
Communication	Teamwork	At work	Job coach
Communication	Leadership	At work	Job coach
Communication	Conflict resolution	At work	Job coach
Communication	Stress management	At work	Job coach
Communication	Emotional regulation	At work	Job coach
Communication	Social skills	At work	Job coach
Communication	Interpersonal skills	At work	Job coach
Communication	Community skills	At work	Job coach
Communication	Work skills	At work	Job coach
Communication	Self-management	At work	Job coach
Communication	Problem solving	At work	Job coach
Communication	Decision making	At work	Job coach
Communication	Teamwork	At work	Job coach
Communication	Leadership	At work	Job coach
Communication	Conflict resolution	At work	Job coach
Communication	Stress management	At work	Job coach
Communication	Emotional regulation	At work	Job coach
Communication	Social skills	At work	Job coach
Communication	Interpersonal skills	At work	Job coach
Communication	Community skills	At work	Job coach
Communication	Work skills	At work	Job coach
Communication	Self-management	At work	Job coach

Evaluation & Solutions

Ms. F: (cont.)

- Checklists/ skill inventories:
 - AT User Competencies
 - Collaborated with family
 - Instruction to client & family
 - Instruction and collaboration with job coach
 - iPad used for visual schedule of new tasks
 - Emailing job coach
 - Taking pictures
 - Weather report

Area of Competence	Skills needed	When to use	Who will support?
Organization	Time management	At work	Job coach
Communication	Verbal communication	At work	Job coach
Communication	Written communication	At work	Job coach
Communication	Non-verbal communication	At work	Job coach
Communication	Self-advocacy	At work	Job coach
Communication	Problem solving	At work	Job coach
Communication	Decision making	At work	Job coach
Communication	Teamwork	At work	Job coach
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Communication	Social skills	At work	Job coach
Communication	Interpersonal skills	At work	Job coach
Communication	Community skills	At work	Job coach
Communication	Work skills	At work	Job coach
Communication	Self-management	At work	Job coach

Evaluation & Solutions

Ms. F: (cont.)

- Outcomes
 - Client developed familiarity and skills with use of iPad
 - iPad app used for visual support with new work tasks
 - Client also using communication tools to make contact with her employer/job coach



Evaluation & Solutions

Mr. G. : Works in supported employment performing assembly. TBI with strong receptive communication skills are strong. Seeking new employment opportunities.

Barrier(s):

- Difficulty with expressive communication limiting employment possibilities.
- Comfortable with mobile technology and was intuitive with initial use.
- Limited use of right arm but ambulates independently on flat surfaces.

Evaluation & Solutions

• Solution(s):

- Providing mobile device - iPad Mini as an AAC device
- Protective case with shoulder strap and speakers recommended.
- Set up and instruction on use of device and communication app. Work with client and stakeholders for integration of device and communication strategies at work place.



Evaluation & Solutions

Mr. G: Client working in the upholstery industry. History of right upper extremity injury causing permanent mobility impairment.

Barrier(s): Experiences significant pain, numbness and motor control challenges of his arm. Memory challenges due to pain also present.

• Solution(s):

- Seating and supports for his affected arm provided to increase his work tolerance
- Ergonomic tools and grips provided to increase efficiency and decrease pain with tool use

Evaluation & Solutions

Mr. G: (cont.)

- Solution(s):
 - Seating and supports for his affected arm provided to increase his work tolerance (ergo rest and rolling stool with arm support)
 - Ergonomic tools and grips provided to increase efficiency and decrease pain with tool use
- Outcomes:
 - Pain and comfort increased from 0/10 initially to 7/10 with seating and positioning aids
 - Ergonomic upholstery tools were recommended



Evaluation & Solutions

Ms. H: Seeking employment following displacement from a employment.

Barrier(s): Individual with cognitive impairment, anxiety disorder and social skill challenges that interfere with job seeking process. Intimidated with technology.

• Solution(s):

- Use a mobile device to expanded strategies used for emotional and social challenges
- Work with her psychologist to incorporate prior strategies



Evaluation & Solutions

• Solutions cont.:

- Developed plan with client for managing anxieties and behaviors (identified triggers and strategies for management)
- Plan included identification of her emotions, behaviors and management strategies.
- Plan involved collaboration with a psychologist that has been working with her for a long time.

Area of Competence	Skills needed	When to use	Who will support?
Organization	Time management	At work	Job coach
Communication	Verbal communication	At work	Job coach
Communication	Written communication	At work	Job coach
Communication	Non-verbal communication	At work	Job coach
Communication	Self-advocacy	At work	Job coach
Communication	Problem solving	At work	Job coach
Communication	Decision making	At work	Job coach
Communication	Teamwork	At work	Job coach
Communication	Leadership	At work	Job coach
Communication	Conflict resolution	At work	Job coach
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Communication	Emotional regulation	At work	Job coach
Communication	Social skills	At work	Job coach
Communication	Interpersonal skills	At work	Job coach
Communication	Community skills	At work	Job coach
Communication	Work skills	At work	Job coach
Communication	Self-management	At work	Job coach

Evaluation & Solutions

- Solutions cont.:
 - Identified activities and apps to assist her with strategies to manage her anxieties and emotions:



- Outcome: Gained comfort with use of the mobile device. Applied strategies and device for self-regulation in her daily life. Working with a job developer.

Evaluation & Solutions

Mr. I.: Young adult with Aspergers employed at gardening center as his first employment opportunity.

- Barrier(s): Organization and timeliness. Challenges with maintaining appointments, taking meds, infrequent scheduled events.
- Solution(s):
 - Use his existing cell phone calendar and alarms to establish new routines and infrequent appointments.
 - Whiteboard for visual reminders at home
 - Watch with vibration and audio alarm as reminder at work and to take am medication.



Evaluation & Solutions

Ms. J.: RN who sustained TBI from an auto accident. Unable to return to nursing. Volunteered, then hired for 4 hours per day at a workshop for other individuals with TBI.

- Barrier(s): Short term memory, concentration, losing reminder tools (kitchen timers, phone, reminder notes, calendars, etc.), managing her time (getting to work and completing scheduled tasks). Incontinence problems interfered with her work.
- Solution(s):
 - Watch with vibration reminder for daily toileting schedule at home and work.
 - iPad Touch on a lanyard for am schedule



Evaluation & Solutions

Ms. J.: (cont.)

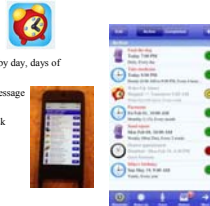
- Solution(s):
 - Watch with vibrating alarms (Caden watch has 8 alarms with 2 second reminder alarm)
 - iPod Touch on a lanyard to limit misplacement.
 - App with verbal schedule reminders (verbal output was a high preference)
 - Regular collaboration with her job coach for carryover and input at work



Evaluation & Solutions

Ms. J.: (cont.)

- Solution(s):
 - Aida Reminder app
- Features:
 - Recurrent reminders by day, days of the week, week
 - Record a reminder message
 - Easily edited
 - Add images to the task
 - Tasks can be paused temporarily



Evaluation & Solutions

Ms. J.: (cont.)

- Solution(s):
 - iPod Touch iOS Calendar used with reminders for infrequently scheduled appointments
 - iOS and Google email was set up for the client when Wi-Fi was available.
- Outcomes:
 - Toileting concerns significantly decreased at home and work
 - Simplified pre-work task schedule and applied verbal reminders to the modified schedule. Tardiness in getting to work reduced.
 - Aida Reminder and iOS Calendar used for other scheduled appointments to assist with recall and time management
 - Gained independence in using basics of the iPod, reminder app

Evaluation & Solutions

Mr. K.: 38 year old man employed at a sheltered work performing a variety of assembly tasks. Employment goal to transition him into community based employment. History of cognitive impairment, epilepsy, communication impairment. Used a picture communication book for expressing himself.

- Barrier: Limited method of expressing his needs in the community or for safety purposes. Prompt dependency for completing some daily living or work tasks.



Solutions

Mr. K.: (cont.)

- Barrier(s): Limited method of expressing his needs in the community or for safety purposes. Prompt dependency for completing some daily living or work tasks.
- Solution(s):
 - Small portable device for communication - iPod
 - Heavy duty case (Otterbox)
 - Communication App - MyTalk



Solutions

Mr. K.: (continued)

Barrier(s): Limited method of expressing his needs in the community or for safety purposes. Prompt dependency for completing some daily living or work tasks.

- Solution(s):
 - iPod Touch in a sturdy case
 - MyTalk AAC App customized
 - Bikers chain for masculine device security



Evaluation & Solutions

Mr. K: (cont.)

- Barrier(s): Limited method of expressing his needs in the community or for safety purposes. Prompt dependency
- Solutions:
 - Training with client
 - Collaboration and integration with supervisor, case manager, parent Incentives for use of his device to communicate was employed
 - Embed use of the device for communication in his day for (morning greetings, calendar, taking medication, requesting drink at lunch; daily ADL tasks at home)
 - Supplied low tech visual communication to reduce prompt dependency at work and at home
- Outcome: Client is increasingly using his new AAC device to communicate at work and home



Evaluation & Solutions

Mr. L: 22 year old man with a history of Deaf and Blindness. Proficient with sign language. Difficulty attaining and maintaining employment. Case manager developed employment plan to start a digital converting business scanning pictures to digital format. In need of AT tools and equipment to support his work tasks.

- Barrier(s): Low vision/blindness, deaf. In need of LV equipment to start his digital conversion
- Solutions: Provide low vision and scanning equipment to access hard copy pictures, forms and computer based equipment for scanning and processing / storing digital images for clients.

Evaluation & Solutions

Mr. L: (cont.)

- Solutions: Provide low vision and scanning equipment to access hard copy pictures, forms and computer based equipment for scanning and processing / storing digital images for clients.
 - 30" monitor
 - ZoomText Magnification Software
 - Scanner
 - Software with easy method of scanning and labeling
 - Portable CCVT - Aumax S and 24" monitor to manage client orders/invoices
 - Handheld video magnifier
- Outcome: Training and set up currently underway



Recommendations/ Solutions as Varied as Clients Served!

- Ergonomic seating and workstation equipment
- Positioning needs of clients, equipment and materials
- Adaptations to equipment or to the environment



Recommendations as Varied as Clients Served!

- Adaptive software
- Computer accessibility
- Adaptive hardware: keyboards, mice, monitors, articulating arm supports, keyboard trays, articulating monitors
- ECU



Recommendations as Varied as Clients Served!

- Low Vision/Blindness hardware/software
- Low Vision self care and mobility aids



Recommendations as Varied as Clients Served!

- AT as cognitive supports:
 - Visual schedules
 - Visual timers
 - Memory aids
 - Task supports
 - Simplified text
- AT for communication



Recommendations as Varied as Clients Served!

- Organizational tools:
 - Computer based organizational tools
 - Mobile devices
 - Low tech tools



Costs of Solutions also Varied

- Low to high tech solutions
 - Low tech tools- \$15.00 (tubing, grippers, adaptive pens, color filters)
 - Medium tech devices, software - \$60-\$250.00 (watches, recorders, smart pens, iPod Touch, word prediction, voice recognition software) Apps from \$2.99 to \$219.00
 - High tech devices \$250 - \$2300 (computers, software, magnifiers, mobile devices, CCTV's)

Training Services from ATR

- **Training Services**
 - **Individual Training Sessions**
 - Designed to meet client's specific goals
 - On-site at home, work or school
 - **Group/School Training Classes**
 - ½ day
 - Full day
 - Graduate Level credit available for some classes
- **Motivational Presentations - Life with a Disability**

Training Services from ATR

Additional Resources for Training

- **Competency Reports**
- **Other resources**

COMPETENCY CHECK LIST	How many times did you observe the student perform this skill?	How many times did you observe the student perform this skill?
Competency	1	2
Ability to follow directions	2	2
Ability to work independently	2	2
Ability to interact and discuss with others	2	2
Ability to recognize/remember the content of a lesson	2	2
Ability to identify the program from the logo	2	2
NEWBLOOD	2	2
Ability to read help information on sign	2	2

*Reporting requirements for the state are the number of competencies and grades. The immediate supervisor should fill out the number of times observed for each competency and put an X in the box for each competency. A record of the student's behavior which is viewed as unproductive but indicated that he is not a great competitor may be obtained from the materials and recommended to go through them.



We are your resource for solutions!

1350 14th Ave.,
Grafton, WI 53024

262-375-2020 or 800-770-8474

262-375-6777 Fax

www.AdaptiveTR.com Info@AdaptiveTR.com