**Session Six:**

**Mobile Technology**

**Overview**

 The use of Mobile Technology and apps are growing every year. Research has shown that smart phones and tablets can be used to support workers with disabilities on the job who face job challenges in learning and remembering the sequence of tasks and prompting when to do the tasks. Through the use of visual schedules and video modeling workers can become more independent on the job and decrease the dependence on job coaches. Apps that come with devices are reviewed for how they may be used to support workers on the job. Practice with adding content to an app, either pictures or videos and text is one of the activities in this section.

**Materials to Enhance Learning and Activities**

1. **04: Evidence Based Practices for Transition Youth (Handout).** [Ohio Employment First Evidence Based Practices for Transition Youth.](https://www.ocali.org/up_doc/evidence_based_practices_for_transition_youth_2018_-_accessible.pdf) Download from Session 6 website.

https://www.ocali.org/up\_doc/evidence\_based\_practices\_for\_transition\_youth\_2018\_-\_accessible.pdf

1. **05: TA Protocol (Handout).** Task Analysis Protocol Form. Download from Session 6 website.
2. **06: App Rubric (Handout).** [Rubric for evaluating Apps.](https://learninginhand.com/blog/ways-to-evaluate-educational-apps.html?rq=app%20assessment) Download from Session 6 website or at this link: https://learninginhand.com/blog/ways-to-evaluate-educational-apps.html?rq=app%20assessment

**Activities Overview**

Several of the resource materials listed above will be used in some of the suggested activities in this module. While there are multiple options for activities, in most situations, the facilitator should prioritize those activities that are most important and be prepared to eliminate or streamline the other activities.

**Slide #2**. ACTIVITY. As time permits, have a small group discussion. Ask participants to discuss the impact that mobile technology has on their own professional and personal life. How has it changed their life (or has it)? Tie up the discussion with the awareness that individuals with disabilities often benefit as much or more when provided access to and instruction on mobile technology.

**Slide #3**. REVIEW. Locate Mobile Technology overview in 04: Evidence Based Practices for Transition Youth (Handout)., Ohio Employment First Evidence Based Practices for Transition Youth.

**Slides #10 - #14.** REFLECT AND RESPOND. After reviewing the SETT slides, ask the group how this simple guideline might assist the team, the youth or families when selecting mobile technology apps. ​

**Slide #16.** REVIEW. After reviewing Student, Environment, Task, with the participants, they will have a greater understanding of the tools the student may use. But how do you know what technology features are out there? Well, consider reviewing the SIFTS is a web-based survey tool developed primarily to support IEP teams who need assistance in matching student needs and strengths to AT features. A. As well as the other resources on AT&AEM Center.

**Slide #17.** **6: App Rubric (Handout).** EVALUATE AN APP. After review of the rubric, have participants briefly review an app that was introduced in the session or another app that they currently use. Solicit comments and insights from team members.

**Slide #23**. DISCUSSION. After introducing the apps, Evernote, CanPlan, & MeMinder, the facilitator can ask if any of the participants have used these apps or another app that allows notes to be synced between devices or shared with others. Discuss the advantages of being able to add pictures or audio to the notes.

**Slide #24-27. HANDS ON ACTIVTY WITH APP.**

* Slide #24. Participants will download the apps using the links in this slide. Other apps can be downloaded and used to create visual schedules or video models depending on participant choice and devices. Preloaded apps such as the camera and video can also be used. To download these apps participants must have an ID and password.
  + [Evernote Basic](https://evernote.com/basic): https://evernote.com/basic
  + [Can Plan Link:](https://apps.apple.com/us/app/canplan/id598687543) https://apps.apple.com/us/app/canplan/id598687543
  + [MeMinder](https://www.createabilityinc.com/meminder/) https://www.createabilityinc.com/meminder/
* Slide #24-25. Guide participants review of the three downloaded apps and download the 5: TA Protocol (Handout). Create at Task Analysis for one of the scenarios listed on slide #26 using the app.
* Slide# 26. Practice activity. Participants create a support for one of the scenarios listed on the slide
* Slide #27. Participants share the app and the support created with the group.

**Slides #29-33.** SMALL GROUP DISCUSSION. These slides are intended to help practitioners consider how mobile technology can be used to address job challenges for workers rather than a traditional intervention which in many cases involves dependence on a person. Technology can often promote more independence, self-advocacy and self-instruction.

When each slide appears only the information on the left side of the slide is visible. This information provides the job challenge and the traditional intervention. The facilitator reviews this information and then has small groups quickly discuss ideas (2 minutes) for how mobile technology could be used instead. After groups share their own ideas, the facilitator reveals the pre-populated ideas on the right side of the slide.

This is repeated for each of the work challenge slides.

**Slide #36 & 37**- VIDEO and COMMENTS. Watch video. It is a demonstration of how a phone with an app can show each step in the process of making a salad. Comments or observations from participants can be encouraged.

**Slide #39-45**. DISCUSSION and REVIEW. Facilitate a discussion on Apps. Ask participants how they or the youth they support are using these apps. Visit the tools listed on the following slides on where apps and technology can be found.

* [OCALI Lending Library](https://www.ocali.org/project/lending_library) https://www.ocali.org/project/lending\_library
* [BridgingApps](https://bridgingapps.org/) https://bridgingapps.org/
* [AppGrooves](https://appgrooves.com/about​%20%20​) https://appgrooves.com/about
* [LiveBinder](http://www.livebinders.com/play/play?id=1748170) http://www.livebinders.com/play/play?id=1748170
* [Assistive Technology for Transition Success- PACER Center](https://www.pacer.org/transition/learning-center/assistive-technology/) https://www.pacer.org/transition/learning-center/assistive-technology/
* [CTD- Beyond High School: Making the Transition](https://www.ctdinstitute.org/audience/transition) https://www.ctdinstitute.org/audience/transition
* [OCALI Take 5](https://www.ocali.org/project/take-5) https://www.ocali.org/project/take-5
* [Virtual Home Walk-Through](https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech) https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/resources/tech-first/AssistiveTech
* [Ohio Tech Ambassador program](https://ohiotechambassadors.org/) https://ohiotechambassadors.org/

**Slide #46** DISCUSSION. Ask participants to reflect on the session, their experiences, and the research provided. Suggest that small groups discuss and record a few ideas from the discussion on paper or flip charts if available. Give approximately 10 minutes for discussion and then ask groups to share. If time is short, offer these questions to the whole group. Give a minute to think, and then ask for thoughts, ideas or insights.

**Slide #47- Survey/ Certificate of Attendance**

Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.

Need CEUs? Complete an [eight-question survey](https://www.surveymonkey.com/r/VR77W5P) with 75% accuracy to receive a certificate of attendance.