

AEM AND EMPLOYMENT

SUPPORTING STUDENTS WITH ACCESSIBLE EDUCATIONAL MATERIALS (AEM) TRANSITION FROM K-12 TO EMPLOYMENT

A student who will be transitioning to employment can benefit from continuing their use of AEM to support them seeking and during employment. The National Center for Education Statistics (2000) “reported that students with disabilities graduating from college demonstrate employment rates and yearly salaries comparable to their colleagues without disabilities” (Floyd & Judge, 2012, p. 48). This statistic creates the need for students, employees, and individuals with print disabilities to be able to have strategies to convert both digital and printed materials independently. By giving people the opportunity to learn about tools and strategies to convert printed materials can further their access in education, employment, and everyday life. This resource was created to support educators, Department of Vocational Rehabilitation (DVR), parents, and students during the transition from k-12 to employment.

WHAT ARE ACCESSIBLE EDUCATIONAL MATERIALS?

Accessible Educational Materials are the adaptation of print and digital educational materials in a way that makes them accessible to students with disabilities either through Audio, Braille, Digital Text, and/ or Large Print.

HOW CAN AEM SUPPORT STUDENTS TOWARDS EMPLOYMENT

A student who will be seeking employment and has used AEM to support their reading should be prepared to answer the following questions to support their preparation for employment.

1. What type of AEM does the student currently use? Audio, Braille, Digital Text, and Large Print or a combination of different forms of AEM.
2. What forms of Assistive Technology (AT) (i.e. iPad, Android, Laptop, eBot, Refreshable Braille display) does the students use and will the AT transition with them to their place of employment?

WHAT DOES A STUDENT NEED TO KNOW DURING EMPLOYMENT TO SUPPORT THE PROVISION OF AEM

When a student has obtained employment, they can contact the human resource office to access accommodations. If the student will utilize accommodations through the human resources office the student should try to make contact with the human resources office before they begin employment.

- a. During the meeting, the person with a disability should ask how the place of the employment processes new employees seeking accommodations.
- b. What documentation is required to receive accommodations at work?
- c. What services/ accommodations do they provide (e.g. Assistive technology, modified workspace, etc.)?

ASSISTIVE TECHNOLOGY THAT SUPPORTS THE PROVISION OF AEM

Assistive Technology is a valuable tool that can support the provision of AEM for people who are seeking and to be used during employment. For example, people can use an iPad to support the provision of AEM by using apps to convert documents and PDFs to be able to be read aloud, enlarged text, or be used with a refreshable braille display.

The following are some forms of AT that can support the provision of AEM:

AT Devices	Apps for iOS	Apps for Android
<ul style="list-style-type: none">• Android• iPad• iPhone• Daisy Reader• Chromebook	<ul style="list-style-type: none">• Bookshare• Learning Ally• Voice Dream Reader• Pocket• ClaroPDF• KNFB Reader• TextGrabber• Prizmo	<ul style="list-style-type: none">• Cool Reader• Ebook Droid• GoRead• Learning Ally• Moon+Reader• PocketBook Reader

Using assistive technology to support employment and create tools and strategies helps people with print disabilities keep their independence and autonomy by using an iPad™ and using different apps to make their world accessible (Retter et al., 2013). An iPad™ and apps can be used to support an employee's job duties, tasks and reminders without depending on others and creating more independence (Hill, et al., 2013). Apps are another form of assistive technology that can support someone with job searches, interview preparation, and to support the employment environment through reading and writing emails, assignments, reports, and everyday tasks.

If you are a student, educational professional, transition specialist, or family member that would like more information about supporting the provision of AEM during the transition towards employment feel free to contact the AEM coordinator at nimas@uwyo.edu.



References

- Floyd, K., & Judge, S. (2012). The efficacy of assistive technology on reading comprehension for postsecondary students with learning disabilities. *Assistive Technology Outcomes and Benefits Focused Issue: The Role of Higher Education in Preparing Education Professionals to Use AT*, 8(1), 48-64. Retrieved September 10, 2015, from [Eric.ed.gov](http://eric.ed.gov).
- Hill, D., Belcher, L., Brigman, H., Renner, S., and Stephens. "The apple iPad™ as an innovative employment support for young adults with autism spectrum disorder and other developmental disabilities." *National Rehabilitation Counseling* 44.1 (2013): 28-37. Web. 24 Sept. 2015. <<http://libproxy.uwyo.edu/login?url=http://search.proquest.com/docview/1346943181?accountid=14793>>.
- Retter, S., Anderson, C. & Kieran, L. (2013). iPad Use for Accelerating Gains in Reading Skills of Secondary Students with Learning Disabilities. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 4025-4030). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).