

Use of Assistive Technology in Vocational Training for Students with Mild Intellectual Disability

Doreen Chia Choy Soon

Lin Suqin

Abstract

This paper documents the benefits of using Assistive Technology to support the learning needs of students with mild intellectual disability during vocational training in a Special Education school in Singapore. Although the vocational curriculum in the school is adapted to include bite-sized contents to facilitate differentiated teaching and learning within and beyond the classroom, many students find it challenging to remember and perform the specific steps and skills involved in the completion of various tasks in simulated and authentic vocational settings.

To address this need, a team of vocational trainers in one of the programmes at the school, piloted the use of Augmented Reality Assistive Technology to promote retention and generalisation of learning in students. This technology allows for the use of Quick Response (QR) triggers on printed cards to activate videos that model the sequence of steps or directions for the performance of a given task. Using this technology enables students to learn and practise the steps and skills taught in school and at the workplace at their own pace and in safe environments.