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Innovative Development of VET Trainers for social inclusion of disabled learners

MODULE 3: TACTICAL RESOURCES FOR TRAINERS AND MENTORS SUPPORTING LEARNERS WITH DISABILITIES / SPECIAL NEEDS

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Introduction to Module 3

Purpose of the Module

The purpose of Module 3 is to equip VET trainers and mentors with practical, immediately applicable tactical resources that enhance their ability to support learners with disabilities in vocational education and training environments. Unlike theoretical frameworks or general guidelines, the resources in this module are designed to be hands-on, concrete, and directly usable during teaching, workshop activities, internships, and blended or online learning contexts.

This module aims to:

- Provide actionable tools that trainers can implement without requiring extensive preparation or specialized knowledge.
- Promote inclusive learning environments where learners with disabilities can participate meaningfully, safely, and confidently.
- Strengthen the capacity of VET staff to identify needs, adapt tasks, scaffold learning, and maintain accessibility across a variety of settings.
- Support trainers in building effective communication, behavioural support, and adapted instruction strategies that respond to individual learner profiles.
- Facilitate the development of autonomy, motivation, and active engagement among learners with different disabilities or learning challenges.
- Offer templates, checklists, visual tools, and step-by-step instructional supports that trainers can integrate immediately into daily practice.
- Provide tactical approaches that align with green skills, digital readiness, and modern pedagogical requirements within VET.

Module 3 ensures that every trainer, not only specialists, has access to a structured collection of tools that can improve both the learning experience and the learning outcomes of students with disabilities. It bridges the gap between theory and practice, empowering VET professionals to deliver instruction that is accessible, adaptable, and effective for all learners.

Purpose of the Module

This module is designed for a broad spectrum of professionals involved in Vocational Education and Training (VET), acknowledging that inclusive practice is not the responsibility of a single role but a shared, multidisciplinary effort. Understanding precisely whothis module serves ensures that the tactical resources included are relevant, applicable, and adaptable across different educational contexts.

VET Trainers and Instructors

These are educators responsible for delivering theory, practical sessions, and skill-based instruction across various vocational fields (e.g., mechanical engineering, hospitality, ICT, construction, agriculture). They often work with diverse groups of learners and must balance safety, skill acquisition, and engagement.

This module supports them by offering directly usable instructional tools, adaptation strategies, and practical examples tailored to real VET environments.

Workshop and Laboratory Teachers

Hands-on learning environments present unique challenges for learners with disabilities, from navigating physical spaces to following multi-step tasks. Workshop teachers will find here:

- step-by-step guides,
- visual supports,
- safety adaptation techniques, and
- tools for monitoring student readiness and understanding.

These resources ensure that all learners can participate safely and meaningfully in technical and manual training tasks.

Mentors in Apprenticeships and Internships

Many VET programmes involve significant workplace-based training. Workplace mentors must guide learners while maintaining productivity and safety standards.

This module provides:

- communication templates for mentors,
- simplified task breakdowns,
- checklists for workplace adaptation,
- strategies for supporting learners who may struggle with pace, transitions, or sensory input.

Special Education Support Staff

Professionals such as special educators, inclusion officers, paraprofessionals, and teaching assistants play a crucial role in bridging communication, providing scaffolding, and adapting materials.

The tactical resources in this module strengthen:

- collaborative lesson planning between VET and support staff,
- consistent strategies across classroom and workshop contexts,
- use of structured supports such as visual schedules and behavioural prompts.

School Leaders and Coordinators
Although not directly implementing the tools, educational leaders need to understand inclusive tactical resources in order to:

- coordinate multidisciplinary teams,
- ensure alignment between school policy and daily practice,
- support staff through training and resource allocation,
- promote a whole-school approach to disability inclusion.

Professionals in Supportive Roles
This includes:

- psychologists,
- social workers,
- therapists (occupational, speech and language),
- mobility or orientation specialists.

These professionals often provide assessment, consultancy, or interventions. Module 3 enables them to:

- share consistent approaches with trainers,
- adapt therapeutic strategies into classroom-friendly methods,
- integrate accessibility considerations into learning pathways.

Volunteers and Learning Assistants
In many VET settings, volunteers or inexperienced assistants help facilitate workshops, supervise activities, or support individual students.
Since they may lack pedagogical training, this module provides:

- simple, ready-to-use guidance,
- clear examples of supportive interactions,
- tools that can be applied with minimal preparation.

Why this broad audience matters:
Learners with disabilities encounter a wide range of adults in their educational journey. For inclusion to be successful, these adults must share:

- a common understanding of accessible practice,
- consistent methods of communication,
- unified expectations,
- and the ability to use tactical resources effectively.

By serving such a diverse group of professionals, this module ensures coherence, reduces confusion for learners, and promotes continuity across teaching, workshop practice, and real-work environments.

0.3 What Is Considered a “Tactical Resource”

Within the context of inclusive Vocational Education and Training, the term “tactical resource” refers to any practical, functional and immediately applicable tool that supports trainers and mentors in addressing the diverse needs of learners with disabilities. Unlike theoretical concepts or pedagogical frameworks that provide general direction, tactical resources are meant to be operational instruments that can be used directly in the classroom, workshop or workplace setting with minimal preparation. They are grounded in the realities of daily teaching and reflect the dynamic and often unpredictable conditions found in technical and vocational environments. A tactical resource is characterised first and foremost by its immediacy. It must be something that a trainer can use in the moment, without needing extensive background knowledge or long preparation time. In VET contexts, educators frequently work in demanding or fast-paced environments where learners are expected to follow multi-step procedures, handle specialised equipment or navigate complex spatial arrangements. For this reason, a tactical resource must be simple enough to implement instantly but effective enough to make a meaningful difference in the learner’s ability to participate. This might include a visual reminder that helps a learner recall the sequence of steps in a machine operation, a short behavioural script that helps defuse moments of confusion or anxiety, or a simplified instruction sheet that makes an otherwise overwhelming task manageable.

Another defining characteristic of a tactical resource is its direct impact on learning and accessibility. Learners with disabilities often encounter a range of barriers that are unrelated to their actual capacity to learn. These may involve difficulty processing complex verbal directions, heightened sensitivity to noise or movement, difficulty managing time or sustaining attention, challenges related to memory and sequencing, or limited mobility. Tactical resources help reduce or remove these barriers by providing structured support that allows learners to engage more confidently and independently in the task at hand. For example, a visual timer can help a learner understand the duration of an activity without relying on abstract time concepts, while a communication card can help a minimally verbal learner express a need or preference without interruption to the flow of instruction. By targeting specific challenges, tactical resources enable learners to focus on developing vocational skills rather than struggling with the conditions around learning.

Adaptability is also central to the definition of a tactical resource. Vocational training takes place in a variety of settings, including theoretical classrooms, practical workshops, simulation labs, onsite internships and digital platforms. A resource that is effective only in one context is of limited value; therefore, the tools included in this module are designed to be flexible and transferable. A visual schedule, for example, can be adapted for a carpentry workshop, a hospitality training kitchen, an online module or a workplace induction programme. Likewise, a task breakdown sheet can be applied to equally diverse procedures such as wiring a circuit, preparing a meal, operating a press machine or completing administrative work.

This flexibility reinforces predictability and continuity, which are particularly important for learners who benefit from structure, routine and clear expectations. Within this module, tactical resources take many forms. Some are instructional tools that guide the learner through complex tasks in a structured way. Others focus on communication, helping the learner understand instructions or express emotions, needs or preferences. Some support environmental adaptation by modifying physical space or sensory conditions to improve comfort and safety, while others focus on behaviour, motivation and engagement. The common factor across all resources is that they are designed to be concrete and ready for use, and they address actual situations that trainers encounter daily.

The value of tactical resources lies in their ability to transform inclusive teaching from an abstract ideal into an actionable practice. They provide trainers with tangible means of supporting learners who may otherwise struggle to access or sustain participation in vocational training. These resources help reduce unnecessary frustration, prevent misunderstandings, enhance safety and increase the learner's sense of competence and autonomy. They also help trainers feel more confident and prepared when working with diverse groups, offering a repertoire of responses that can be applied swiftly and appropriately. Tactical resources are essential because they bridge the gap between knowledge and implementation. They allow inclusive principles to be applied consistently and effectively in environments that require precision, safety and clear communication. In doing so, they contribute to a more equitable VET experience where every learner, regardless of disability, has the opportunity to participate fully and succeed.

0.4 How Trainers Should Use This Module

This module is designed to function as a practical handbook that trainers and mentors in VET environments can rely on throughout the entire cycle of teaching and learner support. It is not meant to be read once and set aside; rather, it should accompany the trainer in planning, delivering and reflecting upon instruction. Because VET settings combine theoretical learning, practical tasks, workplace routines and digital components, the module provides guidance that can be integrated flexibly according to the specific demands of each context. Trainers are encouraged to approach the material as a resource bank from which they can select the tools most relevant to the learners they serve.

To use the module effectively, trainers should begin by familiarising themselves with the overarching concepts of inclusive practice introduced in earlier modules, as this will provide the philosophical and pedagogical background needed for meaningful implementation. Module 3 builds on these concepts by translating them into concrete strategies and tools. Trainers may find it helpful to first read through the categories of tactical resources presented here in order to develop an understanding of the overall structure. Once they have a general sense of the types of supports available, they can begin to identify which ones align most closely with the challenges they observe in their learners.

The module should be consulted during lesson planning, particularly when trainers are preparing activities that require multiple steps, involve machinery or tools, or demand focused attention over an extended period. At this stage, the tactical resources can be used to anticipate potential barriers and adapt materials before the lesson begins. For instance, if a trainer knows that a learner struggles with sequencing tasks, they can incorporate step-by-step visual guides or simplified descriptions during the planning phase. Similarly, if a learner experiences sensory overload in busy workshops, the trainer can prepare a structured routine, visual cues or environmental adjustments ahead of time.

During teaching or workshop activities, trainers can refer to this module as a practical support for decision-making in real time. Inclusive practice often involves responding quickly and empathetically to unexpected situations. A learner may express confusion, become overwhelmed, lose focus or encounter difficulty using a piece of equipment. In such cases, the trainer can draw directly from the tactical resources described here, such as simplified explanations, behavioural prompts, safety adaptations or communication tools, to address the situation immediately. The module offers concrete examples that can guide trainers in choosing the most appropriate response, ensuring that the learner continues to participate safely and constructively. The module also supports trainers in digital or blended learning environments, which have become increasingly central in VET.

Trainers can consult the guidance provided here to design online materials that are accessible for learners with disabilities, adapting videos, texts and interactive activities to meet diverse needs. The tactical resources related to digital accessibility are intended to help trainers structure online learning in a way that reduces cognitive load, supports understanding and encourages active engagement. This includes suggestions for visual clarity, alternative representation formats and interactive elements that align with the learner's pace and capabilities.

Beyond individual lessons, the module is intended to foster collaboration among the adults involved in a learner's educational journey. Trainers can use the templates, communication tools and shared planning strategies to coordinate their efforts with special educators, assistants, therapists, school leaders and workplace mentors. By referring to the same tactical resources, teams can maintain consistency in expectations, communication style and instructional approach, which is crucial for learners with disabilities who rely on predictable structures and routines. The module's tools for communication and reflection can help build a shared language across the team, reducing misunderstandings and ensuring that all professionals work together toward the same goals.

Finally, the module is meant to support continuous professional reflection. Inclusive teaching is an ongoing learning process, and trainers benefit from considering how well a given resource worked, what adjustments might be needed and how future activities could be improved. The reflective tools included here, such as observation sheets and evaluation templates, can guide trainers in assessing their own practice and identifying areas of growth.

Revisiting these tools regularly can strengthen the trainer's ability to provide tailored, effective support and encourage the adoption of inclusive strategies that become habitual over time. In essence, this module should be seen as a living document, a flexible, evolving companion to the everyday work of VET trainers. It provides the structure, examples and practical insights necessary for educators to navigate the complexities of inclusive vocational training with confidence, clarity and a commitment to ensuring that every learner can access meaningful, high-quality learning opportunities.

Core Principles of Inclusive Teaching in VET

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a pedagogical framework that seeks to create learning environments which are inherently accessible, flexible and effective for all learners, regardless of their physical, cognitive, sensory or behavioural differences. Within the context of Vocational Education and Training (VET), where learning often combines theoretical instruction, hands-on skill development, technical procedures and real-world applications, UDL plays a particularly significant role. Instead of assuming a single “standard” learner and adapting instruction only when difficulties arise, UDL promotes the design of learning experiences that accommodate the widest possible range of learning needs from the outset. This proactive approach reduces the need for individual retrofitted accommodations and increases the participation of learners with disabilities in authentic vocational tasks.

The foundation of UDL rests on the recognition that human learning is highly diverse. Learners vary in the ways they perceive information, regulate their emotions, sustain motivation, interact with content and demonstrate what they know. In a VET setting, these differences become especially visible. One learner may have difficulty processing verbal instructions in a noisy workshop, another may struggle with sequencing the steps of a complex technical operation, while another may find the sensory demands of a practical environment overwhelming. UDL provides a systematic method for anticipating such variability and embedding options for representation, engagement and expression so that all learners have equitable access to learning opportunities.

In VET, the principle of multiple means of representation is crucial because technical knowledge is often delivered through dense terminology, precise measurements or highly structured procedures. UDL encourages trainers to make instructional content available through varied formats. A single procedure might be explained verbally, demonstrated physically, illustrated with diagrams, accompanied by step-by-step visual instructions and reinforced through video or digital simulation. This multiplicity allows learners to select the mode that aligns best with their cognitive and sensory preferences, thereby improving comprehension and retention. Equally important is the principle of providing multiple means of engagement.

Practical training environments may provoke anxiety or reduced confidence in learners with disabilities, especially when activities involve machinery, safety protocols or peer collaboration. UDL guides trainers to design learning environments that support autonomy, provide predictable routines and offer choices whenever possible. A learner might begin practising a task through a simulation before performing it in the live workshop, or engage in the task with a peer, or perform a reduced-complexity version until confidence builds. These flexible options foster motivation, support emotional regulation and promote sustained participation.

The third principle, multiple means of action and expression, acknowledges that learners differ in how they demonstrate understanding. Traditional assessment methods may not reflect the true abilities of learners with disabilities. UDL encourages trainers to allow varied forms of demonstrating skill mastery. A learner may explain a process orally, physically demonstrate a procedure, create a digital representation or submit a simplified written explanation. The emphasis is on assessing the competence itself, rather than limiting evaluation to a single mode of performance that may disadvantage certain learners.\

UDL is not merely a theoretical construct; it is a practical tool that can guide VET trainers' daily decisions. Its implementation improves safety, clarity and learner independence by pre-emptively removing barriers that inhibit performance. It also supports a culture of respect and responsiveness toward learner diversity. In many cases, adjustments inspired by UDL benefit not only learners with disabilities but the entire class, as they increase structure, transparency and learner autonomy. By integrating UDL principles into lesson planning, workshop management and assessment, VET trainers can create environments where learners of all abilities develop the professional competencies they need to participate meaningfully in their future working lives.

Differentiated Instruction

Differentiated Instruction is an instructional approach that recognises the inherent diversity of learners and seeks to adjust teaching methods, content, and learning processes to accommodate individual differences. In Vocational Education and Training (VET), differentiation is essential, as learners often vary widely in their prior knowledge, cognitive profiles, communication styles, physical abilities, learning pace and levels of independence. Differentiated Instruction does not imply lowering expectations; instead, it ensures that every learner can access and engage with vocational content in ways that align with their strengths, while still being challenged to develop new skills. This approach supports learners with disabilities by providing them with equitable opportunities to participate meaningfully in theoretical lessons, hands-on practice and workplace-based learning.

At the heart of Differentiated Instruction is the principle that learning pathways must remain flexible. In a typical VET classroom or workshop, learners may require different types of explanations or varying degrees of guidance to complete the same task. A trainer might offer a concise verbal explanation to one learner, a visual diagram to another or a practical demonstration for those who benefit from observing the process unfold step by step. Similarly, some learners may require additional time, simplified sequences or alternative tools to complete technical procedures safely. Differentiation therefore ensures that learners with disabilities are not excluded by the pace or structure of instruction, but are given appropriate scaffolding that allows them to build competence gradually and confidently.

Another important element of Differentiated Instruction is the adjustment of learning tasks according to the learner's readiness and preferred mode of engagement. For example, a learner who struggles with processing complex instructions may initially practise a reduced version of a task, focusing on one or two steps before progressing to the full sequence. A learner with attention or sensory difficulties may benefit from shorter learning intervals, predictable routines or a quieter working space within the workshop. Differentiation also involves offering choices; a learner might select whether to complete a task individually, with a peer or under guided support, depending on their comfort level and learning needs. These variations promote autonomy, reduce frustration and help learners develop a sense of ownership over their progress.
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Assessment within Differentiated Instruction also reflects learner variability. Instead of relying on a single standardised method, trainers may permit learners to demonstrate their understanding in different formats that reflect their abilities. A learner might show mastery through practical demonstration rather than written explanation, or through verbal reflection rather than a formal test. By allowing alternative pathways for demonstrating competence, trainers ensure that evaluation focuses on the vocational skill itself rather than the learner's ability to perform in a particular assessment format.

Differentiated Instruction enhances the inclusiveness and effectiveness of VET programmes by ensuring that instructional methods respond to the individual needs of diverse learners. It strengthens the learning environment by promoting equity, clarity and learner engagement, while maintaining high expectations for skill development. For learners with disabilities, differentiation is not an optional adaptation but a necessary component of accessible and meaningful vocational education. Through deliberate and thoughtful differentiation, trainers can foster an environment where all learners have the opportunity to succeed, participate fully and realise their professional potential.

Multisensory Approaches

Multisensory approaches are grounded in the understanding that learners process information through multiple sensory channels, and that activating more than one modality can strengthen attention, comprehension and memory. In the context of Vocational Education and Training (VET), multisensory learning is particularly valuable, because many vocational tasks are inherently practical, physical and experience-based. For learners with disabilities—especially those who face challenges with processing abstract information, sustaining attention or interpreting complex language—multisensory strategies provide alternative routes to understanding, enabling them to engage more fully with both theoretical and hands-on components of the curriculum.

A multisensory approach in VET often begins by recognising that different learners benefit from different combinations of sensory inputs. Some learners understand concepts more effectively through visual representation, while others rely more on auditory cues, tactile experiences or movement-based learning. For example, a theoretical concept such as the functioning of an electrical circuit can be introduced simultaneously through diagrammatic representations, physical models, verbal explanations and opportunities to manipulate wires, switches and bulbs. By engaging multiple senses, the concept becomes more concrete and accessible, reducing cognitive load and supporting deeper learning.

In practical workshop environments, multisensory approaches align naturally with the physical nature of vocational tasks. Learners may observe a demonstration, handle materials, listen to instructions, feel the texture or weight of tools and perform actions that reinforce the learning process through repetition and tactile experience. For learners with sensory processing differences or attention-related difficulties, structured multisensory input can enhance focus and regulate emotional engagement. A student who struggles with auditory processing may rely heavily on visual cues such as colour-coded tools or visual step sequences, while another who finds visual overload challenging may respond better to verbal prompts and tactile markers that guide them through a task.

Multisensory teaching is also effective in supporting memory and skill retention. When learners encode information through more than one sensory channel, they develop stronger associative links that can be accessed during future tasks. This is especially important in VET settings where many procedures must be performed accurately and safely. Providing learners with opportunities to see, hear, touch and rehearse procedures increases the likelihood that they will perform them correctly in real working environments.

Another essential aspect of multisensory learning concerns emotional regulation and engagement. Many learners with disabilities benefit from sensory-based strategies that help them manage anxiety, frustration or overstimulation. Simple adjustments such as providing noise-dampening headphones, offering tactile fidgets during theory lessons or integrating short physical movement breaks can stabilise a learner's sensory state and improve their readiness to learn. These strategies support the creation of an environment where learners feel comfortable, capable and motivated to participate.While multisensory teaching enhances learning for all students, it holds particular significance for those with disabilities because it reduces reliance on a single modality that may be a source of difficulty.

It also fosters independence by providing learners with multiple ways to understand, practise and recall information. Importantly, multisensory approaches do not require elaborate equipment; they rely on thoughtful planning and the intentional combination of sensory inputs that reflect the needs of each learner and the demands of each vocational task. In VET education, where competence is built through the interaction of cognitive understanding and physical execution, multisensory approaches serve as a bridge between theory and practice. They empower learners with disabilities to participate confidently, develop procedural fluency and integrate skills in a way that enhances both academic success and future workplace performance.

Codes of Conduct and Ethics for VET Trainers

Ethical behaviour in Vocational Education and Training is essential, especially when trainers work with learners with disabilities. A code of conduct helps trainers maintain professionalism, protect learners' rights and create an environment where every student feels safe, respected and valued. Ethical practice does not rely only on rules; it relies on attitude, consistency and awareness.

1. Professional Respect and Fair Treatment

Trainers must treat every learner with dignity, regardless of disability, background or skill level. Respect includes listening carefully, using clear and positive language and avoiding assumptions about what a learner can or cannot do.

Good practice includes:

- speaking directly to the learner, not through someone else
- offering support without being patronising
- ensuring learners have equal access to tasks, equipment and opportunities

2. Confidentiality and Privacy

Learners with disabilities often share sensitive information. Trainers must handle all personal information with confidentiality, sharing it only when necessary and only with authorised people.

This means:

- discussing needs privately, not in front of the class
- keeping records secure
- avoiding labels that could stigmatise the learner

3. Safety and Responsibility in Workshops

VET environments involve tools, machines and physical tasks. Trainers have an ethical duty to ensure safety procedures are clear, adapted when necessary and understood by every learner.

Ethical safety includes:

- offering step-by-step instructions
- checking whether learners with disabilities need adapted equipment
- monitoring fatigue, sensory stress or confusion
- stopping a task when safety is compromised

4. Inclusive Communication

Ethical communication is accessible communication.

Trainers must use language that is:

- clear
- concrete
- free from discriminatory expressions

Examples of inclusive communication include using visual cues for learners with hearing difficulties, allowing additional processing time or rephrasing instructions in simpler steps.

5. Boundaries and Professional Conduct

Trainers should maintain a professional distance that supports learning while avoiding over-involvement or inappropriate closeness. Ethical conduct means being friendly but not acting as a friend; being supportive but not controlling; being encouraging without favouritism. Learners must feel that rules apply fairly to everyone.

6.. Advocacy for Learners

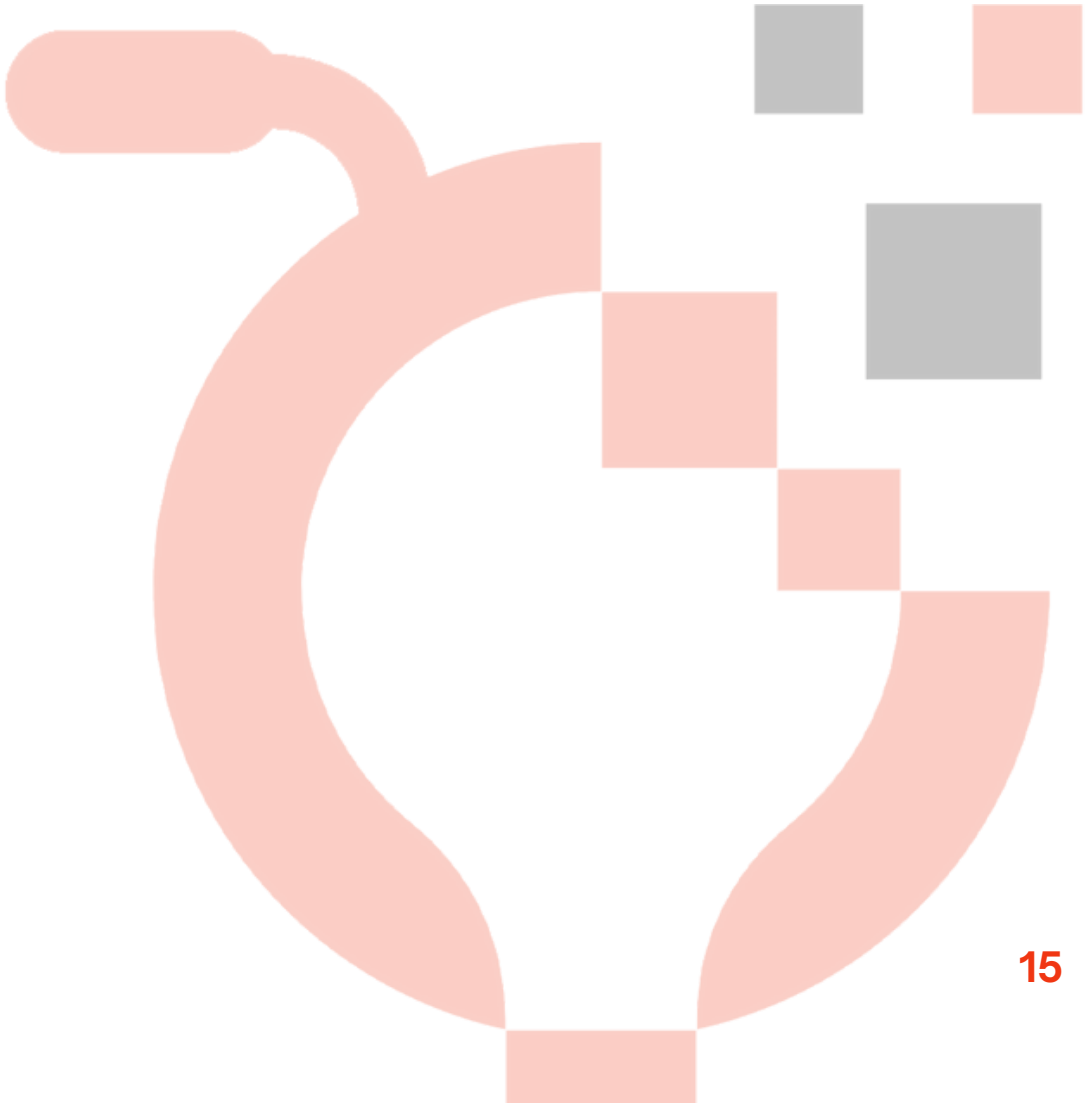
VET trainers often serve as advocates. Ethical practice includes recognising when a learner needs additional support and ensuring they receive it. Trainers may guide families toward services, collaborate with specialists or request adaptations when necessary. Advocacy also means standing against discrimination within the school or workplace environment.

7.. Reflection and Accountability

Ethical trainers reflect on their actions, acknowledge mistakes and make improvements. They ask themselves:

- Did I communicate clearly?
- Did I respect the learner's autonomy?
- Did I provide fair opportunities to everyone?

This reflective mindset strengthens trust and improves teaching quality.



Disability Profiles & Educational Needs

Learning Difficulties

Learning difficulties refer to a group of conditions that affect the way learners acquire, process, or use academic and practical information. In VET environments, these difficulties can influence how learners understand instructions, follow procedures, recall information, manage time or organise tasks. Learning difficulties are not related to intelligence; learners often have average or above-average abilities but need adapted methods to fully access the curriculum.

Common Characteristics in VET Settings:
Learners with learning difficulties may experience challenges such as slow processing of information, difficulty understanding complex language, short-term memory issues or reduced ability to sequence steps. In practical workshops, this may appear as confusion during multi-step tasks, difficulty recalling safety rules, or needing repeated demonstrations before mastering a skill.

How It Affects Learning:
Learning difficulties can impact reading, writing, understanding instructions, note-taking or performing calculations. In VET subjects, this might include difficulty interpreting technical diagrams, recalling machine settings or following written procedures. These learners often understand concepts when presented clearly and concretely but may become overwhelmed by dense information or fast-paced teaching.

Classroom and Workshop Indicators:
Trainers might notice repeated requests for clarification, hesitation during practical tasks, dependence on peers for reminders or avoidance of activities that require reading or sequential thinking. In some cases, learners may appear inattentive, when in fact they are struggling to process information quickly enough.

Supportive Strategies (short form)

- Use step-by-step instructions with visuals.
- Provide extra processing time before expecting a response.
- Break long tasks into smaller units.
- Allow learners to use memory aids, checklists or diagrams during practice.
- Repeat key information using simple language and consistent routines.

Example in a VET Context:
A learner in a cooking programme may struggle to remember the sequence for preparing a dish. The trainer provides a laminated visual recipe with symbols and short steps. The learner follows it independently and completes the task safely and successfully. This simple adaptation transforms a challenging task into a manageable one.

Why It Matters:
Recognising learning difficulties early allows trainers to adapt materials and expectations without reducing the complexity of the vocational skill itself. With the right support, learners with learning difficulties can perform competently, participate fully and develop strong professional abilities aligned with their potential.

Intellectual Disability

Intellectual disability refers to a condition that affects cognitive functioning, reasoning, problem-solving and adaptive behaviour. In the context of Vocational Education and Training, learners with intellectual disabilities may require more time, more structure and more repetition to understand concepts or complete tasks. Their difficulties are not simply related to academic skills; they also involve everyday functioning, such as organising steps, understanding cause-and-effect relationships, or managing time and transitions. Despite these challenges, many learners with intellectual disabilities are capable of acquiring meaningful vocational skills when teaching is adapted to their pace and communication style.

In VET environments, these learners often benefit from concrete explanations rather than abstract descriptions. They tend to learn best when tasks are demonstrated clearly and repeated consistently. For example, a learner may understand a technical procedure more easily by watching the trainer perform it several times, practising the steps immediately after, and receiving short, direct feedback that reinforces what was done correctly. Long verbal instructions or complex explanations usually overwhelm them, while short, predictable routines help them feel secure and competent. Repetition is especially important, as it allows learners to consolidate knowledge slowly and steadily without feeling pressured.

Learners with intellectual disabilities may sometimes appear hesitant or unsure during workshops. This is often because they need additional time to process information, remember safety rules or decide on the next step. They may also struggle with problem-solving when something unexpected occurs, such as a tool not working as anticipated or a change in the daily routine. Sudden changes can cause stress, leading to avoidance or a shutdown of engagement. For this reason, trainers must provide clear structures, predictable sequences and opportunities to practise tasks under stable conditions before expecting adaptability.

Another important consideration is communication. Learners with intellectual disabilities often rely on simple, concrete language. They may misunderstand metaphors, conditional statements or long explanations. Visual supports, such as diagrams, photos or short written cues, can help them understand instructions more effectively. Even small adjustments, such as pointing to the correct tool or showing the correct posture, can make a significant difference. When communication is accessible, learners participate more actively and demonstrate greater confidence in their abilities.

Despite the challenges, learners with intellectual disabilities often show strong motivation, reliability and positive attitudes toward hands-on work. Many excel in repetitive or structured tasks where consistency is valued. They may also develop a deep sense of pride in mastering specific skills, especially when the learning environment is supportive and respectful. Their progress may be slower, but with patient guidance and clear expectations, they can reach stable levels of competence that prepare them for real workplace participation.

The key for trainers is to recognise that intellectual disability is not a limitation on potential but an indication that learning must be organised differently. When trainers adapt the pace, simplify communication, provide repetition and ensure emotional security, they create an environment where these learners can grow, succeed and contribute meaningfully to vocational fields. Through thoughtful support, VET becomes a pathway toward independence, confidence and successful integration into professional life.

Autism Spectrum Condition (ASC)

Autism Spectrum Condition (ASC) is a neurodevelopmental condition that affects how individuals communicate, process information and respond to sensory and social experiences. In VET settings, autistic learners can have strong abilities in focus, precision, pattern recognition and routine-based tasks, but they may also face challenges related to social interaction, flexible thinking, emotional regulation or sensory overload. Because vocational environments often involve noise, movement, unpredictable tasks and group interactions, trainers must understand how autism influences learning and behaviour so that they can create supportive, structured and predictable learning conditions.

Core Characteristics Relevant to VET

Autistic learners may have differences in communication style, preferring clear, direct language without metaphors or implied meaning. They may need extra time to process verbal instructions or may rely heavily on visual information. Changes in routine can be stressful, and transitions between tasks may require additional preparation. Sensory sensitivities can cause discomfort or anxiety, especially in workshops where sounds, smells or lighting are intense. At the same time, many autistic learners excel in tasks that require accuracy, consistent repetition or structured procedures, making them strong contributors in several vocational fields when properly supported.

How Autism Affects Learning in VET Workshops

In practical environments, an autistic learner might focus deeply on a task but struggle to shift attention when needed. They may need instructions broken into small, predictable steps and may feel overwhelmed if too many directions are given at once. If the workshop is noisy or busy, they may withdraw, appear distracted or become anxious. Sometimes a learner may react strongly when things do not go as expected—equipment malfunctioning, a sudden change in schedule or an unexpected interruption. These reactions are not defiance; they are often a response to stress, confusion or sensory overload.

Motor Disabilities

Motor disabilities refer to conditions that affect movement, coordination, balance or physical strength. These conditions can be congenital, acquired through injury or illness, or progressive over time. In VET environments, learners with motor disabilities may face challenges related to mobility, dexterity, manipulation of tools and access to workshop spaces or equipment. However, with appropriate adjustments, they can participate successfully and develop strong vocational skills that match their interests and capabilities.

Impact on Learning in VET Settings

Motor disabilities may influence how a learner moves around a workshop, positions themselves at a workstation, or handles tools and materials. A learner may require more time to complete a physical task or may need alternative ways to perform certain actions. Fatigue can also play a role: repetitive or physically demanding tasks may be challenging if muscle weakness or limited stamina is present. These learners may also face barriers when equipment is placed too high, too low, or too far away, or when pathways in workshops are cluttered or narrow.

Practical Considerations for Trainers

Trainers should begin by ensuring that the physical environment is accessible. This includes clear walking paths, stable seating or standing supports, and work surfaces that can be adjusted in height when possible. Tools may need modifications, such as grips for easier holding, stabilising devices or adapted handles. Clear organisation reduces unnecessary movement and helps learners remain safe and confident in the space. Communication with the learner is essential. Some learners prefer to work slowly and carefully, while others may accept adapted methods or tools. Trainers can ask simple, respectful questions such as whether a particular position is comfortable, whether the height of a table needs adjustment or whether additional support is needed to maintain stability. These small conversations help build trust and ensure that adjustments match each learner's specific needs.

Learning and Task Adaptation

Motor disabilities do not prevent learners from understanding vocational concepts or mastering technical knowledge. Often, the challenge lies not in the task itself but in the physical method of performing it. Trainers can adapt tasks by reducing unnecessary physical strain, breaking the task into smaller components or demonstrating alternative ways to complete procedures. For example, a learner who cannot lift heavy objects may still take responsibility for measuring, preparing or organising materials. Another learner who struggles with fine motor control may use adapted tools or assistive devices that stabilise their hands during detailed work.

It is important to recognise that learners may feel self-conscious about their physical limitations. Positive reinforcement, patience and respect help them build confidence. Trainers should avoid stepping in too quickly or completing tasks for the learner. Instead, they should offer guidance and allow learners to explore what they can do independently.

Example in a VET Context

In a carpentry workshop, a learner with limited grip strength struggles to use a standard screwdriver. The trainer provides a screwdriver with a larger, ergonomic handle that requires less force and improves stability. The learner completes the task successfully and participates fully in the session. The adaptation is small, but the impact on independence and confidence is significant.

Why This Matters

Understanding motor disabilities enables trainers to create safe, accessible and motivating learning conditions. When physical barriers are removed, learners can focus on skill development rather than coping with discomfort or frustration. Inclusive practice in VET supports the learner's autonomy, increases participation and opens realistic pathways to employment where their strengths can be fully used.

Sensory Disabilities (Vision and Hearing Impairments)

Sensory disabilities include conditions that affect vision, hearing or both. In VET environments, where learning often relies on observing demonstrations, listening to instructions and interacting with equipment, sensory impairments can create barriers if the environment is not adapted. However, with clear communication, visual or auditory support tools and simple adjustments to teaching methods, learners with sensory disabilities can thrive and participate fully in vocational training.

Vision Impairments in VET Settings

Learners with vision impairments may have reduced visual clarity, limited peripheral vision or difficulty distinguishing details, colours or movement. In workshops, this can affect their ability to read labels, follow demonstrations from a distance or see tool measurements. Bright lights or glare may also cause discomfort. To support learners with low vision, trainers should provide enlarged print materials, high-contrast visuals and verbal descriptions during demonstrations. Tools and equipment can be labelled with tactile markers, raised symbols or colour coding. Positioning is important: learners may need to stand closer during demonstrations or use magnifying devices for detailed work. Clear, uncluttered organisation of workspaces helps prevent accidents and supports independence.

Hearing Impairments in VET Settings

Learners who are deaf or hard of hearing may find it difficult to follow verbal instructions, understand speech in noisy workshops or detect auditory safety signals. Background noise from machines can make communication even harder. Trainers can support these learners by using visual cues, written instructions and demonstrations rather than relying only on speech. Facing the learner when speaking, reducing noise during explanations or ensuring good lighting for lip-reading can greatly improve communication. For learners using hearing aids or cochlear implants, high noise levels may be overwhelming, so providing a quiet explanation area helps them process information more comfortably. Visual safety signals such as flashing lights or colour-coded warnings can supplement or replace auditory alarms. In group work, peers should be encouraged to communicate clearly and check understanding.

Mixed Sensory Needs

Some learners may have combined sensory challenges, such as both low vision and mild hearing loss. These learners benefit from extremely clear structure, physical proximity during instruction and the use of multiple modes of communication, visual, tactile and verbal.

Example in a VET Context
A learner in a metal workshop has difficulty hearing the trainer's explanations when machines are operating. The trainer pauses machinery during instruction, provides a short written summary of each task and uses hand signals for simple commands. The learner becomes more confident, safer and more independent, achieving strong results in practical assessments.

Why Sensory Accessibility Matters
When sensory barriers are removed, learners participate more actively, respond to safety expectations and demonstrate their true capabilities. Sensory accessibility is not about reducing task complexity but about ensuring learners can perceive the information they need to succeed. With simple adaptations, VET becomes a place where learners with vision or hearing impairments can grow, perform and prepare for meaningful employment.

Mental Health Conditions

Mental health conditions refer to a wide range of emotional, psychological and behavioural difficulties that can influence how a learner feels, thinks and functions in daily life. In VET environments, these conditions may affect concentration, motivation, communication, stress tolerance, attendance or the ability to complete tasks consistently. Learners may experience anxiety disorders, depression, mood instability, trauma-related symptoms or stress regulation difficulties. These challenges are often invisible, which makes understanding and sensitivity from trainers essential.

Common Challenges in VET Settings
Many learners with mental health conditions struggle with fluctuating energy levels, difficulty focusing, confusion under pressure or sudden changes in emotional state. In workshops, a learner may appear distracted or withdrawn, hesitate to engage with group tasks or feel overwhelmed by noise and fast-paced instructions. A learner with anxiety might worry excessively about making mistakes, while someone with depression may have reduced motivation or slower task initiation. These behaviours are not laziness or lack of effort; they reflect genuine internal challenges that require supportive guidance.

Classroom and Workshop Impact
Mental health conditions can affect attendance, punctuality and task completion. Some learners may avoid difficult tasks due to fear of failure or criticism. Others may find it hard to regulate emotions when unexpected changes occur. Stressful environments, loud machinery, demanding deadlines or strict routines, can trigger anxiety or shutdowns. Understanding these patterns helps trainers respond constructively rather than interpreting behaviours as non-compliance.

Supportive Practices for Trainers

Trainers can support learners by creating a calm, predictable and respectful atmosphere. Clear routines, simple instructions and steady pacing reduce stress. Allowing short breaks during long sessions can help learners regain focus, especially if they experience overwhelm or anxiety. When a learner appears distressed, giving space, offering reassurance or guiding them back to the task gently can prevent escalation. Communication is key. Some learners benefit from private check-ins, where trainers can ask how they are coping or whether adjustments are needed. Using positive, non-judgmental language encourages trust. Trainers do not need to act as counsellors; their role is to acknowledge challenges, maintain realistic expectations and provide structure.

Example in a VET Context

During a welding session, a learner with anxiety begins shaking when asked to perform a new technique. The trainer calmly explains the steps again, demonstrates slowly, and offers the learner the chance to observe one more time before trying. The learner relaxes and completes the task successfully. The supportive approach transforms a moment of fear into a learning opportunity.

Balancing Support and Independence

While support is important, learners benefit from having responsibilities and opportunities to succeed independently. Small successes build confidence and resilience. The goal is not to remove all challenges but to ensure learners feel safe enough to face them. Trainers help strike this balance by offering structure, encouraging autonomy and celebrating progress.

Why Mental Health Awareness Matters

When trainers understand mental health conditions, they respond with empathy rather than frustration. They recognise signs of stress early, adapt expectations appropriately and create an environment where learners feel respected and capable. Supporting mental health in VET settings increases participation, reduces drop-out risk and ensures learners develop both vocational skills and personal confidence.

Multiple or Combined Disabilities

Multiple or combined disabilities refer to situations in which a learner experiences two or more disabilities at the same time. These combinations may include physical and sensory impairments, intellectual disability with mental health conditions, autism alongside motor difficulties, or any other mixture of challenges that affect learning and daily functioning. In VET environments, these learners often require holistic support, as their needs cannot be addressed through a single type of adaptation. Instead, trainers must consider how each condition interacts with the others and how this interaction influences learning, communication and participation.

How Combined Disabilities Affect Learning

When multiple disabilities coexist, they can intensify the impact of each other. For example, a learner with both a hearing impairment and a motor disability may struggle to follow verbal instructions in a noisy workshop and may also need physical adjustments to perform tasks safely. A learner with autism and anxiety may face difficulties with communication, sensory overload and emotional regulation at the same time. These overlapping needs can make some tasks feel overwhelming, even when each individual disability might be manageable on its own. In the VET classroom, learners with combined disabilities may require more time to understand explanations, more structure to stay on track and more reassurance during transitions or unexpected changes. Their challenges may appear in different forms: inconsistent performance, difficulty generalising skills, fatigue, frustration or avoidance of complex tasks. Trainers must recognise that these signs are part of a broader profile and not indicators of lack of interest or ability.

Supportive Approaches for Trainers

A flexible, coordinated approach works best for learners with multiple disabilities. Trainers should combine visual, verbal and hands-on teaching methods to cover different sensory and cognitive needs. Breaking tasks into clear, manageable steps helps reduce cognitive load. Offering predictable routines and gentle transitions supports emotional regulation. Adapted tools, seating adjustments or alternative task roles may also be necessary when motor or sensory challenges are involved. Communication with support staff, families or specialists becomes especially important. These learners benefit from consistency: using the same cues, the same routines and the same instructional style across all learning environments. When everyone involved follows similar approaches, the learner feels more secure and is more likely to progress.

Example in a VET Context

A learner in a hospitality programme has both autism and limited fine motor control. The trainer provides visual recipe cards, uses slow and clear demonstrations and allows the learner to practise tasks such as measuring, mixing or plating with adapted utensils. A support assistant helps stabilise bowls and tools. Over time, the learner grows more confident and takes on more complex steps. The combination of structured communication and physical adaptations allows the learner to achieve strong vocational performance.

Why Understanding Combined Disabilities Matters

Multiple disabilities do not limit a learner's potential, but they do require a broad, thoughtful approach. When trainers view the learner holistically, not as a list of conditions but as a person with strengths, preferences and goals, they can design learning experiences that are both accessible and meaningful. Support for combined disabilities fosters independence, builds resilience and ensures that learners engage fully in vocational tasks at a pace and level that allows them to succeed.

Translating Needs into Educational Practice

Translating the diverse needs of learners with disabilities into effective educational practice requires a combination of awareness, observation, flexibility and intentional instructional design. In VET settings, trainers encounter learners whose abilities, challenges and learning profiles vary widely. The key is not to treat every learner identically, but to interpret their needs in a way that supports skill acquisition, safety and genuine participation. Educational practice begins with understanding the learner as an individual: how they process information, what motivates them, how they respond to instructions, and which environmental factors influence their performance. Based on these observations, the trainer gradually adapts the learning environment, the pace of instruction and the delivery of tasks so that barriers are reduced and learning becomes accessible. In practical terms, translating needs into action often starts with clarity.

Clear, concrete and direct communication helps learners who struggle with complex language, memory or attention. When explanations are broken into smaller units, accompanied by consistent routines or reinforced with demonstrations, learners find it easier to remain focused and follow the required steps. Clarity also applies to expectations; learners perform more confidently when they know what the task requires, how long it will take and what the final outcome should look like. Predictability is equally valuable. Many learners, especially those with autism, anxiety or cognitive difficulties, benefit from stable structures and advance notice of any change. In practice, this means informing learners ahead of time when a schedule will shift, when a different task will be introduced or when equipment will be used differently than before.

While structure is important, flexibility is just as essential. Learners may require additional time, alternative tools or extra demonstrations, and trainers must be prepared to adjust their approach without lowering vocational standards. Flexibility also involves recognising when a learner needs a quieter space, a short break or a different role within a group activity. These adjustments do not compromise learning; instead, they make the learning process more equitable and sustainable. For some learners, translating needs into practice means providing physical supports, such as adapted grips, stable seating or simplified handling techniques. For others, it requires visual supports such as diagrams, task cards or visual schedules that make multi-step processes more manageable. Another important element is emotional support.

Learners with disabilities often face frustration, fatigue or anxiety when tasks are demanding or unfamiliar. Trainers who acknowledge these feelings and respond with patience, reassurance and encouragement help create a learning atmosphere in which mistakes are treated as part of the process. Emotional understanding enhances resilience, allowing learners to continue engaging even when they encounter difficulties. Ultimately, the goal of translating needs into educational practice is to maintain high expectations while ensuring that every learner has a fair opportunity to meet them. It requires ongoing reflection, collaboration with support staff and willingness to adapt methods based on the learner's progress. When trainers apply these principles consistently, the VET environment becomes a place where learners with disabilities can participate meaningfully, develop professional competence and build confidence in their ability to succeed in a real-world vocational setting.

Evidence-Based Practices for VET Trainers

Inclusive VET education relies on practical methods that are supported by research, validated in real learning environments, and easy for trainers to implement during daily teaching. Evidence-based practices help trainers break down complex tasks, support communication, increase understanding, manage behaviour and ensure safety in workshops. The following methods can be applied across subjects, workshop environments, apprenticeships and blended learning contexts, and each one is designed to improve accessibility and participation for learners with disabilities.

Scaffolding (Gradual Support)

Scaffolding refers to providing structured, temporary support that helps learners complete tasks they cannot yet perform independently. In VET environments, scaffolding is especially useful during multi-step technical tasks, safety procedures or new skill acquisition phases. Trainers begin by offering maximum support, clear explanations, demonstrations, checklists, guided practice, and then gradually reduce assistance as the learner becomes more confident.

Scaffolding may involve modelling a procedure, breaking a task into manageable steps, prompting the learner at key moments, or providing visual cues and physical organisation of materials. As the learner gains independence, prompts become fewer and less direct. The aim is not to simplify the task, but to simplify the pathway to mastery. Scaffolding should feel supportive but not controlling; learners need opportunities to make attempts, experience safe errors and build autonomy.

Scaffolding works particularly well with learners who struggle with sequencing, memory, attention or confidence. It also improves safety by ensuring learners understand each part of a technical procedure before operating machinery independently.

Social Stories and Visual Stories

Social stories are short, personalised narratives that explain social situations, expected behaviours or upcoming events in a simple, clear and supportive way. They are widely used with autistic learners, but they can also support anyone who experiences anxiety, rigidity or difficulty predicting social or practical situations.

In VET settings, visual stories can prepare learners for workshop routines, safety expectations, group activities, workplace visits or changes in schedule. A social story may describe what will happen, why it is important and how the learner can respond. For example, a social story might explain how to join a group task, how to ask for help, or what to do if a machine makes a loud noise.

Visual stories combine short text with photos, icons or drawings. This format helps learners who process information better visually. They reduce anxiety, improve predictability and support emotional regulation by making expectations concrete and understandable.

Task Analysis (Breaking Down Tasks)

Task analysis is the process of breaking down a complex vocational task into smaller, clear, sequential steps. This method is essential for learners who struggle with memory, sequencing, attention, motor planning or understanding multi-step routines.

In a VET workshop, task analysis might involve dividing a procedure such as assembling a component, preparing a dish, wiring a circuit or performing a machine operation into very small actions. Each step is taught and practised in order, and the learner moves to the next step only once the previous one is mastered.

Task analysis supports safety and reduces cognitive load. It also makes hidden steps visible. For example, “prepare the workstation” becomes a sequence of sub-steps: gather tools, check materials, clean the surface, position equipment correctly, etc. This clarity helps learners gain independence and accuracy.

TEACCH Structured Teaching

The TEACCH approach focuses on structure, visual organisation and predictable routines. It is especially effective for autistic learners but benefits all learners who rely on clarity and stability.

TEACCH uses visual schedules, colour-coded materials, well-defined work areas and clear physical organisation to help learners understand what to do, how much to do, where to start and when a task is finished. In VET, TEACCH can be applied by creating structured workstations, using trays or boxes for task components, or preparing visual steps for workshop activities.

The method reduces anxiety and confusion, supports independence and helps learners transition between tasks smoothly. Structured teaching also helps learners with attention or executive function difficulties because it removes ambiguity and prevents overload.

PECS and Visual Communication Systems

The Picture Exchange Communication System (PECS) and other visual communication tools support learners who have limited speech or who communicate more effectively through visuals. These tools help learners express needs, respond to instructions, ask for help or make choices.

In VET settings, PECS can be used for choosing tools, understanding workstation rules, identifying steps in a process, or signalling when help is needed. Visual symbols, icons, photos or written keywords can all be used depending on the learner's abilities.

Visual communication supports safety because learners can indicate discomfort, confusion or danger even if they cannot verbalise it quickly. It also reduces frustration, supports autonomy and improves participation in practical tasks.

Positive Behavior Support (PBS)

Positive Behavior Support focuses on understanding why a behaviour occurs and responding in ways that encourage positive alternatives rather than punishment or criticism. PBS is based on the idea that behaviour is communication and that learners act in ways that help them cope with stress, confusion or unmet needs.

In VET, PBS involves observing behaviour carefully, identifying triggers and providing proactive supports. For example, a learner who becomes anxious in noisy settings may need a quieter workstation or visual warnings before loud activities start. A learner who refuses tasks may need clearer expectations, smaller steps or more predictable routines.
PBS emphasises positive reinforcement—acknowledging effort, highlighting progress and celebrating success. It builds trust, reduces conflict and supports emotional well-being in workshops and classrooms.

Micro-Teaching Structures

Micro-teaching refers to short, focused teaching segments that target a specific skill or concept. Instead of long, dense lessons, micro-teaching breaks learning into small, practice-based sessions that last only a few minutes.

This method works well in VET because skills are often learned best through repeated practice. Learners with disabilities benefit from short bursts of instruction, followed by immediate practice, feedback and repetition. Micro-teaching reduces fatigue, maintains attention and helps learners experience success quickly.

For example, a trainer may teach only one small part of a welding technique, allow learners to practise it, review performance and then move to the next micro-skill. This approach builds mastery gradually and confidently.

Simplifying Language and Instructions

Clear language supports understanding. Simplifying instructions does not mean lowering expectations; it means removing unnecessary complexity so learners can focus on the task.

In VET, trainers should use short sentences, concrete verbs and direct messages. Abstract expressions, metaphors and long explanations can confuse learners with language-processing difficulties or cognitive challenges. Instructions should be delivered in the order they must be performed, avoiding extra information.

Visual cues, gestures, demonstrations and models reinforce meaning and ensure learners understand what is expected. Simplified language also improves safety by reducing misunderstandings during technical tasks.

Using Technology (Tablets, Apps, AAC Systems)

Technology provides powerful support for learners with disabilities. Tablets, mobile apps and AAC (Augmentative and Alternative Communication) systems can assist with communication, memory, instruction and independence.

In VET environments, tablets can display visual schedules, step-by-step guides or short demonstration videos. Learners can review procedures independently, reducing the need for repeated explanations. AAC devices support learners who cannot speak or who speak minimally, allowing them to communicate needs, respond to trainers or participate in group tasks.

Apps for timers, visual sequencing, note-taking, voice output or task modelling can be easily integrated into workshops or classrooms. Technology helps learners work at their own pace, improves consistency and supports inclusion in both theoretical and practical settings.

Tactical Tools for the VET Classroom & Workshop

Practical, ready-to-use resources for trainers – hands-on, visual, adaptable.

Standardised Instruction Templates (Forms & Guides)

Standardised instruction templates help learners understand tasks in a consistent, predictable way. When templates follow the same structure across lessons, workshops and apprenticeships, learners with disabilities feel more secure, process information more easily and complete tasks with fewer errors. These forms reduce memory load, improve safety and promote independence.

A. Universal Task Card Template (Ready-to-Use)

Title:
What we are doing today (short and clear)

Goal:
What you need to complete (1–2 lines)

Materials / Tools Needed:
Simple list with icons or photos

Steps:

1. Short step
2. Short step
3. Short step
   (Preferably with small visuals)

Safety Notes:
One-line warnings or symbols (e.g., gloves, goggles)

Done When:
Clear completion criteria

This universal card can be printed, laminated and used for any workshop subject (mechanics, cooking, carpentry, ICT, agriculture).

B. Example Filled-In Template (VET Workshop: Carpentry)

Title: Sanding a wooden panel
Goal: Smooth surface ready for varnish
Materials: Sandpaper, glove, sanding block
Steps:

1. Wear gloves.
2. Place panel on stable surface.
3. Sand along the grain (top → bottom).
4. Check surface with fingertips.
   Safety: Wear mask, avoid dust, keep fingers away from edges.
   Done When: The surface feels smooth and dust is removed.

C. Why This Helps Different Disabilities

Autism: Predictable structure reduces anxiety; steps are visually clear.
Learning Difficulties: Breaking down tasks reduces cognitive load.
Intellectual Disability: Short, concrete instructions support memory.
Motor Disabilities: Allows planning before physically performing steps.
Vision Impairment: Large print version + tactile markers possible.
Hearing Impairment: Written steps reduce dependence on verbal instructions.
Mental Health Conditions: Clear goals lower stress and boost confidence.

D. Micro-Template: One-Minute Safety Sheet

For fast tasks, trainers can use a "mini sheet":

- **Task:** _____
- **3 safety things:** 1) ___ 2) ___ 3) ___
- **Stop if:** _____
- **Ask for help when:** _____

Useful for welding, kitchen prep, machine operations.

E. Trainer Tip: Keep Consistency

Always use the **same layout**, the same icons, the same colours.
Consistency = accessibility.

Visualised Procedure Steps

Visualised procedure steps transform complex vocational tasks into clear, accessible sequences. They use images, symbols, arrows and short text to help learners understand how to perform a task and in which order. These visuals reduce cognitive load, support memory and improve safety, especially in busy workshops where verbal instructions can be lost in the noise.

A. What Visual Procedure Cards Look Like

A strong visual step card includes:

- A title ("How to…")
- A simple picture or photo of each step
- A short instruction (max 5–7 words)
- Arrows showing the sequence
- Clear safety icons where needed

Example layout (textual description of the visual):

Even without reading the text, the learner can understand the order.

B. Example Visual Sequence (Automotive Workshop)

Task: Changing an oil filter

1. Photo of car lifted → "Lift the car safely."
2. Photo pointing to oil filter → "Locate the filter."
3. Photo loosening filter → "Remove gently."
4. Photo inserting new filter → "Insert new filter."
5. Photo cleaning tools → "Clean tools and area."

Learners often memorise the sequence simply by following the pictures repeatedly.

C. Example Visual Sequence (Culinary Arts)

Task: Sanitising a workstation

1. Spray bottle → "Spray surface."
2. Wipe cloth → "Wipe carefully."
3. Paper towel → "Dry surface."
4. Checkmark → "Ready to cook."

Short, realistic and instantly useful.

D. Why These Tools Matter (per disability)

Autism: Reduces stress from unclear instructions; modelled predictability.
Learning Difficulties: Turns abstract instructions into concrete actions.
Intellectual Disability: Supports memory and step-by-step learning.
Motor Impairments: Allows planning before physical execution.
Hearing Impairment: Visual clarity replaces missed verbal cues.
Vision Impairment: High-contrast photos help; tactile overlays possible.
Mental Health: Visual steps reduce overwhelm and create emotional safety.

E. Trainer Quick Guide: Creating Visual Steps

- Use **real photos** from your own workshop when possible.
- Keep **only one action per step**.
- Use **arrows** for direction.
- Highlight **safety steps** visually, not verbally.
- Put the visual cards where learners can **see them while working**.

Visual steps are the *single most powerful tool* for making VET practical learning accessible to every learner.

Safety Adaptations for Workshops

Safety in VET workshops is non-negotiable. Learners with disabilities may require adapted environments, modified tools, clearer safety cues, or structured routines to participate confidently and safely. Safety adaptations ensure inclusion without compromising standards. The goal is not to simplify tasks but to remove barriers that make tasks unsafe or unclear.

A. Safety Visuals

(these correspond to real visuals that can be generated later)

1. "Before You Start" Safety Card

A clean infographic-style card showing:

- Image: safety goggles
- Text: "Wear eye protection"
- Image: gloves
- Text: "Check gloves fit well"
- Image: workstation
- Text: "Clear your workspace"
- Image: tool unplugged
- Text: "Check power OFF before setup"

This card should be displayed at the entrance of the workshop and repeated at each workstation.

2. "Stop & Check" Mid-Task Safety Card

A vertical flow:

Works extremely well for learners who rush or become anxious.

B. Safety Adaptation Table by Disability
(Trainer-friendly quick reference table)

Disability	Safety Challenge	Adaptation
Autism	Overwhelm from noise, sudden changes	Noise-cancelling headphones; pre-warning before loud tasks; visual routine of safety steps
Learning difficulties	Difficulty remembering multi-step safety rules	Step-by-step safety cards at each station; colour-coded equipment
Intellectual disability	Struggles with abstract safety concepts	Physical demonstration of dangers; very concrete language
Motor disabilities	Stability, reach, grip strength	Adjustable-height tables; non-slip mats; stabilised clamps; adapted handles
Vision impairment	Difficulty seeing signals or hazards	High-contrast markings; tactile indicators; verbal safety cues
Hearing impairment	Missed verbal alerts	Flashing light alarms; visual warning cards; hand-signal system
Mental health conditions	Anxiety in busy workshops	Clear routines; low-noise zones; "reset break" system

C. Template: Personal Safety Profile Sheet (Ready to use)
A single-page form the trainer fills for each learner.
Learner name:
Workshop:
Specific safety risks:
- e.g., struggles noticing cables, sensory overload, low grip strength

Supports needed:
- e.g., coloured tape on floor, silent demonstration, adaptive gloves

Preferred communication:
- visual / verbal / physical demonstration

Emergency response cues:
- signal the learner understands best

Notes for all trainers:
- consistent use of safety cards
- avoid unexpected task changes

This sheet is easy to print, laminate and store at the workstation.

D. Example: Safety Adaptation in Action (Carpentry Workshop)

A learner with motor coordination challenges struggles to stabilise wood while cutting.

Adaptation used:

- A clamp with a wide handle
- A visual card showing exactly how the clamp closes
- A tactile marker showing where to position the wood
- A colour-coded line showing where fingers must NOT go

Result:

The learner performs the task safely and independently, the adaptation fixes the environment, not the skill.

E. Micro-List: Universal Safety Principles for Inclusive VET

- Always show, then tell.
- Use high-contrast labels on dangerous areas.
- Keep emergency buttons physically and visually accessible.
- Reduce clutter — a tidy workshop is an inclusive workshop.
- Give advance warning before any loud or sudden action.
- Use consistent hand signals for STOP, WAIT, and OK.

F. Why Safety Adaptations Are Critical

Safety adaptations protect learners, increase participation, and build confidence. When learners understand rules clearly and can perform tasks with appropriate tools or visuals, they reduce accidents and learn professional responsibility. Inclusive safety is not an “extra”, it is excellence in VET teaching.

Timers, Visual Timers & Reminders

Time management is one of the most common challenges for learners with disabilities in VET environments. Workshops can be fast-paced, tasks may require strict timing, and learners often struggle with planning, sequencing and staying on track. Visual timers and reminders transform time into something visible, predictable and manageable.

A. Why Visual Timers Are Essential in VET

Learners with autism, ADHD, learning difficulties or anxiety often struggle when they don't know:

- how long a task will take,
- when a break will come,
- how fast they are expected to work.

A visual timer reduces stress and increases independence because it replaces "abstract time" with something concrete and easy to understand.

Visual Tool Example: "Task Countdown Timer" Card

Below is a textual description of a visual card you can include in the module (and later convert to real graphics).

Visual layout (described):

[Large circle timer graphic – red segment shrinking]

TIME LEFT: 10 minutes

↓

Task: Sand the wooden panel

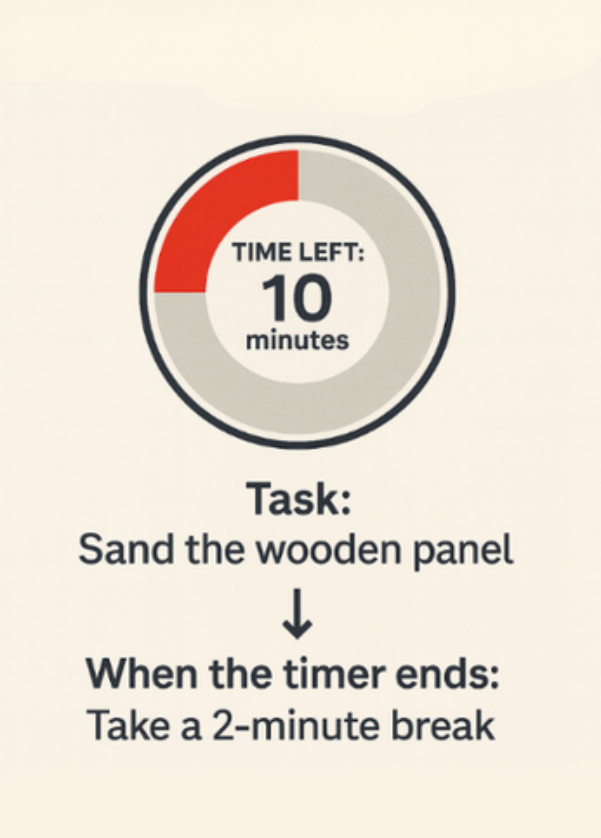
↓

When the timer ends:

Take a 2-minute break

Learners see the red space shrinking → they understand progress without needing to read a clock.

The visual:



B. Types of Timers to Use in a Workshop

1. Colour-based Visual Timers

- Red = working
- Yellow = almost finished
- Green = break

Ideal for learners who cannot read clocks or process numbers quickly.

2. Digital Countdown Clocks

Placed at each workstation. Very effective for long procedures.

3. Step Timers (per micro-task)

Example:

- 3 minutes → prepare materials
- 5 minutes → complete step 1
- 2 minutes → clean tools

This supports sequencing and stops learners from feeling "lost in the task."

C. Reminder Cards (Ready-to-Use Template)

These cards help learners remember rules, safety or task expectations.

Reminder Card Template

Title: What to Remember

Symbols: 3–4 icons

Notes: Short, clear items (max 5 words each)

Example: "Workshop Reminder Card"

- Gloves ON
- Tools DOWN when teacher speaks
- Stay in your zone
- 2-minute break if stressed

This reduces verbal repetition for trainers.

D. How Timers Help Different Disabilities
Autism: Predictability reduces anxiety and prevents shutdowns.
ADHD: Supports focus and pace regulation.
Learning Difficulties: Makes abstract time concrete.
Intellectual Disabilities: Provides structure and reduces confusion.
Mental Health Conditions: Helps emotional regulation.

E. Trainer Tip: Use Timers Consistently
Timers only work when used in the same way every time.
Put them in visible spots and use the same colours and icons for all tasks.

Manipulatives & Special Materials (Hands-On Support Tools

Manipulatives and special materials are tactile, visual or adapted objects that make vocational learning more accessible for learners with disabilities. In VET settings, they help students understand processes, stabilise movements, organise tools, reduce cognitive load and stay engaged during complex or physically demanding tasks.These resources are simple, affordable and immediately usable in any workshop.

Safety Adaptations for Workshops

A. What Manipulatives Are & Why They Matter

Manipulatives are physical objects that support learning through touch, movement and visual clarity. They turn abstract instructions into concrete actions, especially helpful for learners who struggle with reading, memory, sequencing or fine motor control. Special materials include adapted grips, colour-coded components, textured markers and stabilising tools. Learners understand faster because they touch, move, organise and see the learning process.

B. Examples of Manipulatives for VET Workshops (with visual descriptions)

1. Colour-Coded Tool Sets

(textual description of the visual card)

A panel divided into colour zones:

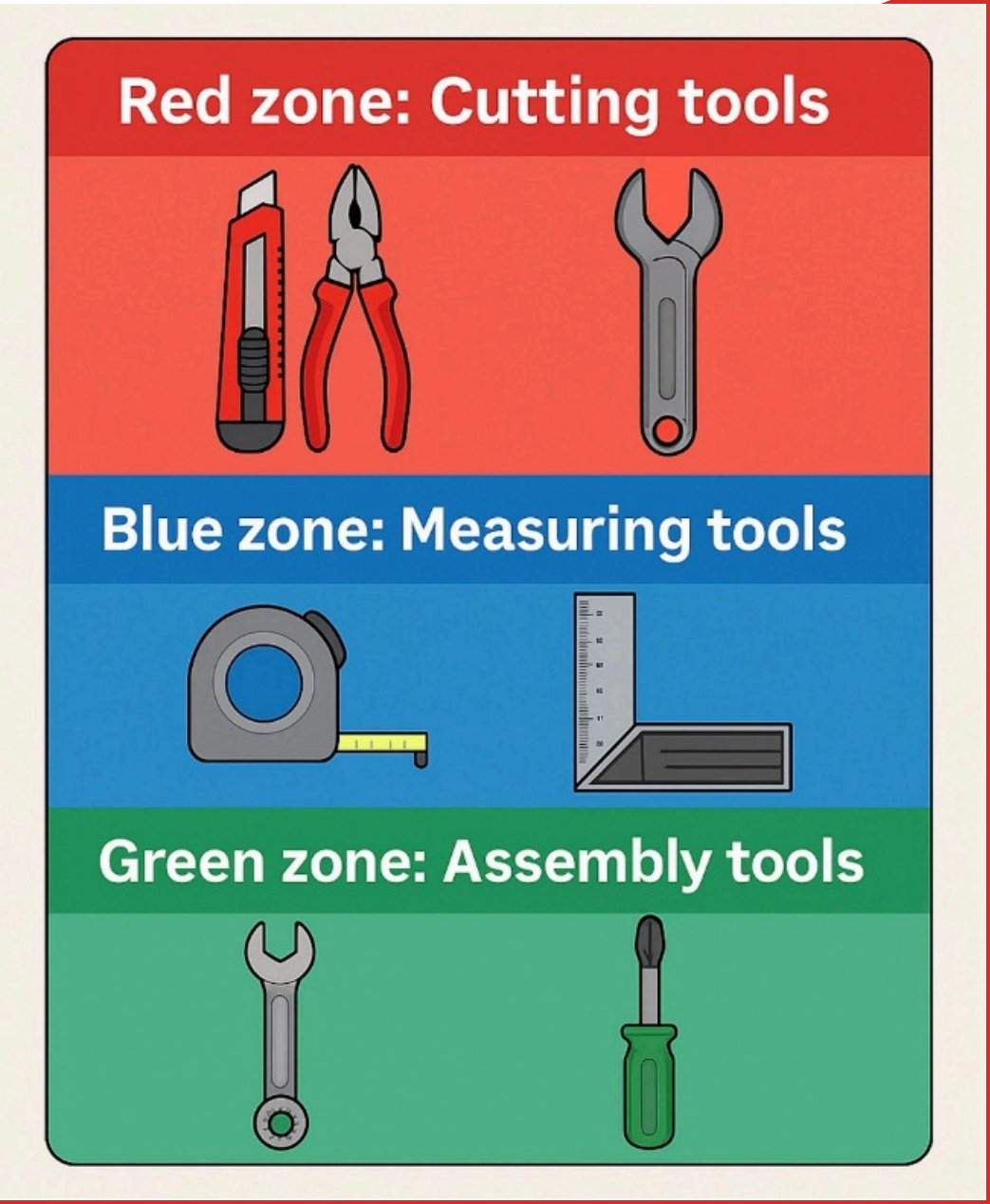
- Red zone: Cutting tools
- Blue zone: Measuring tools
- Green zone: Assembly tools

Each tool has a matching colour sticker.

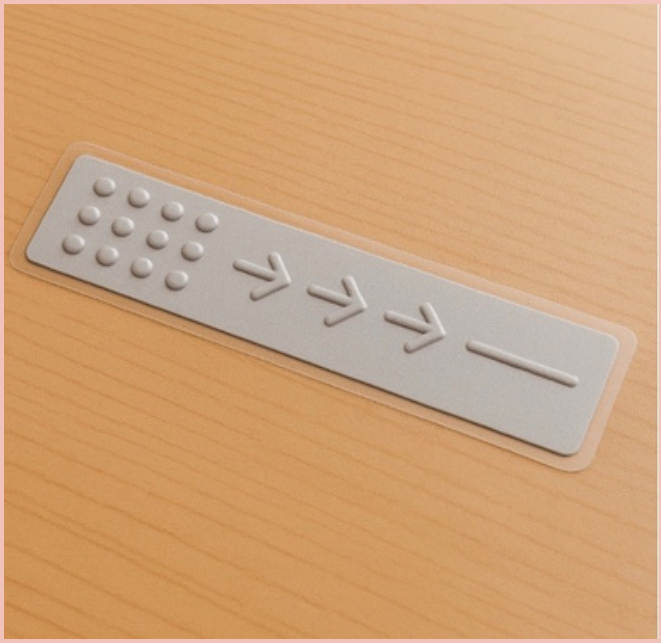
Learners instantly recognise which tool belongs where.

Helps:

Autism, ADHD, learning difficulties, intellectual disability.



2. Textured Task Pathway
(visual description)
A laminated strip with raised textures (dots, arrows, lines).
Placed on a workstation, it guides the learner's hands through a sequence of actions.



Use case example:
Fine motor support in electronics or cosmetology programs.

Helps:
Motor impairments, vision impairment, autism.

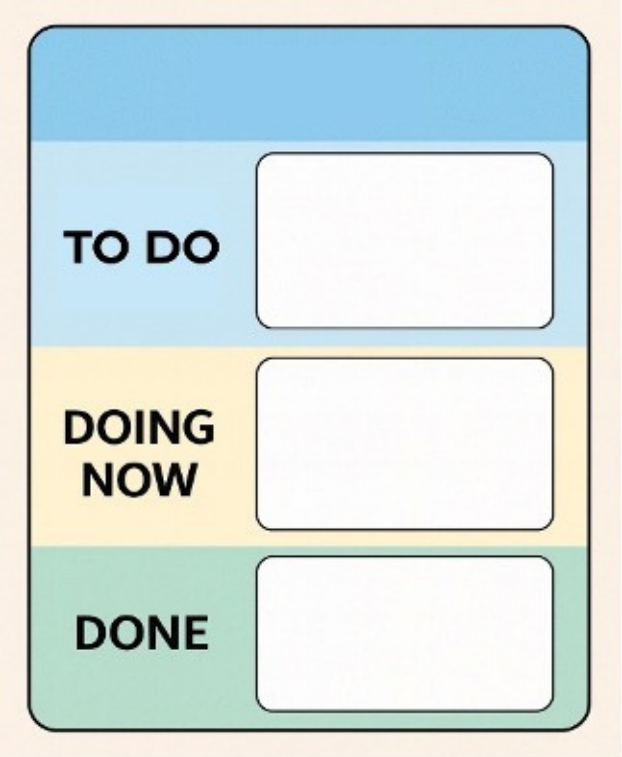
3. Magnetic Task Frames
(visual description)
A magnetic board divided into:

- "To Do"
- "Doing Now"
- "Done"

Learners move magnetic pieces or symbols to track task progress.
Prevents: losing sequence, skipping steps, frustration.

4. Weighted Stability Tools
Small weighted wristbands or weighted table edges help learners stabilise movements when precision is required (e.g., soldering, fine cutting, applying glue).

Helps:
Motor disabilities, tremor symptoms, anxiety.



C. Table: Manipulatives per Disability

Disability	Useful Manipulatives	Why They Help
Autism	Colour-coded tools, magnetic task frames	Reduce overload, support predictability
Learning Difficulties	Step trays, textured guides	Make steps concrete and visible
Intellectual Disability	Tool mats with outlines	Easy tool identification, clear routines
Motor Disabilities	Weighted grips, stabilisers	Support coordination and control
Vision Impairment	Tactile markers, raised edges	Provide non-visual navigation
Hearing Impairment	Visual sorting trays	Reduce verbal reliance
Mental Health Conditions	Soft-touch materials	Provide grounding and reduce anxiety

D. Ready-to-Use Template: "Step Tray System"

A step tray is a tray divided into numbered sections, each representing a step in a process.

Template description:

- Section 1 → "Gather tools"
- Section 2 → "Prepare materials"
- Section 3 → "Perform task"
- Section 4 → "Check result"

Each section can include symbols, photos or tactile markers.

Learners follow the tray visually instead of relying on memory.

E. Micro-Example: Real Use in a Carpentry Workshop

A learner with intellectual disability keeps mixing up the order of sanding → dusting → varnishing.

Adaptation used:

- A 3-step tray with sandpaper in slot 1, cloth in slot 2, varnish in slot 3
- A simple visual card above the tray
- Each step done only when the previous slot is empty

Outcome:

The learner performs the sequence safely and independently, no verbal reminders needed.

F. Why Manipulatives Transform VET Learning

Manipulatives turn vocational tasks into hands-on, structured, predictable routines. They increase independence, reduce errors, support motor planning and allow learners with disabilities to succeed in real workshop environments.

These tools are not “special education add-ons.”

They are professional-quality resources that make every VET environment stronger.

Communication Cards

Communication cards are simple visual tools that help learners express needs, understand instructions, request support and participate in tasks even when communication difficulties exist. For many learners with autism, hearing impairment, intellectual disabilities, speech difficulties or anxiety, communication cards reduce frustration and increase independence. They work because they turn communication into symbols, colours, gestures and simple words, instead of complex language.

A. Basic Types of Communication Cards

Here are the five card types used most commonly in VET workshops:

1. “I Need Help” Card

A simple card learners can show to the trainer.

Visual Template:

2. “Break” Card

Helps learners request a short sensory or emotional break without speaking.

Visual Template:

3. “Finished” Card
Lets learners signal that a task is complete.

Visual Template:

4. “Wait” Card
Supports emotional regulation during busy moments.

Visual Template:

5. “Repeat the Instructions” Card
For learners with auditory processing or memory difficulties.

Visual Template:

B. Ready-to-Use Communication Strip (Workshop Version)

A horizontal strip attached to a lanyard:

Learners tap the symbol they need.

C. Table: Which Cards Are Most Helpful for Which Disabilities

Disability	Helpful Cards	Why
Autism	Break, Wait, Finished	Predictability; reduces overwhelm
Learning Difficulties	Repeat, Help, Finished	Supports memory & sequencing
Intellectual Disability	Help, Finished	Clear communication alternatives
Hearing Impairment	Repeat, Help	Clarifies missed audio cues
Speech Difficulties	ALL	Gives voice without speaking
Mental Health Conditions	Break, Wait	Emotional regulation
Motor Disabilities	Finished, Help	Clear signalling without moving around

Inclusive Micro-Game for VET Learners

A practical digital activity designed for learners with disabilities, used by VET trainers as a teaching tool.

Purpose of the Game

The inclusive micro-game is designed as a simple, accessible digital activity that helps learners with disabilities practice decision-making, safety awareness, energy-efficient behaviour, and workshop readiness. It provides a safe, low-stress environment where learners can choose between options, see the consequences of their choices, and learn vocational routines through repetition. It supports comprehension, memory, sequencing, emotional regulation, and independence. The game is intended to be used by VET trainers, during lessons, as a teaching tool. Trainers guide the learners, discuss the choices, and use the scenarios to reinforce good practices in the workshop or classroom.

Who Plays the Game

The game is built specifically for:

- learners with intellectual disabilities
- learners with autism
- learners with learning difficulties
- learners with attention challenges
- learners with motor disabilities (simple interface)
- learners with hearing or visual support needs (simple icons, minimal text)
- learners with low digital literacy

It uses big buttons, clear icons, high contrast colours, minimal reading, and predictable structure so it is accessible to all.

Game Format (Multiple Choice Micro-Simulation)

Each scenario shows:

- one simple situation
- one question
- three choices (A/B/C)
- instant feedback

Correct = green check, simple reward animation
Partially correct = yellow neutral feedback
Incorrect = red “try again” with a helpful explanation
The game takes on average 2–4 minutes per scenario, so learners do not fatigue or lose concentration.

Structure of Each Scenario

Every scenario follows the same template:

1. Title
2. Learner Context (who is the player, where are they)
3. Short Situation Description (max 70–100 words)
4. Question (1 clear question)
5. 3 Choices (A, B, C)
6. Feedback for each choice:
    - Positive Outcome (simple)
    - Neutral/Partially Correct
    - Incorrect with supportive hint
7. Learning Message (one sentence)

This helps the developer maintain consistency and build multiple scenarios quickly.

Number of Scenarios

The recommended number is 6 scenarios because:

- covers 3 thematic areas (safety + energy efficiency + behaviour)
- each area gets 2 micro-games
- manageable for the developer
- strong educational value
- matches the scale of Module 3

So the game will include:

✓ 2 Safety Scenarios
✓ 2 Energy Efficiency Scenarios
✓ 2 Inclusive Behaviour Scenarios

Scenario Templates

- TITLE:
- THEME: (Safety / Energy Efficiency / Behaviour)
- SETTING: (Workshop / classroom / tool station / break area)
- SCENARIO DESCRIPTION:
- (One short paragraph. Clear, simple language.)
- QUESTION FOR LEARNER:
- CHOICE A:
- CHOICE B:
- CHOICE C:
- FEEDBACK A:
- FEEDBACK B:
- FEEDBACK C:
- LEARNING MESSAGE:

Full Example Scenarios

Scenario 1 – SAFETY

TITLE: Using the Electric Sander
THEME: Safety
SETTING: Carpentry workshop
SCENARIO DESCRIPTION:
You are preparing to use the electric sander to smooth a wooden panel. The tool is on the table, and other learners are working around you. You need to get ready in a safe way before turning on the machine.
QUESTION:
What should you do first?
A. Put the wood on the table and start sanding immediately
B. Wear safety goggles and check that the tool is unplugged
C. Ask another student to turn on the machine for you
FEEDBACK:
A → ❌ Not safe. You must check equipment and wear protection first.
B → ✅ Correct. This keeps you safe and prepares the tool properly.
C → ⚠️ Not ideal. You must learn to check and prepare the tool yourself.
LEARNING MESSAGE:
"Always protect yourself and check the tool before starting."

Scenario 2 – ENERGY EFFICIENCY

TITLE: Turning Off Workshop Lights
THEME: Energy Efficiency
SETTING: Electrical workshop
SCENARIO DESCRIPTION:
The class is leaving the workshop for lunch. You notice the lights are still on, and everyone is walking out. The trainer is helping another learner and has not seen the lights.
QUESTION:
What is the best choice?
A. Leave the lights on; someone else will turn them off
B. Turn off the lights before leaving
C. Ask a friend to turn off the lights for you
FEEDBACK:
A → ❌ Not correct. This wastes energy.
B → ✅ Correct. This is responsible and saves energy.
C → ⚠️ You can ask for help, but turning them off yourself is best.
LEARNING MESSAGE:
"Small actions save energy and help the environment."

Scenario 3 – INCLUSIVE BEHAVIOUR

TITLE: Asking for Help
THEME: Classroom Behaviour
SETTING: VET classroom during instructions
SCENARIO DESCRIPTION:
You are unsure about what to do next. The trainer is speaking to another learner. You feel confused and want to ask for help without interrupting or getting stressed.
QUESTION:
What should you do?
A. Raise your hand or use the "Help" card
B. Stand up and walk around the classroom
C. Call the trainer loudly from your desk
FEEDBACK:
A → ✅ Correct. This shows you need help in a calm way.
B → ❌ Walking around is distracting or unsafe.
C → ⚠️ Not ideal. Loud calling can disturb others.
LEARNING MESSAGE:
"Use the help signal when you are confused."

Scenario 4 – SAFETY

TITLE: Carrying Tools Safely
THEME: Safety
SETTING: Metal workshop / tool storage area
SCENARIO DESCRIPTION:
The class is moving from the theory room to the workshop. You need to carry a hammer and a measuring tape to your station. Other learners are walking in the same corridor. You want to make sure you move safely without hurting yourself or others.
QUESTION:
How should you carry the tools?
A. Hold the hammer loosely and walk fast
B. Hold the hammer firmly with the head facing down and walk slowly
C. Put the tools in your pocket while walking
FEEDBACK:
A → ❌ Not safe. The hammer may slip or hurt someone.
B → ✅ Correct. Holding tools securely and walking slowly is safe.
C → ⚠️ Tools in pockets can fall or cause injury.
LEARNING MESSAGE:
"Carry tools firmly and walk slowly in workshop spaces."

Scenario 5 – ENERGY EFFICIENCY

TITLE: Choosing the Right Machine Setting

THEME: Energy Efficiency

SETTING: Electronics/mechanics workshop

SCENARIO DESCRIPTION:

You are using a small machine that has three settings: High, Medium, and Eco Mode. You only need the machine for a simple, short task. The trainer has shown you that Eco Mode uses less electricity but still works well for light tasks.

QUESTION:

Which setting should you choose?

A. High power — it works fastest

B. Eco Mode — saves energy and is enough for the task

C. Medium power — not sure, but it feels "safe"

FEEDBACK:

A → ❌ Too much power and unnecessary energy use.

B → ✅ Correct. Eco Mode saves energy and works well for small tasks.

C → ⚠️ Not wrong, but Eco Mode is the most efficient choice.

LEARNING MESSAGE:

"Use Eco Mode when the task is small or simple."

Scenario 6 – INCLUSIVE BEHAVIOUR

TITLE: What to Do When Feeling Overwhelmed

THEME: Inclusive Behaviour / Emotional Regulation

SETTING: Busy workshop with noise and movement

SCENARIO DESCRIPTION:

You are working at your station. The workshop becomes loud, and you start to feel stressed and overwhelmed. You find it difficult to think clearly and don't want to make a mistake. You remember that the trainer taught a simple strategy for moments like this.

QUESTION:

What should you do?

A. Leave the workshop without telling anyone

B. Use your "Break" card and take 2 minutes in the calm area

C. Cover your ears and stay frozen at your station

FEEDBACK:

A → ❌ Not safe. The trainer must know where you are.

B → ✅ Correct. The Break card helps you calm down safely.

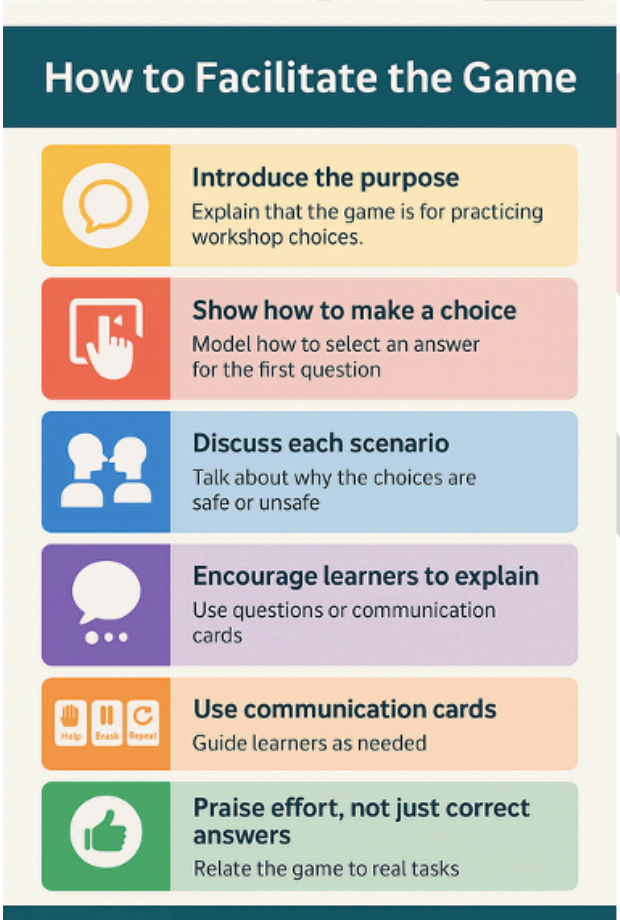
C → ⚠️ This might help a little, but it's better to take a proper break.

LEARNING MESSAGE:

"When overwhelmed, use your Break card to stay safe and calm."

5.8 Trainer Guide: How to Facilitate the Game

A clear, supportive guide for VET trainers on how to use the micro-game with learners with disabilities.
Using the micro-game effectively requires a calm, structured approach that helps learners feel safe, supported, and motivated. The role of the trainer is not to "test" learners, but to guide, explain, and celebrate progress. Below is an improved, trainer-friendly facilitation guide.



1. Introduce the purpose simply
Begin by telling learners what the game is about in clear, friendly language.

Example:
"This game helps us practice safe and smart choices in the workshop. There are no wrong answers, we learn together."
This reduces anxiety and prepares learners for success.

2. Show how to make a choice
Before playing the first scenario, demonstrate:

- how to read or listen to the situation
- how to look at the three options
- how to press/select an answer
- how the feedback screen works

You can even play the first scenario together as a group.
Modeling builds confidence.

3. Discuss each scenario openly
After each question, pause and discuss:

- Why was this the best choice?
- What could happen in real life?
- How would this look in our workshop?

Use simple questions like:
“Which one was safer?”,
“Which one saves energy?”,
“What would you do tomorrow in the workshop?”
This turns the game into a real learning experience.

4. Encourage learners to explain their thinking
Even a short explanation strengthens understanding:

- “I picked B because…”
- “I thought A was safer.”
- “C looked easier.”

For learners with limited speech, allow them to point to symbols or use communication cards.
This develops decision-making and self-expression.

5. Use communication cards where needed
If a learner struggles to ask for help, needs a break, or becomes confused, remind them:

- Help Card: to ask for assistance
- Break Card: to calm down
- Repeat Card: to hear instructions again

This keeps the environment supportive and predictable.

6. Praise effort, not perfection
Always celebrate:

- trying
- thinking
- staying calm
- asking for help
- choosing again after feedback

Use positive language like:
“Great effort!”,
“Nice thinking!”,
“You tried again, well done!”
Motivation improves dramatically when effort is recognised.

7. Connect the game to real workshop tasks
After each scenario, link the learning to real life:

- “Tomorrow, when we use the sander, we’ll remember this.”
- “This is exactly what we do when we leave the classroom.”
- “If you feel overwhelmed, use your Break card like in the game.”

This helps learners generalise skills from the screen to the workshop.

Trainer Tip:
Keep the pace slow and predictable.
Learners with disabilities thrive when the environment is calm, structured, and encouraging.

Teacher Reflection Sheet

A structured post-game reflection tool for VET trainers

This reflection sheet supports trainers in evaluating how learners engaged with the micro-game and identifying areas for further practice. Trainers can complete it individually or together with support staff.

A. General Information

Trainer name:

_____

Date: _____

Group / Class:

_____

Scenario(s) used today:

_____

B. Learner Engagement & Understanding

1. How did learners respond to the game overall?
(Interest level, motivation, ease/difficulty)

_____

_____

2. Which parts of the game were easiest for learners?

_____

_____

3. Which parts of the game were most challenging?
(Reading, choosing, understanding consequences, staying focused)

_____

_____

_____

C. Decision-Making & Choices

4. Which choices caused confusion? Why?

_____

_____

5. Did learners understand the feedback (green/yellow/red)?

☐ Yes
☐ Partially
☐ No

Notes:

D. Safety, Behaviour & Skills Development

6. What safety concepts need additional reinforcement?
(e.g., PPE, tool handling, workspace organisation)

---

7. What behavioural or emotional-regulation skills need more practice?
(e.g., using Break card, asking for help, waiting, managing stress)

E. Use of Communication Supports

8. Did learners use communication cards correctly during or after the game?

☐ Yes
☐ With support
☐ Not yet

Notes:

---

9. Did learners generalise the skills to real workshop situations?

(e.g., used "Help" card during activity)

F. Strategies for Improvement

10. What adaptations could improve learner experience next time?

(check all that apply or add new ones)

☐ More modelling
☐ Slower pace
☐ Fewer choices
☐ More visuals
☐ Audio narration
☐ Additional practice scenarios
☐ One-to-one support
☐ Simplified language
☐ Larger buttons / symbols

Other ideas:

G. Trainer Notes (Optional)

Any additional comments, observations, or next steps:

DEVICE

Innovative Development of VET Trainers for social inclusion of disabled learners

MODULE 3: TACTICAL RESOURCES FOR TRAINERS AND MENTORS SUPPORTING LEARNERS WITH DISABILITIES / SPECIAL NEEDS

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