

CUSTOMIZED & ACCESSIBLE

eTrac's® modular design makes it easy to customize training sessions to meet the specific needs of individual learners and learning groups. Here are a few examples of the way that a blended learning approach can benefit learners with different skills and abilities.

EXAMPLE 1: MODERATE TO SIGNIFICANT COGNITIVE DISABILITIES

Learners with moderate to significant cognitive disabilities that impact comprehension and their ability to apply what they've learned are likely to benefit most by working one-on-one with a teacher or course facilitator to complete each *eTrac*® module. A facilitator can use *eTrac*® to customize the instruction to each learner's unique needs. This may include:

- Reviewing all module content jointly to ensure understanding;
- Discussing the content one-on-one with a learner to help him or her “connect the dots” and understand how the content correlates to the learner's individual experience;
- Eliminating topics, exercises or assignments that do not apply directly to the learner's situation;
- Working with the individual to complete exercises or assignments and;
- Modifying or replacing existing exercises or assignments to better reflect the person's goals, needs and situation.

You also may want to consider completing content or exercises and discussing key concepts as part of larger group sessions.

EXAMPLE 2: LOW READING SKILLS

Learners with low reading skills or minimal independent learning skills will benefit from *eTrac's*® fully narrated text. Text appears on screen simultaneous with the narration, helping to increase learners' comprehension of the material presented. Learners with reading challenges also benefit from *eTrac's*® modular approach.

Because each module stands alone, learners can complete each course at their own pace, module by module.

Facilitators have the option to customize the learner's experience by assigning specific modules, topics, exercises or assignments that relate to each person's learning needs. Facilitators also can vary how each learner completes *eTrac*[®] exercises and assignments. For example, facilitators may opt to require a learner to complete them independently or ask several learners to work together to complete an assignment or exercise.

EXAMPLE 3: TYPICAL READING SKILLS AND COGNITIVE ABILITIES

Learners with typical reading skills and cognitive abilities, but who have a mental health challenge or other issue, typically will be able to complete the course independently with minimal support. Again, learners can set their own pace because *eTrac*'s[®] modular structure offers natural breaks in the content.

These learners may benefit from suggestions outlined in the Facilitator's Guide that focus on different ways to apply and practice new and existing skills.

EXAMPLE 4: VISUAL IMPAIRMENTS OR OTHER PHYSICAL DISABILITIES

Because *eTrac*[®] complies with all Section 508 requirements, it is fully accessible to learners with physical disabilities who require assistive technology, such as screen readers, to facilitate learning. *eTrac*[®] goes further than most online training by allowing learners to choose between a graphic intensive version and a text-based version at the outset. The text-based version contains no illustrations, interactivities, etc., thereby creating a smoother, more streamlined learning experience for users of assistive technology devices. This version also is optimized for use with mobile device technology.