



# Virtual Vision Technologies

[www.VirtualVisionTech.com](http://www.VirtualVisionTech.com)

Since 1991 Incorporated as Young Opportunities, Ltd

Workplace accessibility for people with disabilities  
Access solutions that *work*.

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## **Training for Trainer (T3): Training People Who are Blind or Who Have Low Vision**

***Combine this course with the [S3](#) half-day course to form an integrated all-day event!***

The goal of accessible training is to seamlessly integrate it into a normal classroom that includes both sighted and non-sighted people. *Experience proves* that when a product or service is modified to be made accessible to the disabled, that product or service is more easily accessed by everyone. Everyday examples are bank-by-phone voice, or replacing keyed door locks with button combination locks.

The goal of Skills for Sighted Staff (T3) training is to increase knowledge, skills, ease and comfort of sighted staff working with people with vision-related disabilities.

The comprehensive T3 workshop focuses on teaching accessible instructional methodologies and teaching skills for sighted trainers & for IT professionals who will work with blind or visually impaired employees in blended (sighted + non-sighted) environments. Participants have the opportunity for hands-on use of Access Technology hardware and software essential to the visually impaired worker. Questions are answered by instructors who are themselves visually impaired professionals, skilled users of the technology that is in play. They will who guide sighted company trainers and tech staff in a real experience of assistive technology use in a high pressure workplace. Corporate Trainers are provided with the opportunity to examine their current training strategies and curriculum, to learn how to make sure training delivery and materials will be accessible for all participants.

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### **Overview**

During this course, participants have the opportunity to interact with the specialized computer software and hardware used by the visually impaired. This hands-on experience is guided by a mastery-level Access Technology user a blind or low vision Virtual Vision Technologies trainer who can answer any questions a sighted person may have. Participants also have the opportunity to ask questions about the proprietary software the company uses and how that software is handled by

the Access Technology software. Additional focus on relating best practices for course and content delivery is instrumental in answering the “How do I” questions most frequently asked by trainers with AT users in their class rooms.

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## The Assistive Technologies

Most people collect data visually, but the screen reader and magnification software demands auditory data collection. Necessity for this style of data collection directly impacts the working environment and team participation of the AT user (Tactile data collection is possible only when refreshable computer Braille can be used. Braille offers several benefits to enhance workplace productivity.\*

**The Assistive Technology tools** covered (hands-on and discussion) in the training may include the following, depend on interest and goals:

**JAWS: Job Access With Speech** (the number one global talking screen reader software), is compatible with standard software applications used for work, and can be made compatible with your company’s proprietary software applications, systems, and websites. Compatibility is made possible by JAWS script programs that eliminate incompatibilities, a step that may be necessary to make possible the visually impaired employee’s day-to-day use of your company’s proprietary job software. Note: our AT Integrators will never alter or edit *your* software; instead, they re-program the JAWS (as well as other screen readers such as [HAL](#), [WindowEyes](#)) AT software so it works seamlessly with your proprietary or industry standard software.

**Screen magnification software** **Magic, ZoomText, Lunar** are each available with an optional speech component. This AT is used by those visually impaired workers who can, with large levels of magnification, navigate the computer screen assisted by the very flexible levels of available magnification (the optional speech component can be turned on to listen to text portions of the screen).

**Braille devices**. An overview and demonstration of computer Braille devices (such as the [FOCUS Braille display](#) hardware and appropriate, Braille computer keyboards) can be included in the Course content.

Computer Braille is an asset for a company, because a blind worker fluent in computer Braille can geometrically increase that person’s accuracy in recording alphanumeric strings such as customer

social security, telephone, or credit card numbers. Because the raised computer Braille use dots can be made static, the user can go back and finger-proof long alphanumeric strings, while people who do not know Braille must rely on AT-assisted voice to proofread, in a time-consuming process of replaying the AT voice.

Overviews of other assistive devices may include devices that give access to hard copy printed training materials, phone systems, and networked printing setups. Technology affects the daily life of disabled people, including 18 million potential customers, in every task from household management to safe public travel, to social interaction. Any of these other aspects of technology can be included, depending on interests and questions.

## **Accessible training delivery and materials for use in a blended classroom**

Training methodology and course curriculum are also discussed to enable sighted trainers to understand the way people with visual impairments learn. Sighted students benefit from charts, graphs, printed handouts, and PowerPoint slides to grasp new concepts, and while some of these training tools can be modified to be inclusive for all learners, not all of these tools will be effective for the blind or visually impaired learner. Training staff will have opportunity to learn about alternative format solutions to print media and methods to improve the visually impaired person's learning experience. Some inclusive strategies include sending PowerPoint slides to visually impaired participants in advance of class, or emailing electronic copies of printed handouts so they can follow along on their laptop as needed.

***Why not make a day of it?***—combine this half day with [S3 \(Skills for Sighted Staff\)](#) half-day training and you have an integrated training event to orient all relevant staff.