Authors (year)	Country	Study design	Study setting	Sample	Disability	Technology	Task	Results
Lancioni et al. (2013)(1)	Italy	Experimental	A center for persons with multiple disability	2 adults (31 and 33 years old)	Both participants: Total blindness and intellectual disability	technology system: sensor, audio announcements (encouragement, motivation and songs), time sensitive on various locations, where the items were placed	assembling trolley wheels: multistep work	Participants completed the assembly task by the help of the technology and failed without it.
Lancioni et al. (2014) (2)	Italy	Two experimental studies	**Study I:** Activity room of an education center **Study II:** Activity room of a rehabilitation and care center	**Study I:** 2 participants (13 and 30 years old), **Study II:** 3 adults (43,44, & 36 years old)	**Study I:** Low vision or total blindness, severe/profound intellectual disabilities, and minimal object interaction. **Study II:** deafness, severe visual impairment, and profound intellectual disabilities	technology-aided programs: **Study I:** computer system, interfaced with optic sensors and controlled the delivery of visual and auditory stimulations (song and videos) **Study II:** A box with strobe light and an optic sensor, a vibration device with light, a chair with back massage, a remote control device radio linked to the boxes, optic sensors, and the stimulation devices	**Study I:** Constructive object-manipulation responses. **Study II:** To assemble a five-component water pipe.	- Technologies had positive influence on work activities of the participants - Technology system in study I could support individuals with multiple disabilities without any education/support background - It is important to provide guidance for participants alongside use of technology
Allen et al. (2012)(3)	USA	Experimental	Local discount retail store	3 adolescents (ages 16-18)	All participants with autism and intellectual disability	Video modelling training, audio cuing using headphones paired with cell phones	promoting products in retail stores by wearing an air-inflated WalkAround® costume of a popular commercial character	- Video modeling was not effective. - Audio cuing provided good results on the job. - Participants reported high job satisfaction.

Bross et al. (2018)(4)	USA	Experimental	In a discount retail store (participant's actual work-place)	1 young adult (18 years old)	Autism Spectrum Disorder (ASD)	- Video modelling: Three videos containing 3 phases of: - greeting the customers - service phrases - closing (interaction with customers)	working as a cashier in a retail store	- Improvement of customer service skills in an actual work environment using video modelling - The participant wished for videos regarding interaction with colleagues
Bross et al. (2020)(5)	USA	Experimental	In a large grocery store (participant's actual workplace)	1 young adult (20 years old)	Autism Spectrum Disorder (ASD)	Video modelling (coupled with training, training trials, and practice of social narratives) → intervention package)	Grocery store courtesy clerk	- Work enhancement upon receiving the intervention package - On-task behavior to before intervention level, when the intervention package was withdrawn
Chang et al. (2012) (6)	Taiwan	Experimental	In a community-based coffee shop mainly operated by staff with cognitive disabilities	8 adults (age range from 20 to 48 years old)	- Traumatic Brain Injury (TBI), physical impairments - Intellectual and developmental disability (IDD) - Schizophrenia - TBI, Dementia - Organic brain syndrome, epilepsy, IDD	A model consisting of: - Personal Digital Assistant (PDA) → Assistive Technology (AT) → provides instructions - Bluetooth beacon sources to trigger instructions to PDAs - A prompting engine → to create unique instruction per individuals based on the user profile, job schedules, and task lists	To complete 3 orders (each order 5 different items → pick what has been ordered, walk it to the table, walk to cashier window.): - Order of desserts - Order of beverages - Order of cookies	- Oral instruction were found unreliable - Note instructions improved performance by 80% - With PDA six participants had 100% performance - The system could potentially help people with cognitive disability to independently perform job tasks

Chezan et al. (2020) (7)	USA	Experimental	Office replicate in a university classroom (the replicate consisted of two small offices and one reception area) Coworkers were university students	3 young men (18 and 19 years old)	ASD and co-occurring moderate ID	Behavior Skills Training combined with Covert audio coaching: - One participant received a smartphone and a Bluetooth headset - Two participants received wired earbud speaker headsets with built-in microphone and volume control compatible with iPhone, iPod, iPad Samsung, Android, and MP3/MP4	Conversation and self-initiated interactions toward coworker: - To approach coworker - To greet them and wait for a response - Ask a question or make a statement and wait for a response - End conversation	- Conversation enhancement after intervention in all participants. - Self-initiated interactions improved even in sessions without intervention in all participants. However, the time length varied in each participant (from 2 to 6 weeks) - Participants did not find the audio instruction while making conversation distracting, rather helpful.
Ferronato & Ukovic (2014) (8)	Australia	Case study	Participants were observed at their workplace: Case 1: office (business administration) Case 2: Kitchen (food preparation)	2 men (50 and 25 years old)	Vision impairments	Case 1: Computer software (screen enlargement software), audio reader(using headphones) Case 2: "talking" products incl. talking kitchen scales (to measure and announce the weights of ingredients), a talking food thermometer (to measure and announce cooking temperatures) and a talking timer (to announce time). Video or electronic magnifier to follow recipes.	Working and accomplishing their duties at their workplace	- Providing technologies at workplace for people with vision impairment helps them to do their tasks at workplace. - Assessment of workplace, implementation of adjustments, and considering employee's needs, alongside interventions training of coworkers, employers, and employees could result in a sustainable employment of people with vison impairments

Pruettikomon & Louhapensang (2018) (9)	Thailand	Mixed method (incl. before/after intervention assessments)	In three major department stores, retail and wholesale companies	10 disabled people	- Physical disability - Visual impairment - Hearing impairment	- Hydraulic adjustable desks and filing cabinets for people using wheelchairs - Easy-to-sign storage compartment, with signs or symbols for the visual impaired to recognize - A mobile app for people with hearing impairments	The work environment enhancements were implemented and observed at participants' workplace. No specific task was assigned.	- Increase in work effectiveness after workplace adjustments - The technologies and interventions reduced the number of accidents at work
Luquini et al. (2020) (10)	Canada	RCT	NA	478 people with Inflammatory arthritis	Inflammatory arthritis	Online self-management program: - five online self-learning modules, and - group meetings, and - individual vocational counselling, and - ergonomic consultations.	NA	- A standardized effect size of 32% was observed. - Work cessation occurred less often in intervention than control groups
Ertas et al. (2020) (11)	Germany	Case study	Home-office	1 person (20 years old)	Intellectual disability	A mobile app	2 tasks every day for 2 weeks (abstract does note state what task	- Task performance improvement after using the app - The participant felt happier and less tired after using the app - The app increased participant's motivation and enhanced her emotions

Morse et al. (2021)(12)	USA	Experimental	Participants were recruited from an agency that provided supported employment and community living program for adults with developmental disability. The study was conducted in the agency's staff break room.	7 individuals (18-22 yeas old)	- ID, visual, speech disability - ASD, language and speech impairment - ID, post-traumatic stress disorder, cerebral palsy, language impairment - ASD and language impairment - ID - ID and language impairment - ID, orthopedic, speech, and language disabilities	An app in an iPad	Preparation of smoothie	- Using the iPad for task fulfillment was highly effective - Video prompting is improve job skills of people with DD - Participants' need to use the app decreased over time - Instructional technologies could be a great support for employers and job coaches

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