



Stakeholder Perspectives on the Utility of the Web-based Occupational Resource Kit (*WORK*): An Interactive Curriculum to Support Students with Mild Intellectual Disabilities with and without ASD in the Successful Transition to Employment



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Introduction

- Employment is essential for helping individuals with intellectual disabilities (ID) achieve independence, financial security, and self-sufficiency to be active members in the community, as well as foster a higher quality of life more generally ¹
- Only 25% of individuals with ID and 32% of individuals with an Autism Spectrum Disorder (ASD) are employed two years after high school ²
- While teachers often provide the first exposure to work and career exploration, only 31.6% of high school classes focus on preparing students for employment ³

Objectives

- To develop an interactive program to support high school students with ID with and without ASD in building employment skills
- To conduct usability and feasibility testing of a functional prototype with key stakeholders

Methods

- 9th-12th grade students with ID (IQ ~ 55-75) with and without ASD, their parents, and educators who work with these students reviewed the online *WORK* course
- Stakeholders gave feedback via survey and in-person sessions regarding ease of use, quality, need, and potential for preparing students for employment

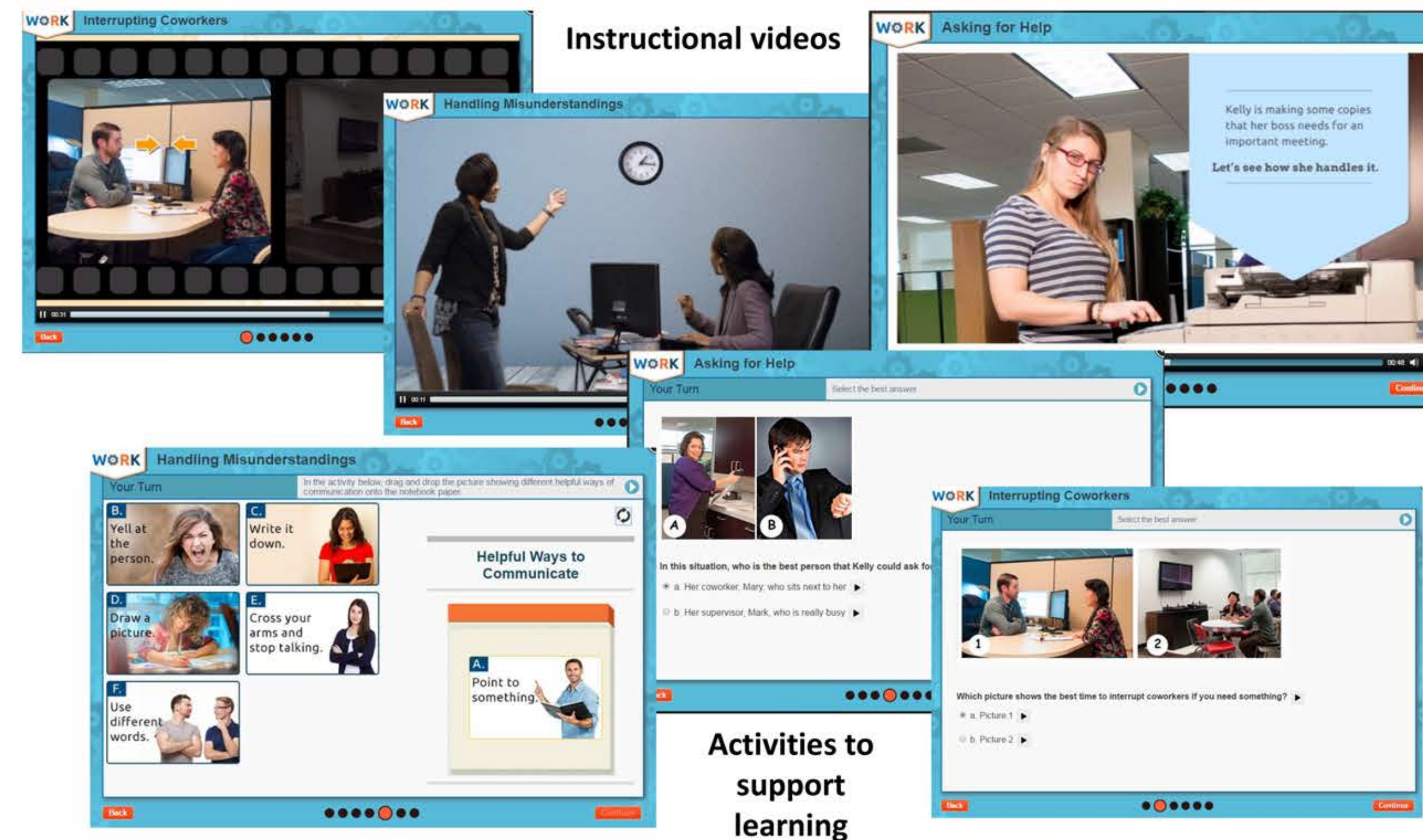
Participants

	Students	Parents	Educators
Gender	Male: n=13 Female: n=8	Male: n=1 Female: n=19	Male: n=4 Female: n=24
Ethnicity	Black/African American: 9% White: 86% Other: 5%	Black/African American: 5% White: 95%	Black/African American: 25% White: 75%
Age	M=18.1 (SD=1.37)	M=50.9 (SD=8.03)	M=45.9 (SD=11.49)
Education	Occupational Course of Study: 48% Traditional Diploma: 28% Self-Contained Classroom: 10% Specialized Certificate: 14%	Some High School: 5% High School: 10% Some College/Technical school: 10% College: 40% Graduate Degree: 35%	College: 50% Graduate Degree: 39% Other: 11%

Program Description

WORK is an online program to help students build foundational employment skills. The program delivers instruction through a combination of video presentation styles (e.g., video modeling, animations, illustrations) and interactive exercises to provide individualized feedback and reports based on user responses.

The *WORK* program has 6 modules:
How Things Work in the Workplace
Finding the Job for You
Building Social Connections at Work
Working with the Boss
Managing Everyday Challenges
Advocating for Yourself



Results

-Based on Likert ratings (1-Strongly Disagree to 5-Strongly Agree)

	Students with ASD (n=11) Mean (SD)	Students w/o ASD (n=10) Mean (SD)	Parents (n=20) Mean (SD)	Providers (n=28) Mean (SD)
The <i>WORK</i> program will be useful in the high school setting.	4.40 (0.70)	4.50 (0.53)	4.50 (0.51)	4.60 (0.50)
The <i>WORK</i> program will help students transition into the workforce.	4.22 (0.67)	4.60 (0.70)	4.33 (0.86)	4.57 (0.50)
The content was organized in a way that made sense.	4.33 (0.77)	4.42 (0.51)	4.43 (0.51)	4.33 (0.55)
I/My child learned/Students will learn something from using the <i>WORK</i> program.	4.14 (0.90)	4.63 (0.52)	4.62 (0.50)	4.57 (0.50)
I would recommend further development of the <i>WORK</i> program.	4.00 (0.71)	4.40 (0.70)	4.67 (0.48)	4.29 (0.57)
The videos presented information in an easy to follow format.	4.00 (0.58)	4.70 (0.52)	4.57 (0.75)	4.30 (0.70)
I thought the questions were easy to understand.	3.88 (0.52)	4.50 (0.55)	4.55 (0.60)	4.60 (0.56)
Questions with pictures were easier to understand.	3.67 (0.52)	4.20 (0.75)	N/A	N/A
I/My child liked/Students would like having someone read the questions aloud.	4.13 (0.64)	4.50 (0.84)	4.57 (0.60)	4.33 (0.88)
It was easy to find the back and continue buttons.	3.57 (0.79)	4.57 (0.53)	4.10 (1.25)	4.03 (0.96)

Stakeholder Comments

- "I liked the videos, they helped me know what to do at work. I want more videos related to what I want to do (working with video games)." --Student with ASD
- "I usually don't ask for help at my baking job, and after watching this, I could learn how to ask questions at my job now." --Student without ASD
- "This program uses 21st century technology to teach 21st century life skills related to employment that can be generalized across all areas of postsecondary life - including independent living and education." -- Educator

Conclusion

- Data provide evidence of the usefulness of and need for the *WORK* program for students with intellectual disabilities with and without ASD
- Data will be used to create a blueprint of modifications needed to key the intervention to the needs of students with and without ASD (e.g., different blends of instructional elements, customized graphic design, tailored activities)
- Once fully developed, an efficacy study will be conducted to examine *WORK*'s utility for enhancing job skill building and increasing successful transition to the workforce

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