Development of a Manual to Increase Job Satisfaction for Adults with Autism Spectrum Disorders and Intellectual Disabilities

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Abstract

There is an underrepresentation of people with disabilities in the workforce. People with disabilities experience challenges on a daily basis which hinder their involvement in the workforce. The creation of a manual to assess the vocational interests of people with disabilities will increase enjoyment felt by participants, and decrease staff time spent at unsuccessful volunteer/workplace opportunities. By understanding different external and internal motivating factors that specifically affect people with disabilities, the manual will help give the participants a more fulfilling vocational experience. The participant will feel better equipped to work in an environment rich with external supports. The staff will be better prepared to support the participant entering the workforce by examining and understanding relevant theories of internal workplace motivation. The theories examined were: the social cognitive theory, self-determination theory, stages of change theory, and motivation and engagement wheel theory. The theories conclude that by increasing adaptive behaviours and cognitions while decreasing maladaptive behaviours, should lead to increased internal motivation to work among participants. The manual provides two non-verbal vocational assessments designed for people with disabilities who have limited verbal and comprehension skills. The assessments use either pictures or videos to display various tasks to describe the job to the viewer. Both assessments are computer-based and will require staff to be present to assist the participant. The goal of the manual is to increase overall workplace enjoyment felt by participants and to decrease staff time spent at unsuccessful jobs.
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Chapter I: Introduction

There are skills which an individual needs to possess in order to be successful at a job. These skills are often learned through the observation of peers, family, and authority figures, all as models (Avcioglu, 2013). People with disabilities however, have difficulty learning from models that are dissimilar from themselves. People with intellectual and developmental disabilities are lacking in adaptive skills, which then interferes with independent daily living (Cannella-Malone, Brooks, and Tullis, 2013). These deficiencies also affect the person’s ability to gain employment, to form meaningful relationships, and to participate in the community. By increasing and bettering the individual’s adaptive skills, greater independence can be gained, allowing for more opportunities in society. Furthermore, Bowen, Andersen, Bowen, Howard, and Allen (2010) assert that people with developmental disabilities have difficulties interacting in social situations that promote positive professional relationships. A lack of professional relationships can lower the likelihood of gaining employment. Moreover, social skills are important in initiating and continuing positive interactions and are vital in developing relationships (Avcioglu, 2013). People who have developed social skills are more likely to gain a positive reception in conversation, allowing for relationships to develop. Gaining meaningful employment can be very challenging for people with disabilities since they are usually lacking the prerequisite skills needed to obtain employment.

Bowen and Burke (2010) have found that people with Autism Spectrum Disorder (ASD) face many challenges finding successful employment opportunities. Cardon, Guimond, and Smith-Treadwell (2015) report that, on average, 1 in 68 children in the United States, is diagnosed with ASD (Cardon, Guimond, and Smith-Treadwell, 2015). People with ASD who demonstrate a lack of social skills do not develop appropriate professional relationships, which in turn, hinders success in the workplace. Furthermore, Halle, Ninness, Ninness, and Lawson (2016) classify ASD as affecting social skills as well as communication, behavioural and sensory functioning. Schriber, Robins, and Soloman (2014) assert that, to an employer, people with ASD may seem uninterested, unskilled, or shy; these are traits employers dislike. However, ASD varies greatly between individuals, in both strengths and weaknesses (Buggey, 2012). This variation creates challenges for people with ASD seeking employment as they often require individualized assistance while participating at their vocation.

Trembath, Balandin, Stancliffe, and Togher (2010) affirm that people with intellectual disabilities (ID) must overcome multiple challenges to employment, leading to them being underrepresented in the workforce. Due to low self-confidence or to feelings of not being prepared for the job, people with ID can experience a lack of motivation to participate in the workforce. Also, the appearance of socially inappropriate or misunderstood behaviours can cause employers to be cautious about providing the person with employment. Furthermore, people with ID may not demonstrate the requisite skills or understanding of workplace rules and social conventions, making it difficult to be considered for employment, especially by an employer unfamiliar with ID. Additionally, there is a dearth of suitable employment opportunities which provide adequate support for people with ID, for that individual to be successful and socially accepted in the company.

The benefits of being employed are not limited strictly to financial gain; Andrews and Rose (2010) have found that employment significantly increases one’s psychological well-being. Furthermore, people who are employed have fewer health problems then their unemployed counterparts. Employment also leads to greater independence, and to improved self-esteem and
quality of life (Trembath, Balandin, Stancliffe, and Togher, 2010). Gilson and Carter (2016) state, 65% of adults with ASD or ID do not obtain paid employment within eight years of leaving high school, in stark contrast to 17% of adults without disabilities who are unemployed (Scott, Falkmer, Girdler, and Falkmer, 2015). If employment is obtained, it is often in a low skill job causing the employee to live below the poverty line with higher rates of isolation. People with disabilities are missing out on a variety of psychological and physical benefits associated with being involved in the workforce.

A manual which uses vocational interest assessments to suggest appropriate placement into activities, and into volunteer and paid employment opportunities is valuable and vital for placing people with ID and ASD into successful volunteer opportunities. The manual contains information so the support staff can better understand individuals with disabilities and factors affecting workplace motivation. Additionally, the manual provides two vocational interest assessments which are specifically designed for people with disabilities; these will increase the likelihood of participants being placed in an activity they enjoy. A main concern with placing a participant in an activity is ensuring motivation to work and participate. Andrews and Rose (2010) have identified various components which affect the motivation of participants with ID. Social interactions can affect the motivation of a participant to be engaged. Some participants may be more concerned with forming new friendships while volunteering or working; while others may find greater joy in helping others who are less fortunate. Identifying the participant’s social needs and wants will allow for better placement and greater enjoyment from the activity. Additionally, Andrews and Rose identified as a motivating factor the appropriateness of tasks which needed completion to the capabilities of the employee with a disability. People with disabilities are aware of their limitations and will seek jobs which match their abilities. Organizing available activities will allow participants to know the prerequisite skills required to be successful at the activity. Since the participant will experience less anxiety when choosing an activity to be involved in the participant will feel a greater sense of enjoyment.

The introduction of this thesis will focus on people with ID and ASD and the challenges which they deal with on a daily basis specifically at the workplace, as compared to people without disabilities. The literature review demonstrates the need for this manual based on gaps observed, as well as providing evidence-based and theoretical information on the assessments used, and different workplace motivation theories. The methodology describes the process involved in the creation of the manual. The results section contains a description of the manual. The discussion describes the strengths and limitations of the manual and contains any final thoughts about the manual and its use.
Chapter II: Literature Review

Providing appropriate supports for people with intellectual or developmental disabilities can increase their quality of life. According to Statistics Canada (2013), in 2012 there were an estimated 3.8 million adults who had a disability which limited their daily life. Furthermore, 8 out of 10 people with a disability require aids or assistive devices to participate in daily activities. Understanding the challenges faced, and understanding the personality type of a person with a disability, allows for opportunities which have appropriate supports for that person to be more easily identified. People with disabilities will have a greater likelihood of experiencing higher job satisfaction since vocational interests will be analyzed to determine the optimal job or volunteer opportunity.

**Intellectual Disability**

According to Seltzer et al. (2005), people with ID will endure hardship throughout their lives due to their lack of adaptive skills. The transition to adulthood, with the added responsibility which comes along with this change, is an especially trying time. Seltzer et al. identified that people with ID have difficulty becoming involved in formal organizations. This leads to an increased feeling of isolation and reduced opportunity to practice skills necessary for employment. Furthermore, the individual quite frequently completes less education, leading to low paying jobs being obtained. As stated by Trembath et al. (2010) formal organizations provide vital social interactions which can lead to friendships, employment, and engagement in additional supports. An improvement to their adaptive skills will lead to higher rates of enjoyable employment among people with a disability.

**Autism Spectrum Disorder**

As stated by Gelbar, Anderson, and McCarthy (2012) people with ASD show great variation in their strengths and weaknesses. This variation comes from the diverse genetic, neuropsychological, and environmental interactions, which stimulate different symptoms of the disorder to create an individualized case on the spectrum. Glidden, Bamberger, Turek, and Hill (2010), also found that these weaknesses influence parents, by increasing family stress, and the family’s reliance on supports. Halle et al. found that in 2014 the additional cost of care for a child with ASD in the U.S. was on average $17000 per year. However, Glidden et al. indicate that there are many supports offered to families, some free, which are offered by religious groups or through social assistance that can help reduce the financial burden. People with ASD can have very few interests, causing a lack of interest in certain aspects of employment. They can have unusual patterns of behaviour which then can appear peculiar to casual observers and potential employers. Scott et al. assert that difficulties in social interaction affect the employment rate of people with ASD since these unusual patterns of behaviour are often observed during the interview stage, before the person obtains employment. Since people with ASD have a variety of individualized strengths and weaknesses, employers must provide a well-supported environment to allow every employee to excel.

Since there is a high level of unemployment among people with ASD, Gilson and Carter urge employers to provide well-supported employment opportunities to people with disabilities to raise rates of employment among this population. Hume, Plavnick, and Odom (2012) iterate that established instructional techniques, such as long, intricate verbal instruction, do not work well with this population since the ability to focus on this form of instruction is limited or missing. Additionally the inability to focus leads to a deficiency in the ability to model
behaviours as observational skills are affected. People with ASD lack in generalization and maintenance skill, which can, compared to other employees, lead them to need additional training. However, Hume, Loftin, and Lantz (2009) emphasize difficulty with generalization due to prompt dependency since employees with ASD can become dependent on a supervisor for further instruction. Successful employment of people with ASD is possible with support from employers by implementing proper adjustments to environmental factors to compliment strengths and compensate for weaknesses (Scott et al.).

**External Motivation Factors**

Andrews and Rose (2010) have found external factors are integral in improving the probability of a person with ID or ASD having prolonged sustained success at work. By examining the perceived competence of 10 working individuals with mild intellectual disabilities, a link was found between their self-efficacy at work and their psychological well-being. One of the factors which increases success at work is family or caregiver support. Motivational support from family members is vital for the continuation of enjoyment at work, as motivation is an important factor for these populations. Another environmental factor identified is the availability of workplace training or previous workplace experience. When a potential employee has previous experience, confidence will be high and the likelihood of obtaining employment is increased. Work motivation is a major factor in performing well and enjoying intrinsic satisfaction from doing work. Another factor to consider when finding employment is the severity of the disability, as some positions require completion of advanced tasks. It should be understood that certain hiring techniques are daunting and do not benefit people with disabilities, resulting in a loss of motivation to acquire employment.

Andrews and Rose identified certain aspects which if present or increased can lead to greater motivation to work. Monetary gain influences the employee by providing him or her with a sense of accomplishment to the work being completed. Additionally, there is a pleasure derived from earning and having money and it can be seen as having the means to be independent. Social aspects are also considered when a person with a disability is seeking employment. Employment provides opportunity to make new friends and develop relationships with coworkers. Also, employment provides the freedom to serve the community and created a sense of accomplishment in helping others. However, negative experiences suffered at the workplace, such as bullying or judgement, can deter people from seeking continued employment at that organization. Another aspect is the person’s perception of him or herself, and whether they acquire the required skills to perform the job. People with disabilities are aware of their hardships and will likely choose a job in which they feel confident in their success. To increase motivation to seek employment, the person with a disability should be made aware of the supports available, and the implementation of these needed supports should be encouraged.

Although formal volunteering does not provide monetary gain, Trembath et al. state that it has been used as a means of gaining valuable employment experience, which can then lead to paid employment for people with disabilities. However, formal volunteering does lead to many beneficial experiences for people with disabilities, leading to an increased sense of pride and acceptance. Additionally, volunteering provides more opportunity for social interaction and practice of communication skills. Volunteering gives people the chance to act as a provider of services instead of consistently being a beneficiary. Furthermore, volunteering allows time to develop social relationships, social skills and to acquire knowledge. Therefore, volunteering provides prospects commonly sought by employers, as work experience is identified as essential by potential employers of people with disabilities. To increase motivation and decrease the
change of exploitation, it is necessary however to inform the volunteer of any suitable employment opportunities.

Among people with disabilities, workplace accommodations are used as a means of increasing job performance and satisfaction, decreasing workplace hindrances, and promoting equal-opportunity hiring practices (Nevela, Pehkonen, Koskela, Ruusuvuori, and Anttila, 2014). Services are not used by everyone who is eligible to receive them, despite employers implementing government-supported workplace accommodations. To encourage use of workplace accommodations, employers should make information and services easily available, and they should provide an evaluation of the services being provided to ensure the effectiveness of services. Nevela et al. conducted a meta-analysis to determine the effectiveness of workplace accommodations and the process of which they are implemented. A total of eleven studies and 1060 participants met the inclusion criteria of having a physical, intellectual, or developmental disability. Interventions included introducing and manipulating a variety of workplace accommodations to determine their effectiveness. Some of the workplace accommodations manipulated were schedules, changes to tasks, use of assistive technologies, assistance from other staff, and government legislation promoting people with disabilities to be involved in the workforce. It was found that if managers organize workplace accommodations for employees with disabilities, instead of just employees being involved, there is a slight increase in the rate of return to work for people with a disability. Specific workplace accommodations were found to have a moderate effect in promoting equal opportunity employment among people with disabilities. Vocational counselling, promotion of self-efficacy, manipulation of schedules and tasks, and access to special transportation have been found to increase employment among people with disabilities.

As stated by Constantine and Erickson (1998), vocational counselling involves techniques used to determine appropriate career choices and to overcome possible barriers encountered at work. Vocational counsellors strive to form a partnership with the client to gain information about the client’s career aspirations and difficulties. Once information is gathered, together the client and counsellor explore alternative career options under the assumption that the client is an expert in their own life. Counsellors must be aware of the sensitive cultural and socioeconomic issues which may influence different clients. The incorporation of workplace accommodations at an organizational level has been shown by Nevela et al. (2014) to be effective at reducing costs since implementing effective workplace accommodations is cheaper than conventional techniques. For people with disabilities, general workplace accommodations are typically ineffective. Rather, workplace accommodations should be individualized to the employee.

**Internal Motivation Factors**

Workplace accommodations act as external motivators to incentivize people with disabilities to seek out employment leading to a satisfying workplace experience. However Tansey, Iwanaga, Bezyak, and Ditchman (2017) assert that internal motivators have greater effect on overall job satisfaction than external motivators. Employers have a duty to provide an environment which motivates employees to produce a suitable product or service; however individual internal motivators must be accounted for to obtain optimal workplace performance and satisfaction. Accordingly, Tansey et al. examined the connection between internal motivators and job satisfaction in four theories of workplace motivation. The theories which were deemed most relevant by Tansey et al. were Self-Determination Theory (SDT), Social Cognitive Theory (SCT), the Stages of Change Theory; and Martin’s (2009) interpretation of personality in his
Motivation and Engagement Wheel Theory (MEWT). Deci and Ryan’s (2012) SDT seeks to explain workplace motivation by allowing the employee to be involved in choices surrounding the regulation of internal and accepted external motivation. SDT explains internal motivation as a need for autonomy, competency, and relatedness. Autonomy is having freedom and confidence in one’s behaviour. Competency is gaining confidence by seeking tasks which improve one’s self and how one interacts with the environment. Relatedness is the longing to develop social relationships with people. SDT explains workplace motivation by placing great importance on goal setting and achieving the best results.

Bandura (2002) explains motivation through his formulation of SCT and by examining how consequences affect how specific behaviours are acquired and maintained. SCT contends that knowledge, self-efficacy, assumption of the outcome, goals, barriers and incentives are five key factors effecting change in internal motivation, leading to positive behaviour change. Great importance is placed on self-efficacy, one’s belief in one’s capabilities, as it is believed to affect one’s assumptions pertaining to the result. Employers must focus on providing specific reinforcement to employees for appropriate workplace behaviours to increase internal motivation.

Grimley, Prochaska, Velicer, Blais, and DiClemente (1994) used the Stages of Change Theory (SOCT) to explain motivation by classifying people into one of five different stages associated with their desire to change. The five stages of change are: precontemplation, contemplation, preparation, action, and maintenance. The stages can describe a person’s motivation as ranging from being unaware of the existence of a problem to acting to maintain the positive behaviour. Based on these classifications, 277 American participants were assessed for their levels of functional disability, autonomy, self-efficacy, relatedness, outcome expectancy, willingness to engage in vocational assistance, and their stage of change using valid and reliable assessments. There were positive correlations between functional disability, autonomy and self-efficacy, relatedness, willingness to engage in vocational assistance, and outcome expectancy. Therefore, staff members should attempt to increase adaptive cognitions and behaviours to encourage the participant to move towards the action phase. Moreover, encouraging people with disabilities to be involved in decisions regarding their treatment should enhance the outcome of vocational assessment and assistance.

Martin (2009) observed an increase in sick days taken by 637 employees at elementary and high schools, which he then strove to explain using MEWT. Out of the 637 participants, 81% were teachers, 13% were executive staff, and the rest were either counselling or administrative staff. MEWT explains vocational motivation by creating four second-order factors of adaptive and maladaptive behaviours and cognitions. The four factors are broken into 11 first-order factors which affect internal motivation. Adaptive cognitions, self-efficacy, mastery orientation, and valuing, and behaviours, persistence, planning, and task management, can all act as intrinsic motivators for workplace productivity and satisfaction. However, maladaptive cognitions, anxiety, failure avoidance, and uncertain control, and behaviours, self-handicapping, and disengagement, reduce workplace motivation, productivity, and satisfaction. The MEWT is derived from and influenced by a variety of accepted theories, such as social learning theory, self-actualization and the need for growth, and by goals-based research. To determine the effect each of the factors has on motivation, 637 staff from Australian schools were assessed using the Motivation and Engagement Scale- Work (MES-W). The MES-W assesses motivation and engagement used a seven-point Likert scale by examining all 11 factors. The results indicated that maladaptive behaviours, followed by adaptive cognitions, had the largest effects on internal
motivation. Therefore, addressing the four factors, with particular emphasis on maladaptive behaviors and adaptive cognitions, should lead to increased workplace motivation and decreased sick days.

A more complete assessment of workplace motivation can be made by comparing and contrasting the four different theories. While Bandura describes internal motivation as need for social validation from producing the desired behaviour, Martin underlines the importance of decreasing maladaptive behaviours and increasing adaptive cognitions, while minimizing the importance of the effectiveness of adaptive behaviours on workplace motivation. However, SDT and SOCT differ from MEWT and SCT by stating that adaptive behaviours and cognitions have a greater effect on workplace motivation than maladaptive cognitions and behaviors. Therefore, emphasis should be placed on encouraging the use of supports which increase adaptive cognitions and behaviours, while decreasing maladaptive behaviours.

**Measures**

Finding valid, reliable, and accurate tools to collect data and measure workplace interests is of great importance when trying to determining a suitable workplace or volunteer opportunity. Vocational assessments provide valuable information about the test taker which can lead to desired work placement and increased overall job satisfaction. However, Elksnin and Elksnin (1993) assert that for people with developmental or intellectual disabilities conventional verbal or pen and paper format assessments are not suitable. The reading level and understanding required to reliably answer the items may not be present in the participant with ID, therefore the chance of an incompatible job being chosen increases. To overcome this obstacle, picture based vocational assessments have been used to determine occupational preferences among people with mild intellectual disabilities. Several measures were reviewed for reliability and validity. The two measures which demonstrated the best validity and reliability were The Reading-Free Vocational Interest Inventory-Revised (R-FVII-R) and The Wide Range Interest Opinion Test (WRIOT). The R-FVII-R contains 55 picture triads of different careers, and the participant is prompted to circle the picture of the preferred job. Items are divided into 11 categories based on different occupational settings and tasks. The WRIOT consists of 150 picture triads which are categorized into 18 interest clusters. The participant then selects the picture representing the preferred job. Additionally, work values are assessed to provide a complete profile of the individual and their workplace preferences. This assessment provides headings for each picture to decrease confusion and increase clarity. Both assessments demonstrate acceptable or good technical adequacy compared to size, recency, and derived score, however both were inadequate for use by people with disabilities. The R-FVII-R has been found to have adequate test-retest reliability and concurrent validity. However internal consistency reliability, and content, predictive and construct validities were deemed inadequate due to a lack of supporting evidence or the information not being presented (Elksnin & Elksnin, 1993). The WRIOT demonstrated acceptable internal consistency reliability, but was determined to have inadequate test/retest reliability, and content, predictive, concurrent, and construct validity due to no supporting evidence or not reporting the information (Elksnin & Elksnin, 1993). Since the technical adequacy of these assessments has been determined inadequate, it is recommended that these assessments be used only informally for interest purposes. However, if the participant cannot complete a verbal vocational assessment, picture inventories can be used in conjunction with other assessments. Elksnin and Elksnin (1993), argue for the need to develop a valid and reliable picture inventories to assess the vocational interests of people with disabilities. However, it should be noted that this study is from 1993, and that an increase in the present day technology
can lead to the creation of valid and reliable vocational interest assessment for people with disabilities.

With the great technological advancements of the past decades, Horrocks and Morgan (2009) compared video-based vocational assessments with multiple stimulus vocational assessments. Video-based vocational assessments use short, 2-4 minute long, video segments to introduce the participant to the different occupations and the tasks required. Three individuals with severe intellectual disabilities, ages 18-22, were selected to participate. All participants had the ability to differentiate between preferred and non-preferred activities, previous workplace experience, and a record of good school or work attendance. A total of six videos were shown, in pairs, on screens one meter apart. The participant would then be prompted to select the screen depicting the preferred job. The videos were presented as paired stimuli to create a hierarchal preference of jobs. Participants were also assessed using a multiple stimulus without replacement method during which they were allowed to interact with materials commonly associated with the job. A multiple stimulus without replacement method was chosen because of its established high accuracy, validity, and reliability. Both types of assessments indicated the same preferred job for all participants; demonstrating comparative validity and reliability. Video-based vocational assessments have many strengths; such as ease of data collection, many videos depicting a vast array of jobs, and time efficiency. Since both assessments indicate the same job preference, video-based vocational assessments are determined to be valid and valuable for people with disabilities.

A need exists to ensure the optimal workplace satisfaction of people with ID and ASD. People with ASD or ID experiences many challenges on a daily basis, which can be mitigated by identifying and integrating strengths and weaknesses into their daily activities. Many individuals with ASD or ID have difficulty navigating social situations and therefore require support to maintain being engaged in challenging situations. The analysis of vocational interests can identify and predict the experience of an individual. Knowledge about the vocational interests of an individual will assist with selection of appropriate volunteer opportunities, increasing job satisfaction among participants. Using valid and reliable instruments to identify vocational interests will lead to participants having a greater understanding of jobs and tasks that will lead to enjoyment. By having a greater understanding of their vocational interests, participants will be able to choose an activity best suited to their personality, strengths and weaknesses.
Chapter III: Methodology

A manual was created due to the need to improve participant’s enjoyment at their volunteer activities and to decrease staff time spent at ill-fated volunteer opportunities. The manual provides staff with two vocational assessments, designed for people with ASD or ID, which they will assist the participants in completing. These assessments increase the participants’ understanding by involving visual representations of the job, instead of verbal descriptions which can overwhelm people with ID or ASD. The assessment analyzes the scores and specific volunteer activities are suggested for the participant to become involved in.

Participants

The target participants are people aged 21 and over with ID, ASD, or a wide range of different developmental disabilities who are enrolled at a community outreach day program. This manual is intended for use with participants who are struggling to find a suitable volunteer activity. Furthermore, participants who have weaknesses, which hinder successful workplace experiences, will have an activity suggested to them that is suited to their strengths and weaknesses. The participant will be required to focus and provide answers for up to 80 minutes, as this is the duration of the longest assessment. Also, participants will be accompanied by a staff member who, if needed, can help the participant by answering questions and explaining what is required of the assessments.

Design

The manual will be comprised of three components: testing, recommendation, and evaluation. First the participant will complete the testing phase. During this phase participant can complete up to two different vocational interest assessments with the assistance of staff. These assessments will provide the participant with valuable information and scores pertaining to different aspects of workplace strength and weaknesses and job preferences. The staff member will take the participant’s scores and compare them to the different volunteer activities available. The information will be placed in the participant’s file to be used at a later time if needed. These suggestions will then be provided to the participant who can choose to involve themselves in the activity or not. The evaluation phase will take place after the participant has started the volunteer activity for three months, allowing enough time for the participant to fully experience the opportunity and decide to continue or not. The participant will be asked to complete a short evaluation of the assessments (Appendix A), which will determine if the recommendation was accurate and workplace satisfaction was achieved.

Measures

Your Employment Selections (YES!)

According to the YES! Website (YES!, 2018), the assessment is a video-based vocational preference program for adolescents and adults with a disability. The YES! program has compiled 120 videos of low-skill jobs suitable for people with disabilities. Also, the videos contain a narration of tasks and expectations of the job. To shorten the length, participants are first asked to make decisions on work setting or task preference. The program then plays 20, 2-4 minute long videos which depict jobs and the various tasks involved. The participant then chooses the job if it is preferred, however both or neither jobs can be picked if desired. Once 2-3 jobs have been identified, the participant’s skill level is rated by a staff/facilitator. The results are based on best-matched job, strengths and weaknesses, and the availability of workplace accommodations. This program is online-based, therefore internet access is required. Furthermore, a three-month unlimited use subscription costs $20.
Picture Interest Career Survey (PICS)

According to the Career Solutions website (Career Solutions JIST, 2018), PICS is aimed at people with a disability or limited reading capabilities. PICS contains 36 pictures which are presented in sets of three. The participant than chooses the picture of the preferred job. A description of the participant is then inputted into the program which contains information on potential careers and workplace strengths and weaknesses. Suitable careers are then recommended. PICS employs traits of the Holland Occupational Themes (RIASEC) and the 50 Best Jobs for Your Personality to comprise a complete definition of the participant. The survey takes less than 15 minutes to complete and is suited for all genders and cultures. This survey is online, so internet access is required. A set of 25 assessments costs $64.95.

Data Collection

Participants will be required to complete each measure online, using a device they are comfortable with. A staff member, familiar with the manual, will accompany the participant to provide any assistance and to record scores. A data collection sheet (Appendix B) has been designed, which will rank the top three job recommendations from each assessment, and will be completed by the staff member. The participant’s name, job preferences and the date will be recorded and kept as a reference if the participant continues to struggle finding a successful volunteer placement.

Data Analysis

Once vocational preferences have been tabulated for one or both of the assessments, the recommendations will be compared to available volunteer activities. A short description of expectations and potential tasks required while at the activity will be provided to the participant. The participant will have the final decision to be involved in the activity or not because their enjoyment is a priority.
Chapter IV: Results

The manual, presented in Appendix C, provides two different vocational interest assessments, which will recommend potential jobs to participants. PICS depicts different tasks associated with each job using pictures, while the YES! uses videos to depict the jobs. The client can choose to use one or both of the assessments, however completion of both is encouraged since more information will be provided to the client and staff if both assessments are completed. The assessments require the participant to view multiple clips or pictures depicting different jobs, and then to choose jobs which they are interested in. Since the information about jobs is displayed in a simple, visual format, there is increased comprehension among people with disabilities, allowing them to make a more informed decision as to which job is preferred. People with disabilities may experience an increase workplace enjoyment by using the information provided from the assessments to select the job best suited to their abilities and preferences.

Additionally, information is given on test taking and how to set up the environment to ensure valid, reliable, and accurate results. The environment should be set up so the participant is as comfortable as possible by taking into account the brightness of lights and temperature of the room. Also, the client should be in a good mood, and well rested and fed.

Furthermore, the manual includes information pertaining to theories to internal and external sources of motivation. The four theories of internal motivation examined will assist readers in understanding potential barriers that participants may experience while looking for and participating at work. Fostering and improving the internal motivation of participants will improve workplace experiences. By understanding the different barriers and how to overcome them, the staff member can provide an optimal workplace environment leading to increased overall workplace satisfaction.

Due to time constraints, no feedback evaluations were completed however, an evaluation form was provided for clients to complete. The form asks the client their opinion of each assessment using a 3-point Likert scale which incorporates an easily understandable “smiley face” images. Also, three months after participants have started their job they will be asked to rate their workplace enjoyment using the same “smiley face” scale. This survey will provide information about participants’ reactions to the two different vocational assessments, as well as their workplace satisfaction after enough time has passed for them to have an opinion on their current volunteer placement.
Chapter V: Discussion

This manual incorporates the use of vocational interest assessments designed specifically for people with developmental disabilities. Assessments like these are not very well known, but can provide people with a disability an opportunity to gain meaningful employment. Meaningful employment allows the employee to practice skills, form relationships, and improve quality of life. Video and picture-based assessments allow people who cannot comprehend long verbal instructions to gain knowledge about their vocational interests. Furthermore, through examination of different motivational theories, specific behaviours and cognitions were targeted to increase work motivation. People with disabilities are a vulnerable population who need additional support to find and participate in meaningful employment.

Strengths and Limitations

A strength of the manual is its readability and flow. The manual was designed using APA format and was edited to ensure that it is clear and concise. Additionally, the manual was designed so all relevant information about increasing workplace motivation among people with disabilities, and how to ensure reliable, valid, and accurate test results are placed in the front half of the manual. This was done to encourage the reader to read and understand these important facts before assisting the participant with the vocational interest assessments.

Furthermore, the manual incorporates different theories of internal motivation to increase understanding of potential barriers people with disabilities may encounter. New workplace experiences can be daunting to someone with a disability and challenges can arise. Since people with disabilities may have difficulty communicating their emotions, understanding of internal motivation theories is of great importance. The staff member will be instructed to encourage adaptive cognitions and behaviours while discouraging maladaptive behaviours, since this will have the greatest effect on workplace motivation. By providing information about increasing workplace motivation, the staff member supporting the participant will be able to anticipate and overcome workplace difficulties.

The manual provides knowledge about ways to increase external motivation for people with disabilities. Staff members will be instructed to create an environment which encourages participants to be involved at work or a volunteer opportunity in the community. Additionally, the manual uses lay language which is easily understandable to the average reader. Most people at the agency do have a degree or diploma in the social sciences, but some do not. The manual was written using language that is easily understood by someone without knowledge in this field. Also, the assessments are believed to demonstrate strengths which will assist the test taker and agency. Both assessments are fairly inexpensive compared to similar web-based vocational interest assessments. This increases the likelihood of the agency purchasing and using the assessments due to reduced financial burden.

The suggested assessments have been designed for people with intellectual or developmental disabilities. The assessments use videos or pictures to depict the tasks of the job, instead of using complex verbal instruction, to describe the job. It is anticipated that participants will be more likely to pick a job they prefer because they will have a more complete understanding of what is required at the job. Furthermore, both the vocational interest assessments are fairly short. The picture based assessment only takes 15 minutes to complete, while the video based assessment is slightly longer in length at 40-80 minutes. Both of the assessments are considerably shorter in length than the time staff would waste at an unsuccessful workplace opportunity.

A limitation of the manual is that only two assessments are provided. If a participant
dislikes both assessments recommended, no alternatives are provided. 

Additionally, the manual contains information relevant to people with intellectual and developmental disabilities. However, there is a wide variety of people with different diagnoses and disabilities. Most of the information about people with intellectual and developmental can be generalized to other populations, but this may require advanced knowledge about the specific disability and the participant.

A limitation of the project is that the program could not be pre- and pilot-tested, and has not yet been implemented. Since the program was not started, the effectiveness of the assessments in suggesting meaningful and interesting vocational opportunities remains unknown. However to overcome this limitation, extensive research was completed before choosing the assessments, and program evaluation forms have been created for use when the program is implemented.

The assessments must be accessed using a computer and by looking at a monitor. This can pose a problem for clients who have difficulty focusing on computer screens or who may be sensitive to any visual stimulus displayed on the monitor.

**Multilevel Systems Perspective**

All endeavors have challenges which must be addressed at various levels. Challenges can come from the client, program, organizational, and societal levels. Each level brings its own unique challenges which must be dealt with in a positive manner. A complete description of the barriers the intervention may have to overcome is seen by examining the challenges at all levels.

At the client level, funding and staff time are not available to support all potential/eligible participants with volunteer or workplace opportunities. To have the opportunity to volunteer clients must pay a fee, which not all of them can afford. Furthermore, participants may not be interested in participating in the assessments or the jobs that are recommended. Staff can encourage clients to take part but ultimately clients have final say. Also, some participants have physical disabilities that may make it difficult for them to do the assessments and they will require additional assistance.

At the program level, a staff member must be present when the assessments are conducted to ensure the assessment procedure is followed, and maximize comprehension of results. If a staff is unavailable to assist with the completion of the assessments, participants will not complete them. Also, the proper environment must be set up to encourage reliable and accurate answers. A device with internet access must be used in a quiet, comfortable room. Again, this manual has not been put into practice and therefore no results of effectiveness have been obtained.

At the organization level, funding may not be available to purchase the assessments and take the participants to the suggested workplace activities. Every measure has been taken to limit cost, but if the funding is unavailable the assessments cannot be accessed.

At the societal level, there may be no workplace or volunteer opportunities available, in a specific field of work, for people with disabilities. The assessments may recommend a job which is not available in the city and is therefore inaccessible. Additionally, some companies may not wish to employ people with disabilities due to preconceived judgements or the presence of socially inappropriate or misunderstood behaviours. Moreover, participants may lose volunteer or workplace opportunities due to misbehaving or for not attending for an extended period of time.

**Implications for the Behavioural Psychology Field**

The manual, once used, will provide information on the effectiveness of video or picture-
based vocational interest when searching for meaningful employment. Studies have been conducted on the comprehension level required of these assessments when completed by individual with a disability. However, this project focused on the quality of employment and its potential impact on work experience and quality of life. The target population for this manual consists of people with a wide range of disabilities; while most existing studies have used this type of vocational assessment only with people having a developmental disability. Also, this project has been formatted as a manual, so it can easily be used or altered and used to fit another population or be used by another agency. The manual proposes two different vocational interest assessments, one picture-based and the other video-based, and asks the participant to determine which type of assessment is preferred through a manual evaluation. Different theories of motivation were examined and common traits were identified in each to allow for the greatest increase in motivation to be obtained.

**Recommendations for Future Research**

Use of the “Finding Ideal Volunteer Opportunities” manual has not yet been implemented and evaluated, both of which can provide future research opportunities. There are many opportunities which can be explored to further this research.

First, an evaluation of the program could be designed so as to include a control group which does not have access to the specialized vocational assessments. The nature and extent of the relationship between use of the assessments and increased job enjoyment could be determined. Second, another control group could be incorporated to test the differential effectiveness of each of the two different types of vocational interest assessments. It would be interesting to determine which type of assessment is more effective at recommending an enjoyable job. Furthermore, manipulation of external motivators could be conducted to determine which motivators have the greatest effect. A ranking of the power of external motivators can be determined and compiled. Finally, the manual could include a greater variety of types of assessments and greater number of assessments. By including more assessments, or different types of assessments, a larger variety of data can be collected. The effectiveness of the assessments can be tabulated and ranked when a greater number of assessments are used.

This manual provides assessments which can be valuable to people with disabilities who cannot comprehend traditional vocational interest assessments. By using the assessments provided, participants, and the staff supporting them, will gain greater knowledge of their vocational interests. There is an increased likelihood of enjoyment being felt at work, since the participant will be placed in a volunteer or employment opportunity recommended by the assessments. Participants who enjoy the work they do, will feel like they have gained meaningful employment. Gaining meaningful employment has many benefits and increases the quality of life of employees.
References

Avcioglu, H. (2013). Effectiveness of video modelling in training students with intellectual disabilities to greet people when they meet. Kuram Ve Uygulamada Egitim Bilimleri, 13(1), 466-477


Appendix A
Participant Manual Evaluation

Name:__________________________  Date:_________________

Read the question, and circle your answer. If needed, a staff member can be present to read questions and mark answers.

Rate how much you liked the YES! Program?

Rate how much you liked PICS survey?

Were you surprised by the results?  Yes  No

Three Month Follow-up

Do you enjoy your current job/volunteer activity?
Appendix B

Vocational Interest Data Collection Sheet

Name Test Taker: ______________________  Date: ______________________
Name of Staff: _______________________

Record the top 3 job recommendation for each assessment. Links for each assessment are provided below.

<table>
<thead>
<tr>
<th>YES!</th>
<th>PICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
<td>3.</td>
</tr>
</tbody>
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PICS: [http://jist.emcp.com/special-needs/picture-interest-career-survey.html](http://jist.emcp.com/special-needs/picture-interest-career-survey.html)
Appendix C
The manual

Finding Ideal Volunteer Opportunities
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Introduction

“A good first impression can work wonders.”
J.K. Rowling
Addressing Strengths and Weaknesses of People with Disabilities

People with ID or ASD generally have difficulty finding meaningful employment, leading to them being underrepresented in the workforce. Some participants may need to overcome multiple challenges to feel comfortable in performing at their volunteer/job. Feelings of not being prepared and low self-confidence will decrease workplace motivation. Furthermore, the presence of socially inappropriate or misunderstood behaviours can cause employers to be wary of providing employment. A link has been established between people with a disability’s perceived competence at work and their over-all psychological well-being. Additionally, a lack of available employment opportunities and knowledge of available employment opportunities decreases the chance of a person with a disability obtaining employment.

Conventional on-the-job training methods like long, complex verbal instructions do not work well with this population. Moreover, a deficit in the ability to generalize, due to an increased rate of instructional dependency on supervisors or staff, can increase stress experienced at work.

There are many ways in which people with ASD or ID can be motivated to work. Key ways to increase their workplace motivation include:

- Motivational support from family members
- Motivational support from staff
- Make workplace training readily available
- Availability of workplace accommodations/assistive technology
- Ensure participant can complete all required tasks
- Monetary gain (if available)
- Social interactions are available
- No bullying or negative experiences occur

---

1 Trembath, Balandin, Stancilfe, and Togher (2010)
2 Schriber, Robins, and Soloman (2014)
3 Avcioglu (2013)
4 Hume, Plavnick, and Odom (2012)
Finding Meaningful Employment

Meaningful employment provides the employee with feelings of confidence in one’s abilities, contribution, and success. The individual differences demonstrated by participants lead to them having different experiences at work. There are many theories which strive to explain the different internal motivators present in each participant. Internal motivation is defined as behaviour which is personally and internally satisfying. In contrast external motivation is behaviour which illicit social external reward. These theories include: Self-Determination Theory, Social Cognitive Theory, Stages of Change Theory, and Motivation and Engagement Wheel Theory.\(^5\)

**Self-Determination Theory:** Internal motivation is based on having freedom and confidence in one’s behaviour, gaining confidence through completion of appropriate tasks, and developing social relationships with people. Internal motivation is explained by placing great importance on goal setting and achieving the best results.\(^7\)

**Social Cognitive Theory:** Examines internal motivation by examining how consequences affect how behaviours are acquired and maintained. Internal motivation is affected by knowledge of task, confidence in one’s capabilities, assumption of the outcome, goals, and barriers and incentives.\(^8\)

**Stages of Change:** Classifies the participant into one of five stages of change are: precontemplation, contemplation, preparation, action, and maintenance; and describe the participant as being unaware of the existence of a problem to acting to maintain the positive behaviour. Participants should be encouraged to be involved in decisions regarding workplace placement.\(^9\)

**Motivation and Engagement Wheel Theory:** Internal motivation is affected by four factors which are: adaptive cognitions, adaptive behaviours, maladaptive cognitions, and maladaptive behaviours. It has been found that maladaptive behaviours and adaptive cognitions have greatest effect on internal motivation.\(^6\)

There have been many benefits associated with participating in meaningful employment, such as:

- Improved psychological well-being
- Fewer physical health problems
- Feeling of greater independence
- Improved self-esteem
- Higher quality of life
- Monetary gain (if available)

\(^5\) Tansey, Iwanaga, Bezyak, and Ditchman (2017)
\(^6\) Martin (2009)
\(^7\) Deci and Ryan (2012)
\(^8\) Bandura (2002)
\(^9\) Grimley, Prochaska, Velcier, Blais, and DiClemente (1994)
How to Assess the Vocational Interests of People with Disabilities

Vocational interest assessments can provide valuable information about a participant’s desired workplace placements and increased overall job satisfaction. However, people with a disability may struggle to fully understand questions asked during conventional verbal or pen-and-paper assessments. The reading level required to answer the questions accurately and reliably may not be present in the participant. To overcome this obstacle, picture and video based assessments have been identified to be successful in determining desired work placements. This form of assessment can be valuable when assessing workplace interests of people with limited verbal capacities.¹⁰

These types of assessments rely on a visual format which depicts typical tasks required on the job to describe potential jobs to the participants. Since the potential job is described in a simple manner, the participant will have a greater understanding of the requirements of the job and will choose a job that is interesting and suitable to their skill set, hopefully leading to increased workplace satisfaction. Potential jobs are shown either in pairs or threes and the participant chooses which video depicts the preferred job. After the participant has chosen a set number of preferred jobs, a hierarchical representation of desired jobs is compiled. The jobs which are displayed are low skill jobs that are suited for the majority of people with disabilities. The recommendations made by the assessments will only be recommendations and the participant will have the final decision on whether to pursue the suggested opportunities.

Goal of Finding Ideal Volunteer Opportunities

The goal of finding ideal volunteer opportunities is to improve participant’s enjoyment at their volunteer/work activities and to decrease staff time spent at activities which yield unhappy experiences. The manual provides staff with two visual vocational assessment tools designed for people with disabilities. Vocational assessment tools can identify and predict the work experience of a participant while identifying strengths and weaknesses. Participant’s daily challenges can be reduced by identifying their strengths and weaknesses in doing the work, which should lead to a better overall workplace experience.

¹⁰ Elksnin and Elksnin (1993)
Data Collection

“The great aim of education is not knowledge but action.”
Herbert Spencer
Introduction to Test Taking

When administering a test, it is important to provide an environment that encourages the participant to stay focused and answer questions accurately. An optimal environment should be set up to:

- Reduce volume of noise
- Reduce the number of distractions
- Comfortable temperature
- Comfortable brightness of light

Participants are more likely to provide accurate answers when they are comfortable and enjoying the test.

Ways to increase comfort and enjoyment for test takers:

- Ensure the participant is well-rested
- Ensure the participant is not hungry or thirsty. If hungry or thirsty provide food and water
- Avoid taking the test on day when participant appears to be under stress
- Explain the test before administering
- Remind participant to dress comfortably and in layers for better temperature control

All tests should be administered in the same setting and fashion to increase the reliability of answers between all participants.
Consent & Assent

Consent, the giving of permission to participate, must be obtained before the participant is able to begin the assessments. For any participant who is unable to give written consent, it is necessary to obtain assent, that is, verbal permission. A consent form and a script to obtain verbal assent have been provided to be photocopied and given to the participant. The consent form includes an explanation of the assessments and what is required for completion of the assessments. Moreover, staff will explain to the participants the purpose of the data collection and the benefits it will have on their experience at Community Living. Participants should be aware that they have a choice as to whether or not they would like to complete the assessments. Also, if they choose not to participate, at any time before or during the testing, there will be no negative consequences. Furthermore, any information gathered during the assessments will not be shared and will only be used by Community Living.
Consent Form

Project title: A Manual to Increase Participant Enjoyment at Volunteer Activities
Principal Investigator (Student): Griffin Chambers
Supervisor: Christian Keresztes
Institution: St. Lawrence College

Invitation:
You are being invited to take part in one or two vocational interest assessments. I am ________________ (name, role, affiliation with Community Living). The information in this form will help you understand the purpose of the project and assessments. If you choose to complete the assessments, you will gain a better understanding of your workplace interests. Please read the information carefully and ask all the questions you might have before you decide if you want to take part.

Why is the study being done?
The project is focused on increasing enjoyment of volunteer/workplace experiences at Community Living. Participants can complete the assessments if they ask to or if staff agree that it would benefit the participant and the participant agrees to it.

What will you need to do if you take part?
If you choose to take part in this study, there will be two assessments for you to take. Both assessments are computer-based and will require you to sit for either 15 minutes or 40-80 minutes depending on the assessment. In both assessments, you will be asked to watch sets of videos or look at pictures of tasks at different jobs. After you have seen each set of videos/pictures, you will be asked to choose any job you like. You will have to focus during this time so please be well rested and fed, and ready to give honest answers.

What are the potential benefits to me if I take part?
The potential benefit of taking part in this assessment is that you will feel more confident and enjoyment at a volunteer/workplace activity.

What are the potential benefits of this research study to others?
The potential benefits of the assessments to others are less time spent by staff at bad placements, and more enjoyment for Community Living staff and staff at volunteer organization.

What are the potential disadvantages or risks to me if I take part?
Since this intervention is computer based, any participant with sensitivities to computer screens or videos will have an increased risk of harm due to visual stimuli presented. Since the assessments do recommend jobs for the participant to be involved in, there is the risk of a job being suggested being a bad match. A job which is a bad match could cause physical or emotion distress due to it being outside of the participants skill set.

What happens if something goes wrong?
Every person is different. All possible precautions will be taken to ensure something going wrong is unlikely to happen, such as engaging in behaviours to keep everyone involved safe. A staff member will be present during test taking to make sure the participant does not become distressed or upset in anyway. If a participant becomes distressed the assessment will be stopped and will only be continued if the staff and participant both agree to continue. If you have any concerns regarding the nature of the research study, you may speak further with Griffin Chambers or Greg Allport.
Will the information you collect from me in this project be kept private?

We will be very careful about the information you tell us and forms you fill out. All information taken from the assessments will be kept in a password protected file on a password protected computer. All other notes will be kept on an encrypted server on a password protected computer that only staff have access to. All of the documents will be kept for 7 years, after which all documents will be shredded and destroyed by the researcher. Your name will not be used on any reports, publications or presentations about this project.

Do I have to take part?

Taking part in this project is your choice. It is up to you to decide whether or not to take part in this research project. If you do decide to take part, you will be asked to sign this consent form. If you do decide to take part in this research project, you are still free to stop at any time, without giving any reason, and without any penalty or punishments. If you decide to stop, please speak to me or my supervisor. If you decide to stop, your data will be shredded and destroyed.

Contact for further information

This research project has received ethical clearance from the Research Ethics Committee for Behavioural Psychology (REC-P) under the authority of the St. Lawrence Research Ethics Board (SLC-REB). The project was developed under the supervision of, Christian Kereszes, my supervisor from St. Lawrence College. I appreciate your cooperation and if you have any additional questions, please feel free to ask me, Griffin Chambers (GChambers31@student.sl.on.ca). You can also contact my College Supervisor Christian Kereszes (613)583-9452). If you have questions or concerns about the way this research is being conducted or about your rights as a participant, you may contact the SLC-REB Chair at reb@sl.on.ca.

Consent

If you agree to take part in this research project, please complete the form below and return it to me as soon as possible. A copy of this signed form will be given to you for your own records. The original will be retained in a secure location at Community Living Kingston.

By signing this form, I agree that:

✓ The project has been explained to me.
✓ All of my questions were answered.
✓ Any harm and discomforts and possible benefits (if any) of this study have been explained to me.
✓ I understand that I have the right not to take part and the right to stop at any time.
✓ I am free now, and in the future, to ask any questions I have about the study.
✓ I have been told that my personal information will be kept confidential.
✓ I understand that no information that would identify me will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.
✓ I understand that the data from this study will be presented at the St. Lawrence College Behavioural Psychology Poster Gala, and may be reported at other conferences or published in a scientific journal. No identifying information will be included in these reports.
I hereby consent to take part.
Participant (print): _____________________________
Participant (sign): _____________________________
Date: ________________

Student (print): _______________________________
Student (sign): _______________________________
Date: ________________
Hi,
My name is ______________. As part of a project set up by Griffin Chambers, I would like to ask you to take part in one or two different job interest tests. If you take part, you will have the chance to go to a volunteer placement which is best suited for your interests and abilities.
You will be asked to take one or two different job interest tests on the computer. One test will have you look at pictures of jobs for you to decide which is your favourite, and will take 15 minutes. The other test shows videos of the jobs for you to decide which is your favourite, and will take 40 to 80 minutes. I hope that by learning more about your interests you will be placed into a better volunteer opportunity and have a better overall experience.
Do you have any questions?
Would you like to take the picture test?
Would you like to take the video test?
Would you like to take both the picture and video tests?
If you would like to help with the research project, please write your name below.
Data Collection

Two sets of data will be collected.

**Vocational Interest Assessments**
First, data will be collected from the one or two vocational interest assessments the participant chooses to take. The top three jobs recommended by each assessment will be recorded on the provided data sheet. The purpose of the data collection is to keep a record of the three most suitable jobs for the participant. These jobs can then be recommended based on availability and the participant’s willingness to be involved with that job.

**Participant Assessment Evaluation**
Also, data will be collected on the participant’s opinions of the assessments immediately after the assessments have been taken. This will be provided verbally to the participant and recorded on the provided sheet. Furthermore at the three month anniversary of the new volunteer job, the participant will be asked “do you enjoy your current job/volunteer activity?” and the response will be recorded on the sheet.
Vocational Interest Data Collection Sheet

Name Test Taker:____________________ Date:____________________

Name of Staff:____________________

Record the top 3 job recommendations for each assessment. Links for each assessment are provided below.

<table>
<thead>
<tr>
<th>YES!</th>
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</table>


PICS: [http://jist.emcp.com/special-needs/picture-interest-career-survey.html](http://jist.emcp.com/special-needs/picture-interest-career-survey.html)
Participant Manual Evaluation

Name: ___________________________  Date: ________________

Read the question, and circle your answer. If needed, a staff member can be present to read questions and mark answers.

Circle how much you liked the YES! Program.

Circle how much you liked PICS survey.

Were you surprised by the results?  Yes  No

Three Month Follow-up

Do you enjoy your current job/volunteer activity?
“Knowledge rests not upon truth alone, but upon error also.”
Carl Gustav Jung
YES! (Your Employment Selections)

YES! is a video-based vocational interest assessment designed for people with intellectual or developmental disabilities. The program consists of 120 videos of jobs suitable for people with disabilities. The videos are 2-4 minutes and depict typical tasks, with an accompanying narration of what is being viewed, involved with the job. The assessment will start by showing videos sets of jobs and the participant will select any job which interests them. After enough jobs have been selected, you, the staff, will identify and rate the level of certain work-related skills. The assessment will then recommend the best suited jobs for the participant.

Before taking the assessment, the participant should be aware that:

- It will take 40-80 minutes to complete
- It is internet based
- It will require them to focus on a computer monitor
- They may stop at any time
- Information will only be used by Community Living

Ensure the participant is comfortable, appears to be in a good mood, and is ready to focus before the assessment is taken.

A link to the assessment has been provided:

http://www.yesjobsearch.com/security/login.cfm
Picture Interest Survey (PICS)

PICS is a picture-based vocational interest assessment designed for people with disabilities or limited reading capabilities. The assessment contains 36 pictures which are presented to the participant in sets of three. Each picture depicts the typical tasks required at each job. The participant will choose the picture depicting the preferred job. After the pictures have been viewed and preferred jobs chosen, you, the staff, will input data about the participant’s strengths and weaknesses to complete the vocational interest assessment. A selection of jobs will then be recommended to the participant.

Before taking the assessment, the participant should be aware that:

- It will take approximately 15 minutes to complete
- It is internet based
- It will require them to focus on a computer monitor
- They may stop at any time
- Information will only be used by Community Living

Ensure the participant is comfortable, appears to be in a good mood, and is ready to focus before the assessment is taken.

A link to the assessment has been provided:
http://jist.emcp.com/special-needs/picture-interest-career-survey.html
References and Resources

“The greater our knowledge increases, the greater our ignorance unfolds.”
John F. Kennedy
References


