

6

ROLES AND RESPONSIBILITIES

Practice, role-play, experiment and / or work experience

FOR WHAT PURPOSE / REASON

PRACTICE

ROLE-PLAY

EXPERIMENT

SKILL DEVELOPMENT

Not everyone knows what they want to be when they grow up:

By providing real as possible opportunities to use work skills and or experience work environments prior to starting work then young people with disabilities can begin to imagine how they may play a role in the workforce.



RESEARCH - WHAT OTHERS FOUND

A reference to peer review research that uses Video Self Modelling (VSM)

Possible uses of VSM

- Teach expected behaviours
- Transitions- eg getting off the bus, arriving
- Daily routines
- Personal hygiene and self care reminders eg- wear deodorant, clean socks, brush teeth
- Travel skills/ preparation
- Communication skills- PECS study

Reference; Participant(s)	Condition; Prior Treatment or Comparison	VSM "Dose"	Outcomes
Dowrick & Raeburn, 1995; 5-year-old girl with cerebral palsy	Could not step over 1-cm obstacles on smooth floor; PT & OT for 6 months with no progress	12 min (2 min x 6, over 2 weeks)	Stepped over 6-cm obstacles plus outdoor curbs
Kahn et al., 1990; adolescents with mild-to-moderate depression	Primary group comparison: 30 hr of CBT in 8 weeks	21 min spread over the same 8 weeks as the comparison interventions	Significant improvements, standard measures; 21 min VSM = 30 hr CBT
Kehle et al., 1990; 7-year-old boy, selective mutism	Case study, subsequent to 3 years of not speaking at school	3 min (viewed once)	Spoke freely, introduced all classmates to visitor next day
Buggey, 1995; three 5-year-olds with language delay	Multiple baseline; use of verb <i>to be</i> 0%–15%	2 min (first viewing)	Use of verb <i>to be</i> 30%–60%; generalization
Coulson et al., 2006; 10 adults with awkward, asymmetric smiling from facial nerve damage	10 case studies, up to 8 years of standard rehabilitation with no progress	30 min (1 min, 3 × per day, 10 days)	Friendly smiles, changed lives; reaction times, 224 ms faster



APPLY IDEAS/SOLUTIONS

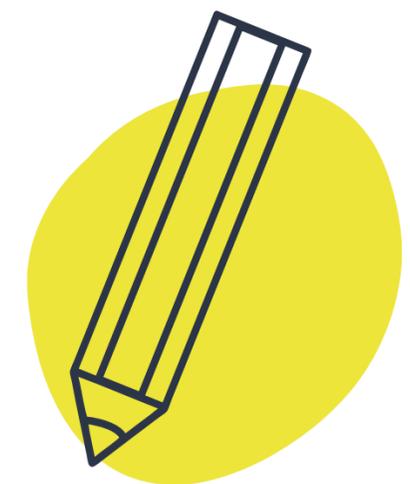


Roles and responsibilities are an ambiguous terms and need to be experienced or atleast understood before the learner can grasp them.

Use apps to create videos known as video self modelling where scenarios are created /set up. The individual is 'seen' to be doing it - they are likely to have more belief in themselves

Watching videos of others who are doing the job and discussing it.

Creating routines/schedules that include roles and responsibilities either now or in teh future, discussing it, implemetning it nad practicing this gives people more autonomy, choice and control



TECHNOLOGY SOLUTIONS

Apps/Software/Resources

Apps

Choice Works

Customised schedules/routines

Everyday apps eg notes, calendars, timers/alarms can all be used and customised to support someone with roles and responsibilities.

Video apps such as imovie can be used to create a VSM - and more about VSM can be found @



REAL LIFE

A man in his 30's lives on family farm.

He is supported by support staff to complete farm tasks. He loves this works yet his inability to always follow safe and practical rules lapse with his lack of impulse control. He was getting to close to the workers when using farm tools and creating a work health and safety hazard. A VSM was made and he starred in this - doing the right thing, hands down and giving space.

Using a video to demonstrate individuals' doing the right thing at work is one way to showcase a roles and responsibilities and VSM works because the individual sees themselves and wants to do that thing they see.

