



VCU RRTC on Employment of Transition-Age Youth with Disabilities



Effects of knowledge translation methods on VR counselors providing Pre-ETS to YWD 14-16 years of age

Elizabeth E. Getzel, RRTC Director & Susan P. McKelvey, RRTC Director of Research

Purpose of study

Use knowledge translation (KT) methods to develop and deliver a toolkit for VR counselors providing Pre-ETS to students with significant disabilities age 14 to 16.

Research study conducted in Virginia (RRTC) and Kentucky (UCEDD).

The study is framed using a KT model, Graham and colleagues (2006) "Knowledge-to-Action" process.

The content was developed under a grant from NIDILRR (grant #90RTEM0002).

Transition.VcuRrtc.Org

Phase 1	Knowledge Inquiry Interview families/YWD, educators and VR counselors on their experiences with Pre-ETS and barriers and facilitators of career awareness of YWD (To date: 29 interviews conducted in Virginia).
Phase 2	Knowledge Synthesis Pre-ETS services in job exploration, workplace readiness, and work-based learning provided to 100 YWD across 2 years.
Phase 3	Knowledge Tools/Products Toolkit developed based on data collected in Phase 1 & 2 of study. Data collected on use and effectiveness of toolkit with 110 VR counselors.

Findings across all interviews

Benefits in starting early to increase students' skills, knowledge and understanding of employment. More: opportunities for younger students with significant disabilities; time to provide opportunities to build skills; communication across schools, VR, and families; training for professionals working with younger students in career related activities.