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An Educational Resource for Young adults with Disabilities, their Caregivers, and Clinicians in the Driver Learning Environment

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BACKGROUND

Driving is an essential occupation for growing independence and identity. Young adults with disabilities confront several barriers that limit their driving participation, as such they often depend on their caregivers to help navigate obstacles. However, there is an absence of resources that highlights the role of the caregiver in driver education. Thus, there is a feeling of unpreparedness when creating a supportive learning environment for their young adult (Vanegas & Abdelrahim, 2016; Burke et al., 2016).

PROBLEM

Caregivers lack competence and feel ill-prepared to support young adults with disabilities who are learning the occupation of driving due to a lack of available educational tools to educate and support this role.

PURPOSE

To develop an online advocacy and educational resource for caregivers responsible for young adults with disabilities who are interested in learning the occupation of driving.



THEORETICAL FRAMEWORKS

Theoretical Frameworks:

- ❖ Person-Environment-Occupational Performance Model
- ❖ Occupational Justice Framework
- ❖ Four-Quadrant Model of Facilitated Learning

DEVELOPMENT PROCESS

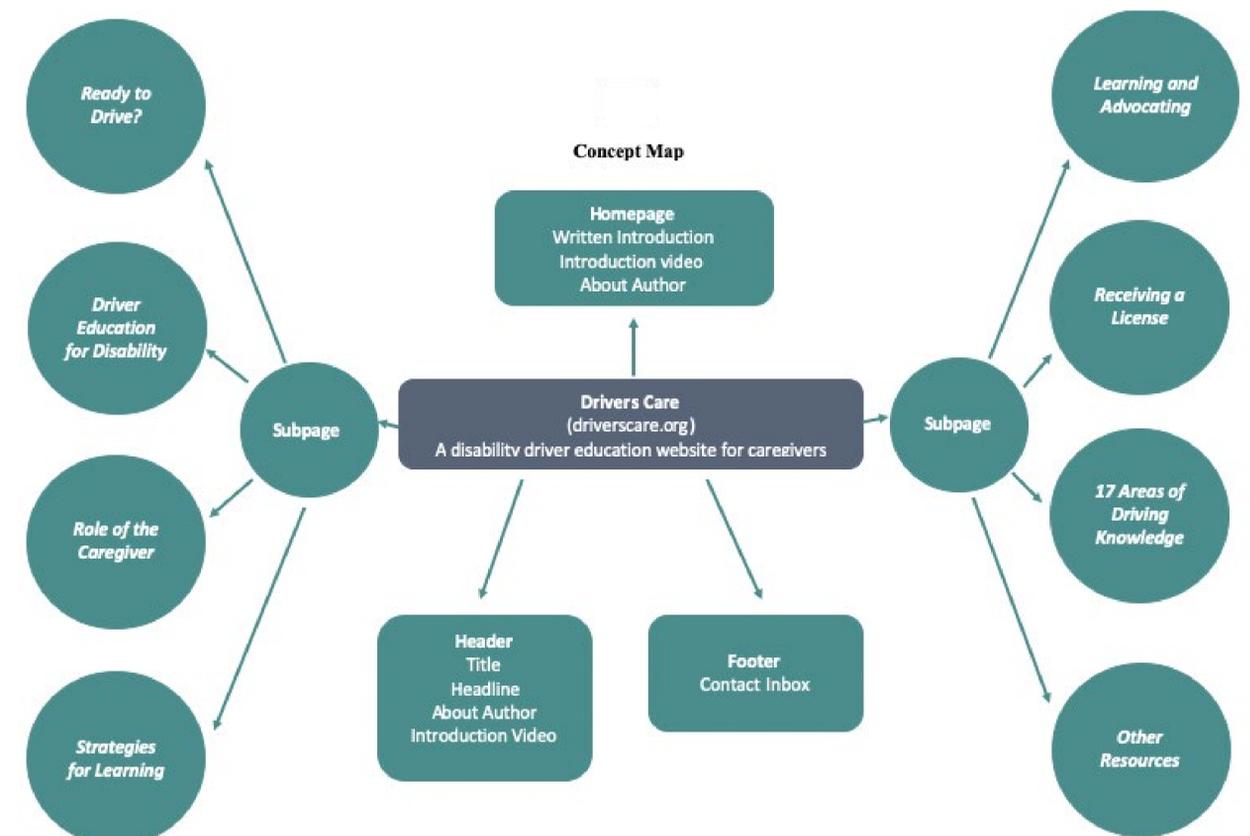
| Stages | Action Steps |
|---|---|
| 1) Pre-construction stage | <ul style="list-style-type: none"> • Collect literature • Interview experts • Create content |
| 2) Construction stage | <ul style="list-style-type: none"> • Build resource using content created in pre-construction stage |
| 3) Stakeholder review stage | <ul style="list-style-type: none"> • Gather feedback from stakeholders |
| 4) Revision stage | <ul style="list-style-type: none"> • Revise using collected feedback |
| 5) Dissemination and sustainability stage | <ul style="list-style-type: none"> • Create sustainability plan • Disseminate through social medias & word-of-mouth |

Three surveys were created in order to collect feedback from stakeholders:

1. Young Adult with Disabilities Educational Resource Competence Pre-Survey Results
2. Young Adult with Disabilities Educational Resource Competence Post-Survey Results
3. Young Adult with Disabilities Educational Resource Feedback Survey

These surveys were designed using the competency proficiency scale, an instrument used to measure one's competence (National Institutes of Health [NIH], 2019). The scale was adapted and modified to create the competence surveys for the project.

RESOURCE ELEMENTS



IMPLICATIONS ON POPULATION & PRACTICE

- Promotes occupational participation in driving
- Shines light on the role of the caregiver in the learning environment
- Advocates for caregiver involvement in driver learning
- Provides clinicians education and materials to use to encourage caregiver involvement
- Includes caregivers in intervention, which allows OT to address the client's social context

References

- Burke, M. M., Patton, K. A., & Taylor, J. L. (2016). Family support: A review of the literature of families of adolescents with disabilities. *Journal of Family Social Work, 19*(4), 252-285. doi: 10.1080/10522158.2016.1214658
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