

MOTIVATIONAL ENHANCEMENT CAREER INTERVENTION FOR YOUTH
WITH DISABILITIES

by

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DISSERTATION ABSTRACT

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Title: Motivational Enhancement Career Intervention for Youth with Disabilities

Youth with disabilities experience significant vocational and social hardships. Self-determination, self-efficacy, and critical consciousness are important components of positive post-secondary outcomes for this population. The purpose of this study was to design, implement, and evaluate a motivational interviewing-based group career intervention (MEGI) that focused on increasing self-determination, self-efficacy, and critical consciousness among high school students with high incidence disabilities. A mixed methods research design was used to explore the relationship between the intervention and the main study variables. A total of 135 high school students and nine interventionists participated in this study. The results of a latent change score model indicated a positive and significant change in students' vocational skills self-efficacy, self-determination, and vocational outcome expectations. Thematic results of student focus group indicated that students experienced an increase in self-determination, awareness of systemic effects on their educational and vocational success, and uncertainty about the future. Additionally, thematic results of the interventionist focus group indicated an increase in students' self-understanding.

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I dedicate this dissertation to the students who participated in this study.

“I mean I believe that just because, you know, we have these disabilities and these things, that doesn’t make us any less mature or any less you know, we’re practically young adults here. We do expect to be addressed as such. I certainly expect to be addressed as such.”

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

The purpose of this study was to test a new motivational enhancement career intervention for high school students with disabilities. The literature review provided in this chapter is organized as follows. First, I provide the contextual backdrop for vocational and educational outcomes for youth with disabilities. Second, I describe a career development model that focuses on individuals with disabilities and elucidates the importance of enhancing self-efficacy, self-determination, vocational outcome expectations, and critical consciousness for this population. Third, I review and critique five existing school-based interventions for youth with disabilities. Then, I describe the importance of school engagement in relation to vocational outcomes for youth with disabilities and introduce motivational interviewing as an effective intervention for this population. Finally, I propose the Motivational Enhancement Group Intervention (MEGI); an intervention that draws on literature from special education and vocational psychology, that focuses on self-efficacy, self-determination, vocational outcome expectations, and critical consciousness as constructs that aid in increasing students' intrinsic motivation to engage in career exploration and, thus, improving their eventual transition success.

Post-secondary Outcomes for Youth with Disabilities

Special education research shows that youth with disabilities experience significant and often unique vocational, economic, and social hardships (e.g., Shandra & Hogan, 2008; Baird, Scott, Dearing, & Hamill, 2009). When compared to the general population, youth with disabilities are less likely to pursue postsecondary education,

obtain employment, and receive employment benefits when compared to their peers without disabilities (Newman, Wagner, Cameto & Knokey, 2009; Shandra & Hogan, 2008). Moreover, youth with high incidence disabilities such as, learning disabilities (LD), attention deficit hyperactivity disorder (ADHD), and emotional disturbance (ED) are less likely to receive social support and live independently, and are more likely to experience financial hardships, be involved in the criminal justice system, view their intelligence as fixed, and have lower academic self-efficacy than their non-disabled counterparts (Baird, Scott, Dearing, & Hamill, 2009; Newman et al., 2011). These consequences, in turn, have adverse effects on young people's overall mental health (Honey, Emerson, & Llewellyn, 2011). With these conditions as a backdrop, a focus on supports, educational interventions, and improvements in transition services to help youth with disabilities develop in healthy and positive ways and successfully navigate the challenges of moving into adulthood has been the focus of much special education and vocational psychology research and intervention work for many years (Fabian, 2007; Izzo & Lamb, 2003; Benz, Lindstrom, & Yovanoff, 2000; Blustein, 2006).

Vocational exploration may be a particularly useful strategy for helping youth with disabilities experience successful adult transitions (Flum & Blustein, 2000).

Vocational exploration provides information and increased self-awareness for youth, aids in healthy ego formation, and provides social and cognitive skills to youth that they carry into adulthood. Moreover, vocational exploration provides adolescents an opportunity to become active agents in their own lives (Blustein, 2006). The skills associated with this process, such as information-seeking, decision-making, learning from challenges, and achieving successful outcomes, all lead to a positive self-constructed identity – a concept

that describes individuals who actively engage in new experiences in order to determine their vocational path (Flum & Blustein, 2000).

Vocational exploration does not exist in a vacuum and is influenced by a number of social structures including the educational system (Gottfredson, 2005). Such systems have the power to support or to impede the process of exploration (Flum & Blustein, 2000). For example, positive parent and peer relationships, and educational and job-related resources support adolescent vocational exploration and facilitate successful school-to-work transition (Felsman & Blustein, 1999; Blustein, Phillips, Jobin-Davis, Finkelberg, & Roarke, 1997). In contrast, educational barriers and lack of job-related resources limit vocational exploration and negatively affect school-to-work transition (Blustein et al., 1997). Furthermore, because vocational exploration facilitates larger identity exploration, restricting this process can significantly impede overall identity development (Blustein, Devenis, & Kidney, 1989).

Many theorists in vocational psychology have identified and discussed supports and barriers to vocational exploration and career development (e.g., Holland, 1997; Super, 1953; Gottfredson, 2005; Lent, Brown, & Hackett, 2000); however, missing from these theories is an in-depth analysis of the unique experiences faced by individuals with disabilities. Thus, exploring career development from a perspective that attends to both the experiences of people with disabilities and the many contexts that influence youth with disabilities is essential for this underserved population.

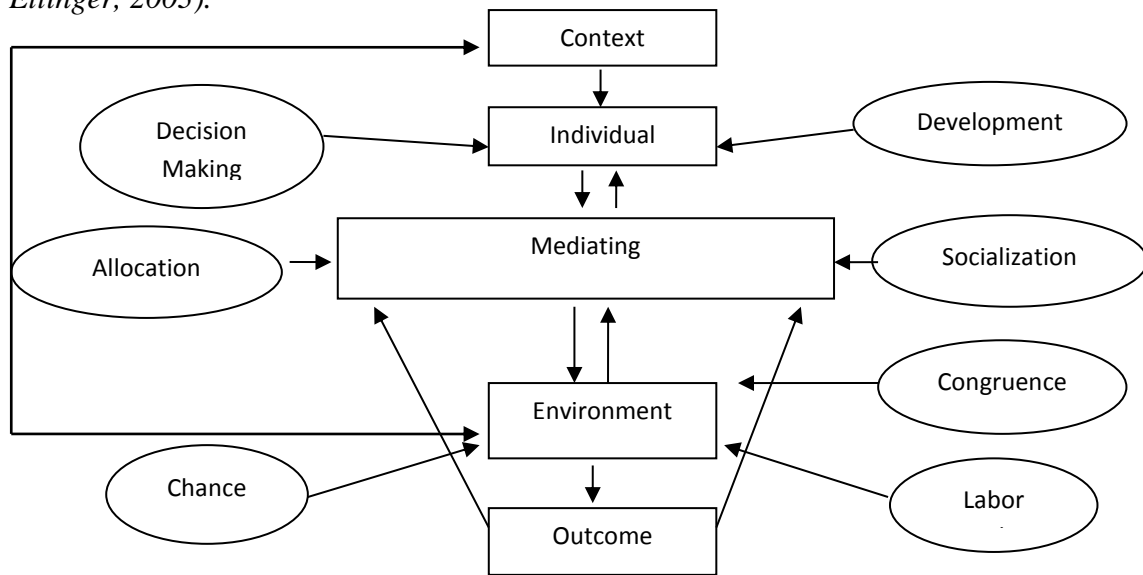
One example of a theory that does consider disability as a factor that influences career development is the Ecological Model of Career Development (EMCD; Szymanski, Enright, Hershenson, and Ettinger, 2003). EMCD considers multiple variables in the

path to successful vocational exploration for individuals with disabilities. This conceptual model includes the strengths and barriers central to considering vocational development, acknowledges the importance of contexts in this development, and also includes aspects of everyday life experience of this population. Vocational psychology and interventions designed to enhance the positive transition experiences of youth with disabilities may benefit from models such as EMCD.

Ecological Model of Career Development (EMCD)

As shown in Figure 1, Szymanski et al. (2003) present a conceptual career development model that considers individual differences and a complex interplay of contextual, mediating, environmental, and outcome factors that influence vocational development for people with disabilities. Individual factors include gender, race, disability/ability, strengths, limitations, interests, needs, and values. Contextual, mediating, environment, and outcome factors include socio-economic status, family, education, cultural and societal beliefs and values, persistence, satisfaction, job stress, and different work environments. The EMCD model acknowledges the importance of the person-environment fit, development, broader influences in labor market, and chance as factors that contribute to the vocational exploration and vocational outcomes.

Figure 1. Ecological Model of Career Development (Szymanski, Enright, Hershenson, & Ettinger, 2003).



Within EMCD contextual factors affect how individual characteristics are understood and expressed. In turn, the individual’s reciprocal relationship with her or his environment is mediated by such factors as the individual’s awareness of her or his strengths and limitations, ability to engage in self-advocacy, and the cultural and social construction of disability and resulting stigmatization that the individual experiences. EMCD also accounts for such forces as human development, socialization, and chance, which have an influence on the individual and career exploration process. Vocational outcomes are ultimately influenced by the interaction of constructs in the model and the individual’s reciprocal relationship within her or his environment. In the following section, each of the constructs of the EMCD model is described in greater detail.

Context. EMCD defines context as the exo- and macro-systems that surround the individual (Szymanski et al., 2003). As such, youth with disabilities from lower socio-economic status are less likely to have stable employment and high hourly wage than their higher socio-economic status peers (Newman et al., 2009). Additionally, as some

youth with disabilities progress through high school, they receive inadequate career assessment services and career counseling services, and have unequal access to training and development opportunities when compared to their peers without disabilities, (Lindstrom, Harwick, Poppen, & Doren, 2012). Finally, when these youth do have an opportunity to enter the workforce, they encounter attribution errors and false assumptions by employers, have lower likelihood of promotion, and are likely to experience anti-disability prejudice and ableism in their workplace (Feldman, 2004; Fong, McMahon, Cheing, Rosenthal, & Bezyak, 2005; Noonan et al., 2004).

Contextual factors can also serve as supports for youth with disabilities. Lindstrom, Doren, and Miesch (2011) identified family support and positive expectations as factors that have a positive effect on youth with disabilities' post-school employment outcomes. Additionally, Noonan and colleagues (2004) identified positive peer and social support as protective factors for high achieving women with physical disabilities.

Within the structure of EMCD (Szymanski et al., 2003), contextual factors interact with individual characteristics, creating a unique reciprocal relationship. As such, the individual is shaped by her or his context, and simultaneously reinforces that context.

Individual. This construct includes gender, race, ethnicity, disability, interests, needs, values, and strengths and limitations (Szymanski et al., 2003). Within the context of disability, race and gender differentially impact the opportunities and outcomes. White students with disabilities are more likely to have access to employment during high school and be employed four years after graduation, when compared to youth of color (Wagner, Newman, Cameto, & Levine, 2005). Furthermore, young women with

disabilities are less likely to be employed when compared to their male counterparts (Doren, Gau & Lindstrom, 2011; Fabian, 2007).

Other studies have shown that successful women with physical and sensory disabilities accept their disability, gender, racial, ethnic, and cultural identities and successful adults with learning disabilities report having intrinsic motivation to set and accomplish goals, and to reframe their disability as a strength instead of as a barrier (Gerber, Ginsburg, & Reiff, 1992; Noonan et al., 2004). Moreover, persistence, determination, and belief in the self also play an important part in individuals' with disabilities vocational success (Noonan et al., 2004; Gerber et al., 1992). As demonstrated by these research findings, individual factors serve as both support and barriers to positive employment outcomes depending on how youth with disabilities selectively change, reinforce, or adapt to their existing contexts.

Finally, decision-making and development processes influence the individual construct (see Figure 1). As such, human development determines the physical and cognitive abilities of the youth (Berger, 2005). Decision-making or the way in which individuals approach career exploration can also lead to successful post-secondary outcomes for youth with disabilities. For example, a study by Gerber et al. (1992) found that successful adults with LD attributed their success to wanting to succeed, setting goals, and taking action towards their goal.

Environment. EMCD suggests that individual characteristics interact with the environment, further influencing career development for youth with disabilities (Szymanski et al., 2003). If the context is the interplay of the larger exo- and macro-systems, then the environment is the micro-system of work and school conditions,

including job and academic expectations, access and accommodations for youth with disabilities, and organizational structure and infrastructure (Szymanski et al., 2003). Within the work place, for instance, colleague support enables youth to learn and hone occupational skills and practices (Rabren, Dunn, & Chambers, 2002). Moreover, connecting with co-workers with disabilities provides opportunities for mentorship, thus improving youths' job performance, as well as enriching their understanding of disability within the context of work and creating means of engaging in self-advocacy (Rabren, et al., 2002).

Schools and communities also provide services and environments that aid youth with disabilities during their career development. For example, Noonan et al. (2004) identified positive educational experiences as factors that influence positive postsecondary outcomes for successful women with physical disabilities. However, EMCD notes that environment is affected by labor market forces and random chance and that these forces dictate employment rates and standards. Additionally, according to EMCD (Szymanski et al., 2003), the individual – environment interaction is mediated by individual, cultural, and society beliefs.

Mediating factors. Mediating factors that affect the relationship between individual characteristics and the environment include individual, cultural, and social values, norms, and beliefs. Individual mediators include understanding of one's abilities and limitations, sense of self-determination and self-efficacy, and outcome expectations (Szymanski et al., 2003). For example, active career orientation, working around the cognitive limitations due to a disability, self-advocacy, and pro-social skills all contribute to positive outcomes for youth with learning disabilities (Doren, Lindstrom, Zane, &

Johnson, 2007). Additionally, individual learning goal orientation is related to higher levels of career development (Godshalk & Sosik, 2003) and beliefs in one's vocational success are associated with environment exploration (Blustein, et al., 1989). Thus, it is evident that individual mediators affect how individual characteristics interact with the environment.

Cultural and societal mediators include construction of disability identity, stereotypes, and stigmatization (Szymanski et al., 2003). Oppressive practices and experiences such as these can have a negative effect on youth's with disabilities vocational outcomes (e.g., Feldman, 2004). At the same time, social movements and interventions that support the rights of people with disabilities serve as a protective factor for this population along the same dimension (Noonan et al., 2004). Policies such as the Americans with Disabilities Act (ADA) and the 2001 New Freedom Act create a fertile platform for improving postsecondary outcomes for youth with disabilities. These policies encourage and provide a structure in which work with communities, organizations, and employers may find incentives and supports to provide an open and welcoming environment for this population. They also direct funds to be invested in research and advocacy efforts to create assistance for people with disabilities (United States Department of Labor, 2002). As such, cultural and social mediators can have a profound impact on vocational outcomes for this population.

Moreover, allocation and socialization processes affect the mediating factors (see Figure 1). Socialization refers to the learning of life and work roles, whereas allocation refers to socially and culturally pre-determined presence or lack of access to educational and employment opportunities (Szymanski, et al., 2003). As such, accessible transition

services and access to diverse work experiences help youth with disabilities explore their identities as employees and citizens, which, in turn, has a positive influence on postsecondary outcomes (Lindstrom et al., 2011). Additionally, supportive infrastructure such as affordable healthcare and medical insurance aid youth with disabilities in successful school-to-work transition (Powers, Geenen, & Powers, 2009).

Outcomes. As discussed above, there are both direct and mediated interactions among context, the individual, and the environment that affect career outcomes (Szymanski et al., 2003). It is important to acknowledge that congruence and mutual acceptance between individual and work environments affects vocational outcomes (Super, 1953). Traditionally people with disabilities have been excluded from and marginalized within the workforce. Goffman (as cited in Blustein, 2006) asserted that a disabling condition creates social distance in the behavior of others and culminates in social stigma. This stigmatization has an adverse effect on one's mental health and self-confidence (Stuart, 2006). Additionally, it leads to decreased professional interactions between people with disabilities and their employers and colleagues, and limited work and promotion opportunities (Feldman, 2004). Thus, it is not surprising that when compared to their peers without disabilities, youth with disabilities are less likely to find gainful employment after high school (Newman, et al., 2009).

Summary. EMCD (Szymanski et al., 2003) is a conceptual model that considers the individual, contextual, and systemic factors that affect vocational development of individuals with disabilities. It highlights the reciprocal and mediated relationship between the individual and the environment and includes such processes as human development, allocation of resources, and market labor forces as part of the structure that

affects vocational outcomes for people with disabilities. It also proposes interventions that affect multiple constructs in this model. These interventions are described next.

Interventions

EMCD is a conceptual model that provides suggestions for applied career interventions for individuals with disabilities, which include gaining awareness of systemic barriers such as oppressive practices and stigmatization, engaging in self-advocacy, providing opportunities for successful work experiences, career advancement planning, and individual and community empowerment (Szymanski et al., 2003). The underlying constructs of interventions that are congruent with EMCD are self-efficacy, self-determination, vocational outcome expectations and critical consciousness, although not all of these are explicitly discussed as part of the model. These constructs allow individuals to successfully navigate career exploration and choice by increasing intrinsic motivation, a sense of competency and ability to perform, and a belief in personal agency on the individual and systemic levels (Blustein, 2006; Blustein, McWhirter, Perry, 2005).

While these constructs are congruent with EMCD, interventions to date typically do not fully attend to these elements in treatment delivery. The field of vocational psychology more recently has elucidated the importance of these constructs in relation to vocational choice for people with disabilities (Blustein, 2006). Thus, focusing on these constructs in intervention efforts for youth with disabilities is at the forefront of effective research and intervention practice for this population. The integration of vocational psychology and career development for youth with disabilities with a focus on self-efficacy, self-determination, vocational outcome expectations, and critical consciousness is discussed next. Additionally, each concept will be illustrated by sample interventions

in order to demonstrate the influence of group career-based curricula on the variables of interest.

Vocational Psychology and Career Development for Youth with Disabilities

Since its inception, the focus of vocational psychology has been on identifying and fostering human strengths and resilience (Super, 1953). More recently, vocational skills self-efficacy, self-determination, vocational outcome expectations, and critical consciousness have been discussed as key constructs that lead to effective outcomes within vocational psychology interventions, but that have not uniformly been fully implemented or well tested (Blustein, 2006; Lent et al., 2000). In the following section the importance of these factors for career exploration of youth with disabilities is described.

Self-efficacy. Self-efficacy is characterized by persistence and ability to reframe failures as learning opportunities. Self-efficacy is a cognitive and an affective concept (Bandura, 1982). For instance, an individual's thoughts about past successes influence her or his current behavior, and, in turn, shape this individual's future behavior. As such, a thought process that focuses on failure will result in actions that perpetuate failure, rather than facilitating effective goal-setting. Conversely, a belief that one has the capacity to achieve one's goals will lead to an increased effort and intrinsic motivation in achieving these goals (Bandura, 1989). Thus, higher levels of self-efficacy are related to positive performance outcomes, lower anxiety, and belief in maintaining such positive outcomes in the future. For the purposes of this study, self-efficacy is defined as the confidence in attaining and utilizing skills that are used in an individual's chosen career.

It is not possible to extract individuals from their ecological systems such as family, peers, colleagues, neighborhoods, schools, public policies, and more (Bronfenbrenner, 1979). As such, the reciprocal influences of the individual and the ecological systems shape the individual's behavior and her or his sense of efficacy about the present and the future (Bandura, 1982). In support of this, for instance, the research literature has documented numerous examples of the importance of parental modeling and expectations on children's career self-efficacy (e.g., Bandura, Barbaranelli, Caprara, & Pastorelli, 2003), the effect of teacher expectations on academic self-efficacy (Bandura, 1993), and the effect of self-efficacy beliefs on academic achievement, persistence, and career expectations (Lent, Brown, & Larkin, 1986.).

Furthermore, Lindley (2006) states that "assessment of self-efficacy beliefs is an integral part of comprehensive career assessment with individuals with disabilities" (p. 154). According to Lindley, increasing career-related self-efficacy helps close the expectation-aspiration gap; a gap that can lead to unemployment/underemployment of underprivileged students (Ali & McWhirter, 2006). Thus, when addressing career development of youth with disabilities, it is necessary to include self-efficacy as one of the foci of an intervention.

Sample intervention. The following intervention demonstrates the use of a short term group career-based intervention to target women survivors' of intimate partner violence career search self-efficacy. A quasiexperimental study conducted by Davidson, Nitzel, Duke, Baker, and Bovaird (2012) evaluated the impact of Advancing Career Counseling and Employment Support for Survivors (ACCESS; Chronister & McWhirter, 2006) intervention with women survivors of intimate partner violence in the Midwest

region. The ACCESS intervention consisted of five 2-hour sessions that were held once a week. The sessions focused on awareness of power dynamics and abuse in women's lives, awareness and development of occupational skills, ability to use decision-making skills, and empowerment of others. The results indicated that participation in the ACCESS program was related to higher scores on career search self-efficacy among the participants (Davidson et al., 2012).

Self-determination. Self-Determination Theory (SDT; Ryan & Deci, 2000) assumes that intrinsic motivation or motivation that comes from within and is mobilized by personal interests, values, and goals is a key part of human development. It presupposes authentic curiosity about new activities, tasks, and experiences, and an ability to find value congruence between an individual and her or his environment.

The concept of intrinsic motivation was introduced by White (1959), who suggested that this kind of motivation is needed for human beings to successfully negotiate their environments. Ryan and Deci (2000) furthered this concept by asserting that intrinsic motivation is best sustained in an environment that supports autonomy, competence, and relatedness – three core constructs within SDT which aid an individual in maintaining an internal locus of control, which, in turn, affects an individual's sense of mastery and control over her or his environment. Individuals with internal locus of control are more likely to report occupational success (Hogan, Chamorro-Premuzic, & Kaiser, 2013). Multiple research inquiries demonstrate that intrinsic motivation can positively affect worker adjustment to the work environment (Blustein, 2006).

The role of self-determination for people with disabilities was first demonstrated in the 1980s (Wehmeyer & Schwartz, 1998). Within this context, self-determination

referred to the ability and the right of individuals to have control over their own lives and choices. While this may sound simplistic, given the pervasive discrimination against this population, self-determination does not only mean individual control, but rather an individual and collective effort to change cultural and societal stereotypes, especially those that have led to discrimination (Ward, 1996). As such, according to Wehmeyer (as cited in Wehmeyer & Schwartz, 1998), a self-determined act consists of the following characteristics: the individual action is autonomous and self-regulated and the individual responds to an event from a psychologically empowered and self-realizing stance. Wehmeyer, Abery, and Zhang (2011) expanded that definition to “self-determination ... is the product of both the person and the environment – of the person using the skills, knowledge, and beliefs, at his/her disposal to act on the environment with the goal of obtaining valued and desired outcomes” (p. 21).

Additionally, when individuals with disabilities in a community college transition program were interviewed about their experiences in high school and community college, they identified the following key aspects to self-determination: locus of control, self-awareness, and goal-directed behavior. Moreover, these students reported that environments that facilitated independent exploration and learning helped them learn self-determination skills (Ankeny & Lehmann, 2011). Thus, it is clear that while self-determination has been described as an individual concept, it is influenced by one’s interactions with the environment.

Wehmeyer (1999) has shown individuals with intellectual disabilities have lower levels of self-determination than their peers without disabilities. On the other hand, increased levels of self-determination have been linked to a positive quality of life for

these individuals (Wehmeyer & Schwartz, 1998). Additionally, teaching self-determination has improved the help-seeking behaviors of young adults with visual, hearing, or orthopedic disabilities (Balcazar, Fawcett, & Seekins, 1991). Thus, it is evident that self-determination is an important concept within the fields of vocational psychology and special education and merits further research attention.

Sample intervention. The following sample intervention demonstrates the possibility of using a group-based intervention to affect self-determination among students with disabilities. Wehmeyer, Shogren, Palmer, Williams-Diehm, Little, and Boulton (2012) tested the efficacy of Self-Determined Model of Instruction (SDLMI) to promote self-determination with high school students with intellectual disabilities (ID) and learning disabilities (LD). SDLMI focuses on self-determined learning and provides students with opportunities to set their own educational goals and participate in decisions regarding school-based interventions that help them achieve these goals. The results of this study indicated that SDLMI was related to an increase in self-determination scores. This increase was higher for students with LD than for students with ID.

Vocational outcome expectations. Vocational outcome expectations were first described by Lent, Brown, and Hackett (1994) as a mediating variable between individual and contextual factors and career goals and actions. Vocational outcome expectations are defined by Lent, Sheu, et al. (as cited in Conklin, Dahling, & Garcia, 2013) as “positive or negative career-related experiences anticipated to occur in the future in that domain” (p. 69). Lent & Brown (2006) further suggest that those who expect to be satisfied with their vocational outcomes are more likely to attain their career goals. Moreover, youth with positive vocational outcome expectations are less likely to have high perceptions of

barriers to postsecondary education and career success (McWhirter et al., 2000).

Finally, McWhirter et al. (2000) emphasized that adolescence is a key life stage during which vocational outcome expectations can be shaped and supported.

Vocational outcome expectations play an important role for youth with disabilities. Examining the role of vocational outcome expectations for youth with learning disabilities, mild intellectual disabilities, autism, emotional disturbance, or attention deficit hyper activity disorder, Ochs and Roessler (2001) found that these youth had lower career outcome expectations and vocational identity when compared to their peers without identified disabilities. Additionally, Panagos and DuBois (1999) found that for high school youth with learning disabilities, vocational outcome expectations had a positive relationship with career interest.

Sample intervention. The following study illustrates the ability to influence vocational outcomes expectations among high school youth with disabilities by focusing on group dynamics and problem solving. Murray and Doren (2013) conducted a school-based career related social skills intervention for youth with high incidence disabilities – Working at Gaining Employment Skills (WAGES). WAGES consisted of 33 lesson plans that addressed the following domains: self-regulation, teamwork, communication, and problem-solving. This curriculum was administered three to four days out of the week for 4.5 months. The WAGES group intervention was implemented within identified high schools by school staff (e.g., teachers, vocational rehabilitation counselors). Students in the intervention group reported higher vocational outcome expectations at post test than the students in treatment as usual group.

Critical consciousness. Raising of critical consciousness (Freire, 1974) is a process through which the oppressed become aware of having control over their lives and engage in critical examination of the systems of oppression that affect them, thus leading to the transformation of their own reality. The construct of critical consciousness within the field of disability research encompasses an awareness of how social construction of disability restricts career exploration and an ability to question the dominant discourse about the intersections of work and disability (Petersen, 2009).

For example, in a qualitative study examining the experiences of four African-American women with disabilities, Petersen (2009) found that the development of critical consciousness helped these women to confront oppressive practices that they have encountered. Moreover, in another study, parents of children with disabilities developed critical consciousness about structural and cultural barriers that they faced and came together in order to advocate for better educational and support services for their children (Ditrano & Silverstein, 2006). Finally, research on critical consciousness among minority groups has shown that critical consciousness is related to improved mental health (Zimmerman et al., 1999), improved school engagement (O'Connor, 1997), and more effective career development (Diemer & Blustein, 2006). Therefore, it is evident that critical consciousness is an important component in working with the marginalized groups in helping them achieve positive outcomes as well as empowering them to take action against oppressive practices.

Sample intervention. The following study illustrates the ability to include critical consciousness curriculum as part of a group career intervention. A study by Chronister and McWhirter (2006) tested two group career group interventions for female survivors of

intimate partner violence. One intervention consisted of best practices in career counseling, while the second intervention included the best practices in career counseling and critical consciousness components that consisted of discussions about empowerment for self-protection and awareness of power and its role in domestic violence, among other topics. At follow-up, participants in the second intervention had higher critical consciousness scores and were more likely to achieve their goals, than those in the first intervention.

Summary. It is evident that self-determination, self-efficacy, and critical consciousness are associated with positive career exploration-related outcomes for youth with disabilities. At the same time, among career counseling interventions targeted at youth, only a few stand out as pioneers in incorporating elements of these concepts. The programs described below are examples of programs that successfully integrate the concepts of self-determination, self-efficacy, and vocational outcome expectations into their curricula. These programs have been less attentive to enhancing critical consciousness. I review five key programs, followed by a critique and suggestions that emerge from this critique for a new intervention for improving vocational outcomes for youth with disabilities.

Career Interventions for Youth with Disabilities

Bridges from School to Work Program (Bridges). The goal of this program is to provide career exploration opportunities for youth transitioning from high school to work (Fabian, 2007). Bridges is a semester-long intervention program. It provides career counseling and job placement, paid work experience with training and support components, and follow-up support and tracking of students aged 16 to 22 years. A study that recruited 4,571 urban minority men (57%) and women (43%) with learning,

intellectual, or emotional-behavioral disabilities who participated in this program found that on average, 68% of the graduates of the program obtained employment; this percentage is higher than comparable national data indicating a 42% employment rate (Fabian, 2007).

Great Oaks job training program. Great Oaks program works with vocational rehabilitation offices to provide career counseling, job development, and on – the – job training for students with disabilities in their last year of high school and during their first year after graduation (Izzo & Lamb, 2003). This program implements a competency based curricula that is focused on academic and occupational skills. Students with disabilities who are enrolled in this program receive tutoring services, and learn communication, goal setting, and time management skills. Moreover, students with disabilities work with job coaches during their community-based vocational training experiences (Izzo, Cartledge, Miller, Growick, & Rutkowski, 2000).

A pre-post test control group investigation indicated that the youth who participated in this program were more likely to be employed and earned \$3000 more per year than their peers who did not participate in this program. Furthermore, Great Oaks program participants were more likely to be involved in social groups, and have saving accounts and credit cards (Izzo & Lamb, 2003). Finally, young women who participated in this study were more likely to obtain employment than their peers nationally (Izzo et al., 2000).

Teaching All Students Skills for Employment and Life (TASSEL). This student-centered program works individually with students to determine their abilities and strengths. Students select one of two tracks: an academic or a vocational track.

Those on the academic track are enrolled in general education and special education classes. Students who are interested in attending a postsecondary educational institution are offered assistance with college planning and application process. Students who choose the vocational track are involved in work experiences, both on campus and in the community. They also complete a job portfolio which demonstrates their vocational competencies (as cited in Izzo & Lamb, 2003).

The outcome data from TASSEL shows that 74% of students are employed 2.5 years after graduation (Izzo & Lamb, 2003). Moreover, 86% of the students report being an active part of the planning process; the majority of community and school personnel also reported being active participants in the TASSEL services. Most of students, parents, and community partners reported being satisfied with TASSEL (Aspel et al., 1999).

Youth Transition Program (YTP). This program is a collaborative effort between Oregon Vocational Rehabilitation (VR), Oregon Department of Education (ODE), University of Oregon (UO), and local schools and communities. YTP serves high school juniors and seniors, and provides postsecondary follow-up services for one year after program exit (Benz, Lindstrom, & Latta, 1999). Typically the students are referred to the program due to a diagnosed disability in conjunction with additional barriers such as risk of dropping out of school, limited or negative vocational experiences, teenage parenting responsibilities, or unstable living environments (Benz, Lindstrom, & Yovanoff, 2000). The program consists of work experiences as well as instruction in academic skills, money management, time management, effective communication, independent living skills, self-determination, and self-advocacy (Izzo &

Lamb, 2003). Moreover, since YTP is operated in partnership with vocational rehabilitation (VR), YTP participants receive VR services after graduating high school (Benz, Lindstrom, & Latta, 1999).

An evaluation of YTP services showed that students who were part of the program for more than 12 months, met four or more transition goals, and held two or more paid jobs were more likely to graduate with a regular diploma. Additionally, YTP participants reported that having individualized goals, participating in personally meaningful activities, and gaining self-awareness and self-confidence were important to them and contributed to their success. Finally, having a positive relationship with a trusted adult(s) who was invested in the youths' success also contributed to the positive outcomes of the YTP program (Benz et al., 2000).

Moreover, YTP students were more likely to maintain paid jobs after graduation and earn higher wages per hour than peers who were not in the YTP program. In reviewing outcomes for youth who participated in the program between 7/1/2011 and 6/30/2013, researchers found that 80% of YTP participants were employed or enrolled in a training program at program exit and 79% were employed or enrolled in a training program 12 months later. Moreover, for those employed 12 months after the graduation, the average hourly rate was \$9.80 (Lindstrom & Poppen, 2013).

The PATHS Curriculum. The gender-specific PATHS (Post School Achievement Through Higher Skills) curriculum consists of four modules and 77 lessons aimed at improving proximal social cognitive career and self-determination outcomes for high risk adolescent women who were eligible for special education or were at risk of academic failure. The curriculum modules focus on self-awareness, disability awareness,

gender identity, and career and college planning. The PATHS curriculum was tested in a pre-post control group design. It was administered by special education teachers and a school counselor to 111 high school women across six high schools in the state of Oregon. The results of the study indicated that students who were in the experimental group had a statistically significant change in their autonomy and disability and gender-related knowledge when compared to the control group (Doren, Lombardi, Clark, & Lindstrom, 2013).

Critique. The above interventions demonstrated effective methods of increasing self-efficacy and self-determination for young people with disabilities. These outcomes were also related to successful school and employment outcomes. Relating these interventions to the EMCD model indicates that they targeted the context, individual, decision-making constructs and the individual mediators. At the same time, it appears that these interventions did not specifically focus on raising critical consciousness and empowering this population through elucidating the systems of oppression that perpetuate the barriers to gainful employment – aspects of intervention that would affect the societal and cultural mediators as well as the allocation process within the EMCD. In the field of clinical and counseling psychology, motivational interviewing (MI) is one approach that can be used to attend to all four of the above concepts simultaneously.

The importance of self-efficacy, self-determination, vocational outcome expectations, and critical consciousness has been discussed in the previous sections. Based on the research literature, the EMCD, and the critique of existing programs, in the following section I describe MI and MEGI, a motivational enhancement intervention for

improving outcomes for youth with disabilities that I developed and evaluated in this study.

Motivational Interviewing

Motivational Interviewing (MI) is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen the person's motivation and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. Self-efficacy and self-determination, as constructs that affect one's intrinsic motivation for change, are at the core of MI (Miller & Rollnick, 2013).

MI has been shown to be effective in encouraging positive changes in health behaviors, such as medication adherence, and smoking cessation (Hettema, Steele, & Miller, 2005). Moreover, studies have shown the effectiveness of MI with adolescents when addressing alcohol and substance use (Jensen, et al., 2011), smoking cessation (Heckman, Egleston, & Hofmann, 2010), medication adherence (Riekert, Borrelli, Bilderback, & Rand, 2011), nutrition and weight management (West et al., 2011), and prevention of depression (Van Voorhees, et al., 2009).

Research also shows a promising application of MI with individuals with disabilities. For example, an intervention that used MI to enhance Individual Placement and Support for adults with psychiatric disabilities resulted in positive employment outcomes, such as an increase in overall employment, hours worked, hourly wage, and monthly income (Larson, Barr, Kuwabara, Boyle, & Glenn, 2007). Moreover, using MI as a prelude to treatment for clients with generalized anxiety disorder (GAD) was more effective in increasing cognitive-behavioral intervention homework completion than conditions not using MI (Westra, Arkowitz, & Dozois, 2009). Finally, MI was effective

in increasing motivation to change alcohol use among adults with learning disabilities (Mendel & Hipkins, 2002). Since the use of MI with a variety of populations is very well supported, enhancing any intervention with MI is well justified and merits greater research focus.

Purpose of the Study

A thorough literature review showed that while there is a research base demonstrating negative post-secondary outcomes for youth with disabilities, there is a dearth of counseling-oriented interventions addressing this issue that incorporate elements of intrinsic motivation, self-determination, self-efficacy, vocational outcome expectations, and critical consciousness. In the current study I used the EMCD (Szymanski et al., 2003) as the conceptual framework to create a motivational enhancement group intervention that focused on the interaction between the Individual (students) and the Environment (teachers' instructional style and career and academic expectations of the students) constructs and implemented this intervention among young people with high-incidence disabilities already receiving transition services in high school.

The interaction between the Individual and the Environment was altered by creating an intervention that required the teachers to set aside their expert role and preconceived ideas about students' past and future strengths and success, and instead engage students in a collaborative, strength-based, and compassionate exploration of their career-related strengths, values, and goals. The Motivational Enhancement Group Intervention (MEGI) focused on increasing students' intrinsic motivation to engage in career exploration, self-determination, self-efficacy, and critical consciousness. The

purpose of this study was to evaluate the change in these outcomes before and after MEGI administration.

Intervention

The Motivation Enhancement Group Intervention (MEGI) consisted of 10 one-hour sessions. MEGI was implemented within high school transition and special education classes through the YTP program in Oregon (see Appendices A-C for MEGI materials). MEGI focused on increasing students' self-efficacy, self-determination, vocational outcome expectations, and critical consciousness. MEGI lessons and activities focused on improving group cohesion and relatedness, providing reinforcement of group members' autonomy, elucidating how work aspirations and experiences affect one's current and future vocational exploration, identifying individual strengths and competencies, discussing barriers to vocational success and identifying effective coping strategies, setting a vocational goal, and writing a specific, measurable, achievable, realistic, and a time-framed plan to meet the vocational goal.

Unlike other career interventions targeted at youth with disabilities, MEGI drew on motivational interviewing and its core aspects: students' autonomy and overt acknowledgement of their expertise about their own lives and experiences. MEGI focused on developing the collaboration between students and interventionists and on evoking students' thoughts, values, and goals.. As such, the MEGI interventionists served as compassionate and accepting guides, with the students having a choice about how and to what degree they want to participate in the intervention. This, in turn, was intended to aid students in developing their own internal locus of control, a sense of competence, and a stronger belief in themselves and their capacities.

Research Hypothesis

To evaluate a change in main outcome variables, I posed the following hypothesis: After participating in the MEGI curriculum, there will be a positive and significant change in pre- to post-intervention scores for: (1) vocational skills self-efficacy (VSSE); (2) autonomy (ARCAut); (3) self-realization (ARCSR); (4) vocational outcome expectations (VOE); and (5) critical consciousness.

Research Design

I employed a mixed-methods design to test this hypothesis. Mixed-methods research design combines both quantitative and qualitative approaches to studying a phenomenon. The strength of this method lies in the ability to understand the phenomenon from a more integrated perspective (Gay, Mills, & Airasian, 2009). Mixed-methods design can answer unique research questions, provide stronger inferences, and present a greater diversity of views and opinions (Teddlie & Tashakkori, 2003). Within this method, quantitative and qualitative results of a study complement and inform each other. Additionally, both approaches aid in fully understanding the research problem and further develop a line of research (Hanson, Creswell, Clark, Petska, & Creswell, 2005).

For the purposes of this study, a transformative sequential QUAN → qual mixed-methods design was used (Hanson et al., 2005). The purpose of using a transformative sequential QUAN → qual mixed-method was to understand the dimensions of self-determination, self-efficacy, vocational outcome expectations, and critical consciousness as they pertain to career exploration among high school youth with disabilities. Moreover, the emphasis was placed on the quantitative aspect of the data collection; that is, the focus of the study was to clarify if there were any changes in main outcome

variables following the intervention. At the same time, the qualitative data collection enriched the understanding of how and why changes may have occurred.

For the quantitative design, a pre-experimental research design was used (Campbell & Stanley, 1963). The qualitative portion of the study consisted of focus groups using a set of questions that gathered information about intervention components, reactions to the intervention, and measured outcomes. Focus groups were conducted with the youth who participated in the intervention as well as with the interventionists.

Quantitative design. A pre-experimental, one group, pre-post test research design, focused on exploring the data without making inferences about the cause-effect nature of the phenomenon. Within this design, a group of participants is administered a baseline pretest, an intervention, and a subsequent posttest (Campbell & Stanley, 1963). The proposed study was designed to explore what changes from pre- to post-intervention would occur in the students' with disabilities self-efficacy, self-determination, vocational outcome expectations, and critical consciousness. In light of limited financial and human resources, and the fact that the intervention was school-based, it was not feasible to engage in experimental or quasi-experimental design without having prior pilot evidence of its effectiveness. This study was designed to provide pilot evidence.

Qualitative design. Focus group interviews were conducted to assess the helpfulness of the intervention, and the ways in which the intervention affected the participants' relationships, self-knowledge and self-awareness as they related to their identity, goals, values, and critical consciousness (see Appendix E for focus group protocols). Focus groups are frequently used in exploratory research (Silverman, 2010). They provide additional information about the participants' experience of an intervention,

uncovering the *why* and the *how* of the intervention effect. Additionally, they supplement and inform the quantitative finding, allowing for a more complete understanding of a phenomenon and proving new directions for research (Vaughn, Schumm, & Sinagub, 1996). Finally, focus groups can provide more accurate information about the experience and effects of the intervention from a participant point of view; something that cannot be accomplished by using solely quantitative methodology (Strother as cited in Vaughn, Schumm, & Sinagub, 1996).

CHAPTER II

METHODS

This study used a mixed-methods approach. This approach provides a more comprehensive understanding of the data (Hanson et al., 2005). In order to evaluate changes in vocational self-efficacy, autonomy, self-realization, vocational outcome expectations and MEGI knowledge retention, a quantitative pre-post assessment was conducted with the student participants. In order to evaluate changes in critical consciousness, self-knowledge, future career plans, as well as to elicit feedback about the intervention, post-intervention focus groups were completed with participating students and interventionists. In this chapter, I provide a description of the sample, the recruitment procedures, a description of interventionist training, the fidelity to intervention procedures and results, pre-posttest measures used, focus group description and protocol, focus group participants descriptions, and quantitative and qualitative data analysis procedures. Detailed descriptions of study materials are provided in Appendices A-E.

Participants

Students. Participants were high school students, ages 12 – 20 years who were enrolled in special education and transition classes. A total of 177 students participated in the MEGI intervention and 135 students completed both pre and post assessments. This resulted in a final sample of 135; thus, all subsequent data reported is for this final data sample.

All of the students in this study attended Schools A-F. Schools A-D were comprehensive high schools located in a medium sized city in Oregon. School E was a program serving youth with intellectual and developmental disabilities ages 18-21 located

in a medium sized city in Oregon. School F was located in a rural town located 50 minutes from a medium sized city in Oregon. Approximately 64% of the students in School A reported receiving free or reduced lunch and 36% reported that their families receive food stamps. The majority of the students in School B reported receiving free or reduced lunch (61%) and food stamps (46%). Similarly, 53% of students in School C reported receiving free or reduced lunch and 48% reported receiving food stamps. In School D, 50% of the students reported receiving free or reduced lunch and only 30% reported receiving food stamps. Conversely, 17% of the students in School E reported receiving free or reduced lunch and 50% reported receiving food stamps. Finally, 59% of the students in School F reported receiving free or reduced lunch and 29% reported receiving food stamps. In summary, Schools B and C had the majority of students who reported receiving free or reduced lunch or food stamps.

The mean age for the sample was 16.54 ($Md=17.00$, $Mode=17$, $SD=1.29$). The majority of the participants self-identified as European-American (74.8%) males (60.7%). Additionally, the majority of the students attended School C (43.0%) and were in 12th grade (41.5%).

For this study, socio-economic level was calculated using the following criteria: if the student received free or reduced lunch, if the student received food stamps, if the student lived with both or one of the parents, and mother's and father's education status. The answers to these questions were coded and combined using a formula by Ensminger et al. (2000). The results were categorized into low, medium low, medium high, and high socioeconomic status. Approximately 24% of the students were within the high socioeconomic status level, while 16% were in the medium high, 17% were in the

medium low, and four percent were in the low socioeconomic status level. Thirty-nine percent of the students did not report their socioeconomic status. Twenty-two percent of the students reported that their family receives food stamps and 27% reported receiving free or reduced lunch at school.

Finally, 74.1% of the students self-identified as having a disability, with the majority self-identifying as having a learning disability (40.7%). Approximately 25% of the students reported not having a disability; however, the vast majority of students enrolled in the special education and transition classes have an Individualized Educational Plan or a 504 Plan for disability accommodations. As such, the disability status numbers reported for this study might not accurately reflect the actual disability status of this sample (See Table 1).

The majority of the participants reported having had a job in the past (78.5%). Approximately 45 percent of the sample had one to two jobs in the past, and 40 percent of the participants reported working 1-5 hours per week when employed. Moreover, a third of the sample reported participating in volunteer and other unpaid work experiences. These types of work experiences are a common practice in special education and transition high school programs (See Table 2).

Table 1

Demographic Information for the Sample (n=135)

	# of Participants (%)
Gender	
Male	82 (60.7)
Female	53 (39.3)
Race	

	# of Participants (%)
White or European-American	101 (74.8)
Black or African-American	1 (0.70)
Hispanic/Latino	17 (12.6)
Asian or Asian-American	4 (3.0)
Native American or Alaskan Native	3 (2.2)
Multiracial	10 (5.9)
Not reported	2 (1.5)
School and Classroom	
School A	
Classroom 1	11 (8.1)
School B Total N= 33	
Classroom 2	8 (5.9)
Classroom 3	12 (8.9)
Classroom 4	13 (9.6)
School C Total N = 58	
Classroom 5	4 (3.0)
Classroom 6	7 (5.2)
Classroom 7	7 (5.2)
Classroom 8	7 (5.2)
Classroom 9	11 (8.1)
Classroom 10	8 (5.9)
Classroom 11	14 (10.4)
School D	
Classroom 12	10 (7.4)
School E	
Classroom 13	6 (4.4)
School F	
Classroom 14	17 (12.6)
Grade	
7 th	1 (.70)

	# of Participants (%)
8 th	3 (2.2)
9 th	4 (3.0)
10 th	17 (12.6)
11 th	47 (34.8)
12 th	56 (41.5)
Not reported	7 (5.2)
SES	
Low	5 (3.7)
Medium Low	23 (17.0)
Medium High	21 (15.6)
High	33 (24.4)
Not reported	53 (38.5)
Disability	
Yes	100 (74.1)
No	32 (23.7)
Not reported	3 (2.2)
Type of disability	
Learning Disability	55 (40.7)
ADD/ADHD	14 (10.4)
Asperger's/Autism/Developmental Disability	8 (5.9)
Multiple disabilities	14 (10.4)
Other	10 (7.4)
Not reported	34 (25.2)

Table 2

Employment Experiences (n=135)

Variable	# of Participants (%)
Ever had a job	
Yes	106 (78.5)
No	29 (21.5)
Number of jobs	
1-2	60 (44.5)
3-4	23 (17.0)
5+	23 (17.0)
Not reported	29 (21.5)
Hours per week worked	
1-5	55 (40.7)
6-10	24 (17.8)
11-15	11 (8.1)
16-20	7 (5.2)
21+	13 (9.6)
Not reported	25 (18.5)
Wage per hour	
Less than minimum wage	23 (17.0)
Minimum wage	26 (19.3)
More than minimum wage	20 (14.8)
Unpaid work experience	40 (29.6)
Not reported	26 (19.3)
Duration of the job	
Less than 3 months	56 (41.5)
3-6 months	22 (16.3)
6-12 months	6 (4.4)
More than 12 months	24 (17.8)
Not reported	27 (20.0)

Interventionists. MEGI Interventionists were special education teachers, transition specialists, and a vocational rehabilitation counselor worked within either a medium sized city or a rural town 50 minutes outside of a medium sized city in Oregon. A total of nine interventionists participated in this study. The majority of the interventionists were between the ages of 30 and 39 years old (44%), self-identified as European-American (89%), taught in a school district within a medium sized city (56%), and self-identified as female (78%). Additionally, four of interventionists were special education teachers, four were transition specialists, and one was vocational rehabilitation counselor. See Table 3 for more detailed information.

Table 3

Demographic Information for the Interventionists (n=9)

Variable	# of Participants (%)
Age	
25-30	1 (11.1)
30-39	4 (44.4)
40-49	1 (11.1)
50-59	3 (33.3)
Gender	
Male	2 (22.2)
Female	7 (77.8)
Race	
White or European-American	8 (88.9)
Native Hawaiian/Pacific Islander	1 (11.1)
School	
School A	2 (22.2)
School B	1 (11.1)
School C	2 (22.2)

Variable	# of Participants (%)
School D	2 (22.2)
School E	1 (11.1)
School F	1 (11.1)
Role	
Transition Specialist	4 (44.4)
Special Education Teacher	4 (44.4)
Vocational Rehabilitation Counselor	1 (11.1)
Years of Experience	
5-9	3 (37.5)
10-15	5 (62.5)
Not reported	1 (11.1)
Years in Current Role	
5-9	7 (77.7)
11-16	2 (22.2)
Experience with MI	
Novice	3 (37.5)
Some training	5 (62.5)
Not reported	1 (11.1)
Years of Experience with MI	
1-2	2 (66.6)
8	1 (33.3)
Not reported	6 (66.7)

Procedures

Interventionist Recruitment and Consent Procedures. Staff from six high schools within Lane County, OR agreed to participate in this study. Within these schools, a total of eight transition specialists and special education teachers and one VR

counselor working in fourteen different classrooms participated in the study. The participation criteria included willingness to devote one hour of weekly instructional time in the special education or transition classes for a 10-week period to implement MEGI and an additional three hours of instructional time for data collection. Moreover, participating sites had administrative support for the intervention such as time off for interventionist training, opportunities for fidelity coders to observe the intervention for treatment fidelity, and dedicated time for the intervention.

In order to recruit high schools, I contacted the Youth Transition Program (YTP) Project Director, Dr. Lauren Lindstrom, who is also a dissertation committee co-chair for this project. YTP is a statewide transition program that is jointly managed by the Oregon Department of Education, Oregon Vocational Rehabilitation, and University of Oregon, and currently operates in over 135 high schools in Oregon (Lindstrom & Poppen, 2013). The purpose of YTP is to improve post school outcomes for youth with disabilities by preparing them for employment or career related post-secondary education or training. YTP services in each school are provided by a collaborative team including a school based Transition Specialist, Vocational Rehabilitation Counselor, youth with disabilities and their families. All YTP personnel participate in ongoing professional development to learn about best practices in transition and develop more effective strategies for serving high need youth with disabilities (Flannery, Lindstrom, & Torcellas, 2009). Concurrently, I contacted the Oregon Vocational Rehabilitation (VR) office to ensure that this dissertation project did not interfere with their service provision in Oregon high schools.

The YTP Project Director recommended that I work with YTP technical assistance (TA) providers to identify interested and eligible schools. YTP TA providers are employed by the University of Oregon and work with high schools that participate in the Youth Transition Program. TA providers visit schools within their geographic area and work directly with transition specialists, special education teachers, and vocational rehabilitation counselors to ensure adherence to the YTP standards, provide support when transition specialists interface with other stakeholders, and offer ongoing training and continuing education for transition specialists. In order to consult with YTP TA providers I attended YTP management team meetings, the YTP statewide conference, and met with YTP TAs individually to identify interested and appropriate schools for this project.

Following consultation with the YTP TA providers, I emailed each identified school's transition specialist, special education teacher, or vocational rehabilitation counselor and requested an in-person meeting. During these meetings, transition specialists, special education teachers, and vocational rehabilitation counselors and I discussed how MEGI could be implemented in their classrooms. Additionally, we reviewed the timeline for this project, the outline of the intervention, and inclusion criteria for the transition specialists, special education teachers, vocational rehabilitation counselors, and schools.

It is important to note, that School E contacted me after the initial school recruitment and asked to participate in this study. The classroom at that school was staffed by two transition specialists who already were implementing MEGI at two other

participating schools and a vocational rehabilitation counselor who has received prior training in motivational interviewing from me.

After these initial meetings, transition specialists, special education teachers, and vocational rehabilitation counselors facilitated contact with school administrators in order to address any concerns and to finalize each school's commitment to participate in this project. I communicated with school administrators in-person, over the phone, or by email, depending on each administrator's preferred method of communication. During these communications, I answered administrators' questions about the consent procedures, intervention content, and timeline of the intervention.

Out of eight schools that I contacted, six schools agreed to participate in this project. One school that declined participation cited the project timeline as a concern. That school preferred to conduct the project during Spring 2013 term, instead of Fall 2012. Given the time limitations of this project, a change in timeline could not be accommodated. The second school expressed concern over the word "disability" in the consent forms and study materials. Since this project is focused on working with high school students with disabilities, it was not possible to accommodate the school's request to remove or change the wording.

Interventionist Training and Incentives. Special education teachers, transition specialists, and the vocational rehabilitation counselor in participating schools serving as the interventionists for this study were trained in motivational interviewing (MI) and in Motivational Enhancement Group Intervention (MEGI) administration by me, a member of the international Motivational Interviewing Network of Trainers. The interventionists participated in one day of MI and MEGI training prior to implementation of the

intervention. During the MI portion of the training, the following topics were covered: definition of MI, MI Spirit, MI processes, MI microskills, change talk, interpersonal discord, and planning. The MEGI portion of the training contained the following topics: rationale for the study, research compliance, description of MEGI and MEGI timeline, review of MEGI curriculum, and practice of MEGI sessions in small and large groups.

Once the interventionists began implementing MEGI in their classrooms, they were observed for fidelity at least one time by me or a trained graduate-level observer. Also, I was available for questions and coaching throughout the intervention. Finally, after fidelity observations I sent each interventionist a report summarizing her or his strengths and areas of growth and offered a follow-up phone call to discuss the report. More information on fidelity observations is provided in the following section.

Finally, participating interventionists received all of the pertinent study materials, including interventionist manuals, folders, student workbooks, certificates of completion, pretest and posttest assessments, strengths card sorts, values card sorts, roadblocks card sorts, Path to My Dream Job and My Dream Job Plan sheets, and crayons. Each interventionist received enough to materials for all of the participating students. In addition, each classroom received a \$300 gift certificate as a thank you for participating in the study.

Fidelity. Fidelity to the intervention was assessed by a team of trained fidelity coders. Fidelity coders were six doctoral students who were recruited from Counseling Psychology and Special Education programs. The fidelity coders were trained in MI and MEGI by me - a member of the international Motivational Interviewing Network of Trainers. They participated in one day of MI training and one day of MEGI training.

During that time the following topics were covered: definition of MI, MI Spirit, MI processes, MI microskills, change talk, interpersonal discord, and planning. As part of their contribution to the project, the fidelity coders assisted with the development of MEGI Fidelity Observation Tool (MFOT) by providing feedback about the clarity and ease of use for MFOT. Additionally, prior to conducting project fidelity observations, the fidelity coding team met weekly to establish at least 75 percent agreement among coders. After the first project observations took place, the team met to discuss initial percent agreement and clarify questions or concerns about using MFOT. Ongoing in-person, phone, and email support was available to the coding team.

During the 10 week intervention, eight out of nine interventionists were observed one to two times by a dyad of coders. The ninth interventionist served as support to a special education teacher and did not directly administer MEGI curriculum. The MFOT assessed interventionists' adherence to the principles and skills of MI, as well as adherence to MEGI protocol.

The MFOT instrument is comprised of two parts: MI Proficiency and MEGI Curriculum Adherence. Since MEGI is an MI-based intervention, it was essential to measure interventionist proficiency in MI; otherwise, it would be unclear whether the interventionists were using MI during the course of the intervention or were utilizing a different communication style. For MI Proficiency, the Motivational Interviewing Treatment Integrity instrument (MITI 3.1.1; Moyers, Martin, Manuel, Miller, & Ernst, 2010) was adapted to reflect recent changes in the conceptualization of motivational interviewing spirit by Miller and Rollnick (2013). As such, the MI Proficiency part of MFOT included measurement of interventionists' use of Compassion, Partnership,

Acceptance, and Evoking. Additionally, while MITI 3.1.1 uses a *giving information* behavior count which counts every instance when a practitioner provides personal information, gives directions, educates, provides feedback, or gives an opinion without advising, this behavior count was eliminated from MFOT for ease of coding. Providing personal information, educating, providing feedback or giving an opinion without explicitly asking the students' permission to share it was coded as an MI-Non Adherent behavior. The final version of MI Proficiency part of MFOT included the following components: Global Scores for Compassion, Acceptance, Partnership, and Evoking and behavior counts for open questions, closed questions, reflections, MI-Adherent behaviors, and MI-Nonadherent behaviors. The fidelity coders filled out the behavior counts in MI Proficiency part of MFOT as they observed a MEGI session and filled out the global score rating immediately after the observation. To assess interventionists' proficiency in MI, an abridged guide for reaching beginning proficiency and competency was used to assess interventionist adherence to MI (Moyers et al., 2010) (see Table 4). This guide was used to assess interventionist proficiency in MI for each fidelity observation.

Table 4

MI Beginning Proficiency and Competency Thresholds (Moyers et al., 2010)

Clinician Behavior-Count or Summary-Score Thresholds	Beginning Proficiency	Competency
Global Clinician Ratings	Average of 3.5	Average of 4
Reflections to Questions Ratio (R:Q)	1	2
Percent Open Questions (%OC)	50%	70%
Percent MI-Adherent (%MIA)	90%	100%

MEGI Curriculum Adherence was used to evaluate whether the interventionists covered core parts of the MEGI curriculum, such as the required in-class activities and written exercises. Failure on the part of the interventionists to complete core parts of the curriculum would lead to an inconclusive interpretation of the study results. The MEGI Curriculum Adherence part of MFOT was compromised of a checklist for each MEGI session that fidelity coders filled out as they were observing a MEGI session (see Appendix D for MFOT).

Interrater Reliability for Coders. Interrater reliability was calculated for two dimensions of the intervention. First, overall, 84% agreement was reached between coding dyads on the behavior counts section of the MI Proficiency section of the MFOT. The percent agreement ranged from 66% to 91%. Second, for the global rating section, 100% agreement was reached consistently. On average, 99 percent agreement was reached for MEGI Curriculum Adherence.

Interrater Reliability Results. The results of fidelity coding showed that on average, the interventionists completed 94.43 percent of the required MEGI components. Based on widely accepted MI and client-centered counseling practice (Miller & Rollnick, 2013), accurate reflections aid in a more full and deeper understanding of one's ambivalence, serve to decrease interpersonal discord, and maintain therapeutic alliance. Questions, on the other hand, work to seek information and, when overused, increase interpersonal discord and negatively affect the change process.

With respect to MI behavior counts, the mean percent of open questions was 45%, the mean reflection to question ratio was .60, the mean percent of MI Adherent behaviors was 76%, and the mean global clinician rating was 3.50. Within this coding schema, a

reflection is a statement that is a paraphrase, a summary, or a reflection of the underlying meaning or feeling of the content of the students' utterances. This shows that on average the interventionists reached beginning MI proficiency in global ratings and did not reach beginning proficiency in other behavior counts. However, when looking at individual behavior counts it is clear that during one of the observations most of interventionists had reached marginal beginner proficiency, beginner proficiency, or competency in some or all behavior counts. See Table 5 for more detailed information.

Table 5

MI Adherence

		Mean Score (SD)	Range
Interventionist 1	Global Clinician Ratings	3.75 (.35)	3.50-4.25
	Reflections to Questions Ratio (R:Q)	.58 (.26)	.30-.92
	Percent Open Questions (%OC)	45 (18.35)	24-66
	Percent MI-Adherent (%MIA)	56 (18.35)	67-100
Interventionist 2	Global Clinician Ratings	3.37 (.20)	3.25-3.50
	Reflections to Questions Ratio (R:Q)	.67 (.09)	.60-.73
	Percent Open Questions (%OC)	62.5 (7.80)	57-68
	Percent MI-Adherent (%MIA)	77 (4.24)	74-80
Interventionist 3	Global Clinician Ratings	3.58 (.60)	2.75-4.50
	Reflections to Questions Ratio (R:Q)	.92 (.40)	.40-1.41
	Percent Open Questions (%OC)	45.83 (3.31)	42-52

		Mean Score (SD)	Range
	Percent MI-Adherent (%MIA)	77 (12.00)	53-84
Interventionist 4	Global Clinician Ratings	3.25 (.71)	2.75-3.75
	Reflections to Questions Ratio (R:Q)	.46 (.34)	.22-.70
	Percent Open Questions (%OC)	52 (2.30)	50-54
	Percent MI-Adherent (%MIA)	56 (26.90)	37-75
Interventionist 5	Global Clinician Ratings	3.43 (.55)	3.00-4.25
	Reflections to Questions Ratio (R:Q)	.40 (.08)	.30-.50
	Percent Open Questions (%OC)	43.75 (9.50)	36-57
	Percent MI-Adherent (%MIA)	82.25 (8.22)	73-91
Interventionist 6	Global Clinician Ratings	2.75 ^a	
	Reflections to Questions Ratio (R:Q)	.38 ^a	
	Percent Open Questions (%OC)	38 ^a	
	Percent MI-Adherent (%MIA)	85 ^a	
Interventionist 7	Global Clinician Ratings	3.5 ^a	
	Reflections to Questions Ratio (R:Q)	.41 ^a	
	Percent Open Questions (%OC)	27 ^a	
	Percent MI-Adherent (%MIA)	89 ^a	
Interventionist 8	Global Clinician Ratings	3.40 (.18)	3.25-3.50
	Reflections to Questions Ratio (R:Q)	.33 (.11)	.24-.40
	Percent Open Questions	34 (16.9)	22-46

(%OC)	Mean Score (SD)	Range
Percent MI-Adherent (%MIA)	62 (9.20)	55-68

^a Only one observation was available

Student Recruitment and Consent Procedures. Once the schools were recruited, the school administrator and participating interventionists signed consent forms agreeing to participate in this study. At the beginning of the 2012-2013 school year, interventionists made a scripted announcement to their students about the opportunity to participate in this study. Afterwards they distributed passive parent consent forms and asked the students to return the signed forms if their parents did not want them to participate. Following procedures approved by the office of human subjects, after 14 business days passed, the interventionists distributed student assent forms and pretest assessment packets. Students were instructed to sign the assent forms if they choose to participate in this study and to fill out the assessment packets. Students whose parents did not want them to participate in this study or who did not wish to sign the assent form, did not fill out either pretest or posttest assessments and did not participate in the student focus groups. None of the parents communicated to the school that they did not want their children to participate in this study.

Classroom Procedures. Three days to one week after the participating students filled out the pretest assessments, the interventionists began implementing the MEGI curriculum as part of the regularly scheduled transition and special education classes. The implementation consisted of devoting the first 30-60 minutes of a class period to MEGI. If there was extra time left in a class period, the interventionists used that time to

conduct class activities unrelated to MEGI such as homework completion time. It was left to the interventionist discretion how often during the course of the week the MEGI curriculum was administered. This decision was made to minimize the disruption of the regularly scheduled coursework and to maximize the potential of the MEGI curriculum to complement existing coursework. As such, interventionists administered the MEGI curriculum ranging from every day for two weeks to once a week for ten weeks.

All students received the same content during the course of the intervention. Topics covered included past career aspirations, past formal and informal job experiences, learned job-related skills, current use of job-related skills, personal strengths and goals, pros and cons of work, personal values, importance and confidence of having a dream job, roadblocks to obtaining a dream job, and a concrete plan of action oriented toward current steps that students can take towards obtaining dream job. There were ten total sessions available and the mean number of sessions attended was 9.26 ($Md=10.00$, $Mode=10$, $SD=1.16$).

MEGI started with engaging students in an exploration of who they wanted to be when they were in kindergarten. Then the intervention helped students identify formal and informal jobs that they had in the past and currently hold, the skills that they learned, and how they use these skills daily. During subsequent sessions, MEGI focused on students' strengths, reasons for working, and values. After reviewing what the students have done in the previous sessions, MEGI helped students identify their dream job as well as the importance of having this dream job and their confidence in obtaining it. MEGI ended with helping students identify roadblocks to obtaining their dream job, coming up with possible solutions to those roadblocks, and developing a Dream Job Plan.

(See Appendix A for MEGI Student Workbook, Appendix B for MEGI Teacher Manual, and Appendix C for Strengths, Values, and Roadblocks cardsorts).

All of the activities within MEGI focused on self-determination and/or self-efficacy and/or critical consciousness. These constructs were introduced by engaging students in written activities, discussions, hands on activities such as drawings and cardsorts, and summary sheets. See Table 6 for description of all MEGI sessions.

Table 6

Description of MEGI Session Content

	Self-Determination	Self-Efficacy	Critical Consciousness
Session 1: Past career aspirations	X	X	X
Session 2: Past work experiences	X	X	X
Session 3: Current work experiences	X	X	
Session 4: Strengths	X	X	X
Session 5: Decisional Balance	X	X	
Session 6: Values	X		X
Session 7: Review	X	X	X
Session 8: Importance/Confidence	X	X	X
Session 9: Roadblocks	X	X	X
Session 10: Plan	X	X	X

Data Collection. All participant data were collected at three time-points. Pretest assessments were administered by the interventionists at least 14 days after the

distribution of the passive parent consent forms and three days to one week prior to the implementation of the MEGI curriculum. Posttest assessments were administered by the interventionists 3 days to one week after the final session of the MEGI curriculum. Both pretest and posttest assessments took approximately 60-180 minutes to complete. If students could not complete the assessment packets during one class period, they finished the packet completion within one additional week.

Student focus groups were conducted within three days to two weeks after the students completed the posttest assessments. The focus groups were conducted by me. For two out of 14 student focus groups, a member of the fidelity coding team assisted me by taking notes. Each focus group consisted of 12 students, on average. The focus groups began with participants filling out a demographic information sheet. The demographic information sheets were used to describe the focus group student sample as well as the interventionists who participated in this study. After the demographic information sheets were filled out, I spent 20-60 minutes asking predetermined student focus group questions (see Appendix E). The answers to these questions were audiorecorded using a digital recorder and transcribed for further analysis.

A teacher focus group was conducted two weeks after the student participants completed posttest assessments. I spent 50 minutes asking predetermined teacher focus group questions. The answers to these questions were audiorecorded using a digital recorder and transcribed for further analysis (see Appendix E).

Measures

The complete instrument packet can be found in Appendix D. All measures were completed by the student participants at least 14 days after the distribution of the passive parent consent forms and three days to one week prior to the implementation of the

MEGI curriculum (see Table 7 for a complete list of measures). In addition, the same set of measures was completed after the intervention.

Table 7

Summary of Constructs and Measures at Each Time Point

Construct	Measure
1. Demographic information	Demographic Questionnaire (DQ; Sheftel & Lindstrom, 2012)
2. Vocational skills self-efficacy	Vocational Skills Self-Efficacy Scale (VSSE; McWhirter, Rasheed, & Crothers, 2000)
3. Vocational outcome expectations	Vocational Outcome Expectations – Revised (VOE-R; McWhirter & Metheny, 2009)
4. Self-determination	Arc’s Self-Determination Scale (ARC; Wehmeyer & Kelchner, 1995)
a. Autonomy	Autonomy subscale
b. Self-realization	Self-realization subscale
5. MEGI Knowledge Retention	MEGI Knowledge Survey (MKS; Sheftel, 2012)
6. Intervention Fidelity	MEGI Fidelity Observation Tool (MFOT; Sheftel, 2012)
7. Control measure #1	Fruit and Vegetable Screening Measure for Adolescents (FVSMA; Prochaska & Sallis, 2004)
8. Control measure #2	PACE+ Adolescent Physical Activity Measure (PACE+; Prochaska, Sallis, and Long, 2001)
9. Critical consciousness	Focus group protocol (Sheftel, 2012)

Construct	Measure
10. Self-awareness and self-knowledge in relation to one's future goals, barriers, and identity.	Focus group protocol (Sheftel, 2012)

Demographic Questionnaire (DQ). The DQ consists of questions about participants' age, race, ethnicity, sex, disability status, grade in school, socioeconomic (SES), and previous work and/or volunteer experiences. SES was assessed by a seven 3-point items measuring parents' employment status, use of food stamps, eligibility for free and reduced lunch support, parents' education level, and questions about family structure, such as number of people living in the household (Ensminger et al., 2000). Each item was assigned a 0, 0.5, or 1 score. The mean score was constructed if at least six of the seven questions were answered.

Vocational Skills Self-Efficacy Scale (VSSE; McWhirter, Rasheed, & Crothers, 2000). The original 37-item VSSE instrument was designed to measure vocational self-efficacy among high school students. The VSSE items were created based on a list of state-specific vocational guidelines for high school students; items reflect skills that high school students were expected to have by the time they graduated. Respondents rate their degree of confidence in completing specific vocational tasks using a 9-point response scale, in which 0 = no confidence at all and 9 = complete confidence. A sample item in the instrument is "Complete a job application correctly." The VSSE has adequate concurrent validity ($r = .87$) with the Career Decision-making Self-Efficacy

scale (Betz & Taylor as cited in McWhirter, Rasheed, & Crothers, 2000) and a Cronbach's alpha of .97 (McWhirter et al., 2000).

For the purposes of this study, I used an adaptation of VSSE described by Doren, Lombardi, Lindstrom, and Gau (2011). The adaptation excludes eight items focused on specific careers or skills that the students need to pursue certain careers. Additionally, the response options were reduced from nine points to five points, such that "1 = no confidence" and "5 = complete confidence." In a pilot study of the PATHS curriculum, the pre-intervention Cronbach's alpha was .94 and post-intervention Cronbach's alpha was .96 (Doren, Lombardi, Clark, & Lindstrom, 2013).

My decision to use the revised version of VSSE was based on ease of comprehension. I was working with youth with disabilities, and so using fewer questions and a reduced number of response options helped to ensure that participants were able to understand and complete the instrument in a reliable and timely manner. Additionally, the PATHS adaptation of VSSE has been successfully used with a similar sample. The alpha values for the present sample were $\alpha = .96$ for pretest and $\alpha = .95$ for posttest (see Table 8).

Vocational Outcome Expectations – Revised (VOE-R; McWhirter & Metheny, 2009). The original 6-item VOE instrument (McWhirter, et. al, 2000) was developed to measure vocational outcome expectations among college students. When completing this instrument, the participants rated their agreement with a number of statements, such that "1=strongly disagree" and "4=strongly agree". The VOE had a test-retest reliability of $r = .59$ and moderate concurrent validity ($r = .54$) with another 5-item measure. Cronbach's alpha of VOE is .92. VOE-R was administered to a sample of 279

college students and obtained acceptable psychometric properties (reported by McWhirter & Metheny, 2009).

The 12-item VOE-R instrument was developed in order to represent Bandura's (1986) three types of outcome expectations: self-evaluation or satisfaction, and physical, and social outcomes as related to career choice. Thus, the original VOE instrument was expanded to include six additional questions. A sample item from the instrument is "I have control over my career decisions." This instrument was tested with a sample of 270 undergraduate students from Pacific Northwest and the East Coast and had a Cronbach's alpha of .93 (Metheny & McWhirter, 2013). The alpha values for the present sample were $\alpha = .92$ for pretest and $\alpha = .90$ for posttest (see Table 8).

Arc's Self-Determination Scale (ARC; Wehmeyer & Kelchner, 1995). The 72-item ARC instrument was designed to measure self-determination for high school students and young adults with intellectual and developmental disabilities. The questions were divided into 4 sections: autonomy (32 items, 5-point Likert scale, such that "1 = I don't even if I have a chance" and "4 = I do every time I have a chance"), self-regulation (9 items; a writing exercise which required the respondents to complete story vignettes), psychological empowerment (16 items; agree/disagree responses), and self-realization (15 items; agree/disagree responses). The ARC was validated on 400 individuals with developmental disabilities and has adequate concurrent validity and internal consistency (Wehmeyer & Kelchner, 1995; Wehmeyer, Kelchner, & Richards, 1996).

For the purposes of this study, I used the following subscales from the 32-item autonomy section of the ARC: interaction with the environment (4 items), community involvement and interactions (5 items), and post-school directions (6 items). I also used

the self-realization subsection (15 items). These sections are directly related to the focus of the MEGI intervention, and thus, in order to minimize participant burden, I focused only on these, instead of including the whole instrument as part of my assessment battery. A total of 32 items were included for the purposes of this study.

Originally, the ARC's validity and reliability were determined with a sample of 500 high school students from Texas, Virginia, Alabama, Connecticut, and Colorado. All students in that sample were receiving special education services at the time of administration. Forty-four percent of the students reported having a learning disability and approximately 35 percent reported having an intellectual disability (Wehmeyer, 1995). Reliability statistics for the original sample as well as for the present sample are reported below.

For the original validity and reliability sample, the Autonomy subscale has Cronbach's alpha of .90 (Wehmeyer, 1995). The alpha values for the present sample were $\alpha = .83$ for pretest and $\alpha = .88$ for posttest (see Table 8).

For the original validity and reliability sample, the Self-Realization subscale has Cronbach's alpha of .62 (Wehmeyer, 1995). For the present study, the alpha level was .60 at pretest. Items 2, 3, and 5 had low loadings. A factor analysis was conducted to determine what underlying structures existed within this subscale. Principal component analysis was conducted using a varimax rotation. The initial analysis retained only one component. Items 2 and 3 were not part of that component. Thus, these items were dropped from the internal consistency analysis and the subscale. The alpha level increased to .69.

For the Self-Realization subscale posttest, the alpha level was .56. Items 2, 4, 5, 9, and 14 had low loadings. A factor analysis was conducted to determine what underlying structures existed within this subscale. Similarly to the pretest factor analysis, the initial analysis retained only one component. Items 2, 5, 9 were not part of this component. Thus, these items were dropped from the internal consistency analysis and the subscale. The alpha level increased to .65 (see Table 8).

MEGI Knowledge Retention (MKR; Sheftel, 2012). This 15-item survey was designed for this study in order to evaluate student participants' knowledge of their strengths, values, barriers, self-advocacy strategies, and planning abilities related to the MEGI intervention. A sample item from this instrument is "I can explain how my values fit in with why I want to work". The response options ranged from "1" to "4", such that "1=Strongly disagree" and "4=Strongly agree." For the present study the Cronbach's alpha values were .91 at pretest and posttest (see Table 8).

Fruit and Vegetable Screening Measure for Adolescents (FVSMA; Prochaska & Sallis, 2004). This two item measure is designed to evaluate fruit and vegetable intake among adolescents. It was normed on a group of middle school and high school students in Pittsburgh, PA and San Diego, CA. The instrument was reliable with a Cronbach's alpha level of .68. In this study, FVSMA was used as a control measure. A sample item for this measure was "On a typical day, how many servings of fruit do you eat? (A serving is equal to: 1 medium piece of fruit OR ½ cup of fruit salad OR ¼ cup of raisins OR 6 oz. of 100% fruit juice; do not count fruit punch, lemonade, Gatorade, Sunny Delight, or fruit drink)". The response options ranged from "0" to "4 or

more” servings of fruit. For the present study the alpha levels were .65 at pretest and .70 at posttest (see Table 8).

PACE+ Adolescent Physical Activity Measure (PACE+; Prochaska, Sallis, & Long, 2001). This two item measure is designed to evaluate physical activity among adolescents. The instrument was reliable with a Cronbach’s alpha level of .77. In this study, PACE+ was used as a second control measure. A sample item from this measure is “Over the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?” The response choices ranged from “0 days” to “7 days.” For the present study the alpha levels were .90 at pretest and .93 for posttest (see Table 8 for means, medians, standard deviations, range, normality, and coefficients for scale scores).

Table 8

Means, Medians, Standard Deviations, Range, Normality, and Coefficients for Scale Scores

Measure	TP	M	Mdn	SD	Range	α
VSSE	0	3.6	3.8	.78	1-5	.96
VSSE	1	3.8	3.9	.66	1-5	.95
VOER	0	40.5	43.0	6.9	12-48	.92
VOER	1	42.0	43.0	5.6	12-48	.90
ARCAut	0	41.2	43.0	8.2	15-58	.83
ARCAut	1	42.0	42.0	8.8	15-60	.88
ARCSR	0	9.73	10.0	2.2	2-12	.69
ARCSR	1	10.0	11.0	2.0	2-12	.65
MKR	0	48.0	49.0	8.4	15-60	.91
MKR	1	50.0	51.0	7.7	15-60	.91
FRUITVEG	0	4.0	3.0	2.0	0-8	.65
FRUITVEG	1	3.9	4.0	2.1	0-8	.70

Measure	TP	M	Mdn	SD	Range	α
PHYSACT	0	4.3	4.5	2.3	0-7	.90
PHYSACT	1	4.4	4.5	2.1	0-7	.93

Note. VSSE=Vocational Skills Self-Efficacy; VOER=Vocational Outcome Expectations-Revised; ARCAut= ARC Autonomy subscale; ARCSR=ARC Self-Realization subscale; MKR=MEGI Knowledge Retention; FRUITVEG=Fruit and Vegetable Intake; PHYSACT=Physical Activity; TP=Timepoint.

MEGI Fidelity Observation Tool (MFOT; Sheftel, 2012). I designed a fidelity instrument for MEGI to measure interventionists' MI Proficiency and MEGI Curriculum Adherence. MFOT comprised of two parts: MI Proficiency and MEGI Curriculum Adherence. For the MI Proficiency part of MFOT, MITI 3.1.1 (Moyers, Martin, Manuel, Miller, & Ernst, 2010) was adapted to reflect changes in the conceptualization of motivational interviewing processes (Miller & Rollnick, 2013). Additionally, *giving information* behavior count was eliminated for ease of coding. Providing any information, personal or otherwise, without asking permission was coded as an MI-Non Adherent behavior. The MEGI Curriculum Adherence part of MFOT was comprised of a checklist for each MEGI session that fidelity coders filled out as they were observing a MEGI session.

Focus Group Protocol. The focus group questions were developed by reviewing the research questions for this study as well as identifying key feedback questions I desired to collect about the social validity of the intervention from the students and the teachers. The research questions and feedback questions were used to develop focus group questions for students that included the following topics: self-understanding, career goals, barriers to vocational success, critical consciousness, positive aspects of MEGI, differences between MEGI and other classes, negative aspects of MEGI, and

needed changes to MEGI. The focus group questions for interventionists focused on the following topics: student self-understanding, student understanding of barriers to vocational success, teacher understanding of student barriers to vocational success, teacher relationship with students, relationship between the students, positive aspects of MEGI, differences between MEGI and other classes, negative aspects of MEGI, adaptation of MEGI for unique student needs, and needed changes to MEGI. See Appendix E for focus group protocols. .

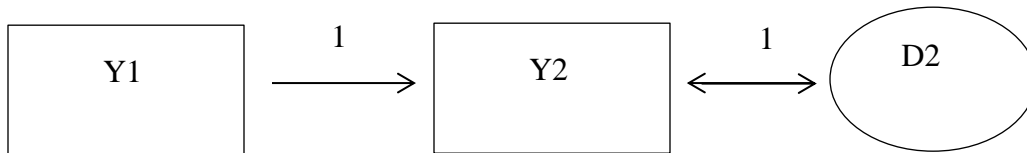
Quantitative Analysis Strategy

A total of 177 students completed either the pretest or posttest and 135 students completed both measures. Thus, the final sample size was 135 students. The study data was first examined for missing values, outliers, and to assess whether relevant statistical assumptions had been met. Preliminary examination of the data included descriptive statistics for each scale score and examination of the correlation matrix between all measured variables.

A latent change score model (LCSM) was used to analyze the changes in pretest and posttest scores. LCSM (McArdle & Nesselroade, 1994) is a variant of Multilevel Modeling (MLM) that is conducted within the Structural Equation Modeling (SEM) framework and requires at least two measurement points in order to detect change in the variables of interest. The LCSM is preferred to other statistical methods because it allows for the analysis of the relationship between the latent change variable and measured variable, thus, providing a platform for investigating the change over time for the variables of interest.

Typically, researchers look at the difference between posttest (Y2) and pretest (Y1) scores to estimate a change score. However, this calculation is not precise. Instead, LCSM expands on this method by conducting a regression of Y2 on Y1 under the assumption that the relationship between Y2 and Y1 is constant and the β coefficient is equal to one. The latent change score (LCS) is the unobserved variable that is created and identified as "part of the score of Y2 that is not identical to Y1" (p. 583, McArdle, 2009). The relationship between LCS and Y2 is also set with a β coefficient of one; thus, it is created from the Y2-Y1 regression residual. Since LCS is not measured, it is important to emphasize that it is *latent* (See Figure 2 for LCSM). The proposed model contained six latent variables that captured the changes in the variables of interest between time measurements. As such, the latent variables were: Δ VSSE, Δ VOER, Δ ARCAut, Δ ARCSR, Δ MKR, Δ FRUITVEG, and Δ PHYSACT.

Figure 2. Latent Change Score representation.



LCSM was done with the nesting framework using a “complex” model in MPlus. This specification identified Teacher, Classroom, and School as nesting variables that were controlled for one at a time. Thus, the LCSM analysis conducted in MPlus took nesting into account when calculating standard errors and evaluating statistical significance. Unlike usual regression analyses that calculate standard errors based upon the amount of variance across the entire sample, the nesting approach to LCSM first

estimates the variance within the nesting group and then uses that to estimate the variance across nesting groups, which, in turn, forms the basis for the calculation of the standard error.

Additionally, the “complex” model in MPlus used robust standard errors. The Standard errors calculated within this model were robust to non-normality in the measured variables. Thus, non-normality did not create substantial bias in the results.

Focus Groups

In total, 15 focus groups were conducted, and 126 students and eight interventionists participated. This sample of students and interventionists was a convenience sample, such that students who agreed to participate in this study and attended school on the days when focus group were conducted were included in the interviews. Students who agreed to participate in the study and did not attend school on the days when focus groups were conducted were not interviewed. Similarly, only interventionists who were able to attend the interventionist focus group meeting were included in the interviews. The student focus groups took place during regularly scheduled class times. The interventionist focus group took place on December 18, 2012. I facilitated all focus groups. Additionally, for three of the 15 focus groups, I had a research assistant help with the set up and facilitation of the focus group interviews.

The mean age of student focus group participants was 16.70 years ($SD=1.24$). The majority of the students self-identified as European-American (76%), male (64%), and in 11th and 12th grades (85%). Additionally, the majority of the students reported having a disability (67%), with the learning disability being the most common (43%) (See Table 9).

Table 9

Demographic Information for the Student Focus Group Subsample (n=126) and the Total Student Participants (n=135)

Variable	# of Focus Group Participants (%)	# of Total Student Participants (%)
Gender		
Male	78 (61.9)	82 (60.7)
Female	44 (34.9)	53 (39.3)
Not reported	4 (3.2)	0 (0)
Race		
White or European-American	93 (73.8)	101 (74.8)
Black or African-American	0 (0)	1 (0.70)
Hispanic/Latino	17 (13.9)	17 (12.6)
Asian or Asian-American	3 (2.5)	4 (3.0)
Native American or Alaskan Native	2 (1.6)	3 (2.2)
Native Hawaiian/Pacific Islander	1 (0.8)	0 (0)
Multiracial	6 (4.9)	10 (5.9)
Not reported	4 (3.2)	2 (1.5)
Grade		
7 th	2 (1.7)	1 (.70)
8 th	1 (0.9)	3 (2.2)
9 th	4 (3.4)	4 (3.0)
10 th	11 (9.4)	17 (12.6)
11 th	49 (41.9)	47 (34.8)
12 th	50 (42.7)	56 (41.5)
Not reported	9 (7.1)	7 (5.2)
Disability		
Yes	85 (72)	100 (74.1)
No	33 (28)	32 (23.7)

Variable	# of Focus Group Participants (%)	# of Total Student Participants (%)
Not reported	8 (6.3)	3 (2.2)
Type of disability		
Learning Disability	38 (42.7)	55 (40.7)
ADD/ADHD	14 (15.7)	14 (10.4)
Asperger's/Autism/Developmental Disability	14 (15.7)	8 (5.9)
Multiple disabilities	18 (20.2)	14 (10.4)
Don't know	5 (5.6)	10 (7.4)
Not reported	37 (29.4)	34 (25.2)

The majority of the interventionist focus group participants were between the ages of 36 and 59 years old (63%). All of the interventionists self-identified as European-Americans and 88% self-identified as female. The majority of the participants were employed by a school district in a medium sized city in Oregon (63%) and identified either as a transition specialist or a special education teacher (88%). Additionally, the majority of the interventionists have been in their current role for 8 or more years (63%) and half reported having had some training in motivational interviewing prior to their participation in MEGI.

Qualitative Analysis Strategy

Audio recordings of focus groups were transcribed verbatim within 2 weeks of conducting the interviews by a transcriptionist. I prepared the transcripts for analysis by reviewing missing audio data to ensure that if it was audible and comprehensible, it was included in the analysis. Transcripts were then labeled to delineate the sections that

were related to specific focus group questions and to identify the speakers (e.g., Anya, Teacher, Male Student, or Female Student). After transcripts were finalized, they were uploaded into NVivo 10 (QSR International, 2012), a software designed for qualitative data analysis, including thematic coding of textual data.

Analysis of the transcripts was based on a two-step process recommended by Miles, Huberman, and Saldaña (2013). I also incorporated Bazeley's (2009) model of describing the data, comparing the difference in data among groups, and relating the identified themes and patterns with existing literature.

First, I determined a set of broad codes based on my initial research questions: (1) did the participants report changes in their self-determination?; (2) did the participants report changes in their vocational self-efficacy?, and (3) did the participants report changes in their critical consciousness?. Additionally, I was interested in participants' feedback about the social validity of the intervention and developed broad codes based on the following social validity questions: (1) What was your favorite part of MEGI, (2) How was MEGI different than your other classes, (3) What was your least favorite part of MEGI, and (4) How would you change MEGI?.

Initially, an undergraduate research assistant (RA) and I used the broad codes to classify transcript data. Each transcript was independently coded by me and the RA. Doing so ensured that the analysis and interpretation of the transcript data were not biased (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005). During this process, the RA and I had an ongoing dialogue about classification discrepancies. The purpose of the dialogue was not to resolve discrepancies but rather to engage in critical examination of our individual interpretation of the data. Cicourel (1964) asserts, this

reflexive practice is situated in not making meaning of participants' responses but in understanding how the researchers', namely mine and RA's, background and understanding of the world inform such an interpretation. There is no correct way to interpret the data and thus, one interpretation should not be used at the cost of another. Yet, the ongoing dialogue helped me and RA to understand our unique perspectives on the meaning of participants' statements and over time led to a convergence of classifications. See Table 10 for a list of the broad codes.

In the second phase of analysis, all coded data were divided into two clusters: social validity of MEGI and MEGI's impact on students. I and the RA worked together to develop thematic categories for each classification within these clusters (Miles, Huberman, & Saldaña, 2013). Data were analyzed and each utterance - defined as a complete thought stated by a participant - was assigned a category. Themes were not predetermined but rather spontaneously created by me and RA based on the data. In order for a thematic category to be used, both I and the RA had to agree on it. This agreement was achieved by ongoing dialogue about our interpretation of the meaning of the utterance and its relationship to the content of the study. Attention was paid to analyzing each utterance as stated, instead of trying to determine if the utterance could have a different meaning in a different context. After this level of coding was completed, the RA and I reviewed all utterances, to ensure that categories that were developed were assigned to all appropriate utterances.

In the final phase of analysis, the RA and I analyzed the categories by classroom. For each classroom, the instances of each category were counted to create a sum total of each category per classroom. Additionally, the instances of each category across

classrooms were counted. Doing so informed us of the frequency of categories within and across classrooms (Bazeley, 2009). Categories that were endorsed by at least six out of fourteen student focus groups and all of the categories endorsed by the interventionist focus group were included in the final results of qualitative analysis.

Table 10

Qualitative Data Analysis Broad Clusters and Subclusters

<i>Main Cluster</i>	<i>Subcluster</i>	<i>Subcluster</i>
Dream Job	<i>Traditional female</i>	
	<i>Nontraditional female</i>	
	<i>Neutral female</i>	
	<i>Traditional male</i>	
	<i>Nontraditional male</i>	
	<i>Neutral male</i>	
Feedback about MEGI	<i>Good things about MEGI</i>	
	<i>Least favorite part of MEGI</i>	
	<i>How to change MEGI</i>	
	<i>How is MEGI different from other classes</i>	
	<i>Understanding of self</i>	
Changes due to MEGI	<i>Career goals</i>	
	<i>Barriers</i>	<i>Internal barriers</i>
		<i>External barriers</i>

Main Cluster	<i>Subcluster</i>	<i>Subcluster</i>
		<i>How to overcome barriers</i>
Critical Consciousness		

CHAPTER III

RESULTS

This chapter describes the results of the quantitative and qualitative components of the study. In this chapter, I provide the quantitative results, including missing data analyses, main analyses, and the moderation analyses results. Then, I provide the results of qualitative analyses of student social validity and intervention effect data. Finally, I provide the results of qualitative analyses of the interventionist social validity and intervention effect data.

Quantitative Analysis

Participants. The total number of participants who completed either a pretest or posttest assessments was 177. Due to attrition the final number of students who completed both, the pretest and posttest assessments was 135. All results are reported for the final sample of 135.

Data ranges for all variables were checked to ensure that all data fell within prescribed ranges. Sum scales scores were computed for all participants only when no missing data values were present. Mean scale scores were computed only when 80 percent or more of data values were present.

Missing data were also examined. For pretest responses, missing data ranged from one percent to ten percent. For posttest responses, missing data ranged from one percent to eleven percent. To address missing data, Full Information Maximum Likelihood (FIML) was used to estimate variable parameters. Unlike imputation, FIML does not impute missing data “ but uses parameters on the basis of the available complete

data as well as the implied values of the missing data given the observed data” (p. 5; Schlomer, Bauman, & Card, 2010).

Little and Rubin’s (1987) omnibus Missing Completely at Random (MCAR) test was used to determine the pattern of missingness. Data that is MCAR suggests that there is no bias in the pattern of missing data. For this study, the Little’s MCAR test indicated that data was not missing completely at random ($\chi^2 = 335.91, df = 291, p = .04$).

However, it was not clear if the data are missing at random (MAR) and there was no statistical test to determine if data was MAR. The standard of practice is to use correlation tables to determine a visible pattern of missingness (M. Van Ryzin, personal communication, May 15, 2013). Finally, FIML can create unbiased estimates of missing data as long as data are MAR.

Further exploration was conducted in order to determine if there was a pattern to missingness. The data that were missing in any of the study variables were dummy coded as "missing". Then, a series of correlations were run to determine if there was a pattern of missingness between pretest and posttest scores for VSSE, VOER, Autonomy, Self-Realization, MKR, Fruit and Vegetable Intake, and Physical Activity (M. Van Ryzin, personal communication, May 15, 2013). None of the correlations were significant; thus, the missingness at pretest for these variables was not systematically related to scores at posttest, and vice versa.

To explore the pattern of missingness based on sex, age, and race, a series of correlations were conducted between these variables and VSSE, VOER, Autonomy, Self-Realization, MKR, Fruit and Vegetable Intake, and Physical Activity variables with missing data (M. Van Ryzin, personal communication, May 15, 2013). Age was

significantly and negatively correlated with pretest Self-Realization missing data ($r(132)=-.174, p=.05$). In other words, older students were less likely to skip Self-Realization questions at pretest. Disability status was significantly and negatively correlated with posttest MKR missing data ($r(130)=-.180, p=.04$), that is those with a diagnosis of disability were less likely to skip MKR questions at posttest. Sex was not significantly correlated with any of the missing study variables at pretest and posttest.

To explore the pattern of data missingness based on grade and race chi-square analyses were conducted with the dummy coded missing data (M. Van Ryzin, personal communication, May 15, 2013). The results of the analyses indicated no pattern of missingness for pretest and posttest scores for VSSE, VOER, Autonomy, Self-Realization, MKR, Fruit and Vegetable Intake, and Physical Activity based on grade and race of the respondents.

The results of the exploratory correlation analyses indicated that that while there was a pattern of missing data for pretest Self-Realization and age, and posttest MKR and disability status, the majority of the data did not exhibit an identifiable pattern of randomness. Furthermore, 42 correlations and 28 chi square analyses were executed. Thus, Type I error was inflated and these results are inconclusive and thus, should be interpreted with caution. Finally, the amount of missing data fell below 20 percent, thus, it is unlikely that the results were biased by missing data (Peng, Harwell, Liou, & Ehman, 2007).

Statistical Assumptions and Analytic Approach. A Latent Change Score Model (LCSM) within a nested model was used to test the primary research questions in this study (McArdle & Nesselroade, 1994; McArdle, 2009). In an exploratory analysis,

some variables demonstrated a degree of nonnormality. Thus, an analytic technique that is robust for nonnormality was chosen for study, namely robust maximum likelihood function (RMLF). RMLF was used to calculate standard errors in such a way as to allow for outliers and nonnormality. Thus, RMLF approach to data analysis is robust for nonnormality.

LCS Model Testing. The purpose of this study was to evaluate the change in vocational self-efficacy, autonomy, self-realization, vocational outcome expectations, and MEGI knowledge retention before and after MEGI administration. More specifically, my primary quantitative research hypothesis was: After participating in the MEGI curriculum, there will be a positive and significant change in pre- to post-intervention scores for: (1) vocational skills self-efficacy (VSSE); (2) autonomy (ARCAut); (3) self-realization (ARCSR); (4) vocational outcome expectations (VOE); and (5) MEGI Knowledge Retention (MKR).

Table 11 shows correlations among study variables. It is of note that at pretest, Fruit and Vegetable Intake control variable was significantly and positively correlated with Vocational Skills Self Efficacy (VSSE), Vocational Outcome Expectations (VOER), Autonomy, and MEGI Knowledge Retention (MKR). Additionally, Physical Activity, the second control variable was positively and significantly correlated VSSE, VOER, Autonomy, and MKR. At posttest, Fruit and Vegetable Intake was positively and significantly correlated with VSSE, Autonomy, and MKR. Physical Activity was positively and significantly correlated with VSSE, Autonomy, Self-Realization, and MKR. When participants are asked to respond at the same time to questionnaires that are measuring different constructs it is possible that their reporting pattern may be similar.

The data for this study were gathered at the same time and therefore, it is expected that shared method variance across variables will confound the correlation results. Thus, significant correlations between study variables that were measuring different constructs could be present (Lindell & Whitney, 2001).

Table 11

Correlations Between Primary Study Variables

Pretest	1	2	3	4	5	6	7
1. VSSE	1						
2. VOER	.66**	1					
3. ARCAut	.62**	.55**	1				
4. ARCSR	.35**	.50**	.32**	1			
5. MKR	.80**	.80**	.70**	.60**	1		
6. FRUITVEG	.25**	.12	.40**	.106	.30**	1	
7. PHYSACT	.24**	.21**	.30**	.14	.33**	.32**	1
Posttest	1	2	3	4	5	6	7
1. VSSE	1						
2. VOER	.63**	1					
3. ARCAut	.52**	.52**	1				
4. ARCSR	.34**	.60**	.36**	1			
5. MKR	.71**	.71**	.57**	.54**	1		
6. FRUITVEG	.20*	.10	.43**	.10	.27**	1	
7. PHYSACT	.25**	.13	.45**	.18*	.33**	.40**	1

Note. VSSE=Vocational Skills Self-Efficacy; VOER=Vocational Outcome Expectations-Revised; ARCAut= ARC Autonomy subscale; ARCSR=ARC Self-Realization subscale; MKR=MEGI Knowledge Retention; FRUITVEG=Fruit and Vegetable Intake; PHYSACT=Physical Activity.

* $p < .05$

** $p < .01$

LCS analysis was conducted within a two level nesting framework, such that individual results were controlled sequentially for nesting by classroom, teacher, and

school; thus, three separate analyses were executed. The results are reported within these nesting categories.

Effect Sizes. Additionally, effect sizes using Cohen's d (Cohen, 1988) were determined. In order to do so, first pooled variance for VSSE, VOER, Autonomy, Self-Realization, MKR, Fruit and Vegetable Intake, and Physical Activity was calculated while controlling for classroom, teacher, and school nesting effects, using the following formula:

$$s_p^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2 + \dots + (n_k - 1)s_k^2}{n_1 + n_2 + \dots + n_k - k}$$

Then, to determine pooled standard deviation for each of the variables, the square root of pooled variance was calculated. Finally, to determine the effect size, LCS for each variable was divided by the pooled standard deviation. The criteria for interpreting the results are as follows: $d \geq .1 =$ small, $d \geq .3 =$ medium, and $d \geq .5 =$ large. Overall, small to moderate effect sizes were present (Cohen, 1988; see Tables 14-16).

Controlling for Nesting by Classroom. The results for this LCS model indicate that when controlling for nesting by classroom the latent change scores between pretest and posttest levels of VSSE, VOER, Self-Realization, and MKR were statistically different from zero. Conversely, the pretest and posttest levels of Autonomy, Fruit and Vegetable Intake (control variable), and Physical Activity (control variable) were not significantly different from zero. Thus, the results indicate that there was a significant positive change in four out of five outcome variables of interest to the study. See Table 12 for detailed results.

Table 12

Latent Change Scores Controlling for Classroom Nesting Effects

	Baseline	LCS (S.E.)	<i>p</i> -value	<i>d</i>
VSSE	3.64	.19 (.05)**	<.001	0.3
VOER	40.53	1.30 (.52)*	<.012	0.2
ARC Autonomy	41.20	1.02 (.55)	<.06	0.1
ARC Self- Realization	9.67	.45 (.14)**	<.001	0.2
MKR	47.90	2.34 (.44)**	<.000	0.3
FruitVegetable Intake	3.87	.17 (.18)	<.339	0.1
Physical Activity	4.21	.30 (.14)	<.05	0.1

Note. VSSE=Vocational Skills Self-Efficacy; VOER=Vocational Outcome Expectations-Revised; ARCAut= ARC Autonomy subscale; ARCSR=ARC Self-Realization subscale; MKR=MEGI Knowledge Retention; FRUITVEG=Fruit and Vegetable Intake; PHYSACT=Physical Activity; LCS=Latent Change Score; *d*=Cohen's *d*.

**p*<.05

***p*<.01

Controlling for Nesting by Teacher. The results for this LCS model indicate that when controlling for nesting by teacher the latent change scores between pretest and posttest levels of primary study variables were significantly different from zero for VSSE, VOER, Autonomy, Self-Realization, and MKR. Conversely, the latent change score for Fruit and Vegetable Intake and Physical Activity, control variables, were not significantly different from zero. Thus, the results indicate that there was a significant positive change in VSSE, VOER, Autonomy, Self-Realization, and MKR variables between pretest and posttest. Moreover, there were no significant changes in control variables. See Table 13 for detailed results.

Table 13

Latent Change Scores Controlling for Teacher Nesting Effects

	Baseline	LCS (S.E.)	<i>p</i> -value	<i>d</i>
VSSE	3.64	.19 (.06)**	<.001	0.3
VOER	40.44	1.34 (.40)**	<.001	0.2
ARC	41.23	1.01 (.41)*	<.014	0.1
Autonomy				
ARC Self-Realization	9.70	.44 (.13)**	<.001	0.2
MKR	47.84	2.40 (.40)**	<.000	0.3
FruitVegetable Intake	3.93	.15 (.23)	<.524	0.1
Physical Activity	4.26	.26 (.15)	<.074	0.1

Note. VSSE=Vocational Skills Self-Efficacy; VOER=Vocational Outcome Expectations-Revised; ARCAut= ARC Autonomy subscale; ARCSR=ARC Self-Realization subscale; MKR=MEGI Knowledge Retention; FRUITVEG=Fruit and Vegetable Intake; PHYSACT=Physical Activity; LCS=Latent Change Score; *d*=Cohen's *d*.

**p*<.05

***p*<.01

Controlling for Nesting by School. The results for this LCS model indicate that when controlling for nesting by school the latent change scores between pretest and posttest levels of primary study variables were significantly different from zero for VSSE, VOER, Autonomy, Self-Realization, and MKR. Conversely, the latent change score for Fruit and Vegetable Intake and Physical Activity, control variables, were not significantly different from zero. Thus, the results indicate that there was a significant positive change in VSSE, VOER, Autonomy, Self-Realization, and MKR between pretest

and posttest. Moreover, there were no significant changes in control variables. See Table 14 for detailed results.

Table 14

Latent Change Scores Controlling for School Nesting Effects

	Baseline	LCS (S.E.)	<i>p</i> -value	<i>d</i>
VSSE	3.64	.18 (.05)**	<.000	0.2
VOER	40.36	1.31 (.40)**	<.001	0.2
ARC	41.24	1.02 (.43)*	<.017	0.1
Autonomy				
ARC Self-Realization	9.68	.44 (.15)*	<.003	0.2
MKR	47.79	2.32 (.41)**	<.000	0.3
FruitVegetable Intake	3.90	.14 (.16)	<.369	0.1
Physical Activity	4.23	.27 (.15)	<.073	0.1

Note. VSSE=Vocational Skills Self-Efficacy; VOER=Vocational Outcome Expectations-Revised; ARCAut= ARC Autonomy subscale; ARCSR=ARC Self-Realization subscale; MKR=MEGI Knowledge Retention; FRUITVEG=Fruit and Vegetable Intake; PHYSACT=Physical Activity; LCS=Latent Change Score; *d*=Cohen's *d*.

**p*<.05

***p*<.01

Moderation Analysis. A moderation analysis was completed for sex, race, dose of intervention received, and disability status. The purpose of the analysis was to determine if the changes in main outcome variables were moderated by sex, race, dose of intervention, and disability status. This analysis was completed while sequentially controlling for school, teacher, and classroom levels of nesting.

School level of nesting. No disability group differences were found for VSSE, VOER, Autonomy, Self-Realization, Fruit and Vegetable Intake, and Physical Activity.

Dose of intervention had an inverse relationship with the LCS for VOER ($S.E.=.21$, $Est/S.E.=-2.15$, $p=.03$) and Fruit and Vegetable Intake ($S.E.=.062$, $Est/S.E.=-1.95$, $p=.05$). In this case, a larger dose of intervention lead to smaller VOER and Fruit and Vegetable Intake LCS. Additionally, respondents who self-identified as White had a smaller change in LCS for VSSE ($S.E.=.04$, $Est/S.E.=-2.43$, $p=.01$) and MKR ($S.E.=.14$, $Est/S.E.=-4.60$, $p=.00$) than those who self-identified as not White. Similarly, respondents who had higher socioeconomic status (SES) had a smaller change in LCS for Self-Realization ($S.E.=.73$, $Est/S.E.=-2.83$, $p=.01$) and Fruit and Vegetable Intake ($S.E.=.14$, $Est/S.E.=-3.83$, $p=.00$). Finally, respondents who identified as male had a larger change in LCS for Autonomy ($S.E.=.05$, $Est/S.E.=2.50$, $p=.01$).

Teacher level of nesting. No disability group differences were found for VSSE, VOER, Autonomy, Self-Realization, Fruit and Vegetable Intake, and Physical Activity.

Dose of intervention had a positive relationship with the LCS for MKR ($S.E.=.22$, $Est/S.E.=1.95$, $p=.05$) and an inverse relationship with VOER ($S.E.=.23$, $Est/S.E.=-2.36$, $p=.02$). Thus, a larger dose of intervention led to bigger LCS for MKR and smaller LCS for VOER. Additionally, respondents who self-identified as White had a smaller change in LCS for MKR ($S.E.=.24$, $Est/S.E.=-2.80$, $p=.01$) and VSSE ($S.E.=.03$, $Est/S.E.=-2.90$, $p=.00$) than those who self-identified as not White. Similarly, respondents who had higher socioeconomic status (SES) had a smaller change in LCS for Self-Realization ($S.E.=.68$, $Est/S.E.=-3.08$, $p=.00$). Finally, no sex group differences were found for

VSSE, VOER, Autonomy, Self-Realization, Fruit and Vegetable Intake, and Physical Activity.

Classroom level of nesting. No disability group differences were found for VSSE, VOER, Autonomy, Self-Realization, Fruit and Vegetable Intake, and Physical Activity.

Dose of intervention had an inverse relationship with the LCS for VOER ($S.E.=.18$, $Est/S.E.=-3.17$, $p=.00$). In this case, a larger dose of intervention lead to smaller VOER LCS. Additionally, respondents who self-identified as White had a smaller change in LCS for VSSE ($S.E.=.03$, $Est/S.E.=-2.78$, $p=.00$) and MKR ($S.E.=.26$, $Est/S.E.=-2.55$, $p=.01$) than those who self-identified as not White. Similarly, respondents who had higher socioeconomic status (SES) had a smaller change in LCS for Self-Realization ($S.E.=.68$, $Est/S.E.=-3.16$, $p=.00$). Finally, no sex group differences were found for VSSE, VOER, Autonomy, Self-Realization, Fruit and Vegetable Intake, and Physical Activity.

The moderation analyses results indicate that dose of intervention consistently moderated LCS for VOER, race consistently moderated LCS for VSSE and MKR, and SES consistently moderated LCS for Self-Realization when controlling across all levels of nesting. Disability, however, did not serve as a moderator for any of the outcome variables. These results should be interpreted with caution since 35 analyses per level of nesting were executed in the course of the moderator data analysis procedure; thus, Type I error may be inflated (Mertler & Vannatta, 2009).

Qualitative Analysis

Participants. Qualitative analysis were conducted using analysis procedures recommended by Miles, Huberman, and Saldaña (2013) and Bazeley (2009) utilizing N*Vivo 10 software (QSR International, 2012). The total number of student participants in the focus groups was 124 out of the total 177 students who completed pretest or posttest measures. Additionally, two of the student focus groups participants did not complete either a pretest or a posttest measure. Thus, the total student focus group sample was 126.

The mean age of the focus group student participants was 16.7 years. The majority of the participants self-identified as European-American (76%), male (64%), and were enrolled in either 11th or 12th grades (85%). Similar to the overall sample, the majority of the participants self-identified as having a disability (67%) with the majority of those reporting a learning disability (67%). A third of the participants self-reported as not having a disability; however, it is important to note that all of the participants would have had a documented disability and either an IEP or 504 plan in order to be enrolled in the special education and transition classes.

A total of eight interventionists participated in the focus group. One transition specialist could not attend the focus group due to a student emergency. Half of the interventionist participants were between the ages of 30 and 39 years old, 100 percent of the participants self-identified as European-American, and the majority of the participants self-identified as female (88%). Additionally, 63 percent of the participants reported working in a school district within a medium sized city in Oregon.

Focus Groups. In order to ensure consistency, all focus groups were asked the same set of questions. Each set of questions, including the questions for the interventionists, were divided into two major categories: social validity and effect of the intervention (see Table 15).

Table 15

Student and Interventionist Focus Group Questions

Social Validity		Effect of the Intervention	
Students	Interventionists	Students	Interventionists
What did you like about MEGI?	What did you like about MEGI?	How did your understanding of yourself change?	How did students' understanding of themselves change?
How was MEGI different from other classes that you have to take?	How was MEGI different from other classes that you teach?	How did your ideas of what you want to do after high school change?	
What did you not like about MEGI?	What did you not like about MEGI?	How did your understanding of barriers to getting your dream job change?	How did students' understanding of their barriers to getting their dream job change?
How would you change MEGI?	How would you change MEGI?		How did your understanding of students' barriers to getting their dream job change?
If a friend told you that they will take a MEGI class next	How did you adapt MEGI for your students?		How did the relationship among the students

Social Validity		Effect of the Intervention	
Students	Interventionists	Students	Interventionists
year, what would you say to her or him?			change? How did your relationship with the students change?

Student Focus Group Data.

Social validity. When asked what the students liked about MEGI, at least one student per group in 13 student focus groups identified that it increased self-understanding and was helpful. Additionally, at least one student per group in ten focus groups described that MEGI helped increase their understanding of barriers, and that they liked the visual cues and aids. Finally, at least one student per group in eight focus groups believed it was engaging, at least one student per group in seven focus groups believed that it increased self-efficacy and engaged them in planning, and at least one student per group in six focus groups liked the ability to identify a dream job during the lessons (see Table 16).

Table 16

Social Validity - What Students Liked about MEGI

Question	Major Findings	Number of Student Focus Groups	Sample Quotes
What did you like about MEGI?	Increased Self-understanding	13	"It works and it helps you, as they were saying, it does make you look at yourself a little bit differently

Question	Major Findings	Number of Student Focus Groups	Sample Quotes
	<p>Helpful</p> <p>Increased Understanding of Barriers</p> <p>Visual cues/aids</p> <p>Engaging</p> <p>Increased Self-Efficacy</p> <p>Engaged in Planning</p> <p>Identified Dream Job</p>	<p>13</p> <p>10</p> <p>10</p> <p>8</p> <p>7</p> <p>7</p> <p>6</p>	<p>and analyze more of what you want to do. What it's going to take you to get to that point and whose there to help you reach that point."</p> <p>"It's a very helpful way to learn about your future decisions."</p> <p>"I thought it was a good way to look at your obstacles and your skills."</p> <p>"I like the poster because it's something that like I can hang up on my wall or something and remind myself that, like, what my goals are and how I can achieve them."</p> <p>"I liked it. It was like really fun, and entertaining, and had a lot of laughter in it."</p> <p>"It helped me [figure out what my skills were] because I didn't think I had, really, any kind of skills or anything."</p> <p>"I liked that you get to find out what to do and what you need to do in order to get your dream job."</p> <p>"I thought the best part about MEGI was realizing what your dream job was."</p>

When asked how MEGI was different from other classes that students have taken, at least one student per group in 12 out of 14 student focus groups identified the different

instructional approach. Additionally, at least one student per group in nine student focus groups stated that there was more room for self-expression during MEGI, when compared to other classes. Finally, at least one student per group in eight student focus groups identified that MEGI was more student-centered than other classes. When asked what the students did not like about MEGI and how the students would change MEGI, there were a variety of responses (e.g., “Get us snacks every time”, “Maybe just make it more, like, serious. And a little bit more like, maybe a little bit more formal”, “I’d like to make it shorter”, “Make it more colorful”); however, no consistent categories were identified by more than six student focus groups (see Table 17).

Table 17

Social Validity - How MEGI was Different from Other Classes that Students have Taken

Question	Major Findings	Number of Focus Groups	Quotes
How was MEGI different from your other classes?	Different Instructional Approach	12	<p>"In [other] classes you don't really get that much time... to be able to... express yourself, how you it made you feel and what kind of careers you want to take and stuff. And like in MEGI you can easily like put, '... these is my strength, these are my weaknesses' and like sometimes you don't feel comfortable sharing it with other people, and like in MEGI you kind of feel like you're a family and you're kind of just together and you can. . . Cause like you know that the other people are the same like you and that they know what you go through."</p> <p>"It kind of shows you what you really want to do with your future, and it's like to look at your future, and go this is something I really want</p>
	Student-Centered Planning	9	

Question	Major Findings	Number of Focus Groups	Quotes
	Provided Room for Self-Expression	8	to do.” “I thought it was different from different classes because you have your own point of view and you can realize your goals and dreams and I think those link up.”

Overall, it appears that students found MEGI to be helpful in increasing their self-understanding, self-efficacy, and awareness of barriers. This, in turn, facilitated further exploration of postsecondary career options, barriers that the students may encounter, and planning for the future. Students found MEGI to be more student-centered than other classes, which facilitated self-expression among the students. The identified categories of self-understanding, barriers, and engagement in planning are further explored in the Effect of the Intervention section of the focus group question analysis.

Effect of the intervention. Students participating in the focus groups identified several categories in relation to their increased self-understanding. At least one student per group in 13 student focus groups identified that the intervention increased self-efficacy and one student per group in ten student focus groups identified that it increased their self-determination. Additionally, at least one student per group in eight student focus groups identified the ability to prepare for the future and an increase in disability awareness as outcomes of MEGI. Finally, at least one student per group in seven student focus groups identified that both their uncertainty about the future and awareness of barriers increased as a result of participating in the MEGI intervention (see Table 18).

Table 18

Effect of the Intervention – What Students Learned about Themselves

Question	Major Findings	Number of Focus Groups	Quotes
<p>What was the most important thing that you learned about yourself during MEGI?</p>	<p>Increased Self-efficacy</p>	<p>13</p>	<p>"What I learned about myself was that I have a lot of potential and the more I read through the stuff, and the more things I did, the more I realized how much stuff I, like, had built up inside me and how much I could help other people."</p>
	<p>Increased Self-Determination</p>	<p>10</p>	<p>"I realize that even if you do have less support than other people that you shouldn't never second guess yourself cause the most important support you can have is yourself."</p>
	<p>Preparing for the Future</p>	<p>8</p>	<p>"I have more confidence in my strengths, and so like that's what I learned throughout the whole process, and like steps to take me to what I want to become later on. So. . . I have a plan."</p>
	<p>Disability Awareness</p>	<p>8</p>	<p>"With like a learning disability it's really hard to get like how to do stuff the way other people do it, because with a learning disability you have to learn in a different way, and it will take more time than other people."</p>
	<p>Uncertainty about the Future</p>	<p>7</p>	<p>"I don't know I've always thought like. Like I have a lot of talents I guess, but I've always thought of</p>

Question	Major Findings	Number of Focus Groups	Quotes
	Awareness of Barriers	7	<p>them to be useless and I don't know. I just always kind of thought of it like I'm gonna end up doing something that I don't like for the rest of my life just because I'm gonna have to. Like it's gonna come down to crunch time and I'm just gonna pick something, because I don't know all my talents are kind of useless it seems like. Like I know a whole bunch about rock and roll and a lot of stuff like that, but in reality I'm not really ever going to use it, but I don't know."</p> <p>"I do have a lot of obstacles to get in the career that I want."</p>

When asked about a change in the students' understanding of the barriers to their dream jobs, the students identified the following categories. At least one student per group in seven student focus groups identified increased uncertainty about the future and perceptions' of disability effect on academic and career success. Furthermore, at least one student per group in six student focus groups identified systemic influences as a category (see Table 19).

Table 19

Effect of the Intervention - Students' Understanding of Barriers

Question	Major Findings	Number of Focus Groups	Quotes
How did your understanding of the barriers	Ecological Systems' Influence	7	"Cause my family can't pay for me to go to college so I'd have to pay for it myself and right now it's been

Question	Major Findings	Number of Focus Groups	Quotes
to getting your dream job change as you went through MEGI?	<p>Increased Uncertainty about the Future</p> <p>Perceptions' of Disability Effect on Academic and Career Success</p>	<p>7</p> <p>7</p>	<p>hard to get a job for me lately, so it's going to be hard for me to save up.”</p> <p>“I am still kind of unsure exactly which career I will pursue more. “</p> <p>"I'm also afraid, like, whatever I want to do, like, if I don't want to be a nail artist or a kindergarten teacher if I want to do something else that they won't let me do it because of my IEP. ... Cause one of my old teachers told me I wouldn't graduate or anything or nobody would want me in there cause of my IEP."</p>

In response to a question about how the students will overcome barriers to their dream jobs, they identified the following major strategies. At least one student per group in ten student focus groups identified access social support and resources. At least one student per group in nine student focus groups believed it was crucial to gain experience to prepare for the post school careers. At least one student per group in eight student focus groups identified the need to become invested in education. Finally, at least one student per group in seven student focus groups identified the use of adaptive strategies and self-determination as critical skills to overcome barrier (see Table 20).

Table 20

Effect of the Intervention - Students Overcoming Barriers

Question	Major Findings	Number of Focus Groups	Quotes
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Question	Major Findings	Number of Focus Groups	Quotes
How did your understanding of how you can overcome these barriers change as you went through MEGI?	Access Resources and Social Support	10	"You can look into the financial aid, and talk to the other people around you that work with Access resources and support."
	Gain Experience	9	"I was thinking about like for me for like my job choice probably like a job shadow, so I can figure out, so I can be there watching someone do an ultrasound and stuff and finding out if I actually want to do that."
	Become Invested in Education	8	
	Use Adaptive Strategies	7	"Make school first priority."
	Self-Determination	7	"Well the only way I could focus is if I sat with a computer facing the wall, it's the only way I'll focus." "It doesn't matter who you are or what you are you just go up against it and bite it in the butt and say I'm taking this job."

When asked how their postsecondary career plans have changed, students identified the following key areas. At least one student per group in eight student focus groups identified the need to further their career exploration. Additionally, at least one student per group in seven student focus groups believed that MEGI helped increase their self-knowledge and career knowledge – thus preparing them more completely for post school plans (see Table 21).

Table 21

Effect of the Intervention - Students' Postsecondary Career Plans

Question	Major Findings	Number of Focus Groups	Quotes
How did your thoughts about your dream job change as you went through MEGI?	Further Career Exploration	8	"I might not want to be a professional chef, but it's definitely there to be explored, that I can maybe do something else, because I do have other interests than just cooking."
	Increased Self-Knowledge	7	"I found out that like, since I wanted to be a lawyer or a counselor, it's not easy since I have like really hard times doing tests in high school. So it would be even harder for me to do tests to be a lawyer."
	Increased Career Knowledge	7	"When I was little I thought that being an animal control worker. I learned how difficult it would be get into it such as getting your Bachelor's degree and you have to have a driver's license so you can drive around like different things about what you need and medical school. Like what kind of financing you need."

Finally, one of my research questions focused on critical consciousness. Although I did not have a separate focus group question about critical consciousness, I and an RA reviewed every focus group transcript and created a critical consciousness code by identifying student statements that reflected their awareness of being situated in multiple systems and belief that they are able to act within these systems to reach their vocational aspirations. At least one student per group in seven student focus groups identified self-determination and self-advocacy as categories. Moreover, at least one

student per group in six student focus groups identified discrimination as a category (see Table 22).

Table 22

Effect of the Intervention - Students' Critical Consciousness

Question	Major Findings	Number of Focus Groups	Quotes
Critical consciousness	Self-Determination	7	"Don't let anyone change you that is your dream. Yes, it may be hard fail for you, it may look just like a dream, but it's your dream, and no one can take that away from you."
	Self-Advocacy	7	"Tell someone how you feel. Make a difference."
	Discrimination	6	"You're like a piece of paper; you're not a human, like. There's so many requirements for graduation that like. Personally, I think it's ridiculous because what if you are really good at something, and you don't graduate, and you have good grades, or that you can't pass one of your OAKS tests and you can't graduate."

Overall, three main themes emerged from the thematic analysis of student focus group data. Students identified *Uncertainty about the Future* as a theme when asked about their understanding of themselves and the barriers to postsecondary success. This overarching theme is also present in increased self-knowledge and further career exploration categories. Another overarching theme that emerged was *Awareness of Positive and Negative Systemic Effects on Student Success*. This theme is present in

perceptions' of disability effect on academic and career success, ecological systems' influence, disability awareness, awareness of barriers, and discrimination categories. Finally, *Self-Determination* is an overarching theme that emerged from the data. This theme is present in the use of adaptive strategies, increased self-determination, access resources and social support, gain experience, focus and complete high school, and use adaptive strategies categories.

Interventionist Focus Group Data. Every concept that was identified by one or more interventionists was included in the analysis. The rationale for this decision was based on the fact that the teacher sample size was small (n=8) and thus, if one teacher identified a key idea, it seemed to be worthy of reporting.

Social validity. Overall, the interventionists reported that they found MEGI lessons and activities easy to follow and adapt. In particular, interventionists described how MEGI helped strengthen student relationships and increased motivation for low functioning students (see Table 23).

Table 23

Social Validity - What Interventionists Liked about MEGI

Question	Themes	Quotes
What did you like about MEGI?	Breathing Cardsorts	"I can honestly say at the beginning I would not have said this, but by the end the breathing part at the beginning. You know at the beginning of each lesson. The kids were kind of into it." "I think that my students liked the card sorts the best. I had some that liked coloring and other things they got to do too, but the card sort overall for the whole group. . . I would say that doing the roadblocks and the strengths that, that was something that went very well for them, which made it then go

Question	Themes	Quotes
	<p data-bbox="456 268 714 338">Visual Cues/Aids/Drawing</p> <p data-bbox="456 596 651 632">Easy to Follow</p> <p data-bbox="456 779 643 814">Easy to Adapt</p> <p data-bbox="456 961 634 1031">Student Relationships</p> <p data-bbox="456 1329 561 1365">Barriers</p>	<p data-bbox="740 233 1321 338">well for me, and it gave them ideas that they wouldn't have come up with on their own for those things."</p> <p data-bbox="740 369 1333 730">"And opening that creativity. Like the first exercise when it said, "Draw what you want to be when you were in kindergarten," I was really worried that there would be like a roll of the eyes and, "Are you kidding me." Everybody loved it and that we . . . even the teachers were like drawing pictures and it was fun and it really engaged the whole class. Which was really neat and everybody enjoyed it. "</p> <p data-bbox="740 772 1325 982">"I think the curriculum as a whole is really well laid out, and it was almost like a foundation, and you would have a building block, and you could pull from lessons before when you were adding on to the next lesson which I think was really helpful. "</p> <p data-bbox="740 1024 1321 1171">" We kind of stretched some things, and were a little creative with some of them, and did a little bit more in depth, more that involved all of the kids kind of working together. "</p> <p data-bbox="740 1203 1333 1598">"...we had some really good discussions. Kids really opened up. Some students who. . .And these kids are seniors, but we hadn't them in a transition class before so they weren't all that familiar with some of the curriculum so that was good, and it just opened up some discussions with students that were pretty meaningful for them. I saw some kids really just share a lot. That was impressive. We were really impressed with that part of it, so that was cool."</p> <p data-bbox="740 1629 1333 1879">"We have one girl in there that's a junior high student and she wants to be able to start babysitting and so that was her dream job. I mean that was it. We really couldn't get her to get past very too much past that you know we talked about childcare and education, but we brainstormed with her ways that she thought</p>

Question	Themes	Quotes
	Increased Motivation for Low Functioning Students	<p>she couldn't babysit now because she can't drive and so we brainstormed with her as a class some ways that she could get past that and that was at the beginning of that lesson and the class really caught on to that and I think that that brainstorming, okay yes we are going to have a roadblock what are some ideas for how are you going to overcome them when they come up so that was good. I liked that."</p> <p>"I had an autistic kid who could not, could not come up with something. All he wanted was a job that paid money. That was it. And it sort of brought it back to here's what I'm good at, here's what would be a good match for me, or you know, that would be a realistic enough dream that I could buy into this rather than just have this dream."</p>

Additionally, the interventionists reported that MEGI was more discussion-based than the other classes they taught. The interventionists also discussed how MEGI increased not only students' motivation and relationship, but also their self-efficacy (see Table 24).

Table 24

Social Validity - How MEGI was Different from Other Classes

Question	Themes	Quotes
How was MEGI different from your other classes?	<p>Complementary</p> <p>Student Interactions</p>	<p>"I know for me it was kind of lined up with what we already teach."</p> <p>"[During MEGI] you're discussing [careers] with them as they do it and that's the difference. Like there is one exercise where you have them you read out something and you decide which value ... that just opens up discussion with them. Whereas when they do it alone they get it done, and they hand it in, and</p>

Question	Themes	Quotes
	Self-efficacy	<p>that's that. It's a whole different thing you know. "</p> <p>"And you also confront, you know, they are. . . they've been labeled special ed their whole life and you realize that a lot of them don't believe that they can do even though they have these skills and abilities and they've been beaten down by the system. They really have. That's what I see with these students. You can have a brilliant student and they can't spell, you know, how bad is that in the world, not very bad but to them they've been in school for their whole life, it's really bad in school. To suck at spelling, right? Right, you know, so they're kind of beaten down and this is a way of just discussing bringing it up again that you know you have a lot of skills and abilities so that's what transition class is about really."</p>

Several interventionists also reported that they found MEGI to be too abstract for low cognitive students and they struggled with certain parts that they found to be confusing. They also stated that MEGI was too short and did not provide enough time for the conversations about disability identity and overcoming barriers to vocational success. The interventionists suggested expanding MEGI and introducing explicit content on disability awareness as one way of improving the intervention. Furthermore, they discussed the benefit of using MEGI with younger students and using more hands on activities (see Table 25).

Table 25

Social Validity - Interventionists' Least Favorite Parts of MEGI and Suggestions for

Improving MEGI

Question	Themes	Quotes
<p>What did you like least about MEGI?</p>	<p>Too Abstract for Students with Low Cognitive Abilities</p> <p>Maps</p> <p>Too Short/Not Enough Time for Conversations about Disability Awareness</p>	<p>"...Cause I saw like sometimes it was really difficult to talk about abstract things, like even what did you want to do when you were in kindergarten..."</p> <p>"I really struggled with the big sheets."</p> <p>"What bugged me in the . . . you know, across the whole spectrum, there were like six lessons or seven lessons that were spent on getting to this point and then very little done after the fact. You know like okay what are strengths, what are your values, all this stuff, okay what's your dream job and there was like just a teeny little bit, and what I do with curriculum in the transition stuff that I do in my class I try to take it a little farther. I would have expected it to be a little more balanced. "</p>
<p>How would you change MEGI?</p>	<p>Present to Younger Students</p> <p>Expand</p> <p>Hands on Activities</p>	<p>"I would say I thought several times that it would have been a very good career class with because we are a junior/senior high school I thought several times that it would have been a good starting place with the junior high students or the ninth-graders."</p> <p>"[Roadblocks] was a really useful lesson and I did see my student's eyes open up a little bit and especially when we were trying to brainstorm how to overcome them and things like that and I would like to see that expand a little bit more too because it was good. It led to some good discussions, they got some good ideas out of it, and then we just kind of stopped and moved on. So, I think was a really useful lesson and I'd like to see that one expanded."</p> <p>"Especially the Adaptive Learning Classroom they got really tired of sitting around talking with each other. I mean they liked to hear each</p>

Question	Themes	Quotes
	Disability Awareness	<p>other, but it was like every time it was you know kind of the discuss, discuss, discuss, write and they wanted, you know, that kindergarten poster that was by far every single one of them loved that first lesson and so some of that stuff intermix some class activities, some like I don't know, just some more, just to change it up a little bit each time."</p> <p>"In the population that I work with I would have probably started out with something where we were discussing disabilities . . . it would have been general so the student's would not have necessarily had to say, 'This is what my disability is' but we might have talked about some disabilities. A lot of them don't know what their disability actually is. They know they are in the resource room and that means they don't learn very good, but they might not be able to say well I have a learning disability in math or whatever. So I think that would have helped that my group of students to identify that as a barrier, but also then to identify how to get around that barrier, and I think that's the piece that I would have liked to have seen in there more, and if I were using the material on my own I would put that in somewhere."</p>

Finally, some of the interventionists reported that they adapted MEGI to fit their students' needs. They discussed changing the length of instructions, adding more group work, and providing more choice, among other adjustments (see Table 26).

Table 26

Social Validity - Adapting MEGI

Question	Themes	Quotes
How did you adapt MEGI for your students?	Changed Structure of Activities to Fit Students' Needs	"Well for example for my autism group that first one with the kindergarten where they weren't getting it, I backtracked a little bit, and we decided on, "What did you really like in kindergarten?" So they were obsessed with

Question	Themes	Quotes
	<p data-bbox="459 562 623 632">Added More Group Work</p> <p data-bbox="459 743 698 852">Used Teachers for Personal Examples</p> <p data-bbox="459 1220 610 1289">Shortened Instructions</p> <p data-bbox="459 1440 638 1509">Offered More Choice</p>	<p data-bbox="727 233 1344 594">trains in kindergarten, or they were obsessed with you know whatever in kindergarten so we looked at that and then we talked about, "Oh well you really liked trains well there's engineers," you know and all the different kinds of stuff that go along with trains and all those different things. So we kind of backtracked to what did you really like and then we kind of looked at what kind of jobs would be involved in that kind of thing."</p> <p data-bbox="727 636 1312 814">"So you know we kind of stretched some things, and were a little creative with some of them, and did a little bit more in depth, more that involved all of the kids kind of working together. "</p> <p data-bbox="727 856 1344 1329">"I took. . .like I'm looking at this one like, "What is work?" ... I did a whole a list of all the jobs I've ever had and then [another teacher] made a list of the jobs she's had you know. So it really gave kids an idea that they're not having to make this decision about they're going to do the rest of their lives right away and how the jobs that we've had in our past help guide us to what you know we probably will do for a number of years and learn more about yourself from those things and what you liked and what you didn't like and so it led to some of that discussion. That was good."</p> <p data-bbox="727 1371 1344 1581">"I definitely shortened the review and expectations. The little blurb at the beginning of everything, it was like here's the two or three sentence paraphrase we're going to not read the five-minute long passage because it was kind of the same every time."</p> <p data-bbox="727 1623 1344 1764">"Sometimes I had them draw pictures instead of write because they wanted to participate, but they'd get frustrated with having to write all the time.":</p>

Overall, the interventionists found MEGI to be helpful and at the same time saw it as a complement to the existing curriculum, rather than a new approach to special education and transition instruction. Additionally, the interventionists provided insights and suggestions on how to change MEGI to make it more effective and useful for students with disabilities.

Effect of the intervention. When asked about the effect of MEGI on students' self-understanding, the interventionists stated that the students were able to recognize their personal attributes and expand their understanding of work. However, the interventionists also reported that some students lacked the insight to see their disability as a barrier to post-secondary success. Moreover, they reported that students often lacked pragmatic awareness in regards to career exploration and planning. Finally the interventionists discussed that MEGI promoted trust, bonding, and support among the students (see Table 27).

Table 27

Effect of the Intervention - Change in Students from the Interventionist Perspective

Question	Themes	Quotes
How did students' understanding of themselves change?	<p>Recognizing Personal Attributes</p> <p>Expanded Understanding of Work</p>	<p>"I think especially that the younger students that I worked with got more out of that. I mean that was more relevant to them that they were actually identifying, "Oh, hey, yeah," their attributes."</p> <p>"I would say that there was some change with my students that way. . . I mean initially they're all going say they want a job to have things and make money, but I know that some of them really made the connection that there were other types of satisfaction that they could get out of their work and that things that they were interested in volunteer work, that there were other ways to work also besides just for money</p>

Question	Themes	Quotes
		so I think. I would say probably half of my group of students got some significant benefit out of that concept that identifying why they work and what work means."
How did students' understanding of the barriers change?	<p>Did Not Change/Still Lack of Disability Awareness</p> <p>Did not Change/Still Lack of Pragmatic awareness</p>	<p>"[The students] were pretty unrealistic about their barriers, you know, they just didn't . . . they just didn't get it. It all revolved around money. Interpersonal skills, family situation you know all those things, it didn't, they just couldn't get there and so I think you know they were looking at that dream job and thinking, 'Oh you know I can still be a recording artist.'"</p> <p>"You know [a student wanted to be] a photographer. I don't think [that having a camera] came up even. . .I think I had to prod her that you're going to need a camera, you just can't use your cell phone, to be a photographer. "</p>
How did the relationship among the students change?	<p>Trust and Bonding</p> <p>Support</p>	<p>"It seemed like they reached a point where they could trust each other too and it just kind of bonded our class. I mean a lot of them have been in school together for a long time anyways, but you know just by the end the discussions were just . . .they were open like everybody was talking and it wasn't a lot of this. I mean it was just sort of let's talk about this sort of thing so I think it helped create kind of a relationship in the class. It was probably a good way to start the year."</p> <p>"It was just neat to see what everybody said and then like I think somebody had mentioned [values of] love and family and they were embarrassed about it, but then half of the room had the same thing and I think it made them feel better about it. So I think it was a guy that said love and family and he was just like well I just couldn't find anything else, but that when somebody else kind of gave him that reassurance that that's really important, it's okay to have that value, more people agreed as well. That it's not weak or silly."</p>

The interventionists also stated that they did not realize that confidence was a barrier to the students and that MEGI allowed them to have an insight into students' understanding of barriers. This, in turn, increased the interventionists' knowledge of students (see Table 28).

Table 28

Effect of the Intervention - Interventionists' Perceptions of Students

Question	Themes	Quotes
How did <u>your</u> understanding of students' barriers change?	Confidence Insight into students' understanding of barriers	"I think all the students one of their barriers was confidence and I think it was comforting for every student to see that that was a barrier. That confidence is something that is difficult and I think that was . . . it was a changing moment in the class because there are a couple of people that come in that you would think that they could rule the world, but when they had said confidence. I think it was humbling for a lot of people in the class. We have one young lady, who actually tries to take over the class every week, and for her to say that confidence is something that she struggles with, I think it made the quiet people feel a little bit better." "It was just interesting to me to see what their perception of their barriers was. They didn't necessarily pick something or identify something that I would have thought would have been foremost on their mind, you know, like well I can't read or you know, but their perception. What they would choose as their barrier was interesting to me, just to . . . it gave me insight into them and how they were thinking. I liked that."

Overall, there were several overarching themes. *Increased Student Self-Understanding* subsumed themes of Recognizing Personal Attributes, Expanded

Understanding of Work, and Confidence. The following quote highlights the effect of MEGI on students with intellectual disabilities.

"We started the year off with a class that I had where they made posters of things that they saw in their futures, trying to get them thinking beyond high school and they couldn't do it. I think most of them cut out pictures of cars that they liked to look at now or things that they liked in the picture. They couldn't even name a career. But by the end of MEGI all of them could name a job. Like a job that they would want to do. Now, realistic? No. I had NASCAR racers and lawyers. But [the students] were naming jobs and they could name why they wanted to do them and they could name why their strengths fit those things. I mean that was a huge change ... it was cool to hear them at least say, 'This is what I want to do after high school,' and they kind of started talking about college and jobs and things. I really enjoyed seeing that changed, it was drastic."

This quote describes how students' understanding of their strengths or Self-Understanding overlapped with their Expanded Understanding of Work. Moreover, students exhibited increased confidence in the jobs that they wanted to do.

The overarching theme of *Increased Student Self-Understanding* is contrasted by another overarching theme of *Students' Lack of Disability and Barrier Awareness*. Even with the quote in the preceding paragraph, the interventionist says, "But by the end of MEGI all of them could name a job. Like a job that they would want to do. Now realistic, no, I had NASCAR racers and lawyers." The underlined section of the quote represents the interventionist perspective that the students identified unrealistic goals. Thus, there is a tension between the overarching themes: *Increased Student Self-Understanding* versus *Students' Lack of Disability and Barrier Awareness*.

In the following section, I will further explore the relationship between student and interventionist themes. I will also combine the LCSM results with the focus group results in order to present a complete picture of this study's findings.

CHAPTER IV

DISCUSSION

This study used the Ecological Model of Career Development (EMCD; Szymanski, et al., 2003) as a conceptual model to frame the components of the MEGI intervention. EMCD (Szymanski et al., 2003) is a conceptual model that considers the individual, contextual, and systemic factors that affect vocational development of individuals with disabilities. It highlights the reciprocal and mediated relationship between the individual and the environment and includes such processes as human development, allocation of resources, and market labor forces as part of the structure that affects vocational outcomes for people with disabilities. As such, MEGI targeted the interaction between the Individual (as characterized by students' disability status, values, and goals) and the Environment (for the purposes of this study, it was characterized by the Interventionists). Additionally, the underlying constructs of interventions that are congruent with EMCD are self-efficacy, self-determination, vocational outcome expectations and critical consciousness. Thus, MEGI focused on these constructs as part of the Individual-Environment interaction.

The results of the study demonstrated that there was a positive and significant change in students' vocational outcome expectations, vocational self-efficacy, autonomy and self-realization across settings and interventionists after the administration of MEGI, a ten week group intervention focused on high school students' with disabilities motivation to engage in career exploration. Additionally, focus group data revealed that students experienced a change in their self-understanding, awareness of positive and negative systemic effects on student success, and uncertainty about the future. In this chapter, I

provide a summary of the quantitative findings, followed by the discussion of these findings. Second, I provide a summary of the qualitative findings, followed by the discussion of these findings. Next, I discuss how this study had contributed to the fields of Secondary Special Education and Transition and Counseling Psychology. Then, I discuss the strengths and limitations of this study. Finally, I explore the implications for research and practice, as well as suggestions for future research.

Quantitative Findings

Summary of Quantitative Findings. The quantitative findings of this study provided support for the following hypothesis: There will be a positive and significant change on the following variables: (1) vocational skills self-efficacy (VSSE); (2) autonomy; (3) self-realization; and (4) vocational outcome expectations (VOE) for high school students with disabilities?

Latent Change Score Model (McArdle & Nesselrode, 1994) was used to evaluate the hypothesis. In summary, there was a significant and positive change in students' VSSE when nested by classroom, teacher, and school. There was a significant and positive change in students' autonomy when nested by classroom, teacher, and school. There was a significant and positive change in students' self-realization when nested by classroom, teacher, and school. Finally, there was a significant and positive change in students' VOE when nested by classroom, teacher, and school. Moreover, across all outcome variables a small to moderate effect size was present.

The moderation analyses results indicated that while the dose of the intervention consistently moderated Latent Change Score (LCS) for VOE, race consistently moderated LCS for VSSE, and SES consistently moderated LCS for self-realization when

controlling across all levels of nesting. Disability did not serve as a moderator for any of the outcome variables. However, it is important to note that a high number of analyses that were required to explore moderation effects could have inflated Type I error, and thus these results should be interpreted with caution (Mertler & Vannatta, 2009).

Discussion of Quantitative Findings. Quantitative results of this study demonstrated that after an intervention focused on affecting Individual-Environment interaction there was a positive and significant change in participants' VSSE, autonomy, self-realization, and VOE when comparing pre- and post-MEGI scores. Thus, this suggests that individual characteristics, such as the main outcome variables for this study could be related to an individual's environment.

Vocational Skills Self-Efficacy (VSSE). The results of the study indicate there was a positive and significant change in VSSE scores across all levels of nesting. Additionally, there was a small to moderate effect size across all levels of nesting. This finding is consistent with other career exploration interventions targeted at young people (e.g., O'Brien, Dukstein, Jackson, Tomlinson, & Kamatuka, 1999; Doren, et al., 2013).

It is important to note that MEGI was not only one of the few studies targeting this construct with high school students with disabilities; it was also a short-term intervention. This study, when compared to studies like PATHS (Doren, et al., 2013) took place over 10 sessions and produced significant results. As such, MEGI corroborated the results of other short-term career exploration studies (e.g., McWhirter, et al., 2000; O'Brien, Bikos, Epstein, Flores, Dukstein, & Kamatuka, 2000) and demonstrated that it is possible to impact students' vocational skills self-efficacy over a short term, thus, requiring less school resources to achieve a similar outcome.

Self-Determination: Autonomy and Self-Realization. Autonomy and self-realization subscales of ARC questionnaire (Wehmeyer, 1995) were used to measure the self-determination construct. It is interesting to note that a change in autonomy was positive and significant only for two levels of nesting, teacher and school, whereas a change in self-realization was significant across all levels of nesting. For both, autonomy and self-realization, there were small to moderate effect sizes.

The difference between autonomy and self-realization could be attributed to the measure itself. Self-realization had a low internal consistency at pretest and posttest, which could affect the results. Autonomy, on the other hand, had a moderate internal consistency. Additionally, autonomy was not significant only at a classroom level of nesting, while it was significant at a teacher and school level. Thus, it is possible that the environment of the classroom, including peer influences, physical set up of the classroom, and other extraneous factors particular to each classroom, could have affected the results.

This study's results are corroborated by recent studies, such as Wehmeyer, Palmer, Lee, Williams-Diehm, and Shogren (2011), Geenen, Powers, Powers, et. al (2012), Doren, et al., (2013), and Wehmeyer, Palmer, Shogren, Williams-Diehm, and Soukup (2013) which demonstrated positive changes in participants' self-determination. Moreover, MEGI relied on the evidence provided by the studies conducted by Wehmeyer et al. (2011; 2013) and Doren, et al., (2013) to shape its self-determination curriculum. These studies were effective in increasing participants' self-determination and therefore it is not surprising that there were positive and significant changes in self-determination as measured by autonomy and self-realization during MEGI.

Vocational Outcome Expectations (VOE). The results of the study indicate there was a positive and significant change in VOE scores across all levels of nesting for students participating in MEGI. Additionally, there was a small to moderate effect size across all levels of nesting. This is consistent with previous research findings. A study by McWhirter, et. al. (2000) noted a positive change in high school students' VOE after an intervention targeting career exploration. Similarly, Diegelman and Subich (2001) evaluated a 25 minute group didactic intervention focused on increasing college students' outcome expectations for a psychology degree. The results indicated a significant and positive change in participants' outcome expectations.

At the same time, there is a dearth of intervention studies targeting VOE for high school students with disabilities. Two such interventions, the WAGES curriculum (Murray & Doren, 2012) and PATHS curricula (Doren, et. al., 2013) reported a significant and positive change in high school students' with disabilities VOE. In light of positive outcomes of intervention studies targeting VOE, it is not surprising that MEGI also had a positive and significant change in students' VOE. However, unlike other studies, MEGI was conducted over fewer sessions, thus using less of schools' and participants' resources.

Moderation Effects. The moderation effect analyses are subject to inflated Type I error (Mertler & Vannatta, 2009) and as such should be interpreted with caution. The moderation effect of SES, race, and sex was consistent with previous research findings (Constantine, Erickson, Banks, & Timberlake, 1998; Luzzo & McWhirter, 2001). One possible explanation for this effect could be an already elevated level of vocational outcome expectation and self-realization for male students and students with higher SES

scores. Thus, the intervention would have little effect on increasing the levels of main outcome variables for these demographic groups.

It is interesting to note that there was an unexpected inverse relationship between the dose of the intervention and participants' vocational outcome expectations. One possible explanation is that MEGI required students to engage in conversations about the influence of systemic factors on their vocational and educational achievement. The content of these conversations was consistent with the definition of critical consciousness. Namely, critical consciousness refers to a process through which the oppressed become aware of having control over their lives and engage in critical examination of the systems of oppression that affect them (Freire, 1974). It is possible that conversations focused on the critical examination of the systems of oppression and their influence on students' past and future goals could have increased participants' anxiety about their vocational success. As such, students who received a higher dose of the intervention engaged in more critical consciousness conversations, thus, possibly increasing their anxiety and having a negative impact on the students' vocational outcome expectations.

Additionally, it is important to note that previous career counseling research has shown that while the effect sizes of an intervention increased from one to five sessions of an intervention, it decreased if the intervention contained more than five sessions (Brown & Krane, 2000). It is possible that vocational expectations construct is particularly sensitive to the increased dose of the intervention. If that is the case, it is not surprising that there was an inverse relationship between the dose of the intervention and vocational outcome expectations.

Finally, disability status had no moderation effect on any of the study variables across all levels of nesting. Although some of the students reported not having a disability, in order to access transition and special education classes, these students must have had an educational diagnosis of disability. As such, it is not surprising that disability status had no moderation effect since all of the student participants had an educational diagnosis of disability.

Intervariable Correlations. Another unexpected finding was the intercorrelation between the main study variables and control variables (physical activity and fruit and vegetable intake). Previous research has shown that health behavior changes are related to autonomy (Williams, Deci, & Ryan, 1998), self-efficacy (AbuSabha & Achterberg, 1997), and self-realization (Miquelon & Vallerand, 2006). Additionally, the vocational outcome expectations measure (VOER) was constructed to reflect Bandura's (1986) three types of outcome expectations, one of which was related to physical outcomes. As such, it is not surprising that fruit and vegetable intake and physical activity were positively and significantly are correlated with vocational outcome expectations, vocational skills self-efficacy, vocational outcome expectations, autonomy, and self-realization.

Finally, when participants are asked to respond at the same time to questionnaires that are measuring different constructs it is possible that their reporting pattern may be similar. The data for this study were gathered at the same time and therefore, it is expected that shared method variance across variables will conflate the correlation results. Thus, significant correlations between study variables that were measuring different constructs could be present (Lindell & Whitney, 2001).

Summary. Vocational skills self-efficacy, self-determination, and vocational outcome expectations are important constructs within the special education and vocational psychology fields (Lindley, 2006; Ali & McWhirter, 2006; Wehmeyer & Schwartz, 1998; Lent & Brown, 2006; McWhirter et al., 2000; Doren, et al., 2013). Additionally, Szymanski et al (2003) suggests that interventions that target the constructs within EMCD might influence individuals' self-determination, vocational skills self-efficacy, vocational outcome expectations, and critical consciousness. The results of this study indicated that an intervention aimed at the interaction between the Individual and the Environment constructs of EMCD had a significant and positive change in these variables within the studied sample. Thus, these quantitative results offer support to EMCD in that it is the *interaction* that has the potential to shape individual characteristics, such as vocational skills self-efficacy, vocational outcome expectations, and self-determination. As such, the burden of change does not solely lie with the individual but also with the Environment, which, in this study, was characterized by the interventionists' communication style.

Overall, the quantitative findings of this study are consistent with and extend the current literature. Similarly to other intervention studies, MEGI participants reported a positive and significant change in vocational skills self-efficacy, self-determination as measured by autonomy and self-realization, and vocational outcome expectations. At the same time, unlike some other intervention studies, MEGI used fewer sessions and specifically targeted high school students with disabilities. Moreover, MEGI combined the effective components of secondary special education and transition interventions (e.g., Benz, Lindstrom & Latta, 1999; Doren, et. al., 2003; Murray & Doren, 2012;

Wehmeyer, et al., , 2013) with the effective components of vocational psychology interventions (e.g., McWhirter, Rasheed, & Crothers, 2000; Chronister & McWhirter, 2006; Diemer & Blustein, 2006) and behavior change interventions, in particular, motivational interviewing (e.g., Jensen, et al., 2011; Heckman, et. al., 2010; West et al., 2011). Thus, MEGI answered the call by Blustein (2006) to include career development of people with disabilities as one of the foci of vocational psychology and expanded it by using motivational interviewing as the intervention modality.

Qualitative Findings

Summary of Qualitative Results. The qualitative findings of this study provided answers to the following research questions: (1) did the participants report changes in their self-determination; (2) did the participants report changes in VSSE, and (3) did the participants report changes in their critical consciousness?. Additionally, the focus group data answered the following social validity questions: (1) what was your favorite part of MEGI, (2) how was MEGI different than your other classes, (3) what was your least favorite part of MEGI, and (4) how would you change MEGI?.

In summary, the thematic results of the student focus groups indicated that students experienced a change in their self-determination, an increase in awareness of positive and negative systemic effects on student success, and increased uncertainty about the future. Additionally, results of the interventionist focus group indicated an increase in students' self-understanding. However, the interventionists also indicated that students did not demonstrate disability awareness during MEGI.

Thematic analyses of student social validity data indicated that students found MEGI to be helpful in increasing their self-understanding, self-efficacy, and awareness of

barriers. Furthermore, they indicated that MEGI facilitated further exploration of postsecondary career options, barriers that the students may encounter, and planning for the future. Students also found MEGI to be more student-centered than other classes, which facilitated self-expression among the students. Finally, analysis of interventionist social validity data indicated that the interventionists found MEGI to be helpful and at the same time saw it as a complement to the existing curriculum, rather than a new approach to special education and transition classes.

Discussion of Qualitative Results. Qualitative results of this study contributed to the overall understanding of the ways in which students experience relational interventions that focus on their vocational skills self-efficacy, vocational outcome expectations, self-determination, and critical consciousness. The focus groups that were conducted as part of this study provided the students and interventionists with the space to put their experience during and understanding of MEGI in their own words. The qualitative results suggested that a short-term intervention seemed to influence students' thoughts and beliefs in regards to career development, and thus, enriched and complimented quantitative results.

Student Focus Group Data – Social Validity.

Thematic analyses of the social validity data indicated that students found MEGI to be engaging as well as helpful in increasing self-efficacy and awareness of barriers. Moreover, students stated that MEGI facilitated a change in their exploration of postsecondary goals and barriers to those goals. The results of these analyses are consistent with the quantitative results and the themes identified by the thematic analyses of the intervention effect of MEGI.

Student Focus Group Data – Intervention Effect. Thematic analyses of the effect of the intervention from the student focus group data uncovered the following themes: self-determination, awareness of positive and negative systemic effects on student success, and uncertainty about the future. The first two themes were expected given the nature and the focus of MEGI; however, the last theme was surprising.

Self-determination. The self-determination theme identified through the focus groups was corroborated by the quantitative finding of a positive and significant change in students' self-determination scores as measured by autonomy and self-realization. During focus groups, students had an opportunity to describe their experiences during MEGI in their own words. One student said "*I realized that there are going to be some things [that] will probably get in my way trying to reach for goals and my dreams. But I realize that I can, y'know, [work] to get over those roadblocks.*"

Moreover, within the context of MEGI, the theme of self-determination included thoughts about self-reliance. One student, in response to how she might overcome some of the barriers to vocational success, stated, "*I realize that even if you do have less support than other people, you should never second guess yourself 'cause the most important support you can have is yourself.*" Additionally, self-determination included closing the career aspirations and expectations gap by adjusting both. One student talked about the importance of having a plan B: "*You know you have a dream job and you also need to have a backup plan. You need to be honest with yourself. You have to know all the obstacles and barriers and everything you need to do.*" Another student, in response to a teacher stating that her job options are limited due to an IEP stated: "*I am at the point*

right now where I am going to prove her wrong. But if I [can't be successful at my chosen career], I'm just going to say 'Whatever' and move on."

These student statements are consistent with Wehmeyer's et al. (2011) definition of self-determination as "... the product of both the person and the environment – of the person using the skills, knowledge, and beliefs, at his/her disposal to act on the environment with the goal of obtaining valued and desired outcomes"(p. 21). The students spoke about perceiving themselves as having more control and agency over their lives, choices, actions, and goals as they completed MEGI. Thus, the change in self-determination was not only evident by the scores on the ARC questionnaire (Wehmeyer, 1995) but also by their verbal descriptions of the effect that MEGI had on them.

Awareness of positive and negative systemic effects on student success. Students indicated that as they completed the MEGI curriculum they became more aware of systemic influences on their lives. These influences included multiple levels of EMCD (Szymanski, et. al., 2003). On the context level, students identified their individual socioeconomic status, education and assessment practices, disability prejudice, family factors, and the economy. On the individual level, the students identified disability status and academic strengths and weaknesses. On the environmental level, students identified career and academic expectations that others held for them. Finally, they identified socialization level of EMCD as being restricted to limited career opportunities at school.

Students' responses suggest that they became aware of how their individual characteristics, coupled with larger systemic expectations and norms, affected their perception of possible career outcomes, personal strengths and weaknesses. Students stated that MEGI helped them identify and reinforce the positive qualities and skills that

they already have. Moreover, they articulated that through MEGI they have gained a new perspective about their own influence on these systemic factors. Several students shared that,

“...you has to fight [the system].”

“[Be] more confident in myself and [tell] myself that I can do this. [Build] myself up, not tear myself down. It doesn't matter who you are or what you are. You just have to go up against [the system] and ... say, 'I am taking this job.'”

“I believe that just because, you know, we have these disabilities, that doesn't make us any less mature. We are practically young adults. We do expect to be [treated] as such. I expect to be [treated] as such.”

These statements by the students signal a shift from accepting the cultural and social norms surrounding disability to challenging them thus engaging in the process of critical consciousness.

Critical consciousness. Combining the themes of self-determination and awareness of positive and negative systemic effects on student success suggests a theme of critical consciousness. Within the context of MEGI, critical consciousness was defined as an understanding of social and political systems of oppression and the realization that one is able to take actions against these oppressive elements (Freire, 1974).

In one particular focus group, when asked about a favorite discussion during MEGI, students shared a conversation that they had about the struggles with academic testing. One student said:

“I’ve been trying to pass the writing test for four years now. Like multiple times a year. And I haven’t passed it and it’s for graduation. I just think it’s kind of messed up. They don’t look at you as a person. They just look at you as a number.”

Another student offered more evidence of her own perception of standardized testing as an oppressive practice:

“You’re like a piece of paper. You are not even human. There are so many requirements for graduation. Personally, I think it’s ridiculous. What if you are really good at something, have good grades, and you don’t graduate because you can’t pass one of your OAKS (Oregon Assessment of Knowledge and Skills) tests?”

A third student joined the conversation by saying: *“I’ve been seeing a lot of people dropping out of school because of it.”*

Finally, after a continued discussion as a whole class, one student stated, *“I might bring this up to the school board.”*

This is an example of students who felt marginalized and oppressed having the space to identify this shared experience and to fully explore how they are affected by the school system. They did not simply complain about the unfairness. Instead, they talked about a deeper effect of standardized testing on their educational goals (e.g., to graduate from high school) and the way in which that their disability and unique learning style did not fit within the school system.

Finally, the students identified one viable step that they can take – taking their frustration to the school board. Whether or not this step was actually taken does not matter. What matters is that they were able to imagine themselves taking action and, in

the moment, felt empowered to do so. Thus, while it is not possible to claim that MEGI increased students' critical consciousness due to the lack of pre-post assessment of this construct, MEGI provided a space for the students to engage in conversations about their understanding of themselves and their environment, allowing them to identify oppressive practices and to begin the process of planning how they can interfere with the system and therefore, change it.

Uncertainty about the future. The theme of uncertainty about the future was an unexpected finding. Given a positive and significant change in students' vocational skills self-efficacy, self-determination, and outcome expectations, I was not expecting an increased uncertainty about the future to emerge.

Students described this theme by saying,

"[When I think about] how much money I have to save up for [law school] and how much you have to study, I wonder to myself, 'is it worth it?'. ... Then I get confused on what I want to do."

"I thought you could get [animal control job] easy. [But] I learned how [difficult] it would be to [get] a Bachelor's degree [and that] you need a driving license, [and] the financing you need."

The anxiety and uncertainty about the future are evident in these quotes. At the same time, current literature provides support for the opposite – increase in vocational skills self-efficacy (O'Brien et al., 1999), vocational outcome expectations (Lent & Brown, 2006), and critical consciousness (Diemer & Blustein, 2005) lead to more satisfaction with future career plans. Yet, within this sample, destabilization of career plans occurred.

This finding can be partially explained by Marcia's (1966) identity development theory which suggests that during adolescence, individuals experience identity moratorium stage which is characterized by anxiety and identity crisis. Moreover, special education and vocational psychology literature (e.g., Szymanski & Hershenson, 1998; Blustein, 2006) discuss at length the influence of contextual barriers on career decision-making for individuals from disadvantaged backgrounds such as poverty and those who have cognitive disabilities. A study by Yanchak, Lease, and Strauser (2005) also suggests that adults with cognitive disabilities are more likely to experience commitment anxiety and dysfunctional career thoughts than adults with physical disabilities. Compiling the above evidence helps explain why adolescents who have an educational diagnosis of a high incidence disability are expressing anxiety and uncertainty about their career goals. These students are experiencing a normative stage of identity development which is exacerbated by contextual barriers such as discrimination and low vocational expectations from authority figures such as school administrators and teachers.

Finally, the results of qualitative analysis suggest that targeting the interaction between the Individual and the Environment constructs of EMCD (Szymanski, et al., 2003) by creating an intervention that changed the instructional style from authoritative to collaborative aided students in furthering their understanding of how their individual factors are influenced by and, in turn, influence their environment. Moreover, the results indicate that this awareness evoked statements of action as well as statements of anxiety and uncertainty from the students. These statements, in part, could be informed by students' awareness that the school system is only one of the environments that shapes their career path. As such, the students are faced with the knowledge that they are shaped

by their multiple environments and lack a strong and well-developed sense of agency in terms of engaging in actions that will, in turn, shape their environments.

Interventionist Focus Group Data – Social Validity.

Thematic analyses of the social validity data indicated that interventionists found MEGI to be helpful and easy to adapt. Moreover, the interventionists indicated that they would have liked to see more flexibility in MEGI administration. The results of these analyses are consistent with the thematic analyses of the students' report about the social validity of MEGI.

Interventionist Focus Group Data. Thematic analyses of the interventionist focus group data uncovered the following: increased student self-understanding and students' lack of disability and barrier awareness. These two themes are in part contradictory. In the following sections of the manuscript, I further explicate the meaning of these themes.

Increased student self-understanding. Increased student self-understanding was corroborated by student theme of self-determination. The interventionists talked about how students were able to identify positive attributes in themselves and how their strengths informed their career choice. Moreover, according to the interventionists, students were able to identify how their goals and values fit in with working. The following quote illustrates this:

“I would say that there was some change with my students that way. . . initially they were all going to say they want a job to have things and make money, but I know that some of them really made the connection that there were other types of satisfaction that they could get out of their work and that things that they were

interested in volunteer work, that there were other ways to work also besides just for money. I would say probably half of my group of students got some significant benefit out of that concept that identifying why they work and what work means."

As such, during MEGI students were able to identify personal attributes, identify how these attributes contribute to their career choice, and further expand that understanding by connecting work to values and other types of satisfaction. Thus, they moved away from the immediate concrete reinforcer (e.g., money) to a more complex and long-term reinforce (e.g., living up to one's values through work).

This finding is consistent with Blustein, Palladino, Schultheiss, and Flum's (2004) assertion that understanding of work needs to "move beyond rational prescriptive approaches to career planning and decision making [to a relational approach] by presenting opportunities for re-definition of identity, work, success, and satisfaction" (p. 436). The group format of MEGI, its emphasis on interaction and sharing, and its broad goal to affect the interaction between the Individual and the Environment EMCD contexts (Szymanski, et al., 2003) accomplished the goal of making career exploration relational.

The relational aspect of MEGI is evident from the interventionists' description not only of a change in the students' understanding of work but also in their description of how student interactions affected the group's understanding of barriers (e.g., "*It was comforting to every student to see that [confidence] was a barrier [even for those who] you would think could rule the world*"). Additionally, interventionists' recognized that they did not fully understand students' experiences of barriers (e.g., "*They didn't identify something ... that I would have thought. What they chose ... gave me an insight into them*").

and how they were thinking”). Thus, the interventionists and students became co-creators of students’ understanding of the role of work in their lives instead of the interventionists providing students with prescriptive directions of what that role should be. In other words, not only was the Environment or the interventionists’ instructional and relational style influencing students’ expectations, students or the Individuals, were, in turn, shaping the interventionists’ understanding of the students’ lived experience.

Students’ lack of disability and barrier awareness.

Students’ lack of disability and barrier awareness was a surprising finding. Neither the student focus group data nor the interventionist-identified theme of increased self-understanding is consistent with this finding. Thus, this points to an underlying tension between interventionists understanding and accepting students’ reasons for work and engaging in the expert role of wanting to educate and fix.

The interventionists’ statements such as “[the students] *were pretty unrealistic about their barriers. It all revolved around money as a barrier ... when ... time management, ... interpersonal skills, ...family [are the barriers]*” and “*I had to prod her that you’re going to need a camera, you just can’t use a cell phone to be a photographer*” statements from the interventionists are contrasted by the following statements from students, “*I will ... practice ... math ... and start doing study habits that are good ... and probably get a job that will help me get money for college and save up*” and “[I need to] *graduate from high school [so I] can get a diploma [and] people will notice that you graduated.*” These statements point to a difference in perception between students and the interventionists.

To further explicate this finding, it is important to note that the interventionists are part of a larger school system which works to not only educate the students but to create an optimum environment for learning and career exploration. With the advent of Americans with Disabilities Act and Individuals with Disabilities Education Act, students with disabilities are provided with educational diagnoses of disability and are encouraged to disclose these diagnoses to other educators and future employers in order to access appropriate accommodations and supports. Thus, the ability to accept and verbalize one's educational diagnosis of a disability is seen as an important aspect of ensuring individual's post-secondary success.

Conversely, the student focus group data demonstrate that the students are not fully accepting of their educational diagnoses and the labels that are subsumed by these diagnoses. Moreover, as illustrated by the quantitative description of the student sample, almost 25 percent of the students did not report their educational diagnosis of disability on the pre- and post-assessments. As such, while students may be aware of their educational diagnosis, they might not accept it, want to report it, or do not perceive it as a barrier. This, in turn, is seen by the educators as *lack of disability awareness* and therefore, a risk factor for negative post-secondary outcomes for these youth. Hence, there is a conflict that is illustrated by the student and interventionist focus group data. Although, this conflict cannot be easily resolved, it is important to be aware that the value of a disability diagnosis may be different within the education system and among individuals who are asked to bear this diagnosis.

Strengths of the Study

This study had several strengths. MEGI was a pilot project that utilized quantitative and qualitative methodology to measure the pre and post intervention levels of main study variables during a 10-week motivational enhancement group intervention for high school students with high incidence disabilities. The intervention infused MI into special education classrooms and was administered as part of regular curriculum. This study collected quantitative data over two time points and used focus groups to further expand the understanding of the data, a research design that addressed the mono-method bias (Heppner, Wampold, & Kivlighan, 2008). Moreover, the study had a large sample which represented several high incidence disabilities.

Both quantitative and qualitative analyses supported the positive and significant change on main study variables when looking at pre- and post-MEGI scores. The quantitative results indicated that there was a positive and significant change in participants' vocational skills self-efficacy, autonomy, self-realization, and vocational outcome expectations. Additionally, a thematic analysis of student and interventionist focus group data suggested that as students completed MEGI they noticed a change in their self-determination, awareness of positive and negative influences on student success and self-understanding.

Furthermore, the thematic analysis of the student social validity qualitative data indicated that the participants found MEGI engaging and helpful. Moreover, the students indicated that MEGI helped them deepen their self-understanding and self-efficacy, and allowed for a better understanding of barriers that students encounter, thus facilitating the planning process. The students also stated that MEGI was allowed for self-expression

and was more student-centered and had a different instructional approach than their other classes.

Similarly, the analysis of the interventionist social validity data indicated that the interventionists enjoyed MEGI because it was easy to follow and to adapt to each classroom's needs. Additionally, the interventionists stated that MEGI increased students' self-determination and awareness of barriers, and increased motivation for low functioning students. Finally, the interventionists commented on the positive effect that MEGI had on student interactions and relationships. Thus, MEGI was effective and acceptable, relevant, and useful for the students and the interventionists.

Finally, although MEGI was embedded into regular classroom curriculum and contained elements of other school-based career interventions for high school students with high incidence disabilities (e.g., Doren, et. al., 2013; Wehmeyer, et. al., 2013; Murray & Doren, 2012), unlike other interventions, MEGI focused on the interaction between the Individual and the Environment constructs of EMCD (Szymanski, et al., 2003) and was a relatively short-term intervention. Consequently, it incurred lower costs in terms of staff time devoted to implementing this intervention and class time used for the intervention, and provided a long-term benefit to participating schools by training their staff in this intervention.

Contribution to Counseling Psychology and Special Education Research

MEGI is one of the few studies that focused on simultaneously developing vocational skills self-efficacy, self-determination, vocational outcome expectations, and critical consciousness. As such, MEGI worked with the participants to address the ecological reality of career development for high students' with disabilities by

acknowledging and exploring the interplay between individual and sociocultural factors that affect these students. This resulted in students' change in self-perception from lacking in skills and resources to having more control and agency over their lives, choices, actions, and ultimately, larger systemic systems. This movement, in part, was facilitated by focusing on the relational aspect of MEGI which focused on co-creation of students' understanding of work by the students and the interventionists and was informed by EMCD's discussion on the reciprocal relationship between the Individual and the Environment (Blustein, Schultheiss, & Flum, 2004; Szymanski, et al, 2003).

Moreover, while the other interventions described here (e.g., Doren, et. al., 2013; Wehmeyer, et.al., 2013; Murray & Doren, 2012) had an emphasis on self-efficacy and thus included self-exploration exercises as well as didactic information, unlike MEGI, there were no reported effects on participants' self-understanding and understanding of systemic barriers. At the same time, understanding of systemic barriers is central to career development theories (such as those of Holland, 1997; Super, 1953; Gottfredson, 2005; and Lent, et.al., 2000). Furthermore, self-understanding and understanding of the systemic barriers are some of the tools that can be used to empower students from disadvantaged backgrounds, including students with disabilities (Szymanski et al., 2003; Blustein, et.al., 2005; Freire, 1974). Thus, MEGI's broad focus on the interaction between the Individual and the Environment (Szymanski et al., 2003) had an impact on students' self-understanding and understanding of systemic and contextual barriers provided a new intervention that addressed the ecological reality of career development for high students' with disabilities by acknowledging and exploring the interplay between individual and sociocultural factors that affect these students.

Finally, not only did MEGI heed the urgings of Martín-Baró (1994) for psychologists to become agents of social change and Blustein (2006) to address the vocational needs of people with disabilities, it used MI in a novel way in order to do so. MI has been effective with improving adolescent health and mental health behaviors (e.g., Jensen, et al., 2011; Heckman et. al., 2010; West et al., 2011). However, there is a dearth of literature on its use with high school students with high incidence disabilities.

In the past ten years, there has been an increased interest in using motivational interviewing within secondary education settings. MI interventions to-date include preventing school drop-out, depression, truancy, academic achievement, substance use, obesity, and classroom management and disciplinary actions (Atkinson & Woods, 2003; Connell & Dishion, 2008; Enea & Dafinoiu, 2009; Scholl & Schmitt, 2009; Flattum, Friend, Neumark-Sztainer, & Story, 2009; Reinke, Herman, & Sprick, 2011; and Kelly & Lapworth, 2006). However, there are no studies focused on career exploration within these school based settings. Moreover, while there are MI studies conducted with survivors of traumatic brain injury and stroke (Suarez, 2011; Mendel & Hipkins, 2002), there are no studies with high school students with high incidence disabilities. Lastly, there are few studies using MI in a group format with adolescents (D'Amico, Ewing, Engle, Hunter, Oscilla, & Bryan, 2011; Schmiede, Broaddus, Levin, & Bryan, 2009). Thus, this study provided a valuable addition to the MI literature.

Finally, the fidelity to MI results indicated that some of the interventionists were able to achieve competency on the global scores and certain behavior counts. While the purpose of the study was not to evaluate the efficacy of MI training, these results are of note as they indicate that an 8 hour training and one to two observations with feedback

have the possibility of helping trainees improve their MI practice competency in several MI domains. Moreover, MEGI interventionists were school staff and as such, this is one of the few studies that reported results of training school staff in MI.

Limitations of the Study

A number of limitations must be considered as the results of this study are interpreted and applied to future research and practice. This study was designed as a pilot study focused exploring a change in high school students' with disabilities vocational skills self-efficacy, self-determination, vocational outcome expectations, and critical consciousness. At the same time, it was also testing the feasibility of conducting an intervention as part of regularly scheduled class time. As such, due to ethical and logistical limitations, this study was not experimental in nature and it is not possible to draw a causal relationship between MEGI and changes in the main outcome variables.

Moreover, the quantitative data used in this study was based on self-report surveys. Thus, the participants' responses were vulnerable to shared method variance which can inflate the magnitude of relationships between variables. Additionally, both, the surveys and focus groups, were conducted in a group format which can bias the participants' responses due to social expectations and impression management (Heppner, et al., 2008). The content and the length of MEGI pre-post questionnaires were challenging for a number of student participants due to their disabilities. As such, some of these participants did not complete the questionnaires in their entirety. Finally, a number of analyses were conducted to understand the moderation effects as well as when exploring the pattern of data missingness. As such, Type I error (Mertler & Vannatta, 2002) could have been inflated and the results of these analyses are ambiguous.

Additionally, MEGI was manualized in order to help guide school staff who may not have had a background in counseling or psychology. However, research in MI and other counseling interventions shows that manualized treatment is less effective than non-manualized treatment (Miller & Rose, 2009; Messer, & Wampold, 2002). This limitation came out in the thematic coding of social validity qualitative data for the interventionists who commented on the rigidity of the manual and expressed the need for more flexibility. Focus group data also indicated that the interventionists wanted more time to more fully explore the barriers to students' dream job and how disability awareness and identity exploration fits in with career exploration process.

Finally, since this study was not experimental in its design and took place as a part of ongoing classroom instruction, it is not possible to control for confounding variables such as other curricula that could have been implemented with the students during the study time frame. Additionally, the intervention took place during variable timelines. For example, one classroom completed the intervention in ten days. Other classrooms completed it over the course of ten weeks. Yet, other classrooms completed all lessons over the course of five weeks. Thus, it is not possible to say if the changes in main outcome variables were also influenced by other classroom-based factors.

Implications for Research

Study results are consistent with previous research findings and support school-based interventions focused on career exploration for high school students with high incidence disabilities. Future research is needed to fully understand the impact of short-term interventions administered by the school staff on students' self-efficacy, self-determination, and critical consciousness. Using experimental research designs will

provide a basis for conclusions about the effect of the intervention and help determine the active ingredients of MEGI and provide a more nuanced understanding of how MEGI might impact these constructs.

Moreover, it is important to collect longitudinal data beyond the pre- and post-assessment. There is a dearth of longitudinal studies focused on a career-related interventions' effect on students' with disabilities self-efficacy, self-determination, critical consciousness, and postsecondary outcomes. Engaging in longitudinal research will aid in understanding whether high school-based interventions affect students' immediate and postsecondary success.

In future studies, longitudinal quantitative data collection should be combined with in-depth individual qualitative interviews. Conducting these interviews will provide a rich compliment to the quantitative data. Moreover, individual interviews will reduce the social desirability bias, thus providing more a more accurate representation of participants' experiences during and after the intervention.

Finally, the fields of special education and counseling psychology must continue to collaborate on identifying and implementing successful interventions focused on improving postsecondary outcomes for high school students with high incidence disabilities. As part of this effort, a further examination of how MI can be used within the school system can provide a new and effective avenue of not only changing students' postsecondary outcomes, but also changing the school culture.

Implications for Practice

This study demonstrated the effectiveness and the impact of a student-centered short-term intervention that was embedded within existing secondary special

education/transition classes. As such, it is important for schools to embed vocational skills self-efficacy, self-determination, vocational outcome expectations, and critical consciousness curricula into already existing transition and special education instruction. Additionally, these curricula need to engage students in multiple ways such as writing, reading, and engaging in hands-on activities such as drawing and card sorts. Both interventionists and students found the student-centered and MI-based components of MEGI to be engaging and helpful. Given the effectiveness of MI with adolescents, it is important to further explore the use of MI within school settings. In order to do so, school staff need to be exposed to MI through training as well as further coaching in this method.

Training in Motivational Interviewing. MI's focus on compassion, respect, partnership, and acceptance (Miller & Rollnick, 2013) provides a fertile ground for school staff to set aside their expert role and to allow the students to educate them about how social and cultural norms and expectations affect students' understanding of themselves. MI is a style of conversation that allows for a dialogue and a deeper understanding of how students and school staff mutually affect each other, and in which ways these interactions perpetuate or question oppressive practices. Thus, moving away from the banking model of instruction to a dialogue (Freire, 1974) will change the way in which school staff engage with the students and in turn, will lead to empowerment.

Summary and Conclusion

This study investigated a change in main outcome variables before and after a short-term pilot intervention that focused on high school students' with disabilities vocational self-efficacy, self-determination, autonomy and vocational outcome

expectations. The results of quantitative and qualitative analyses indicated that there were positive changes in the study variables. Moreover, students and interventionists indicated that the intervention was engaging, helpful, and more student-centered than other classes.

The findings provide support for ongoing investigation into MI-based school interventions that are informed by existing research in special education and counseling psychology fields. Additionally, this study highlighted the importance of including critical consciousness as a key concept in transition research. This study also showed the feasibility of using MI within school contexts and with students with disabilities, and thus provides an important model for future career interventions.

APPENDIX A
MEGI STUDENT WORKBOOK

**Motivational Enhancement Group
Intervention
(MEGI)
Student Workbook**

**Created by Anya Sheftel, MS
University of Oregon**

Welcome

Hello! This is your MEGI workbook. In this workbook you will get to write about your strengths, values, and goals. The purpose of MEGI is to help you find out what your Dream Job is and the first steps that you need to take toward getting that job.

MEGI is a little different than a regular class. When you doing MEGI exercises, YOU are the EXPERT. No one else knows YOU better than YOU. So, you get to teach your teacher and your classmates about who you are, what you are good at, how you are able to succeed in school and at work, and what you want to do after high school. Please, let your teacher know if you feel like she or he is not listening to you or is trying to tell you what to do with your life.

Your teacher is an expert on MEGI. He or she will help you complete each exercise. If you don't understand something, please ask your teacher for help.

Thank you for all of your hard work and honesty as you work on MEGI exercises!

Have fun!

Anya Sheftel

EXERCISE 1: A Blast From the Past

Who did you want to be when you were in Kindergarten? Some people wanted to be doctors or princesses or firefighters or veterinarians. How about you?

Write or draw who you wanted to be when you were in Kindergarten. Think about the following questions as you complete this exercise:

- What was that job?
- Why did you want to have it?
- What did you think you were going to do?
- How did your parents, teachers, friends, magazines, movies, tv shows, music, politicians, doctors, and others influence who you want to be?





EXERCISE 2: What Is Work?

It is easy to think of work as something that you only do for pay. But there are many jobs that are not paid. For example, watching your little brothers or sisters is *child care*. Helping your neighbor mow the lawn is *yard maintenance*. Volunteering at the community garden is *gardening*. Taking care of a pet for a friend or a neighbor is *pet sitting*. The list goes on! In the lines below, please list some of the jobs that you had, paid or unpaid. Go ahead 😊

1. _____
2. _____
3. _____
4. _____
5. _____

That's a lot of jobs! You must be pretty committed to working and giving back to your community.

Every job that we have helps us develop skills. For example, *child care*, *yard maintenance*, *gardening*, and *pet sitting* all require good communication skills, responsibility, time management, knowing how to be safe, and ability to concentrate. In the lines below, please list some of the skills that you have developed through work.

1. _____
2. _____
3. _____
4. _____
5. _____

You sure have learned a lot 😊 You are setting yourself up for future success! Go on to the next page to talk about your successes.

Sometimes, when people find out that you have difficulty with reading or math, paying attention, understanding directions, managing your feelings, or working with a group of people, they might think that you are not a good worker or student. Think back to the times when this happened to you. I bet you found a way to let them know that you are able to be successful anyway! In the lines below, list ways in which you let others know that your disability or other difficulty will not hold you back (psst.... this is also called **advocating for yourself**).

1. _____
2. _____
3. _____
4. _____
5. _____

What great ways to advocate for yourself! You know that you have a lot of strengths and don't let areas that are difficult hold you back.

EXERCISE 3: A Typical Day

We do work all the time. Waking up on time is work. Making sure that your school bag is packed is work. Doing your homework is work. Helping with chores is work. Even brushing your teeth is work! All of these tasks require skills that we use when we work for pay, too, like *time management, concentration, and following directions*. Please, fill out the below Day Map. Think of a typical school day and fill in all the things that you do from the time that you wake up to the time that you go to bed AND what you need to do to be successful. For example, here is some of my day:



6:00am wake up (set the alarm the night before); shower and brush teeth (pay attention to time)

7:00am get dressed (set out my clothes the night before), eat breakfast (use kitchen utensils)

8:00am bike to school (remember to take everything that I need for the day)

Go ahead and fill in your morning! What kinds of things do you get done before you go to school and at school before lunch?



6:00am

7:00am

8:00am

9:00am

10:00am

11:00am

Now it's afternoon! School day is wrapping up. What do you do after lunch and when school ends?



12:00pm

1:00pm

2:00pm

3:00pm

4:00pm

**Whew! The day is almost over! What do you after before and after dinner?
Tell us on the next page.**

5:00pm

6:00pm

7:00pm

It's night time! What do you do before going to bed?



8:00pm

9:00pm

10:00pm

11:00pm

You do a lot of work every day! Now share all of the work that you do and how these skills help you at work or volunteer sites.

***How can you be more successful with your everyday tasks? Maybe using a planner will help you with time management? Or using breathing techniques will help you concentrate better? Choose an everyday goal that you are going to work on for this term and share with a partner.

Write your goal in the line below:

EXERCISE 4: My Strengths



We all have many strengths that help us be successful. Here is your chance to pick out top 3 strengths that best describe you! Please, go through the Affirmations Card Sort that your teacher will give you and pick out top 3 qualities that best describe you.

A. Go ahead and write them down in the lines below 😊

1. _____

2. _____

3. _____

How do these qualities help you cope with things that are difficult for you such as reading, math, paying attention, being in a group of people, remembering to do homework or other aspects of a disability or other difficulty.

Share your Strengths and how they help you cope with difficult situations with your classmates.

We also have strengths or qualities that we would like to have someday. Use the Affirmations Card Sort to choose 3 qualities that you don't have but would like to have in the future

B. Go ahead and write them down in the lines below 😊

1. _____

2. _____

3. _____

Share these qualities and why you want to achieve them with your classmates.



EXERCISE 5: To Work or Not to Work

All of us have reasons for not wanting to work AND wanting to work. We are never 100% sure about working or not working. Work has its pluses and its minuses. This exercise will help you find out what you like about work and what you don't like about work.

In the **left column**, fill in ALL the reasons why you **don't want to work**. In the **right column** fill in all the reasons why you **want to work**.

5A. Why I Do Not want to work.	5B. Why I Do want to work
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5C. Complete the following sentence:

I do not want to work because _____

AND I do want to work because _____

5 D. Answer the following question: *What do I think about having a job?* Write your answer in 1 or 2 sentences below.



EXERCISE 6: My Values

Values are beliefs that are important to us. For example, honesty might be a value because you want to show respect to others. In the space below, write down your most important 3 values that you selected from the Values Card Sort:

1. _____

2. _____

3. _____

Now, go ahead and **draw out** or **write out** how your family, school, friends, tv, music, and others influence your values. For example, if your family played a large role in making honesty important to you, you can draw them talking to you about it. Or if your best friend taught you about respect, you can draw her.

In the space below write how your 3 most important values influence your thoughts about work? For example, if money is important to you, then you might write that having a job will help you earn money. If friends are important to you, then you can write that having a job will help you meet new people.

EXERCISE 7: Path to My Dream Job

Now is the time for all of your hard work to make an appearance on the **Path to My Dream Job**. You have an opportunity to summarize all of your accomplishments, values, and goals in one place. Please, take out your **Path to My Dream Job** sheet from the back flap of your workbook and wait for your teacher to explain the instructions.

HAVE FUN!!!

EXERCISE 8: My Dream Job

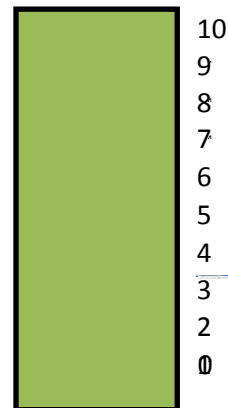
What is your dream job? A dream job is the perfect job for you -- one that you really want to have after high school or college. Is it a doctor? A beautician? A chef? Write down your dream job in the space below!

My dream job is: _____

Below, choose how **important** it is for you to have this job and how **confident** you are in getting that job by coloring in the Importance and Confidence squares up to that number. **Remember, 0 = not important/not confident at all and 10 = very important/confident.**

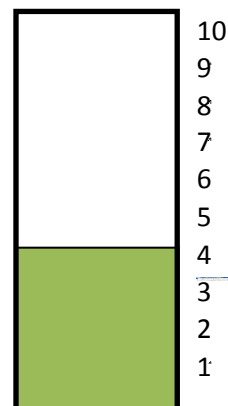
For example, if my Importance for being a sushi chef is a 10, I will color in the whole square up to number 10.

Importance:



And if my confidence that I will actually become a sushi chef is a 4, I will color in the square up to number 4.

Confidence:



Go ahead! Give this exercise a try!

Importance

A vertical scale for rating importance, ranging from 0 at the bottom to 10 at the top. The scale is represented by a vertical line with horizontal tick marks at each integer value. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are placed to the right of the tick marks.

Confidence

A vertical scale for rating confidence, ranging from 0 at the bottom to 10 at the top. The scale is represented by a vertical line with horizontal tick marks at each integer value. The numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 are placed to the right of the tick marks.

What is your **Importance** rating? _____

Color in your Importance column up to that number.

Why is it as high as this and not a "0"?

What would need to happen for it to be a **little more important**?

What is your **Confidence** rating? _____

Color in your Confidence column up to that number.

Why is it as high as this and not a "0"?

What would need to happen for you to be a **little more confident**?

EXERCISE 9: Steps and Roadblocks

When we start creating a plan for getting our dream job, it is important to think BIG and think SMALL. BIG is your dream job! SMALL are the first 3 steps that you are going to take to get there! Below, write down the first 3 small steps towards getting your dream job. For example, if my dream job is sushi chef, my first three steps might be 1) learning what education I need to get, 2) finding places that offer that education, 3) learning how to cook rice. How about you? Go ahead!

The first 3 small steps that I can take towards becoming are

1. _____

2. _____

3. _____

When working towards a goal everyone comes across roadblocks. These roadblocks might be **personal** such as difficulty reading or doing math, having a hard time remembering things or paying attention, or not liking to work with other people. These roadblocks might also be **social** or **cultural**, such as not having enough money, not having role models who have the same difficulties or disabilities and are able to succeed in their jobs, or having unfair employment practices. The good thing about roadblocks is that they can be overcome! Go ahead and complete the Roadblocks card sort. After you select your 3 Most Difficult Roadblocks, write them and ways to overcome down below:

Most Difficult Roadblock #1

1. _____

Three solutions

1. _____

2. _____

3. _____

Most Difficult Roadblock #2

2. _____

Three solutions

1. _____

2. _____

3. _____

Most Difficult Roadblock #3

3. _____

Three solutions

1. _____

2. _____

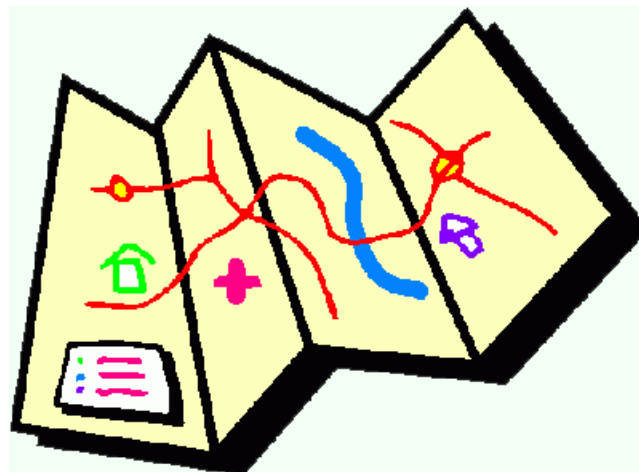
3. _____

Whew! Good job on completing this difficult task!

EXERCISE 10: My Dream Job Plan

Now is the time for all of your hard work to make an appearance on **My Dream Job Plan** exercise. You have travelled a long way to get to where you are now. You have worked hard, learned new skills, advocated for yourself, and found ways to achieve your dreams. Now, you have an opportunity to summarize all of your accomplishments, dreams, and goals in one place. Please, take out your **Dream Job Plan** from the back flap of your workbook and wait for your teacher to explain the instructions.

HAVE FUN!!!



CONGRATULATIONS!

**YOU WORKED HARD ON THIS WORKBOOK AND KNOW HOW TO BE
SUCCESSFUL!**

**TURN THE PAGE TO FILL IN YOUR CERTIFICATE OF COMPLETION AND
HAVE YOUR TEACHER SIGN IT.**



APPENDIX B
MEGI TEACHER MANUAL

**Motivational Enhancement Group
Intervention
(MEGI)
Teacher Manual**

**Created by Anya Sheftel, MS
University of Oregon
August 2012**

Welcome

Hello! This is your MEGI Teacher Manual. In here you will find information about motivational interviewing, MEGI structure, and tips on how conduct each of the 10 lessons.

As you go through MEGI, do not hesitate to contact me with questions and feedback. This is an exciting project and I am thankful for your participation and hard work.

If you have questions once you start using MEGI with your students, do not hesitate to contact me either via email (sheftel@uoregon.edu) or phone (541-206-8720).

Anya Sheftel, M.S.

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What is MEGI?

MEGI is a motivational interviewing-based group career intervention for high school youth with disabilities.

MEGI is focused on career exploration and development, and consists of 10 one hour sessions. Each session has a particular focus with the overarching theme of moving the students from exploring their past experiences with career exploration, identifying their current strengths and goals, and coming up with a career plan for the future. MEGI is designed to be facilitated by a teacher or a transition specialist.

Research Rationale:

Youth with disabilities experience significant vocational, economic, and social hardships (e.g., Shandra & Hogan, 2008; Baird, Scott, Dearing, & Hamill, 2009). These youth are less likely to obtain employment and receive employment benefits, live independently, and are more likely to experience financial difficulties than youth without disabilities (Newman, Wagner, Cameto & Knokey, 2009; Shandra & Hogan, 2008).

With these conditions as a backdrop, improvements in educational services to help youth with disabilities successfully transition from school to work are the focus of special education and vocational psychology research and interventions (Fabian, 2007; Izzo & Lamb, 2003; Benz, Lindstrom, & Yovanoff, 2000). Career exploration, in particular, is a cornerstone of helping youth with disabilities successfully transition from

school to work because this process engages youth in learning information-seeking and decision-making skills (Flum & Blustein, 2000).

The purpose of this intervention is to focus on three critical skills: self-determination, self-efficacy, and critical consciousness. Self-determination refers to one's intrinsic motivation to set goals, while self-efficacy describes one's confidence in accomplishing these goals (Ryan & Deci, 2000; Bandura, 1989). For youth with disabilities, self-determination and self-efficacy are related to positive vocational expectations and post-secondary outcomes (e.g., Wehmeyer & Schwartz, 1998; Balcazar, Fawcett, & Seekins, 1991; Ali, McWhirter, & Chronister, 2005). Moreover, the construct of critical consciousness that addresses individuals' awareness of how systems of oppression affect their motivation and confidence (Freire, 1974) is instrumental in changing oppressive practices for people with disabilities and their families (Petersen 2009; Ditrano & Silverstein, 2006), and is related to ethnic minority youths' career development (Diemer & Blustein, 2006).

It is evident that self-determination, self-efficacy, and critical consciousness are important components in positive post-secondary outcomes for youth with disabilities. However, current transition and career interventions do not fully attend to all three of these constructs (Izzo & Lamb, 2003). In the field of clinical and counseling psychology, motivational interviewing (MI) is one approach that can accomplish this task.

What is Motivational Interviewing?

Motivational interviewing (MI) is a person-client centered counseling method for addressing the common problem of ambivalence about change (Miller & Rollnick, 2011). It is a **collaborative, goal-oriented** style of **communication** that attends to the student's **language of change**, strengthens student's **intrinsic motivation for and commitment for change**, **elicits** and **explores** client's own reasons for change within the atmosphere of **acceptance** and **compassion**.

Let's break down the definition into smaller parts.

First, MI is based on four basic principles (also known as MI Spirit):

- **Compassion** - Authentic curiosity about and respect of student's experiences and goals, and understanding that each student wants to be free from pain and suffering.
- *"Compassion has the characteristic of wishing that others be free from suffering, a wish to be extended without limits to all living beings. compassion arises by entering into the subjectivity of others, by sharing their interiority in a deep and total way. It springs up by considering that all beings, like ourselves, wish to be free from suffering, yet despite their wishes continue to be harassed by pain, fear, sorrow" - Bhikkhu Bodhi*
- **Partnership** - Working **with** the student. Acknowledging that students are experts on their own lives and know what they want to accomplish and how to

go about it. Also, acknowledging that teachers have expertise about job exploration, and goal-setting and attainment. The role of the teacher is to first acknowledge student's expertise and then respectfully offer their own, if appropriate.

- **Acceptance** - Explicitly expressing the valuing of and delight in your interactions with the students. Understanding that their experiences are valuable and help make the students who they are today.
- **Evocation** - Creating a space for students to share their experiences, values, and goals. Limiting the time during which the teacher talks and using MI techniques to increase the time during which the student shares.

MI Spirit helps us reduce our **righting reflex** or the drive to help by giving advice.

Righting reflex usually results in student's decrease in engagement. At the same time, sometimes we do want to give advice and sometimes that advice is good. In that case we will use MI Spirit and engage the student in a Ask - Tell -Ask conversation. We will **ask** the student what she or he already knows about this topic ("*Tell me what you already know about organizing your folder*"), **summarizing and affirming** the students' knowledge ("*You already have tried a lot of strategies and some of them have been successful*"), **asking permission** from the student to share more information ("*Would it be ok if I share with you what has worked for other students?*"), if the student says **yes**, sharing that information, and then **asking** the student for feedback ("*What do you*

make of that? How would that work for you?"). If the student says **no**, then we must honor it and move on.

MI Spirit is important because it creates an environment in which a student can acknowledge, talk about, and work towards resolving hers or his ambivalence about work or any other positive change. **Ambivalence** is a feeling of being "stuck" in between knowing why change is good and also knowing that change is difficult. It is the see-saw of "I want to and I don't want to".

If the MI Spirit is the foundation of every MI interaction that we have, the **Processes of MI** help us move students towards change. First, we need to **engage** the students in a conversation. It is during this time that we begin to explore with them what their past experiences have been, what they have learned from them, and why they are talking to us today. Without **engaging**, MI would not be MI.

After we have sufficient engagement, we start to **focus** the conversation towards a mutually agreed upon goal or goals. This focus can shift as we continue to work with the students. This is ok and expected - as we continue to **engage** them in a conversation, they may identify other changes that they may want to **focus** on. Without **focusing**, MI would not be MI. We need to have a goal(s) that the student is working towards.

After we have a focus for our conversation we begin to **evoke** student's statements about change. This is called **evoking and reinforcing change talk**. Knowing

what our focus is, helps us listen for change talk about that focus. Without **evoking**, MI would not be MI.

After we have good **engagement, a focus**, and plenty of **change talk**, we can start the **planning process**.

In order for any conversation to be an MI conversation, we need to have **engagement, focus, and evoking**. **Planning** compliments MI. However, sometimes we do not have time to create a plan and so we can work towards planning in the future.

MI Microskills

So, how do we **engage, focus, evoke, and plan**? We use MI microskills: **Open-ended questions, Affirmations, Reflections, and Summaries (OARS)**.

Open-ended questions are questions that require a more lengthy answer than a yes, a no, or a limited amount of information. Open-ended questions start with *What....?* (*"What do you think about working?"*), *How....?* (*"How were you able to find jobs in the past?:"*) or *Tell me more....* (*"Tell me more about your Dream Job"*). Open-ended questions create the space for students to talk about their lives and serve as an invitation to share. At the same time, beware of the **Question/Answer** trap. If we ask 20 open-ended questions, it will still feel like a game of 20 questions (!) and students will stop answering them!

Affirmations identify student's strengths, personal values and goals, past and current efforts to achieve a goal, and past and current successes. In order to form an

affirmation, identify a strength, goal, effort, value, or success of a student. Form a statement that shows recognition, appreciation, support, and respect for the student. Use "YOU" language ("*You have found a way to get up in the morning and get to school on time*").

Reflections are statements that encourage students to elaborate on their statements. They check if what you heard the student say is what the student meant to say. In order to make a reflection you:

- Make an educated guess about what the student meant to say.
- Verbalize that guess in a form of a **statement** (NOT a question!)

Simple reflections paraphrase what the student had said without adding much more to her or his words. **Complex reflections** reflect the underlying **feeling** and **meaning** of the student's statements. Metaphors and similes are also examples of complex reflections.

Summaries clarify what the student said, show understanding of what the student said, move the conversation forward, link student statement together, and transition a conversation from one topic to the next.

We use OARS to engage the students and find a focus for conversation. We also use them to evoke **change talk**. **Change talk** is student statements that indicate:

Desire to change (*I want to....*)

Ability (*I can....*)

Reasons (*If I change, then because*)

Need (*Things need to change*)

Commitment (*I will....*)

Activation (*I am ready....*)

Taking Steps (*I already....*).

Change talk is at the heart of MI. It allows us to build the momentum of change by evoking from the students their own desire, ability, reasons, need, commitment, activation, and talking steps towards change. We need to **listen for** any of the above statement (DARN-CATS) and reinforce them by using OARS. We can also **evoke** change talk by using decisional balance, importance and confidence rulers, identifying student's goals and values and past successes, and asking for elaboration. We **reinforce** change talk by asking for elaboration, using affirmations, reflecting change talk statements, and summarizing student's change talk.

Students may not always want to change and may use **Status Quo** talk by engaging in a conversation about why they don't want to change, can't change, don't have reasons to change, don't need to change, won't change, and are not ready to change. We need to treat status quo talk with **acceptance and compassion**. If we don't honor status quo talk, students will become more entrenched in it. If we explore it with them, they are more likely to begin to engage in change talk.

There are going to be times when we experience **interpersonal discord** with our students. Students may not want to talk or participate in the activities. They become angry and talk back to us. They may make rude remarks about others. They may start

skipping class. Or they may talk about how this class is useless and they are fine just the way that they are. **Interpersonal discord** is a rupture in a teacher-student relationship. It usually occurs when the teacher engages in the righting reflex or trying to fix student's concerns by giving advice, engaging in question/answer trap, confrontation, labeling and blaming of the student, and getting caught in the expert trap. It is the **teacher's responsibility to heal this rupture**. We can **reduce interpersonal** discord by using:

Simple and complex reflections

Emphasizing student's autonomy (*It is up to you if you want to do this activity/look for a job/etc. I am not here to tell you what to do. You are the expert on your life and only you know what will or won't work for you*)

Coming alongside the student (*You are angry because I am asking you to do something that you don't want to do; This is a waste of your time*)

Shifting focus to a different topic (*Let's do something different now*).

Remember: **until interpersonal discord is reduced, nothing useful can be done.**

Structure of MEGI

MEGI consists of 10 sessions, each session lasting 40-60 minutes. Every activity within a session will have an approximate time allotment. However, it is up to you to decide whether an activity needs to last for that time period. You can change up the times as long as all of the activities and discussions are completed. Some sessions will also have optional exercise, in case you have more time.

Each session will start with a 5 minute Centering exercise. This exercise will consist of 5 minutes of deep breathing. The purpose of this exercise is to help students concentrate for the next hour and to help them feel more relaxed.

You will then introduce or re-introduce MEGI and restate that for the next 40 – 60 minutes, you are not the expert. Instead, you will look to your students for expertise on their lives and experiences. For the remainder of the time, you and the students will engage in a variety of activities. You will facilitate discussions, share your own personal experiences (with permission), and use MI skills to **engage, focus, and evoke**. You will use **open-ended questions, affirmations, reflections, and summaries** to support students as they engage in career exploration. You will also pay attention to change talk and reinforce it.

Sessions 1-6 will focus on exploring students' past work experiences, their strengths, and their values. Session 7 will allow students to summarize the previous sessions in a Path to My Dream Job exercise. Sessions 8 and 9 will focus on students' Dream Jobs and taking steps to obtain them. Finally, Session 10 will focus on creating a Dream Job Plan.

This chart provides an overview of each of the ten sessions, demonstrating how each of the 3 key concepts is covered across the sessions.

Session #	Summary	Self-determination	Self-efficacy	Critical consciousness
1	Introductions; explore past career aspirations	X – explore development of vocational interest; create environment of autonomy, relatedness, and competence.	X – explore how self and others influence one’s vocational choices and belief in vocational success	X – explore how others have influenced one’s career interests.
2	Past job experiences, both formal and informal	X – explore how students negotiate job/volunteer environments; create environment of autonomy, relatedness, and competence.	X – explore students’ strengths and successes in self-advocacy	X – build awareness of how perceptions of disability affect one’s career development
3	How work fits into a typical day	X – explore how students negotiate every day tasks; create environment of autonomy, relatedness, and competence.	X – explore how students are successful on every day bases	
4	Self-affirmations	X – identify strengths that help students negotiate school, work, and social environments; create environment of autonomy, relatedness, and competence.	X – identify strengths that students possess and want to possess	X – identify how strengths help students advocate for themselves and how they are able to confront social and cultural perceptions of disability
5	Work Decisional Balance	X – explore how the student makes choices and has agency in her own life; create	X – self-affirm that students are able to make choices .	

Session #	Summary	Self-determination	Self-efficacy	Critical consciousness
		environment of autonomy, relatedness, and competence.		
6	Personal values	X – increase intrinsic motivation by exploring how personal values fit in with work; create environment of autonomy, relatedness, and competence.		X – explore how personal values are shaped by social and cultural systems.
7	The Path to My Dream Job	X – summarize past career aspirations, ability for students to negotiate multiple environments; create environment of autonomy, relatedness, and competence.	X – summarize how self and others influence students' success; identify strengths and qualities that help students be successful and strengths and qualities that students would like to achieve	X – summarize ways in which students are able to advocate for themselves
8	Dream Job	X – increase intrinsic motivation by scaling importance of having a dream job; create environment of autonomy, relatedness, and competence.	X – scale confidence of getting the dream job	X – explore how importance and confidence of work is influenced by social and cultural systems.
9	Roadblocks	X – begin creating a plan to obtain the dream job; create	X – develop strategies for overcoming	X – explore how society and culture

Session #	Summary	Self-determination	Self-efficacy	Critical consciousness
		environment of autonomy, relatedness, and competence.	roadblocks	influence one's educational, social, and vocational success. Identifying self-advocacy strategies.
10	My Dream Job Plan	X – summarize vocational goals, importance and confidence, personal values, and ability to overcome barriers; create environment of autonomy, relatedness, and competence. Solidifies motivation by creating a plan	X – summarize how self and others influence students' success; identify values and ability to overcome roadblocks; reviews strengths and ways to succeed	X – summarize ways in which students are able to advocate for themselves; solidifies self-advocacy strategies.

It is important to remember that during each MEGI session, you are going to take off your expert hat and let the students explore what works and what does not work for them. If you believe that not offering advice will be harmful to the students, please offer it in the Ask – Tell – Ask style.

Additionally, some students may be resistant to MEGI. Remember to use your strategies for reducing interpersonal discord. Emphasize students' autonomy, reflect their feelings, and let them decide how they want to participate in MEGI.

The following sections of this manual will go through each session and provide you with an outline of how to conduct it. The italicized sections will serve as sample statements that you can make to the students. Before we delve into MEGI, let's address a very important question: What If Things Go Wrong?

What if things go wrong?

Resistant student:

What to do if a student(s) does not want to participate? Reflect what they are trying to tell you. Is it that they are frustrated with the assignment? Find it too difficult? Boring? Use your OARS to come alongside the student(s) and show that you understand where they are coming from.

Offer other alternative to the assignment. Maybe a peer can help them? Or they work with you on it? If a student says that she or he does not remember, ask them to take a guess. Let the students know that they can complete this assignment in a way that makes sense to them.

Session 1

Purpose: Session 1 centers on exploring students' original "Kindergarten" career goals. This is the first step in introducing career and work as something that is always part of our lives, whether or not we want it to be.

Learning objectives: The students will:

- Understand the purpose of MEGI
- Explore their early career aspirations
- Begin building connection with the teacher and peers
- Observe teacher modeling affirmations

Preparation:

- Bring MEGI Student Workbooks and crayons to class.
- Give some thought to your own early career aspirations, how they shaped who you are as a professional, and how they have changed over time.
- Prepare a picture of who you wanted to be when you were in Kindergarten.
- Become familiar with the Blast from the Past activity.

Introductions!

Today we are going to get started learning about the MEGI part of our class. MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Each session will start with a 5-minute centering exercises. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

PASS OUT THE MEGI WORKBOOKS IN FOLDERS

EXERCISE 1: A Blast From the Past

Getting Started (5 minutes):

- Ask students to put their names on the front of their workbooks and folders.
- Introduce this activity by asking the students' permission to share your own story of who you wanted to be when in you were in kindergarten.
- If they (or the majority) agree, share the details and reasons for your career choice. Draw a picture of who you wanted to be (ahead of time). Talk about how that early career aspiration has shaped who you are a professional today. Talk about how that career aspiration has changed as you gained more experience and how the expectations of others also affected your early career aspiration.
- If they don't agree, move on to Exercise 1 in their workbooks below.

Exercise 1 (10 minutes):

Now you have a chance to remember who you wanted to be when you were in Kindergarten. Turn to Exercise 1: A Blast From the Past and either write or draw out what career you wanted to have when you were in Kindergarten. You have 10 minutes to complete this assignment. Please, let me know if you have any questions

Debriefing (25 minutes):

- Ask the students to share what their kindergarten aspirations were and why they changed. Ask students to talk about how their parents, friends, movies, tv, school, and books (among others) influenced their career aspirations. As each student shares, offer a **reflection of the underlying meaning and/or feeling of the story** and give that student an **affirmation**.

Example of a reflection of meaning: *You wanted to be an Olympic gymnast because it was important for you to set a goal and achieve it.*

Example of a reflection of feeling: *You wanted to feel proud of yourself.*

Example of an affirmation: *You are a hard worker who does not give up when things don't go your way.*

- After all student share their stories, offer a summary of the common themes that emerge. Find a common thread among all the students and reflect upon it.

Example of a summary: *All of you wanted to have different careers as Kindergartners. Want you want as a career now is different and at the same time you still want to contribute and give back to your community; that*

- Ask the students what they make about the common themes that came out among all of them. Use open-ended questions, reflections, summaries, and affirmations to facilitate this discussion.

Wrap-up (5 minutes)

- Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their past job and volunteer experiences, and hearing their stories of how they succeeded in those experiences.

COLLECT THE MEGI WORKBOOKS IN THEIR FOLDERS

EXERCISE 1: A Blast From the Past

Who did you want to be when you were in Kindergarten? Some people wanted to be doctors or princesses or firefighters or veterinarians. How about you?

Write or draw who you wanted to be when you were in Kindergarten. Think about the following questions as you complete this exercise:

- What was that job?
- Why did you want to have it?
- What did you think you were going to do?
- How did your parents, teachers, friends, magazines, movies, tv shows, music, politicians, doctors, and others influence who you want to be?



Session 2

Purpose: Session 2 centers on exploring students' career successes. In Session 2, students learn that they can count nonpaid experiences as "work". They will also identify concrete skills that they have learned from these experiences. Finally, students will begin talking about self-advocacy. Exploring these successes is the next step in building their motivation to work.

Learning objectives: The students will:

- Explore their past job experiences
- Identify skills that they have learned from past job or volunteer experiences
- Identify how they were able to advocate for themselves during past job experiences
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations
- Engage in peer affirmations

Preparation:

- Bring MEGI Student Workbooks to class
- Give some thought to your own work experiences, how they shaped who you are as a professional, what you learned from them, the barriers that you faced and how you overcame them.
- Become familiar with the What is Work activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

PASS OUT THE MEGI WORKBOOKS

EXERCISE 2: What Is Work?

Getting Started (10 minutes):

- Introduce this activity by asking permission to share your thoughts about how past job and volunteer experience (**both formal and informal**) help us figure out who we are and what kind of work we want to do. If the students (or the majority) agree, talk about how every job and volunteer experience that people have helps them figure out what kind of job they want to have in the future. Talk about how each experience, positive and/or challenging, helps people find their strengths.
- Talk about how any activity, even if it is helping your neighbor with their lawn or watching your younger siblings is a job.
- Elicit from students what skills they might learn from helping with lawn care or sibling childcare.
- Affirm and summarize the skills that students identify.
- If they don't agree, move on to Exercise 2 in their workbooks below.

Exercise 2 part 1 and 2 (15 minutes):

Now you have a chance to remember all of the jobs, paid or unpaid, that you had in the past. Go ahead and write them down in the first part of Exercise 2. Then, write down what skills you have learned in the second part of the exercise. You have 15 minutes to do this, please let me know if you need any help.

Debriefing (10 minutes):

- Ask the students to share some of the jobs that they have had and the skills that they learned.
- Offer affirmations and reflections to the students.

Example of an affirmation and a reflection: *You've had a lot of jobs. Working is important to you.*

- After each student shares, ask someone else to share how they see this student displaying their skills in school.

Exercise 2 part 3 (10 minutes):

Sometimes, when people find out that you have difficulty with reading or math, paying attention, understanding directions, managing your feelings, or working with a group of people, they might think that you are not a good worker or student.

- Provide one or two personal examples (for example, how age, gender, SES, etc affected your their career trajectories).

Think back to the times when this happened to you. I bet you found a way to let them know that you are able to be successful anyway! This is also called advocating for yourself. In the last part of Exercise 2, list ways in which you let others know that your disability will not hold you back and advocated for yourself. You have 10 minutes to complete this part of the exercise. Please, let me know if you need help.

******Optional******

- Ask for volunteers to share ways in which they advocated for themselves.
- Offer affirmations and reflections to the volunteers.

Wrap-up (5 minutes)

- Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about how work fits into their daily routines.

*****COLLECT THE MEGI WORKBOOKS*****



EXERCISE 2: What Is Work?

It is easy to think of work as something that you only do for pay. But there are many jobs that are not paid. For example, watching your little brothers or sisters is *child care*. Helping your neighbor mow the lawn is *yard maintenance*. Volunteering at the community garden is *gardening*. Taking care of a pet for a friend or a neighbor is *pet sitting*. The list goes on! In the lines below, please list some of the jobs that you had, paid or unpaid. Go ahead 😊

1. _____
2. _____
3. _____
4. _____
5. _____

That's a lot of jobs! You must be pretty committed to working and giving back to your community.

Every job that we have helps us develop skills. For example, *child care*, *yard maintenance*, *gardening*, and *pet sitting* all require good communication skills, responsibility, time management, knowing how to be safe, and ability to concentrate. In the lines below, please list some of the skills that you have developed through work.

1. _____
2. _____
3. _____
4. _____
5. _____

You sure have learned a lot 😊 You are setting yourself up for future success! Go on to the next page to talk about your successes.

Sometimes, when people find out that you have difficulty with reading or math, paying attention, understanding directions, managing your feelings, or working with a group of people, they might think that you are not a good worker or student. Think back to the times when this happened to you. I bet you found a way to let them know that you are able to be successful anyway! In the lines below, list ways in which you let others know that your disability or other difficulty will not hold you back (psst.... this is also called **advocating for yourself**).

1. _____

2. _____

3. _____

4. _____

5. _____

What great ways to advocate for yourself! You know that you have a lot of strengths and don't let areas that are difficult hold you back.

Session 3

Purpose: Session 3 centers on exploring how work fits into students' typical school day. In Session 3, students learn that they do work every day even it is setting an alarm, doing dishes, brushing their teeth, etc. They will also identify concrete skills that they use daily to succeed. Finally, students will continue to engage in peer affirmations and self-affirmations.

Learning objectives: The students will:

- Explore their typical school days and the work that they do on these days
- Identify skills that they use on the daily basis
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations
- Engage in peer affirmations
- Engage in self-affirmations
- Engage in planning

Preparation:

- Bring MEGI Student Workbooks to class.
- Give some thought to your own work experience and the skills that help you be a successful employee.
- Complete your own Typical Day activity.
- Become familiar with the Typical Day activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

EXERCISE 3: Typical Day

Getting Started (10 minutes):

- Introduce this activity by talking about how every day we use different skills to be successful.
- Ask permission to share what your typical day looks like. If the students (or the majority) agree, show them your own Typical Day activity and talk about what you do every day that would count as work even if we wouldn't think about it as work, such as setting the alarm, organizing class materials, driving, interacting with people, etc.
- Evoke from the students what skills they think you need to use to do all of this "work" effectively and be successful.
- Use OARS to facilitate this discussion.
- If they don't agree, move on to Exercise 3 in their workbooks below.

Exercise 3 part 1 (15 minutes):

Now you have a chance to write down everything that you do during a typical school day, from the time that you wake up to the time that you go to bed. A lot of things that you do during the day can count as work. Waking up on time is work. Making sure that your school bag is packed is work. Doing your homework is work. Helping with chores is work. Even brushing your teeth is work! All of these tasks require skills that we use when we work for pay, too, like time management, concentration, and following directions. Please, complete the Typical Day exercise. Think of a typical school day and fill in all the things that you do from the time that you wake up to the time that you go to bed AND what you need to do to be successful.

- Ask students to turn to their own Day Map and fill in the blanks of what they do in the morning (e.g., wake up, brush teeth, eat breakfast, do dishes, etc.), in the afternoon (go to class, interact with peers, teachers, and supervisors, go to job site, volunteer, do homework, etc.), and in the evening (help with dinner, help with clean up, watch tv, play games, spend time with siblings, etc.). Offer help to students who need it.

Debriefing (15 minutes)

- Ask students to share skills they use to be successful throughout the day (e.g., getting up to go to school means setting the alarm the night before, getting out of bed, getting dressed, organizing one's school supplies, advocating for yourself with others, etc.).
- Ask students which ones of these skills help them be successful at school and at work. Elicit self-affirmations from students about their skills. Also elicit the ways in which students advocate for themselves. Use open-ended questions, reflections, summaries, and affirmations to facilitate this discussion.

Example of an open-ended question: *What other skills have you used throughout your day?*

Example of an affirmation: *You are able to plan ahead in order to be successful during the day.*

Example of a reflection: *It is important for you let others know how they can support you in being successful*

Example of eliciting self-affirmation: *How do you know when to advocate for yourself?*

Explaining Exercise 3 part 2 (5 minutes):

Now think about a daily skill that you would like to practice, like using your phone to set a homework alarm or staying after class to ask questions about homework.

Once you know what that goal is, write it down in your workbook, and turn to another student and share it with them. You have 5 minutes to do this.

Wrap-Up (5 minutes)

- Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their strengths and positive qualities.

*****COLLECT THE MEGI WORKBOOKS*****

EXERCISE 3: A Typical Day

We do work all the time. Waking up on time is work. Making sure that your school bag is packed is work. Doing your homework is work. Helping with chores is work. Even brushing your teeth is work! All of these tasks require skills that we use when we work for pay, too, like *time management, concentration, and following directions*. Please, fill out the below Day Map. Think of a typical school day and fill in all the things that you do from the time that you wake up to the time that you go to bed AND what you need to do to be successful. For example, here is some of my day:



6:00am wake up (set the alarm the night before); shower and brush teeth (pay attention to time)

7:00am get dressed (set out my clothes the night before), eat breakfast (use kitchen utensils)

8:00am bike to school (remember to take everything that I need for the day)

Go ahead and fill in your morning! What kinds of things do you get done before you go to school and at school before lunch?



6:00am _____

7:00am _____

8:00am _____

9:00am _____

10:00am _____

11:00am _____

Now it's afternoon! School day is wrapping up. What do you do after lunch and when school ends?



12:00pm _____

1:00pm _____

2:00pm _____

3:00pm _____

4:00pm _____

Whew! The day is almost over! What do you do after before and after dinner? Tell us on the next page.

5:00pm _____

6:00pm _____

7:00pm _____

It's night time! What do you do before going to bed?



8:00pm _____

9:00pm _____

10:00pm _____

11:00pm _____

You do a lot of work every day! Now share all of the work that you do and how these skills help you at work or volunteer sites.

***How can you be more successful with your everyday tasks? Maybe using a planner will help you with time management? Or using breathing techniques will help you concentrate better? Choose an everyday goal that you are going to work on for this term and share with a partner.

Write your goal in the line below:

Session 4

Purpose: Session 4 centers on exploring students' current strengths and qualities that they would like to obtain in the future. In Session 4, students learn about themselves as individuals who possess positive qualities and are able to succeed. Finally, students will continue to engage in peer affirmations and self-affirmations, and planning.

Learning objectives: *The students will:*

- Explore their strengths
- Identify positive qualities that they would like to have
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations
- Engage in peer affirmations
- Engage in planning

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring the Affirmations Card Sort to class.
- Be familiar with the Affirmations Card Sort and the My Strengths activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

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Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started (15 minutes):

- Check in about the goals that the students set for themselves during the last MEGI session and how they have been able to accomplish them.
- Introduce this session by talking about how we all have strengths and qualities that help us be successful.
- Point out strengths and qualities that you see in the students.
- Use OARS to elicit from the students some more strengths and positive qualities that they have.

EXERCISE 4: My Strengths

Exercise 4A (20 minutes):

Everybody has many qualities that help them be successful. I am interested in finding out which qualities make each of you successful.

[Hand out Strengths Card Sorts]

Go ahead and select from all of the cards 3 qualities/strengths that describe you best. After you picked them out, go ahead and write them in your workbooks under part A. You have 10 minutes to do this. Let me know if you need any help.

Now share with all of us at least 1 of your qualities/strengths and how they a)help you be successful as a student and a worker and b) how they help you advocate for yourself or cope with difficult situations.

- Use open-ended questions, affirmations, reflections and summaries to facilitate this discussion.
- Summarize common themes that come up in this discussion.

Example of an open-ended question: *In what ways does being on time help you be successful?*

Example of an affirmation: *You are willing to work hard in order to meeting your goals.*

Example of a reflection: *It is important for you to let others know that you are capable of meeting your goals.*

Example of a summary: *To many of you being respectful to others is a quality that you like about yourselves.*

Exercise 4B (15 minutes):

Now, let's talk about the qualities that you would like to have. Go ahead and select 3 of them. After you are done, write them down in your workbooks under Part B. You have 10 minutes to do this. Let me know if you need any help.

Now share with all of us at least 1 of the qualities/strengths that you would like to have and how they will help you be successful at school and at work and help you advocate for yourself in difficult situations.

Wrap-Up (5 minutes)

- Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their reasons for work.

*****COLLECT THE MEGI WORKBOOKS*****

EXERCISE 4: My Strengths



We all have many strengths that help us be successful. Here is your chance to pick out top 3 strengths that best describe you! Please, go through the Affirmations Card Sort that your teacher will give you and pick out top 3 qualities that best describe you.

A. Go ahead and write them down in the lines below 😊

1. _____

2. _____

3. _____

How do these qualities help you cope with things that are difficult for you such as reading, math, paying attention, being in a group of people, remembering to do homework or other aspects of a disability or other difficulty? How do they help you advocate for yourself?

Share your Strengths and how they help you cope with difficult situations with your classmates.

We also have strengths or qualities that we would like to have someday. Use the Affirmations Card Sort to choose 3 qualities that you don't have but would like to have in the future

B. Go ahead and write them down in the lines below 😊

1. _____

2. _____

3. _____

Share these qualities and why you want to achieve them with your classmates.

Session 5

Purpose: Session 5 centers on exploring students' reasons for working. In Session 5, students will talk about reasons for NOT working and FOR working, thus outlining their own ambivalence about work. They will also have an opportunity write out their own double-sided reflection and answer the question – “what do I think about having a job?” In Session 5, students learn about their thoughts about work. Finally, students will continue to engage in planning process.

Learning objectives: *The students will:*

- Explore reasons for not working and for working
- Identify their ambivalence about work
- Identify what they think about work
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations
- Engage in planning

Preparation:

- Bring MEGI Student Workbooks to class.
- Be familiar with the To Work or Not to Work activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started (5 minutes):

- Introduce this session by talking about how different people choose to work for different reasons.
- Evoke from students why others would not want to work and why they would want to work.
- Use OARS to facilitate this discussion.
- Make a double-sided to summarize this discussion, ending with the reasons for work.

EXERCISE 5: To Work or Not to Work

Exercise 5 (40 minutes):

Now let's talk about your own reasons for not working. Turn to Exercise 5A and fill in all of your reasons for not working. You have 10 minutes to complete this part of the exercise. Let me know if you need help.

Now, let's share with each other at least 2 reasons for not working.

[Use OARS to reflect underlying meaning and feeling of students' statements. Summarize the overall themes.]

Now, go ahead and complete Exercise 5B – write out all the reasons for working. You have 10 minutes to complete this part of the exercise. Let me know if you need any help.

Let's share with each other at least 3 or 4 reasons for working.

[Use OARS to reflect underlying meaning and feeling of students' statements. Summarize the overall themes.]

Continuing Exercise 5:

Now go ahead and complete Exercise 5C. In the first part write a summary of reasons why you don't want to work and in the second part write a summary of reasons why you do want to work. You have 5 minutes to do this. Let me know if you need any help. [You might want to write out a model double-sided reflection for the students]

Now go ahead and complete Exercise 5D – answer the following question: "What do I think about having a job?" You have 5 minutes to do this. Let me know if you have any questions.

Let's share with each other the answers to your questions.

[Use OARS to reflect underlying meaning and feeling of students' statements. Pay special attention to statements of desire to work, ability to work, reasons for working, need to work, commitment to working, readiness to work, and taking steps towards getting a job. Evoke and reinforce these statements about change. Summarize the overall themes.]

Wrap-Up (5 minutes)

- Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their reasons for work.

*****COLLECT THE MEGI WORKBOOKS*****

Example of an open-ended question: *What are some of the reasons why you would want to work?*

Example of an affirmation: *You are the kind of person who likes to keep busy.*

Example of a reflection: *You want to be able to afford things like a house and a car when you graduate from high school.*

Example of a summary: *When I listen to you talk, I hear a lot more reasons for working – all of you want to be successful after high school.*



EXERCISE 5: To Work or Not to Work?

All of us have reasons for not wanting to work AND wanting to work. We are never 100% sure about working or not working. Work has its pluses and its minuses. This exercise will help you find out what you like about work and what you don't like about work.

In the **left column**, fill in ALL the reasons why you **don't want to work**. In the **right column** fill in all the reasons why you **want to work**.

5A. Why I Do Not want to work. -	5B. Why I Do want to work +
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5C. Complete the following sentence:

I do not want to work because _____

AND I do want to work because _____

5D. Answer the following question: *What do I think about having a job?* Write your answer in 1 or 2 sentences below.

Session 6

Purpose: Session 6 centers on exploring students' values and how they relate to work. They will also explore the ways in which their families, friends, society, and culture influence their values. In Session 6, students will identify the most important values, identify how those values were formed by personal experience as well as influence from others, and how these values are tied to students' reasons for working. Finally, students will continue to engage in peer affirmations and self-affirmations, and planning.

Learning objectives: *The students will:*

- Explore their 3 most important values
- Identify how these values were formed and influenced by families, friends, society and culture
- Identify how their values influence their reasons for work
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring the Values Cardsort to class
- Be familiar with the My Values activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started (5 minutes):

- Introduce this section by asking students what the word “values” means to them?
- Summarize their answers and affirm their knowledge.
- Ask permission from the students to share with them what you think values mean.
- If the students (or the majority) agree, share with students what you think values are and how they are influenced by family, friends, teachers, tv, music, books, and other aspects of culture and society.
- Ask students what they make of that information.
- Use OARS to facilitate this discussion
- If the students (or the majority) do not agree, move into exercise 6.

Example of an open-ended question: *In what ways do families influence our values?*

Example of an affirmation: *You know what values are and they are an important part of your life.*

Example of a reflection: *Your friends help you stick to your values.*

Example of a summary: *To many of you, values are an important part of who you are and who you want to be.*

EXERCISE 6: My Values

Exercise 6 (45 minutes):

Today you get to explore your own values.

[Hand out Values Card Sorts]

Go ahead and select from all of the cards the values that are important to you. You have 5 minutes to do this. Let me know if you need any help.

You sure have a lot of important values! Now, go ahead and select from your important values, 3 most important values. You have 5 minutes to do this. Let me know if you need any help.

Go ahead and write down those 3 values in the Exercise 6.

Now, let's share with each other our 3 most important values. My 3 most important values are..... What each of the values means to me is..... This is why these values are important to me.....

[Ask each student to share their 3 most important values, what each value means to them, why these values are important to her or him. Affirm each person's value and evoke from other students affirmations for that student]

How are these values are influenced by your teachers or family or tv, music, books, and others?

[Use OARS to facilitate this discussion]

Let's go ahead and draw out or write about how your most important values are influenced by your family, friends, tv, music, and others. For example, if your parents influenced your values, draw them. Or if your friends have, you can draw hanging out with them. You have 10 minutes to do this. Let me know if you need help with this activity.

Share with the rest of us how others have influenced 1 of your values.

[Use OARS to facilitate this discussion]

Now, go ahead and write down how your 3 most important values influence your thoughts about work. For example, if money is important to you, you might write that having a job will help you make money. If friends are important to you, you might write that having a job will help you meet new people. You have 10 minutes to do this. Let me know if you need any help with this activity.

Exercise 6 continued:

*****Optional***** *Share with the rest of us about how your values influence your thoughts about work.*

[Use OARS to facilitate this discussion]

Example of an open-ended question: *How has your family influenced your values?*

Example of an affirmation: *You know that in order to reach your goal of having a family, you need to have a job.*

Example of a reflection: *Respect is important to you and having a job will help you get respect from others.*

Example of a summary: *To many of you, having a job will help you reach your goals.*

Wrap-Up (5 minutes)

Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking to them about values.

*****COLLECT THE MEGI WORKBOOKS*****



EXERCISE 6: My Values

Values are beliefs that are important to us. For example, honesty might be a value because you want to show respect to others. In the space below, write down your most important 3 values that you selected from the Values Card Sort:

1. _____
2. _____
3. _____

Now, go ahead and **draw out** or **write out** how your family, school, friends, tv, music, and others influence your values. For example, if your family played a large role in making honesty important to you, you can draw them talking to you about it. Or if your best friend taught you about respect, you can draw her.

In the space below write how your 3 most important values influence your thoughts about work? For example, if money is important to you, then you might write that having a job will help you earn money. If friends are important to you, then you can write that having a job will help you meet new people.

Session 7

Purpose: Session 7 centers on summarizing the content of previous sessions. Students will use their Path to My Dream Job sheet to fill in the main take-home points from the previous 6 sessions. They will follow the Path from #1 where they recap who they wanted to be in Kindergarten and will end at #8 where they will write in their top 3 reasons for working. The students will share their Paths with each other and engage in peer and self-affirmations.

Learning objectives: *The students will:*

- Summarize information from the last session
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring the Path to My Dream Job sheet to class
- Be familiar with the Path to My Dream Job activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

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- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS and PATH TO MY DREAM JOB SHEET*****

Getting Started (5 minutes):

- Ask students to put their name on the top of the Path to My Dream Job activity
- Introduce this section by telling students that today they get to summarize all the hard work that they have done for the past 6 sessions.
- Pass out the Path to My Dream Job activity and ask the students to open up their workbooks the Path to My Dream Job activity.

EXERCISE 7: Path to My Dream Job

Exercise 7 (40 minutes):

Today you get to summarize all of your accomplishments, strengths, values, and goals in one place. Take out the Path to My Dream Job activity from the back flap of your workbook. As we start to work on this activity, let me know if you have any questions or need help.

Let's start with Number 1. Turn to Exercise 1: Blast from the Past in your workbooks. Find who you wanted to be when you were in Kindergarten and write that into Number 1 on the Path to My Dream Job activity. You have 5 minutes to complete this activity.

Now, let's go to Exercise 2: What is Work?. Look at all of the job and volunteer experiences that you had. Write in your 3 favorite ones in Number 2 on the Path to My Dream Job activity. You have 5 minutes to complete this activity.

Looking at Exercise 2: What is Work? Again, pick out 3 skills that you have learned at your job or volunteer sites and write them into Number 3 on the Path to My Dream Job. You have 5 minutes to complete this activity.

Now, let's go to Exercise 3: Typical Day. Look at all activities that you do throughout the day. Write in 3 activities that help you stay successful as a student and a worker in Number 4 on the Path to My Dream Job. You have 5 minutes to complete this activity.

Looking Exercise 4: My Strengths, write in 3 qualities that best describe you in Number 5 on the Path to My Dream Job. You have 5 minutes to complete this activity.

Now, let's go back to Exercise 2: What is Work and look at ways in which you advocate for yourself. Select 3 and write them into Number 6 on the Path to My Dream Job. You have 5 minutes to complete this activity.

Jumping ahead to Exercise 6: My Values, write in your 3 most important values into Number 7 on the Path to My Dream Job. You have 5 minutes to complete this activity.

Finally, looking at Exercise 5: To Work or Not to Work, select your 3 best reasons for working and write them into Number 8 on the Path to My Dream Job. You have 5 minutes to complete this activity.

You are all done! Go ahead, fold the Path to My Dream Job sheet and put it in your MEGI folder.

**** **Optional:** If there is time left, ask students to share their Path to My Dream Job with a partner, walking them through the Path from Number 1 to Number 8. Ask students to tell each other what they appreciate about each other's Paths****

Wrap-Up (5 minutes)

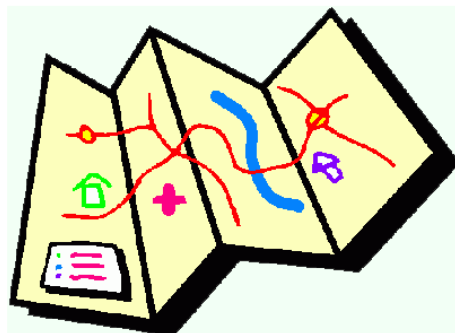
Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their plans for work.

COLLECT THE MEGI WORKBOOKS WITH PATH TO MY DREAM JOB IN THE FOLDERS

EXERCISE 7: Path to My Dream Job

Now is the time for all of your hard work to make an appearance on the **Path to My Dream Job**. You have an opportunity to summarize all of your accomplishments, values, and goals in one place. Please, wait for your teacher to pass out **Path to My Dream Job** sheet and explain the instructions.

HAVE FUN!!!



Session 8

Purpose: Session 8 centers on identifying the importance and confidence of work. Students will identify a Dream Job and then explore why it is important for them to have this job and how confident they feel in getting that job. Finally, students will explore how their families, friends, school, tv, music, books, and other cultural and social domains influence their importance of working and confidence in being able to work. They will engage in self and peer affirmations.

Learning objectives: *The students will:*

- Identify a Dream Job
- Rate their importance of having that job and ways to increase that importance
- Rate their confidence in getting that job and ways to feel more confident
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring crayons to class.
- Be familiar with the Importance/Confidence activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. We only have 3 more sessions of MEGI left to go through! During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started:

- Introduce this activity by saying that today will start thinking about their Dream Job, and how important it is for them to have this job and how confident they feel in getting it.

EXERCISE 8: My Dream Job

Exercise 8 (45 minutes):

Today you get to think about your Dream Job. Turn to Exercise 8: My Dream Job and spend 2-3 minutes thinking about what that job would be. A Dream Job is a perfect job for you. For some people it may be being a chef, or a beautician, or a doctor, or a teacher. Think about what your Dream Job is and write it down in Exercise 8.

Now, share with everybody what the Dream Job is. As each person shares, others will tell them why they think that it is a perfect job for that person.

[Allow 10 minutes for this]

Let's go ahead and talk about how important it is for you to have this job and how confident you feel that you will be able to have this job. Look at the example. This person rated their Importance of being a sushi chef as a 10, on a scale where 10 is very important and 0 is not important at all. This person's confidence is a 4, on a scale where 10 is very confident and 0 not confident at all. It is very important for her to be a sushi chef and she feels a little confident that she will be able to do it.

Now it's your turn. Go ahead and write in your rating of your Importance in the right column. Color in your Importance Ruler up to that number. You have 5 minutes. Let me know if you need any help.

In the right column, write in why your rating is as high as it is and not a "0". You have 5 minutes. Let me know if you need any help.

[If someone's rating is a "0", then ask them to choose a dream job that is a little more important and do the exercise with that job]

Now, write in the right column what would need to happen for it to be a little more important. You have 5 minutes to do this. Let me know if you need any help.

Now, go ahead and do the same things with the Confidence ruler. Write in how confident you feel on the scale from 0 to 10, color in the ruler, write in why your rating is as high as it is not a "0" and what would need to happen for you to feel a little more confident. You have 15 minutes to do this.

[If a student rates their confidence "0", ask them to only answer what would help them to feel more confident]

Exercise 8 continued:

Now, go ahead and share with everyone what your Dream Job is, how important it is for you to have it, how confident you feel that you will be able to get this job, why it is important for you to have this job, and what would help you feel more confident.

[Use OARS to facilitate this discussion. Summarize main themes as the students share and ask students to offer words of support to each other. Pay special attention to students' statement of desire, ability, reasons, need, commitment, readiness, and taking steps. Elicit and reinforce these statements by using OARS]

******Optional****** *Let's talk about how your family, friends, school, tv, music, books, and others influence how important it is for you to have your Dream Job and how confident you feel that you will be able to have it. For example, [talk about how your job choice was influenced by these elements]. How about you?*

[Allow 15 miles for this discussion. Use OARS to facilitate this discussion. Summarize main themes as the students share and ask students to offer words of support to each other]

Now, go ahead and write this down in your workbooks. Write down how your family, friends, school, tv, music, books, and others influenced how important it is for you to have your Dream Job and how confident you feel that you can have it. You have 10 minutes to do this.

Example of an open-ended question: *What are some of the other reasons why having this Dream Job is important to you?*

Example of an affirmation: *You know what your goal is and you are thinking through the ways to get there.*

Example of a reflection: *You have succeeded in the past and confident you will do so again.*

Example of a summary: *You know that there are good reasons for having a good job in the future.*

Wrap-up (5 minutes)

Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about their Dream Job.

*****COLLECT THE MEGI WORKBOOKS*****

EXERCISE 8: My Dream Job

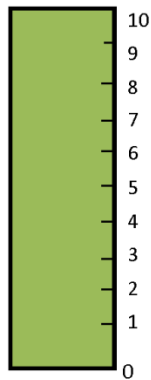
What is your dream job? A dream job is the perfect job for you -- one that you really want to have after high school or college. Is it a doctor? A beautician? A chef? Write down your dream job in the space below!

My dream job is: _____

Below, choose how **important** it is for you to have this job and how **confident** you are in getting that job by coloring in the Importance and Confidence squares up to that number. **Remember, 0 = not important/not confident at all and 10 = very important/confident.**

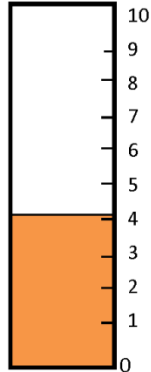
For example, if my Importance for being a sushi chef is a 10, I will color in the whole square up to number 10.

Importance:



And if my confidence that I will actually become a sushi chef is a 4, I will color in the square up to number 4.

Confidence:



Go ahead! Give this exercise a try!

Importance	Confidence
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

What is your **Importance** rating? _____

Color in your Importance column up to that number.

Why is it as high as this and not a "0"? _____

What would need to happen for it to be a **little more important**? _____

What is your **Confidence** rating? _____

Color in your Confidence column up to that number.

Why is it as high as this and not a "0"? _____

What would need to happen for you to be a **little more confident**? _____

Go on to the next page to talk more about your Importance and Confidence!

What are some of the ways in which your family, friends, teachers, tv, music, church, and others influence your importance and confidence?

Session 9

Purpose: Session 9 centers on exploring students' first 3 steps towards their Dream Job and roadblocks to getting their dream job and the ways for them to overcome these roadblocks. They will also explore which of the road blocks are individual, biological, and social. Finally, students will continue to engage in peer affirmations and self-affirmations, and planning.

Learning objectives: *The students will:*

- Identify 3 first steps towards getting the Dream Job
- Identify 3 most difficult roadblocks
- Identify which of the roadblocks are individual, biological, and social.
- Identify how their families, friends, teachers, and other influence their roadblocks
- Continue building connection with the teacher and peers
- Engage in self and peer affirmations
- Engage in planning

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring the Roadblocks Cardsort to class
- Be familiar with the Steps and Roadblocks activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for 2 more sessions. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started (10 minutes):

- Ask the students to share what their Dream Jobs are again
- Tell the students that in order to accomplish any goal, like getting a Dream Job, we need to create a plan and that the first part of the plan is identifying first 3 steps that the students can take.
- Engage students in a discussion what those 3 steps might be.
- Use OARS to facilitate this conversation.

Example of an open-ended question: *What is the first step that you can take to get your Dream Job?*

Example of an affirmation: *You already have started to take steps towards your Dream Job.*

Example of a reflection: *Being successful is important to you.*

Example of a summary: *Many of you shared that being successful in high school is one of the first 3 steps towards getting your Dream Job.*

EXERCISE 9: Steps and Roadblocks

Exercise 9 (45 minutes):

Turn to you Exercise 9: Steps and Roadblocks in your workbooks. Today we get to explore your own first 3 steps towards getting your Dream Job. Think for a minute what 3 steps would be right for you and write them down in your work books. You have 5 minutes to do this. Let me know if you need any help.

Let's think about some of the roadblocks that you may encounter when you are working on your first 3 steps.

[Use OARS to facilitate this conversation. If you want to offer more information, first ask permission, and only when granted by the majority of students, provide them with information. Check in with the students what they thought about the information that you provided]

Some of the roadblocks that you have mentioned are individual, like maybe not being able to get up on time. Some of the roadblocks are biological, like not remembering things well. Some of them are social, like not having enough money to go to college. What are some of other individual barriers that you can think of? How about biological? Social?

[Use OARS to engage students in a conversation about this]

Is it okay for me to share a little more information with you about roadblocks or barriers? [If majority says "yes", continue. If majority says "no", move into Exercise 9]. When anyone sets a goal, there are always roadblocks to achieving this goal. Finding a way to overcome these roadblocks or barriers is what makes the achieving the goal much more meaningful and exciting.

Now you have an opportunity to think about your own roadblocks and barriers.

[Hand out Roadblocks cardsort]

Here you have a lot of roadblocks that many people encounter when they want to achieve a goal. Go ahead and select the roadblocks that you think will be difficult for you. You have 5 minutes. Let me know if you need help.

Now take your pile of Difficult roadblocks and select 3 Most Difficult Roadblocks. You have 5 minutes to do this.

Exercise 9 continued:

Go ahead and write down your first Most Difficult Roadblock.

Now, share your first Most Difficult Roadblock with the rest of the class and share 3 possible solutions for that roadblock.

[Use OARS to facilitate this conversation. If a student is “stuck” and cannot generate 3 solutions, ask other students to help her or him]

Go, ahead, look at your first Most Difficult Roadblock and write down 3 solutions to it You have 5 minutes to do this.

Now, go ahead and write in your second and third Most Difficult Roadblocks, and 3 solutions to them. You have 15 minutes to do this.

*****Optional:** Sharing the rest of the Roadblocks and solutions with the class***

Example of an open-ended question: *What are some of the other solutions to your Roadblock?*

Example of an affirmation: *You are thinking hard about possible solutions.*

Example of a reflection: *You want to be successful and feel proud of yourself.*

Example of a summary: *It seems that family and friends are great sources of support to a lot of you.*

Wrap-Up (5 minutes)

Wrap up the session by telling the students that you appreciate them sharing their stories and for being so honest with you and with each other. Tell them that you look forward to talking more about planning for their future.

*****COLLECT THE MEGI WORKBOOKS*****

EXERCISE 9: Steps and Roadblocks



When we start creating a plan for getting our dream job, it is important to think BIG and think SMALL. BIG is your dream job! SMALL are the first 3 steps that you are going to take to get there! Below, write down the first 3 small steps towards getting your dream job. For example, if my dream job is sushi chef, my first three steps might be 1) learning what education I need to get, 2) finding places that offer that education, 3) learning how to cook rice. How about you? Go ahead!

The first 3 small steps that I can take towards becoming _____ are

1. _____

2. _____

3. _____

When working towards a goal everyone comes across roadblocks. These roadblocks might be **personal** such as difficulty reading or doing math, having a hard time remembering things or paying attention, or not liking to work with other people. These roadblocks might also be **social** or **cultural**, such as not having enough money, not having role models who have the same difficulties or disabilities and are able to succeed in their jobs, or having unfair employment practices. The good thing about roadblocks is that they can be overcome! Go ahead and complete the Roadblocks card sort. After you select your 3 Most Difficult Roadblocks, write them and ways to overcome them down below:

Most Difficult Roadblock #1

1. _____

Three solutions

1. _____

2. _____

3. _____

Most Difficult Roadblock #2

2. _____

Three solutions

1. _____

2. _____

3. _____

Most Difficult Roadblock #3

3. _____

Three solutions

1. _____

2. _____

3. _____

Whew! Good job on completing this difficult task!

Session 10

Purpose: Session 10 centers on summarizing the content of previous sessions and planning for the future. Students will use their Dream Job Plan as a continuation of the Path to My Dream Job to create a plan for obtaining the Dream Job. Dream Job plan asks students to fill in the take-home points from the previous 2 sessions and to think about the future. They will follow the path from #9 where they recap what their Dream Job is and will end at #15 where they identify 3 people who will support them. The students will share their Plans with each other and engage in peer and self-affirmations.

Learning objectives: *The students will:*

- Summarize information from the last sessions
- Continue building connection with the teacher and peers
- Observe teacher modeling affirmations

Preparation:

- Bring MEGI Student Workbooks to class.
- Bring the My Dream Job Plan to class
- Be familiar with My Dream Job Plan activity.

Review of the MEGI Curriculum and Expectations

As a reminder, MEGI is going to be a part of our class for the next few weeks. During MEGI you will get to explore your strengths, values, and goals, and determine what your Dream Job is and what you can start doing now to obtain it. During MEGI I will be your assistant. I will explain activities and help you get through them. I might also share some of my own experiences with career exploration. I want you to know, though, that I will not be telling you what to do with your life. You are the expert on your life and only you know what works and what does not work for you. If you feel like I am telling you what to do with your life at any point, please let me know.

As always, we are going to maintain a space that is respectful of others. During MEGI parts of our class you will be asked to share your thoughts and opinions with each other. Listen to each other with respect and offer statements of support to each other. Also, I am going to ask you to respect each other's privacy. Do not tell others what your classmates have shared in this class. Also, be aware that I cannot control what your classmates will choose to share with other students. So be careful that you don't share information that you do not want others to know.

Centering

Now is time for the Centering Activity. The purpose of these exercises is to calm our bodies and minds so that we can fully participate in the MEGI activities for today. Let's go ahead and get started. Sit up straight in your chair with both feet on the floor. You can keep your eyes closed or open. Take a deep breath on the count of five: 1...2...3...4...5. Hold it for a second. Exhale on the count of five: 1...2...3...4...5. We are going to do this 6 more times.

- Repeat 7 times.

*****PASS OUT THE MEGI WORKBOOKS*****

Getting Started (5 minutes):

- Introduce this section by telling students that today is their last day of MEGI and that they get to summarize all the hard work that they have done for the past 2 sessions and plan for the future.
- Pass out the My Dream Job Plan sheet and ask students to open up their workbooks the My Dream Job Plan activity.

EXERCISE 10: My Dream Job Plan

Exercise 10 (50 minutes):

Today you get to summarize all of your accomplishments, strengths, values, and goals in one place. You also will get to plan for the future. Take out My Dream Job Plan activity from the back flap of your workbook.

As you can see, this is a continuation of your Path to My Dream Job activity. When we did this activity, we left off with summarizing your reasons for work. Now, we get to talk about ways for you to get your Dream Job.

Let's start with Number 9. Turn to Exercise 8: My Dream Job in your workbooks. Find what your Dream Job is and write it down in Number 9. You have 3 minutes to do this.

Now, look at your Importance rating and why it was as high as it was. Think of your top 3 reasons why it is important for you to have this Dream Job and write them down in Number 10. You have 5 minutes to do this.

Look at your Confidence rating and why it was as high as it was. Think of your top 3 reasons why you are confident that you can have this Dream Job and write them down in Number 11. You have 5 minutes to do this.

Turn to Exercise 9 and write down your first 3 steps towards getting your Dream Job in Number 12. You have 5 minutes to do this.

Now, write down 3 most difficult barriers to getting your Dream Job in Number 13. You have 5 minutes to do this.

Look at all of the solutions that you wrote down to your barriers. Select the best 3 and write them down in Number 14. You have 5 minutes to do this.

Finally, think about people who can support you in getting your Dream Job and write them in Number 15. You have 5 minutes to do this.

Now, take turns sharing your plan with the rest of the class.

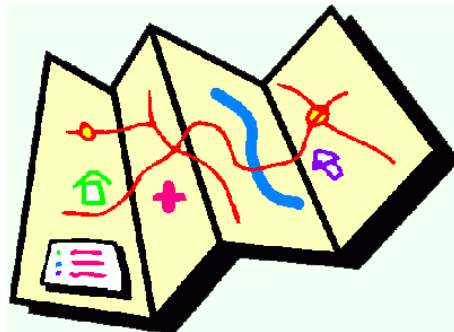
[Use OARS to facilitate this discussion]

We are done with MEGI! Thank you for being honest with me as we walked through MEGI together. All of you have worked hard and deserve to be honored. I am going to hand out your Certificate of Completion. Please, write-in your name. I will walk around sign it. Congratulations!! Please, keep your MEGI books for the future.

EXERCISE 10: My Dream Job Plan

Now is the time for all of your hard work to make an appearance on **My Dream Job Plan** exercise. You have travelled a long way to get to where you are now. You have worked hard, learned new skills, advocated for yourself, and found ways to achieve your dreams. Now, you have an opportunity to summarize all of your accomplishments, dreams, and goals in one place. Please, wait for your teacher to give you your **Dream Job Plan** and explain the instructions.

HAVE FUN!!!



CONGRATULATIONS!

YOU WORKED HARD ON THIS WORKBOOK AND KNOW HOW TO BE SUCCESSFUL!

WAIT FOR YOUR TEACHER TO GIVE YOU YOUR CERTIFICATE OF COMPLETION, WRITE IN YOUR NAME, AND HAVE YOUR TEACHER SIGN IT.



APPENDIX C
SUPPLEMENTAL MEGI MATERIALS

<p style="text-align: center;">STRENGTHS CARD SORT</p> <p style="text-align: center;">Some Characteristics of Successful Changers</p> <p style="text-align: center;">(Shelby Steen 1999) in Motivational Interviewing: Preparing People for Change</p>	<p style="text-align: center;">Active</p> <p style="text-align: center;">to engage in a lot of activities</p>
<p style="text-align: center;">Accepting</p> <p style="text-align: center;">to treat others without judgment</p>	<p style="text-align: center;">Focused</p> <p style="text-align: center;">to pay attention to one task</p>
<p style="text-align: center;">Committed</p> <p style="text-align: center;">to follow through with tasks</p>	<p style="text-align: center;">Honest</p> <p style="text-align: center;">to be truthful</p>
<p style="text-align: center;">Determined</p> <p style="text-align: center;">to be motivated to succeed</p>	<p style="text-align: center;">Responsible</p> <p style="text-align: center;">to be accountable for your actions</p>

<p>Forgiving to forgive others</p>	<p>Creative to have original ideas</p>
<p>Hopeful to have hope</p>	<p>Reliable to be dependable</p>
<p>Loving to love others</p>	<p>Organized to have things in order</p>
<p>Intelligent to be clever</p>	<p>Happy to be joyful</p>
<p>Skillful to have skills</p>	<p>Spiritual to believe in God or a higher power</p>

<p style="text-align: center;">Strong</p> <p style="text-align: center;">to be able to do difficult tasks</p>	<p style="text-align: center;">Unique</p> <p style="text-align: center;">to be one of a kind</p>
<p style="text-align: center;">Energetic</p> <p style="text-align: center;">to be full of life</p>	<p style="text-align: center;">Brave</p> <p style="text-align: center;">to show courage</p>

<p style="text-align: center;">MEGI</p> <p style="text-align: center;">PERSONAL</p> <p style="text-align: center;">VALUES</p> <p style="text-align: center;">Card Sort</p>	<p style="text-align: center;">IMPORTANT TO ME</p>
<p style="text-align: center;"><u>MOST</u></p> <p style="text-align: center;">IMPORTANT TO</p>	<p style="text-align: center;">NOT IMPORTANT</p> <p style="text-align: center;">TO ME</p>

<p style="text-align: center;">ACCEPTANCE</p> <p style="text-align: center;">to be accepted as I am</p>	<p style="text-align: center;">ACHIEVEMENT</p> <p style="text-align: center;">to have important accomplishments</p>
<p style="text-align: center;">ATTRACTIVENESS</p> <p style="text-align: center;">to be physically attractive</p>	<p style="text-align: center;">BELONGING</p> <p style="text-align: center;">to feel like a part of something</p>
<p style="text-align: center;">CARING</p> <p style="text-align: center;">to take care of others</p>	<p style="text-align: center;">CLOSENESS</p> <p style="text-align: center;">to feel close to the people in my life</p>
<p style="text-align: center;">CONFIDENCE</p> <p style="text-align: center;">to feel self-assured that I can do what is important to me</p>	<p style="text-align: center;">EXCITEMENT</p> <p style="text-align: center;">to have new and exciting experiences</p>
<p style="text-align: center;">FAITH</p> <p style="text-align: center;">to be true to my religious or spiritual beliefs</p>	<p style="text-align: center;">FAMILY</p> <p style="text-align: center;">to have a happy, loving family</p>

FRIENDSHIP

**to have close, supportive
friends**

STRENGTH

to be physically fit and strong


<p style="text-align: center;">MEGI ROADBLOCKS Card Sort 08 13 2012</p>	<p style="text-align: center;">NOT DIFFICULT</p>
<p style="text-align: center;">DIFFICULT</p>	<p style="text-align: center;"><u>VERY</u> DIFFICULT</p>
<p style="text-align: center;">POVERTY</p> <p style="text-align: center;">to not have enough money for rent, food, clothes, fun activities, books, college tuition, and other things</p>	<p style="text-align: center;">TRANSPORTATION</p> <p style="text-align: center;">to not have a way to get from one place to another</p>
<p style="text-align: center;">EXPERIENCE</p> <p style="text-align: center;">to not have prior work experience</p>	<p style="text-align: center;">HOMELESSNESS</p> <p style="text-align: center;">to not have a home or moving around a lot</p>

<p style="text-align: center;">PREGNANCY</p> <p style="text-align: center;">to become pregnant</p>	<p style="text-align: center;">PARENTING</p> <p style="text-align: center;">to take care of your own children or to be responsible for other people's children</p>
<p style="text-align: center;">SUPPORT</p> <p style="text-align: center;">to not have financial or emotional support from your family or friends</p>	<p style="text-align: center;">HEALTH</p> <p style="text-align: center;">to have health problems</p>
<p style="text-align: center;">FAMILY</p> <p style="text-align: center;">to have family health problems, domestic violence, abuse, single</p>	<p style="text-align: center;">ALCOHOL</p> <p style="text-align: center;">to use or abuse alcohol</p>
<p style="text-align: center;">DRUGS</p> <p style="text-align: center;">to use or abuse drugs</p>	<p style="text-align: center;">LEGAL SYSTEM</p> <p style="text-align: center;">to be in trouble with the legal system</p>

My name is: _____

THE PATH TO MY DREAM JOB

Now is an opportunity for you to fill out your Path to Your Dream Job. In this exercise you will summarize the information that you have entered in the workbook Exercises 1–6. What a cool way to see all of your accomplishments, strengths, and dreams on one piece of paper! Follow the instructions from your teacher and ask if you have any questions.

 1. When I was in Kindergarten I wanted to be: _____

2. These my **THREE** favorite jobs and volunteer experiences that I have had and years and when I had them.

Remember: a job is a job even if you are not paid for it!

Job/Volunteer Position	Year
_____	_____
_____	_____
_____	_____

3. These are **three** skills that I learned at my work/volunteer site.

4. These **three** daily activities help me stay a successful student and worker (Refer to Typical Day Activity)

5. These are **three** qualities that best describe me:

6. These are **three** ways in which I advocate for myself:

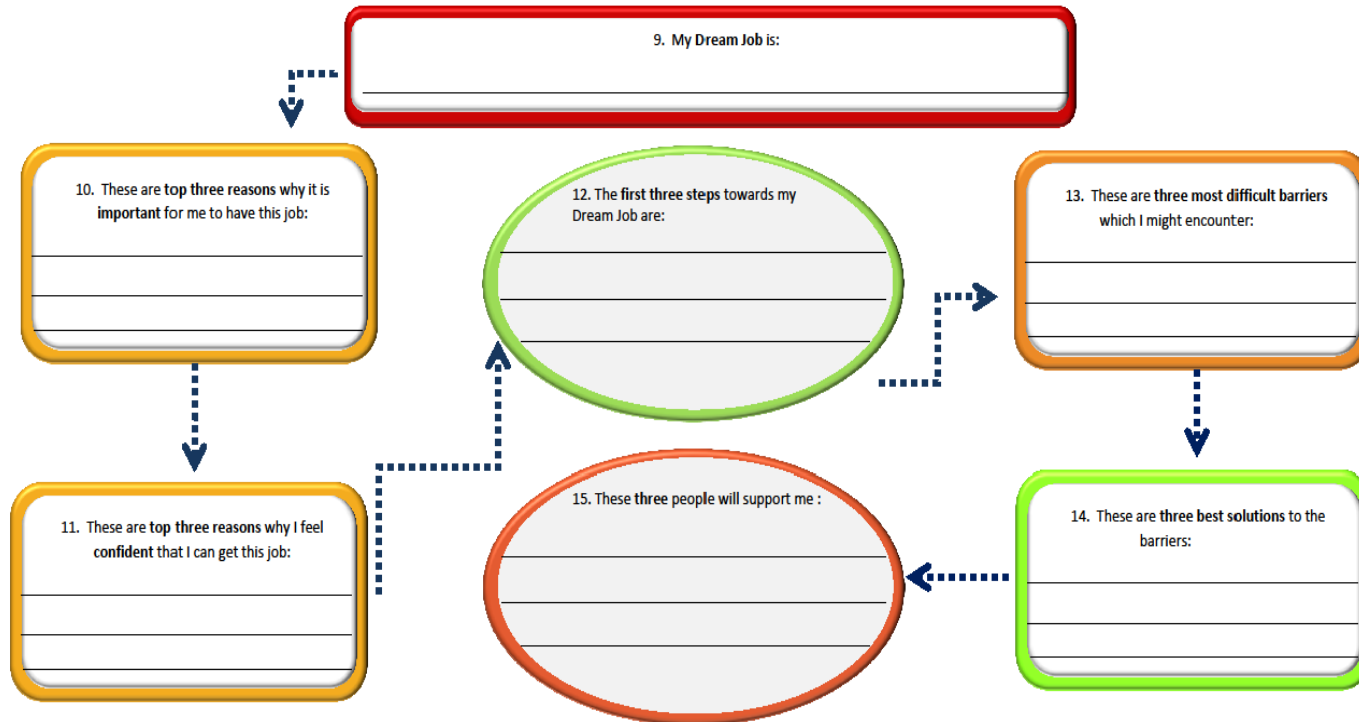
7. These are my top **three** values:

8. These are my top three reasons for working:

Look how far you've come since kindergarten! Now, complete Exercises 8 – 10 and go on to the other side of this page to create your Job Plan!

MY DREAM JOB PLAN

You have explored what your Dream Job is, why it's important for you to have this job, and how confident you feel that you will be able to overcome barriers to this job. Now it's time to create a Dream Job Plan! In this plan, you will summarize information from Exercises 8 and 9. You will also write in some new information. Go ahead! Your teacher will guide you through this.



APPENDIX D
INSTRUMENTS

Dear Student,

Thank you for filling out the MEGI Survey! Your answers are very valuable to us and will help us understand your needs and inform our work with other high school students with disabilities.

Please, read the instructions for each section carefully and answer all of the questions. If you have any questions, do not hesitate to ask your teacher for help.

Again, we appreciate your help!

Sincerely,

Anya Sheftel

Please, write in your name in the space below:

Answer the following questions about yourself. If you are unsure what a question means, please raise your hand and your teacher will help you.

1. How **old** are you? _____

2. Circle the **race or ethnic group** that describes you best:

White

Latino or Hispanic

African American

Asian American

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

Multi-racial or Multi-ethnic

International Student (where are you from?) _____

3. Circle the **sex** that describes you best:

Female

Male

4. Do you have a **disability**? Please, circle **yes** or **no**. If you answered **no**, go to Question 6.

Yes

No

5. If you do have a disability, please, circle the disability or disabilities that you have:

Learning disability

ADHD

ADD

Emotional disturbance

Developmental disability

Physical disability

I don't know

6. Circle **the grade** that you are in:

9th 10th 11th 12th

7. Circle **the school** that you go to:

South Eugene

Springfield

Thurston

Churchill

Connections

Oakridge

8. Have you ever had a **job** or **volunteered**? Please, circle **yes** or **no**. If you answered **no**, go to question 11.

Yes No

9. If you answered **yes**, how many different jobs or volunteer positions did you have? Please, circle one of the following options. If you answered **no**, go to Question 11.

1 2 3 4 5 or more

10. What was your **job title** or what did you do (for example, waitress, cashier, customer care, lawn care, etc.). Please, write-in in the space below.

11. For the job you had **the longest**, please answer the following questions:

a. How many **hours per week** did you work? Please, circle one of the following options.

1-5 hours 6-10 hours 11-15 hours 16-20 hours 21 or more hours

b. If you worked for pay, how much did you make **per hour**? Please, circle one of the following options.

Less than minimum wage

Minimum wage

More than minimum wage

Not for pay

c. For how **long** did you do this job or volunteer work? Please, circle one of the following options.

Less than 3 months

3 – 6 months

6 -12 months

More than 12 months

Now we are going to ask you some questions about your family. If you are unsure what a question means, please raise your hand and your teacher will help you.

12. Does your **mother** work (circle one):

Full time

Part time

Does not work

Don't know

13. Does your **father** work (circle one):

Full time

Part time

Does not work

Don't know

14. Does your family receive **food stamps** (circle one):

Yes

No

Don't know

15. Do you receive **free or reduced-cost lunches** (circle one):

Yes

No

Don't know

16. What is your **mother's** level of education (circle one):

Less than high school

High school graduate

Vocational or trade school or some college

College graduate

Masters or higher degree

Don't know

17. What is your **father's** level of education (circle one):

Less than high school

High school graduate

Vocational or trade school or some college

College graduate

Masters or higher degree

Don't know

18. Do you **live with** (circle one)

Both of your parents

One of your biological parents and their partner or another adult

With one of our parents

Don't know

Now we are going to ask you some questions about employment and your career plans. If you are unsure what a question means, please raise your hand and your teacher will help you.

Please, circle the number that best describes your confidence in your ability to do the following things.

1=No confidence at all 2=Little confidence 3=Some confidence 4=Much confidence 5=Complete confidence

- | | | | | | |
|---|---|---|---|---|---|
| 19. State my general career interests (areas of interest). | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 20. Know what information to provide about myself during a job interview. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 21. Identify three of my strengths as a person. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 22. Describe my academic strengths. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 23. Complete a job application correctly. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 24. Identify potential employers for my top career or job choice. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 25. Find out the education requirements for a job. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 26. Demonstrate positive work attitudes to an employer. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 27. Demonstrate positive work habits to an employer. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |
| 28. Describe positive work habits. | 1 | 2 | 3 | 4 | 5 |
| <hr/> | | | | | |

1=No confidence at all	2=Little confidence	3=Some confidence	4=Much confidence	5=Complete confidence	
29. Take responsibility for my education plans including my study habits.	1	2	3	4	5
30. Describe the basic interpersonal skills required for most jobs.	1	2	3	4	5
31. Understand the type of lifestyle associated with my career of interest.	1	2	3	4	5
32. Set and achieve short-term and long-term goals.	1	2	3	4	5
33. Make good decisions.	1	2	3	4	5
34. Choose high school courses that will prepare me for the future.	1	2	3	4	5
35. Find available options in a given decision-making situation.	1	2	3	4	5
36. Describe how work demands and family demands can overlap.	1	2	3	4	5
37. Describe vocational skills I learned through my leisure activities.	1	2	3	4	5
38. Describe three of my most valuable worker skills.	1	2	3	4	5
39. Make a plan for how to spend my time next week.	1	2	3	4	5
40. State my career goals.	1	2	3	4	5
41. State my educational goals.	1	2	3	4	5

1=No confidence at all	2=Little confidence	3=Some confidence	4=Much confidence	5=Complete confidence
-----------------------------------	--------------------------------	------------------------------	------------------------------	----------------------------------

42. Make a monthly budget for myself that would include all bills, payment of debts, spending money for food, clothing, and entertainment, etc. **1 2 3 4 5**

43. Know what to wear for a job interview. **1 2 3 4 5**

44. Know what questions to ask during a job interview. **1 2 3 4 5**

45. Know what to expect in a job interview. **1 2 3 4 5**

46. Know where to find out the average salary for different jobs I'm interested in. **1 2 3 4 5**

47. Know how to find out the future prospects (number of job openings, growth in that occupation) of a given occupation. **1 2 3 4 5**

Now we are going to ask you some more questions about your career plans. If you are unsure what a question means, please raise your hand and your teacher will help you.

Please, circle the number that best describes how much you agree with the following statements.

1= Strongly disagree; 2= Slightly disagree; 3=Slightly agree; 4=Strongly agree

48. My career planning will lead to a satisfying career for me.	1	2	3	4
49. I will be successful in my chosen career/occupation.	1	2	3	4
50. The future looks bright for me.	1	2	3	4
51. My talents and skills will be used in my career/occupation.	1	2	3	4
52. I have control over my career decisions.	1	2	3	4
53. I can make my future a happy one.	1	2	3	4
54. I will get the job I want in my chosen career.	1	2	3	4
55. My career/occupation choice will provide the income I need.	1	2	3	4
56. I will have a career/occupation that is respected in our society.	1	2	3	4
57. I will achieve my career/occupational goals.	1	2	3	4
58. My family will approve of my career/occupation choice.	1	2	3	4
59. My career/occupation choice will allow me to have the lifestyle that I want.	1	2	3	4

Now we are going to ask you some questions about what you do. If you are unsure what a question means, please raise your hand and your teacher will help you.

Check the answer on each question that **BEST** tells how you act in that situation. There are no right or wrong answers. Check only one answer for each question. (If your disability limits you from actually performing the activity, but you have control over the activity (such as a personal care attendant), answer like you performed the activity).

1=I don't even if I have a chance 2= I do sometimes when I have a chance 3=I do most of the time I have a chance 4=I do every time I have a chance

- | | | | | | | |
|--|---|---|---|---|---|---|
| 60. I make friends with other kids my age. | 1 | 2 | 3 | 4 | | |
| 61. I use the post office. | | | 1 | 2 | 3 | 4 |
| 62. I keep my appointments and meetings. | | | 1 | 2 | 3 | 4 |
| 63. I deal with salespeople at stores and restaurants. | | | 1 | 2 | 3 | 4 |
| 64. I volunteer in things I am interested in. | | | 1 | 2 | 3 | 4 |
| 65. I go to restaurants that I like. | | | 1 | 2 | 3 | 4 |
| 66. I go to movies, concerts, and dances. | | | 1 | 2 | 3 | 4 |
| 67. I go shopping or spend time at shopping centers or malls. | | | 1 | 2 | 3 | 4 |
| 68. I take part in youth groups (like 4-H, scouting, church groups). | | | 1 | 2 | 3 | 4 |
| 69. I do school and free time activities based on my career interests. | | | 1 | 2 | 3 | 4 |
| 70. I work on school work that will improve my career chances. | | | 1 | 2 | 3 | 4 |

1=I don't even 2= I do sometimes 3=I do most of the 4=I do every time

	if I have a chance	when I have a chance	time I have a chance	I have a chance		
71.	I make long-range career plans.		1	2	3	4
72.	I work or have worked to earn money.		1	2	3	4
73.	I am in or have been in career or job classes or training.		1	2	3	4
74.	I have looked into job interests by visiting work sites or talking to people in that job.		1	2	3	4

Now we are going to ask you some questions about how you feel about yourself. If you are unsure what a question means, please raise your hand and your teacher will help you.

Tell us whether you think each of these statements describes how you feel about yourself or not. There are no right or wrong answers. Circle only the answer that **BEST** fits you.

- | | | |
|---|--------------|-----------------|
| 75. I do not feel ashamed of any of my emotions. | Agree | Disagree |
| 76. I feel free to be angry at people I care for. | Agree | Disagree |
| 77. I can show my feelings even when people might see me. | Agree | Disagree |
| 78. I can like people even if I don't agree with them. | Agree | Disagree |
| 79. I am afraid of doing things wrong. | Agree | Disagree |
| 80. It is better to be yourself than to be popular. | Agree | Disagree |
| 81. I am loved because I give love. | Agree | Disagree |
| 82. I know what I do best. | Agree | Disagree |
| 83. I don't accept my own limitation. | Agree | Disagree |
| 84. I feel I cannot do many things. | Agree | Disagree |
| 85. I like myself. | Agree | Disagree |
| 86. I am not an important person. | Agree | Disagree |
| 87. I know how to make up for my limitations. | Agree | Disagree |
| 88. Other people like me. | Agree | Disagree |
| 89. I am confident in my abilities. | Agree | Disagree |
-

Now we are going to ask you some questions about your strengths and employment goals. If you are unsure what a question means, please raise your hand and your teacher will help you.

Please, circle the number that best describes how much you agree with the following statements.

1= Strongly disagree; 2= Slightly disagree; 3=Slightly agree; 4=Strongly agree

90.	I can name 5 strengths that I have.	1	2	3	4
91.	I have many skills that can help me find a job.	1	2	3	4
92.	My past experiences with volunteering and work can help me be successful in the future.	1	2	3	4
93.	A lot of things that I do during the day can help me be successful at work.	1	2	3	4
94.	I have many positive qualities.	1	2	3	4
95.	I can name some good things about working.	1	2	3	4
96.	I know what my values are.	1	2	3	4
97.	I can explain how my values fit in with why I want to work.	1	2	3	4
98.	I know what my dream job is.	1	2	3	4
99.	It is important for me to get my dream job.	1	2	3	4
100.	I am confident that I will get my dream job.	1	2	3	4
101.	I can name different kinds of barriers or roadblocks to finding a job.	1	2	3	4
102.	I am confident that I can overcome these barriers.	1	2	3	4
103.	I am confident that I can advocate for myself.	1	2	3	4
104.	I know what steps I need to take to get my dream job.	1	2	3	4

Now we are going to ask you some questions about your health. If you are unsure what a question means, please raise your hand and your teacher will help you.

On a typical day, how many servings of **fruit** do you eat? (A serving is equal to: 1 medium piece of fruit OR $\frac{1}{2}$ cup of fruit salad OR $\frac{1}{4}$ cup of raisins OR 6 oz. of 100% fruit juice; do not count fruit punch, lemonade, Gatorade, Sunny Delight or fruit drink).

105. Circle a number that fits you best.

0 1 2 3 4 or more

On a typical day, how many servings of **vegetables** do you eat? (A serving is equal to: 1 medium carrot OR 1 small bowl of green salad OR $\frac{1}{2}$ cup of fresh or cooked vegetables OR $\frac{3}{4}$ cup of vegetable soup; do not count French fries, onion rings, potato chips, or fried okra).

106. Circle a number that fits you best.

0 1 2 3 4 or more

Physical activity is any activity that increases your heart rate and makes you get out of breath some of the time. **Physical activity** can be done in sports, playing with friends, or walking to school. Some examples of **physical activity** are running, brisk walking, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football, and surfing.

Add up all the time you spend in physical activity each day (don't include your physical education or gym class).

107. Over the **past 7 days**, on how many days were you physically active for a total of **60 minutes** per day (circle one)?

Zero days 1 2 3 4 5 6 7 days

108. Over a **typical or usual week**, on how many days are you physically active for a total of at least **60 minutes** per day (circle one)?

Zero days 1 2 3 4 5 6 7 days

YOU ARE DONE!

Thank you for all of you hard work!!!

Please, give your completed survey packet to your teacher.

Focus Group Questionnaire

Please, write in your name: _____

1. How old are you? _____

2. Circle the race or ethnic group that describes you best:

White

Latino or Hispanic

African American

Asian American

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

Multi-racial or Multi-ethnic

International Student (where are you from?) _____

3. Circle the sex that describes you best:

Female

Male

4. Do you have a disability? Please, circle yes or no. If you answered no, go to Question 6.

Yes

No

5. If you do have a disability, please, circle the disability or disabilities that you have:

Learning disability

ADHD/ADD

Emotional disturbance

Developmental disability

Physical disability

Autism

Asperger's

I don't know

Other: (write in) _____

6. Circle the grade that you are in:

9th

10th

11th

12th

7. Circle the school that you go to:

South Eugene

Springfield

Thurston

Churchill

Connections

Oakridge

1. **MI microskills (check all that apply; tally if interventionist was using a particular skill):**

a. **Open-ended questions** Tally: _____

(Example: *What do you like about working? Tell me more.*)

b. **Close-ended questions** Tally: _____

(Example: *Do you like to work? Did you do your homework?*)

c. **Reflections** Tally: _____

(Example: *You feel proud for getting through a job interview. You are not sure what your Dream Job could be.*)

For the following ratings, mark 1 Tally for each volley/idea per each exchange with the student. For example,

- A. If a Teacher says, "You cannot be a doctor" and the student says "I don't believe you", that is 1 Tally mark for confront. If a teacher responds, "You are wrong", that is another Tally for Confront.
- B. If a Teacher says, "You cannot be a doctor, you are wrong" that counts as 1 Tally for Confront.
- C. If a Teacher says, "You cannot be a doctor because you are lazy", that counts as 1 Tally for Confronts and 1 Tally for Labels.
- D. If a Teacher says "You are the kind of person who always meets her goals. And it is your life and only you can choose what to do with it", that is 1 Tally for Affirms and 1 Tally for Emphasizes Personal Choice and Control.
- E. If a Teacher is describing MEGI – that is 1 Tally for Giving information; if then the teacher switches to giving a direction – that is another Tally for Giving Information.

2. **Interventionist responds in a MI adherent Manner (check all that apply)**

Asks permission Tally: _____

(Example: *Can I share with you?*)

Affirms Tally: _____

(Affirm who the person is: values, goals, accomplishments, etc.

Example: *You are the kind of person who is going to work hard and meet your goals.*)

Emphasizes personal choice and control Tally: _____

(Example: *It is really up to you what you choose to do. You are the expert on your life.*)

Supports Tally: _____

(Statements of support that are not affirmation.

Example: *Good! Good job. Well done.*)

3. **Interventionist responds in a MI nonadherent manner (check all that apply):**

Remember, that even if a Teacher starts a sentence or a thought with an Affirmation or Autonomy, if the thoughts ends with any of the statements below, it is a NON MI ADHERENT statement.

Confronts Tally: _____

(Example: *You cannot be a doctor. You are a wrong. This is not the right answer.*)

Labels Tally: _____

(Example: *You cannot do math. You are not the academic type. You are lazy.*)

Blames Tally: _____

(Example: *If only you tried hard enough. Having a disability is no excuse, you know better.*)

Gives advice/information/self-disclosure without permission Tally: _____

(Example: *If I were you When I was in your shoes This is how you should do this.*)

MOTIVATIONAL INTERVIEWING FIDELITY OBSERVATION TOOL

Motivational Interviewing Skills

a. Collaboration 1 2 3 4 5

- 1 = teacher is in the expert role for the majority of the session; no collaboration;
- 2 = teacher responds to opportunities to collaborate little of the time and does so superficially;
- 3 = teacher incorporates students goals and ideas into the discussion but does so sporadically;
- 4 = teacher encourages collaboration and power sharing most of the time, allowing the students' goals and ideas impact the session;
- 5 = teacher actively encourages collaboration and power sharing throughout the whole session

b. Acceptance 1 2 3 4 5

- 1 = teacher rejects students' autonomy; no effort to express empathy; no effort to affirm and acknowledge the worth of the students.
- 2 = teacher sporadic acknowledgement of students' autonomy; inaccurate empathy that may detract from what the students are sharing; superficial attempt to affirm and acknowledge the worth of the students.
- 3 = teacher acknowledges students' autonomy; active attempts at empathy and affirmation of students and their worth, with modest success.
- 4 = teacher acknowledges students' autonomy; accurate empathy and affirmation of students and their worth; empathy and affirmations are tied to explicit content.
- 5 = teacher acknowledges students' autonomy; accurate empathy and affirmation of students and their worth; empathy and affirmations are tied not only to explicit content but also to what the students mean but do not say.

c. Compassion 1 2 3 4 5

- 1 = teacher passes negative judgment on students' experiences and goals, and has no interest in students' worldview;
- 2 = teacher shows superficial respect and interest in students' worldview; sporadically acknowledges that students strive to be happy and have fulfilling lives;
- 3 = teacher expresses respect and interest in students' worldviews and at times acknowledges that students strive to be happy and have fulfilling lives;
- 4 = teacher expresses authentic respect and interest in students' worldviews, acknowledges, and affirms that students strive to be happy and have fulfilling lives; mostly successful attempts at explicit intention to actively promote students' welfare and give priority to their needs.
- 5 = teacher actively expresses authentic respect, is interested in students' worldviews, and acknowledges that students strive to be happy with the explicit intention to actively promote students' welfare and give priority to their needs.

d. Evocation 1 2 3 4 5

- 1 = teacher actively gives advice or provides reasons for work without exploring students' knowledge, reasons, and beliefs;
- 2 = teacher relies on advice and education rather than exploring students' motivations and ideas;
- 3 = teacher shows no interest in students' own motivations or ideas; may provide information/advice with permission without taking students' ideas into account.
- 4 = teacher accepts students' own reasons for and ideas about work; does not provide advice or education without permission and takes students' ideas into account when providing information.
- 5 = teacher actively seeks to evoke from the students' their own reasons for work; does not provide advice or education without permission

Comments: _____

Flow of the Session

Session 1 (check if interventionist has done the following):

- Introduces her/himself
- Introduces the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Does a centering exercise
- **Exercise 1**
 - Asks students permission to share her/his own story
 - Asks students to complete Exercise 1
 - Ask students to share their story with the group/small group
- Offers appreciation of students participating in the curriculum today
- Tells the students that she/he is looking forward to the next session

Flow of the Session

Session 2 (check if interventionist has done the following):

- Does a centering exercise
- Restate the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- **Exercise 2**
 - Asks students permission to share her/his own thoughts
 - Asks students to talk about what they can learn from informal jobs (helping neighbors, etc.)
 - Asks students to complete Exercise 2
 - Ask students to share their experience with work/jobs and the skills that they have learned through these jobs with a group/or a small group
 - Encourages students to affirm each other
 - (**Optional) Asks students to share with the group/small group how they have advocated for themselves in the past
- Offers appreciation of students participating in the curriculum today
- Tells the students that she/he is looking forward to the next session

Flow of the Session

Session 3 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- **Exercise 3**
 - Introduces the activity by talking about how every day we use different skills to be successful
 - Asks students permission to share her/his typical day
 - Engages students in a discussion about the skills that they use to do their daily “work”
 - Asks students to complete Exercise 3
 - Asks students to share what skills help them get through the day (group/small group)
 - Elicits self-affirmations from the students
 - Elicits statements about self-advocacy from the students
 - Debriefs the experience with the students
- Offers appreciation of students participating in the curriculum today
- Tells the students that she/he is looking forward to the next session

Flow of the Session

Session 4 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Exercise 4
 - Checks in about the students' goal from last session
 - Introduces the session by a discussion of how everyone has strengths and qualities that help them be successful
 - Provides affirmations to students by pointing out their strengths
 - Elicits strengths and positive qualities from students
 - Asks students to complete the affirmation card sort
 - Asks students to complete Exercise 4A
 - Asks students to share at least 1 of qualities with the group/small group
 - Ask students to complete Exercise 4B
 - Ask students to share at least 1 of qualities with the group/small group
 - Ask how this quality helps them be successful
 - Asks how this quality helps them to advocate for themselves
- Offers appreciation of students participating in the curriculum today
- Tells the students that she/he is looking forward to the next session

Flow of the Session

Session 5 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Exercise 5
 - Introduces the activity by talking about how people have different reasons for working and not working
 - Asks students to share why people would choose not to work
 - Asks students to share why people would choose to work
 - Asks students to complete Exercise 5A
 - Asks students to share 2 reasons for not working with a group/small group
 - Asks students to complete Exercise 5B
 - Asks students to share 3-4 reasons for working with a group/small group
 - Asks students to complete Exercise 5C
 - Asks students to complete Exercise 5D
 - Asks students to share their answer to Exercise 5D with a group/small group
- Offer appreciation of students participating in the curriculum today
- Tell the students that she/he is looking forward to the next session

Flow of the Session

Session 6 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Exercise 6
 - Asks students what the word “value” means to them
 - Asks students permission to share your own definition
 - Asks students to complete the Values Cardsort
 - Asks students to write down their top 3 values in Exercise 5
 - Asks students to share with the group/small group what their top 3 values are
 - Asks students to write down or draw how others influence their values
 - Asks students to share with the group/small group how others influence their values
 - Asks students to write down how their top 3 values fit in with their desire to work
 - (**Optional) Asks students to share with the group/small group how their values fit in with their desire to work
- Offer appreciation of students participating in the curriculum today
- Tell the students that she/he is looking forward to the next session

Flow of the Session

Session 7 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- The Path to My Dream Job
 - Introduces the activity by saying that now students have an opportunity to summarize all the hard work that they did for the past 6 sessions
 - Ask students to complete the Path to My Dream Job activity
 - Walks students through each step of the activity
 - (**Optional) Asks students to share their Path to My Dream Job activity with a partner and provide each other with affirmations
- Offer appreciation of students participating in the curriculum today
- Tell the students that she/he is looking forward to the next session

Flow of the Session

Session 8 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Does a centering exercise
- Exercise 8
 - Asks students to think about what their dream job is
 - Asks students to share what their dream job is
 - Asks students to complete Exercise 8A
 - Asks students to complete Exercise 8B
 - Asks students to share with group/small group what their dream job is, why it is important to them, and what would help them feel more confident in getting this job
 - (**Optional) Asks students how culture, society, their families, and other contribute to their importance rating – engages them in a discussion and asks to write their thoughts down in their workbooks
- Offer appreciation of students participating in the curriculum today
- Tell the students that she/he is looking forward to the next session

Flow of the Session

Session 9 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Does a centering exercise
- Exercise 9
 - Asks students to share what their dream job is
 - Asks students to write down the first 3 steps that they need to take to obtain their dream job
 - Asks students to share the first 3 steps with the group/small group
 - Engages students in a conversation about roadblocks
 - Explores with the students the individual, biological, and socio-cultural barriers
 - Asks permission to share information about roadblocks/barriers
 - Ask students to complete the Roadblock Card Sort
 - Asks students to share one of their Most Difficult Roadblocks and 3 solutions to it in a group/small group
 - If students are having trouble, enlists the help of other students
 - Asks students to complete the rest of the exercise
 - (**Optional) Asks students to share the rest of the Roadblocks and solutions with group/small group
- Offers appreciation of students participating in the curriculum today
- Tells the students that she/he is looking forward to the next session

Flow of the Session

Session 10 (check if interventionist has done the following):

- Does a centering exercise
- Restates the purpose of the curriculum
- Tells the students that this she/he will work together with the students, instead of being the expert
- Tells the students that they are the experts on their own lives
- Does a centering exercise
- My Dream Job Plan
 - Explains the Dream Job Plan activity
 - Ask students to complete the Dream Job Plan
 - Walks students through each part
 - Ask students who will support them in their plan and how they will support them
 - Ask students to share the plan with each other (big group or small group)
- Offer appreciation of students participating in the curriculum today
- Tell the students that the MEGI curriculum is over and thank them for their participation
- Hands out and signs certificates of completion

APPENDIX E
FOCUS GROUP PROTOCOL

MEGI Focus Group Protocol – Students

The purpose of the MEGI research project is to increase awareness of young people with disabilities about their strengths and ability to make decisions and choices in their lives. We are now interviewing small groups of individuals who have gone through this curriculum and who may provide us with some important feedback about this curriculum. We highly value your input! Thank you for taking the time to participate.

Current Status

1. Tell me a little bit about yourself.
 - Your name and dream job

Input for MEGI Intervention

Now we'd like to talk to you a little bit about the curriculum that you have gone through. Answer only if you want to. In the interest of time, not everyone will be able to answer every question and I hope to have at least 2 people answer each question. Since this is being audiorecorded, please, wait your turn to talk and do not talk over each other. Before, speaking, please say your name again, so I know who is speaking when I am listening to the recording.

2. What was the best part of going through MEGI?
3. How was MEGI different than other required classes?
4. What was your least favorite part of going through MEGI?
5. What ideas do you have to make this program better?

We also would like to talk to you about how MEGI helped you identify your strengths so you can overcome barriers or roadblocks to finding a job and a career that you want. Again, to remind you, since this is being audiorecorded, please, wait your turn to talk and do not talk over each other. Before, speaking, please say your name again, so I know who is speaking when I am listening to the recording.

What were the most important things you learned about yourself as you went through MEGI?

What are your ideas about future career goals and plans? How did those change by completing MEGI?

How did your understanding of the barriers to getting your dream job change during MEGI?

How do you think you might overcome some of those barriers?

If you had a friend who was thinking of being in this group, what would you say?

What other thoughts do you have about MEGI?

MEGI Focus Group Protocol – Interventionists

The purpose of the MEGI research project is to increase awareness of young people with disabilities about their strengths and ability to make decisions and choices in their lives. We developed a 12-session curriculum designed to increase self-efficacy, self-determination, and self-advocacy among high school students who are part of the Youth Transition Program. We are now interviewing small groups of individuals who have administered this curriculum and who may provide us with some important feedback about their experience. We highly value your input! Thank you for taking the time to participate.

Current Status

1. What is your name, job title, name of high school, and your role at this high school? How long have you been teaching?
2. What current career, special education, or transition classes do you teach?
3. Tell me about any other individual services that you provide to students with disabilities.

Now we'd like to talk to you a little bit about the curriculum that you have administered.

4. What was the best part of facilitating a MEGI group?
6. What was your least favorite part of facilitating a MEGI group?

You participated in MEGI with a group of your students. We would like to find out how your relationships with them have changed, if at all, as you went through MEGI together.

6. How did your relationship with your students change during MEGI?
7. How did the relationships among the students change during MEGI?

We also would like to talk to you about how MEGI helped you identify your students' strengths so they can overcome barriers or roadblocks to finding a job and a career that they want.

8. How did the students' understanding of themselves change during MEGI?
9. How did the students' understanding of the role of work in their lives change during MEGI?
10. How did your understanding of the students change during MEGI?
11. How did students understanding of barriers that they face change during MEGI?
12. How did your understanding of the barriers that students face change during MEGI?
10. What other thoughts do you have about MEGI?

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