Youth with disabilities and their families have called for rehabilitation services that increase participation in school, work, and the community. Project TEAM (TEAM) is a 12-week group problem solving intervention that teaches youth with DD to identify and resolve physical and social barriers to participation in a personal goal.

Convenience sample: TEAM implemented in schools & agencies; 2 states, 7 cohorts. Youth who completed TEAM and their parents were eligible (n = 42) for this optional, confidential evaluation.

Youth (n = 39): 14-21 yrs. (M = 17.49); Male= 26; White= 31; Intellectual Disability= 27.

Youth and parent perspectives of a problem solving intervention to increase participation of transition-age youth with developmental disabilities

**BACKGROUND**
- Youth with disabilities and their families have called for rehabilitation services that increase participation in school, work, and the community.
- Project TEAM (TEAM) is a 12-week group problem solving intervention that teaches youth with DD to identify and resolve physical and social barriers to participation in a personal goal.

**PARTICIPANTS**
- Convenience sample: TEAM implemented in schools & agencies; 2 states, 7 cohorts.
- Youth who completed TEAM and their parents were eligible (n = 42) for this optional, confidential evaluation.
- Youth (n = 39): 14-21 yrs. (M = 17.49); Male= 26; White= 31; Intellectual Disability= 27.

**METHODS**
- Mixed methods evaluation within a quasi-experimental, 2-group study.
- Youth provided feedback via: 1) Activity Voting, 2) Survey, 3) Focus Group.
- Parents (n = 37) provided feedback via online forum with independent evaluator.
- Content analysis within youth’s and parents’ responses. Major themes aligned with research question.

**FINDINGS**

<table>
<thead>
<tr>
<th>Research question</th>
<th>Purpose</th>
<th>Procedures</th>
<th>Perceived benefits</th>
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<tbody>
<tr>
<td>Do youth and their parents find Project TEAM’s purpose, procedures, and perceived benefits acceptable and relevant to their everyday lives?</td>
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<td><strong>Youth</strong></td>
<td>Most youth enjoyed learning about changing the environment. “I like learning about the strategies because it could help me in real-life situations.” (NE Cohort 1)</td>
<td>All TEAM group activities received &gt; 84% positive votes. Youth expressed preferences for: - Familiar &amp; low risk activities. - Goal-related community trip.</td>
<td>Youth described a general feeling of empowerment after TEAM. “It made me feel empowered. I felt like I had the advantage” (NE Cohort 3)</td>
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<td>Some youth thought TEAM was hard. “At first it felt hard” (NE Cohort 2)</td>
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<td>“Some people think that we’re not allowed to do things, but we are.” (MW Cohort 2)</td>
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<tr>
<td><strong>Parent</strong></td>
<td>TEAM is relevant the current and future needs of transition-age youth. “My teen learned how to use the possibilities &amp; environment around him/her.” (NE Cohort 4)</td>
<td>Parents appreciated TEAM’s use of social learning procedures (group meetings, peer mentoring). Parents and youth did not have time to complete weekly homework.</td>
<td>Parents observed improvements in: - Planning and problem solving, - Confidence and self-awareness, - Communication and advocacy, - Skills to support personal goal.</td>
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<td>Some parents felt uncomfortable with TEAM’s explicit discussion of disability.</td>
<td>Parents reported challenges with phone-based peer mentoring.</td>
<td>Parents reported increased social connection &amp; vocational preparation.</td>
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</tbody>
</table>

**CONCLUSION**
- Youth with DD and their parents find TEAM acceptable and relevant to their everyday lives.
- Environment-focused intervention may increase youth’s empowerment and participation.
  - Youth & parents need support to understand the interaction between the environment, disabilities, and participation.
- Convenience sample limits generalizability; findings do not represent all perspectives.
- Future research is needed to examine empirical outcomes of TEAM.

**KEY REFERENCE**