



MSU STRIDE Center: Spartan Works Pilot Study

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Purpose

- Spartan Works is an 8-week program with 7 weeks of paid work, a 1-hour skills class, and activities like mock interviews, job tours, and mentorship.
- We aimed to identify the common themes or impacts the program had on students, supervisors, skills trainers, and parents.
- This process supports our research mentors in developing a manuscript for the Spartan Works program. The manuscript will showcase how the Spartan Works Program is implemented and provide research evidence demonstrating its effectiveness.

Emerging Themes

- Students learned valuable skills in independence and leadership
- Students were able to learn skills through their job and class and transfer it.
- Students really enjoyed being a part of the Michigan State Campus and engaging with the athletes.
- Supervisors noted that the students helped reduce their workload, while the students contributed to creating a positive and uplifting atmosphere.
- All stakeholders shared that they would recommend Spartan Works to other families and supervisors
- Fun Fact: Some of the students got basketball shoes from Tom Izzo!

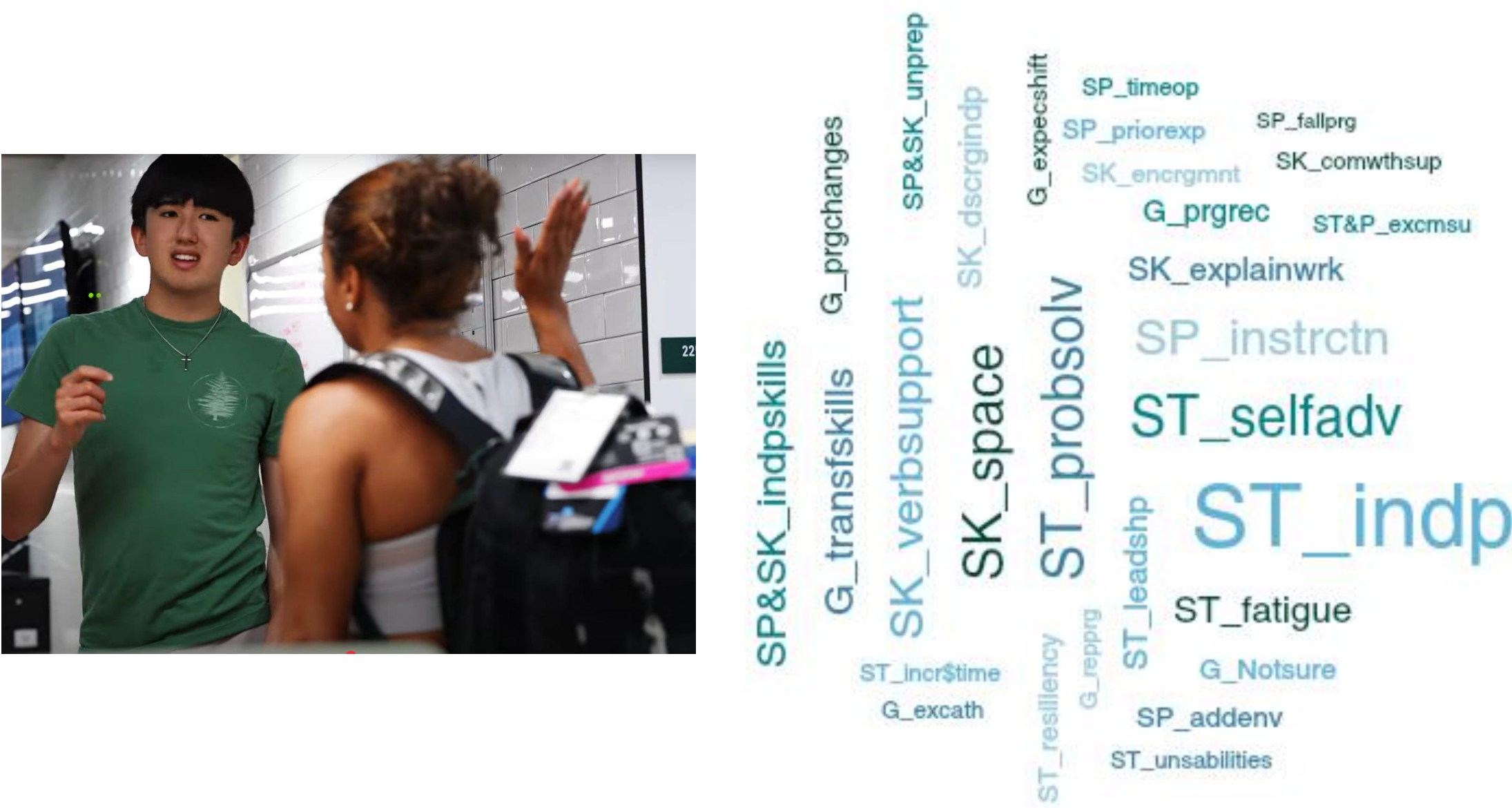
De-Identification

- Before beginning our coding process, we went through and de-identified all of the people involved in this study.
- Importance of De-Identification: There is an importance of de-identification in order to protect individuals and their privacy. Especially since individuals with disabilities have often been taken advantage of in research.
- De-identification involves several rounds of reviewing the data, creating a document with code names for each individual, and ensuring consistency and accuracy across all included documents.

Group (students, supervisors, parents, skills trainers)	Code	Code name	Definition
Supervisor & skills trainer	Unprepared	SP&SK_unprep	students coming unprepared for class or work
Supervisor	Instruction	SP_Instrctn	When the supervisor or coworkers provides any type of instruction or task for the student.
Supervisor	Time Openings	SP_timeop	Supervisors talked about how having a student freed up time
Supervisor	Students Addition to work environment	SP_addenv	Supervisors shared things that the students added to the work environment (personality, energy)
Supervisor	Fall Program	SP_fallprg	Supervisors expressing desire for a fall program
Supervisor	Prior Experience	SP_priorexp	Supervisors shared prior work experience working with individuals with disabilities
Students & Parents	Excited to be at MSU	ST&P_excmsu	Parents and students sharing excitement about the opportunity to be at MSU
Students	Increased money and hours	ST_incr\$time	Students shared they wanted more money and more hours
Students	Self advocacy skills	ST_selfadv	Student exhibits skills to speak up for themselves, ask for help, or communicate their wants/needs/likes/dislikes
Students	Leadership Skills	ST_leadshp	When a student exhibits leadership skills which might include talking in class, giving examples in class, supporting other students, giving advice (Group leadership skills)
Student	Working Independently	ST_indp	Student begin working independently and the skills trainer may/may not fade and may/may not notice
Student	Problem Solving	ST_probsolv	The student problem solves in a situation and makes decisions based on instincts and prior knowledge
Student	Unsure of abilities	ST_unsabilties	When the student shows or expresses they are unsure of their abilities. This may look like pausing for an extended amount of time, showing distress and fear of trying a task, or vocalizing unsure if they can do something.
Student	Resiliency	ST_resiliency	The student does something incorrectly or gets feedback and is able to bounce back
Skills Trainers	Providing Space	SK_space	The skills trainer takes a step back to observe and see what the student will do without intervening.
Skills Trainers	Explaining workplace expectations	SK_explainwrk	The skills trainer talks with the student to explain work expectations
Skills Trainers	Providing Verbal Support	SK_verbsupport	The skills trainer talks through a task/situation with the student to support them in completing the task/situation independently
Skills Trainers	Provides Encouragement	SK_encrgmnt	When the skills trainer provides some kind of encouragement for the student. This could be a visual cue (a thumbs up) or a verbal type of encouragement (such as "good job!")
Skills Trainers	Communication w/ supervisor	SK_comwthsup	When the skills trainer talks with the supervisor to discuss work tasks, schedules, or feedback
Skills Trainers	Discouraging independence	SK_dscrgindp	When a skills trainer talks for a student, overprompts, or doesn't provide space.
Student	Fatigue	ST_fatigue	Students exhibit feelings of fatigue
General	transferable skills	G_transfskills	Skills that students learn in the program that they transfer to home or work
General	Excited to work with athletes	G_excath	Students excited about the opportunity to work with college athletes
General	Indepence Skills	G_indpskills	Supervisors shared that the student has gained independence in skills (you will see this written out in case notes as NOTICING independence). This is more personal.
General	Expectation shift	G_expecshift	Supervisors, parents, skills trainers, or students sharing an expectation shift (I didn't think they could do that but then they showed they could)
General	Repeat program	G_repprg	Supervisors, parents, skills trainers, and students shared they wanted to do the program again
General	Program recommendation	G_prgrec	Supervisors, parents, skills trainers, and students shared they would recommend the program for others
General	Program Changes	G_prgchanges	Supervisors, parents, skills trainers, and students shared a recommendation for a change for the program.
General	Not sure	G_Notsure	This feels like something but not sure what to code it as

Coding Steps

- Upload all de-identified media sources
- Create codes based on the research team's codebook (which is kept on excel)
- Highlight excerpts and assigned code(s)
- Review qualitative charts in the "analyze" tab (i.e., the code cloud)
- Assign codes and code definitions based on our excel spreadsheet codebook.



Coding - Dedoose

- Met with our research mentor, Dr. Lambert, to learn about thematic analysis.
- Built a codebook with codes that had emerged during the de-identification step.
- Utilized Dedoose to code
- Input the codes we had developed and organized in a codebook, which enabled us to highlight relevant data selections and identify themes and direct quotes from various individuals involved in Spartan Works.
- We coded the data, held a calibration meeting, reviewed our memoing, and enabled Dr. Lambert to complete a round of coding.
- Next steps: look at the co-occurrence chart in the analyze tab so we can see different data is coded together.