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# Disability Accessibility and Inclusion Training for Adults of Minnesota 4-H

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**Disability Accessibility and Inclusion Training for Adults of Minnesota 4-H**

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Capstone Project completed in partial fulfillment of the Doctor of Occupational Therapy Degree

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## Abstract

Minnesota 4-H is an out of school program that promotes development of leadership skills and active civil participation of youth of all ages through its various programming options. Despite the involvement of thousands of youth participants and adult volunteers in 4-H programs across Minnesota, currently a gap in disability accessibility and inclusion resources for volunteers exists. This quality improvement project aimed to bridge this gap by developing three pre-recorded training modules designed for Minnesota 4-H staff, volunteers, and youth leaders about accessibility and inclusion best practices. Results of a pilot group and accessibility metrics indicated that the developed materials were usable, understandable, actionable, and accessible for the target audience. These results show the benefit of usable accessibility and inclusion education materials to Minnesota 4-H. There is potential that trainings like this could benefit other community-based organizations. Occupational therapy can play a role in continued education and advocacy for accessibility within community-based recreational organizations.

## Introduction

Children with disabilities demonstrate less participation in leisure and recreation activities than children without disabilities (Centers for Disease Control and Prevention [CDC], 2020). There are numerous factors that impact recreational participation of children with disabilities, including additional expenses for families, limited opportunities, and the social environment (Ali et al., 2021; CDC, 2020; Chen et al., 2010; Norris et al., 2018; Rochette et al., 2022; Steinhardt et al., 2021). The social environment can be especially influenced by the volunteers and staff of leisure or recreational organizations due to the existence of negative implicit attitudes and stigma toward people with disabilities. Additional information about common barriers and facilitators of participation for children with disabilities can be found in the scoping review provided in appendix A.

The Minnesota 4-H Extension (Minnesota 4-H) program is one such leisure and recreational organization serving children across the state of Minnesota. Minnesota 4-H is a branch of the Cooperative Extension system, a partnership between the National Institute of Food and Agriculture (a part of the United States Department of Agriculture) and over 100 universities across the United States (4-H, 2023). Minnesota 4-H serves as an out of school program which aims to create meaningful opportunities that promote civic engagement, healthy living, and life-long learning. Youth who participate in 4-H complete self-led projects with and without livestock, attend summer camps and educational clinics, organize service opportunities, and hold leadership positions. While these opportunities are available to youth of all abilities, there remains a gap in supports and resources available to children with disabilities who participate in 4-H.

In the US, approximately 4.3% of children have a physical disability and 1-3% of children have an intellectual disability (Patrick et al., 2021; Young and Crankshaw, 2021). Additionally, 17% of children aged 3-17 have been diagnosed with a developmental disability (CDC, 2022). Despite these common rates of disability, there is currently no available data at the state or national level regarding the rates of children with disabilities that participate in 4-H (Taylor-Winney et al., 2019). This lack of data is noteworthy as understanding the prevalence of disability within the 4-H community is necessary for developing accommodation procedures and accessibility efforts that match the needs of 4-H youth. Additionally, while accommodations are available through Minnesota 4-H, there is not a consistent or universal protocol for how families can obtain required accommodations. The inconsistency in accommodation protocols serves as a significant barrier to participation in 4-H for children with disabilities.

A lack of volunteer knowledge of inclusivity and accessibility practices is another gap that was identified by Minnesota 4-H. Volunteers are essential within Minnesota 4-H, as they plan a wide variety of events, implement programing, and facilitate youth participation. For children with disabilities participating in organized recreational activities, the volunteers and staff they interact with can influence how they participate. Evidence suggests that when volunteers and staff members feel comfortable working with children with disabilities, it supports recreation participation for those children (Ali et al., 2021; Collier et al., 2015; Li & Wu, 2017). When volunteers and staff members of recreational organizations act as advocates by implementing accessibility and inclusion practices, it further serves as a support for participation of children with disabilities (Harrison et al., 2021; Norris et al., 2018; Rochette et al., 2022). There are some

disability accessibility and inclusion training materials available for 4-H adult volunteers to access, if desired (Cole, 2023). While these resources are helpful, there is no disability accessibility and inclusion component to the annual required 4-H volunteer training. The lack of formal training lends to the barriers for 4-H participants with disabilities and volunteers who may engage with them. For instance, volunteers with little prior experience being around individuals with disabilities may feel unsure of how to interact with children with disabilities (Collier et al., 2015). Additionally, they may have very little knowledge of how to make events and activities accessible to youth with disabilities. Volunteer accessibility training may provide better insight for volunteers about how to navigate these situations. Accessibility and inclusion training can also help improve attitudes volunteers may have about disabilities (Rochette et al., 2022). For additional information regarding the current areas of need for children with disabilities within Minnesota 4-H, please see the needs assessment provided in appendix B. When adult volunteers prioritize accessibility and inclusion practices, it is hopeful that 4-H youth with and without disabilities will do the same.

**Aims**

This project aimed to develop three comprehensive disability accessibility and inclusion training modules to increase adult volunteers' knowledge and competencies for engaging with children with disabilities who participate in Minnesota 4-H. Overall, the goals of these materials are to educate adult volunteers about disability etiquette and best practices for accessibility, improve implicit attitudes toward children with disabilities, and promote instilling these values in 4-H youths. The goal of these modules is to include them as part of a larger volunteer disability accessibility and

inclusion training protocol for 4-H clubs to become more welcoming of 4-H youth with disabilities.

## Approach

This quality improvement project utilized an education approach to develop and deliver materials to staff and volunteers within the 4-H program in McLeod County, Minnesota. Best practices in adult learning and education of adults within the general population were used to develop, implement, and evaluate the educational materials provided to this population. The training modules were developed asynchronously through recorded video links sent to participants. This project was submitted to the St. Catherine University Institutional Review Board (IRB) and approved as a quality improvement project.

### Participants

Participants of the pilot group were primarily recruited through the capstone site mentor and members of the committee designated to develop the 4-H disability accessibility and inclusion certification program. Each member of this committee has a professional background related to disability research, education, and/or advocacy. All participants recruited for the pilot review group were 4-H staff members, adult volunteers, and youth leaders (18 and older) who have expressed an interest in disability advocacy. Staff members who recruited pilot group participants contacted participants individually using an email template created by the quality improvement project lead. This template can be referenced in appendix C.

### Educational Material Development

Educational modules were first outlines and then reviewed by the site mentor to ensure the content of the module outlines aligned with the objectives of the anticipated disability accessibility and inclusion certification program. Once this content was

reviewed and approved by 4-H staff members, each module was converted into the initial drafts of the prerecorded presentations. Each module provides evidence-based content for creating inclusive environments and programs for 4-H participants with various kinds of disabilities. The module series consists of three primary topics: 1) *Introduction to Disability*, 2) *What is Accessibility?*, and 3) *Disability Etiquette* (see Appendices D, E, and F). In the first module, foundational disability information was provided, including disability types and rates of occurrence, a brief history of the Americans with Disabilities Act (ADA), and specific considerations for Minnesota 4-H. The second module introduced various types of accessibility, such as physical environment, visual and auditory, electronic material, learning and cognitive, and mobility. Lastly, the final module was composed of best practices for disability etiquette and strategies for facilitating positive interactions between youth with and without disabilities.

**Educational Material Evaluation**

Following completion of the video modules, participants were asked to provide feedback on the usability and interactivity of the trainings in the form of a survey (See Appendix G). The survey was developed by the quality improvement lead and site mentor. Participants were asked to rate the clarity of written and verbal information, readability of font, pacing of recordings, understandability of graphics/pictures, contrast of colors, level of engagement in prompted activities, flow of information, and ease of access to videos. Additionally, participants were asked to identify areas of strength and areas of improvement for the usability of the recordings. Survey feedback was analyzed using descriptive statistics and categorical analysis of open-ended responses.

While the modules were being reviewed and evaluated by participants, the quality improvement project lead utilized several tools to assess the readability, accessibility, understandability, actionability, and usability of the modules. Presentation and video accessibility checklists were implemented to identify ways in which the recordings could better incorporate accessibility standards. These included the Patient Education Materials Assessment Tool for Audiovisual Materials (PEMAT-AV) (Agency for Healthcare Research and Quality, 2013), the Minnesota PowerPoint Accessibility Checklist (Minnesota IT Services, 2020), and the University of Leeds PowerPoints Accessibility Checklist (University of Leeds, 2023). The results of the survey feedback and review of the modules from a best practices in accessibility standpoint informed revisions to the modules for final distribution to Minnesota 4-H.

## Outcomes

Following the evaluation process described above, several strengths and points of improvement were identified for the training modules.

### Accessibility, Understandability, and Actionability Checklist Outcomes

The Patient Education Materials Assessment Tools for Audiovisual Materials (PEMAT-AV) (Agency for Healthcare Research and Quality, 2013) was applied to each training module prior to and following modifications to evaluate the understandability and actionability of each presentation. A score of 90% or above is considered a strong score to support learning for the audience. Scores on the PEMAT-AV at the initial review point varied from one module to another with modules two and three having high levels of actionability versus module one lacking evidence of actionability. Areas of strength noted through the PEMAT-AV tool at the initial review time period included: 1) all modules included “chunking” information into small sections, 2) the purpose of each module was evident, 3) the text was easy to read on each slide, and 4) all content was orally narrated. Points of improvement identified through the PEMAT-AV included: incorporating a summary of key points at the end of each module, using common, everyday language more consistently, using active voice more frequently, and providing more actionable steps for the audience. These areas of improvement were utilized to guide some of the revisions to the educational modules. Another review of the materials utilizing the PEMAT-AV was done upon completion of the revisions and improvements in scores were noted. See Table 1 for further details on assessment scores on the PEMAT-AV and key changes made to each module.

**Table 1.**

***PEMAT Assessment Results and Key Changes Made***

| Module | PEMAT Score | Examples of Key Edits |
|---|---|---|
| Introduction to Disability | | |
| Initial Review | 72% Understandability<br><br>0% Actionability | Increased common, everyday language use<br><br>Increased active voice use<br><br>Added a summary of key points<br><br>Clearly identified actions user can take<br><br>Addressed the user directly<br><br>Broke down actionable material into small steps |
| Post-Revision | 91% Understandability<br><br>66.6% Actionability | |
| What is Accessibility? | | |
| Initial Review | 72% Understandability<br><br>100% Actionability | Increased common, everyday language use<br><br>Added a summary of key points<br><br>Added more visual cues (ex: boxes, bold font, bullet points, etc.) to highlight key points |
| Post-Revision | 100% Understandability<br><br>100% Actionability | |
| Disability Etiquette | | |

| | | |
|---|---|---|
| Initial Review | 82% Understandability<br><br>67% Actionability | Used informative headings more consistently<br><br>Added a summary of key points<br><br>Broke down actionable material into small steps |
| Post-Revision | 91% Understandability<br><br>100% Actionability | |

*Note.* The table identifies assessment of the educational training modules utilizing the Patient Education Materials Assessment Tool for Audiovisual Materials (PEMAT-AV) upon initial review and post module revisions. Additionally key changes for each module are highlighted in the far right column for each module to note examples of ways to support better understandability and actionability of educational materials.

In addition to the PEMAT-AV, both the Minnesota PowerPoint Accessibility Checklist (Minnesota IT Services, 2020) and the PowerPoint Accessibility Checklist from the University of Leeds (2023) were used to evaluate accessibility of the modules. Strengths were identified for various visual, auditory, and informatic characteristics of the recorded modules. Indicated visual strengths included the use of relevant graphics and images, as well as not relying on only color to convey information on included imagery. Another visual strength included in each module was the use of closed captioning. Lastly, the logical order that information was presented in within the modules also served as a strength.

In addition to strengths, several points of improvement were identified by the Minnesota PowerPoint Accessibility Checklist (Minnesota IT Services, 2020) and the PowerPoint Accessibility Checklist from the University of Leeds (2023). These included

minimizing full sentences on slides to improve the understandability of the information, increasing font size to point 24 to support potential visual needs of viewers, improving audio quality of recordings for better understandability, and making sure all lists have bullets for improved readability. These areas of improvement were addressed along with the areas noted on the PEMAT-AV initial review during module revision.

## Survey Results

Three participants completed the post-module surveys for all three modules. Scaled rating survey questions addressed three areas of feedback: 1) format, 2) delivery, and 3) practicality. One open ended question was specific to the format (use of color), one was specific to the content (practicality for the setting), the other three items asked for strengths, areas for improvement, and additional comments which could fall into any of the 3 areas. Responses are noted below.

### *Format*

Four scaled items along with one open-ended response were utilized to assess the format of the content on the slides. First, 100% of responses (*n=3*) selected that font sizes used on the slides were “just right”. Second, a majority of responses (66.7%, *n=3*) selected the modules looked “just right” visually. Third, all participants (*n=3*) noted that imagery (pictures and graphics) used for all modules were either “a little relevant” or “very relevant”. Fourth, the majority of participants (66.7%, *n=2*) rated the written information as “very clear”. Finally, all participants described the use of color on slides positively with two participants indicating the use of color was “good” and the third participant noting that “the colors stood out, but did not overpower the information”.

### *Delivery*

Two items were specific to the oral delivery of the content. First, 100% of participants (*n=3*) reported that the verbal information of all modules was “very clear”. As for the pacing of the modules, all participants responded that the pacing was “just right”. A few open-ended responses indicated strengths and opportunities for change within the delivery. Some strengths related to delivery included 1) the tone of the narration, 2) conciseness, and 3) consistency in the delivery. One area for improvement noted related to delivery was the module length as two participants (66.7%) indicated length of the modules was too long.

### *Practicality*

Two scaled items and one open-ended item specifically targeted the practicality of the content for Minnesota 4-H. 100% (n=3) of participants rated the information in the trainings as “very helpful”. All participants indicated they were “likely” or “very likely” to use the information that they learned in all these modules at 4-H events. Comments in the areas of strength open-ended question indicated that the training information/content was of high-quality. One area of improvement noted regarding the practicality of the content was the need to make a greater connection between the implicit bias content and the primary aims of the overall training.

The areas of strength and areas for improvement noted in both the scaled rating responses and open-ended items informed recommendations for the format, delivery, and practicality of future trainings at 4-H along. They also informed revisions needed in the existing training materials.

## Implications

This quality improvement project developed, evaluated, and then revised three educational modules for volunteers and staff at Minnesota 4-H to better meet the needs of 4-H participants with disabilities. The final revised modules and the quality improvement process used can serve as an example to guide the development of future educational materials for 4-H volunteers. Key considerations Minnesota 4-H staff should consider in future training development include formatting characteristics, delivery style, presentation software, and length of modules. Positive responses related to the clarity of the written and verbal information, the use of visuals and color, the font size and pacing are clear examples that 4-H can build upon when creating future trainings to ensure the materials are usable, understandable, and actionable for the organization.

Based on the evaluation of the materials and subsequent revisions, it is recommended that Minnesota 4-H provide access to these materials to all staff members, volunteers, and youth leaders over 18 years old. The overall positive feedback from the pilot group, particularly in the area of practicality and utility of the training information for their roles in the 4-H organization, indicate these trainings have the potential to greatly support 4-H youth participants with disabilities. As noted in the literature, recreational participation of children with disabilities can be positively influenced by interactions they have with staff members and volunteers of recreational organizations (Ali et al., 2021; Collier et al., 2015; Harrison et al., 2021; Li & Wu, 2017; Norris et al., 2018; Rochette et al., 2022). Areas for improvement, such as clear understanding of the purpose of all content in the training, indicates the importance of including 4-H volunteers in the development of future disability accessibility and

inclusion education materials to ensure their learning need areas are clearly identified and addressed. These finalized modules can be used as an introduction to disability accessibility and inclusion which future materials can be built upon. These materials will also be available to be accessed by 4-H programs throughout the United States on the Minnesota 4-H website.

Occupational therapy's role in the area of leisure participation is not always emphasized. The value of this training to the 4-H organization indicates that occupational therapy (OT) perspectives can play an important role in education within community-based recreational organizations. OT can indirectly promote the participation of youth with disabilities by increasing knowledge and implementation of accessibility and inclusion practices for these spaces. For community-based recreational organizations, it is necessary to provide these types of materials for volunteers and staff members to improve accessibility and inclusion practices. It is recommended that OT practitioners serve in educator and consult roles with community-based recreational organizations in the development of educational materials that are usable, understandable, and actionable to further promote these practices.

There were several limitations within this quality improvement project. First, minimal participation in the pilot group (3 participants) yielded limited survey responses, which made it more challenging to create recommendations that would be generalizable to the larger 4-H population. Additionally, evaluating the level of engagement with viewers was challenging as a result of the recorded nature of these modules. Lastly, some areas of accessibility, such as video and audio quality were limited due to available access to recording equipment.

Overall, this quality improvement project illustrates the need for usable, understandable, actionable, and accessible education materials for adult volunteers of Minnesota 4-H. The project was disseminated to a committee as well as a public audience to expand the reach of this content to additional audiences (See Appendix H). The development and evaluation of three training modules consisting of evidence-based information about accessibility and inclusion best practices yielded promising results. Positive feedback from a pilot group of 4-H volunteers and staff members about the formatting, delivery, and practicality of the developed materials indicated that the materials were perceived as helpful and useful for future Minnesota 4-H participation. Additionally, evaluation of the deliverables using various accessibility checklists and metrics further endorsed the usability of these materials. Ultimately, these materials will be available to all Minnesota 4-H volunteers in the future which has the potential to impact access and participation of 4-H youth with disabilities for years to come.

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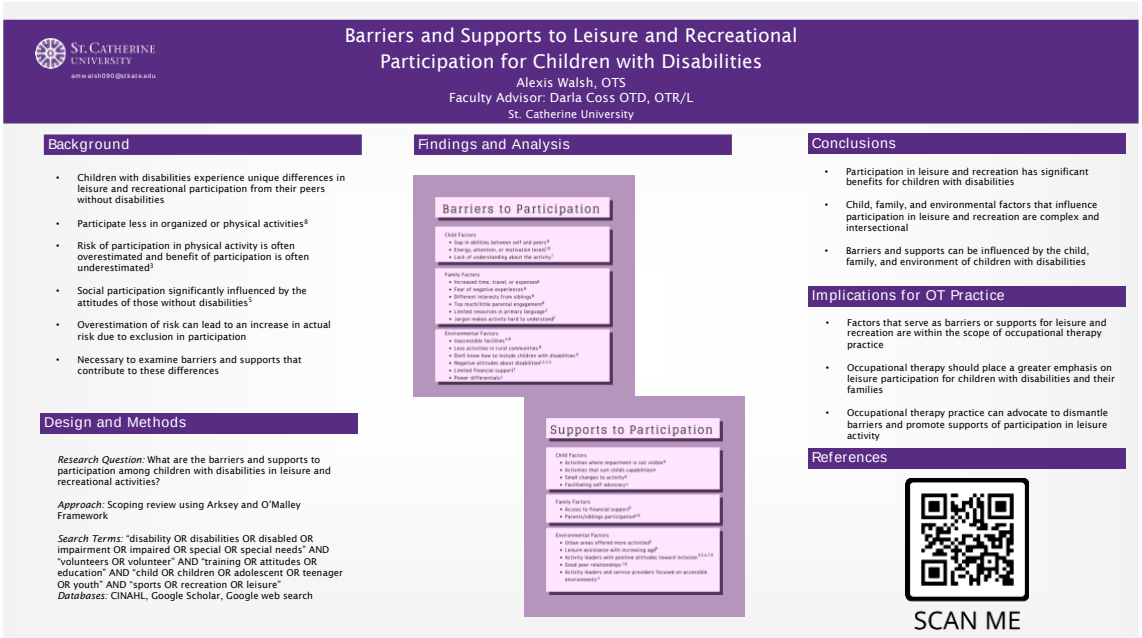
# Appendix A: Scoping Review

## Full Scoping Review Poster




## Background

- Children with disabilities experience unique differences in leisure and recreational participation from their peers without disabilities
- Participate less in organized or physical activities[8]
- Risk of participation in physical activity is often overestimated and benefit of participation is often underestimated[3]
- Social participation significantly influenced by the attitudes of those without disabilities[5]
- Overestimation of risk can lead to an increase in actual risk due to exclusion in participation
- Necessary to examine barriers and supports that contribute to these differences

## Design and Methods

### Design and Methods

*Research Question:* What are the barriers and supports to participation among children with disabilities in leisure and recreational activities?

*Approach:* Scoping review using Arksey and O'Malley Framework

*Search Terms:* "disability OR disabilities OR disabled OR impairment OR impaired OR special OR special needs" AND "volunteers OR volunteer" AND "training OR attitudes OR education" AND "child OR children OR adolescent OR teenager OR youth" AND "sports OR recreation OR leisure"
*Databases:* CINAHL, Google Scholar, Google web search

## Findings and Analysis

### Findings and Analysis

## Conclusions

### Conclusions

- Participation in leisure and recreation has significant benefits for children with disabilities
- Child, family, and environmental factors that influence participation in leisure and recreation are complex and intersectional
- Barriers and supports can be influenced by the child, family, and environment of children with disabilities

## Implications for OT Practice

### Implications for OT Practice

- Factors that serve as barriers or supports for leisure and recreation are within the scope of occupational therapy practice
- Occupational therapy should place a greater emphasis on leisure participation for children with disabilities and their families
- Occupational therapy practice can advocate to dismantle barriers and promote supports of participation in leisure activity

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# Appendix B: Needs Assessment

## Part 1: Description of the Organization or Community

*Description of Organization/Community*

The Minnesota 4-H Extension is a program implemented through the Cooperative Extension System, which is a partnership between the National Institute of Food and Agriculture (a part of the United States Department of Agriculture) and 100+ universities across the United States. The organization aims to create meaningful opportunities for youth to create sustainable change through working with adults in civic engagement, healthy living, and science. 4-H facilitates this change by guiding youth through self-selected and self-led projects. Youth have the opportunity to participate in a judging process with their projects, where they are interviewed about their project. Youth also have the opportunity to participate in livestock projects, in which they show an animal in their respective category. For both livestock and non-livestock projects, youth compete at the county level for the opportunity to do so at the state level. In addition to these projects, youth may also participate in other opportunities that 4-H offers, such as summer camps, educational clinics, service projects, community outreach efforts, civic engagement, and leadership positions.

*Priority #1: Ensure all adult volunteers have appropriate knowledge and skills for interacting with children with disabilities.*

Primary Goal: Increase training protocol that emphasizes disability accessibility and inclusion.

Strategy: Create a required training module for all adult volunteers with Minnesota 4-H.

*Priority #2: Promote participation of children with disabilities in 4-H activities and programs.*

Primary Goal: Minimize barriers to participation for children with disabilities and their families within 4-H clubs.

Strategy: Establish a disability accessibility and inclusion training certification program to make 4-H clubs inclusive across Minnesota

*Priority/Need/Issue #: Sustain family participation in 4-H for parents of children with disabilities*

Primary Goal: Host events and activities that are universally accessible for individuals with various physical and developmental disabilities.

Strategy: Require 4-H clubs to follow protocol outlined in the future disability accessibility and inclusion training program, as well as disability accommodations guidelines when hosting events/activities.

*Identify ONE priority/need/issue for a needs assessment - Priority #1*

## Part 2: Preliminary Information and Resources for Learning about a Priority/Need/Issue

*Internal Information and Resources*

| Name of Information or Resource | Description of Information or Resource | Brief Summary of Key Learning |
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| "Inclusive programs for youth with disabilities" webpage | This resource is a webpage available through the University of Minnesota Extension (the program that runs and organizes Minnesota 4-H) website that | 1.Accommodating practices benefit all youth. |

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| https://extension.umn.edu/equity-culture-and-identity/inclusive-programs-youth-disabilities#sources-2745710 | highlights what inclusivity is, why it's important, best practices, and how to create accessible events and programs for program staff. | 2.The goal of accommodating practices is that every child feels safe and valued.<br>3.Planning accommodations ahead of time helps anticipate possible situations that can arise. |
| "Current Practices for Training Staff to Accommodate Youth with Special Health Care Needs in the 4-H Camp Setting" https://archives.joe.org/joe/2013february/rb4.php | This resource is an article from the Journal of Extension, which is a publication specifically for Extension education. This article in particular compares practices implemented by 4-H camps, ACA-accredited camps, and non-specific ACA-accredited camps to accommodate youth with disabilities. | 1.ACA-accredited camps placed a greater emphasis on staff training to address the developmental needs of campers.<br>2.4-H camps are encouraged to increase the frequency and coverage of topics related to disability accommodations.<br>3.It is recommended that 4-H camps evaluate and implement new policies and procedures that echo those of ACA-accreditation camps. |
| "Inclusion of Youths with Disabilities in 4-H: A Scoping Literature Review" https://archives.joe.org/joe/2019june/a1.php | This resource is an article from the Journal of Extension. This article examined practices, programs, and studies that have been implemented within 4-H since the Americans with Disabilities Act passed in 1990. 16 articles were included in the final scoping review which related to inclusion, strategies, and program approaches related to inclusion. | 1.There are relatively few articles (16 articles) that have been published in the Journal of Extension in relation to disability inclusion since the passing of the ADA in 1990.<br>2.Future studies within 4-H should include external comparison groups to better understand effective volunteer training methods.<br>3. As of the publication of this resource (2013), there was no data available on a state or national level that indicate rates of youth with disabilities |

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| | | that participate in 4-H programs and camps. |

*External Information*

| Name of Information or Resource | Description of Information or Resource | Brief Summary of Key Learning |
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| "CDC's E-learning essentials: A guide for creating quality electronic learning" https://www.cdc.gov/training/development/pdfs/design/e-learning-essentials-508.pdf | This is a resource available through the CDC that outlines various instructional components that are essential to address while developing a quality e-learning course/program. | 1.Best practices indicate analysis, interactivity, interface and navigation, content, product evaluation, and learning assessment are the core concepts to consider during program development.<br>2.Learning objectives should follow the SMART goal format (Specific, Measurable, Action-oriented, Reasonable, Time-bound).<br>3.The most effective form of interactivity is real-time interaction. |
| "TEAL Center Fact Sheet No. 11: Adult Learning Theories" https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf | This resource is a fact sheet that discusses the distinct characteristics that are necessary to consider for facilitating adult learning. | 1.Understand and implement types of learning activities that appeal to learners in order to encourage active engagement in learning.<br>2.Self reflection and articulation of learning is an effective strategy for adult learners to summarize key learning.<br>3.It is necessary to consider cultural values and beliefs when implementing adult learning approaches. |
| "Promoting the Participation of Children with | This resource is an article in Pediatrics, a journal established by the American Academy of Pediatrics. This article | 1.All children benefit from physical activity and participation in recreation. |

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| Disabilities in Sports, Recreation, and Physical Activities" https://publications.aap.org/pediatrics/article/121/5/1057/73486/Promoting-the-Participation-of-Children-With?autologincheck=redirected | discusses the benefits of physical and recreational activities for children with disabilities, as well as specific considerations for promoting safe and healthy participation in these activities. | 2.Participation in recreational activities is beneficial for children with disabilities' physical, emotional, and social well-being.<br>3.It is necessary to consider child, family, financial, and social barriers to participation for facilitating participation in recreation. |

*Gaps in Learning:*

- Specific data about participation of children with disabilities in Minnesota 4-H
- Participation of children with disabilities in agricultural programs
- Required disability inclusion and accessibility training for Minnesota 4-H volunteers
- Disability accommodations currently available to Minnesota 4-H youth

## Part 3: Informational Interviews

*Summary of Interview Guide*

Darcy Cole - Extension Educator, Youth Development, 4-H Program Operations

1. What do you feel are the primary barriers to participation in 4-H activities for children with disabilities?
2. What are the specific goals of the disability accessibility and inclusion certification training program?
3. What is the current timeline of the certification training program?
    a. What phases of development are you anticipating in order to establish the program?
    b. When are you anticipating the program will launch?
4. Who will be required to participate in the certification training program upon its completion?
5. How many components do you anticipate the finished certification program will be composed of?
6. Do you have any questions for me?

Jennifer Skuza - Minnesota 4-H State Director

1. As director of the Minnesota 4-H program, what do you feel is your role in promoting participation of youth with disabilities in 4-H activities?
2. What do you feel are the most prevalent barriers to participation for 4-H youth with disabilities and their families?
3. What action steps has Minnesota 4-H taken to promote disability accessibility and inclusion in the past?
4. How do you anticipate 4-H will continue to promote accessibility and inclusion in the future?

5. What changes would you like to see for promoting participation of children with disabilities in 4-H?
6. Do you have any questions for me?

## Part 4: Public Records and Organizational/Community Resources

*Special accommodations won't keep your youth from participating in 4-H*
*https://extension.umn.edu/news/special-accommodations-wont-keep-your-youth-participating-4-h*
*This webpage is a short article that provides information for how to request special accommodations for youth with disabilities who wish to participate in 4-H. It details where to find the accommodation request form and who to contact for further information for accommodation requests. This resource will be necessary to refer adult volunteers to during volunteer disability training.*
*PACER Center*
*https://www.pacer.org/*
*The PACER Center is an organization that promotes safe environments for people with disabilities to enhance their quality of life and participate in various opportunities to reach their highest potential. PACER offers individual assistance, workshops, and publications that work to promote new opportunities for individuals with disabilities and their families. These tools can be implemented in various environments to promote disability accessibility and inclusion across countless settings.*

## Part 5: Organization or Community Assets

*Kelly Chadwick – Extension educator, 4-H Youth Development in Rice County*
*Kelly Chadwick is a 4-H youth development educator for the Rice County 4-H Extension Office. She has over 15 years of experience in this role and has facilitated participation in 4-H for hundreds of children during her time in this role. She could serve as a positive asset throughout the development of this capstone project to ensure that the final product is applicable and useful for all counties across Minnesota.*
*Brenda Frie – Former professor of occupational therapy*
*Brenda was heavily involved in the Minnesota 4H program and also has a career in occupational therapy. She would serve as a positive asset throughout the development of this capstone project, as she can provide insight about how the OT perspective and skillset can inform 4H training programs.*

## Part 6: Proposed Methods to Collect Other Information During the Doctoral Capstone Experiences and Project

*Internal Information and Resources*

| Name of Information or Resource | Description of Information or Resource | Brief Summary of Focus of Learning |
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| Disability inclusion certification committee meetings | Committee meetings happen intermittently as needed to discuss the vision, viability, and implementation of the desired disability inclusion certification program this capstone would be a component of. | Understanding what information and characteristics are necessary to include in this capstone project to make it cohesive with the final disability accessibility training. |

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| "Apply to become a 4-H volunteer" webpage https://extension.umn.edu/volunteering-4-h/apply-become-4-h-volunteer | Webpage that outlines requirements for potential 4-H volunteers to apply to participate in the program. It also describes the orientation process for volunteers upon completion of the application process | Gaining a greater understanding of the information available to potential and new 4-H volunteers about accessibility and inclusion. |
| N/A | N/A | There are limited resources available about disability accessibility within the Minnesota 4-H organization. |

*External Information*

| Name of Information or Resource | Description of Information or Resource | Brief Summary of Focus of Learning |
|---|---|---|
| Focus on the Future Podcast - The Arc Minnesota https://arcminnesota.org/podcast/ | This podcast is for families and caregivers of people with disabilities. It covers various topics related to the lived experiences of those who have loved ones with disabilities. | The experiences of those with disabilities and their loved ones vary vastly. In order to understand the participation needs of children with disabilities, it is necessary to hear from those impacted by disability what their individual experiences are like. |
| Ability Awareness and Your Troop – Girl Scouts of Greater Los Angeles https://www.girlscoutsla.org/content/dam/girlscoutsla-redesign/documents/membership/Ability_Awareness_and_Your_Troop.pdf | This guide serves as a manual for girl scout troop leaders to make their activities and leadership practices accessible to all. | In order to promote the development of positive citizenship qualities in young girls, it is necessary to modify activities, awards, and interactions to appropriately meet the needs of children of all abilities. |
| Closing the Disability Divide https://www.edi.nih.gov/people/sep/pwd/d | This is an initiative through the National Institutes of Health to narrow the employment gap between those with and without disabilities. | While there has been significant progress to dismantle the barriers to participation for individuals |

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| isability-awareness-2022 | | with disabilities, continuous focus on future efforts to address persisting barriers is important. |

## Part 7: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats

| Internal | | External | |
|---|---|---|---|
| Strengths | Weaknesses | Opportunities | Threats |
| Grant funding awarded through the Minnesota Department of Human Services | Limited resources and information about disability accessibility and inclusion available for 4-H volunteers | Increasing awareness and desire for improved disability inclusion | Vague federal guidelines about required accessibility efforts |
| Strong state and nation wide network | Lack of formal accommodation protocol for children with disabilities | Growing partnerships with external organizations and institutions (such as this capstone project with St. Kate's) | Competitive and inconsistent nature of funding sources (i.e. grant funding) |
| Strong organizational values and beliefs | Reliance on volunteers for planning and implementation of 4-H activities and programming | Similar organizations (FFA, Girl Scouts of America, etc.) offer formal accessibility protocol and policies that can serve as a guide for 4-H | Financial and time constraints placed on families of children with disabilities |
| Required volunteer training for the well-being and safety of all children | Online training format can limit participant engagement and knowledge transfer | | |
| Growing desire of volunteers to learn more about disability accessibility and inclusion efforts | | | |
| Online training format creates access to | | | |

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| training materials for volunteers across Minnesota | | | |

## Part 8: Preliminary Evidence Review on Populations, Interventions, and Programs of the Organization/Community

| | **Overview of Article** |
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| Type of article | Overall Type: Primary Research Study (qualitative)<br>Specific Type: Survey Research |
| APA Reference | Chen, Y.C., Chen, Y.C., & Chen, J.M. (2010). The influence from the dynamics of training and volunteers' characteristics on volunteers' retention in non-profit organizations. *International Journal of Applied Educational Sciences, 8*(1), 33-43. |
| Abstract | "Volunteers' retention was the most influential factor for the operation and effectiveness within non-profit organizations. Nevertheless, not much previous research investigated this topic connecting factors from various related paradigms. With variables from two vital paradigms, volunteers' characteristics and training, as the basis, this study thus targeted on one of the flagship non-profit organizations in Taiwan with 158 volunteers participating for their demographics and feedback of training. Specifically, two research questions were addressed. In order to have a comprehensive picture from data collected, a conceptual model was developed which Structural Equation Modeling (SEM) was applied as the advanced statistical technique. The main finding was that age had the strongest, positive influence on volunteers' retention whereas volunteers' training would not increase volunteers' retention. A few implications based on the findings were provided in the end as reference for future research on volunteers' retention" (p.33). |
| Author | Credentials: Dr. Yin-Che Chen, PhD<br><br>Position and Institution: Professor of Human Resource Development at the National Hsinchu University of Education in Taiwan<br><br>Publication History in Peer-Reviewed Journals: Moderate |
| Publication | Type of publication: Peer reviewed journal<br><br>Publisher: International Journal of Applied Educational Sciences<br><br>Other: This publication accepts publication applications from various countries, which is an important consideration when reading articles from this journal. |
| Date and Citation History | Date of publication: August 2010<br>Cited By: 20 |
| Stated Purpose or Research Question | "This purpose of this study was twofold. The primary purpose was to realize the influence of training and volunteers' characteristics on volunteers' retention in one of flagship non-profit organizations in Taiwan. The second purpose was to evaluate the effectiveness and efficiencies of training sessions in aspects of instructors' curriculum, presentation skills, and the facility support." (p. 34) |
| Author's Conclusion | "The main finding was that age had the strongest, positive influence on volunteers' retention whereas volunteers' training would not increase volunteers' retention." (p. 33) |

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| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: Moderate<br><br>Rationale: The research article is somewhat relevant as it addresses issues surrounding volunteer education at nonprofit organizations, but provides only general suggestions on ensuring dynamic nature of training and continuing to survey volunteers for training needs. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: There are several positive indicators that this study is of good quality, including the large sample size, frequency of data collection, and variety of factors considered. Areas of improvement for this study include incorporating volunteers from more than one nonprofit organization and the limited publication history of the author. |
| Your Focused Question and Clinical Bottom Line | *Question:* How might the characteristics of an online virtual training module be impacted by the age of 4-H volunteers?<br><br>*Clinical Bottom Line:* Older adult 4-H volunteers may perceive an online virtual training module as more effective than younger adult volunteers. This may influence how the modules are structured/presented to create greater buy-in for younger volunteers. |
| Your Lay Summary | This study looked at what is most important for learning during volunteer training. The study included a group of volunteers from a non-profit organization in Taiwan. Researchers looked at volunteer qualities and how effective trainings were. Trainings happened once a month for a year and volunteers were surveyed after each training session. They also completed surveys about the organization itself. The results found that trainings were more effective for older volunteers than younger volunteers. There was no difference in learning between volunteers with different levels of education. This is important information because it may affect the age of volunteers that nonprofit organizations recruit. It was also found that trainings hosted by staff members may be more effective than trainings hosted by outside instructors. |
| Your Professional Summary | This study examined characteristics that impact learning retention of volunteers from a non-profit organization in Taiwan. Researchers were specifically interested in characteristics of the volunteers themselves that impacted learning retention, as well a perceived effectiveness of training sessions. Volunteers participated in monthly training sessions and were then surveyed following each session. Volunteers were also asked to complete surveys about resources of the organization itself, including equipment use, staff, and technology. The results indicated that older volunteers demonstrated greater learning retention than younger volunteers. Interestingly, there was no difference in learning retention between volunteers with lower levels of education and higher levels of education. Additionally, the results of this study suggested that volunteers may perceive training sessions hosted by organization staff members to be more effective than those hosted by outside instructors. These results are important for nonprofit organizations to consider because impact the target volunteer audience they may recruit, as well as who they may designate to perform volunteer trainings. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Primary Research Study (qualitative)<br>Specific Type: Survey Research |
| APA Reference | Ibsen, B. (2020). The significance of nonformal education for volunteers. *Journal of Nonprofit Education and Leadership, 12*(1), 1-17. https://doi.org/10.18666/JNEL-2020-10760. |
| Abstract | "Volunteering plays a significant role in many countries. In an effort to strengthen volunteering, courses and training are given great importance. In this paper, the significance of educational programmes and courses for volunteers is analysed. The analysis is based on data from a comprehensive survey of volunteers in Denmark. One in three of the volunteers have participated in courses or training programmes in conjunction with their voluntary work. The analysis shows that there is a slightly greater probability that volunteers will continue to do voluntary work if—within the past year—they have taken part in a course or training programme related to their voluntary work. The most widespread form of qualification for voluntary tasks is, however, informal learning, that takes place where the volunteer works. The analysis shows that the volunteers attribute less importance to qualifications from courses and programmes than to experiences from "voluntary life" and qualifications from "professional life." The analysis also shows that non-formal learning is more important for volunteers involved in "activity work" than for those involved in "organization work." The study gives rise to a discussion of how best to develop and train the voluntary workforce. It may be necessary to focus to a greater extent on informal learning, in other words on developing a culture for learning in the specific context in which the volunteer is involved." (p. 1) |
| Author | Credentials: Dr. Bjarne Ibsen, MS, PhD<br>Position and Institution: Professor at University of Southern Denmark, Department of Sports and Biomechanics; Center Manager at the Center of for Research in Sports, Health, and Civil Society<br>Publication History in Peer-Reviewed Journals: Extensive |
| Publication | Type of publication: Peer reviewed journal<br>Publisher: Journal of Nonprofit Education and Leadership |
| Date and Citation History | Date of publication: August 2020<br>Cited By: 1 |
| Stated Purpose or Research Question | "…the study examines the importance of "the social context", "the form of organization", and "the nature of the voluntary work" for the volunteers' participation in various forms of learning and its significance for their voluntary work." (p. 6) |
| Author's Conclusion | "The analysis shows that the volunteers attribute less importance to qualifications from courses and programmes than to experiences from "voluntary life" and qualifications from "professional life." The analysis also shows that non-formal learning is more important for volunteers involved in "activity work" than for those involved in "organization work"." (p. 1) |

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| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Moderate*<br>Rationale: The research article is somewhat relevant, mostly providing context on the importance of volunteer training but also offering suggestions on how to develop volunteer skills through the use of 'situated learning' by problem solving within the context of the volunteer work. |
| Overall Quality of Article | Overall Quality of Article: *Good*<br>Rationale: This peer reviewed article is of good quality due to the large sample size, variety of volunteer work inquired about, and thorough discussion of the implications of its results. Additionally, the extensive publication history of the author further validates its value. |
| Your Focused Question and Clinical Bottom Line | *Question:* How can a disability accessibility and inclusion training be beneficial for both "activity" and "organization" work?<br>*Clinical Bottom Line:* Volunteers who complete "activity" work and those who complete "organization" work often prefer different forms of learning. In order for both types of volunteers to find an educational program valuable, the information covered must be applicable to both. |
| Your Lay Summary | This study at how important volunteer training is. Researchers asked volunteers about the volunteer work they did and the training they got to do this volunteering. The training researchers looked at were formal training programs. Volunteers are more likely to do volunteer work for longer than a year if they had training. The type of work that volunteers do effects the type of learning they do. Volunteers who did activity work learn from education and mentors. Volunteers who do organization work learn from work and life experience. This is probably because volunteers who do organization work need unique qualifications. Volunteers who do activity work might have less experience and benefit from special training. When choosing training, it's important to think about what volunteers need in order to be useful. |
| Your Professional Summary | In this study, researchers examined the significance of volunteer training courses and programs for various types of volunteer work. Over 2,800 volunteers were surveyed over the phone about the context of their volunteer work, frequency of volunteer work, and forms of learning that they have participated in. The findings indicated that there were two main forms of volunteering work; "action work" and "organization work". "Action work" consisted of volunteer tasks that mainly consisted of performing hands-on tasks such as helping older adults, cleaning up ditches, or campaigning. "Organization work" consisted of volunteers performing managerial tasks, such as committees, administrative work, or fundraising. In general, those who performed "action work" were more likely to learn from nonformal learning, such as courses or education programs, than volunteers who performed "organization work". This is likely because "organization work" may require more specialized knowledge for the tasks they perform and, therefore, individuals who have this knowledge could be recruited for this role. However, volunteers who participate in "activity work" may possess more generalized skills. As a result, volunteers who do "activity work" could benefit from additional volunteer training programs to better prepare them for the tasks they do. It is |

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| | important to consider the results of this study, as it could serve as a guide for the types of information included in training courses or programs. |

| | **Overview of Article** |
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| Type of article | Overall Type: Review of Research Study (systematic review)<br><br>Specific Type: Systematic Review |
| APA Reference | Verville, L., Côté, P., Grondin, D., Mior, S., Moodley, K., Kay, R., & Taylor-Vaisey, A. (2021). Using technology-based educational interventions to improve knowledge about clinical practice guidelines: A systematic review of the literature. *Journal of Chiropractic Education, 35*(1), 149-157. Https://doi.org/10.7899/JCE-19-17. |
| Abstract | "Objective: To describe the best evidence on the effectiveness of technology-based learning tools designed to improve knowledge of healthcare providers about clinical practice guidelines (CPGs). Methods: We conducted a systematic review, searching MEDLINE, Embase, and CINAHL from inception to July, 2018. Included studies investigated the effectiveness of any technology-based learning tools developed to improve knowledge of health care providers about CPGs. We used a 2-phase screening process to determine eligibility. Pairs of reviewers critically appraised relevant studies using the Scottish Intercollegiate Guidelines Network checklist for randomized controlled trials or the National Institutes of Health checklist for pre- and post-intervention trials. Evidence from internally valid studies was described using a best-evidence summary. We conducted a sensitivity analysis to determine whether results varied according to methodological quality. Results: Twenty-five of 8321 articles met our selection criteria. Six studies had a low risk of bias and were included in this review. Spaced education was associated with improvement in knowledge; however, its effectiveness relative to other interventions is unknown. Module-based online educational interventions were associated with improvement in knowledge of CPGs; however, they may not be more effective than paper-based self-learning or in-person workshops. The sensitivity analysis determined that the evidence was similar between the high and low risk of bias studies. Conclusion: Module-based- and spaced-education interventions may be beneficial for improving health care providers' knowledge of CPGs; however, much of the evidence toward their use is preliminary." (p. 149) |
| Author | Credentials: Leslie Verville, BHSc, MHSc<br><br>Position and Institution: IDRR Research Project Manager at Ontario Tech University<br>Publication History in Peer-Reviewed Journals: Moderate |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Journal of Chiropractic Education |

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| Date and Citation History | Date of publication: September 2021<br><br>Cited By: 6 |
| Stated Purpose or Research Question | "Therefore, we aimed to describe the best evidence on the effectiveness of technology-based learning tools designed to improve knowledge of health care providers, in active practice, about CPGs." (p. 150) |
| Author's Conclusion | "We found preliminary evidence for the use of spaced education in combination with a game or case studies; however, because this intervention was not compared to a control intervention, the effect of the benefit cannot be accurately determined. Second, online module based education may be effective in improving knowledge; however, preliminary evidence suggests that this intervention may not be superior to paper-based self-learning or in person workshops." (p. 153) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: This article is relevant because it is a recent review of the current literature regarding virtual training tools for clinical knowledge transfer among care providers, which closely relates to this research question. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: The organization and analysis of this information is of good quality, which is contributed to by the moderate publication history of the author. However, one weakness of the article is that only 6 articles were included. |
| Your Focused Question and Clinical Bottom Line | *Question:* What characteristics of module-based learning are necessary for effective online educational interventions that could be used to teach adult volunteers?<br><br>*Clinical Bottom Line:* Implementing a constructivist-style learning (assuming that learners build new knowledge upon their previous or existing knowledge) into online module-based formats is shown to support knowledge transfer. |
| Your Lay Summary | This study reviewed 6 studies about online educational units for healthcare workers. The researchers read over 8000 articles to pick the studies they included. Each study had to meet certain requirements in order to be picked. When all the studies were selected, the information from all studies was compared to each other. The results found that when information was given in small amounts over a longer period of time, knowledge was improved. It was also found that online learning didn't seem to be better or worse than paper-based learning or workshops. This is important information to know while making teaching material because it could help guide the way information is presented to people who are learning. Even though this study was for healthcare workers, the results may be helpful for other groups of learners as well. |

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| Your Professional Summary | In this systematic review, researchers examined the effectiveness of knowledge transfer in online, module-based education programs for healthcare providers. While gathering data, researchers examined over 8000 peer reviewed articles to select studies that met the desired criteria for online training programs. Ultimately, 6 studies met the desired criteria and were selected for analysis. Upon comparison of the studies, there were several themes that emerged. First, the results indicated that knowledge transfer was improved when information was provided in small amounts over a longer course of time. Additionally, online learning formats were no better or worse than paper-based learning or workshops at effectively transferring knowledge. The analysis of the studies included is of good quality, but the limited sample size used is an area of weakness for this review. However, this could be an indication of the lack of peer-reviewed studies available for this topic. The implications of this study include serving as a guide for the development of future online education modules. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Official Documents |
| APA Reference | Centers for Disease Control and Prevention (n.d.). CDC's E-learning essentials: A guide for creating quality electronic learning. https://www.cdc.gov/training/development/pdfs/design/e-learning-essentials-508.pdf. |
| Abstract | "CDC's E-learning Essentials Guide was developed for course developers and training decision makers who are new to e-learning. The guide aids in the creation of quality e-learning by identifying key instructional components and summarizing what they are, why they are important, and how to use them most effectively. The guide does not provide step-by-step instructions to create e-learning. For best use of the guide's information, some experience in education, adult learning, or instructional design is recommended. Information on the instructional design process and a glossary of frequently used terms are located in the Instructional Resources section. Consultants for the development of this guide include the Scientific Education and Professional Development Program Office (SEPDPO), Educational Design and Accreditation Branch (EDAB); CDC's eLearning Workgroup (eLWG), and Usability.gov, among others listed in the Instructional Resources section" (p.4). |
| Author | Credentials: Centers for Disease Control and Prevention<br><br>Position and Institution: N/A<br><br>Publication History in Peer-Reviewed Journals: N/A |
| Publication | Type of publication: Federal Government Agency<br><br>Publisher: Centers for Disease Control and Prevention |

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| Date and Citation History | Date of publication: January 2013<br><br>Cited By: 9 |
| Stated Purpose or Research Question | "The guide aids in the creation of quality e-learning by identifying key instructional components and summarizing what they are, why they are important, and how to use them most effectively." (p. 4) |
| Author's Conclusion | "E-learning products facilitate learning by applying interactive strategies that engage learners and stimulate recall of prior knowledge. Different levels of interactivity may be used to suit content and audience needs." (p. 10) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: This document provides specific best practice suggestions for developing virtual curriculum, which will be very relevant while creating an online volunteer training program for 4-H volunteers. |
| Overall Quality of Article | Overall Quality of Article: *Good*<br><br>Rationale: This publication provides clear, evidence-based suggestions for ensuring high quality virtual education through audience analysis, appropriate interactivity and accessibility, interface and navigation of e-learning, content that is appropriate for the audience and well-designed, and ways to assess the educational product and the learners' new knowledge. It is sponsored through a reliable and trustworthy government agency, which justifies its credibility. |
| Your Focused Question and Clinical Bottom Line | *Question:* What are best practices for creating effective and accessible e-learning products that can be implement for Minnesota 4-H?<br><br>*Clinical Bottom Line:* E-learning products should be created with a strong focus on the knowledge/skills to be learned, clear and measurable objectives, and strategies that support learning. |
| Your Lay Summary | This guide was written by the Centers for Disease Control and Prevention to help spread information about how to make a good quality online learning product. This covers the best strategies for online learning based on current research. The guide also addresses types of interactions that can be used in online learning and how to choose the ones that could be the best fit. The design of online learning product is also covered, as it helps make learning easier. Finally, the guide covers how to evaluate the learning product and how to make questions to assess how much the participants learned. The information gathered in this guide is very helpful for making online learning easy and accessible to adult learners. |

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| Your Professional Summary | This document was developed by the Centers for Disease Control and Prevention to serve as a guide for developers of virtual learning products targeted toward adult learners. The topics covered in this publication include various characteristics of an effective online learning product, including best practices, analysis of instruction and objectives, levels of interactivity, how to implement the most appropriate interactivity strategies, design practices, how to organize and present content, evaluation practices, and assessment of knowledge transfer. The information provided throughout this guide is evidence-based and clearly linked to scholarly references listed in the footnotes. Overall this publication is a very reliable, as it has been developed by an established and trustworthy agency. While this resource is not a primary study, there are still several important implications for the topic covered. For those creating online learning products, this guide details specific strategies for making learning engaging, accessible, and effective for adult learners. |

| | **Overview of Article** |
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| Type of article | Overall Type: Primary Research (Qualitative)<br><br>Specific Type: Experimental |
| APA Reference | Burke, M. M., Goldman, S. E., Hart, M. S., & Hodapp, R. M. (2016). Evaluating the efficacy of a special education advocacy training program. *Journal of Policy and Practice in Intellectual Disabilities, 13*(4). https://doi.org/10.1111/jppi.12183. |
| Abstract | "Increasingly, parents are relying on advocates to ensure that children with disabilities receive appropriate educational services. As agencies begin to train advocates to work with families, it is necessary to evaluate the efficacy of such advocacy training programs. This study evaluated the efficacy of the Volunteer Advocacy Project (VAP), a 40-h training workshop that has been delivered since 2008 to six cohorts live and via webcasts. The aim of the study was to determine whether the VAP increased the knowledge and advocacy skills of its trainees and how trainee and training characteristics related to the effectiveness of the training. This study examined changes from pretest to posttest knowledge and advocacy skills of 90 trainees of the VAP. We also examined interactions between pre/post change and trainee and training characteristics. Participants demonstrated significant gains from pre- to posttests in their knowledge of special education and in their advocacy skills. Those participants who partook of the training in latter cohorts and at distance sites showed more progress in special education knowledge. Increases in advocacy skills differed by type of participant: compared to parent participants, professionals demonstrated significantly greater pre/post test increases in advocacy skills. This study has important implications for researchers, practitioners, and policymakers." (p. 1) |
| Author | Credentials: Meghan M. Burke, PhD, BCBA-D<br><br>Position and Institution: Associate professor of special education at the University of Illinois Urbana-Champaign.<br><br>Publication History in Peer-Reviewed Journals: Extensive |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Journal of Policy and Practice in Intellectual Disabilities |
| Date and Citation History | Date of publication: March, 2016<br><br>Cited By: 72 |
| Stated Purpose or | "The aim of the study was to determine whether the VAP increased the knowledge and advocacy skills of its trainees and how trainee and training characteristics related to the effectiveness of the training." (p. 1) |

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| Research Question | |
| Author's Conclusion | "Those participants who partook of the training in latter cohorts and at distance sites showed more progress in special education knowledge. Increases in advocacy skills differed by type of participant: compared to parent participants, professionals demonstrated significantly greater pre/post test increases in advocacy skills." (p. 1) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: This article is relevant because it supports the use of a remote training program to improve advocacy skills of those around children with disabilities. While this program is targeted at parents, characteristics of it would be easily transferable to volunteers. |
| Overall Quality of Article | Overall Quality of Article: *Good*<br><br>Rationale: The peer-reviewed article is of good quality due to its clear objective, adherence to a reliable methodology, and extensive reputable publication history of the author. |
| Your Focused Question and Clinical Bottom Line | *Question:* What training characteristics from this study could be implemented in a disability accessibility training for 4-H volunteers?<br><br>*Clinical Bottom Line:* Online training formats are easy to implement for volunteer training modules and appear to be just as, if not more effective, than live in-person training. Additionally, it's important to notice that the first cohort of an online training module is likely to be the least effective at knowledge transfer, due to the roll-out effect. |
| Your Lay Summary | In this study, researchers looked at how well a training program worked for increasing knowledge of disability. Six groups of volunteers trained for one week online. One group of volunteers trained in-person. Before the training, each volunteer took a test to see how much they knew about special education and advocacy. Volunteers also took a test after training to see how much they improved. Overall, the training program used helped most volunteers learn more about special education and advocacy. It also seems that the volunteers who trained online also seemed to improve more than the volunteers who trained online. Surprisingly, the groups that had the biggest improvement were professionals. This could be because parents of children with disabilities may find advocating easier than professionals. This is important information to keep in mind because it can affect how the way that volunteer trainings can be designed. |
| Your Professional Summary | In this peer-reviewed study, researchers aimed to assess the effectiveness of a volunteer advocacy program that can be administered to parents of children with disabilities and professionals who could work with children with disabilities. Six cohorts of participants completed the volunteer training online and one group completed the training in person. All volunteers completed knowledge tests before and after participating in the training program. The results of the study indicated that those who completed the training program online appeared to have improved the most between their pre- and post-test scores. Additionally, |

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| | the first cohort of volunteers improved the least, which is likely due to the roll-out effect (when the initial roll-out of a training program is thought to be less effective because it has weaknesses that can be improved during later training administration). Lastly, professionals seemed to improve more than parents following the training, which may be due to parents finding advocating for their children with disabilities more natural than professionals may. These are all important characteristics to keep in mind while developing training programs in order to ensure effective knowledge transfer. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Primary Research Study (qualitative)<br><br>Specific Type: Experimental |
| APA Reference | Hajjar, D. J., McCarthy, J. W., Benigno, J. P., Montgomery, J.,m & Chabot, J. (2020). Effect of online instruction on volunteers who support people with complex communication needs in active recreation. *Augmentative and Alternative Communication, 36* (4), 214-225. https://doi.org/10.1080/07434618.2020.1845235. |
| Abstract | "This study was conducted to teach and evaluate the effectiveness of an online training called The CAPTURE & Share program. The program was taught using online instruction in an asynchronous manner with six volunteers who facilitate recreational participation for individuals with complex communication needs. The online training focused on teaching volunteers how to support opportunities for individuals to capture photos and videos from recreation and then share them across their social networks. The first aim of the study was to teach the volunteers about implementation and use of the 8-step CAPTURE & Share program while the second aim was to evaluate the programs' overall effectiveness. Two multiple baselines designs across three participants each were used to evaluate the volunteers' written responses to probes delivered during baseline, intervention, maintenance, and generalization phases. Additionally, social validation data were collected. Results indicated that volunteers were not only successful in learning the program, but were also highly satisfied with the online training methods. Implications for using online instruction are discussed for speech-language pathologists, caregivers, individuals with complex communication needs, and recreational professionals." (p. 214) |
| Author | Credentials: David J. Hajjar, PhD, MS, BS<br><br>Position and Institution: Assistant professor of speech-language pathology and audiology at the University of Ithaca<br><br>Publication History in Peer-Reviewed Journals: Moderate |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Augmentative and Alternative Communication |
| Date and Citation History | Date of publication: October 2020<br><br>Cited By: 4 |
| Stated Purpose or Research Question | "The first aim of the study was to teach the volunteers about implementation and use of the 8-step CAPTURE & Share program while the second aim was to evaluate the programs' overall effectiveness." (p. 214) |

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| Author's Conclusion | "In this study, the volunteers learned the steps of the CAPTURE & Share program while also reflecting on their own unique strengths and challenges." (p. 224) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: This article is relevant to the research question because it highlights an online training program that shows promise for those working with people with communication disabilities. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: This publication provides a clear objective at the beginning, which was met by the end of the article. In the methods section, the publication outlines the methodology that was used, and appeared to be adhered to, throughout the research. However, the sample size of the volunteers is small (6 volunteers), which serves as an area of weakness for its design. |
| Your Focused Question and Clinical Bottom Line | *Question:* How can the results of this study translate to a volunteer training program for adults working with 4-H?<br><br>*Clinical Bottom Line:* Children with communication disorders often use multiple modalities to communicate with others, which can be challenging to interpret for new communication partners. Incorporating information about making these communication differences and how to interpret them can be helpful for adults that are working with children who have communication disorders. |
| Your Lay Summary | This study looked at how well an online training program was for volunteers. The volunteers worked with kids with communication concerns. The topic of the training was how to help these children participate in hobbies and share this on social media. Training was online and volunteers completed it on their own time. Researchers found that the program was effective for all the volunteers. All of the volunteers were surveyed after training and they stated that they found the training useful. The training was designed so each new lesson was linked to previous lessons, which could have helped make the training more effective. The volunteers were also very motivated to do the work they did, which could have made them more engaged in the lessons. However, there were only six volunteers that were in this study, so this may have influenced the results. |
| Your Professional Summary | This study evaluated the effectiveness of an online training program for volunteers working with children with complex communication needs. The training focused on how volunteers can facilitate recreational experiences for the children they work with and sharing these experiences on social media. Overall, all the participants in this study demonstrated improvement following the completion of this training program. The design of the study was intentionally systematic, so all new lessons linked and built upon older lessons. It is likely that this approach supported participant learning. Additionally, upon surveying participants, they reported finding the training program very helpful in developing necessary skills for working with children with communication needs. However, it is important to note the small sample |

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| | size of this study and that it may make the results less valid. This is an indication that further analysis of this program is needed. The implications of this study can help serve as a guide for design and development of future volunteer training programs. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Primary Research Study (qualitative)<br><br>Specific Type: Experimental |
| APA Reference | Lee, K., Fields, N. L., Cassidy, J., & Feinhals, G. (2021). Process and outcomes of telephone reassurance program training for older adult volunteers. *Educational Gerontology, 47*(1), 36-45. https://doi.org/10.1080/03601277.2020.1856956. |
| Abstract | "The purpose of this study was to examine the experience of Senior Companions with telephone reassurance program training delivered via Zoom and the feasibility of using teleconferencing as a platform for training older adult volunteers during the COVID-19 pandemic. Volunteers were recruited from a local Senior Companion Program. We assessed training enrollment and participation rates. We also examined the overall participant experience with the program training by asking structured/semi-structured questions and analyzed the data using content analysis. The average age of the volunteers was 72.5 (n=20). During the first recruitment, 39 Senior Companions expressed their interest in the program. As a result, 20 out of 39 volunteers (51.3%) successfully completed the teleconference training (18 joined over the phone & 2 joined online). Findings from this pilot study suggest that the teleconferencing training was feasible for older adult volunteers and the volunteers discussed that the program training would benefit and support their volunteer roles. The findings of this study provide insight for gerontological researchers and educators related to potential strategies for completing research and training in the midst of COVID-19. The use of teleconferencing training that incorporates best practices for older adults' learning may offer promise for the potential scalability and sustainability of volunteer trainings during and after COVID-19." (p. 36) |
| Author | Credentials: Kathy Lee, PhD<br><br>Position and Institution: Assistant professor of social work at the University of Texas at Arlington<br><br>Publication History in Peer-Reviewed Journals: Extensive |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Educational Gerontology |
| Date and Citation History | Date of publication: 2021<br><br>Cited By: 6 |
| Stated Purpose or | "The purpose of this study was to examine the experience of Senior Companions with telephone reassurance program training delivered via Zoom and the feasibility of using |

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| Research Question | teleconferencing as a platform for training older adult volunteers during the COVID-19 pandemic." (p. 36) |
| Author's Conclusion | "Overall, the findings from this study suggest that the Caring Callers training content was well received and enhanced the learning of the participants. Moreover, findings and point toward the feasibility of delivering the training to older adults via teleconference." (p. 42) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Moderate*<br><br>Rationale: This article is relevant to the because it demonstrates how to make an online volunteer training program inclusive for older adults. This information could be easily transferred to a setting in which older adults may work with people with disabilities. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: This article is of moderate quality because of the small sample size (20 participants) and the shift in delivery method (from in person to virtual). However, the study design and extensive publication history of the author contribute positively to the article quality. |
| Your Focused Question and Clinical Bottom Line | *Question:* How might characteristics of learning for older adults be applicable to a volunteer training program for people working with children with disabilities?<br><br>*Clinical Bottom Line:* 4-H volunteers may come from a variety of diverse backgrounds, which could include adults of various ages. It is important to consider how volunteers may learn differently based on their age and implement strategies that can be effective for older and younger adults. |
| Your Lay Summary | This study is looked at how well an online training program worked for seniors who wanted to volunteer. The training program taught the learners (senior adults) five main themes to improve their skills for volunteering. Each volunteer was given a manual to use with the program. Originally, training was supposed to be in person, but was moved online because of COVID-19. Overall, volunteers seemed to find the training helpful. They also found that they were able to talk about a lot of different topics during the training. The part of training they found the most helpful was a role-play activity. It's important to understand the results of this study because it can help create a training program that is helpful for adults of all ages. |
| Your Professional Summary | In this study, the effectiveness of an online training program for older adults desiring participation in volunteerism was evaluated. The emphasis of the program was on five main themes of learning for older adults. The program was initially intended to be completed in-person, but was instead switched to the video platform, Zoom, due to nationwide shutdowns as a result of COVID-19. In order to facilitate participation in the volunteer training, each participant was provided a manual to use alongside the program. Overall, participants reported receiving the content of the program well and found that it enhanced their learning. The participants also found value in the variety of topics that they were able to discuss and the role-play activities that were used during the training program. The implications of this study |

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| | are very helpful in a variety of settings. It can be helpful to implement these strategies in a volunteer training program for adults of various ages to encourage participation of all volunteers. |

| | **Overview of Article** |
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| Type of article | Overall Type: Conceptual Article<br><br>Specific Type: Review of current and future practices |
| APA Reference | Brady, C. M. & McKee, K. E. (2005). Accommodating youth with disabilities in 4-H horse programs. *Journal of Extension, 43*(2). No DOI. |
| Abstract | "Including and accepting youth with disabilities in horse programs is an important part of our positive youth development mission. There are some inherent dangers and concerns in working with horses that create some unique challenges for volunteers and Extension staff providing an inclusive and inviting program. This article discusses how inclusion of youth with disabilities in educational programs benefits youth with and without disabilities, and strategies we have found successful in our efforts to increase the accessibility of our 4-H horse program to youth with disabilities." (para. 1) |
| Author | Credentials: Colleen M. Brady, PhD, MS, BS<br><br>Position and Institution: Assistant professor for the Department of Youth Development and Agricultural Education, Purdue University.<br><br>Publication History in Peer-Reviewed Journals: extensive |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Journal of Extension |
| Date and Citation History | Date of publication: April 2005<br><br>Cited By: 5 |
| Stated Purpose or Research Question | "This article provides a basis for accommodating youth with disabilities in 4-H horse programs." (para. 2) |
| Author's Conclusion | "We have truly made progress toward our goal of positive youth development when all of the participants in an inclusive program can learn to be more accepting and understanding of people with differences." (para. 15) |
| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: The information of this article details ways that 4-H programs have accommodated youth with disabilities in horse programs. This is relevant because the information can be used |

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| | as examples of effective strategies volunteers can use to increase participation of children with disabilities in 4-H. |
| Overall Quality of Article | Overall Quality of Article: *Good*<br><br>Rationale: The quality of this article is good, due to the relevance of the resources that were used, extensive publication history of the author, and substantial implications and suggestions for future practices. |
| Your Focused Question and Clinical Bottom Line | *Question:* How can the suggestions and information from this article be used to inform the development of a 4-H volunteer training program?<br><br>*Clinical Bottom Line:* Ultimately, the accommodations discussed in the article are effective and easy to easy to implement, which can serve as positive examples of ways volunteers can facilitate participation of children with disabilities in a training program. |
| Your Lay Summary | In this article, the author talks about ways that 4-H has helped kids with disabilities be able to participate. The events and activities in this article focused on horse programs. The author talks about how an event can make easy changes to help kids with disability do join in. These adjustments makes sure things are fair between kids of many different abilities. The author wrote that doing this does not make it unfair to kids without disabilities. Kids with disabilities can have a harder time doing these activities without the help. The information in this article can be used to train volunteers about disabilities. It can be used as examples of simple ways that make activities fair for every kid. |
| Your Professional Summary | This article summarizes various strategies that 4-H equestrian programs have used to make accommodations for children with disabilities to participate. These strategies are quite simple and usually do not require extensive additional expense on the part of 4-H. Often, the accommodations can be made with just some additional time and effort to consider the participation needs of each individual child. One common challenge of implementing accommodations for children with disabilities is that some may feel that the accommodations provide an unfair advantage to the children with disabilities against children without disabilities. In reality, these changes simply level the playing field for children with disabilities because they are often at a disadvantage to participate in activities that children without disabilities can participate more easily. The information in this article can be used to teach 4-H volunteers about ways to facilitate and encourage children with disabilities to participate in various 4-H activities. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Primary research (qualitative)<br><br>Specific Type: Summary |
| APA Reference | Stumpf-Downing, M., Henderson, K., Luken K., & Bialeschki, D. (2004). Creating inclusive 4-H environments for people with disabilities. *Journal of Extension, 42*(4). No DOI. |
| Abstract | "The purpose of a 4-year 4-H Inclusion Project conducted in North Carolina was to create intentionally inclusive 4-H environments and engage communities to address the needs of people with disabilities. In year one an experiential curriculum, "Shine Up and Step Out," was developed for youth ages 9 to 12 years. In the next 3 years, selected counties used the curriculum and developed training and resource opportunities. A summative evaluation showed how the county projects were successful and offered recommendations about the curriculum, statewide inclusion opportunities, program and policy, community involvement, and ongoing implementation and evaluation." (para. 1) |
| Author | Credentials: Mitzi Stumpf-Downing, PhD<br><br>Position and Institution: Assistant professor at North Carolina State University and assistant state program leader of 4-H Youth Development at North Carolina 4-H.<br><br>Publication History in Peer-Reviewed Journals: Moderate |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Journal of Extension |
| Date and Citation History | Date of publication: August, 2004<br><br>Cited By: 5 |
| Stated Purpose or Research Question | "The purpose of a 4-year 4-H Inclusion Project conducted in North Carolina was to create intentionally inclusive 4-H environments and engage communities to address the needs of people with disabilities." (para. 1) |
| Author's Conclusion | "In summary, the 4-H Inclusion Project was an innovative approach to address the needs of people with and without disabilities in North Carolina. Both youth and adults were targeted. The impact of this program is yet to be fully felt, but the philosophy of inclusion is becoming a permanent tenant of 4-H and Extension programs. This project was an important first step toward the goal of providing every person with an inclusive welcoming environment in which to grow and live." (para. 22) |

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| Overall Relevance to your Doctoral Capstone Project | Overall Relevance of Article: *Good*<br><br>Rationale: The overall relevance of this article is good for this capstone project because the strategies that are discussed were specifically initiated for 4-H programs. The information discussed could be smoothly incorporated into a 4-H volunteer training program. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: Overall, the quality of this article is moderate because the article was written in 2004, so the information could be somewhat outdated as there could be more modern strategies that are more applicable to addressing disability inclusion in current day. However, the synthesis of information is very well done. |
| Your Focused Question and Clinical Bottom Line | *Question:* What recommendations in this article can be utilized in adult volunteer trainings?<br><br>*Clinical Bottom Line:* The value of advocacy that is provided to adult volunteers should also be instilled in 4-H youth through the example set by adult volunteers and staff personnel. |
| Your Lay Summary | In this article, the author writes about a 4-H program in North Carolina. The program is meant to help kids in 4-H become more aware of disabilities. The author asked 4-H staff members in North Carolina how the program has been used. Each staff member used the information in different ways. Some of them used it in afterschool programs. Others used it in daycare centers or with Americorps leaders. They found that rural areas seemed to gain the most from the program. They had less information about disabilities in these areas. These areas also used sources from the internet to help with learning. These are all ways a volunteer training program could help volunteers act on the information. |
| Your Professional Summary | In this peer-reviewed article, the implementation of a disability accessibility and inclusion program for 4-H groups in North Carolina was examined. Researchers contacted county 4-H leaders throughout North Carolina were surveyed to see how the information was utilized by these leaders, as each did different things with the information. For instance, some leaders used it in afterschool programs, others used them in daycare centers, and others yet teamed with Americorp leaders to work with the community. Overall, rural communities seemed to benefit the most from the program due to limited available resources about disability accessibility and inclusion. Additionally, this information seemed particularly helpful when paired with resources from the internet. While developing a 4-H volunteer training program, this information can be referenced to determine ways that the program can be delivered. This information also serves as a set of examples that can be discussed with volunteers as ways to implement the information covered. |

| | **Overview of Article** |
|---|---|
| Type of article | Overall Type: Primary Research Study (qualitative)<br><br>Specific Type: Systematic Review |
| APA Reference | Taylor-Winney, J., Xue, C., McNab, E., & Krahn, G. (2019). Inclusion of Youths with Disabilities in 4-H: A Scoping Literature Review. *The Journal of Extension, 57*(3), 1-12. No DOI. |
| Abstract | "The Journal of Extension serves as a conduit for the dissemination of current research and practices within Extension and 4-H. We conducted a review of Journal of Extension articles published since passage of the Americans with Disabilities Act of 1990. Our purpose was to determine what practices, programs, and studies have occurred regarding inclusion in 4-H of youths with disabilities or special health care needs. The review resulted in detailed examination of 16 articles and revealed information about Extension professionals' attitudes toward inclusion, strategies and program approaches related to inclusion, and specific areas that need to be addressed further to increase inclusion." (para. 1) |
| Author | Credentials: Jennifer Taylor-Winney, PhD<br><br>Position and Institution: Associate Profess, Health and Exercise Science Department of Western Oregon University.<br><br>Publication History in Peer-Reviewed Journals: Limited. |
| Publication | Type of publication: Peer-reviewed journal<br><br>Publisher: Journal of Extension |
| Date and Citation History | Date of publication: June 2019<br><br>Cited By: 6 |
| Stated Purpose or Research Question | "Our purpose was to determine what practices, programs, and studies related to inclusion of youths with disabilities in 4-H/Extension had been addressed by articles published in the Journal of Extension during a specified period following passage of the ADA." (p. 2) |
| Author's Conclusion | "Through the review described herein, we found that Extension agents generally have positive attitudes about the inclusion of youths with disabilities and special needs in 4-H, though some concerns were identified. There are program personnel currently working to develop adaptations and strategies for including youths with disabilities and special needs in 4-H programming." (p. 10) |
| Overall Relevance to | Overall Relevance of Article: *Good* |

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| your Doctoral Capstone Project | Rationale: Overall, the relevance of this article is good for the relevance of this capstone project because it compiles various studies that are related to disability concerns within 4-H. |
| Overall Quality of Article | Overall Quality of Article: *Moderate*<br><br>Rationale: The overall quality of the article is moderate because while the studies included and the methods implemented were of high quality, the amount of studies is limited as a result of the minimal information regarding disability participation in 4-H. Additionally, the limited publication history of the author does hold the quality of this article back. |
| Your Focused Question and Clinical Bottom Line | *Question: What themes of disability participation within 4-H are important to address in a volunteer training program?*<br><br>*Clinical Bottom Line:* Overall, there is a need for increased training of volunteers within 4-H regarding how to engage and promote participation of children with disabilities. This need can be directly addressed through the development of this capstone project. |
| Your Lay Summary | This article looked at research that had been done before about disability in 4-H. The articles talked about many different topics. Some of these topics included how kids with disabilities are viewed, training for volunteers, learning design, needs for professionals, and technology use. It was found that there is not a lot of research that compares groups. There is also not much information about how many kids with disabilities are in 4-H. Lastly, technology doesn't seem to be used much to help kids with disabilities partake. These results can be a good reason to develop a volunteer training program about disability inclusion. It is also important information to use to encourage more research about disabilities in 4-H. |
| Your Professional Summary | This peer-reviewed systematic review evaluated common themes that are present in current research regarding disability accessibility and inclusion in 4-H. There was limited information available about themes of disability within 4-H, but there were several themes that emerged as a result of this review. The most prevalent themes included attitudes toward children with disabilities, volunteer and staff education, curriculum design and implementation, staff needs for supporting children with disabilities, and use of technology. There is also very little research performed regarding disability participation in 4-H that utilizes comparison groups. This information can be used to justify the development of a volunteer and staff training program. The specific topics listed above can be used to guide the development of a volunteer training program. |

## Appendix C: Participant Recruitment Email

***Pilot study recruitment email***

Hello,

I wanted to connect with you about an opportunity to participate in a pilot group to trial a new disability accessibility and inclusion training for 4-H volunteers, staff members, and youth leaders.

This summer, McLeod County 4-H has collaborated with an occupational therapy student, Alexis, to develop several training materials that focus on disability accessibility and inclusion. The goal of this pilot group is to give feedback on how easy the training is to use and how interactive participants found it. The training will include watching 3 prerecorded video presentations, as well as possibly reviewing 2-3 short handouts. After completing these, you would be asked to fill out a survey with feedback about how usable and interactive the training was.

You would be able to complete this process in your own home, at your own pace, during the week of July 17th-21st. Participation is completely voluntary and any feedback provided through the survey would be anonymous. You would only be required to sign a consent form to participation, if you choose to take part in this group.

Please let me know if you have any questions or would like to participate.

Sincerely,

Site Mentor E Signature

# Appendix D: Introduction to Disability Training Module

## Initial Version

UNIVERSITY OF MINNESOTA EXTENSION

### Introduction to Disability

**Alexis Walsh**
**Doctoral Capstone Project**
**Doctor of Occupational Therapy Student**
**St. Catherine University**

POSITIVE YOUTH DEVELOPMENT CREATES PATHWAYS FOR MINNESOTA COMMUNITIES TO THRIVE. 1

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### Objectives

Establish an understanding of disability

Define accessibility and inclusion

Provide an overview of the Americans with Disabilities Act (ADA)

Introduce the relationship to 4-H

EXTENSION 2

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### What is Disability?

"An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment."

U.S. Department of Justice Civil Rights Division, para. 3, 2020

EXTENSION 3

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### Types of Disability

Vision
Movement
Cognition
Development
Memory
Learning
Communication
Hearing
Mental Health
Social Relationships

CDC, 2020b

EXTENSION 4

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### Rates of Disability

17% of children have a developmental disability

- About 1 in 6 children
- Ages 3-17
- Data from the US
- Most recent data available 2009-2017

CDC, 2022 Kuvaiev, 2012

EXTENSION 5

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### Question

Which of the following is considered a type of disability?

A. Mental health
B. Physical
C. Developmental
D. Visual
E. All of the above

EXTENSION 6

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## Accessibility

When the needs of people with disabilities are considered during the creation and/or modification of facilities, products, and services

Where accessibility may be implemented

- Physical environment
- Transportation
- Information
- Public facilities and services

CDC, 2020a



## Inclusion

Implementing policies and practices that ensure individuals with disabilities have the opportunity to participate in all aspects of life to the fullest extent possible

- Lead to increased participation of people with disabilities
- Aim to create activities and events that require minimal accommodations

CDC, 2020c



## Social Inclusion (SI)

The interaction between interpersonal relationships and community participation

Simplican et, al., 2015

Duong, 2018



## Barriers, Benefits, and Facilitators of SI

| Barriers | Benefits | Facilitators |
|---|---|---|
| • Negative attitudes<br>• Physical access<br>• Limited transportation<br>• Lack of digital literacy | • Increased friendships<br>• More community involvement<br>• improved mental health<br>• Better overall well-being | • Participation in organized groups<br>• Using social skill interventions<br>• Participation in social media |

Louw et al. 2020 & Simplican et al., 2015



## Americans with Disabilities Act (ADA)

Passed in 1990

Prohibits discrimination of people with disabilities in the following spaces:

- Employment
- State and local government activities
- Public transportation
- Public accommodations
- Telecommunication relay services

Library of Congress, n.d.; United States Department of Justice Civil Rights Division, 2020



## How does this Relate to 4-H?

4-H must abide by ADA requirements to the best of their ability

4-H is a facilitator of SI

Accessibility and inclusion can encourage SI

U.S. Department of Agriculture, 2017

## Question

What does ADA stand for?

A. All Disabilities Act
B. Americans with Disabilities Act
C. After Disability Act
D. Americans Direct Act



## Scenario

Limited transportation is considered a barrier for participating in activities for children with disabilities. How might this look?



## References


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POSITIVE YOUTH DEVELOPMENT CREATES PATHWAYS FOR MINNESOTA COMMUNITIES TO THRIVE.

## Finalized Version

Final Recording - https://www.youtube.com/watch?v=w7QWVE-0SME

University of Minnesota Extension

### Introduction to Disability

Alexis Walsh
Doctoral Capstone Project
Doctor of Occupational Therapy Student
St. Catherine University


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### Goals for this Presentation

Establish an understanding of disability

Define accessibility and inclusion

Go over the Americans with Disabilities Act (ADA)

Introduce the relationship to 4-H


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### What is Disability?

"An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment."

U.S. Department of Justice Civil Rights Division, para. 3, 2020


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### Types of Disability

- Vision
- Physical Ability
- Cognition
- Development
- Memory
- Learning
- Communication
- Hearing
- Mental Health
- Social Relationships

CDC, 2020b


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### Rates of Disability

17% of children have a developmental disability

- About 1 in 6 children
- Ages 3-17
- Data from the US
- Most recent data available 2009-2017

CDC, 2022

Kuvaiev, 2012


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### Question

Which of the following is considered a type of disability?

A. Mental health
B. Physical
C. Developmental
D. Visual
E. All of the above


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## Accessibility

When the needs of people with disabilities are considered during the creation and/or modification of facilities, products, and services

Where accessibility may be used

- Physical environment
- Transportation
- Information
- Public facilities and services

CDC, 2020a


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## Inclusion

Using policies and practices that help people with disabilities have the opportunity to participate in all aspects of life to the fullest extent possible

- Lead to more participation
- Requires minimal accommodations

CDC, 2020c


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## Social Inclusion (SI)

The interaction between personal relationships and community

Simplican et. al., 2015

Duong, 2018


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## Barriers, Benefits, and Facilitators of SI

| Barriers | Benefits | Facilitators |
|---|---|---|
| • Negative attitudes<br>• Physical access<br>• Limited transportation<br>• Lack of digital literacy | • Increased friendships<br>• More community involvement<br>• improved mental health<br>• Better overall well-being | • Participation in organized groups<br>• Using social skill interventions<br>• Participation in social media |

Louw et al. 2020 & Simplican et al. 2015


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## Americans with Disabilities Act (ADA)

Passed in 1990

Makes discrimination of people with disabilities illegal in:

- Employment
- State and local government activities
- Public transportation
- Public accommodations
- Telecommunication services

Library of Congress, n.d.; United States Department of Justice Civil Rights Division, 2020


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## How does this Relate to 4-H?

4-H must follow ADA requirements

4-H can promote SI

Accessibility and inclusion encourage SI

U.S. Department of Agriculture, 2017


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## Question

What does ADA stand for?

A. All Disabilities Act
B. Americans with Disabilities Act
C. After Disability Act
D. Americans Direct Act


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## Prompt

Limited transportation is considered a challenge for participating in children with disabilities. How might this affect participation in 4-H?


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## Summary of Key Points

1. Disability is common and can look different for everyone
2. Accessibility and inclusion standards help people with disabilities participate more
3. Following ADA, accessibility, and inclusion standards create a better 4-H experience


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# Appendix E: What is Accessibility? Training Module

## Initial Version

University of Minnesota Extension

### What is Accessibility?

**Alexis Walsh**
**Doctoral Capstone Project**
**Doctor of Occupational Therapy Student**
**St. Catherine University**


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### Objectives

Establish the relationship between 4-H and accessibility

Identify types of accessibility

Present strategies to implement each type of accessibility within Minnesota 4-H programs


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### Accessibility in 4-H

Alignment with 4-H values
- Opportunities for all
- Active civic engagement
- Give ALL young people the chance to experience 4-H

Incorporating Accessibility
- Club meetings/events
- County fairs
- Demonstrations
- Activities
- Camps
- Summer school programs
- Every 4-H event!


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### Types of Accessibility

Physical environment
Visual/auditory
Electronic materials
Mobility
Learning/cognitive

United Nations Enable, 2007

Spratt, 2021


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### Physical Environment

Indoor
- Wide, passable doors
- Clear floor space
- Visual alarms
- Accessible bathrooms
- 30x48" of space under tables

Outdoor
- Accessible bathrooms nearby
- Clear, wide pathways
- Dipped curbs
- Various seating options
- Shaded areas nearby
- Accessible parking nearby

Mace et al., 1990; United States Access Board, 2014


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### Activity

Look at the space around you and identify three ways that it could be made more accessible.

If you're in a group, share your answers

If you're working independently, take a minute to write your answers down


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## Visual

- Provide enough overhead lighting
- Use large, clear signage
- Use large, bold font
- Apply high contrast between backgrounds and text
- Read written materials/instructions outloud
- Provide tactile tools, equipment, or supplies

Accessibility for Teams, n.d.; Bureau of Exceptional Education and Student Services, 2018

## Auditory

- Maintain public address (PA) systems
- Caption videos
- Provide listening devices
- Minimize background noise
- Use concise language
- Pause frequently during speaking
- Post printed event results
- Provide ASL interpreters as needed

Graham, 2021

Cornell University, 2023; Nationwide Children's Hospital, 2021



## Electronic

- Use high contrast colors
- Don't rely on just color
- Use text descriptions of images
- Caption videos
- Minimize visual clutter
- Choose simple text/phrases

Henry, 2018; Zahra, 2017

Nebraska 4-H, 2019



## Motor Ability

The ability to control and coordinate muscle movements

American Psychological Association, n.d.; White, 2016



## Fine and Gross Motor Ability

Fine Motor

- Offer pencil grips for writing utensils
- Provide loop and table top scissors
- Use wide and thick rulers/stencils/etc.
- Provide thick writing utensils

Gross Motor

- Use easels for writing/drawing/painting tasks
- Offer chairs with and without arms
- Use non slip material under crafts and projects

McFarland, 2015; The University of Kansas, n.d.



## Learning and Cognitive

Use clear language for instructions

- Break instructions up into smaller steps
- Avoid jargon and complex phrases
- Define complex terms
- Repeat instructions frequently and when required

Provide written instructions or meeting agendas

- Create visual schedules or instructions
- Write on a whiteboard, print instructions out, etc.

Bureau of Internet Accessibility, 2021; Autistic Advocacy, n.d.

## Learning and Cognitive Continued

- Offer options for different skill levels during activities
- Consider sensory tools for attention/focus
- Use name tags or name tents
- Incorporate frequent breaks

Bureau of Internet Accessibility, 2021; Autistic Advocacy, n.d.; Brown, 2016


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## Scenario

Jaylon is an 8 year old girl with ADHD. She loves being a part of her 4-H club, Willing Workers, but has a difficult time sitting still and paying attention during her monthly club meetings as they seem very long to her. As a club leader, what strategies might you use to help Jaylen better participate in her club's meetings?


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## Finalized Version

Final recroding - https://www.youtube.com/watch?v=cL9ImGC69Hw

UNIVERSITY OF MINNESOTA EXTENSION

### What is Accessibility?

Alexis Walsh
Doctoral Capstone Project
Doctor of Occupational Therapy Student
St. Catherine University

POSITIVE YOUTH DEVELOPMENT CREATES PATHWAYS FOR MINNESOTA COMMUNITIES TO THRIVE. 1

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### Objectives

Establish the relationship between 4-H and accessibility

Identify types of accessibility

Discuss how to use each type of accessibility in 4-H

UNIVERSITY OF MINNESOTA EXTENSION 2

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### Accessibility in 4-H

Alignment with 4-H values
- Opportunities for all
- Active civic engagement
- Give ALL young people the chance to experience 4-H

Incorporating Accessibility
- Club meetings/events
- County fairs
- Demonstrations
- Activities
- Camps
- Summer school programs
- Every 4-H event!

UNIVERSITY OF MINNESOTA EXTENSION 3

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### Types of Accessibility

Physical environment
Visual/auditory
Electronic materials
Mobility
Learning/cognitive

United Nations Enable, 2007

Spratt, 2021

UNIVERSITY OF MINNESOTA EXTENSION 4

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### Physical Environment

Indoor
- Wide, passable doors
- Clear floor space
- Visual alarms
- Accessible bathrooms
- 30x48" under tables

Outdoor
- Accessible bathrooms nearby
- Clear, wide pathways
- Dipped curbs
- Different seating options
- Shaded areas
- Accessible parking

Mace et al., 1990; United States Access Board, 2014

UNIVERSITY OF MINNESOTA EXTENSION 5

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### Activity

Look at the space around you and identify three ways that could be made more accessible.

UNIVERSITY OF MINNESOTA EXTENSION 6

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## Visual

- Provide overhead lighting
- Use large, clear signage
- Use large, bold font
- Choose high contrast for backgrounds and text
- Read written word out loud
- Offer tactile options

Accessibility for Teams, n.d.; Bureau of Exceptional Education and Student Services, 2018

Graham, 2021

## Auditory

- Keep up public address (PA) systems
- Caption videos
- Offer listening devices
- Minimize background noise
- Use concise wording
- Pause often when speaking
- Post printed event results
- Provide ASL interpreters

Cornell University, 2023; Nationwide Children's Hospital, 2021



## Electronic

- Use high contrast colors
- Don't rely on just color
- Use text descriptions of images
- Caption videos
- Cut out visual clutter
- Choose simple text/phrases

Henry, 2018; Zahra, 2017

Nebraska 4-H, 2019



## Motor Ability

**The ability to control and coordinate muscle movements**

American Psychological Association, n.d.; White, 2016



## Fine and Gross Motor Ability

**Fine Motor**

- Offer pencil grips for writing utensils
- Provide loop and table top scissors
- Use wide and thick rulers/stencils/etc.
- Provide thick writing utensils

**Gross Motor**

- Use easels for writing/drawing/painting tasks
- Offer chairs with and without arms
- Use non slip material under crafts and projects

McFarland, 2015; The University of Kansas, n.d.



## Learning and Cognitive

**Give clear instructions**

- Break up into small steps
- Avoid jargon
- Define complex terms
- Repeat instructions

**Give written instructions and agendas**

- Create visuals
- Give written options.

Bureau of Internet Accessibility, 2021; Autistic Advocacy, n.d.

## Learning and Cognitive Continued

- Consider different skill levels
- Offer sensory tools
- Use name tags
- Plan frequent breaks

Bureau of Internet Accessibility, 2021; Autistic Advocacy, n.d.

Brown, 2016



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## Scenario

Jaylon is an 8 year old girl with ADHD. She loves being a part of her 4-H club, Willing Workers, but has a difficult time sitting still and paying attention during her monthly club meetings as they seem very long to her. As a club leader, what strategies might you use to help Jaylen better participate in her club's meetings?



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## Summary of Key Points

1. Accessibility can be used at all 4-H events and activities
2. There are many different types of accessibility
3. Making small changes can have a big impact on accessibility



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# Appendix F: Disability Etiquette Training Module

## Initial Version

University of Minnesota Extension

### Disability Etiquette

**Alexis Walsh**
**Doctoral Capstone Project**
**Doctor of Occupational Therapy Student**
**St. Catherine University**

POSITIVE YOUTH DEVELOPMENT CREATES PATHWAYS FOR MINNESOTA COMMUNITIES TO THRIVE. 1

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### Objectives

Define disability etiquette

Identify disability etiquette best practices

Introduce strategies for promoting positive youth interactions between those with and without disabilities

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### What is Disability Etiquette?

Guidelines for how to interact with people with disabilities without offense or exclusion.

Anderson, 2016

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### Implicit Bias

Unconscious bias against a person for one reason or another

How it can be harmful:

- Subtle comments or actions that we may make to exclude people with disabilities, even when well-meaning
- Influencing the way we structure and plan events/programs
- Can discourage people with disabilities from participating

ABA Commission on Disability Rights, n.d.

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### Minimizing Implicit Bias

ABA Commission on Disability Rights, n.d.

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### Communication

Speak to the person, not their companions

Don't use outdated and demeaning terms

- "Deaf and dumb"
- "Cripple"
- The R word
- "Suffering" from a disability
- "Differently abled"

American Association on Health and Disability, n.d.; DisabilityIN, 2022; United Spinal Board.

Michigan State University ANR Communication, 2011

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## Communication Continued

Ask for things to be repeated when you don't understand what's being said

Don't disclose someone's disability without permission

Provide the same information to those with and without disabilities

American Association on Health and Disability, n.d.; Disability:IN, 2022; United Spinal Board, 2015



## Person First Language

Putting the person before the identity:

- Person first: "Person with a disability"
- Identity first: "Disabled person"

Rule of Thumb: use person first language unless indicated otherwise
Ex: Autistic person, Deaf person

Wooldridge, 2023



## Body Language

| | |
|---|---|
| **Be sensitive about physical contact** | **Avoid standing in the way of items/facilities** |
| **Face the person you're speaking to** | **Don't insist on eye contact** |

Disability:IN, 2022; United Spinal Board, 2015



## Activity

Please identify three strategies you could use to try to make new youth with disabilities feel more included?

- If you are in small groups, please share with the others in your group.
- If you are completing independently, write your answers down.



## Youth Interactions

Why teach disability etiquette to youth?

- Protects children from bullying
- Encourages inclusion in activities among youth
- Promotes empathy and emotional intelligence in children
- Minimizes negative effect of implicit bias in children

Florida 4-H Youth Development, 2010

Armstrong et al., 2017; Baylor University, 2019; Macmillan et al., 2013



## Facilitating Positive Youth Interactions

Talk positively about children with disabilities

Incorporate positive representations of people with disabilities into any media that's used

Encourage youth to introduce themselves to all peers

Encourage youth to ask respectfully ask questions when curious

Have conversations with youth about how to include all youth

Lead by example - practice actions you wish to see youth do!

## Question

When is it appropriate to use identity first language?

A. When the individual is an adult
B. When the individual is a child
C. All the time
D. When the individual prefers identity first language



## References


ABA Commission on Disability Rights. (n.d.). Implicit bias & people with disabilities. American Bar Association. https://www.americanbarorg/groups/diversity/disabilityrights/resources/implicit_bias/.

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## Finalized Version

Final recording - https://www.youtube.com/watch?v=g4bEFbUeAgY

UNIVERSITY OF MINNESOTA EXTENSION

### Disability Etiquette

Alexis Walsh
Doctoral Capstone Project
Doctor of Occupational Therapy Student
St. Catherine University

### Objectives

Define disability etiquette (DE)

Identify DE best practices

Introduce ways to create positive youth interactions using DE


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### What is Disability Etiquette?

Guidelines for how to interact with people with disabilities without offense or exclusion.

Anderson, 2016


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### Implicit Bias

Unconscious bias against a person for one reason or another

How it can be harmful:

- Subtle comments or actions that may create exclusion
- Influence structure and planning of events/programs
- Discourage people with disabilities

ABA Commission on Disability Rights, n.d.


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### Minimizing Implicit Bias

ABA Commission on Disability Rights, n.d.


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### Communication

Speak to the person, not their companions

Don't use outdated and demeaning terms

- "Deaf and dumb"
- "Cripple"
- The R word
- "Suffering" from a disability
- "Differently abled"

American Association on Health and Disability, n.d.; Disability:IN, 2022; United Spinal Board, 2015

Michigan State University ANR Communication, 2011


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## Communication Continued

Ask for things to be repeated when needed

Don't disclose someone's disability

Provide the same information to all individuals

American Association on Health and Disability, n.d.; Disability:IN, 2022; United Spinal Board, 2015


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## Person First Language

Putting the person before the identity

- Person first: "Person with a disability"
- Identity first: "Disabled person"

Rule of Thumb: use person first language unless told otherwise

Ex: Autistic person, Deaf person

Wooldridge, 2023


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## Body Language

| | |
|---|---|
| Be sensitive about physical contact | Avoid standing in the way of items/facilities |
| Face the person you're speaking to | Don't insist on eye contact |

Disability:IN, 2022; United Spinal Board, 2015


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## Activity

Please identify three strategies you could use to try to make new youth with disabilities feel more included?

- If you are in small groups, please share with the others in your group.
- If you are completing independently, write your answers down.


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## Youth Interactions

Why teach disability etiquette to youth?

- Protects from bullying
- Encourages inclusion among youth
- Promotes empathy and emotional intelligence
- Minimizes negative implicit bias

Florida 4-H Youth Development, 2010

Armstrong et al., 2017; Baylor University, 2019; Macmillan et al., 2013


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## Facilitating Positive Youth Interactions

- Talk positively about disabilities
- Positive representations of disabilities
- Encourage youth to introduce themselves to all
- Encourage youth to ask respectful questions
- Have conversations about how to include all
- Lead by example


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## Question

When is it appropriate to use identity first language?

A. When the individual is an adult
B. When the individual is a child
C. All the time
D. When the individual prefers identity first language


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## Summary of Key Points

1. Everyone has implicit bias, but we can minimize them
2. Disability etiquette is important for creating positive 4-H experiences
3. We can pass these lessons on to 4-H youth


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## References

ABA Commission on Disability Rights. (n.d.). Implicit bias & people with disabilities. American Bar Association. https://www.americanbar.org/groups/diversity/disabilityrights/resources/implicit_bias/.

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Macmillian, M., Tarrant, M., Abraham, C., & Morris, C. (2013). The association between children's contact with people with disabilities and their attitudes towards disability: A systematic review. Developmental Medicine & Child Neurology, 56(6), p. 529-546. https://doi.org/10.1111/dmcn.12326.


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## References Continued

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POSITIVE YOUTH DEVELOPMENT CREATES PATHWAYS FOR MINNESOTA COMMUNITIES TO THRIVE.

## Appendix G: Survey Questions

***Pilot study survey questions***

How clear was the written information in these trainings?

- Very unclear
- Slightly unclear
- Slightly clear
- Very clear

Additional comments

How clear was the verbal information in these trainings?

- Very unclear
- Slightly unclear
- Slightly clear
- Very clear

Additional comments

Which best describes the font size of the presentations?

- Too big
- Slightly too big
- Just right size
- Slightly too small
- Too small

Additional comments

Which best describes the pacing of these recordings?

- Too fast
- Slightly too fast
- Just right
- Slightly too slow
- Too slow

Additional comments

How helpful was the information in these trainings?

- Not helpful at all
- Slightly unhelpful
- Slightly helpful
- Very helpful

Additional comments

How likely are you to use the information you learned in these trainings at 4-H events?

- Very likely
- Likely
- Unsure
- Unlikely
- Very unlikely

Additional comments

Overall, which best describes how the trainings look visually?

- Too busy
- A little busy
- Just right
- A little boring
- Too boring

Additional comments

Which best describes how relevant the images/graphics of these trainings were?

- Not very relevant
- A little irrelevant
- A little relevant
- Very relevant

Additional comments

Please describe what you thought about the colors used in the trainings (example: too light/dark, difficult to tell apart, distracting, pleasant, etc.)

What were the biggest strengths of these trainings?

What could be improved about these trainings?

Did you feel any content was missing from these modules? If so, please list what you would have liked to see below.

Please provide any additional thoughts or comments here.

# Appendix H: Doctoral Committee Presentation

ST. CATHERINE UNIVERSITY

## DISABILITY ACCESSIBILITY AND INCLUSION TRAINING FOR ADULTS OF MINNESOTA 4-H

Alexis Walsh, OTS
Faculty Advisor: Dr. Stephanie de sam Lazaro, OTD, MA, OTR/L,
Capstone Mentor: Darcy Cole
Acknowledgements: Minnesota 4-H, participants of this pilot group

ST. CATHERINE UNIVERSITY

## Background & Approach

| Background | Approach |
|---|---|
| 17% of children have a disability | Develop 3 pre-recorded modules |
| Less participation in recreation | Evaluate using accessibility checklists and metrics |
| No current accessibility training in Minnesota 4-H | Administer to pilot group for feedback |

CDC, 2020; CDC, 2022; Patrick et al., 2021; & Young and Crankshaw, 2021

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## Outcomes

**Strengths**
- Pacing
- "Chunking" information
- Use of imagery
- Clarity
- Reading order

**Areas of Improvement**
- Complicated language
- More action steps
- Lengthy
- No summary

**Final modifications made to modules**
- Provided small, actionable steps for audience
- Added summaries of key points
- Used active voice more
- Added visual cues
- Increased common language use
- Directly addressed the user

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## Implications and Recommendations

- Introduction to accessibility and inclusion for 4-H stakeholders
- Foundation for future accessibility and inclusion educational materials to build on
- Accessible to all staff, volunteers, and youth leaders over 18
- OT advocacy for recreation accessibility through education
- Emphasis on usable accessibility education for community-based organizations

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## References

References can be found using the QR code

Graphics created using Canva