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### Enhancing Job Performance for Students with High-Incidence Disabilities

Randa Arvold

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**Enhancing Job Performance for Students with High-Incidence Disabilities**

by

Randa Arvold

A Thesis

Submitted to the Graduate Faculty of

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## Chapter 1: Introduction

A person with a disability is half as likely to be employed than a non-disabled person according to the U.S. Bureau of Labor. The national employment-population ratio for people with a disability in 2019 was 19.3% compared to 66.3% for non-disabled people (U.S. Bureau of Labor Statistics, 2020). In Minnesota, the employment ratio of working-age people with disabilities was 44% compared to 84.3% for working-aged people without disabilities (Mourssi-Alfash, 2016). These outcomes are bleak. There are many students who plan to either immediately enter the workforce or attend a technical program. Current special education students can expect to face much higher adult unemployment rates than their same aged peers without disabilities (Newman et al., 2011). Due to this reality, heavy emphasis is placed on the job experience students have in the work experience program. Work experience has a wealth of benefits for individuals with disabilities. One of the benefits is working to improve the overall job performance of the students. It is important to first look at what job performance means and the factors surrounding it. Job performance is defined as “the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person works” (Murphy, 1989). Job performance can be impacted by many different factors. One of which factors are personality, which is a pattern of characteristics and behaviors of the individual towards their environment. Some of these main characteristics include interests, values, motivations, attitudes, ‘self’ concept, abilities, behavioral, and emotional patterns (Aşkun et al., 2021). Based off the characteristic listed, what characteristics can be improved to help increase overall job performance in employees? Jacob (2010) mentioned 11 different dimensions of job performance. Of all the different

dimensions, the research in this paper focused on the following eight: work production, dependability, cooperativeness, adaptability, communication, decision-making, improvement, and use of tools and materials.

As a high school special education teacher, one of the main jobs is to help the students successfully transition into their next step after high school. The next step for a large majority of those students is entering the work force or attending post-secondary education. With only 22% of jobs in Minnesota requiring a bachelors' degree (Phelan & Phelan, 2020), many employees enter the workforce without advanced degrees, indicating that after leaving secondary education, students should be capable of the level of job performance needed to be competitive in the work field and sustain employment.

This paper looks at secondary students with high incidence disabilities who are currently employed. These students have a range of experience, abilities, skills, and backgrounds. Employers were surveyed about job performance of students to gain quantitative data. More specifically, employers looked at the different performance areas such as work product, dependability, adaptability and decision-making, as well as team-related issues like communication and cooperativeness. This paper examines what skills are being performed as expected, below expectations, or exceeding expectations in an effort to better support students for the workplace.

Three research questions guided this study:

1. What is the overall job performance associated with transition-aged youth with intellectual and developmental disabilities according to employers?

2. What areas of job performance do transition-aged youth with intellectual and developmental disabilities excel and need improvement according to employers?
3. What is the perception of work experiences for transition-aged youth with intellectual and developmental disabilities according to employers?

### **Definition of Terms**

*High Incidence Disabilities.* Students with high-incidence disabilities are the most prevalent among children and youth with disabilities in U.S. schools. High-incidence disabilities include emotional or behavioral disorders (E/BD), mild to moderate intellectual disabilities, specific learning disabilities (SLD), and more recently, based on the increasing numbers, autism (ASD) as well as other health disabilities (OHD) including attention-deficit hyperactivity disorder and speech and language impairments (Gage et al., 2012).

*Intellectual Disability (ID).* The American Association on Intellectual Developmental Disabilities (AAIDD) defines intellectual disability as follows: "...a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 22" (Definition of Intellectual Disability, n.d.).

*Intellectual Functioning.* Intellectual function is the general mental capacity, such as learning, reasoning, and problem-solving. An IQ test is one way to measure intellectual functioning. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

*Adaptive Behavior* is the combination of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

*Autism Spectrum Disorder (ASD)*. Autism spectrum disorder is a developmental disability that impacts how a person socializes, communicates, and behaves. There is a wide range, or spectrum, of the severity and symptoms a person may experience, ranging from gifted to severely challenged (What is Autism Spectrum Disorder? 2020).

*Specific Learning Disabilities (SLD)*. According to IDEA, a specific learning disability is defined as having a disorder involved in basic psychological processes. This interferes with understanding or using spoken or written language. It may affect the ability to read, write, listen, speak, spell, or do mathematical calculations.

*Other Health Disabilities (OHD)*. Other health disabilities are a range of acute or chronic health conditions that have a direct effect on a student's ability to function and learn in school. The most common OHD that I come across is attention deficit/hyperactivity disorder (AD/HD) and can range from mild to severe.

## Chapter 2: A Review of Literature

Looking back at the evolution of fair and equal employment for people with disabilities in America, there is forward and continued progress. In the 1950s there were sheltered workshops and activity centers for people with disabilities to work unpaid. Then in the 1960s the President's Committee on Mental Retardation (PCMR) started to campaign for federal funding and people with mild developmental disabilities started working in real jobs for minimum wage or better (Parallels in Time: A History of Developmental Disabilities, n.d.). Section 504 of the Rehabilitation Act of 1973 became law and addressed discrimination against people with disabilities in federal programs and recipients of federal financial assistance. Nonetheless, this did not protect people with disabilities from being discriminated against in the workplace or public accommodations passed (History of the ADA, n.d.). In the 1980s the concept of supported employment became established and at the end of the decade 100,000 people were involved in supported employment (Parallels in Time: A History of Developmental Disabilities, n.d.). Amendments to the Rehabilitation Act in 1986 required states to plan for individuals with disabilities to make the transition from school to work. In 1990 the Americans with Disabilities Act (ADA) was passed which stopped discrimination against people with disabilities (History of the ADA, n.d.). The Individuals with Disabilities Education Act (2018) changed transition services mandated to start at age 14 instead of 16 in 1997 (Individuals with Disabilities Education Act, 2020). Even though all these well-intended legislations have been put into place, employment statistics for individuals with disabilities have changed very little over the past 25 years. According to the National Longitudinal Transition Study II, individuals with intellectual disabilities had poor post

school outcomes with employment rates as low as 26% for up to 8 years after leaving high school (Shattuck et al., 2012). Looking specifically at youth with disabilities aged 17 through 21 who were no longer in school, they had an employment rate of 57%, while their peers without disabilities had an employment rate of 66% in 2005 (U.S. Department of Education, 2010). Workforce Innovation and Opportunities Act (WIOA) was passed in 2014 encouraging states to pursue integrated and competitive employment as first choice for people with disabilities as well as mandating Vocational Rehabilitation Counselors to be a part of the transition from high school to adult life. Although this has led to aid in integrated and competitive employment (Kaya et al., 2016), there is still much room for improvement to help minimize the gap in the employment rate.

There are 10 studies that are included in the review of literature in Chapter 3. Studies ranging from 2001-2017 were selected. The Academic Search Premier, JSTOR, SAGE Journals Online, ERIC, CREDO Reference, and Teacher Reference Center were used as a beginning point for my literature review of peer-reviewed studies related to job performance and high incidence disabilities. Numerous keywords and combinations of keywords were used to locate appropriate studies: *employment, intellectual disability, autism, transition, secondary students, employment skills, high incidence disabilities, job performance, mild disabilities, emotional behavioral disorder, unemployed, and transition.*

**Table 1***Summary of Research Related to Employment for Students with Disabilities*

AUTHORS	STUDY DESIGN	PARTICIPANTS	PROCEDURE	FINDINGS
Kocman & Weber (2017)	Quantitative	129 participants in total. The level of functioning ranged from mild-to-moderate intellectual disability.	Participants were interviewed asking two specific questions followed by one general question. Participants then completed further questions on their job satisfaction after the interview on their subjective concept of job satisfaction.	Job descriptive index (JDI) and job in general scale (JIGS) present feasible options for questionnaires assessing job satisfaction. RSM-WS is shorter and easier to complete for people with intellectual disability.
Flores, Jenaro, Orgaz, & Martin (2010)	Quantitative	507 workers with intellectual disabilities from 11 sheltered workshops and six supported employment initiatives from Spain.	In this cross-sectional survey, workers with intellectual disabilities, employed in either sheltered workshops or supported employment, completed questionnaires on the quality of working life through semi structured interviews.	Demands are negatively and significantly associated with quality of working life. Support resources (both organizational and interpersonal) are positively and significantly associated with quality of working life.
Chiocchio & Frigon (2006)	Quantitative	A total of 52 participated. 44 candidates were people with mild mental retardation and the remainder were people with moderate mental retardation	Directors of public service centers and agencies offering supported employment services to people with mental retardation. Training consisted of familiarization with the manual, the forms, and the rating scale.	Employee satisfaction was higher for successful job placements than for unsuccessful job placements. Similarly, work satisfaction was higher for successful job placements than for unsuccessful job placements.

**Table 1 (continued)**

AUTHORS	STUDY DESIGN	PARTICIPANTS	PROCEDURE	FINDINGS
Gilson & Carter (2016)	Quantitative	Participants were three students enrolled in a post-secondary education program at a mid-sized, private university and have a diagnosis of an intellectual disability or autism	We used a multiple-probe, single-case experimental design across participants doing a baseline phase and then intervention phase.	All three participants maintained consistent levels of task engagement while increasing their social interactions during the intervention phase.
Gilson, Carter, & Biggs (2017)	Quantitative	766 students participated across 56 studies. In addition, 179 students from the 191 total participants in single-case studies were on an individualized education plan.	Across studies, four general intervention approaches (i.e., self-management, video-based, audio-based, picture and tactile-based) emerged across 34 studies. Twenty-two studies used one of four other intervention approaches that focused on the presence of a live instructor (i.e., direct instruction, AAC-assisted, simulation, and peer-delivered).	All group-design studies showed a strong positive differential effect between treatment and control groups. Most interventions evaluated within single-case design studies had strong positive effects. Twenty-four studies reported generalization data across settings, employment tasks, modes of instruction, partners, or more than one of these.

**Table 1 (continued)**

AUTHORS	STUDY DESIGN	PARTICIPANTS	PROCEDURE	FINDINGS
Coelho, Sampaio, Luz, & Mancini (2013)	Qualitative	30 participants with different disabilities: hearing impairment (5), physical impairment (12), mental impairment (4), physical and mental impairment (1), or visual impairment (8). All with a range of occupations.	Semi-structured individual interviews were held, with observations of the work activities of participants who the themes of the interview script included vocational training, professional choice, occupation, performance of work activities, working hours, difficulties, and strategies, facilitating factors, interpersonal relationships, feelings, difference and meaning of work.	Limitations from disability and health status had an influence over their execution of tasks but did not compromise work performance. There is a combination of environmental barriers personal factors that played a role in job performance. Some being lack of preparation of colleagues, employers, education, and rehabilitation systems; attitudes and coexistence; accessibility, transportation, upbringing, self-esteem, good mood, outgoingness, communicability, and willpower. Important strategies included recognizing and sharing capabilities and needs, which minimized or eliminated difficulties at work.
Groen, Wilderom, & Wouters (2015)	Quantitative	74 managers and 21 employees who have worked together for at least one year.	To collect data two online surveys were employed: one for the managers and a different one for a random sample of one of their followers.	Employee participation in developing performance measures has a large and statistically significant positive effect on the perceived quality of the performance measures. Perceived measurement quality relates to employees' attitude toward, perceived norms for, and perceived control over performing well.

**Table 1 (continued)**

AUTHORS	STUDY DESIGN	PARTICIPANTS	PROCEDURE	FINDINGS
Binnewies (2009)	Quantitative	104 participants from 10 German and Swiss public service organizations.	Data was collected by a general survey and by daily surveys. Pocket computers assessed daily surveys over five consecutive working days. We assessed several variables at three measurement occasions per day: (1) in the morning before participants went to work, (2) after work when participants arrived at home, and (3) in the evening before participants went to bed.	For individuals with high job control, there was a strong positive relationship between being recovered in the morning and daily job performance, whereas there was no relationship for individuals with low job control.
Baumgartner, Bohm, & Dwertmann (2014)	Quantitative	51 employees with disabilities filled out the full information from all three sources that were obtained. 55% of the respondents were male, and 45% were female.	Data was collected from a survey online. Second, they collected demographic information on the sample from human resources. Then four weeks later, they asked direct supervisors to rate the respondents' performance.	There is a positive relationship between social support and job performance. The relationship between self-efficacy and job performance did not gain support. Job performance of low self-efficacious employees increased with higher levels of social support.
Hatton, Emerson, Rivers, Mason, Swarbrick, Mason, Kiernan, Reeves, & Alborz (2001)	Quantitative	450 staff participated who were employing a person(s) with an intellectual disability (ID)	As part of a large-scale survey of staff in services for people with ID, information was collected concerning intended turnover, job search behavior, and a wide range of factors potentially associated with these outcomes	Work satisfaction, job strain, younger staff age and easier subjective labor conditions were directly associated with intended turnover. The same factors, except for younger staff age, were also directly associated with job search behavior.

### **Chapter 3: Methods**

The primary purpose of this study was to better understand how high school transition-aged students perform on-the-job in local business as part of early work experiences. Although there is support in place for individuals with disabilities in the workplace, questions remain about the transition from high school to adulthood. For example, what role do teachers, counselors, and employers have in assisting individuals with disabilities to maintain competitive employment? What are work performance levels of individuals with disabilities? Further, what role does the employer have in the process of securing integrated and competitive employment?

A survey was sent to employers asking questions encompassing job performance. The survey is an in-depth employee evaluation tool that aids supervisors in evaluating employees on a full range of work-related competencies. It covers major performance areas such as work product, dependability, adaptability, and decision-making, as well as team-related issues like communication and cooperativeness. There are 32 rater questions and three open-ended questions at the end allow supervisors to give actionable feedback on specific aspects of employees' work, including areas for improvement, needs for additional training, and areas of exceptional performance. Employers rated the employee as either unsatisfactory, improvement needed, meets expectations, exceeds expectations, or exceptional. A copy of the survey can be found in Appendix A.

#### **Setting and Participants**

The study was conducted with various employers in Central Minnesota that have currently employed secondary students with high incidence disabilities. Community

Transition and Interagency Committee (CTIC) is a committee made up of more than 40 community partners seeking to improve adult outcomes for all students with disabilities. Currently, there are four school districts, including teachers and administrators from these school districts, vocational rehabilitation county offices, one university, one community college, and many adult service providers. Each of the four school districts on CTIC contains at least one transition classroom. In part, these classrooms seek to gain early work experience for individuals with disabilities. These transition classrooms visit several local businesses throughout the week and during the school day. As with any work experience, students are expected to complete job tasks in a professional manner. Employers of these local businesses collaborate with teachers to carry out work experiences.

### **Method**

A survey was created using an online secure survey platform used by St. Cloud State University and other universities called Qualtrics. The survey measures job performance, workplace morale, managing behaviors, attendance, organization, and job effectiveness. The survey was sent out electronically to employers who work with local high schools. The employers fill out the survey rating an individual employee. The goal was to interpret the data to see how employers view high school students (age 14-21) with intellectual and developmental disabilities program.

CTIC and affiliated networks were contacted to request contact information for local employers. Then each employer was contacted to introduce the study and provide the survey. Next, the study description and survey were sent to all CTIC and requested each member pass the study description and survey on to employers affiliated with transition programs.

All employers completed an online survey using a link to Qualtrics. The survey took approximately 10 minutes to complete. No identifying information was requested of the employer. Further, no individuals with disabilities, or others with higher associated risk factors, are directly involved in this study. Upon completion of the survey, employers were offered a \$25 Amazon gift card.

Eight different employers completed the survey. Three of the employers were female, one male, and four did not respond to the question. The role of the employees ranges from cleaning crew members, bell ringer, volunteer, yard crew member, and garage sale employee, job developer, and social worker.

The data was exported from Qualtrics. Analysis was conducted using Microsoft Excel and Statistical Package for the Social Sciences (SPSS).

## Chapter 4: Results

Employers rated their employee with either unsatisfactory (1), improvement needed (2), meets expectations (3), exceeds expectations (4), or exceptional (5) in various categories. After exporting the result of the survey from Qualtrics, analysis was conducted using Microsoft Excel and SPSS. Table 2 shows the results show the mean for each work category:

**Table 2**

*Mean of Work Competencies*

CATEGORY	MEAN
Work product	3.125
Dependability	2.800
Cooperativeness	2.625
Adaptability	2.625
Communication	3.000
Decision making and problem solving	3.000
Improvement	3.000
Use of tools and materials	3.000

Table 3 shows the specific result from each rater

**Table 3**

*Frequency Table of Survey Results*

WORK PRODUCT			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person stands behind the quality of his or her work		8	
This person takes his or her work seriously	4		4
This person completes and/or submits work that supervisors can trust		4	4
This person gets work done in a reasonable amount of time	4		4

**Table 3 (continued)**

<b>DEPENDABILITY</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person meets his or her deadlines	4		4
This person takes initiative at work		8	
This person has a good work ethic		8	
This person is attentive when on the clock	4	4	
<b>COOPERATIVENESS</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person willingly accepts new assignments	4		4
This person is open to suggestions and new ideas	4	4	
This person works well with his or her peers	4	4	
This person exhibits a positive attitude when working as part of a team		8	
<b>ADAPTABILITY</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person shows a willingness to adapt to change	4	4	
This person shows enthusiasm about new challenges and ideas	4	4	
This person effectively adjusts his or her work to account for changing circumstances		8	
This person thinks ahead to plan how to account for changing circumstances at work	4	4	
<b>COMMUNICATION</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person communicates effectively with peers and supervisors		8	
This person escalates issues to supervisors when appropriate		8	
This person shows willingness to assist others when necessary		8	
This person informs supervisors of concerns or frustrations		8	

**Table 3 (continued)**

<b>DECISION-MAKING AND PROBLEM-SOLVING</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person requires little supervision on projects once assigned		8	
This person attempts to solve problems himself/herself before escalating them to supervisors		8	
This person independently suggests solutions to problems		8	
This person thinks strategically about how to solve problems		8	
<b>IMPROVEMENT</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person exhibits an eagerness to improve at work		8	
This person goes out of his or her way to further personal knowledge		8	
This person shows an interest in taking on more responsibilities at work		8	
This person has improved the quality of his or her work during this evaluation period		8	
<b>USE OF TOOLS AND MATERIALS</b>			
Statement	Improvement Needed <i>N</i>	Meets Expectations <i>N</i>	Exceeds Expectations <i>N</i>
This person uses work tools efficiently and shows improving skills over time		8	
This person shows interest in improving his or her skills		8	
This person takes advantage of resources designed to help him or her at work		8	

The three categories that had a mean under 3, which is meeting expectations, are cooperativeness ( $M= 2.625$ ), adaptability ( $M= 2.625$ ), and dependability ( $M=2.800$ ). Within each category are different skills relating to that trait. Analyzing the specific questions may help show more specific skills that may need to be improved. For example, under the category work product, taking their work seriously and getting work done in a reasonable amount of time were two skills that received a needs improvement from raters. Under

dependability, arriving to work on time, meeting deadlines, and attentive when on the clock were skills that needed improvement. Needing improvement under cooperativeness was willingly accepting new assignments, open to suggestions and new ideas, and working well with peers. For adaptability, the ability to show willingness to adapt to change, showing enthusiasm about new challenges and ideas, and thinking ahead to plan how to account for changing circumstances at work were areas of improvement. On the other hand, the highest rated skill overall was under work product, completing work that the supervisor can trust.

## Chapter 5: Discussion

It is important to evaluate the work performance for students with a disability so we can continue to improve the employment gap between a disabled and non-disabled person. If educators, employers, vocational rehabilitation services (VRS), and other adults helping with transition can help improve problem areas of work performance this may help a person with a disability be more capable of the level of job performance needed to be competitive in the work field and sustain employment.

There were three open-ended questions at the end of the survey. When asked to give an example of one time the employee encountered a problem and how he or she resolved it, one employer reported “how to approach a new supervisor about a question relative to getting the job done correctly, asked a peer to accompany him to approach the new supervisor and assist with the communication and introduction to the new supervisor, where the peer was more of an outgoing type and he a reserved shy type personality.” When asked what areas the employee could improve, an employer responded, “attempting set procedures for methods of completing work tasks prior to reevaluating and attempting new systems, or better to record by voice or writing their thoughts of an improved method before going on their own or to attempt the previous or given methodology or procedure and submit a method of communication for improvement.” The survey asked in what areas does the employee excel, and the employer stated, “creative problem-solving and looking outside the norm, asking why don't we try this way?”

The results of the survey have shown that cooperativeness, adaptability, and dependability are three work-area competencies that rated below meeting expectations. These

three areas may require more education and training from a work experience program, teachers, VRS, etc. to increase proficiency in these areas. More specific skills within these areas that need improvement are taking their work seriously, getting work done in a reasonable amount of time, arriving to work on time, meeting deadlines, attentive when on the clock, willingly accepting new assignments, open to suggestions and new ideas, working well with peers, show willingness to adapt to change, showing enthusiasm about new challenges and ideas, and thinking ahead to plan how to account for changing circumstances at work. These are skills that can be directly taught, practiced, and modeled, both in the classroom and in the work field.

### **Implications for Practice**

*Implication for teachers.* Teachers could help students better prepare for the workforce by working on the skills that employers reported needing improvement. When looking at the specific skills these are all skills that can be embedded in the classroom and modeled. All the following skills can be a part of the classroom's expectations with explanation of how it also transfers into the workplace, taking their work seriously, getting work done in a reasonable amount of time, arriving to work on time, meeting deadlines, being attentive when on the clock, willingly accepting new assignments, being open to suggestions and new ideas, working well with peers, showing willingness to adapt to change, showing enthusiasm about new challenges and ideas, and thinking ahead to plan how to account for changing circumstances at work. For example, timeliness, productivity, new assignments, and changes to routine can all be practices in classroom settings. Lessons on social loafing could also be added to the curriculum.

*Implication for students.* Students knowing their strengths and weaknesses on the job helps build self-awareness and the ability to improve their on-the-job performance. It is helpful to know specific skills that can be worked on and what employers are seeing in the workplace. Students do not always know what they are doing well and what they need improvement on, so even going through the trends that employers see, or sharing feedback from employers on the individual student may help to make the student more aware. While some of these skills may be currently addressed by teachers in the classroom, having the feedback come from employers may make it more meaningful.

*Implication for employers.* Employers can utilize the work performance tool to have discussions with employees on what they are doing well on the job and what areas they can continue to grow. Feedback is essential to managing performance. It helps to motivate, guide, and reinforce effective behavior and to reduce or stop ineffective behavior (London, 2003).

It also may be beneficial to provide any extra training needed to help the employee work on the areas that may need improvement. If the employee is a part of a work experience program it would be helpful to relay information to a work experience coordinator, so they are able to work on skills with the student inside the classroom.

### **Recommendations for Future Research**

In the future, using a pre/post development assessment before the implementation of educating and training of the eight work-related competencies for work experience students and after, may help to show effectiveness of training and the correlation to work performance. For example, having employers fill out a survey on the employee shortly after the employee is employed, then having the students work toward building skills in the major

performance areas such as work product, dependability, adaptability, and decision-making, as well as team-related issues like communication and cooperativeness. After training, then having the employer fill out the survey again to check for effectiveness.

### **Summary**

Students with disabilities entering the work force need to be prepared and proficient in the level of job performance needed to maintain and be competitive in employment. Adults helping students prepare for the work force need to help provide additional supports in areas that do not meet employers' expectations. Not only are students gaining skills needed for the work force, but skills that will help the student be more successful in life. We need to make sure that all students have the opportunity to work toward independence and to contribute to society. We must find our role in how we can contribute to helping students find success as it will greatly affect not only their own lives, but the work force, the community, and economy as well.

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## Appendix

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This form asks for your consent to participate in our research project. Data will mainly be analyzed in terms of specific themes that emerge from an aggregate of participants. All identifying information will be coded to protect your personal information. No unintended identifying information will be collected such as IP Addresses or business location. There is a very small chance participant identity could be identified during data dissemination. Researchers will do everything possible to prevent this. Regardless of your answers, you will not be penalized. You may also choose to skip any question and end the survey at any time. You may choose not to proceed and your affiliation with St. Cloud State University will not be affected. There is an optional drawing for an Amazon gift card at the completion of this survey. You may elect not to enter this drawing with no penalty.

Questions regarding this form should be directed to the researchers. Additional answers can be found by contacting the IRB Administrator or an IRB Committee Member. Current membership is available at: <https://www.stcloudstate.edu/irb/members.aspx>

**By clicking on the survey link below you have agreed that you have read the above carefully and give your consent to participate in this research project.**

- Yes I consent
- No I do not consent

What is your ethnicity?

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian/Pacific Islander
- Other

What is your age?

This in-depth employee evaluation tool aids supervisors in evaluating employees on a full range of work-related competencies. It covers major performance areas such as work product, dependability, adaptability and decision-making, as well as team-related issues like communication and cooperativeness. Open-ended questions at the end allow supervisors to give actionable feedback on specific aspects of employees' work, including areas for improvement, needs for additional training, and areas of exceptional performance.

#### Work Product

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person stands behind the quality of his or her work.	<input type="radio"/>				
This person takes his or her work seriously.	<input type="radio"/>				
This person completes and/or submits work that supervisors can trust.	<input type="radio"/>				
This person gets work done in a reasonable amount of time.	<input type="radio"/>				

### Dependability

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person arrives to work on time.	<input type="radio"/>				
This person meets his or her deadlines.	<input type="radio"/>				
This person takes initiative at work.	<input type="radio"/>				
This person has a good work ethic.	<input type="radio"/>				
This person is attentive when on the clock.	<input type="radio"/>				

### Cooperativeness

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person willingly accepts new assignments.	<input type="radio"/>				
This person is open to suggestions and new ideas.	<input type="radio"/>				
This person works well with his or her peers.	<input type="radio"/>				
This person exhibits a positive attitude when working as part of a team.	<input type="radio"/>				

### Adaptability

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person shows a willingness to adapt to change.	<input type="radio"/>				
This person shows enthusiasm about new challenges and ideas.	<input type="radio"/>				
This person effectively adjusts his or her work to account for changing circumstances.	<input type="radio"/>				
This person thinks ahead to plan how to account for changing circumstances at work.	<input type="radio"/>				

### Communication

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person communicates effectively with peers and supervisors.	<input type="radio"/>				
This person escalates issues to supervisors when appropriate.	<input type="radio"/>				
This person shows willingness to assist others when necessary.	<input type="radio"/>				
This person informs supervisors of concerns or frustrations.	<input type="radio"/>				

## Decision Making &amp; Problem Solving

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person requires little supervision on projects once assigned.	<input type="radio"/>				
This person attempts to solve problems himself/herself before escalating them to supervisors.	<input type="radio"/>				
This person independently suggests solutions to problems.	<input type="radio"/>				
This person thinks strategically about how to solve problems.	<input type="radio"/>				

## Improvement

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person exhibits an eagerness to improve at work.	<input type="radio"/>				
This person goes out of his or her way to further personal knowledge.	<input type="radio"/>				
This person shows an interest in taking on more responsibilities at work.	<input type="radio"/>				
This person has improved the quality of his or her work during this evaluation period.	<input type="radio"/>				

## Use of Tools and Materials

	Unsatisfactory	Improvement Needed	Meets Expectations	Exceeds Expectations	Exceptional
This person uses work tools efficiently and shows improving skills over time.	<input type="radio"/>				
This person shows interest in improving his or her skills.	<input type="radio"/>				
This person takes advantage of resources designed to help him or her at work.	<input type="radio"/>				

Give an example of one time this person encountered a problem and how he or she resolved it.

In what area(s) could this person improve?

In what area(s) does this person excel?

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We thank you for your time spent taking this survey.  
Your response has been recorded.