Disability Inclusion, Intersectionality, and Knowledge Translation

KTDRR's 2024 Virtual KT Conference

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Can a Video Intervention Improve Independent Living Skills of Autistic Young Adults?

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uses science and technology

to develop innovative products

to advance health and well-being

We'll Share…

 for Autistic Young Adults

Community Engagement & Development

Highlighted Development Learnings

Study Description

Qualitative Results

Discussion and Questions

SkillFlix for Autistic Young Adults

- A video-based skill library supporting autistic young adults with skills relating to:

  - communication and relationships

  - employment

  - coping with stress

  - advocacy

  - and more

The SkillFlix Methodology

- Builds skills

- Divides skills into Microskills

<div style="text-align:center">

Microskill

Microskill

+ Microskill

Larger Skill

</div>

- Models Microskills in short videos

- Repeats & reinforces key steps throughout videos

Excerpt from dfusion's SkillFlix video

Community Engagement at Every Step

- Community members participated as…
  - Advisory panels members
  - Focus group participants
  - Script writers
  - Actors
  - Staff

- to…
  - Develop the curriculum
  - Provide scenarios and real-life examples
  - Create the SkillFlix videos
  - Customize the platform

Highlighted Development Learnings

- Accessibility ideas

- Priority skills

- Meet in the Middle & Making Connections

- Neurodiversity affirming approach

Source: On-set photographs from SkillFlix AYA production.

Timeline

Content Development

Working with subject matter experts, developing skill framework, writing scripts and storyboards.

Recruitment

Organizational and professional outreach, word of mouth, and social media based methods.

Formative Research

Advisor meetings, focus groups, phase I pilots, and usability testing

Video Production

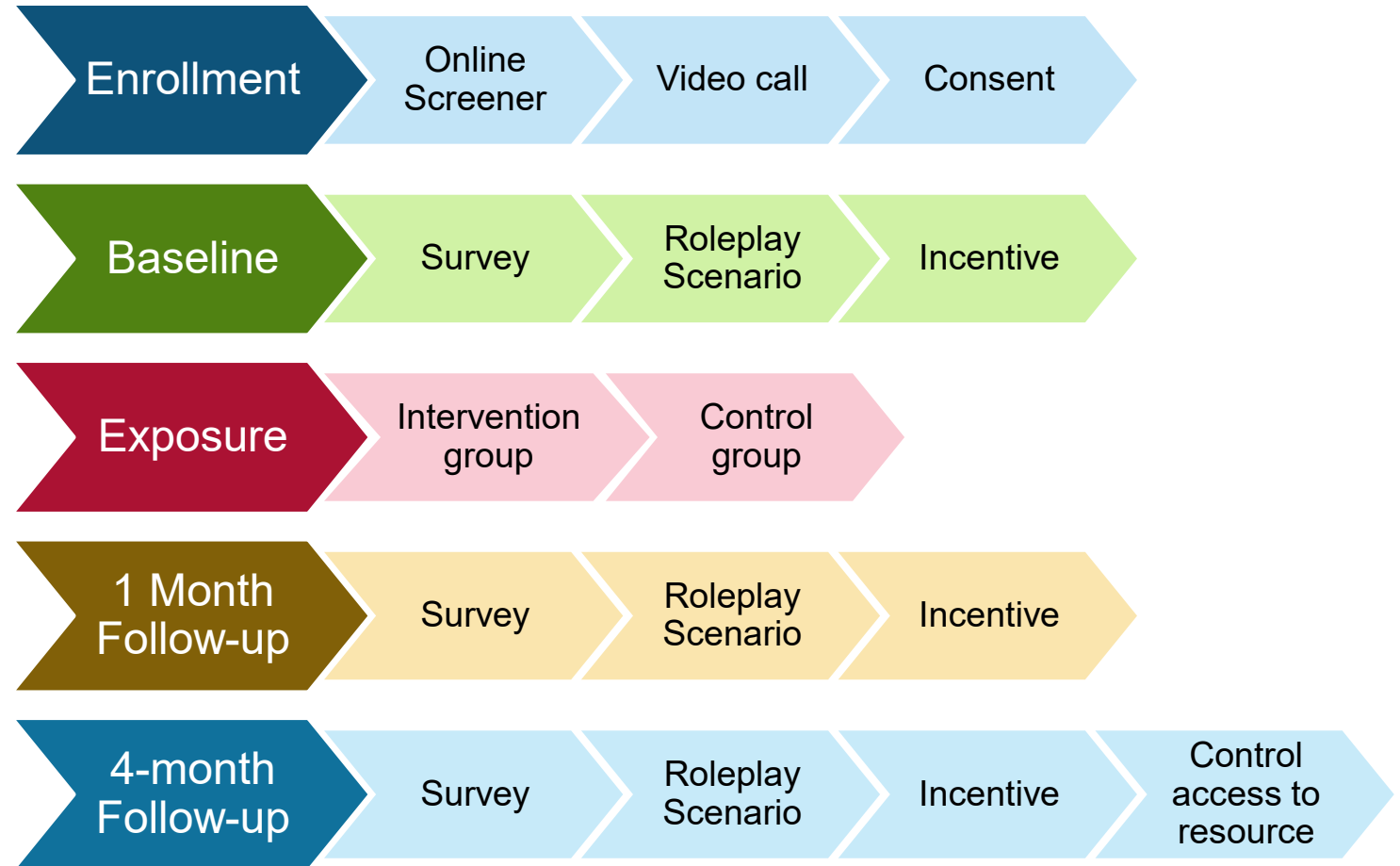Film and edit 125+ video collection with neurodiverse actors and crew.

Evaluation

Phase II RCT with 115 participants.

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Study Design

The proposed study aims to establish the efficacy of a subscription based Microskills video training library through a randomized controlled trial, using stratified randomization to allocate participants.

- Intervention
- Attention control

Enrollment	Online Screener	Video call	Consent	
Baseline	Survey	Roleplay Scenario	Incentive	
Exposure	Intervention group	Control group		
1 Month Follow-up	Survey	Roleplay Scenario	Incentive	
4-month Follow-up	Survey	Roleplay Scenario	Incentive	Control access to resource

Participant Demographics

115 enrolled participants, with 15 lost to attrition.

- Average age was 22

- 66% were professionally diagnosed, and 34% were self-diagnosed

- Median age of diagnosis was 16.5

- 75% employed either full or part-time

- 81% completed at least 1 year of college

- 63% dating or in long-term relationships

Gender	n	%
Woman	42	36.5
Man	26	22.6
Non-Binary	63	54.8
Transgender	49	42.6
Another Gender	12	10.4

Race	n	%
American Indian	8	7.0
Asian	17	14.8
Black or African	15	13.0
White	85	73.9
Another Race	6	5.2

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Instruments

Online Survey

- Participant confidence & satisfaction in their communication skills scale

- Interpersonal Competence Score

- Coping with Rejection, Jealousy and Relationship Anxiety Scale

- Mental Health and Wellbeing PROMIS Subscales

Facilitated roleplay scenarios observing demonstratable relationship communication skills

- Roleplay protocol - Scenarios

  - Addressing Conflict

  - Navigating Compromise

  - Giving Feedback

- Rubrics

  - Qualitative coding of skills used on scale of 0-10.

Rubric example - Compromise

Steps	Desired Responses	Not at all (0)	Slightly (1-3)	Somewhat (4-6)	Mostly (7-9)	Completely (10)	Score (0-10)	Notes on reasoning
State your understanding of the situation (State the facts)	Reiterates the facts of what occurred and their understanding of the situation	Does not summarize the issue AND does not acknowledge their feelings or practical relevance	Summarizes the incident inaccurately or inappropriately (harsh, accusatory); OR Respectfully mentions the incident without specifics BUT does not mention their feelings or practical relevance at all	Respectfully acknowledge the situation without specifics AND does acknowledge their own feelings or practical relevance in a brief or vague way	With a conciliatory tone, respectfully and accurately describes the facts of the situation OR Respectfully acknowledges the emotional impact or practical relevance of the situation	With a conciliatory tone, respectfully and accurately describes the facts of the incident AND Respectfully acknowledges acknowledges the emotional impact or practical relevance of the situation		
Use I-Feel Statements	Correctly uses I-feel statement to share how they felt and what caused it, without attacking or accusing their conversation partner.	Never uses I feel statements	Shares a relevant "I feeling" related to the conflict with no cause.	Uses an I-Feel statement but incorrectly; ex. "I feel that you dont listen" instead of "I feel unheard when ___". Labels the intentions or feelings of other person.	Incorrect order of you and then I. Mildy accusatory.	Uses I-Feel statements correctly ex. "I feel hurt when you ___"		
Suggest a compromise	Provides a compromise that allows both parties to have their needs met (e.g., "Can you wait 30 mins, I'm almost done with my homework?"	Does not offer a compromise and is dismissive of the other person's needs; simply demand that their needs be met (e.g., "Just turn the light back on. I don't care if you can't sleep.")	Offers an unreasonable compromise (e.g., "What if you slept somewhere else today and starting tomorrow, I'll finish my homework somewhere else."	Does not offer a compromise but suggests the other person creates a potential solution	Provides a reasonable compromise but requires a prompt to do so	Independently provides a reasonable compromise		
Discuss the suggestions	Provide the opportunity for the other person to agree or disagree to the compromise. If the person disagrees, they will listen to *why* the person disagreed (e.g., "i get that you're going to sleep and the light on will bother you, but I really need the light to work on my homework for school tomorrow."	Does not discuss suggestion or offer the person an opportunity to discuss the potential compromise suggestion. (e.g., "So you're good with that! Situation is settled!")	Independently gives the other person a chance to speak, OR shares their own suggestion in a way that seems not engaged or invested in finding a solution.	Independently gives the other person a chance to speak, OR shares their own suggestion	Validates the other person AND Independently gives the other person a chance to speak, OR shares their own suggestion	1. Validates the other person AND [Independently gives the other person a chance to speak, OR shares their own suggestion] engages with the suggestions effectively. OR 2. The person immediately suggests a reasonable compromise (eg. Got a mostly or completely for their compromise.)		
Agree on a solution that meets everyone's needs	Provides (or agrees) to a reasonable request that meets both parties needs without pressuring the other or sacrificing one's own needs too much (e.g., "I can finish this up in my room, I guess. That way, the light in my room won't bother you when you try to sleep.")	Refuses to agree on a solution	Pressures the other person to agree to the solution OR Agrees to no change	Agrees on a solution but ends up directly sacrificing their needs in the moment (i.e., it was not a fair solution).	Agrees on a reasonable solution but requires a prompt	Agrees to a fair and balanced suggested compromise in a satisfied manner.		
Notes on out of the ordinary/negative events					**SUM**			0

Usability Results

Measure	1-5 Scale
Ease of Access	4.5
Ease of Use	4.6
Ease in Understanding	4.4
Helpfulness of Videos	3.8
Satisfaction with Content	4.1
Likelihood of Recommendation	4.3
Favorable Depiction of Autism	4.3
Effectiveness in Relationships	3.4
Effectiveness at Work	3.6
Effectiveness in Advocacy	3.4
Usefulness of Sharables	4.1

When asked about which skills they found useful:

- 18% mentioned emotional awareness skills such as body scans

- 20% mentioned skills related to self-advocacy

- Other skills mentioned include: consent and intimacy, navigating burnout, and conflict resolution

Since sharing the materials, have you noticed any changes in your relationships?

- "Yes, they understood my emotional place I was coming from when having arguments."

- "We both try to compromise and understand each other better. I showed some of the sharable videos with my partner."

- "Easier, more understanding, and open communication."

- "Have noticed differences in acceptance and accommodation."

Suggestions for the future

- "I appreciated the law enforcement section. Seeing that expanded or some other professions represented would be cool."

- "Handling extreme conflict."

- "I would love to see more materials on self-advocacy and standing up for yourself in places like work or social situations with acquaintances."

Looking forward

- Completing coding of 330 roleplay recordings

- Quantitative analysis of survey results and observational roleplay data.

- Qualitative analysis

Q&A

Image by Gerd Altmann from Pixabay

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