Young and Enthusiastic *

ICT-based IADL-training

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Background

- Need for more IADL (Instrumental Activities of Daily Living) training than other youths.
- Unclear content and unclear responsibility for training.
- Youths are enthusiastic to ICT.
- Early training in IADL is beneficial for employment.

- Modern ICT is widely used in Norway.
- Education reform: 5th basic skill = digital.

Our focus areas within IADL

1. Management of time
2. Money / personal economy
3. Transportation / mobility
4. Advanced communication
5. Media (including use of ICTs)
6. Household activities / cooking
7. Mastering school and working situations
8. *Social behaviour*

Research goals

1. ICT-based programmes, but for which topics or areas exactly?
2. What can be done on common technology platforms, such as PC or mobile phone?
3. Requirement specifications for IADL-training programmes.

Methods

- IADL-programme survey in Norway
- Literature studies
- Informant interviews
- Expert group recommendations
- Web-based study – challenges and needs
- Group interview with young persons with intellectual disabilities

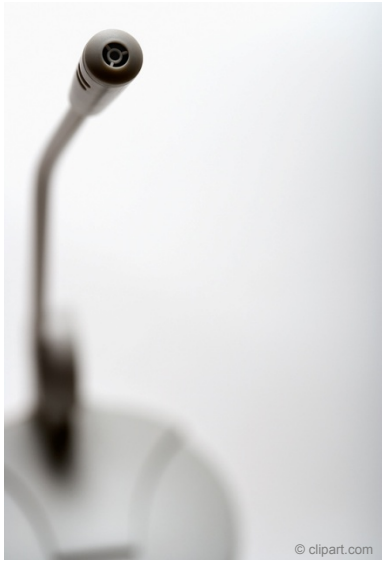
Interviews

People representing:

- Schools at three levels (6-13, 13-16, 16-19 years)
- Parents
- Folk high school
- Adults education
- Sheltered workshops / social enterprises
- Flats for people with intellectual disabilities

What is trained and where?

How is training conducted?



Interview results

- Work leaders think many skills could have been trained earlier.
- There is no standard for IADL-training.
- IADL-training (subjects and amount) is not only dependent on student (and parents), but on views of schools and individual teachers.
- There is little interest in other training in modern ICT than basic PC-training (not in use of mobile phones or digital cameras).
- Children and youths like to use PCs and mobile phones.

ICT-survey – Sources

- Databases for ordinary and special education.
- Websites for producers and importers of special education software.
- Website for adult education.
- Other sources (technical aids, main interest organisation (NFU), exhibition stands etc.

ICT survey – Results (1)

Programmes developed for pupils with intellectual disability:

- A few ones in ordinary subjects.
- Most at a beginner's level.
- Childish graphics.
- Often CDs and higher cost per student than online programmes.

ICT survey – Results (2)

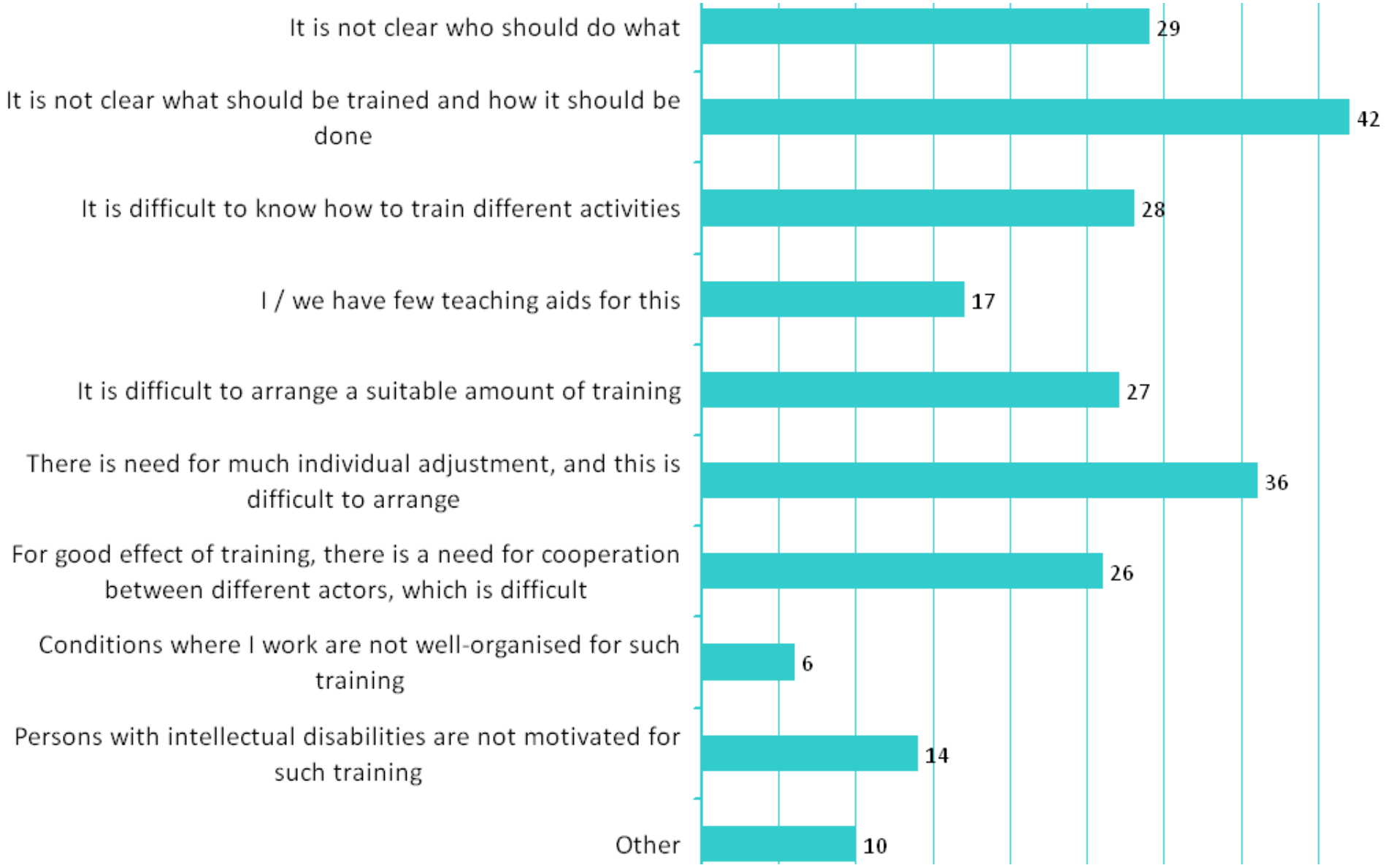
Programmes for mainstream pupils:

- IADL-subjects in programmes covering many more subjects.
- Many programmes for 6-10 years old children contain IADL-subjects such as time, date, money, PC skills at a low level
- Not much focus on each IADL-subject (e.g. clock skills).
- Not as childish as programmes for special education.
- Literacy often assumed.
- The older the target-students, the more complex language and less motivating factors (e.g. cooking, food hygiene, economy).

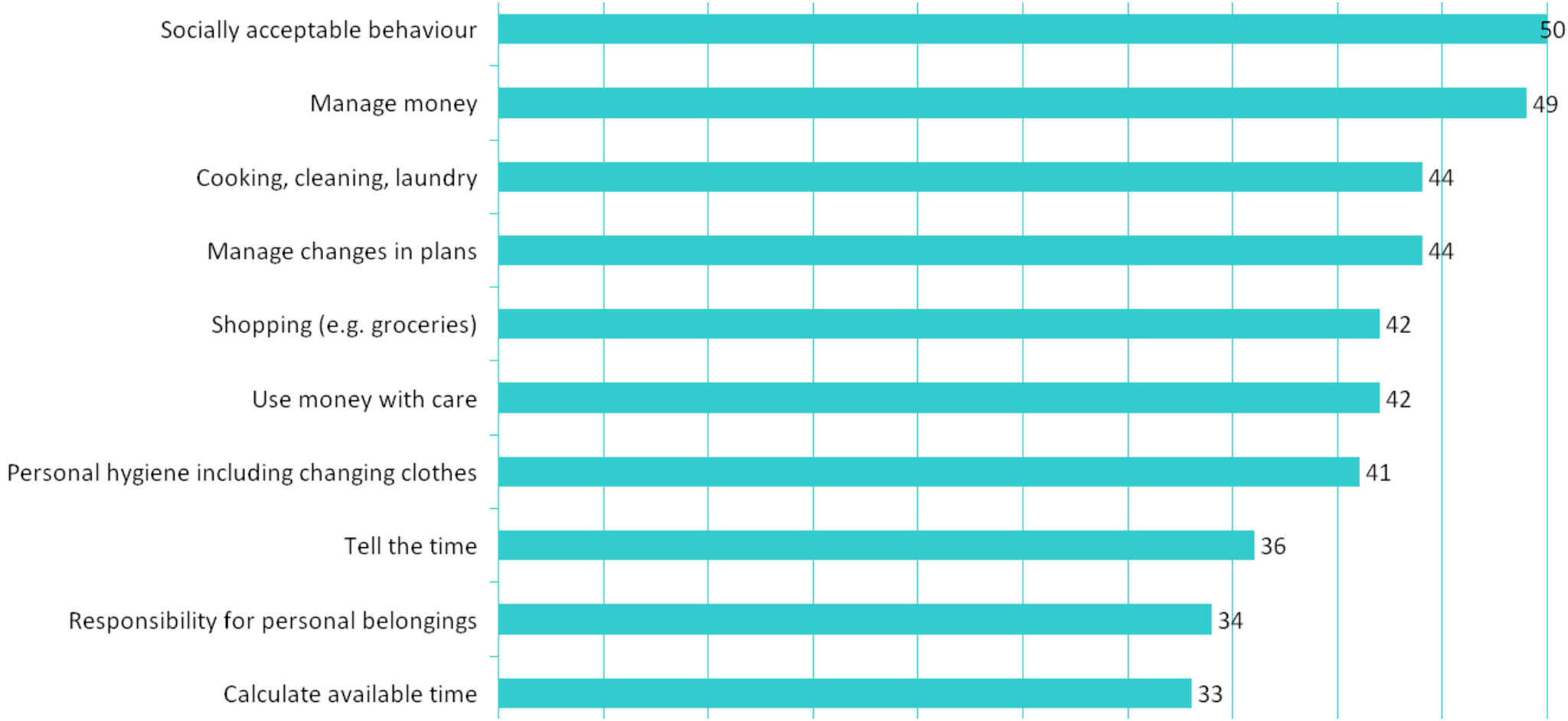
Web-based study

- A survey of challenges in IADL-training.
- Also: The need for training in specific skills.
- Both for parents, carers, and education and work professionals.
- Background for respondents (family, area for professionals, experience from one or more with intellectual disability, level of intellectual disability, what persons with ID were doing).
- 75 respondents, more than half of them parents.
- Many parents were also professionals within relevant areas.
- 95 % thought there are challenges with IADL-training.
- 87 % thought there is a need for more IADL-training than they had experienced so far.

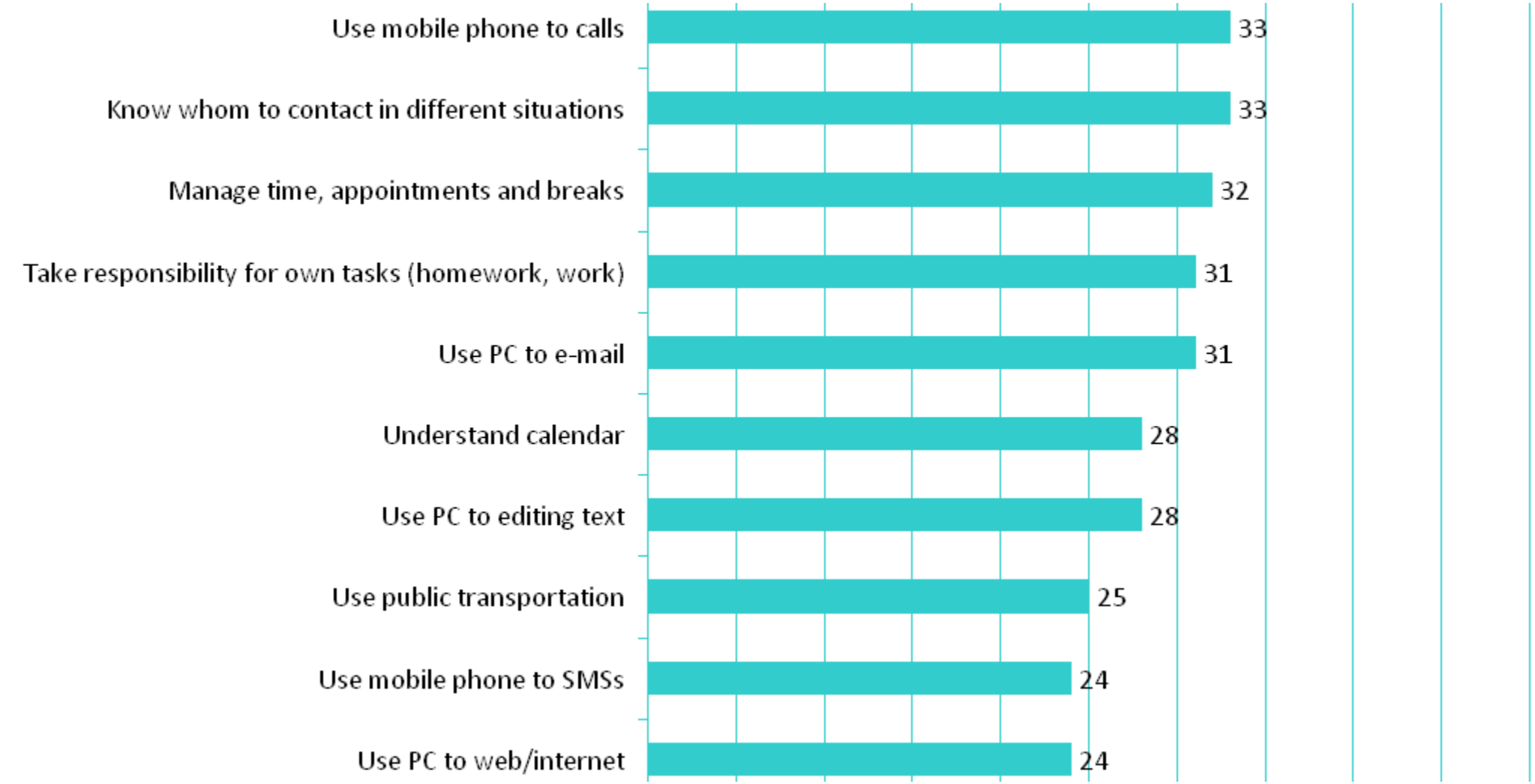
Web-based study – Results; challenges



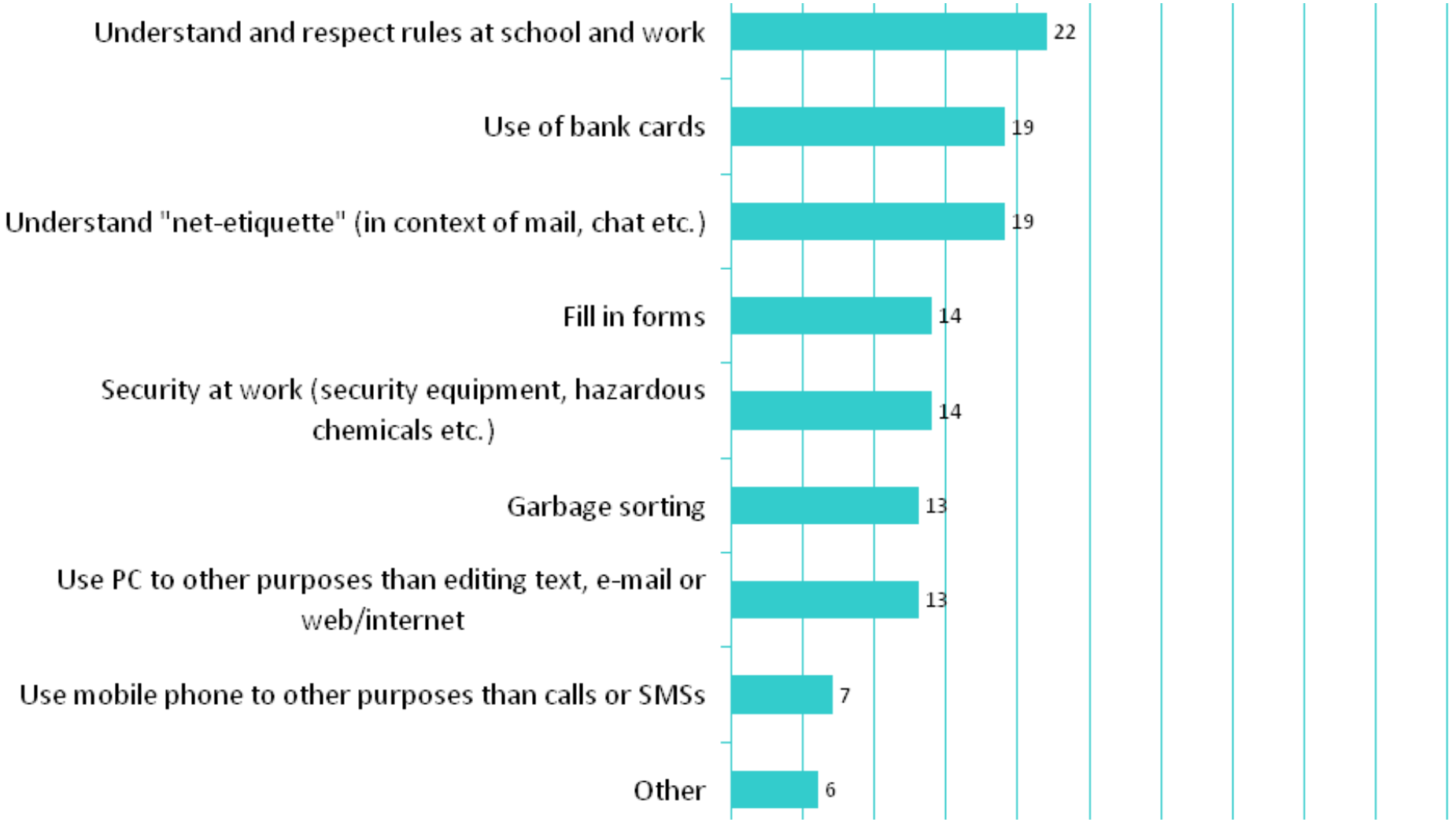
Web-based study – Results; needs for training (1)



Web-based study – Results; needs for training (2)



Web-based study – Results; needs for training (3)



Conclusions

- IADL-training in Norway is not very structured.
- Youths are highly motivated to use PC and mobile phones.
- There are few ICT-based programmes within IADL, suitable for youths with intellectual disability.
- There is a clear need for more IADL-training.

Recommendations

- More structured IADL training.
- Development of age- and capability-adjusted programmes for IADL-training both theoretically, and in real situations with real objects.
- Incorporation of self-produced material (e.g. photos, videos etc.)

Future work

- Development of IADL-training software for PCs and mobile phones.
- Development of guidelines for ICT-related ICT-training for several groups:
  - Parents
  - Teachers
  - Carers and work leaders
  - Pupils themselves

Thank you!