

# Efficacy of a Transitions–Instrumental Activities of Daily Living Program to Improve Client-Centered Goals & Executive Functioning in Adolescents With Disabilities

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**PURPOSE:** Research suggests a need for self-directed Transitions-IADL programs that ease the transition into adulthood for adolescents with disabilities (Anaby et al., 2018; King et al., 2006; Seong et al., 2014; Ullenhag et al., 2020). Limited research exists investigating the efficacy of IADL programs. The purpose of this study was to measure the efficacy of a Transitions-IADL program for adolescents with various disabilities. Research questions asked, Was a Transitions-I-ADL Program effective for improving 1) client-centered IADL goals and 2) executive functioning skills?

## METHOD:

**DESIGN:** Pre-post study Participants: N= 9, ages 13-21 with varying disabilities purposively recruited Instruments: COPM, Demographic survey, daily documentation notes Intervention: 4 wk group program: 3 hrs/day x 5 days/ wk x 4 wks. OT present each hour with co-treatments with SLP and neuropsychology. Interventions focused on IADLs of meal preparation, home management, hobby exploration, job skills training, & transportation Data Analysis: Wilcoxon signed ranks, descriptive statistics, qualitative thematic analysis of daily notes

**RESULTS:** IADL Client-Centered Goals: statistically significant improvements in COPM performance,  $Z(4,5) = -2.023$ ,  $p = .043$  and COPM satisfaction,  $Z(4,5) = -2.023$ ,  $p = .043$  Executive Functioning: staying on topic and problem solving were the most notable executive function improvements

**CONCLUSION/IMPACT:** The findings suggest that the Transitions-IADL program was effective to improve client-centered goals and executive functioning for adolescents within this sample which supports previous literature. This Transitions-IADL program was more varied in its range of activities than in those found in previous literature, which may have led to broader improvements. Though this study yielded positive results, it was limited by sampling and measurement bias. More research is needed to build the evidence base for Transitions-IADL group programming.

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