Today's Presenters

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An important member of our team

Katie Zicarelli, LMSW
Cognitive Behavioral
Interventions Facilitator
Peckham

Intro to Peckham

› Nonprofit community rehabilitation organization providing workforce development and vocational rehabilitation services for people with disabilities and other barriers to employment

› 5 affirmative businesses and more than 30 programs for youth and adults

› Headquartered in Lansing, MI with sites in Battle Creek, Charlotte, Flint & Grand Rapids + Phoenix, AZ and London, KY

Human Services Programs

› Residential

› Youth Services

› Workforce Development

› Vocational Evaluation

› Job Placement

› Organizational Employment

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iStrive Origin

Based on Cognitive-Behavioral Interventions for Offenders Seeking Employment (CBI-EMP) curriculum

CBI-EMP offered to justice involved youth at Peckham since 2019

UCCI and Peckham collaborated to modify the curriculum for people with disabilities and other barriers

iStrive pilot at Peckham Flint location with funding from the Charles Stewart Mott Foundation in 2020-2021

University of
CINCINNATI
CORRECTIONS INSTITUTE

CHARLES STEWART
MOTT FOUNDATION

Program Implementation

GROUP DETAILS

- 10-week curriculum
- 6-8 people per group
- Group meets 2x/week
- Wages paid while in group
- Primarily in-person
- Graduation celebration

RECRUITMENT

- Self-referral
- Case manager referral
- Supervisor referral
- Intake process

STAFFING

- 1 full-time facilitator
- Another staff certified to lead as needed

istrive
Skills for Workplace Success

Numbers Served

70
Total iStrive participants
2020-2022

28
Initial pilot
Flint
2020-2021

21
Lansing
2021-2022

21
Flint
2021-2022

35
MSU Study participants
2022

Key Concepts and Curriculum Overview
Cognitive Behavioral Interventions for People with Employment Barriers

The Four Principles of Cognitive Intervention

Thinking affects behavior

Distorted, unproductive thinking can lead to negative feelings and unproductive behavior

Thinking can be influenced

We can change how we feel and behave by changing what we think

Cognitive Behavioral Interventions

Cognitive

Recognizing and changing what and how people think

Behavioral

Behavioral strategies to learn new skills
- Model
- Practice
- Reinforce

Evidence-informed Curriculum

› Successful employment has far-reaching implications for social and emotional wellbeing, financial health, and social status

› The unemployment rate among people with disabilities is twice the national average

› Cognitive behavioral interventions have a broad evidence base across diverse populations

› Social skill training improves vocational outcomes and quality of life for people with disabilities

Flemming, Fairweather, & Leahy (2013)
Park, Kim & Kim (2016)
Vereenooghe & Landgon, 2013

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Intended Use

› Designed for people with physical, cognitive, behavioral, and socioeconomic challenges who are struggling in the area of employment

› The use of the terms "risk, risky or high risk" within the program refers to a propensity to experience employment difficulties

Curriculum Overview

Module 1:
- Motivational Engagement
- 4 Sessions

Module 2:
- Cognitive Restructuring
- 5 Sessions

Module 3:
- Managing Emotions and Behavior
- Up to 14 Sessions

Module 4:
- Problem Solving
- 4 Sessions

Module 5:
- Success Planning
- 4 Sessions

Social Emotional Skills

› Introduction to Emotion Regulation

› Learning and Using Self Control

› Managing Anger and Hostility

› Managing Rejection and Failure

› Giving and Receiving Feedback

› Dealing with Someone Else's Anger

› Deciding to Say No

› Communicating My Needs

› Identifying My Strengths

› Problem Solving

iStrive Study
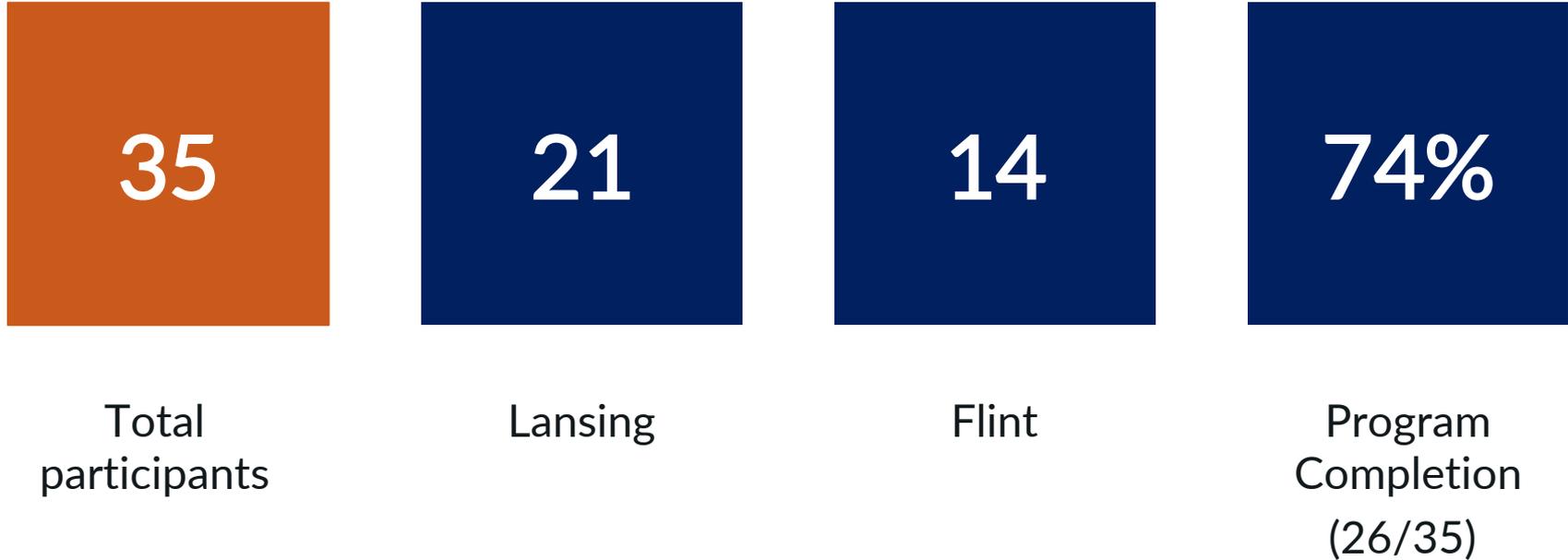
A pilot study with the intention to

› **Establish the feasibility**
- Usability
- Acceptability
- Satisfaction

› **Explore the effect**
- Job satisfaction
- Mental health
- Life satisfaction
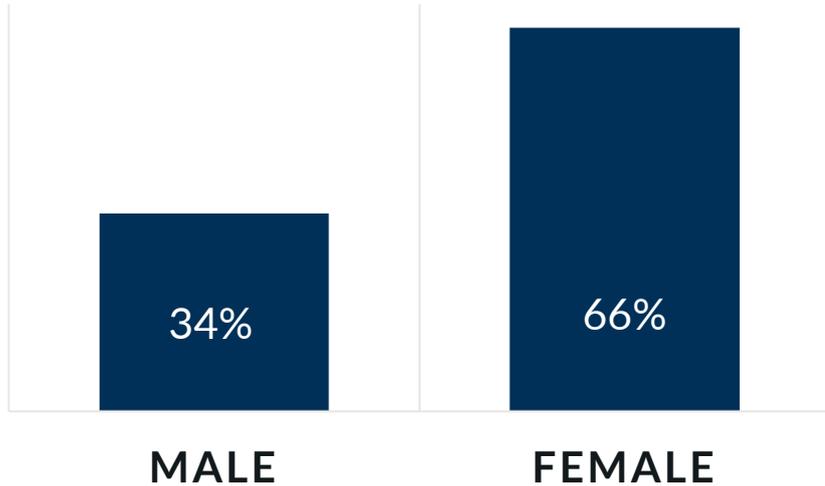- Problem solving skill
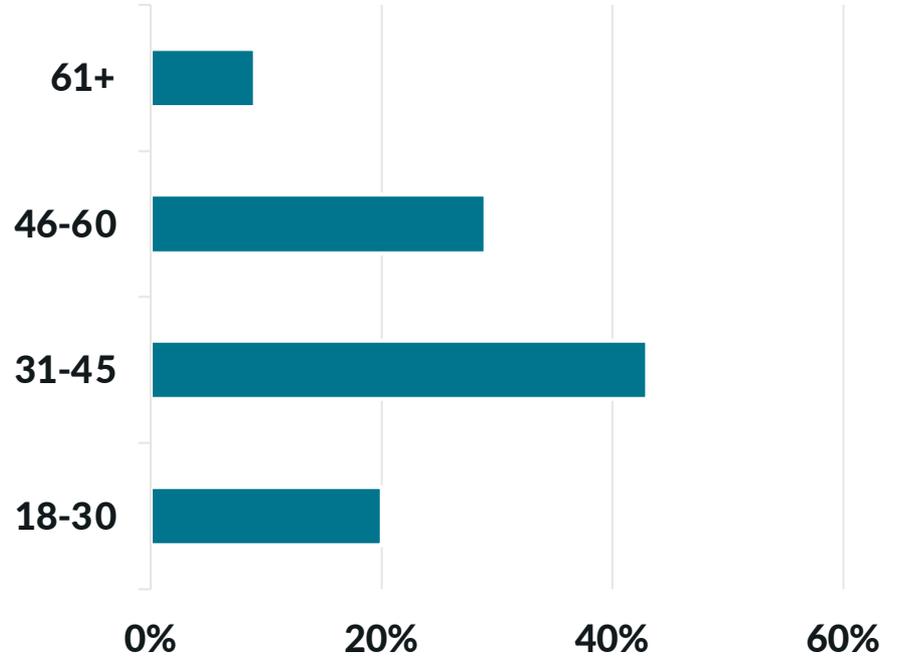- Job self-efficacy
- Work Engagement

Study Participation

35	**21**	**14**	**74%**
Total participants	Lansing	Flint	Program Completion (26/35)

Primary Disability Category

Bar chart showing Primary Disability Category percentages:
- MENTAL ILLNESS: 46%
- PHYSICAL/MEDICAL: 28%
- NO DISABILITY: 14%
- DEVELOPMENTAL...: 9%
- BRAIN INJURY: 3%
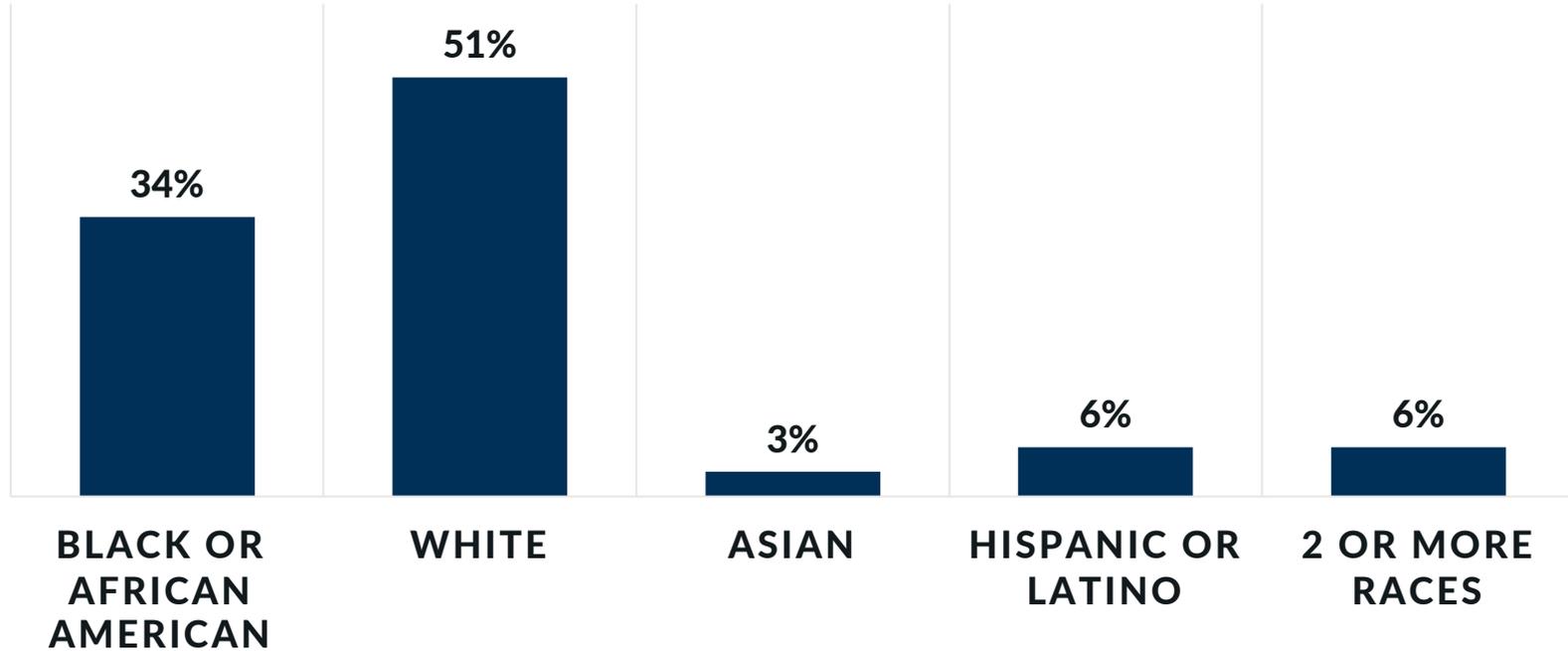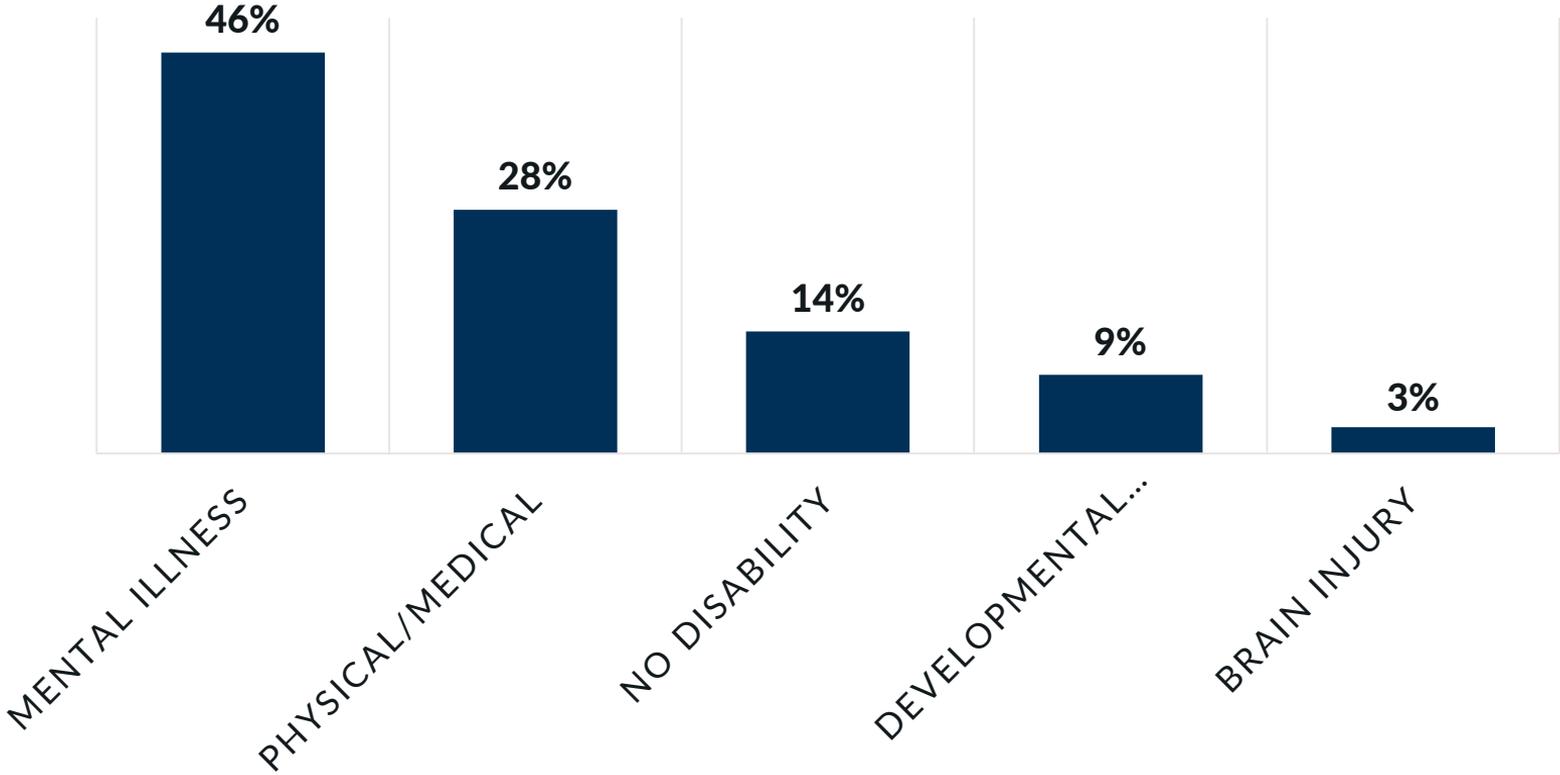
Feasibility Results

| User Rating Profile	M	SD
I was motivated to participate in this program.	4.6	0.516
Each session of the program was implemented within the duration of time as stated.	4.5	0.707
The information and materials covered in this program was appropriate and relevant to employment.	4.7	0.483
The quality of instruction was good.	4.7	0.483
The amount of time required to participate in this program was reasonable.	4.2	1.229
The amount of weekly assignment was reasonable and helpful for my learning.	4.7	0.483
The amount of support I received was adequate for me to participate in the program.	4.6	0.516
The expectation of participating in this program was clear.	4.7	0.675

Feasibility Results Cont.

User Rating Profile	M	SD
The facilitators made the information in this program as interesting as possible.	4.6	0.516
I had positive attitudes about participating in this program.	4.9	0.316
I could easily understand the content covered in this program.	4.5	0.707
I participated in this program with a good deal of enthusiasm.	4.6	0.699
The strategies used for addressing the topics of this program were effective.	4.7	0.483
I have learned new skills through participation in this program.	4.8	0.422
I would be interested in participating in a program similar to this one in the future.	4.8	0.422
Overall, the program is beneficial for me.	4.9	0.316
I would recommend this program to others.	5	0

Qualitative Feedback about Usability
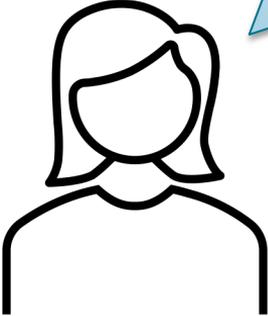
Very useful, for anyone whose not exactly clear on different situations, and different emotions that you can't otherwise express. Also good place to practice problem solving
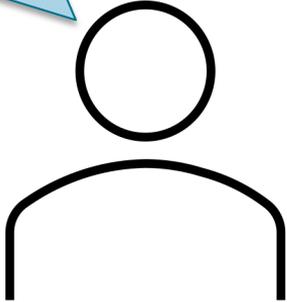
Everyone needs this class. It teaches you to control your anger, realize what you are feeling and how to work through all of it

Efficacy Results

Efficacy Test	Pre-Test		Post-Test		t-test	p	Effect Size
	Mean	SD	Mean	SD			
Job Satisfaction Intangible	41.06	8.23	43.47	5.92	1.19	0.25	0.29
Job Satisfaction tangible	18.44	5.69	19.33	4.92	0.98	0.34	0.23
Patient Health Questionnaire	17.75	7.55	18.38	9.69	0.32	0.76	0.08
Life Satisfaction	13	5.88	13.11	6.92	0.10	0.92	0.02
Personal Problem-Solving Survey	38.56	8.40	41.83	6.13	1.22	0.24	0.29
Job Self-Efficacy	23.11	5.49	24.39	4.45	0.81	0.43	0.19
Work Engagement Vigor	13.17	3.90	13.67	3.97	0.53	0.60	0.13
Work Engagement Dedication	14.24	3.35	14.88	3.28	0.74	0.47	0.18
Work Engagement Absorption	13.65	3.02	14.18	3.81	0.55	0.59	0.13

Efficacy Results

Efficacy Test

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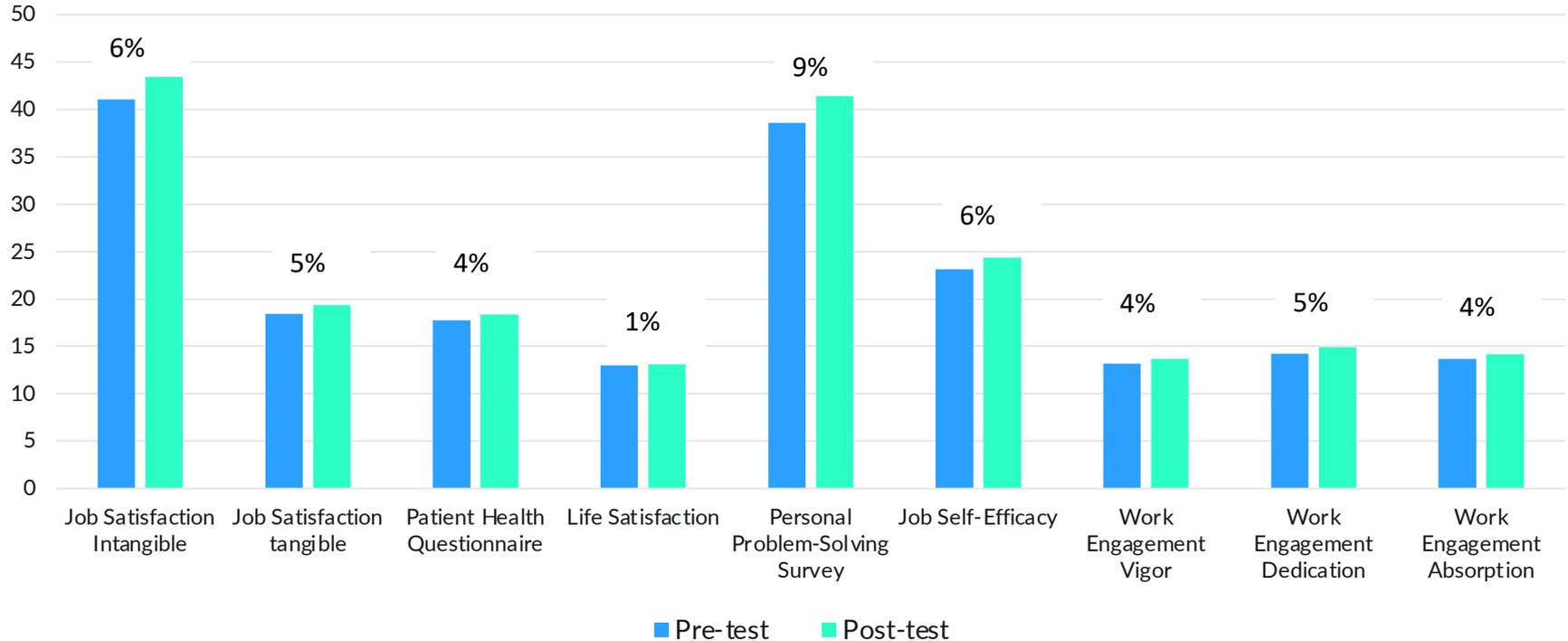
Qualitative Feedback

> It helped me with my anger, help me manage my emotions a lot.

> I learned how to be able to cope with my emotions and how to make decisions with personal things both inside and outside of work.

> This class gave me all the building materials for me to rebuild on my own. It forced me to stop and think before I react and just overall learning to stop and think- and stop and think about the consequences. I never thought about repercussions before.

> This class is good way to work on your responses to many situations.

> It taught me to analyze my behavior and think about how one thing can lead to another.

Conclusion

› Future Implications

› Next steps

Questions?

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