Model Asperger Program Summer 2010 Career Research and Development Program: 
Program Description and Evaluation
Executive Summary

During Summer 2010, the Model Asperger Program (MAP) at Ivymount School piloted the Career Research and Development (CRD) Program to facilitate high school students’ self-determination. The CRD Program was designed to increase students’ self-knowledge, career awareness, and choice-making through both classroom and community-based experiences. Central to the CRD Program was the use of video camera by students and staff to document learning and enable self-reflection. This brief report summarizes program components, evaluation of program effectiveness, and recommendations for program improvement. Findings are based on interviews with key staff as well as student surveys.

Staff evaluations of the 2010 CRD Program were consistently positive. Staff gave high points to all five components of the CRD Program, and identified the following key outcomes:

- **Video Journal** improved self-awareness, ability to give and receive constructive feedback, and use of storyboarding to organize their ideas;
- **Get a Job** exposed students to a variety of job options and workplaces, as well as providing practice with job interviews;
- **SSL Volunteer Site** provided opportunities for students to engage in independent problem solving and social interaction in a real work setting;
- **GQ** (or “Style Preferences”) improved self-presentation skills and awareness of choices, and helped students identify their personal “styles”; and
- **Hang Time** developed students social skills within an unstructured social context.

Staff also generated a number of suggestions for improving the program in future. For example, staff recommended increasing the amount of time allotted to CRD Program activities, integrating the use of video throughout all components of the program, and improving documentation of program outcomes.

Although student evaluations of the program were less uniformly positive, students were most enthusiastic about Video Journal, Get a Job, and Hang Time; and reported learning most from Get a Job, followed by Video Journal. As evidence of students’ improved ability to make choices and assert preferences, almost all generated recommendations for improving the program, including increasing opportunities for field trips and hands-on activities, as well as offering a broader range of job placements.