Beyond Piecework: Employment for Persons with Intellectual and Developmental Disabilities

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Beyond Piecework: Employment for Persons with Intellectual and Developmental Disabilities
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Objectives of Presentation:
At the end of this presentation, the learner will:
- Explain the difference between integrated/ supported and sheltered employment.
- Recognize the importance of integrated/supported employment for individuals with intellectual and developmental disabilities (I/DD).
- Identify interventions supported by evidence within the scope of occupational therapy to increase engagement in integrated/supported employment for individuals with I/DD.
- Discuss ways to apply knowledge of presented evidence to current areas of practice.

PICO:
What types of interventions within occupational therapy practice are effective in increasing integrated/supported work engagement in adults with I/DD?

Methods:
- Databases searched:
  - CINAHL
  - PubMed
  - OT Search
  - Scopus
  - ERIC
  - Cochrane

- Search terms:
  - Population: mental handicap, intellectual disability, developmental disability, cognitive impairment
  - Intervention: occupational therapy, community-based integration, vocation, work ready
  - Outcome: work, work attain, employ, job

- Critique Methods
  - Forms used
    - Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Checklist
    - Law and McDermid’s Appendix M+N
  - Review
    - One primary and one secondary reviewer
    - Discrepancies resolved through peer discussion

- 12 articles found and used for review

Results:

<table>
<thead>
<tr>
<th>Type of Intervention</th>
<th>Implementation</th>
<th>Outcome</th>
</tr>
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<tbody>
<tr>
<td>Assistive Technology</td>
<td>Covert audio coaching: Participants received feedback on their performance. Smartphone: Smartphones provided cues in the form of pictures, sounds, and text.</td>
<td>Participants’ work performance was measured by the quality of work and number of task steps performed correctly.</td>
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<tr>
<td>Choice Making</td>
<td>Participants choose an area of work they wish to pursue and develop goals and an action plan, e.g., Self-Determined Career Model.</td>
<td>Improvement was seen in quality of work and performance with preferred activities</td>
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</tbody>
</table>
Microenterprise | Participants created their own business with supports. Pairing with peers in a natural environment led to improved learning/task execution. | Improvements were seen in quality of life and successful acquisition and generalization of self-employment skills.

For additional information, please contact Kelly Brandwene at kbrandwene@comcast.net

References


