Adolescents and Adults With Developmental Disabilities (AADD): Employment

Special-Interest Group

Overview

Employment is a universal human right and should be the expected outcome for all adolescents and young adults with intellectual and/or developmental disabilities (ID/DD).1,2 Recent social changes and legislation support this right for individuals with ID/DD.2-4

Employment is a “win-win” situation, providing benefits to both the individual with ID/DD, their family, and the community.1 Employed individuals with ID/DD can experience increased economic self-sufficiency and social interactions,1 which may directly or indirectly impact health and quality of life.5 In 2002, only 27% of the ID/DD population reported being employed in any given month, compared with 75% of the general population.6 More recently, 46% of young adults with multiple disabilities reported some form of employment 4 years after graduating from high school.7

Employment of individuals with ID/DD occurs in several forms, including sheltered workshops, segregated day programs, competitive, integrated employment, and self-employment. While sheltered workshops provide employment opportunities to individuals with ID/DD in a protected environment under an institutional program,7 segregated day program employment occurs within a day program. Participants in workshops or day programs often perform piecemeal and/or contract work and too often earn sub-minimum wages.8

Competitive, integrated employment refers to community-based employment opportunities. Employment First1 is a concept and a practice which presupposes that individuals with ID/DD, when given adequate support, can obtain and sustain competitive, integrated employment. In the United States, only 10 states have met the goal of employing at least 33% of individuals with ID/DD in competitive, integrated environments.9 The remaining majority of adults with ID/DD work in sheltered workshops or day programs.10

Self-employment is another option for individuals with ID/DD.11,12 Stemming from economic shifts from manufacturing to technology, information, and service, as well as increasing numbers of individuals
exercising personal choice and self-determination, self-employment numbers will only increase. In select states, assistance with developing and sustaining a small business is provided to individuals with ID/DD. 

While competitive, integrated employment should be the goal for all individuals with ID/DD, several reviews report that nearly 75% of individuals with ID/DD are employed in sheltered workshops or day programs, with only 25% in competitive, integrated settings. Barriers to competitive, integrated employment include:

- Approach of state agencies directing Medicaid services for people with ID/DD
  - Home and Community-Based Service Waiver program reimbursement
  - Lack of participation in work incentives
- Approach of the Community Rehabilitation Providers
  - Attitudes of employer and coworkers, lack of expertise on the part of the employment specialist, and employer time constraints when engaging in the supported employment process
- Collaboration with state vocational rehabilitation agencies
- Community-based non-work activities
- Direct support personnel
  - Staff hiring and retention
  - Lack of resources to provide support and incentives to workers
- Individual and family factors
  - Personal disincentives such as loss of benefits
  - Behavior, attention, and focusing on tasks limiting sustainability of employment

Lack of employment opportunities is a substantial issue among individuals with ID/DD. Physical therapists (PTs) and physical therapy assistants (PTAs), as part of a multidisciplinary team, can play an important role in promoting employment for individuals with ID/DD.

**Role of Physical Therapy**

PTs and PTAs are in a unique position to advocate for individuals with ID/DD at both global and individual levels throughout the lifespan, in various settings, and in an interdisciplinary context. For students with ID/DD who have a school-based Individualized Education Program (IEP), formal transition planning must begin by age 16. This includes, as appropriate, individualized goals related to future independent living, education, and employment.

To foster job success, PTs can assist individuals by doing the following: (1) identifying individualized goals, skills, and potential limitations, (2) customizing practice or actual work environments, (3) training in using appropriate assistive technology, (4) addressing any mobility, self-care, or transportation issues, (5) promoting health and wellness, (6) consulting with family members, teachers, employers, vocational/community rehabilitation providers, and related personnel, and (7) participating in advocacy initiatives. Beneficial models/frameworks that PTs may apply include using the Guide to Physical Therapist Practice, Patient Client Management Model (Examination, Evaluation, Diagnosis, Prognosis, and Plan of Care), and the International Classification of Functioning, Disability, and Health (ICF) Framework. These will incorporate health conditions, body functions and structures, activities, participation, and personal and environmental factors.
Three types of support methods that may enhance and facilitate employment success include environmental, procedural, and natural.\textsuperscript{16,20} Environmental support methods may include physical structures, surroundings, or objects such as automatic door openers, elevators, or signage. Procedural support methods can include individualized actions or activities, such as flextime or other schedule adjustments. Natural support methods can incorporate options readily available to all, such as ride-shares. Therapists may provide input and training throughout any of the 5 supported employment process steps: assessment, planning, job development, job coaching, and long-term support.\textsuperscript{20}

Employers may be eligible for tax benefits related to the cost of accommodations. However, such accommodations are typically inexpensive, with the majority costing less than $500 and many nothing at all.\textsuperscript{21} The US Department of Labor Job Accommodation Network has resources for providers, consumers, and employers regarding job accommodations classified by disability type, occupation, product or service, and topic. To access these resources, visit \url{www.askjan.org/media/index.htm}.

Flexible, individualized, and innovative interdisciplinary services that take into account individual differences (eg, cultural, gender, or abilities) are essential to achieving optimal outcomes throughout the lifespan.\textsuperscript{22-25} Consider the following 2 examples:

**Example 1**
Anita has cerebral palsy (CP) with moderate to severe cognitive and physical limitations. She uses both a reverse-wheeled walker and power wheelchair throughout her high school day, where she receives school-based related services including occupational, speech, and physical therapy. She has 2 jobs, with job coaches for each, 1 shredding paper and 1 at the local public library placing returned books on a conveyor belt.

Given Anita’s motor limitations, the PT has focused on identifying optimal positioning for Anita to work on her shredding tasks. To monitor Anita’s progress over time and consistency from day to day, the job coach tracks how many pages Anita is able to shred during a specified time frame. For Anita’s library job, the PT has worked with Anita on safely navigating her power wheelchair on and off the lift-bus, navigating the ramp to enter the library, accessing public restroom facilities, and positioning herself optimally for job tasks. Throughout each situation, focus remains on incorporating or reinforcing the objectives and goals of the school team, which also include social and language skills. Anita will be graduating next year, and the team is working with identified vocational and community rehabilitation providers to transition her services.

**Example 2**
Tom has Duchenne muscular dystrophy. Throughout his grade and high school years, he received occupational and physical therapy services. When Tom was unable to ambulate after ninth grade, related services focused on optimizing his participation in his regular education and honors classes. Additionally, maximizing self-care skills and mobility with his power wheelchair, creating a home exercise program to optimize motor function and prevent secondary complications, training his assistant, consulting with school personnel, and fostering self-advocacy were major points of focus as Tom prepared to transition to college. There, he majored in journalism and lived in a community designed to foster the independence and success of students with disabilities. He continued to develop his independence and self-advocacy skills in school and community environments with the support of a campus-based PT. Now working as a journalist, Tom takes accessible public transportation to work and
Tom utilizes the outside ramp, automatic doors, and elevator to get to his office. Therapist-guided adaptations at work include flexible work hours, voice-activated software, an adapted workstation to accommodate his power wheelchair, and assistance for meal and toileting needs. Tom receives periodic interdisciplinary follow-up to monitor his condition and address any identified concerns.

Summary
Despite current employment disparities between individuals with and without ID/DD, there is much reason for optimism. Recent national reports call attention to these disparities and serve as a call for change, improvements, and a strategy shift. Employment issues of individuals with ID/DD should be addressed within a broader workforce strategy that integrates benefits equally. At both global and personal levels, PTs and PTAs are uniquely positioned to make a difference in supporting competitive, integrated employment of individuals with ID/DD throughout the lifespan.

Additional Online Resources
- Association of People Supporting Employment First www.apse.org
- Ask JAN (Job Accommodation Network) www.askjan.org
- American Physical Therapy Association www.apta.org
- Disability.gov www.disability.gov/employment
- Disability works www.disabilityworks.org
- Employment and Disability Institute (EDI) at Cornell University www.ilr.cornell.edu/edi/index.cfm
- Employment in the Disability Community www.youtube.com/watch?v=QSwUS117IfQ
- Enable America www.enableamerica.org
- National Collaborative on Workforce and Disability www.ncwd-youth.info/topic/employment
- National Associations of Councils on Developmental Disabilities www.nacdd.org
- Section on Pediatrics: A Component of the American Physical Therapy Association www.pediatricapta.org
- Social Security Administration Ticket to Work Program www.ssa.gov/work/overview.html
- TASH – international leader in disability advocacy www.tash.org
- US Department of Labor, Office of Disability Employment Policy www.dol.gov/odep/

References

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