Occupational Therapists role in supporting Employment

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The Ohio State University
Division of Occupational Therapy
After today you will be able to…

1. Identify the scope of practice of Occupational Therapy in supporting individuals with IDD in employment.

2. Describe how to access occupational therapy services in schools and community settings.

3. List best practices in Occupational Therapy to support employment for those with intellectual disabilities.

4. Use the Occupational Therapy Process to analyze workplace problems.
<table>
<thead>
<tr>
<th>Month</th>
<th>Trainings available at Ohioemploymentfirst.org website</th>
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</thead>
<tbody>
<tr>
<td>June 30, 2014</td>
<td>Task analysis for job coaches</td>
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<tr>
<td>July 21, 2014</td>
<td>Worksite Analysis for job coaches</td>
</tr>
<tr>
<td>August 28, 2014</td>
<td>Tablet Computers and Smartphones as workplace supports</td>
</tr>
<tr>
<td>September 23, 2014</td>
<td>The Role of the Occupational Therapist in supporting employment</td>
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<tr>
<td>October 27, 2014</td>
<td>The Role of Rehab Engineering and the Assistive Technology Center in supporting employment</td>
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<tr>
<td>November 20, 2014</td>
<td>Video Resumes and Professional Portfolios: Presenting Job Seekers in the best light</td>
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<tr>
<td>January 26, 2015</td>
<td>Augmentative Communication Devices as employment supports</td>
</tr>
<tr>
<td>February 26, 2015</td>
<td>Employment supports for those with IDD and Autism.</td>
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<tr>
<td>March 16, 2015</td>
<td>Employment supports for those with Physical or Sensory involvement.</td>
</tr>
<tr>
<td>April 28, 2015</td>
<td>The Job Matching Process</td>
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</table>
Mobile technology as employment supports: The opportunities and challenges of smartphone and tablets.

Dennis Cleary, MS, OTD, OTR/L
The Ohio State University
Division of Occupational Therapy
Handouts

- This Presentation
- Address list for OT and OTA Programs in Ohio
- Transitions Checklist (AOTA)
- OT’s Role in Employment of Young Adults
Free Occupational Therapy Consultation right now… type a question for Stacy!
Background on Employment

• About 3% (9 million people) of the American population lives with an intellectual disability (ID)\(^1\)

• Birth – 21, IDEA – Mandates

<table>
<thead>
<tr>
<th>Postsecondary Outcomes</th>
<th>Intellectual Disabilities</th>
<th>All Disabilities</th>
<th>General Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post HS Education</td>
<td>29%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Post HS Employment</td>
<td>39%</td>
<td>60%</td>
<td>66%</td>
</tr>
</tbody>
</table>

• Total lifetime costs (healthcare, support services, lost productivity) ≥ $1 million per individual with ID\(^3\)

\(^1\) Administration on Intellectual and Developmental Disabilities, 2012
\(^2\) Newman et al., 2011; Bureau of Labor Statistics, 2012
\(^3\) Centers for Disease Control and Prevention, 2006
Importance of Employment

• Work is fundamental to human identity\(^1\)

• Work is closely related to Socioeconomic status \(^2\)
  Quality of Life, \(^3\) and Health \(^4\)

• Work provides structure to view the world and participate in life \(^5\)

\(^1\) Corcoran, 2004
\(^2\) Butterworth et al., 2012
\(^3\) Eggleton et al., 1999
\(^4\) Petrovski & Gleeson, 1997
\(^5\) Daston, Riehle, & Rutkowsi, 2012
Occupational Therapy

- Has a strong history in Employment (1917)
- Roots of the profession are in helping soldiers find meaning and develop employment skills after World Wars I and II
- You are probably most familiar with our role in the schools, county boards, or in industrial rehabilitation programs (FCEs)
What do OTs do?

- Occupational therapists prevent illness, remediate disability, and restore health by enabling participation in meaningful occupations.
“Occupations,”...you mean jobs, right?

- Well...yes and no!
- OTs use the term *occupation* in the following way, occupations are:

  Activities...of everyday life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, to look after themselves or others.
Areas of Occupation

1. Activities of Daily Living
2. Work, Education, & Other Productive Activities
3. Play & Leisure
6400 Occupational Therapists and Occupational Therapy Assistants in Ohio

**OTR/L or OT/L** Occupational Therapist
- Registered/Licensed
- BA, MS, MOT, OTD

**COTA/L or OTA/L** OT Assistant
- Certified/Licensed
- Two year community college degree
- The COTA needs to be supervised by an Occupational Therapist to use the COTA credential or bill for OT services
## OT Graduate School Courses

<table>
<thead>
<tr>
<th>Anatomy</th>
<th>Physiology</th>
<th>Activity Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurology</td>
<td>Motivation</td>
<td>Psychology</td>
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<tr>
<td>Assistive Technology</td>
<td>Business</td>
<td>Lifespan</td>
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<tr>
<td>Assessment</td>
<td>Prosthetics</td>
<td>Supervision</td>
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<tr>
<td>Pediatrics</td>
<td>Medical Terms</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>Splinting</td>
<td>Sensory Systems</td>
<td>Orthotics</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Research</td>
<td>Wheelchairs</td>
</tr>
<tr>
<td>Physical Skills</td>
<td>Medications</td>
<td>Lifestyle Redesign</td>
</tr>
</tbody>
</table>

1100 hours of Supervised Practice

National Certification Examination

State Licensure
Person– Environment – Occupation

- **Person**
  - Teach new skill

- **Environment**
  - Adapt

- **Occupation**
  - Modify the task

Occupational Performance
Typical pattern of OT Intervention for someone with IDD over a lifetime

- Early Intervention
- Pre-School
- Grade school
- Middle School
- High School
- Transition
- Adult

Why OT is less involved in employment

1. Transitions handled by others
2. Occupational Therapy’s role not understood by team
3. Lack of financial resources


O-H-I-O
Approaches used by OT

1. Assess and adapt the environment:
2. Task Analysis: Increase efficiency
4. Functional living skills training: Cooking, hand washing, dressing, work!
5. Physical skills: Strength, coordination
6. Sensory and Sensory motor adaption: Adapt routines, modify environments
How are OT services delivered?

- **Direct services**
  - Evaluation
  - One-on-one, groups

- **Indirect Services (CONSULTATION)**
  - Consulting with Job Coach/Individual
  - Worksite Evaluations and recommendations
  - Staff Training
  - Supervision of OT assistant
  - Monitoring progress

- **TeleHealth!**
Where are services provided?

- Depends on the setting…
  1. On site.
  2. In an Occupational Therapy clinic
  3. TeleHealth (depends on state licensure laws)
Access to an Occupational Therapist in your setting?

1. Public Schools
2. County Board of Developmental Disabilities
3. Community Agency

- OOD Funding
- Waiver Funding
- Personal Health Insurance
- Brown Mackie (Akron)
- Brown Mackie (Findlay)
- Cincinnati State
- **Cleveland State**
- Cuyahoga Community
- EHOVE Adult Career Center
- Kent State (East Liverpool)
- Kent State (Ashtabula)
- **Kettering College**
- Marion Technical College
- North Central State
- Owens Community
- Rhodes State College
- **Shawnee State University**
- Sinclair Community College
- Stark State College
- **The Ohio State University**
- The University of Findlay
- The University of Toledo
- **Xavier University**
- Zane State College

**Scarlett – OTR, Grey - OTA**
Why do you need an Occupational Therapist on your team?
Best Practices in Occupational Therapy to Support Employment

1. Early, paid work experience
2. Individual involvement in transition planning
3. Emphasis on individual’s social competence
4. Development of life skills
5. Use of assistive technology
6. Collaborative interdisciplinary and interagency teamwork

IDEA, 2013; Lieberman, 2002
Self Determination

- Self-determined individuals:
  - Demonstrate self-awareness and self-advocacy
  - Make choices and decisions
  - Problem-solve when issues arise
  - Achieve self-identified goals

- Occupational therapists work with individuals to improve self-determination and self-advocacy skills by using assessments to make the individual and team aware of strengths, weaknesses, goals and needs, as well as providing direct instruction on how to self-advocate

Emphasis on Social Competence

- Social competence: individual’s effectiveness in navigating interpersonal relationships with others at work, school, home, or in public situations
- Subjective in nature, and changes given the context
- Social demands can be complicated and overwhelming for individuals with disabilities, who are less likely to have the opportunities learn, practice, and develop social competence

Orsmond, Shattuck, Cooper, Sterzing, & Anderson, 2013; Reichow & Volkmar, 2010
Emphasis on Social Competence

- Evidence suggests that those with higher level social skills are more likely to be employed

- Occupational therapists work with clients to improve their social skills through:
  1. Direct instruction
     - Includes training in various communication devices
  2. Peer awareness
     - Peer mentoring and positive peer pressure
  3. Involvement and accommodation
  4. Positive climate of integration and encouragement
     - Emphasis on inclusion in businesses and other organizations

Development of Life Skills

- Life skills curriculum is designed to facilitate the development of skills that are necessary for success in adult life; designed as an alternative to traditional academic curriculum
  - Acceptability of this as a valid curricular choice varies due to possible violations of federal guidelines (IDEA 2004, NCLB 2001)
  - Important option for individuals in transition, especially those whose primary target is employment and not education

- Considerations for occupational therapists
  1. ALL individuals must learn and master independent living skills
  2. Functional life skills curriculum is a legitimate option
  3. Functional curriculum may be more appropriate than an academic curriculum for some individuals
  4. Use of assistive technologies may prove beneficial in promoting independence and can contribute to the functional curriculum

Bouck, 2013
Use of Assistive Technology

- Assistive technology can foster participation
- Commercially available technology very useful in supporting individuals in transition; can be customized to meet an individual’s needs
- Tablets and smartphones are used by those with and without disabilities; these are tools of inclusion
  - Supports for academics and competitive employment
Smartphones and Tablets!
Previous Presentations: Ohioemploymentfirst.org

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Assessments

- **AIR Self-Determination Assessment**
  - American Institutes for Research and Columbia University

- **ARC Self-determination scales**
  - And Procedural Guide

- **FATCAT** Dr. Tony Gentry
  - Functional Assessment Tool for Cognitive Assistive Technology
  - Virginia Commonwealth University

- **Bright Futures Service Menu**
  - Dr. Deborah Davidson
OT in Work

- Learn about skills for jobs I am interested in
- Create a resume
- Apply for jobs
- Volunteer for community agencies
- Learn about work habits and attitudes for keeping a job
- Practice the speaking skills for a job interview
- Explore different careers based on my interests, goals, and abilities
- Receive support or coaching on the job or volunteer site
- Have a consultant to work with my employer
- Start my own business
- Learn about workplace accommodations and/or job task modifications
OT in Education

- Organize my academic or work life
- Choose a course of study and/or institution
- Establish study habits needed for college
- Follow a schedule or routine
- Increase computer, email, or technology skills
- Use the internet to find information
- Use a planner or calendar to stay organized
- Better coordinate my educational services/ accommodations
- Find a peer mentor at my school
- Establish a transition plan for leaving or entering school
OT in Living Skills

- Create a routine for daily living
- Live on my own
- Improve my self care or personal hygiene
- Use a bank account, budget, and pay bills
- Take care of my home (chores, minor repairs, etc.)
- Do my own laundry
- Manage my own medicines
- Cook my own hot meals
- Use public transportation
- Learn to drive
- Plan a week of meals
- Work on childcare, pet care, or care of others
OT in Personal Health & Wellness

- Make healthier food choices
- Learn about energy conservation
- Establish an exercise routine
- Set goals for myself
- Find a doctor who takes care of my health needs
- Find a lawyer to assist with long term planning or guardianship
- Find a counselor to help with my mental health needs
- Learn about how to disclose my disability in different situations (work, school, personal)
“Does the job require…”

“How often does…”

“Can you…”

“Is the person able to…”
Work Oriented

- Things
- Physical tasks
- Physical demands
- Bending and twisting
- Weeding a garden

Worker Oriented

- Physical Skills
  - Flexibility
  - Bending over
  - Repeatedly
  - 1 hour

Concept credit: Personnel Systems & Technologies Corporation
**Work Oriented**
- Things
- Physical tasks
- Physical demands
- Bending and twisting
- Weeding a garden

**Work: People**

**Worker Oriented**
- Physical Skills
  - Flexibility
  - Bending over
  - Repeatedly
  - 1 hour
Work: People

Task Abilities

Task Preferences

Physical Environment

Social Environment

Things

Physical tasks

Physical demands

Bending and twisting

Weeding a garden

Physical Skills

Flexibility

Bending over

Repeatedly

1 hour
Novel Approach for Job Matching

- Systematic
- Data – driven
- Analytical

Our long-term goal is to improve employment outcomes for individuals with disabilities through systematic assessment and intervention techniques.
How Can OT help?
OT Intervention

1. What does the employee need to learn, or what must change to encourage success?
2. Which Strategies will facilitate learning?
3. Who is needed to accomplish this?
4. **How Should intervention be provided?**
   - Direct Service, Consultation, Staff training
5. Which Methods will I use to translate my knowledge to others?
# Strategies and Methods of OT Intervention

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<td>3. Encouragement</td>
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<td>4. Help w/ Perspective</td>
<td>4. Provide Resources</td>
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<td>5. Change Schedule</td>
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OT Intervention Strategies

1. Teach New Skill
2. New Equipment
3. Modify Environment
4. Help w/ Perspective
5. Change Schedule
OT Intervention Methods

1. Modeling
2. Direct Instruction
3. Encouragement
4. Providing Resources
Stages of Consultation

1. **Entry** – aim for equity, realize agendas
2. **Issue Definition** – you are a visitor, the problem is different to each person
3. **Recommendations more likely followed**
   - It is easy and convenient
   - Minimal interruption to the schedule
   - The level of effort is ‘doable’
   - They understand the ‘Why’
   - It is effective
4. **Concluding** – did it work? Are Revisions needed?

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For Questions about this or to register for future presentations
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For Occupational Therapy CEU’s please contact
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References


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