

OCCUPATIONS OF YOUNG ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Kimberley Persons, DHS, OTR/L



Literature Review

Quality of Life

- Young adults with IDD are less likely to be:
 - Employed
 - Enrolled in postsecondary education
 - Have positive friendships
 - Engage in social experiences
 - Engage in leisure pursuits

Family Perspective

- Family members feel unrepresented in transition planning
- Family members would like more educational opportunities
- Limited options for individuals after secondary education



Study Design

Sample

- Young adults ages 18-25 with a diagnosis of IDD
- Excluding those who are currently in secondary education
- Recruitment through community agency partners

Measures

- Researcher-developed survey
- 14 question non-standardized questionnaire

Procedure

- Received IRB approval
- Questionnaires were administered at the community agencies
- When needed, assistance was provided to the participants to read the questionnaire or record response

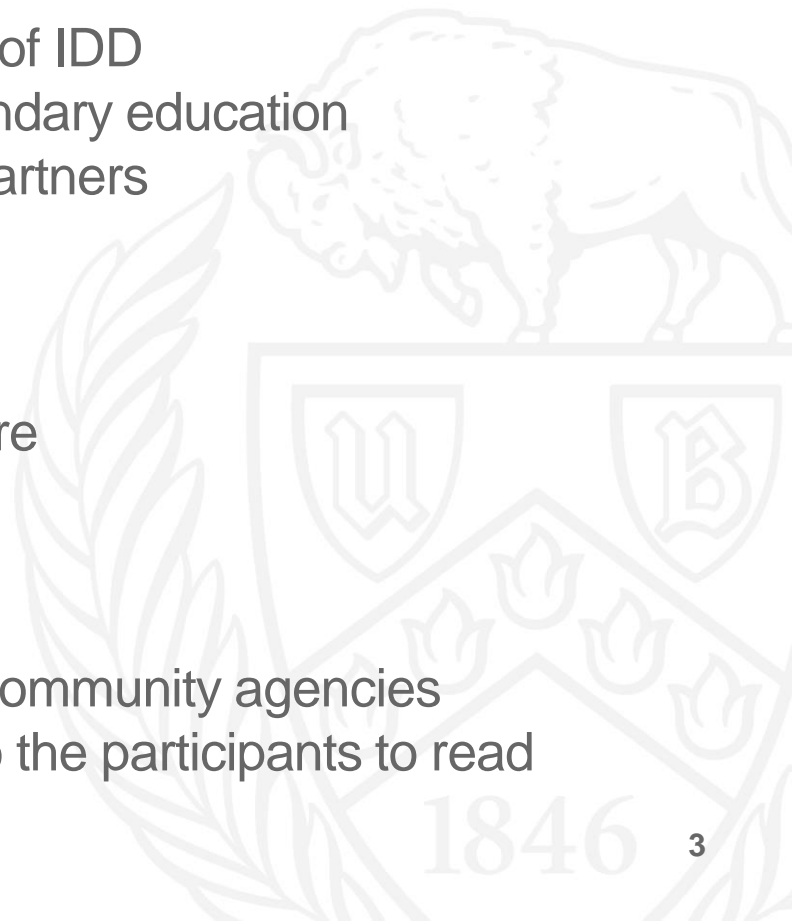
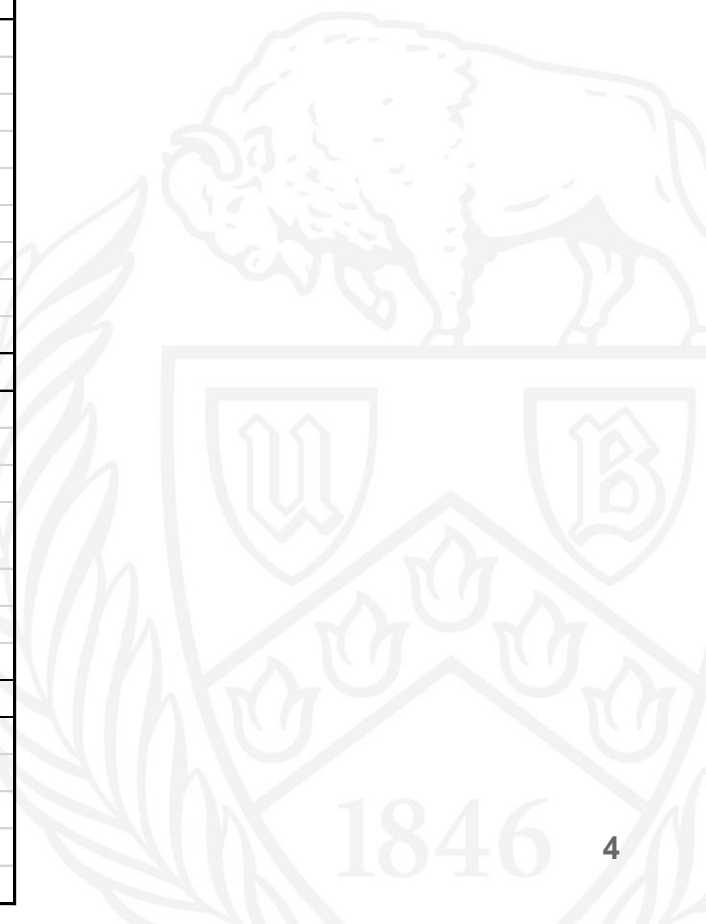
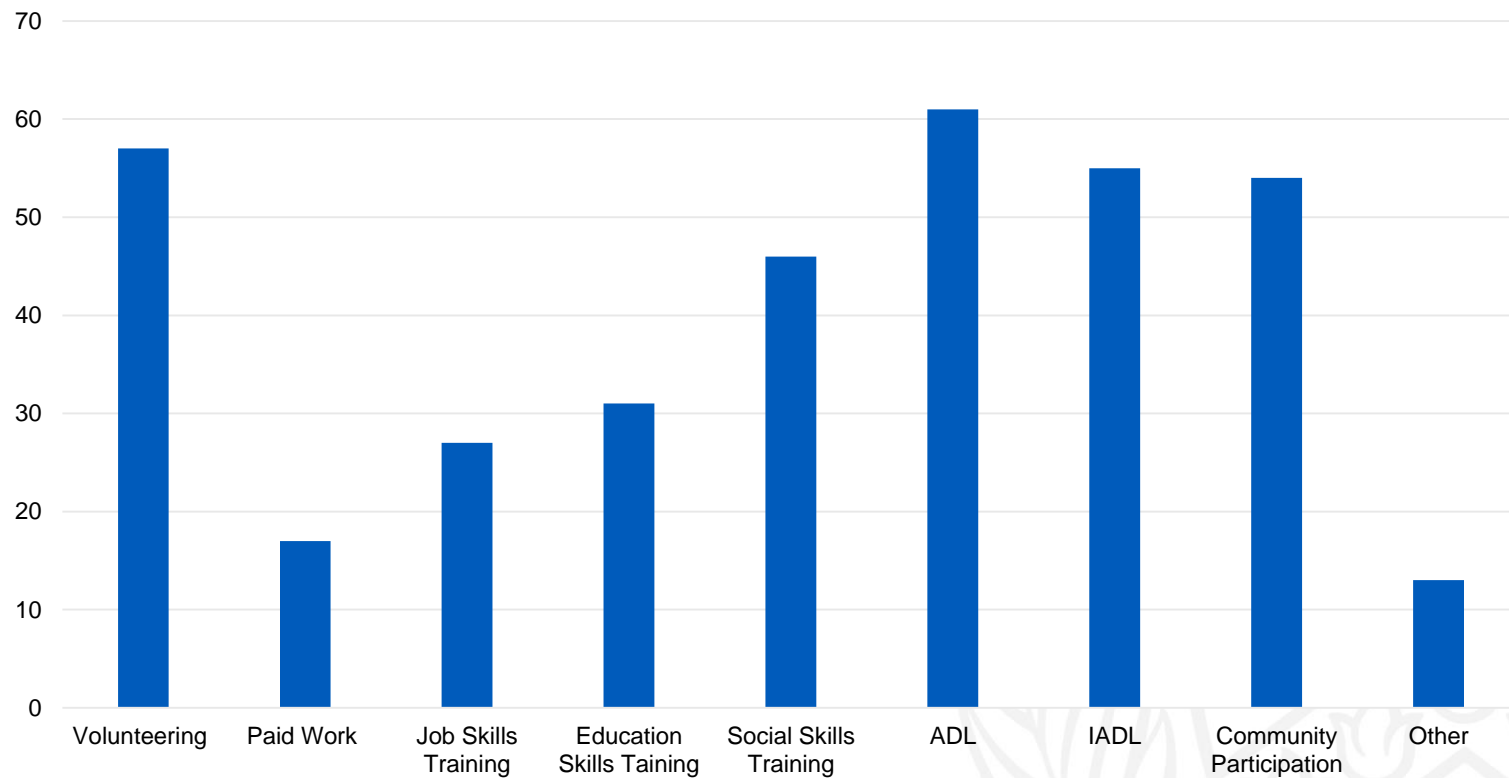


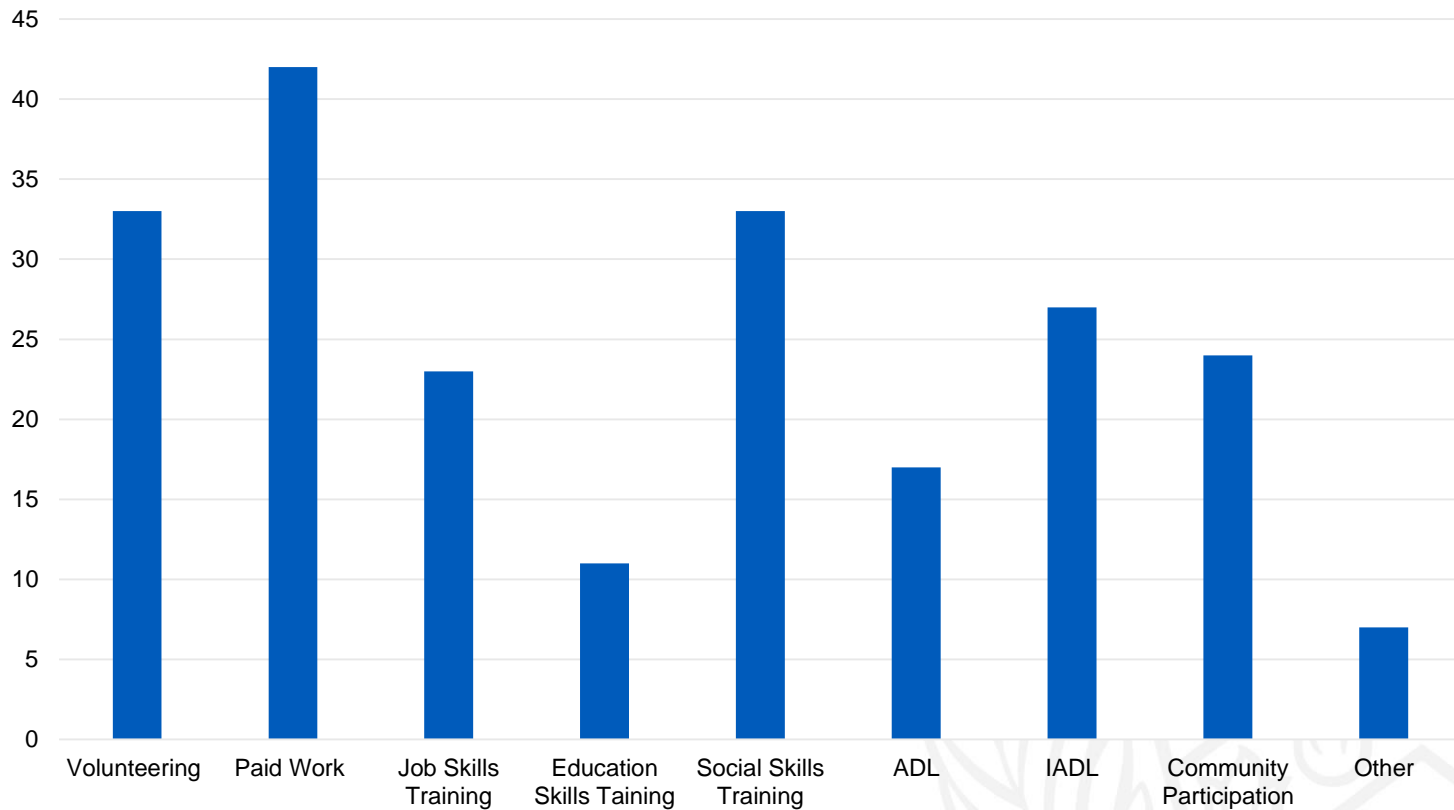
Table 1	
Demographics n=73	
Average Age	22.17
Gender	
Male	35 (47.9%)
Female	34 (46.5%)
Prefer not to specify	4(5.4%)
Diagnosis	
Mental Illness	4 (5.4%)
Cerebral Palsy	3 (4.1%)
Autism Spectrum Disorder	5 (6.8%)
Down Syndrome	11 (15.0%)
Brain Injury	2 (2.7%)
Learning Disability	15 (20.5%)
Intellectual Disability	3 (4.1%)
Other	4 (5.5%)
No Response/Unknown	26(35.6%)
Race/Ethnicity	
White/Caucasian	57 (78.0%)
Black/African American	4 (5.5%)
American/Alaskan Indian	1 (1.4%)
Native Hawaiian/Pacific Islander	1 (1.4%)
Hispanic/Latino	3 (4.1%)
Other	4 (5.5%)
No response	3 (4.1%)
Living Status	
Parent/Guardian	63 (86.3%)
Apartment Alone	1 (1.4%)
Apartment with Roommates	2 (2.7%)
Group home	6(8.2%)
Other	1 (1.4%)



Current Occupations



Desired Occupations



Discussion

- Many individuals aspire to meet new role expectations while transitioning into adulthood.
- Individuals want to participate in more occupations than they are currently engaged.
- While parents focus on post-secondary education; this was not a focus of these individuals.
- Both current research and our findings demonstrate a desire for engagement in daily activities including cooking, money management, and paid work.
- Practitioners will be able to advocate with the individuals for resource development related to their interests.

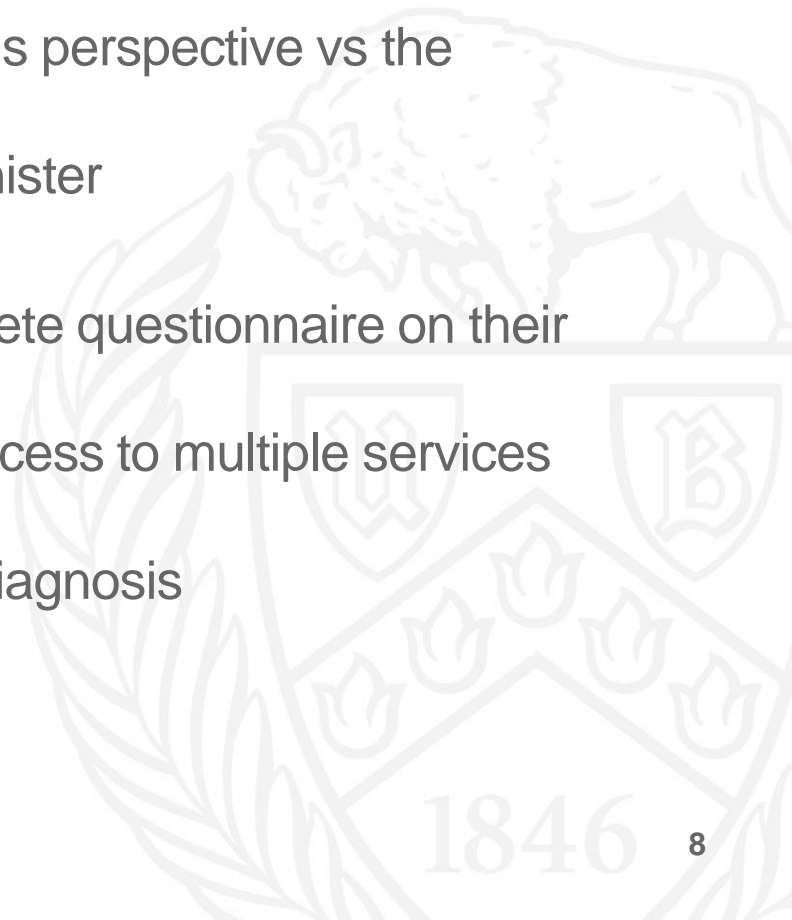
Discussion

Strengths

- We obtained our data from the individual's perspective vs the perspective of their parents or caregivers
- Questionnaire is short and easy to administer

Limitations

- Some individuals were not able to complete questionnaire on their own
- Most of our sample may already have access to multiple services that are available
- Most individuals unable to identify their diagnosis



Conclusion

- The perspective of young adults with IDD has not previously been explored in regard to transitioning post-secondary education and the burden then falls on the caregiver and parents.
- The results of this study suggest that these individuals are aware of the programs and occupations they want to participate in and opens up new opportunities for OTs to provide services related to employment, independent living, and community integration to allow individuals to be productive members of society.

References

- Burchardt, T. (2004). Aiming high: the educational and occupational aspirations and of young disabled people. *Support for Learning, 19*(4), 181-186. doi:10.1111/j.0268-2141.2004.00345.x
- Davies, M., & Beamish, W. (2009) Transitions from school for young adults with intellectual disability: Parental perspectives on “life as an adjustment”. *Journal of Intellectual & Developmental Disability, 34*, 248-257. doi: 10.1080/13668250903103676
- Hart, D., Grigal, M., Sax, C., Martinez, D., & Will, M. (2006). Post secondary education options for students with intellectual disabilities. *Research to Practice, 45*, 1-4.
- Henninger, N., & Lounds Taylor, J. (2014). Family perspectives on a successful transition to adulthood for individuals with disabilities. *Intellectual & Developmental Disabilities, 52*(2), 98-111. doi:10.1352/1934-9556-52.2.98
- Raphael, D. (2006). Social determinants of health: Present status, unanswered questions, and future directions. *International Journal of Health Services, 36*(4), 651-677. doi: 10.2190/3MW4-1EK3-DGRQ-2CRF
- Stancliffe, R. J., Ticha, R., Larson, S. A., Hewitt, A. S., & Nord, D. (2015). Responsiveness to self-report interview questions by adults with intellectual and developmental disability. *Intellectual and Developmental Disabilities, 53*(3), 163-181.

THANK YOU

Kimberley Persons, DHS, OTR/L
kpersons@buffalo.edu

