Community Participation in Young Adults with Intellectual and Developmental Disability

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Objectives

– Describe existing conceptual models of community participation

– Describe the value and role of occupation in promoting community participation

– Describe a model of community participation for young adults with intellectual and developmental disability (IDD)

– Identify applications of the new model of community participation
Background

Adults with IDD are:

- Residing in communities at highest historical numbers
- More socially isolated
- Less engaged in communities than peers with and without disabilities
- Deprived of the health and social benefits of participation

Minimal focus on young adults with IDD

(Bigby, 2008; Larson, Jallas-Muchow, Hewitt, Pettingell, & Anderson, 2014; Verdonschot, de Witte, Reichrath, Buntinx, & Curfs, 2009)
• Participation is impacted by environmental and individual factors
• Success is determined by individual’s feelings of competence and belonging
Occupation

Literature Review
• Presence of an integrating activity
• Doing Activity/Initiating Involvement

(Craig & Bigby, 2015; Mahoney, Roberts, Bryze, & Kent, 2016)

Qualitative Study
• Presence of an activity
  – P2: Participates in his family community by “doing like chores around the house.”
  – P3: Involved with her community of friends by stating that they “see movies or go to lunch or going to a movie” together.
Conceptual Model
Implications for Practice

- Community participation included in treatment planning
- Advocate for decreasing barriers and increasing opportunities in the context
- Focus on occupational engagement to increase self-perception of community participation
  - Support self-assessment and skill development as needed
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