Key to Effective Job Matching for Individuals with Intellectual Disabilities

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Background

• Individuals with disabilities are employed at significantly lower rates than individuals without disabilities1. In 2015, 65.0% of individuals without disabilities were employed compared to only 17.5% of those with disabilities.2
• Researchers have found strong links between employment of individuals with disabilities and health3 and quality of life.4
• 39% of young people with disabilities are employed immediately after high school, but only 22.9% of aging adults with intellectual disabilities are employed.5 This indicates that most young adults with ID fail to maintain or reacquire employment as they age.
• There is currently no systematic procedure for matching the worker’s abilities, interests, and the job demands into an effective decision making process to place individuals with disabilities into long-term employment.

Job Matching

• Job matching is defined as “the collaborative, data-based decision-making process used by transition teams to determine the best fit between an individual’s abilities and preference and the job’s environmental and occupational demands”6,7
• There are many types of data that key stakeholders use to inform their decisions about job matching, but these methods vary widely by setting.8
• In order to develop and implement reliable mechanisms for systematically matching individuals with disabilities to work, current job placement practices must be understood in greater depth.
• The following research questions were pursued:
  o What are the current factors that support successful job matches/placements for individuals with intellectual and developmental disabilities?
  o What are the current factors that bar successful job matches/placements for individuals with intellectual and developmental disabilities?

Methods

Study Design: Mixed Methods Sequential Explanatory Matrix

Participants and Setting: All key stakeholders involved in the job matching process:
• Individuals with disabilities who are seeking employment or are already employed
• Key stakeholders, including family and professionals who have over 1 year of experience in transition

Results

Demographic Data
• 192 participants contributed data to phase 1 of the study
  o 90.4% white
  o 83.7% female
  o 93.7% were teachers with an average of 10.73 years of experience
  o 4 focus groups contributed data to phase 2 of the study
  o Group 1: 7 professionals
  o Group 2: 6 postsecondary students with IDD
  o Group 3: 5 secondary students with IDD
  o Group 4: 2 secondary students with IDD

Thematic Structure
• After a thorough analysis of focus group transcripts and narrative data, the research team identified 7 themes that act as barriers and/or supports to the job matching process.
  o The worker and the job are the primary predictors of the quality of the job match.
    o The worker is further influenced by his/her skills and abilities, behaviors, attitude toward employment, and family support.
    o The job is further influenced by the company’s prior experience with disability, the workplace culture, and job availability.
  o The relationship between the worker, job, and quality of the job match is mediated by service providers, resources, expectations, and transportation.

Discussion

Significant Findings
• The worker and the job itself are the most direct predictors of the quality of a job match. However, this relationship is moderated by service providers, resources, expectations, and transportation.
• Factors that predominantly support a job match include the worker’s skills and abilities, a positive attitude toward employment, well-trained service providers, and on-site job training.
• Factors that predominantly act as barriers to a job match include the worker’s behaviors, lack of family support, transportation, and the job market.
• Further research in this area needs to be done in order to establish a systematic procedure for placing individuals with IDD into long-term, community-based employment.

References and Resources


Resources:
• For a digital copy of this poster, visit go.osu.edu/adultlab
• To access the VFA, visit vocfit.com