Responding to their voice: The needs of postsecondary students with intellectual and/or developmental disabilities

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Understanding the Balance: Needs, Supports, Services

Students with disabilities
- Support services for LD and ADHD
- Eligibility vs. Entitlement

Students with IDD
- Highest unemployment rate
- Limited opportunities for PSE
- Historical marginalization

References: 1, 3, 4, and 5
Problem in Practice

Low Adaptive Behavior Skills
- Life skills
- Social-emotional skills
- Transportation and community access

Low Academic Readiness Skills
- Executive function skills
- Basic reading and writing
- Self-Determination

Occupational Therapy
- Inconsistent service in secondary setting
- Adaptive behaviors under scope of practice

Benefits and Concerns
- Potential 73% increase in pay
- Community integration and inclusion
- 230% Increase in students with autism entering college by 2023

References: 3, 4, 5, 6, 8, and 9
Purpose of Research

- Identified specific areas of need for students with intellectual and/or developmental disabilities.

- Identified areas of need that fell within the scope of occupational therapy.
Methodology

- Vineland
- Document review
- Class observations
- Interviews
  - Instructors
  - Students
  - Parent/guardian
  - OT
Findings

Persisting low adaptive skills
- Safety, transportation, daily care, home management, social participation, organization, task comprehension

Unfamiliarity with OT
- Confusion over role and purpose
- Seen as unhelpful when only consult

OT requires a systems change
- K12 system OT to serve secondary students for adaptive behavior skills
- Transition services for students to continue to develop skills

Hope for the future
- Desire for independence from parents
- Want a life like everyone else including a good job
Creo en tu mente!
References


