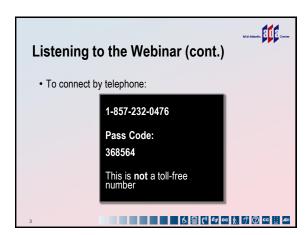
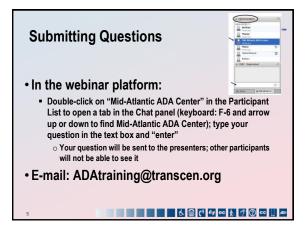
# Strategies for Effective Interaction with People with Intellectual Disabilities will begin at 2 pm EST. While you are waiting, take a moment to become a part of the nationwide celebration and recommitment to the ADA. Using your smart phone, tablet, or computer and visit ADAanniversary.org Join others in their commitment for another 25 years... and beyond!





# Captioning Real-time captioning is provided; open the window by selecting the "cc" icon in the Audio & Video panel • You can re-size the captioning window, change the font size, and save the transcript



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### **Archive**



- This webinar is being recorded and can be accessed within a few business days
- You will receive an email with information on accessing the archive

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- Please consult the reminder email you received about this session for instructions on obtaining a certificate of participation for this webinar.
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 Requests for continuing education credits must be received by 12:00 PM EDT March 5, 2015



## Strategies for Effective Interaction with People with Intellectual Disabilities



Mid-Atlantic Center

Presented by:

### Today's presenter:

Amy Dwyre D'Agati Senior Associate at TransCen, Inc.,









### A Social View of Employment

### Why we work



- Describes who we are
- Gives us status in the community
- Social connections
- ⇒ Gives us economic power
- Gives us more independence

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### What jobs mean in our society

### Why everyone wants and deserves a job



- Image enhancement
- Create or support socially valued roles for people
- Competency enhancement
- Provides dignity, respect, acceptance,
- a sense of belonging
- Opportunities to have a voice and participate in one's community

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## What is an Intellectual Disability (ID)? A person with an ID is affected in the areas of intellectual functioning (intelligence) and adaptive behavior Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. Adaptive behavior is the collection of conceptional, social, and practical skills that are learned and performed by people in their everyday lives. Conceptual skills—language and literacy; money, time, and number concepts; and self-direction. Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.

Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.



Please recognize that no 2 people with an ID are the same – just as no 2 redheads are the same, no 2 teenagers are the same, or no 2 people from Kentucky are the same!



Communication strategies are important in any workplace, for all employees.

This is no different for people with intellectual disabilities

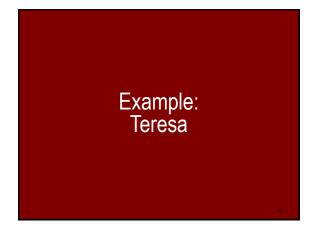


## There are two main goals of Workplace Communication:

- A. To get the job done
- B. To fit in

In my experience, the more common reason that people with intellectual disabilities lose their jobs is their *inability to fit in* 

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## All workplaces have their own distinct Communication Culture

The 4 main components that determine effectiveness are:

- Consistency
- Clear Direction
- Accountability
- Capacity

Insider's Link to Productivity, March 201



These components can become that much more important when working with a person with an ID

- Don't assume someone will 'catch on'
- Practice might be needed, and may take longer

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### CONSISTENCY

No conflicting messages; source of message remains the same

### **Getting the Job Done**

### Fitting In

- Same instructions are given each time
- each timeOne main mentor or supervisor gives instructions
- Tasks are taught in the exact place where they will be expected to perform the task (skill transference difficult)
- · Routines are maintained
- · No change in body language
- Facilitated inclusion in rituals (ordering lunch on Fridays, bringing in cream for coffee, etc.)

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### **CLEAR DIRECTION**

Goals and outcomes outlined; hierarchy clear

### **Getting the Job Done**

### Fitting In

- Instructions need to be concrete and repeated
- Show end product first and use as a guide
- Everyone says the same thing
- · Model expected behavior
- Be wary of subtle relationship differences within a body of co-workers – its natural, but confusing for someone with an ID
- Clear instructions for all social events

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### Accountability

People held responsible for their actions and words

### **Getting the Job Done**

### Fitting In

- Make it easy to ask for help when it is needed
- Extra training/monitoring in the beginning
- Make consequences clear
- Have same consequences for all employees
- Guide appropriate social behavior – what is accepted and not accepted within the work culture
- Explain consequences of negative social behavior, that EVERYONE experiences
- Make it easy for someone to ask/assign a 'social mentor'

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### Capacity

All feel accepted and respected

### **Getting the Job Done**

### Fitting In

- Include the worker with an ID in decision-making
- Give the worker with an ID a role within a team – one that matches their skill level, talent, or capacity to add value
- Include the worker with an ID into culture – inside jokes, history
- Assign the worker with an ID a social 'job' or role (hands out the white elephant gift at the holiday party...presents a coworker with an award, etc.)

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For anyone starting a new job, it is important that personality and communication styles match the environment and workplace culture

In the right setting, ASSETS SHINE







Match the jobseeker skills, talents, and personality to the workplace where value will be added and they can 'fit in' Prepare the jobseeker with an ID – work on self-advocacy skills,

social skills, etc.

or changes in tasks

Role of the Employment Consultant

After Placement:

Facilitate natural supports (on the job - job skills, facilitate relationships; and off - travel training, additional skill development off-site, counseling)

Offer support to the supervisor and co-workers

Observe employee on the job and surroundings and make recommendations to the supervisor about new tasks

Provide supports while maintaining the typical job training/orientation for that company



Role of the Employer

Before Placement:

Assess jobseeker's personality and style for a match within your business

Match a current employee as a mentor for training purposes

Understand the role of the Employment Consultant and how best to utilize her/his skills

Put the jobseeker through the same process you would for any other new hire, with the recognition that supports might be needed or they might do things slightly differently Make clear your needs and expectations







## Interview with Meghan Jones Office Assistant with the Mid-Atlantic ADA Information Center Rockville, MD



- Use the Employment Consultant as your guide for working best with the new employee.
- Treat an employee with an ID as you would any employee in terms of praise and promotion as well as reprimands and dismissal



## Contact Us • ADA questions - ADA National Network • 1-800-949-4232 V/TTY • www.adata.org • Questions about this presentation - Mid-Atlantic ADA Center • 1-800-949-4232 V/TTY (DC, DE, MD, PA, VA, WV) • 301-217-0124 local • www.adainfo.org

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## **Certificates of Participation**

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Thank you for joining us!	