**Beyond Piecework: Employment for Persons with Intellectual and Developmental Disabilities**
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**Objectives of Presentation:**
At the end of this presentation, the learner will:
- Explain the difference between integrated/ supported and sheltered employment.
- Recognize the importance of integrated/supported employment for individuals with intellectual and developmental disabilities (I/DD).
- Identify interventions supported by evidence within the scope of occupational therapy to increase engagement in integrated/supported employment for individuals with I/DD.
- Discuss ways to apply knowledge of presented evidence to current areas of practice.

**PICO:**
What types of interventions within occupational therapy practice are effective in increasing integrated/supported work engagement in adults with I/DD?

**Methods:**
- Databases searched:
    - CINAHL
    - PubMed
    - OT Search
    - Scopus
    - ERIC
    - Cochrane

- Search terms:
    - Population: mental handicap, intellectual disability, developmental disability, cognitive impairment
    - Intervention: occupational therapy, community-based integration, vocation, work ready
    - Outcome: work, work attain, employ, job

- Critique Methods
    - Forms used
        - Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Checklist
        - Law and McDermid's Appendix M+N
    - Review
        - One primary and one secondary reviewer
        - Discrepancies resolved through peer discussion
- 12 articles found and used for review

**Results:**

| Type of Intervention | Implementation | Outcome |
|---|---|---|
| Assistive Technology | Covert audio coaching: Participants received feedback on their performance.<br><br>Smartphone: Smartphones provided cues in the form of pictures, sounds, and text. | Participants' work performance was measured by the quality of work and number of task steps performed correctly. |
| Choice Making | Participants choose an area of work they wish to pursue and develop goals and an action plan, e.g., Self-Determined Career Model. | Improvement was seen in quality of work and performance with preferred activities |

| Microenterprise | Participants created their own business with supports. Pairing with peers in a natural environment led to improved learning/task execution. | Improvements were seen in quality of life and successful acquisition and generalization of self-employment skills. |
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