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Work Participation Interventions for Individuals with Disabilities: An Evidence-Based Practice Project

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Work Participation Interventions for
Individuals with Disabilities:
An Evidence-Based Practice Project

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Introduction

Evidence Based Practice

Evidence based practice is defined as the integration of knowledge from professional and clinical expertise, patient/client unique values and circumstances, and best research evidence (Straus, Richardson, Glasziou, & Haynes, 2005). The EBP courses in the St. Catherine University occupational therapy programs emphasizes skill building in finding, analyzing, and synthesizing research.

A definition of Evidence-Based Practice (EBP)



(Straus, Richardson, Glasziou & Haynes, 2005)



The EBP Project

Occupational therapy graduate students at St. Catherine University complete an EBP project in partial fulfillment of the requirements for a course on Evidence-Based Practice.

The EBP Process

- Begins with a practice dilemma
- Dilemma is framed as an EBP question and PICO
P (population/problem) I (intervention) C (comparison group) O (outcome(s) of interest)
- Background learning
- Search for the best evidence
- Initial appraisal and critical appraisal of the evidence
- Summary of themes from the evidence
- Recommendations for practice
- Next steps – implementation in practice

Six EBP Projects: Disability and Participation

1. Environmental barriers to participation
2. Attitudes of health professionals toward individuals with disabilities
3. Perspectives on participation by individuals with disabilities
4. Assessments of participation and environment
5. Interventions and programs that support social and community participation
6. Interventions and programs that support work participation

EBP Practice Dilemma: Disability and Participation***EBP Case Related to Disability and Participation***

The overall focus on disability and participation was chosen because of July 26, 2020 was the 30th anniversary of the Americans with Disabilities Act (ADA). President George H.W. Bush stated that “The American people have once again given clear expression to our most basic ideals of freedom and equality...[The ADA] promises to open up all aspects of American life to individuals with disabilities -- employment opportunities, government services, public accommodations, transportation, and telecommunications...This legislation is comprehensive because the barriers faced by individuals with disabilities are wide-ranging.” (National Archives, 1990).

Although progress has been made in many areas, there are still substantial barriers to full inclusion for individuals with disabilities. In order to advance full inclusion for individuals with disabilities, occupational therapy practitioners need evidence regarding the needs, opportunities, and barriers that remain. Disability and participation was a particularly challenging topic for the EBP projects for several reasons. First, most of the literature is interdisciplinary and so it required looking for resources outside of occupational therapy for evidence. Second, the literature on disability and participation is still emerging. There are quite a few gaps in research that still need to be addressed. Third, this topic required students to be open to critiques of healthcare and social programs. Six groups of students in the Fall 2020 Evidence-Based Practice course explored a topic related to disability and participation.

Background Information on Disability and Participation

An EBP project always begins with background learning on definitions and key characteristics. Disability has been defined as “a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment” (U.S. Department of Justice, 2020, <https://www.ada.gov/cguide.htm>) and “any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity

limitation) and interact with the world around them (participation restrictions)” (Centers for Disease Control and Prevention, 2020). Disability includes impairments associated with vision, movement, thinking, remembering, learning, communicating, hearing, mental health, and social relationships (Centers for Disease Control and Prevention, 2020).

Our understanding of participation is still in the early stages. A basic definition of participation is “involvement in life situations, which includes being autonomous to some extent or being able to control [one's] own life, even if one is not actually doing things themselves” (Perenboom et al., 2003). The characteristics of participation from the perspective of individuals with disabilities include (Hammel et al., 2008):

- Meaningful engagement
- Choice and control
- Access and opportunity
- Personal and social responsibility
- Social inclusion and membership
- Having an impact

Healthy People 2030 has identified health goals for the US population. One goal is to “improve health and well-being in people with disabilities” by “helping people with disabilities get the support and services they need — at home, work, school, and in the health care system” (Office of Disease Prevention and Health Promotion, Office of the Assistant Secretary for Health, Office of the Secretary, U.S. Department of Health and Human Services., 2020).

The American Occupational Therapy Association (AOTA) and other occupational therapy organizations provide general resources on disability and participation. For example, AOTA has special interest sections (e.g., Work and Industry, Rehab and Disability), official documents (e.g., AOTA’s Societal Statement on Livable Communities, 2016), and professional networks (e.g., Network of Occupational Therapy Practitioners with Disabilities and Their Supporters), and special issues of professional journals.

Because most health professions do not have specific educational standards related to disabilities, the Alliance for Disability in Health Care Education proposed six core competency areas that all health professions should address in their curricula (Alliance for Disability in Health Care Education, 2019):

- Contextual and conceptual frameworks on disability
- Professionalism and patient-centered care
- Legal obligations and responsibilities for caring for patients with disabilities
- Teams and systems-based practice
- Clinical assessment
- Clinical care over the lifespan and during transitions

Appraisals of Best Evidence, Themes, and Recommendations

After searching and finding evidence available from library databases and alternative sources, students conducted an initial appraisal to evaluate the quality and relevance of the evidence and select the best research for further review. Then they conducted critical appraisals of the best formal reviews of primary research (e.g., systematic reviews, meta-analyses) and/or primary/original research studies. One of the steps in the CAP process is to evaluate the strength or level of the research design and the types of conclusions that are possible from each design.

Initial Appraisal

- Quality of the evidence
 - type of evidence and research design
 - investigator qualifications and journal/publication/website
 - journal/publication/website
- Relevance of the evidence

Critical Appraisal

- Appraisal of methods, results, and implications
- Classification of type of research study
 - Reviews of primary research (e.g., systematic reviews, meta-analyses)
 - Qualitative studies
 - Psychometric studies
 - Primary quantitative research studies
 - Level 1: randomized controlled trials
 - Level 2: two groups, nonrandomized/cohort and case control
 - Level 3: nonrandomized, pretest/posttest and cross-sectional
 - Level 4: single subject
 - Level 5: case report

After completing initial and critical appraisals, themes are summarized related to the EBP question and other findings that emerged from the evidence. Recommendations for practice and reflection on participating in an EBP project are identified in the conclusions.

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EBP Question

What are the characteristics of interventions, programs, and services that are effective in supporting work participation for individuals with disabilities and their employers?

Executive Summary

Minnesota Occupational Therapy Association Continuing Education Presentation

Disability & Participation: Characteristics of Interventions, Programs, and Services Effective in Supporting Work Participation for Individuals with Disabilities and Their Employers

Tina B. Dalki, Maureen C. Doran, Taylor P. King,
Paige M. Loy, Alex W. Manos, Mia R. Massaro,
Emily M. Medcalf, & Alexis M. Walsh

EBP Question

What are the characteristics of interventions, programs, and services that are effective in supporting work participation for individuals with disabilities and their employers?

Background Learning

- Importance of individualized perspective (World Health Organization, n.d.)
- Limited engagement and participation (Lee & Murrells, 2015)
- Need for employment customization (Job Accommodation Network, 2015)
- Reducing employer stigma (Byland et al., 2010)

Examples of Evidence Resources

Governmental and Major Foundations

- Centers for Disease Control and Prevention: Disability and Health Promotion
- Individuals with Disabilities Education Act (IDEA)

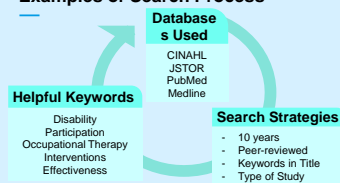
Interprofessional Journals, Databases, Organizations

- Journal of Vocational Rehabilitation
- American Psychological Association

Occupational Therapy Specific Resources

- The American Journal of Occupational Therapy
- Journal of Occupational Rehabilitation

Examples of Search Process



Initial Appraisal of Best Evidence

- 18 Primary Research Studies
- 17 Reviews of Primary Research
- 0 Conceptual/Theoretical Articles

Overview of Critical Appraisals of Best Evidence

Primary Research

- Empowering individuals with psychiatric disabilities to work: Results of a randomized trial (Massaro et al., 2018)
- Working well with a disability: Health promotion as a means to employment (Tyson et al., 2012)
- Promoting school to work transition for students with emotional/behavioral disorders (Nischajog & Schneider, 2014)

Overview of Critical Appraisals of Best Evidence

Reviews of Primary Research

- Effectiveness and characteristics of interventions to improve work participation in adults with chronic physical conditions: A systematic review (Voths et al., 2020)
- Systematic review of instructional methods to teach employment skills to secondary students with intellectual disabilities (Gleason et al., 2017)
- Evidence-based interventions for increasing work participation for persons with various disabilities: A systematic review (Smith et al., 2016)
- Occupational therapy interventions for employment and education for adults with serious mental illness: A systematic review (Adelman & Lapedis, 2011)
- Effective interventions in teaching employment skills to individuals with developmental disabilities: A single-case meta-analysis (Baker et al., 2018)

Critical Appraisals 1 & 2:

Evidence-based interventions for increasing work participation for persons with various disabilities: A systematic review (Bosch et al., 2016)

- Which interventions are effective in increasing work participation?
- Peer mentoring, job coaching, assistive technology, and custom work accommodations (tailored to the clients' needs)

Working well with a disability: Health promotion as a means to employment (Spaan et al., 2012)

- Does a pilot health-promotion program improve health and employment outcomes for adults with physical disabilities in vocational rehab settings?
- Less limitations from secondary conditions- lowered pain, anxiety, depression & sleep issues--> better employment outcomes

Critical Appraisals 3 & 4:

Systematic review of instructional methods to teach employment skills to secondary students with intellectual disabilities (Gibson et al., 2017)

- What are the most effective educational methods to prepare students with IDD for work?
- Tailored to the individual, taught in community setting, teaches a variety of vocational skills

Effectiveness and characteristics of interventions to improve work participation in adults with chronic physical conditions: A systematic review (Vervoort et al., 2020)

- What interventions are effective at increasing work participation in individuals with disabilities?
- Work participation is improved in individuals with disabilities through the use of multiple interventions

Critical Appraisals 5 & 6:

Empowering individuals with psychiatric disabilities to work: Results from a randomized trial (Russett et al., 2016)

- What characteristics of Vocational Empowerment Photovoice (VEP) intervention are effective in supporting work participation for individuals with disabilities?
- VEP intervention outcomes: empower individuals; increase engagement, interest, and self-efficacy; reduce level of the internalized stigma; increase work-related outcomes.

Occupational therapy interventions for employment and education for adults with serious mental illness: A systematic review (Johansen & Logsdon, 2011)

- Are intervention programs and services effective in improving participation and employment outcomes for individuals with a mental health disability?
- Effective interventions: programs paired with cognitive, social skills training, or interventions specific to environmental cognitive supports.

Critical Appraisals 7 & 8

Effective interventions in teaching employment skills to individuals with developmental disabilities: A single-case meta-analysis (Bosch et al., 2016)

- What are effective interventions for building employment-related skills for individuals with developmental disabilities?
- Video-modeling interventions effective for building employment-related skills

Promoting school to work transition for students with emotional/behavioral disorders (Bouchard & Scheraga, 2016)

- What characteristics of a school to work transition program help support participation of individuals with emotional/behavioral disorders?
- Critical for students to start at an early age, get the families involved, identify intrinsic motivators, and provide school-based learning along with volunteer and employment experiences in the community

Theme 1: Transition Services that Support Employment

Employment for individuals with disabilities is effectively supported through transition services.

- Importance of early intervention (Burke-Miller et al., 2012; Gibson et al., 2017)
 - Individuals with Disabilities Education Act (IDEA)
- School and community based environment (Gibson et al., 2017; Park et al., 2016; Nochiaki & Schaefer, 2016)
 - Progression through phases
 - Hands on experience
- Variety of instructional methods (Bosch et al., 2016; Gibson et al., 2017; Lindsay et al., 2016)
 - Mentorship
 - Video-modeling

Theme 2: Education and Training Skills for Employment

Education and training skills programs support work participation in individuals.

- Vocational empowerment photovoice (Russett et al., 2016)
- Supported employment (Smith et al., 2016; Arnesen & Logsdon, 2011; Oronnell et al., 2013)
- Supported Education (Johansen & Logsdon 2011; Nayak et al., 2016)
- Vocational Rehabilitation (Vervoort et al., 2020; Spaan et al., 2012; Smith et al., 2016; Gibson et al., 2017)

- Video modeling (Boles et al., 2010; Diarranidou et al., 2018; Walsh et al., 2015).
- Vocational Empowerment Photovoice (Russanova et al., 2015)
- Apps (Smith, 2016)
- Workplace environment (Ellenkamp et al., 2016; Traneman et al., 2014)

- **Assistive technology** (Damianidou et al., 2018; Boles et al., 2019; Raskinova et al., 2018)
- **Behavior change interventions, programs, and services for mental, physical, and chronic disabilities** (Arborelius & Logsdon, 2011; Liu et al., 2013; Nochajski & Schweitzer, 2014; Isen et al., 2012; Verhoeve et al., 2020)

- A multitude of interventions have evidence to support their success
- Common themes: transition services, education and training services, assistive technology and environmental modification, and the need for further research
- Need for research within field of OT
- Reduce stigma and increase employee participation

[illegible][illegible]

Themes

Introduction

Individuals with disabilities experience barriers towards participation in daily life activities, specifically in work environments. Four main themes of interventions were identified to support employment and participation of individuals with disabilities. These themes include transition services to support employment, education and training vocational skills, assistive technology and environmental modifications, as well as the need for further research.

Transition Services to Support Employment

Employment for individuals with disabilities is effectively supported through transition services. Transition services aim to prepare secondary education aged students for success in an employment setting. These services are necessary because there is a gap between individuals with disabilities and their typically developing peers, in employment readiness skills (Lindsay et al., 2015). Students with emotional behavioral disorders may have difficulties with knowledge acquisition, social skills, self-regulation and other skills important for success in the workforce (Nochajski & Schweitzer, 2014). Considering the challenges that individuals with disabilities face, early intervention is necessary for preparing them to be successful in the workplace. The Individuals with Disabilities Education Act (IDEA) enforces the implementation of transition services into Individualized Education Programs (IEP), beginning at the age of 14 to encourage participation in employment following graduation (Gilson et al., 2017; IDEA, 2019). A longitudinal study of individuals with severe mental illness found a stronger effect of supported employment in successful employment outcomes for youth and young adults (18-30) than older adults (>30) (Burke-Miller et al., 2012). Evidence from these studies supports the early

intervention of transition services for youth and young adults due to the effectiveness of targeting specific age groups.

Characteristics of transition services vary in their settings and intervention techniques. A demonstration project of transitional services for adolescents with emotional behavioral disorders found that a four phase transition program was beneficial for successful employment (Nochajski & Schweitzer, 2014). The four phases tracked a student's progression from school based learning, to community involvement, to a paid employment opportunity, and finally resulting in full time employment (Nochajski & Schweitzer, 2014). Transition services specifically incorporate school-based vocational skill learning as well as community-based training to prepare individuals for successful employment. In a meta-analysis, transition services that are implemented in a school setting have stronger effects on social skills training for students with intellectual disabilities and emotional behavioral disorders, as opposed to other environments (Park et al., 2016). Transition services may include community-based instruction. In the systematic review by Gilson et al., community-based instruction interventions emphasized hands-on-experience and specific vocational skills, allowing for successful transition into the workforce for individuals with intellectual and developmental disabilities (2017). While transitional services can be implemented in various settings, they may also use a variety of instructional methods to develop employment-related skills. One instructional technique that has been researched is the use of mentorship in supporting students in transitional programs. A systematic review of mentorship programs for youth and young adults found positive effects in employment outcomes of students who had a mentor through their transition to post-secondary education and employment (Lindsay et al., 2016). Another evidence-based instructional method incorporated into transitional services for individuals with disabilities aged 16 to 21, was the use

of video-modeling for developing employment-related skills (Boles et. al., 2019). It should be noted that a combination of instructional methods and settings appeared to have positive effects in employment outcomes (Gilson et. al., 2017).

Education and Training Skills for Employment

Education and training skills programs appear to be effective interventions at increasing work participation in individuals. This review took into account studies regarding vocational rehabilitation, supported employment, and educational programs related to work participation. The populations and intervention methods varied across the research included in this review. Many conditions were selected as the focus for education and training programs including psychiatric disabilities (Rusinova et al., 2018; Smith et al., 2016; Arbesman & Logsdon 2011; Noyes et al., 2018), spinal cord injury (Ottomaneli, et al., 2013), chronic disabilities (Verhoef et al., 2020), and physical disabilities (Ipsen et al., 2012; Smith et al., 2016). Effective intervention programs included vocational empowerment photovoice intervention (Rusinova et al., 2018), supported employment programs (Smith et al., 2016; Arbesman & Logsdon, 2011, Ottomaneli et al., 2013), supported education programs (Arbesman & Logsdon 2011; Noyes et al., 2018), and vocational rehabilitation services (Verhoef et al., 2020; Ipsen et al., 2012; Smith et al., 2016; Gilson et al., 2017). A randomized controlled trial of a vocational empowerment photovoice (VEP) intervention for individuals with psychiatric disabilities found the intervention to have significant improvements in intrinsic work outcomes, self-efficacy, and participation (Rusinova et al., 2018).

Supported employment is defined as programs and services that aid individuals with a disability in competitive job settings through continued services with a goal of increased participation (Department of Vocational Rehabilitation, n.d.). Systematic reviews have shown

supported employment programs are effective strategies for increasing work participation in individuals with psychiatric disabilities (Smith et al., 2016; Arbesman & Logsdon, 2011).

Supported employment programs may be most appropriate for specific populations of individuals with disabilities and less appropriate for others. For example, a randomized control trial of individuals with spinal cord injuries revealed no changes in work participation following supported employment programs (Ottomaneli et al., 2013).

Supported education is defined as programs that provide support and instruction to help those with disabilities be successful in school settings and reach their educational goals (Schindler, 2019). Systematic reviews have shown that supported education programs are another effective intervention strategy for individuals with mental illness (Arbesman & Logsdon, 2011; Noyes et al., 2018). Supported education programs have been found to be effective on their own (Noyes et al., 2018) or combined with cognitive or social skills training (Arbesman & Logsdon, 2011).

A randomized control trial of adults in vocational rehabilitation services with physical disabilities found a health promotion program to be beneficial in limiting secondary conditions, thereby reducing barriers to employment (Ipsen et al., 2012). Systematic reviews regarding individuals with chronic or psychiatric disabilities benefit from vocational rehabilitation interventions, thus increasing work participation (Verhoef et al., 2020; Smith et al., 2016). However, it was also discovered that there is limited evidence on the effectiveness of vocational rehabilitation programs to increase work participation for individuals with physical disabilities (Smith et al., 2016). A systematic review found vocational skills training was effective for secondary education students in increasing work participation and overall skill acquisition

(Gilson et al., 2017). In conclusion, many studies found that a variety of intervention methods are effective at promoting work participation.

Assistive Technology and Environmental Modification

Assistive technology, environmental modifications, and other physical supports have been shown to be effective in improving employment for individuals with disabilities. A meta-analysis found technology such as video-modeling and training (Boles et al., 2016; Damianidou et al., 2018) and virtual prompting (Damianidou et al., 2018) to be effective interventions to improve employment outcomes for individuals with intellectual and developmental disabilities (Boles et al., 2016; Damianidou et al., 2018). A systematic review, found assistive technology including apps aimed at peer support and cueing, increased work participation for people with autism spectrum disorder (ASD), intellectual disabilities, and neurological/cognitive disabilities (Smith et al., 2016). Two primary research articles looked at assistive technology in depth. One was a Vocational Empowerment Photovoice (VEP) program and the other was video modeling. Russinova et al. (2018) found that VEP significantly increased participation in employment services 10 weeks post intervention. VEP also significantly increased participants' work self-efficacy of confidence when seeking employment. Lastly the VEP program increased stigma resistance which is important as past studies have found that public stigma and self stigma are barriers to employment for those with mental illness (Russinova et al., 2018). Walsh et al. (2018) found a video modeling training program to be beneficial in obtaining and generalizing social skills and decreased problem behaviors in adults with Autism Spectrum Disorder and Intellectual Disabilities. Video modeling may be an effective part of a vocational rehabilitation program as the outcomes can be crucial for workplace inclusion for individuals with disabilities (Walsh et al., 2018).

The environment of the workplace also influences employment outcomes. In a systematic review, Trenaman et al. found policies for social benefits such as food, financing, housing and transportation to be important predictors of employment for individuals with spinal cord injury (SCI) (2014). Other positive factors related to the work environment include employer support such as, employee decision-making, integration of work culture and job coaches, and job content for individuals with intellectual disabilities (Ellenkamp et al., 2016). Lastly, a primary research study cited by a systematic review service dogs were a physical support that improved employment outcomes for individuals with SCI (Trenaman et al., 2014). Overall, research suggests a variety of assistive technology and environmental modification strategies are beneficial for increasing employment of individuals with disabilities.

Needs for Further Research

The benefits of technology in supporting work participation is promising, but further research is needed to document effectiveness of these technologies. A meta-analysis study determined further research would be required for pictorial prompts, auditory prompting devices, desktop and laptop computers, palmtops, and real and simulated work setting technology that is used to help promote employment-related outcomes in work settings (Damianidou et al., 2018). This meta-analysis also mentioned more research is needed on the use of technology to promote employment-related outcomes in real work settings, features of the specific technology used, and the effects of complicated technology in the workplace (Damianidou et al., 2018). Additional research on video-modeling is needed to determine the effectiveness in terms of maintenance and generalizability of employment-related skills (Boles et. al., 2019). A randomized controlled trial of a Vocational Empowerment Photovoice intervention supported employment in individuals with psychiatric disabilities, but had a small sample size, and occurred over a short 10-week

period (Ruscinova et al., 2018). Future research could explore expanded potentials of the intervention to support a larger population over an extended period of time (Ruscinova et al., 2018).

Authors of various studies indicate interventions, services, and programs that promote behavior change for mental, physical, and chronic disabilities in the workplace. While these studies build evidence, replication and/or future research would strengthen findings and promote generalizability. Further research is necessary for the school-to-work transition model and its components such as community involvement for individuals with emotional behavioral disorder (Nochajski & Schweitzer, 2014). Replication or new studies focused on health-promotion/wellness should seek to identify changes in quality of life and self-efficacy of healthy behaviors for physical disabilities (Ipsen et al., 2012) and understand if such programs would improve mental health management (Nochajski & Schweitzer, 2014). Future research should also aim to find which interventions are best suited for each type of setting. For instance, Liu et al. stated research should determine whether sheltered workshops or community settings are best suited to provide workplace social and emotional skills training for autism and intellectual disabilities (2013). Specific to chronic disabilities, a systematic review stated a need for more controlled, quality methodology study designs, following participants over time, and determining which intervention most effectively improves employment outcomes (Verhoef et al., 2020). Other needs in overall research include using a more sensitive, population-specific instrument (Ottomanelli et al., 2013), larger sample sizes (Ipsen et al., 2012; Liu et al., 2013), cost-effectiveness, format of delivery, and what works best for each type of disability with attention to timing and context (Lindsay et al., 2015).

Summary and Implications for Practice

Common themes that emerged include transition services, education and training programs, assistive technology and environmental modification, and the need for further research. A commonality across literature for best practice to increase work participation included modifying interventions to fit individual needs. Varying populations of individuals with disabilities require different intervention strategies and methods for the supports to be effective.

The IDEA protects transitional services as a portion of public education for students with disabilities. These services have a positive impact on employment outcomes post-graduation. Policy and practice should continue to offer transitional services as an element of the education for students with disabilities. Education and training skills programs like vocational rehabilitation and supported employment appear to be effective interventions at increasing work participation in individuals as well. Lastly, assistive technology, such as video modeling or environmental modification, such as service dogs were shown to assist in the working environment in certain populations.

While several interventions, services, and programs were shown to support certain populations, replication or further research would generalize findings and influence practice. As technology is constantly evolving and will continue to develop, advances to support employment of individuals with disabilities may vary in the future. Programs promoting behavioral adaptations in the workplace for individuals with mental, physical, and chronic disabilities are also in need of further research.

Although there are many identifiable strengths in the literature, there are also limitations. First, the sample size of many studies are low, leading to lower reliability and validity of the study, low power, and the increased likelihood of committing a type II error. Second, some

studies that were evaluated are relatively new, requiring additional evidence to strengthen credibility. Third, not all of the studies were specific to a population, therefore they encompass a variety of populations. This makes it difficult to apply or generalize the study to a larger group, as the researcher does not know the specific effects of an intervention in that population alone. Lastly, some studies were systematic reviews, therefore pulling evidence from multiple studies together. Overall, this is a beneficial technique for looking at a variety of interventions at once, but it does not allow the researcher to evaluate one intervention method. In some studies, multiple interventions were evaluated, thus researchers could not identify which intervention method was the best at improving work participation.

As future occupational therapists, we must stay current in the updated evidence related to our practice area meanwhile drawing on clinical experience. Work is an important occupation in the lives of many adults, and it can continue to be supported by occupational therapists. When conducting our research, we found many of the intervention strategies found in databases and research articles were not specific to occupational therapy. Given this idea, more literature is needed specific to occupational therapy. Since evidence-based research directly affects practice, we can assume occupational therapy literature is currently insufficient when it comes to practical application of employment for individuals with disabilities. For these reasons, there needs to be a greater focus on the topic of work participation in occupational therapy research.

The most important part of occupational therapy practice is acknowledging the client's current values, experiences, and situation. This typically includes family members and others involved in the therapy process, such as caregivers (Brown, 2017). Throughout this research project, our group learned valuable strategies when searching for credible evidence, such as determining the levels of evidence for research designs. We implemented these strategies

through the step-by-step evidence-based process. These steps include: 1) Formulate a question based on a clinical problem; 2) Identify the relevant information; 3) Evaluate the evidence; 4) Implement useful findings; and 5) Evaluate the outcomes (Brown, 2017). Practicing this cyclical process helped us better understand how and when to use the components of evidence based practice. When first meeting a client, we will not be aware of their life experiences, values, or situations, therefore, building a relationship with the client and providing evidence-based treatment options is crucial to becoming better equipped practitioners.

Tables of EBP Resources

Table 1.

Governmental and Major Foundation Resources that Address Disability and Participation

Title/Name	Brief Description	Source
United States Department of Justice Civil Rights Division	This organization outlines public standards for the design of buildings constructed after 2010 for accessibility standards as well as outline current ADA regulations	https://www.ada.gov/2010_regs.htm
U.S. Department of Labor Disability Resources	The U.S. Department of Labor has multiple offices that work to support employees and employers in the U.S.	https://www.dol.gov/
Centers for Disease Control and Prevention: Disability and Health Promotion	The CDC is a nonprofit organization that provides resources and current research to help educate the public on participation, inclusion, and disabilities in general	https://www.cdc.gov/ncbddd/disabilityandhealth/index.html
U.S. Equal Employment Opportunity Commission	This organization works to eliminate discrimination and allow equal employment	https://www.eeoc.gov/
World Health Organization Data Collections	This site holds a wide range of data related to well-being and global health	https://www.who.int/publications/data/collections
Employer Assistance and Resource Network on Disability Inclusion	EARN helps employers access resources to create a more inclusive work environment. It is fully funded by the U.S. Department of Labor's Office of Disability Employment Policy	https://askearn.org/
Job Accommodation Network (JAN) Accommodation search	JAN explores various accommodations for individuals with disabilities in work and educational settings	https://askjan.org/soar.cfm

Table 2.

Occupational Therapy Resources that Address Disability and Participation

Title/Name	Brief Description	Source
Rehabilitation, Disability, and Participation	Resources for people with disabilities to participate in a variety of occupations	AOTA https://www.aota.org/About-Occupational-Therapy/Professionals/RDP.aspx
National Library of Medicine	Looks at many different disabilities and intervention strategies	https://pubmed.ncbi.nlm.nih.gov/
Journal of Occupational Rehabilitation	This journal includes information on disability rehabilitation, reintegration, and prevention in the workplace	https://www.springer.com/journal/10926
The American Occupational Therapy Foundation	Looks at many different foundational and intervention topics regarding occupational therapy	https://www.aotf.org/
What is The Role of Occupational Therapy in Supporting Employment of Young Adults With Disabilities	This is an FAQ page and provides great resources within the document.	https://ohioemploymentfirst.org/up_doc/What_Is_The_Role_of_OT.pdf
American Journal of Occupational Therapy	Looks at the effectiveness and efficiency of occupational therapy interventions	https://ajot.aota.org/

Table 3.

Interdisciplinary Journals, Databases, Professional Associations that Address Disability and Participation

Title/Name	Brief Description	Source
International Journal of Disability, Development and Education International Journal of Disability, Development and Education	Multidisciplinary journal that focuses on the education and skill development of individuals with disabilities internationally. Many of the articles in this journal discuss how to make the transition from education to a career/work environment for people with disabilities. Also provides many resources for information about various work environments and barriers for people with different conditions.	https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=cijd20
Inclusion	Ejournal through the American Association of Intellectual and Developmental Disabilities that focuses specifically on inclusivity of people with disabilities in all aspects of life. Many articles in this journal address inclusivity and participation in the workplace, as well as in skill development programs that focus on helping individuals with disabilities find employment.	https://meridian.allenpress.com/inclusion/issue/browse-by-year
Incight	Foundation founded and run by people with disabilities that focuses on building sustainable networks and resources that help people with disabilities reach their full employment potential.	https://www.incight.org/
PEAT works	National organization that provides access to technology that are aimed at breaking down barriers for people with disabilities in the workplace.	https://peatworks.org/
Disability:IN	Includes an index for inclusion in the workplace, and tells how inclusive the work environment is.	https://disabilityin.org/
American Sociological Association	Interdisciplinary Journal Contains statistics on people with disabilities and their participation in school and in the workplace.	https://www.asanet.org/
American Psychological Association	Discusses laws regarding college students and disabilities, and some barriers that people come across with working with those who have a disability.	https://www.apa.org/
JSTOR (Journal storage- database)	Includes articles with information about the participation and inclusion of people with disabilities, and the rights of those with disabilities as well. Laws that describe rights of those with disabilities	https://www-jstor-org.pearl.stkate.edu/

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Appendix A. Initial Appraisals

Type of article	Overall Type: Primary research study Specific Type: Randomized control trial
APA Reference	Ipsen, C., Ravesloot, C., Arnold, N., Seekins, T. (2012) Working well with a disability: Health promotion as a means to employment. <i>Rehabilitation Psychology</i> , 57(3),187-195. doi: 10.1037/a0028844
Abstract	“The purpose of this study was to test the utility of the Working Well with a Disability health-promotion program with vocational rehabilitation (VR) clients. Health-promotion interventions have been shown to reduce limitation from secondary conditions, which can be a significant barrier to labor force participation among people with disabilities. The state and federal VR system represents a potential access point for delivery of health-promotion activities. <i>Research Method/Design</i> : A total of 297 VR clients participated in a randomized trial of the Working Well health promotion program. Control and intervention participants provided baseline and four waves of quarterly follow-up data. Data were analyzed with repeated-measures ANOVA. <i>Results</i> : Intervention-group participants who attended over half of the Working Well sessions reported significantly lower rates of limitation from secondary conditions over the 1-year study span, $F(1, 124) = 4.11, p = .004$. Control-group participants also experienced significantly lower rates of limitation, but pre- to post differences were less dramatic, $F(1, 308) = 4.19, p = .006$. <i>Conclusions/Implications</i> : Overall, health data indicated that the Working Well program may be particularly helpful to VR clients with higher rates of secondary health conditions and may represent one strategy for overcoming barriers to employment” (Ipsen, et al., 2012, p. 187).
Author	Credentials: Ph.D. in Interdisciplinary Studies, M.A. & B.A. in economics Position and Institution: Rural Institute for Inclusive Communities University of Montana Rural Institute Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed scholarly review Publisher: American Psychological Association Other: N/A
Date and Citation History	2012 Google Scholar Cited By: 27
Stated Purpose or Research Question	“The purpose of this study was to evaluate the efficacy of a health-promotion program in improving health and employment outcomes for a sample of VR clients. We hypothesized that participation in the Working Well With a Disability program would result in reduced rates of reported limitation from secondary health conditions and increased rates of employment” (Ipsen, et al., 2012, p. 188).
Author’s Conclusion	“Intervention-group participants who attended over half of the Working Well sessions reported significantly lower rates of limitation from secondary conditions over the 1-year study span, $F(1, 124) = 4.11, p = .004$. Control-group participants also experienced significantly lower rates of limitation, but pre- to post differences were less dramatic, $F(1, 308) = 4.19, p = .006$. Working well was associated with the numbers of reduced secondary health conditions and days of limitation from pain, depression, anxiety, and sleep problems, which are predictors of employment outcomes” (Ipsen et al, 2012, p. 194).
Overall Relevance to EBP Question	Overall Relevance: Good- Rationale: Provides a description and characteristics of vocational rehab and a pilot health promotion program
Overall Quality of Article	Overall Quality of Article: Good Rationale: Author has 20 years of experience in disability research and evaluation, from a peer-reviewed scholarly journal, article published within 10 years

Type of article	Overall Type: Primary research study Specific Type: Experimental design with stratified random sample
APA Reference	Linkins, K.W., Brya, J. J., Oelschlaeger, A., Simonson, B., Lahiri, S., McFeeters, J., Schutze, M., Jonas, J., & Mowry, M. A. (2011). Influencing the disability trajectory for workers with serious mental illness: lessons from Minnesota's demonstration to maintain independence and employment. <i>Journal of Vocational Rehabilitation</i> , 34(2) 107-118. http://www.doi.org/10.3233/JVR-2010-0539 .
Abstract	“Without access to needed health and employment support services, working individuals with serious mental illness risk developing long term dependence on federal disability programs. Minnesota's DMIE intervention aimed to prevent or delay the disability progression by providing working persons with mental illness a comprehensive set of health, behavioral health, and employment support services, coordinated through a navigator. Potentially eligible study participants were identified through analyses of the Minnesota MMIS using an algorithm targeting mental health service and pharmacy utilization. The eligible sample was stratified and randomly assigned to the intervention (n = 1,257) or control (n = 300) group. Data sources included MMIS, other administrative data, and navigator encounter data to capture utilization of health, mental health, employment support services, and other public services, as well as annual earnings. Participants also completed an annual survey. Multivariate analyses found that individuals in the intervention group had greater access to health and mental health services, greater improvements in functioning, and were significantly less likely to report applying for SSDI at the end of 12 months of enrollment. Multivariate analyses focusing only on individuals in the intervention group demonstrated that participants who engaged with their navigator had better mental health status and were significantly less inclined to apply for SSDI after 12 months of the intervention. Study findings are important because SSDI beneficiaries with psychiatric disabilities are the fastest-growing, largest, and most costly disability group in the SSDI program” (Linkins et al., 2011, p. 107).
Author	Credentials: Ph.D. in Medical Sociology at University of California, San Francisco Position and Institution: Director of Integrated Behavioral Health Partners Publication History in Peer-Reviewed Journals: limited
Publication	Type of publication: Peer-reviewed scholarly journal Publisher: IOS Press Content Library Other: N/A
Date and Citation History	2011 Google Scholar cited by: 12
Stated Purpose or Research Question	“The study examined two key research questions: 1) To what extent does access to a comprehensive health and employment support services benefit pack- age improve participant outcomes related to health care access, functioning, employment and earnings, and dis- ability status? 2) Within the intervention group, what is the impact of the navigator on mental health function- ing, employment and earnings, and disability status?” (Linkins et al., 2011, p. 109).
Author's Conclusion	“Individuals in the intervention group had greater access to health and mental health services, greater improvements in functioning, and were significantly less likely to report applying for SSDI at the end of 12 months of enrollment. Multivariate analyses focusing only on individuals in the intervention group demonstrated that participants who engaged with their navigator had better mental health status and were significantly less inclined to apply for SSDI after 12 months of the intervention” (Linkins et al., 2011, p. 107).
Overall Relevance to EBP Question	Overall Relevance: Good- Rationale: Article provided information on how “job placement, intensive employment needs assessment, career counseling, worker support/coaching, ADA disclosure training, and Workforce Center referrals” (p. 109) are effective for improving outcomes for those working with severe mental illness.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Limitations to generalizability with small citation history (potentially due to specific geographical area). Publication is within 10 years.

Type of article	Overall Type: Primary research study Specific Type: Pre-test–post-test pilot study
APA Reference	Liu, K. P. Y., Wong, D., Chung, A. C. Y., Kwok, N., Lam, M. K. Y., Yuen, C. M. C., Arblaster K., & Kwan, A. C. S. (2013). Effectiveness of a workplace training program in improving social, communication, and emotional skills for adults with autism and intellectual disability in Hong Kong – a pilot study. <i>Occupational Therapy International</i> , 20(4), 198-204. http://www.doi.org/10.1002/oti.1356 .
Abstract	“This pilot study explored the effectiveness of workplace training programme that aimed to enhance the work-related behaviours in individuals with autism and intellectual disabilities. Fourteen participants with autism and mild to moderate intellectual disability (mean age = 24.6 years) were recruited. The workplace training programme included practices in work context and group educational sessions. A pre-test–post-test design was used with the Work Personality Profile, the Scale of Independent Behaviour Revised and the Observational Emotional Inventory Revised to evaluate the targeted behaviours. Improvement in social and communication skills specific to the workplace was achieved. For emotional control, participants became less confused and had a better self-concept. However, improvement in other general emotional behaviours, such as impulse control, was limited. The results indicated that a structured workplace training programme aimed at improving social, communication and emotional behaviours can be helpful for people with autism and intellectual disability. Further study with a larger sample size and a control group is recommended. The development of specific programme to cater for the emotional control needs at workplace for people with autism is also suggested” (Liu et al., 2013, p. 198).
Author	Credentials: Ph.D. Position and Institution: School of Science and Health, Department of Occupational Therapy, Western Sydney University, New South Wales Publication History in Peer-Reviewed Journals: extensive (67 publications, 895 citations)
Publication	Type of publication: Peer-reviewed scholarly journal Publisher: Wiley Online Library Other: N/A
Date and Citation History	2013 Google Scholar cited by: 29
Stated Purpose or Research Question	“It was hypothesized that the programme would improve socialization, communication and emotional control necessary for the adults with autism to fulfil their life role as productive workers.” (Liu, et al., 2013, p. 199)
Author’s Conclusion	“The results of this study indicated that the workplace training programme was effective for people with autism and intellectual disability. Such programme was designed using the psychoeducational approach based on their needs in socialization, communication and emotional control necessary for them to participate in work.” (Liu, et al., 2013, p. 201)
Overall Relevance to EBP Question	Overall Relevance: Good. Rationale: The study utilized and explained three instruments to detect changes in social behavior, communication skills, and emotional control which are characteristics of intervention for employment participation. However, this article is only generalized to those with Autism, and not applied to broader terms of disability.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Moderately large citation history of article, author within field of OT, primary research study, and relevant date.

Type of article	Overall Type: Primary research study Specific Type: Randomized control trial
APA Reference	Ottomanelli, L., Barnett, S.D., Goetz, L.L. (2013). A prospective examination of the impact of a supported employment program and employment on health-related quality of life, handicap, and disability among Veterans with SCI. <i>Quality of Life Research</i> , 22(8), 2133-41. doi: 10.1007/s11136-013-0353-5
Abstract	<p>“To investigate impact of participation in a supported employment program and impact of employment itself on health-related quality of life (HRQOL), disability, and handicap among Veterans with spinal cord injury (SCI). We used a prospective, randomized, controlled, multi-site trial of supported employment (SE) versus treatment as usual (TAU) for vocational issues. Subjects were 157 Veterans with SCI who received either SE or TAU for vocational issues. Outcomes were examined in terms of type of vocational treatment received and whether competitive employment was obtained. Outcomes investigated were HRQOL as measured by the Veterans RAND 36-item health survey (VR-36), handicap as measured by the Craig Handicap Assessment and Reporting Technique (CHART), and disability as measured by the functional independence measure (FIM). Subjects were assessed at baseline and at 3, 6, 9, and 12 months. There were no significant differences between Veterans who participated in SE compared to those who received TAU in study measures. Participants obtaining competitive employment demonstrated significantly higher scores on the Social Integration, Mobility, and Occupation dimensions of the CHART. There were no observed differences in VR-36 scores or FIM scores for those obtaining competitive employment. This study suggests that employment has a positive effect on an individual’s ability to participate in social relationships, move about their home and community, and spend time in productive and usual roles. Inability to detect differences across other domains of handicap or any changes in HRQOL may have been due to several factors including level and intensity of employment, insufficient follow-up period, or measurement limitations” (Ottomanelli, et al., 2013, p. 2,133).</p>
Author	<p>Credentials: PhD Position and Institution: Clinical Psychologist at the James A. Haley Veterans’ Hospital and Clinics, Associate Professor in the Department of Rehabilitation and Mental Health Counseling at the University of South Florida in Tampa Publication History in Peer-Reviewed Journals: extensive</p>
Publication	<p>Type of publication: Peer-reviewed scholarly journal Publisher: Quality of Life Research Journal Other: The Quality of Life Research Journal is an International Journal of Quality of Life Aspects of Treatment, Care and Rehabilitation</p>
Date and Citation History	<p>2013 Google Scholar cited by: 31</p>
Stated Purpose or Research Question	<p>“The purpose of the present paper is to report the secondary employment outcomes of HRQOL, handicap, and functional independence among Veterans and SCI who participated in the SCI-VIP study. We hypothesized that there would be positive changes in HRQOL and handicap following employment, but that functional independence would remain unchanged” (Ottomanelli, et al., 2013, p. 2,134).</p>
Author’s Conclusion	<p>“There were no significant differences between Veterans who participated in SE compared to those who received TAU in study measures. Participants obtaining competitive employment demonstrated significantly higher scores on the <i>Social Integration</i>, <i>Mobility</i>, and <i>Occupation</i> dimensions of the CHART. There were no observed differences in VR-36 scores or FIM scores for those obtaining competitive employment.” (Ottomanelli, et al., 2013, p. 2,133)</p>
Overall Relevance to EBP Question	<p>Overall Relevance: Limited. Rationale: There weren’t many statistical significant changes in treatment groups measured by the surveys. However, there were a few takeaways that may be helpful for the EBP question:</p>
Overall Quality of Article	<p>Overall Quality of Article: Moderate Rationale: 157 sample size, randomized, multi-site trial over several periods within one year. However, while competitive employment had some positive outcomes, there weren’t other strong statistical conclusions.</p>

Type of article	Overall Type: Primary research study Specific Type: Case-control study design
APA Reference	Wehman, P., Chan, F., Ditchman, N., Kang, H.J. (2014). Effect of supported employment on vocational rehabilitation Outcomes of transition-age youth with intellectual and developmental disabilities: A case control study. <i>Intellectual Developmental Disabilities</i> , 52(4), 296-310. https://doi.org/10.1352/1934-9556-52.4.296
Abstract	“The purpose of this study was to examine the effect of supported employment intervention on the employment outcomes of transition-age youth with intellectual and developmental disabilities served by the public vocational rehabilitation system using a case-control study design. Data for this study were extracted from the Rehabilitation Services Administration Case Service Report (RSA-911) database for fiscal year 2009. The sample included 23,298 youth with intellectual and developmental disabilities aged between 16 and 25 years old at the time of application. The classification and regression tree (CART) method was used to estimate propensity scores and to adjust for selection bias on the basis of all prominent covariates relevant to the dependent variable (i.e., competitive employment). Results yielded six homogeneous subgroups, and receipt of supported employment was found to increase the employment rates across all of the groups. The effect of supported employment was especially strong for youth who were Social Security beneficiaries, special education students, and individuals with intellectual disabilities or autism who were high school graduates. These findings suggest that supported employment is an effective service for enhancing the vocational rehabilitation outcomes of young adults and provides valuable information for policy makers, health care providers, rehabilitation counselors, and educators” (Wehman et al., 2014, p. 296).
Author	Credentials: PhD Position and Institution: Professor of Physical Medicine and Rehabilitation at Virginia Commonwealth University and founding editor of the Journal of Vocational Rehabilitation Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed scholarly journal Publisher: Allen Press Other: N/A
Date and Citation History	2014 Google Scholar cited by: 120
Stated Purpose or Research Question	“The purpose of this study was to examine whether SE is in fact an effective mechanism of change for young adults with IDD who were served by state VR agencies” (Wehman et al., 2014, p. 298).
Author’s Conclusion	“...Our findings provide clear support for the effectiveness of SE as a VR service for promoting successful employment closures for young adults with IDD ((Wehman et al., 2014, p. 303)...Findings suggest that SE is particularly effective for individuals who are Social Security beneficiaries, special education students, and individuals with intellectual disabilities or autism who are high school graduates” (p. 307).
Overall Relevance to EBP Question	Overall Relevance: Good Rationale: Meaningful information about supportive employment related to the EBP question
Overall Quality of Article	Overall Quality of Article: Good Rationale: Large sample size. Date is within 10 years. Author is credible due to extensive research and involvement in supportive employment and other areas related to workplace accommodation and rehabilitation.

Type of article	Overall Type: Primary research study Specific Type: Effectiveness study
APA Reference	Cavkaytar, A., Acungil, A. T., & Tomris, G. (2017). Effectiveness of teaching cafe waitering to adults with intellectual disability through audio-visual technologies. <i>Education and Training in Autism and Developmental Disabilities</i> , 52(1), 77-90.
Abstract	“Abstract: Learning vocational skills and employment are a priority, for adults with intellectual disability (AID) in terms of living independently. Use of technologies for the education of AID is one of the primary goals of World Health Organization. The aim of this research was to determine the effectiveness of teaching cafe´ waitering to adults with intellectual disability through use of tablet computers and Bluetooth headsets, modern pieces of audio-visual technologies. A multiple probe research design across participants was used for the present study. Participants were three adults with intellectual disability who were 19, 26, and 32 years old. The independent variable of the study was Cafe´ Waiter Education Program (CAWEP), and the dependent variable was the performance levels of AID in achieving the skills of cafe´ waitering. CAWEP is a vocational education program developed for the instruction of cafe´ waitering skills. All implementations took place in an educational setting similar to a real cafe´. Findings indicated that instruction through use of tablet computers and Bluetooth headsets was effective in teaching cafe´ waitering skills to AID and that two of the participants were successful in generalizing and performing the skills they acquired in real workplaces.” (p.77)
Author	Credentials: PhD Position and Institution: Special Education Faculty Member at Anadolu University Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Peer-Reviewed Journal Publisher: Division on Autism and Developmental Disabilities Other: Focuses on the welfare of children with autism and children with developmental disabilities.
Date and Citation History	Date of publication: 3/1/2017 Google Scholar Cited By: 7
Stated Purpose or Research Question	“The following are the research questions: 1. Is the instruction supported with tablet computers and Bluetooth headsets effective in teaching waitering skills? 2. Are the skills gained with the help of tablet computers and Bluetooth headsets sustained 10, 15, and 20 days after the termination of training? 3. Is the provided instruction effective in terms of generalizing waitering skills to different number of customers, orders, and settings? 4. Are the participants, customers, employers, and the participants’ families content with Cafe´ Waiter Education Program?” (p. 79)
Author’s Conclusion	“This study has shown that it is possible to teach vocational skills to individuals with intellectual disability in real life settings.” (p. 87) “Thus, it may be concluded that it is more effective to offer education programs to be applied in real settings with a stronger focus on functional skills for jobs with higher chances of employment such as cafe´ waitering.” (p.88)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This study provides insight to working in natural settings and the use of technology in vocational training. However, it only focuses on working with individuals with Autism and developmental disabilities.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: This study has a very limited sample size. It only has three participants which it provides vocational training.

Type of article	Overall Type: Review of Research Specific Type: Meta-Analysis
APA Reference	Boles, M., Ganz, J., Hagan-Burke, S., Hong, E. R., Neely, L. C., Davis, J. L., & Zhang, D. (2019). Effective interventions in teaching employment skills to individuals with developmental disabilities: A single-case meta-analysis. <i>Review Journal of Autism and Developmental Disorders</i> , 6(2), 200-215. http://www.doi.org/10.1007/s40489-019-00163-0 .
Abstract	“This meta-analysis analyzed 39 studies that met the inclusion criteria for employment-related interventions for individuals with developmental disabilities. Each experiment included in this analysis either met or met with reservations all of the basic design standards (Kratochwill et al. 2010, 2013). Tau-U effect sizes were calculated for each A–B contrast extracted from the included experiments, and moderator analyses were conducted for dependent variables, participant characteristics, setting characteristics, and implementer characteristics for all video modeling interventions. Moderate to strong effects were seen across almost all moderator levels, and few significant differences were determined between the levels. According to overall effect sizes, all interventions were effective, but video modeling interventions were considered not only to be effective but also evidence based interventions in teaching employment skills to individuals with developmental disabilities.” (p. 200)
Author	Credentials: PhD Position and Institution: Professor at University of Texas San Antonio Publication History in Peer-Reviewed Journals: Listed as an author in 17 publications
Publication	Type of publication: Peer-reviewed journal Publisher: Springer Science and Business Media Other: N/A
Date and Citation History	August 19, 2019 Google Scholar cited 3 times
Stated Purpose or Research Question	“This meta-analysis considered the following research question in addition to four subcategories: What is the magnitude of effect of employment skill interventions on acquisition and performance of employment skills for individuals with intellectual and other developmental disabilities? Is the investigated intervention more effective with (a) certain types of interventions, (b) certain types or complexities of target skills, (c) certain populations of individuals with disabilities (i.e., participant characteristics), and (d) certain contexts (i.e., setting and implementer characteristics)?” (p. 201)
Author’s Conclusion	“The results of this metaanalysis provide evidence of moderate to strong effects across all employment skill interventions.” (p. 209)
Overall Relevance to EBP Question	Overall Relevance: Good Rationale: This article investigates the effectiveness of various interventions that are intended to help individuals with ASD gain employment skills. It has direct connections to the EBP question because of its focus on interventions that directly impact individuals with disabilities’ experience in the workplace.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This article seems to be a high quality article. While it has only been cited 3 times, this may be due to the fact that it was only published in 2019. The author has been published in peer-reviewed journals 17 times in the last ten years, which speaks to their competence as a researcher. Additionally, the large sample size and strong effect size make the findings of this article more valid, increasing the quality further.

Type of article	Overall Type: Review of Research Specific Type: Systematic Review
APA Reference	Nevala, N., Pehkonen, I., Teittinen, A., Vesala, H.T., Pörfors, P., Anttila, H. (2019). The effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities: A systematic review. <i>Journal of Occupational Rehabilitation</i> , 29(4), 773-802. https://doi.org/10.1007/s10926-019-09837-2
Abstract	<p>“Purpose: This systematic review analyzed the effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities (ID), as well as barriers and facilitators of employment. Methods: This was a systematic review of quantitative, qualitative, and mixed methods studies. The outcomes were employment, transition to the open labor market and functioning. The review included qualitative studies of employment barriers and facilitators. The population comprised people with ID aged 16–68 years. Peer-reviewed articles published in English between January 1990 and February 2019 were obtained from the databases Cinahl, the Cochrane Library, Embase, Eric, Medic, Medline, OTseeker, Pedro, PsycInfo, PubMed, Socindex, and the Web of Science. We also searched Google Scholar and Base. The modified selection instrument (PIOS: participants, intervention, outcome, and study design) used in the selection of the articles depended on the selection criteria.</p> <p>Results: Ten quantitative (one randomized controlled, one concurrently controlled, and eight cohort studies), six qualitative studies, one multimethod study, and 21 case studies met the inclusion criteria. The quantitative studies showed that secondary education increases employment among people with ID when it includes work experience and personal support services. Supported employment also increased employment in the open labor market, which sheltered work did not. The barriers to employment were the use of sheltered work, discrimination in vocational experience, the use of class teaching, and deficient work experience while still at school. The facilitators of employment were one’s own activity, the support of one’s family, job coaching, a well-designed work environment, appreciation of one’s work, support from one’s employer and work organization, knowledge and experience of employment during secondary education, and for entrepreneurs, the use of a support person. Conclusions: The employment of people with ID can be improved through secondary education including proper teaching methods and personal support services, the use of supported work, workplace accommodations and support from one’s family and employer. These results can be utilized in the development of rehabilitation, education, and the employment of people with ID, to allow them the opportunity to work in the open labor market and participate in society” (p. 773).</p>
Author	<p>Credentials: PhD</p> <p>Position and Institution: Adjunct Professor at Finnish Institute of Occupational Health</p> <p>Publication History in Peer-Reviewed Journals: Published as an author in 54 publications</p>
Publication	<p>Type of publication: Peer-reviewed article</p> <p>Publisher: Springer Science and Business Media</p> <p>Other: The Journal of Occupational Rehabilitation is an international forum for the publication of peer-reviewed original papers on the rehabilitation, reintegration, and prevention of disability in workers.</p>
Date and Citation History	<p>2019</p> <p>Google Scholar cited 5 times</p>
Stated Purpose or Research Question	“This systematic review analyzed the effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities (ID), as well as barriers and facilitators of employment” (p. 773).
Author’s Conclusion	“The employment of people with ID can be improved through secondary education including proper teaching methods and personal support services, the use of supported work, workplace accommodations and support from one’s family and employer. These results can be utilized in the development of rehabilitation, education, and the employment of people with ID, to allow them the opportunity to work in the open labor market and participate in society” (p. 773).
Overall Relevance to EBP Question	<p>Overall Relevance: Good</p> <p>Rationale: This article is highly relevant to the EBP question because it investigates how various interventions in the workplace and support from family and employers increase independence in the workplace for those with intellectual disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: The author of this article has been listed as an author in over 50 published articles. The article thoroughly investigates both barriers and facilitators for individuals with intellectual disabilities in the workplace. Interventions for eliminating barriers in the workplace are also investigated. While this article is not cited a lot in other articles, it was only published within the last two years.</p>

Type of article	Overall Type: Review of Research Specific Type: Meta-analysis
APA Reference	Frederick DE, VanderWeele TJ. (2019). Supported employment: Meta-analysis and review of randomized controlled trials of individual placement and support. <i>PLoS One</i> , 14(2):e0212208. https://doi.org/10.1371/journal.pone.0212208
Abstract	“Supported employment is a treatment whereby those with severe mental illness (or other disabilities) receive aid searching for competitive employment and mental health (or other) treatments concurrently. The most popular implementation of supported employment is individual placement and support (IPS). We conducted meta-analytic analyses of the randomized controlled trials of IPS. We found that subjects in IPS, compared to usual treatment conditions, had better vocational outcomes (obtained any competitive employment: RR = 1.63, 95%CI = [1.46, 1.82]; job tenure: d = 0.55, 95%CI = [0.33, 0.79]; job length: d = 0.46, 95%CI = [0.35, 0.57]; income: d = 0.48, 95%CI = [0.36, 0.59]) Non-vocational outcomes estimates, while favoring IPS, included the null (quality of life: d = 0.30, 95%CI = [-0.07, 0.67]; global functioning: d = 0.09, 95%CI = [-0.09, 0.27]; mental health: d = 0.03, 95%CI = [-0.15, 0.21]). Analysis of the expected proportion of studies with a true effect on non-vocational outcomes with d>0.2 showed some reason to expect a possible improvement for quality of life for at least some settings (Prop = 0.57, 95%CI = [0.30, 0.84]).” (p. 1)
Author	Credentials: PhD in psychology Position and Institution: Associate professor at Harvard University Publication History in Peer-Reviewed Journals: Published as an author in 14 peer-reviewed articles.
Publication	Type of publication: Peer-reviewed Publisher: PLOS ONE Other: N/A
Date and Citation History	2019 Google Scholar cited 29
Stated Purpose or Research Question	“In this article we present a series of meta-analyses of randomized controlled trials from the supported employment literature focused on the individual placement and support (IPS) treatment.” (p. 1)
Author’s Conclusion	“From the above results, it is clear that supported employment (SE) as deployed via individual placement and support (IPS) treatments is significantly better than treatment as usual (TAU) on all vocational outcomes.” (p. 18)
Overall Relevance to EBP Question	Overall Relevance: Strong Individual placement and support is a type of treatment intervention that is implemented for individuals with disabilities in the workplace. This EBP question investigates effectiveness of various interventions for individuals with disabilities in the workplace. Therefore, this article is extremely relevant to the EBP question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: It has been cited several times by other publications, even though it was only published last year. The author of this article has been published as an author in 14 other articles, which supports that they are a well-established researcher. The accumulated data and large sample size strengthens the validity of the study.

Type of article	Overall Type: Review of Research Specific Type: Systematic Review
APA Reference	Ellenkamp, J.J., Brouwers, E.P., Embregt, P.J., Joosen, M.C., van Weeghel, J. (2016). Work environment-related factors in obtaining and maintaining work in a competitive employment setting for employees with intellectual disabilities: A systematic review. <i>Journal of Occupational Rehabilitation</i> . 26(1), 56-69. doi: 10.1007/s10926-015-9586-1
Abstract	<p>“Background: People with an intellectual disability value work as a significant part of their lives, and many of them want to participate in regular paid employment. Current estimates show that the number of people with ID who have some form of paid employment are very low, ranging from 9 to 40 % across different countries, despite legislations. This review examines papers published in the past 20 years in an attempt to answer the following research question: ‘What work environment-related factors contribute to obtaining or maintaining work in competitive employment for people with an intellectual disability?’</p> <p>Method: The databases of PubMed, PsycINFO, CINAHL, Embase and Web of Science were searched for relevant papers published between 1993 and 2013. All papers were independently screened by two researchers. Methodological quality of the studies was evaluated, and data on work environment-related factors stimulating employment for people with intellectual disabilities were extracted and grouped into categories.</p> <p>Results: A total of 1932 articles were retrieved. After extensive screening for relevance and quality, 26 articles were included in this review. Four themes/categories with work environment related factors that could influence work participation were distinguished. Five studies were conducted on employers’ decisions and opinions. Eight focused on job content and performance, and eight on workplace interaction and culture. Five studies evaluated support by job coaches.</p> <p>Conclusion: Despite ongoing legislation to promote participation of people with intellectual disabilities in the paid workforce, research in this area is still extremely scarce. In the past 20 years, very few studies have focused on work environment-related factors that can enhance competitive work for people with intellectual disabilities. This review shows that relevant work environment-related factors for obtaining and maintaining work in competitive employment include supporting the employers by paying specific attention to: employer’s decisions, job content, integration and work culture and job coaches.” (p. 56)</p>
Author	Credentials: N/A Position and Institution: Tilburg University; position unknown Publication History in Peer-Reviewed Journals: Cited as an author in 6 peer-reviewed articles.
Publication	Type of publication: Peer Reviewed Journal Publisher: Springer Science and Business Media Other: N/A
Date and Citation History	2016 Google Scholar cited 80 times in other articles
Stated Purpose or Research Question	“This review examines papers published in the past 20 years in an attempt to answer the following research question: ‘What work environment-related factors contribute to obtaining or maintaining work in competitive employment for people with an intellectual disability?’” (p. 56)
Author’s Conclusion	“This review shows that relevant work environment-related factors for obtaining and maintaining work in competitive employment include supporting the employers by paying specific attention to: employer’s decisions, job content, integration and work culture and job coaches.” (p. 56)
Overall Relevance to EBP Question	Overall Relevance: Good Rationale: This article reviews several pieces of research that investigate various factors that impact employment experiences of people with disabilities, which is directly connected to interventions that employers and individuals with disabilities can use within the workplace. Because of this, the article is relevant to the EBP question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: It has been cited 80 times in other articles, indicating its relevance and applicability to other pieces of research. While the author has only been listed in 6 other peer-reviewed articles, the article thoroughly investigates thousands of articles relevant pieces of research. The amount of articles that are investigated improves the quality of this article because it increases the validity of the study.

Type of article	Overall Type: Review of Research Specific Type: Systematic review
APA Reference	Arbesman, M. & Logsdon, D.W. (2011). Occupational therapy interventions for employment and education for adults with serious mental illness: A systematic review. <i>American Journal of Occupational Therapy</i> , 65(3), 238-46. doi: 10.5014/ajot.2011.001289
Abstract	“In this systematic review, we investigated research literature evaluating the effectiveness of occupational therapy interventions focusing on participation and performance in occupations related to paid and unpaid employment and education for people with serious mental illness. The review included occupation- and activity-based interventions and interventions addressing performance skills, aspects of the environment, activity demands, and client factors. The results indicate that strong evidence exists for the effectiveness of supported employment using individual placement and support to result in competitive employment. These outcomes are stronger when combined with cognitive or social skills training. Supported education programs emphasizing goal setting, skill development, and cognitive training result in increased participation in educational pursuits. The evidence for instrumental activities of daily living interventions that targeted specific homemaking occupations and supported parenting was limited but positive. Environmental cognitive supports, such as signs, and other compensatory strategies are useful in managing maladaptive behavior” (p. 238).
Author	Credentials: PhD and OTR/L Position and Institution: Medical researcher at George Washington University Publication History in Peer-Reviewed Journals: Listed as an author in 60 peer-reviewed articles
Publication	Type of publication: Peer-reviewed journal Publisher: Journal of Occupational Therapy Other: N/A
Date and Citation History	2011 Google Scholar cited 156
Stated Purpose or Research Question	“What occupational therapy interventions are effective for improving and maintaining participation and performance in paid and unpaid employment (volunteer opportunities, home management, child care) and education for adults with severe mental illness?” (p. 238)
Author’s Conclusion	“The evidence indicates that many programs that fit within occupational therapy’s scope of practice are effective for people with serious mental illness in the area of paid and unpaid employment” (p. 243).
Overall Relevance to EBP Question	Overall Relevance: This article is highly relevant to the EBP question. Rationale: Mental illness is a form of disability that OT interventions can also address in the workplace. This article examines the effectiveness of programs that address challenges of mental illness in the workplace, which is relevant to the EBP question as it directly addresses various interventions that clients and employers can use to improve the employment experiences of those with disabilities.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author of the article appears to be a well established and credible expert in OT, based on the amount of articles they have contributed to as an author, as well as their credentials as an OTR/L. Additionally, the number of times that this article has been cited in other pieces of research reassures that the article is applicable and reliable.

	Overview of Article
Type of article	Overall Type: Review of Research Studies Specific Type: Systematic Review
APA Reference	Gilson, C. B., Carter, E. W., & Biggs, E. E. (2017). Systematic review of instructional methods to teach employment skills to secondary students with intellectual and developmental disabilities. <i>Research and Practice for Persons with Severe Disabilities</i> , 42(2), 89–107. https://doi.org/10.1177/1540796917698831
Abstract	“Effective vocational instruction is an essential aspect of preparing students with intellectual and developmental disabilities (IDD) for the world of work. We systematically reviewed research on instructional methods used to teach employment skills to secondary students with IDD. We identified 56 studies involving 766 participants with IDD. Four intervention approaches emphasized technology or some other instructional stimulus (i.e., self-management devices, video-based, audio-based, picture and tactile-based) and four focused on live instructors (i.e., direct instruction, augmentative and alternative communication, simulation, peer-delivered). Among the 21 instructional methods used within these approaches, performance feedback, device-assisted instruction, response prompting, and community-based instruction were the most common. We address the extent to which these intervention approaches were effective across students, instructional methods, settings, and outcomes, as well as offer recommendations for future research and practice.”(p. 89)
Author	Credentials: PhD Position and Institution: Assistant professor of Special Education at Texas A&M University Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: scholarly peer-reviewed journal Publisher: Sage Other: Publisher focuses on social and behavioral science research to improve society
Date and Citation History	Date of publication: 6/2017 Google Scholar Cited By: 48
Stated Purpose or Research Question	“The purpose of the present review is to map the literature on interventions used to teach employment skills to secondary students with IDD.” (p. 90) “Our questions are as follows: Research Question 1: Which intervention approaches to teach employment skills to secondary students with IDD have been experimentally evaluated? Research Question 2: What instructional methods are used within these intervention approaches? Research Question 3: What are the characteristics of the students, instructors, and settings within these studies? Research Question 4: To what extent do studies meet methodological quality indicators? Research Question 5: What is the efficacy, generalizability, and social validity of these interventions?” (p. 90)
Author’s Conclusion	“It seemed to be a combination of instructional methods that led to successful teaching.” (p.103) “Instructors must know how to plan interventions best suited for specific students and outcomes.” (p.103) “As supported by prior literature (e.g., Cannella-Malone & Schaefer, 2015; Test et al., 2014), teaching employment skills in the context of hands-on work experience can help prepare transition-age students for integrated employment.” (p. 103)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article summarizes four different techniques used to teach vocational skills to young adults with disabilities. Additionally, it looks at 21 different methods. This will be beneficial in our search for characteristics that support employment participation.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The authors of this article show expertise in education related to young adults with disabilities and have extensive background history in publishing on this topic. The review is focused on looking at the past research on vocational skill education.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Secondary data analysis
APA Reference	Whittenburg, H. N., Cimera, R. E., & Thoma, C. A. (2019). Comparing employment outcomes of young adults with autism: Does postsecondary educational experience matter? <i>Journal of Postsecondary Education and Disability</i> , 32(2), 159–172. https://doi.org/10.3233/jvr-201079
Abstract	“Previous research indicates that postsecondary educational experience (PSE) predicts successful employment outcomes for transition-aged youth with disabilities. Using data on supported employment services from the Rehabilitative Services Administration, this study compared employment rates and outcomes for young adults with Autism Spectrum Disorder (ASD) with different levels of education who received supported employment services. The study also analyzed the cost-effectiveness and cost-efficiency of vocational rehabilitation (VR) services provided to these youth. Findings indicate that young adults with PSE experienced increased rates of employment, earned greater weekly wages, and worked more weekly hours than individuals with ASD with less education. VR services provided to youth with ASD in the PSE group were more cost-effective and were ultimately cost-efficient, provided that individuals maintained employment for 16 months.” (p. 159)
Author	Credentials: PhD., M.Ed., M.A.Ed., B.A. Position and Institution: Current: Assistant professor of special education, department of teaching and learning, Washington State University, Pullman, WA Publication History in Peer-Reviewed Journals: Moderate
Publication	Type of publication: “refereed-journal” Publisher: AHEAD- Association on Higher Education and Disability Other: “leading forum for scholarship in the field of postsecondary disability services” (https://www.ahead.org/professional-resources/publications/jped)
Date and Citation History	Date of publication: 2019 Google Scholar Cited By: 4
Stated Purpose or Research Question	“This study focused on the following research questions: Are there differences in employment rates for transition-aged youth with ASD with different levels of educational attainment (no high school diploma, special education certificate, high school diploma, and PSE)? How do employment outcomes (wages earned, hours worked, hourly pay rate, type of position obtained) compare for young adults with ASD with different levels of education? Is PSE cost-effective for transition-aged youth with ASD when total cost of services, cost-per-hour worked, and cost-per-dollar earned are considered? From the taxpayers’ perspective, is it cost-efficient for young adults with ASD to participate in PSE?” (p.161)
Author’s Conclusion	“Like youth with ID, young adults with ASD who participated in PSE were more likely to be employed in competitive, integrated settings, and earn more than their peers with less education. In addition, VR services for young adults with ASD who participated in PSE were both cost-effective and cost-efficient, an important consideration for publicly-funded services.” (p. 167)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: I think that this article provides insight into the relationship between young adults with ASD and PSE. However, this is specific to adults with ASD and not as generalizable to other disabilities. Additionally, ASD is difficult to classify differences in disability so it is unclear of the similar levels pretest of the groups examined. Additionally, this is analysis given provided data so it is unclear on specifics about the sample to begin with.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: I think that this article provides specific insight into post-secondary education. However, since it is secondary evidence it is a lower quality of research and we should continue to check other sources for further support.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Randomized Control Trial
APA Reference	Drake, R. E., Frey, W., Bond, G. R., Goldman, H. H., Salkever, D., Miller, A., Moore, T. A., Riley, J., Karakus, M., & Milfort, R. (2013). Assisting social security disability insurance beneficiaries with schizophrenia, bipolar disorder, or major depression in returning to work. <i>American Journal of Psychiatry</i> , 170(12), 1433–1441. https://doi.org/10.1176/appi.ajp.2013.13020214
Abstract	“Objective: People with psychiatric impairments (primarily schizophrenia or a mood disorder) are the largest and fastest-growing group of Social Security Disability Insurance (SSDI) beneficiaries. The authors investigated whether evidence-based supported employment and mental health treatments can improve vocational and mental health recovery for this population. Method: Using a randomized controlled trial design, the authors tested a multifaceted intervention: team-based supported employment, systematic medication management, and other behavioral health services, along with elimination of barriers by providing complete health insurance coverage (with no out-of-pocket expenses) and suspending disability reviews. The control group received usual services. Paid employment was the primary outcome measure, and overall mental health and quality of life were secondary outcome measures. Results: Overall, 2,059 SSDI beneficiaries with schizophrenia, bipolar disorder, or depression in 23 cities participated in the 2-year intervention. The teams implemented the intervention package with acceptable fidelity. The intervention group experienced more paid employment (60.3% compared with 40.2%) and reported better mental health and quality of life than the control group. Conclusions: Implementation of the complex intervention in routine mental health treatment settings was feasible, and the intervention was effective in assisting individuals disabled by schizophrenia or depression to return to work and improve their mental health and quality of life.” (p.1433)
Author	Credentials: M.D., Ph.D. Position and Institution: Community Psychiatrist. Professor of Psychiatry at Dartmouth Medical School, and Director of the New Hampshire-Dartmouth Psychiatric Research Center. Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer reviewed journal Publisher: Psychiatry Online Other: Official journal of the American Psychiatric Association
Date and Citation History	Date of publication: 2013 Google Scholar Cited By: 108
Stated Purpose or Research Question	“To test the hypothesis that a comprehensive package of insurance coverage, mental health treatments, vocational services, and elimination of disability reviews might enable SSDI beneficiaries with psychiatric impairments to return to work and, secondarily, to improve their mental health status and quality of life.” (p.1434)
Author’s Conclusion	“In conclusion, for a subset of SSDI beneficiaries with mental health disabilities and interest in employment, the intervention improved beneficiaries’ employment, mental health, and quality of life, even if it did not reduce short-term costs for public benefit programs.” (p. 1440)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This article provides moderate relevance to our EBP question because it addresses disability as a whole, as people who qualify for SSDI. Additionally it discusses treatments and services that improve life and return to work. However, this article discusses a multifaceted approach which may be difficult to compare with other approaches.
Overall Quality of Article	Overall Quality of Article: Good Rationale: This randomized control trial has a large sample size and authors that have published a lot of information on similar topics. Published within the last 10 years. Reputable journal.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: dual-frame, random digital dial, nationally representative, survey
APA Reference	Sundar, V., O'Neill, J., Houtenville, A. J., Phillips, K. G., Keims, T., Smith, A., & Katz, E. E. (2018). Striving to work and overcoming barriers: Employment strategies and successes of people with disabilities. <i>Journal of Vocational Rehabilitation</i> , 48(1), 93-109. https://doi.org/10.3233/jvr-170918
Abstract	<p>“BACKGROUND: People with disabilities experience long standing barriers to employment. However, beyond the conventional metrics of labor force participation or unemployment rates we know very little about the workplace experiences of people with disabilities.</p> <p>OBJECTIVE: This study describes findings from the 2015 Kessler Foundation National Employment and Disability Survey (2015 KFNEDS), a nationally representative survey of Americans with disabilities.</p> <p>METHODS: A dual-frame, random digit dial, nationally representative survey was conducted. Survey respondents included 3013 working age adults with a disability. Survey respondents were asked about disability, employment status, job search activities and workplace experiences.</p> <p>RESULTS: Over 42% of survey respondents were currently working. 68.4% were <i>striving to work</i> characterized by job preparation, job search and/or participation in the workforce since the onset of their disability. Although some barriers persisted in the workplace, many were able to overcome the same. Overall, 47.8% of the respondents used workplace accommodations, 45.3% were satisfied with their jobs, 86.6% felt accepted in their workplace.</p> <p>CONCLUSION: The 2015 KFNEDS highlights <i>how</i> people with disabilities strive to work and overcome barriers, a discourse largely overlooked in contemporary disability and employment research. Survey findings can inform new programs and policies to improve employment outcomes for people with disabilities.” (p. 93)</p>
Author	<p>Credentials: PhD, OTR/L</p> <p>Position and Institution: Assistant Professor, Department of Occupational Therapy, University of New Hampshire</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: scholarly peer-reviewed journal</p> <p>Publisher: IOS Press</p> <p>Other: Focuses on biochemistry, medicine, health, and rehabilitative/assistive technologies</p>
Date and Citation History	<p>Date of publication: 2018</p> <p>Google Scholar Cited By: 14</p>
Stated Purpose or Research Question	<p>“The overarching purpose of this study is to describe the findings from the 2015 KFNEDS as a nationally representative, scientifically rigorous means of exploring the experiences of Americans with disabilities in finding and maintaining employment. The 2015 KFNEDS survey looks beyond the common metrics of employment such as Social Security program enrollment and labor force participation to document the things people with disabilities are actively doing as they strive to overcome barriers and succeed at work. By asking survey respondents about successful employment strategies implemented by themselves and their employers, the survey seeks to change the discourse from one of <i>experiencing barriers</i> to that of <i>overcoming barriers and striving to work</i>.” (p. 96)</p>
Author's Conclusion	<p>“Improving employment outcomes for people with disabilities needs to be a multi-faceted effort. Besides social and policy changes, employer training to hire and integrate people with disabilities is imperative. Lastly, people with disabilities need more opportunities to improve their work related self-efficacy and develop positive coping mechanisms.” (p. 106)</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good</p> <p>Rationale: I think that this article is definitely relevant to our search. It discusses specific interventions to promote opportunities in employment and also incorporates personal experiences from the survey method.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: There is a large sample size in this research study. The journal that published the article is a reputable source. The source did not include responses from people who are unemployed however the study does elaborate on specific barriers that prevented employment participation success.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Pre-test post-test design
APA Reference	Walsh, E., Holloway, J. & Lydon, H. (2018). An evaluation of a social skills intervention for adults with autism spectrum disorder and intellectual disabilities preparing for employment in Ireland: A pilot study. <i>Journal of Autism & Developmental Disorders</i> , 48(5), 1727-1741. http://doi.org/10.1007/s10803-017-3441-5
Abstract	“Individuals with autism spectrum disorder (ASD) are faced with significant barriers relating to employment opportunities and workplace participation. This study evaluated the effectiveness of the Walker social skills curriculum: the ACCESS program and video modeling to increase social communication skills necessary for workplace inclusion. Participants attended two sessions (i.e., 3 h) per week across a period of 20 weeks. A multiple-probe design was used to demonstrate social skills outcomes across three broad curricular areas (i.e., peer-related, adult-related, and self-related social skills). Pre- and postintervention standardized assessments were also taken. Results showed significant increases in target social skills and a significant decrease in problem behaviors following intervention. Evidence of maintenance and generalization were also demonstrated. Implications for practice and research are discussed,” (p. 1727).
Author	Credentials: not listed Position and Institution: School of Psychology, National University of Ireland, Galway, Ireland Publication History in Peer-Reviewed Journals: limited
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Journal of Autism & Developmental Disorders Other: Leading peer-reviewed journal focusing on autism and developmental disorders
Date and Citation History	Date of publication: December 9, 2017 Cited By: 27
Stated Purpose or Research Question	“The purpose of this investigation was to evaluate the effectiveness of the ACCESS program (Walker et al. 1988) and video modelling on increasing social communication skills necessary for workplace inclusion in adults with ASD and co-occurring intellectual disabilities,” (p. 1729).
Author’s Conclusion	“Overall, the results of the current research provide support for the ACCESS program and video modelling, as an intervention to increase social communication skills in adults with ASD and intellectual disabilities,” (p. 1738).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The article is focused on preparing individuals with Autism Spectrum Disorder for work. Although it does fit into my research question, the focus isn’t having individuals return to work. However, I like that it is focused on ASD and discusses an intervention method.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Published within the last five years and has already been cited by many other researchers. Article is easy to comprehend and understand.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Post hoc subgroup analysis
APA Reference	Salomonsson, S., Santoft, F., Lindsater, E., Ejeby, K., Ingvar, M., Ljotsson, B., Lars-Goran, O., Lekander, M., & Hedman-Lagerlof, E. (2020). Effects of cognitive behavioural therapy and return-to-work intervention for patients on sick leave due to stress-related disorders: Results from a randomized trial. <i>Scandinavian Journal of Psychology</i> , 61(2), 281-289. https://doi.org/10.1111/sjop.12590
Abstract	“The aim of this study was to evaluate specific effects for patients with adjustment or exhaustion disorder, the Stress subgroup (n= 152), regarding symptom severity and sick leave after CBT, a return-to-work intervention (RTW-I), and a combination of them (COMBO), using data from a randomized trial. In the original study, primary care patients on sick leave (N = 211) were randomized to CBT (n = 64), RTW-I (n = 67), or COMBO (n = 80). Blinded Clinician Severity Rating (CSR) of symptoms and sick leave registry data were primary outcomes. Subgroup analyses showed that for the Stress subgroup, CBT led to greater reduction of symptoms than RTW-I posttreatment, but COMBO did not differ from CBT or RTW-I. Regarding sick leave, there was no difference between treatments in the Stress subgroup. An exploratory analysis of the treatment effects in a subgroup of patients with depression, anxiety or insomnia indicates that RTW-I reduced sick leave faster than CBT. We conclude that CBT may be promising as an effective treatment of stress and exhaustion disorder,” (p. 281).
Author	Credentials: not listed Position and Institution: Center of Psychiatry Research, Department of Clinical Neuroscience, Karolinska Institute, Stockholm, Sweden Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Scholarly peer-reviewed Publisher: Scandinavian Journal of Psychology Other: Peer-reviewed international journal focusing on multiple aspects of psychology
Date and Citation History	Date of publication: 2020 Cited By: 2
Stated Purpose or Research Question	“The aim of the present study is two-fold: (1) To evaluate the effect of a CBT protocol specifically developed to meet the presumed needs of patients suffering from clinical stress-related disorders, here specified as adjustment disorder and exhaustion disorder; and (2) to explore whether a RTW-I, alone or in combination with disorder specific CBT, has different effects for patients diagnosed with stress-related disorders than for patients with other primary CMDs (DepAnxIn),” (p. 282).
Author’s Conclusion	“In summary, this study shows that AD and ED can be effectively treated with CBT, but the return-to-work intervention seems to be of limited use when it comes to reducing sick leave for these patients,” (p. 285).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The article focuses on reducing sick leave instead of returning to work, which is the focus of my research question. However, I like how the article focuses on mental disabilities instead of physical disabilities. I think it would be beneficial to cover both physical and mental disabilities since both are of high importance.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: The article is very in depth and I like how it is laid out in subsections. However, the article utilizes a lot of abbreviations and it is difficult to remember all of them when going through the article. It was also recently published (2020), by a very reputable author, and has already been cited by other research studies.

	Overview of Article
Type of article	Overall Type: Primary research study Specific Type: Secondary data analysis of survey research
APA Reference	Hogan, A., Kyaw-Myint, S. M., Harris, D., & Denronden, H. (2012, May 18). Workforce participation barriers for people with disability. <i>International Journal of Disability Management</i> , 7, 1-9. http://doi.org/10.1017/idm.2012.1
Abstract	“Access to meaningful and equitably paid work is an ongoing issue facing people with disabilities across the world. This article is concerned with the nature and extent of workplace accommodation currently made available in Australia to people with disabilities. The article is based on analysis of the Australian Survey of Disability Ageing and Carers (2003). The article first ratifies existing findings in the literature that people with disability are less likely to be employed and where employed, are likely to be underemployed and underpaid. Restrictions in the ability to participate in paid work without accommodations were common with the need for accommodation varying from 43% through to 91%, depending on the nature of disability experienced. We identify the possibility that people with disability self-select themselves into workplaces where they can self-accommodate their own access needs. Generally, the extent of workplace accommodations provided were low (12%–27%). Known stratifying factors (gender, ethnicity, and education) exacerbated existing barriers to accessing employment. Workers with higher training needs were less likely to secure employment while people accessing the workplace with the benefit of an advocate were more likely to be in the workforce. Strategies for enhancing employment outcomes are discussed,” (p. 1).
Author	Credentials: not listed Position and Institution: School of Sociology, Australian National University, Australia Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Scholarly peer reviewed Publisher: International Journal of Disability Management Other: Peer-reviewed journal focusing on prevention and disability management
Date and Citation History	Date of publication: May 18, 2012 Cited By: 46
Stated Purpose or Research Question	“This study is concerned with examining the nature and extent of workplace accommodations currently made in Australia for people with disability, with regard to how such accommodations might differ according to disability characteristics,” (p. 2).
Author’s Conclusion	“Notably, the results of this study extend the literature in several ways. First, our data suggests that where the onus is placed on the employer to provide specific training for people with a disability, people with a disability reported lower odds of being in the labour force. Consistent with this outcome we also reported that less than a third of people in the labour force with employment restrictions received workplace accommodations from their employer. Based on this data, it seems reasonable to conclude that the workplace accommodation needs of a considerable proportion of people with disability are still not being met,” (p. 7).
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: This article focuses on workforce participation barriers for individuals with disabilities, which makes it relevant to my question. However, it does not discuss returning to work, which is the main premise of my question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: The author is highly reputable, and the source has been cited by other authors quite a bit. The research is laid out well and the article is easy to understand. Lastly, it is recent research and applicable.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Verhoef, J., Bal, M. I., Roelofs, P. D. D. M., Borghouts, J. A. J., Roebroek, M. E., & Miedema, H. S. (2020). Effectiveness and characteristics of interventions to improve work participation in adults with chronic physical conditions: A systematic review. <i>Disability and Rehabilitation</i> , 1-16. http://doi.org/10.1080/09638288.2020.1788180
Abstract	<p>“PURPOSE Chronic physical conditions often negatively affect work participation. The objective of this systematic review is to investigate the effectiveness and characteristics of vocational rehabilitation interventions for people with a chronic physical condition. METHODS Searches in five databases up to April 2020 identified 30 studies meeting our inclusion criteria. Two reviewers independently assessed and extracted data. The Grading of Recommendation, Assessment, Development and Evaluation (GRADE) framework was used to evaluate quality of evidence for three outcome measures related to work participation. RESULTS All vocational rehabilitation interventions consisted of multiple components, but their characteristics varied widely. Analysis of 22 trials yielded a moderate positive effect with moderate certainty of interventions on work status; analysis of five trials with low risk of bias showed a large positive effect with moderate certainty (risk ratio 1.33 and 1.57, respectively). In addition, in eight studies we found a moderate to small positive effect with low certainty on work attitude (standardized mean difference = 0.59 or 0.38, respectively). We found no effect on work productivity in nine studies. CONCLUSION The systematic review of the literature showed positive effects of vocational rehabilitation interventions on work status and on work attitude; we found no effect on work productivity. In rehabilitation, addressing work participation of persons with a chronic physical condition using targeted interventions is beneficial to improve or sustain work participation, irrespective of the intervention characteristics and diagnosis. Interventions that include multiple components and offer individual support, whether or not combined with group sessions, are likely to be more effective in improving work participation in persons with a chronic physical condition. The overview of vocational interventions in this systematic review may assist healthcare professionals in making informed decisions as to which intervention to provide. Vocational rehabilitation, as well as studies on work participation in chronic disease, should include a long follow-up period to explore if work participation is sustainable and contributes to health and wellbeing,” (p. 1).</p>
Author	<p>Credentials: not listed Position and Institution: Rotterdam University of Applied Sciences Publication History in Peer-Reviewed Journals: extensive</p>
Publication	<p>Type of publication: Scholarly peer-reviewed journal Publisher: Disability & Rehabilitation Other: Peer-reviewed international journal focusing on aspects of disabilities and rehabilitation</p>
Date and Citation History	<p>Date of publication: June 23, 2020 Cited By: none (recently published)</p>
Stated Purpose or Research Question	<p>“The current systematic review investigates the effectiveness and characteristics of vocational rehabilitation interventions for people with a chronic physical condition. For this study, chronic back pain was excluded because vocational interventions for patients with chronic back pain have been systematically reviewed and published,” (p. 1).</p>
Author’s Conclusion	<p>“The results of this study, indicating a positive effect of the use of targeted interventions on enhancing work participation of persons with a chronic condition, are in line with systematic reviews addressing work outcomes for people with chronic back pain and mental health problems,” (para. 28).</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good Rationale: Focus of the article is exactly the focus of my research question. Discusses improving work participation in individuals with chronic physical disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good Rationale: Article was published just this year (likely why it hasn’t been cited by other authors yet). Author has many other publications. The article is also easy to read and understand.</p>

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic review
APA Reference	Al-Rashaida, M., Lopez-Paz, J.F., Amayra, I., Lazaro, E., Martinez, O., Berrococo, S., Garcia, M., & Perez, M. (2018). Factors affecting the satisfaction of people with disabilities in relation to vocational rehabilitation programs: A literature review. <i>Journal of Vocational Rehabilitation</i> , 49(1), 97-115. DOI: 10.3233/JVR-180957 .
Abstract	“BACKGROUND: Vocational rehabilitation (VR) programs have previously been evaluated using classical measures (such as the percentage of successful disabled consumers who are served by an agency). However, recent evaluations of VR programs have emphasized the need to examine levels of consumer satisfaction with such programs, as it is important to indicate what factors affect the satisfaction of people with disabilities (PWDs). OBJECTIVE: The purpose of this study is to present a systematic review of existing studies on factors impacting PWD satisfaction with VR programs. METHODS: We conducted a search of the electronic databases PsycINFO, Web of Science, ProQuest, and EBSCOhost (period: 1972-2016) supplemented by a search for additional relevant articles by means of cross-referencing. In total, 50 studies were selected, coded, and analyzed by three coders into three overarching themes. RESULTS: The analysis of extant studies shows that PWD satisfaction level with VR programs is affected by three main variables: counselor characteristics, VR services, and center features. CONCLUSION: Satisfaction is a key way of practically evaluating VR services; it contributes to improving the effectiveness and quality of such programs and enhances the effectiveness of work methods used by VR centers, particularly in relation to PWDs. The implications for VR practice and suggestions for future research are provided.” (p.97)
Author	Credentials: PhD, Special Education Position and Institution: Professor of psychology and education at the University of Deusto. Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed Publisher: IOS Press Other: N/A
Date and Citation History	Date of publication: 2018 Cited By: 0
Stated Purpose or Research Question	“The purpose of this study is to present a systematic review of existing studies on factors impacting PWD satisfaction with VR programs.” (p. 97)
Author’s Conclusion	“(1) Assessing satisfaction using reliable and valid instruments (Koch & Merz, 1995; Kosciulek et al., 1997). (2) Measuring satisfaction at the onset of services as well as at various points during service delivery. This would result in an enhanced ability to more accurately measure consumer opinion (Fawcett, 1991; Patterson & Marks, 1992; Russell, 1990; Richard, 2000). This measurement can help agencies to identify consumers who are dissatisfied or who do not engage early with VR services, and this information would also enable VR agencies to understand what data and relationships are important to enhance customers’ satisfaction. (3) It would be better for VR agencies to take into account consumer expectations when providing VR services and to match discrepancies between the services desired and services received (Rigles et al., 2011). (4) Increasing and supporting communication and interaction between the counselor and consumer to increase satisfaction with and engagement in VR services. (5) Enhancing the quality of services to obtain successful employment outcomes and increase satisfaction (Jo et al., 2010)”. (p. 112)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: I think this article is of great relevance as it is looking at vocational rehabilitation services for people with disabilities and what factors increase satisfaction for those individuals. As it relates to our EBP question the factors are kind of like the “characteristics” and instead of “effectiveness” the article looks at satisfaction which may go hand in hand.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable journal and publisher. Article is two years old.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: A Systematic Review
APA Reference	Nevala, N., Pehkonen, I., Teittinen, A., Vesala, H.T., Portfor, P. & Anttila, H. (2019). The effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities: A systematic review. <i>Journal of Occupational Rehabilitation</i> , 29(4), 773-802. DOI: 10.1007/s10926-019-09837-2
Abstract	<p>“Purpose: This systematic review analyzed the effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities (ID), as well as barriers and facilitators of employment. Methods This was a systematic review of quantitative, qualitative, and mixed methods studies. The outcomes were employment, transition to the open labor market and functioning. The review included qualitative studies of employment barriers and facilitators. The population comprised people with ID aged 16–68 years. Peer-reviewed articles published in English between January 1990 and February 2019 were obtained from the databases Cinahl, the Cochrane Library, Embase, Eric, Medic, Medline, OTseeker, Pedro, PsycInfo, PubMed, Socindex, and the Web of Science. We also searched Google Scholar and Base. The modified selection instrument (PIOS: participants, intervention, outcome, and study design) used in the selection of the articles depended on the selection criteria. Results Ten quantitative (one randomized controlled, one concurrently controlled, and eight cohort studies), six qualitative studies, one multimethod study, and 21 case studies met the inclusion criteria. The quantitative studies showed that secondary education increases employment among people with ID when it includes work experience and personal support services. Supported employment also increased employment in the open labor market, which sheltered work did not. The barriers to employment were the use of sheltered work, discrimination in vocational experience, the use of class teaching, and deficient work experience while still at school. The facilitators of employment were one's own activity, the support of one's family, job coaching, a well-designed work environment, appreciation of one's work, support from one's employer and work organization, knowledge and experience of employment during secondary education, and for entrepreneurs, the use of a support person. Conclusions The employment of people with ID can be improved through secondary education including proper teaching methods and personal support services, the use of supported work, workplace accommodations and support from one's family and employer. These results can be utilized in the development of rehabilitation, education, and the employment of people with ID, to allow them the opportunity to work in the open labor market and participate in society.” (p. 773)</p>
Author	<p>Credentials: PhD Position and Institution: Professor at Finnish Institute of Occupational Health in Helsinki Publication History in Peer-Reviewed Journals: extensive</p>
Publication	<p>Type of publication: Peer-reviewed Publisher: Springer Publishing Other: N/A</p>
Date and Citation History	<p>Date of publication: Dec. 2019 Cited By: 5</p>
Stated Purpose or Research Question	“1) How effective are rehabilitation interventions for the employment of people with ID, 2) what are the barriers to and facilitators of employment of people with ID, and 3) what kind of individual support measures have been used to increase the work ability and functioning of people with ID?” (p.774)
Author's Conclusion	“More people with ID could be employed through personally tailored services and measures. Tailoring can mean secondary or postsecondary education, including proper teaching methods and personal support services, the use of supported work, workplace accommodations, and the support of one's family and employer.” (p. 799)
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good Rationale: I like that this research looks at intervention barriers and facilitators of people with intellectual disabilities in finding employment.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good Rationale: Established author. Reputable journal and publisher. Article is one years old.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: “model demonstration project”
APA Reference	Nochajski, S. & Schweitzer, J. (2014). Promoting school to work transition for students with emotional/behavioral disorders. <i>Work</i> , 48(3), 413-422. DOI: 10.3233/WOR-131790
Abstract	<p>“The successful transition of students from high school to adult occupations, including work and independent living, has been a major focus of the educational reform movement in the United States. However, despite good intentions, students with disabilities have less favorable transition outcomes than do students in the general population and employment opportunities are even less promising for students with emotional/behavioral disorders (EBD). Objective: The purpose of this model demonstration project, funded by the US Department of Education, was to develop a program based on identified best practices to facilitate successful school to work transition for students with EBD. PARTICIPANTS: 47 students with EBD between the ages of 14 and 19 were participants in this project. The majority of participants in the project were white males with a generic diagnosis of a disruptive personality disorder. METHODS: Five cohort groups of students participated in a four phase program; Phase 1 - School-based Learning, Phase 2 - Community Involvement, Phase 3 - Paid, Supported Work Experience, and Phase 4 - Competitive Employment and Follow-Up. RESULTS: At the conclusion of the project, 30% of the project participants were competitively employed. Students had the most difficulty in Phase 3, but 81% of those who successfully completed Phase 3 obtained and retained competitive employment for at least one year. Four case studies are presented to illustrate findings. CONCLUSIONS: The School to Work Transition Program model shows promise for providing interventions to promote successful transition for students with EBD. Further research on the effectiveness of the overall model, as well as specific components of the model, is needed.” (p.413)</p>
Author	Credentials: MS Occupational Therapy and PhD Special Education Position and Institution: OT Professor University of Buffalo Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed Publisher: IOS Press Other: N/A
Date and Citation History	Date of publication: 2014 Cited By: 20
Stated Purpose or Research Question	“The School to Work Transition Program Model was developed to address the need for interventions that will facilitate successful post-secondary employment outcomes for youth with EBD.” (p.414)
Author’s Conclusion	“The STWTP model shows promise for use in providing interventions to promote successful transition for students with EBD. The combination of school-based learning, volunteer experiences in the community, and paid supportive employment experiences based on the students’ self-identified vocational interests added a unique perspective to the program” (p.422)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: They thought out a program that they think would be beneficial for people with emotional/behavioral disorders (EBD) to gain employment. They recognize how difficult the school to work transition is for those with EBD.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable journal and publisher. Article is six years old. Cited by 20 people.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Qualitative semi-structured interview
APA Reference	Lindsay, S., Adams, T., McDougall, C., & Sanford, R. (2012). Skill development in an employment-training program for adolescents with disabilities. <i>Disability and Rehabilitation</i> , 34(3), 228-237. DOI: 10.3109/09638288.2011.603015
Abstract	“Purpose: Relatively little is known about the first employment experiences and skill development of youth with disabilities. The purpose of this study is to explore the skills gained by adolescents with disabilities who have completed an employment-training program. Methods: In-depth, qualitative semi-structured interviews were conducted with 18 adolescents with a physical and/or mobility-related disability. The youth and their parents also completed a brief questionnaire about their experience in the program and we reviewed their self- and staff-assessments that were completed throughout the program. Results: The findings highlight how adolescents with disabilities developed several practical, social and communication skills, and self-confidence over the course of an employment-training program. Despite personal gains, youth reported challenges in their post-program search for employment. Conclusions: Youth valued involvement in the workforce and perceived that through their participation they developed important life skills.” (p.228)
Author	Credentials: PhD Position and Institution: Professor in the Department of Occupational Science and Occupational Therapy, University of Toronto. Senior Scientist at Holland Bloorview Kids Rehabilitation Hospital Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed Publisher: Taylor and Francis Group Other: N/A
Date and Citation History	Date of publication: 2012 Cited By: 55
Stated Purpose or Research Question	“(i) What skills and experiences did adolescents with disabilities gain during the employment-training program? and (ii) what are participants’ suggestions for improving employment-training for youth with disabilities?” (p. 230).
Author’s Conclusion	“Our results suggest several improvements to the specific employment-training program studied, such as longer community work placements and ongoing follow-up support after the formal end of the program...At a community level, advocacy can raise awareness of the importance of early work experience and the potential contributions of youth with disabilities.” (p. 236).
Overall Relevance to your EBP Question	Overall Relevance of Article: good Rationale: This matches up exactly with our question. Researchers use interviews and questionnaires to better understand opinions and feelings for adolescents with disabilities and their families.
Overall Quality of Article	Overall Quality of Article: good Rationale: Established author. Reputable journal and publisher. Article is eight years old. Cited by 55 people. Article also does a good job highlighting their barriers to the research which I can take with me when looking at similar journal articles.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Nevala, N., Pehkonen, I., Koskela, I., Ruusuvaari, J., & Anttila, H. (2015). Workplace accommodation among persons with disabilities: A systematic review of its effectiveness and barriers or facilitators. <i>Journal of Occupational Rehabilitation</i> , 25(2), 432-448. DOI: 10.1007/s10926-014-9548-z
Abstract	“Purpose A systematic review was conducted to review the effectiveness of workplace accommodation (WA) regarding employment, work ability, and cost-benefit among disabled people. It also describes the evidence gained on the barriers and facilitators of WA process to sustain employment. Methods We reviewed systematically current scientific evidence about effectiveness of WA among disabled persons. The outcomes were employment, work ability, and cost-benefit. Qualitative studies of employment facilitators and barriers were also included. The population comprised people with physical disability, visual impairment, hearing impairment, cognitive disability, or mental disability, aged 18-68 years. CINAHL, the Cochrane Library, Embase, Medline, OTseeker, PEDro, PsycInfo, PubMed, Scopus, and Web of Science were searched for peer-reviewed articles published in English from January 1990 to November 2012. Results Three quantitative (one randomized controlled, one concurrently controlled, and one cohort) and eight qualitative studies met the inclusion criteria. There was moderate evidence that specific types of WA (vocational counselling and guidance, education and self-advocacy, help of others, changes in work schedules, work organization, and special transportation) promote employment among physically disabled persons and reduce costs. There was low evidence that WA (liaison, education, work aids, and work techniques) coordinated by case managers increases return to work and is cost-effective when compared with the usual care of persons with physical and cognitive disabilities. The key facilitators and barriers of employment were self-advocacy, support of the employer and community, amount of training and counselling, and flexibility of work schedules and work organization. Conclusions More high-quality studies using validated measures of the work ability and functioning of disabled persons are needed. The identified barriers and facilitators found in the qualitative studies should be used to develop quantitative study designs.” (p. 432)
Author	Credentials: PhD Position and Institution: Professor at Finnish Institute of Occupational Health in Helsinki Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer-reviewed Publisher: Springer Publishing Other: N/A
Date and Citation History	Date of publication: June 2015 Cited By: 91
Stated Purpose or Research Question	“The aim was to evaluate the effectiveness of WA with respect to employment, work ability, and cost-benefit among persons with physical, visual, hearing, cognitive, and mental disabilities. The second aim is to describe the barriers and facilitators of using and implementing WA to sustain the employment of disabled people.” (p. 433)
Author’s Conclusion	“There is moderate evidence showing that specific forms of WA promote employment and reduce costs among persons with physical disabilities and low evidence that WA coordinated by case-managers increases return to work and is cost-effective among persons with physical or cognitive disabilities.” (p. 446)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: Workplace accommodations are direct interventions to supporting work for individuals with disabilities.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable journal and publisher. Article is five years old. Cited 91 times.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Randomized clinical trial
APA Reference	Russinova, Z., Gidugu, V., Bloch, P., Restrepo-Toro, M., & Rogers, E. S. (2018). Empowering individuals with psychiatric disabilities to work: Results of a randomized trial. <i>Psychiatric Rehabilitation Journal</i> , 41(3), 196–207. doi:10.1037/prj0000303
Abstract	“Objective: Supported employment has experienced immense growth as an evidence-based intervention targeting the disproportionately high rates of unemployment among individuals with psychiatric disabilities who actively want to work. However, employment services are often not available to individuals who are ambivalent about work or lack work self-efficacy. The purpose of this study was to pilot-test the efficacy of a new peer-run photography-based group intervention (Vocational Empowerment Photovoice [VEP]) designed to empower individuals with psychiatric disabilities to consider employment services and pursue work. Method: A total of 51 individuals with serious mental illnesses enrolled at a university-based recovery center, who were not employed or enrolled in any vocational services, were randomly assigned to the VEP program or to a wait-list control group. Mixed-effects regression models were used to examine the impact of the VEP program on both extrinsic (enrollment in employment services and employment rates) and intrinsic (work hope, motivation and self-efficacy, vocational identity, overall empowerment and internalized stigma) work-related outcomes. Results: Participation in the VEP program was associated with a significantly higher rate of engagement in employment services over the course of the intervention and with significantly higher overall empowerment and decrease of internalized stigma sustained through the 3-month follow-up assessment. Stronger engagement in the VEP program was associated with increased work hope, self-efficacy and sense of vocational identity. Conclusions and Implications for Practice: The study highlights the malleable nature of defeatist beliefs which prevent many individuals with mental illnesses from pursuing employment services despite their inherent interest in working.” (p. 2)
Author	Credentials: PhD Position and Institution: Director of Research at the Center for Psychiatric Rehabilitation, Research Associate Professor in the Department of Occupational Therapy at the Boston University Sargent College of Health and Rehabilitation Sciences. Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Official journal of the American Psychological Association (APA) Other: N/A
Date and Citation History	Date of publication: 2018 Cited By: 4
Stated Purpose or Research Question	“The purpose of this study was to pilot-test the efficacy of a new peer-run photography-based group intervention (Vocational Empowerment Photovoice [VEP]) designed to empower individuals with psychiatric disabilities to consider employment services and pursue work.” (p. 2)
Author’s Conclusion	“This study highlights the malleable nature of defeatist beliefs and demoralization that traditionally deter a substantial number of individuals with serious mental illnesses from pursuing employment services despite their inherent interest in working. Given the impact of the VEP intervention on a range of psychological constructs that are critically important to vocational success, future research may explore the potential of this program to enhance the outcomes of individuals engaged in supported employment programs.” (p.22-23)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The study is related to supports to individuals with disabilities in their abilities to work, which related very closely to our EBP question.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable publisher and journal. Publication within the last 10 years. Cited by others 4 times.

	Overview of Article
Type of article	Overall Type: Primary Research Study (qualitative, quantitative, etc.) Specific Type: Cluster randomized trial
APA Reference	Rosenheck, R., Mueser, K. T., Sint, K., Lin, H., Lynde, D. W., Glynn, S. M., Robinson, D. G., Schooler, N. R., Marcy, P., Mohamed, S., & Kane, J. M. (2017). Supported employment and education in comprehensive, integrated care for first episode psychosis: Effects on work, school, and disability income. <i>Schizophrenia Research</i> , 182, 120–128. https://doi.org/10.1016/j.schres.2016.09.024
Abstract	<p>“Background: Participation in work and school are central objectives for first episode psychosis (FEP) programs, but evidence effectiveness has been mixed in studies not focused exclusively on supported employment and education (SEE). Requirements for current motivation to work or go to school limit the generalizability of such studies. Methods: FEP participants ($N = 404$) at thirty-four community treatment clinics participated in a cluster randomized trial that compared usual Community Care (CC) to NAVIGATE, a comprehensive, team-based treatment program that included ≥ 5 h of SEE services per week, grounded in many of the principles of the Individual Placement and Support model of supported employment combined with supported education services. All study participants were offered SEE regardless of their initial interest in work or school. Monthly assessments over 24 months recorded days of employment and attendance at school, days of participation in SEE, and both employment and public support income (including disability income). General Estimation Equation models were used to compare CC and NAVIGATE on work and school participation, employment and public support income, and the mediating effect of receiving ≥ 3 SEE visits on these outcomes.</p> <p>Results: NAVIGATE treatment was associated with a greater increase in participation in work or school ($p = 0.0486$) and this difference appeared to be mediated by SEE. No group differences were observed in earnings or public support payments.</p> <p>Conclusion: A comprehensive, team-based FEP treatment approach was associated with greater improvement in work or school participation, and this effect appears to be mediated, in part, by participation in SEE.” (p. 120)</p>
Author	<p>Credentials: PhD</p> <p>Position and Institution: Director of the Division of Mental Health Services and Outcomes Research in the Department of Psychiatry, Professor of Psychiatry at Yale Medical School</p> <p>Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Scholarly peer-reviewed journal</p> <p>Publisher: Elsevier B.V.</p> <p>Other: N/A</p>
Date and Citation History	<p>Date of publication: April, 2017</p> <p>Cited By: 63</p>
Stated Purpose or Research Question	“The current study contributes to previous FEP research by (1) examining whether participation in SEE mediates gains in instrumental functioning when offered in an effectiveness study as one component within a comprehensive specialty care program and is compared to usual care; (2) extending FEP outcome analyses to include employment earnings and receipt of public income supports (including payments from Social Security Disability and Supplemental Security Income programs); and (3) examining the broader relationship between receipt of public support income receipt and work-school participation.” (p. 121)
Author’s Conclusion	“The findings suggest that the comprehensive, team-based treatment approach implemented in the NAVIGATE intervention resulted in far greater engagement in work-school oriented rehabilitation services, and ultimately in a greater improvement in work and school outcomes and that this difference in outcomes appears to be mediated, at least in part, by greater engagement in the SEE component of the intervention.” (p. 126)
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good</p> <p>Rationale: The study is related to programs that can be effective in supporting employment for individuals with a disability. Relates closely to my group’s EBP question.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: Established author. Reputable journal and publisher. Publication within the last 10 years.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Randomized experimental study
APA Reference	Gutman, S. A., Kerner, R., Zombek, I., Dulek, J., & Ramsey, C. A. (2009). Supported education for adults with psychiatric disabilities: Effectiveness of an occupational therapy program. <i>American Journal of Occupational Therapy</i> , 63(3), 245-254. doi: 10.5014/ajot.63.3.245
Abstract	“This study assessed the effectiveness of a supported education program for adults with psychiatric disabilities. Thirty-eight adults with psychiatric disabilities were randomly assigned to an experimental group (n = 21) that received supported education services or to a control group (n = 17) that received treatment as usual. We found a statistically significant difference between experimental and control group participant scores on the five instruments used to measure the program's effectiveness. Sixteen of the 21 experimental group participants (76%) completed the program. At 6-month follow-up, 10(63%) had enrolled in an educational program, had obtained employment, or were applying to a specific program. Only 1 of the control group participants was enrolled in an educational program. The results support the effectiveness of the supported education program. A significant number of participants were able to improve their basic academic skills, enhance professional behaviors and social skills, and return to the school or work environment.” (p. 245)
Author	Credentials: PhD, OTR/L Position and Institution: Associate Professor of Occupational Therapy, Programs in Occupational Therapy, Columbia University Publication History in Peer-Reviewed Journals: Extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: American Occupational Therapy Association (AOTA) Other: Official journal of the AOTA
Date and Citation History	Date of publication: 2009 Cited By: 64
Stated Purpose or Research Question	“In this study, we assessed the effectiveness of a supported education program—the Bridge Program—for adults with psychiatric disabilities who desire to pursue educational or vocational training. The study used a quasi-experimental design with random assignment to an experimental or control group.” (p. 247)
Author's Conclusion	“The results support the effectiveness of the Bridge Program and suggest that the program helped participants to increase their skill level in basic academic areas, improve professional behaviors and social skills needed for school and work settings, and gain the confidence to test their skills in the larger community.” (p. 252)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate- Good Rationale: This study is related to the effectiveness of an educational program for individuals with disabilities. The main focus is on educational supports, but the article mentions that there are supports to work/employment from the educational programs as well. This article also focuses on the specific population of adults with psychiatric disabilities.
Overall Quality of Article	Overall Quality of Article: Moderate-Good quality Rationale: Established author. Reputable journal and publisher. Publication was over 10 years ago.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Differential mixed-method approach
APA Reference	Kocman, A., Fischer, L., & Weber, G. (2018). The employers' perspective on barriers and facilitators to employment of people with intellectual disability: A differential mixed-method approach. <i>Journal of Applied Research in Intellectual Disabilities</i> : <i>JARID</i> , <i>31</i> (1), 120–131. https://doi.org/10.1111/jar.12375
Abstract	“Background: Obtaining employment is among the most important ambitions of people with intellectual disability. Progress towards comprehensive inclusive employment is hampered by numerous barriers. Limited research is available on these barriers and strategies to overcome them. Method: A mixed method approach in a sample of 30 HR-managers was used to assess (i) differences in perceived barriers for employment of people with specific disabilities and mental disorders; (ii) barriers specific to employing people with intellectual disability; (iii) strategies to overcome these barriers. Results: Employers perceive more barriers for hiring people with intellectual disability and mental disorders than for physical disabilities. Employment for this population is hampered by a perceived lack of skills and legal issues. Strategies perceived as beneficial are supplying information, changes in organizational strategies and legal changes. Conclusions: Employers’ differentiated expectations and reservations towards hiring individuals with specific disabilities need to be taken into account to increase employment for people with intellectual disability.” (p.120)
Author	Credentials: N/A Position and Institution: Faculty of Psychology, Department for Applied Psychology: Health, Development, Enhancement and Intervention, University of Vienna Publication History in Peer-Reviewed Journals: Limited
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Wiley Online Library Other: N/A
Date and Citation History	Date of publication: June 6th, 2017 Cited By: 24
Stated Purpose or Research Question	“Obtaining employment is among the most important ambitions of people with intellectual disability. Progress towards comprehensive inclusive employment is hampered by numerous barriers. Limited research is available on these barriers and strategies to overcome them.” (p. 120)
Author’s Conclusion	“Employers’ differentiated expectations and reservations towards hiring individuals with specific disabilities need to be taken into account to increase employment for people with intellectual disability.” (p. 120)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The study is related to employment of individuals with disability and also talks about barriers and supports to those individuals and their employers. The focus of this study is on individuals with intellectual disabilities.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Reputable Journal and publisher. Publication within the last 10 years.

	Overview of Article
Type of article	Overall Type: Primary Research Study (qualitative, quantitative, etc.) Specific Type: Mixed method with two groups
APA Reference	Lindsay, S., McDougall, C., Sanford, R., Menna-Dack, D., Kingsnorth, S., & Adams, T. (2015). Exploring employment readiness through mock job interview and workplace role-play exercises: comparing youth with physical disabilities to their typically developing peers. <i>Disability and Rehabilitation</i> , 37(18), 1651–1663. https://doi.org/10.3109/09638288.2014.973968
Abstract	<p><i>Purpose:</i> To assess performance differences in a mock job interview and workplace role-play exercise for youth with disabilities compared to their typically developing peers. <i>Methods:</i> We evaluated a purposive sample of 31 youth (15 with a physical disability and 16 typically developing) on their performance (content and delivery) in employment readiness role-play exercises. <i>Results:</i> Our findings show significant differences between youth with disabilities compared to typically developing peers in several areas of the mock interview content (i.e. responses to the questions: “tell me about yourself”, “how would you provide feedback to someone not doing their share” and a problem-solving scenario question) and delivery (i.e. voice clarity and mean latency). We found no significant differences in the workplace role-play performances of youth with and without disabilities. <i>Conclusions:</i> Youth with physical disabilities performed poorer in some areas of a job interview compared to their typically developing peers. They could benefit from further targeted employment readiness training.” (p. 1651)</p>
Author	<p>Credentials: N/A Position and Institution: Department of Occupational Science and Occupational Therapy, Graduate Department of Rehabilitation Sciences, Bloorview Research Institute, Holland Bloorview Kids Rehabilitation Hospital, University of Toronto Publication History in Peer-Reviewed Journals: Extensive</p>
Publication	<p>Type of publication: Scholarly peer-reviewed journal Publisher: Taylor and Francis Group Other: N/A</p>
Date and Citation History	<p>Date of publication: 2015 Cited By: 28</p>
Stated Purpose or Research Question	<p>“This study seeks to address that gap in understanding through the use of mock job interviews and workplace role-play exercises. Such activities are forms of experiential learning that provide participants with the opportunity to develop skills while engaging with real-life scenarios. They can be effective learning tools for instilling positive attitudes among participants toward particular topics [23]. In fact, one review of life skills interventions found that role-play provides an essential component of life skill programs for youth with disabilities [24].” (p. 1652)</p>
Author’s Conclusion	<p>“Our participants reported finding the workplace role-play exercise realistic and fun; however, it is important to note that we designed the exercise to be accessible to youth with physical disabilities – and therefore, it may not reflect all workplaces. Past research shows that role-play can be an important component of social and life skills development for youth with disabilities [24]. (p. 1662)</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Poor Rationale: The study is comparing performance in a mock job interview between youth with and without a disability. It does not mention programs, services, or characteristics that are effective in supporting work participation for individuals with disabilities or their employers. Another thing that this article mentions is the importance of role-play in skill programs.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good Rationale: Established author. Reputable journal and publisher. Publication within the last 10 years.</p>

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Cross-sectional Study
APA Reference	Burke-Miller, J., Razzano, L. A., Grey, D. D., Blyler, C. R., & Cook, J. A. (2012). Supported employment outcomes for transition age youth and young adults. <i>Psychiatric Rehabilitation Journal</i> , 35(3), 171–179. https://doi.org/10.2975/35.3.2012.171.179
Abstract	“Topic: Supported Employment (SE) can help transition age youth and young adults to obtain employment and develop meaningful careers and financial security. Purpose: The purpose of this analysis is to examine the role of SE in achieving employment outcomes for youth (ages 18-24) and young adults (ages 25-30), compared to outcomes for older adults. Given the importance of employment to the quality of life of young people in establishing work histories and starting careers, it is important to have a better understanding of what client and program characteristics result in better employment outcomes. Sources Used: Data are from the Employment Intervention Demonstration Program (EIDP), a multisite randomized controlled trial of SE among 1,272 individuals with psychiatric disabilities in 7 states. Conclusions and Implications for Practice: Among all study participants, youth and young adults had significantly better outcomes in terms of any employment and competitive employment than older (>30 years) adults. However, in multivariable models of participants randomly assigned to SE, young adults had significantly better outcomes than youth or older adults. Other significant predictors of employment and competitive employment were future work expectations, not receiving Supplemental Security Income, and receipt of more hours of SE services. Characteristics of youth, young adults and SE programs that enhance employment are discussed in terms of policy and practice.” (PsycInfo Database Record (c) 2020 APA, all rights reserved)” (p. 1)
Author	Credentials: PhD Position and Institution: University of Illinois at Chicago Center on Mental Health Services Research and Policy Hektoen Institute Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer reviewed Publisher: Trustees of Boston University Other: N/A
Date and Citation History	Date of publication: 2012 Cited By: 28
Stated Purpose or Research Question	“The purpose of this analysis is to examine the role of SE in achieving employment outcomes for youth (ages 18-24) and young adults (ages 25-30), compared to outcomes for older adults.” (p. 1)
Author’s Conclusion	“The finding that younger people had better employment outcomes in SE relative to older people provides empirical support for policies that encourage the provision of SE services to youth and young adults. However, it does not obscure the fact that work and return to work are ongoing challenges in the lives of people in recovery.” (p. 8)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The study is directly related to work and work participation although the interventions are not directly highlighted as an integrative part of the study.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Reputable journal. Publication within the last 10 years.

	Overview of Article
Type of article	Overall Type: Primary Research Study Specific Type: Randomized control
APA Reference	Mueser, K. T., Becker, D. R., & Wolfe, R. (2001). Supported employment, job preferences, job tenure and satisfaction. <i>Journal of Mental Health</i> , 10(4), 411-417. doi:10.1080/09638230120041173
Abstract	“The relationships between job preferences, job satisfaction and job tenure were examined in a sample of 204 unemployed clients with severe mental illness randomly assigned to one of three vocational rehabilitation programs and followed for 2 years. These were the Individual Placement and Support (IPS) model of supported employment, a psychiatric rehabilitation program (PSR) and standard services (Standard). For clients in the IPS program, those who obtained jobs that matched their preemployment preferences for type of work desired reported higher levels of job satisfaction and had longer job tenures than clients who obtained jobs that did not match their preferences. For clients in the PSR or Standard programs, job preferences were not related to job tenure or satisfaction. The findings replicate previous research in this area, and suggest that helping clients obtain work that matches their job preferences is an important ingredient of success in supported employment programs.” (p. 1)
Author	Credentials: PhD Position and Institution: Professor at NH-Dartmouth Psychiatric Research Center Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Peer Reviewed Publisher: Taylor and Francis Other: N/A
Date and Citation History	Date of publication: 2001 Cited By: 182
Stated Purpose or Research Question	“The present report goes beyond prior research in this area by evaluating the relationship between job preferences and outcome separately for three different vocational programs, rather than limiting the analyses to supported employment programs, and by including a large sample of Latino clients. Our hypotheses were that clients who obtained jobs that matched their preferences would demonstrate longer tenure on the job and higher levels of work satisfaction, regardless of the program to which they were assigned.” (p. 2)
Author’s Conclusion	“In summary, the results underscore the importance of trying to find work that matches clients’ preferences in supported employment programs. A satisfactory fit between client job preferences and obtained work may make employment both more meaningful and more enjoyable, increasing motivation to remain on the job and to deal with any conflicts and obstacles that may arise.” (p. 6)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This study directly looked into employment of individuals with severe mental illness in relation to three different intervention programs. The study specifically targets the population of individuals with mental illness rather than a general understanding although the specificity added to the specific interventions applied could be useful to our question.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Established author. Reputable journal and publisher. Publication within the last 20 years.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Smith, D. L., Atmatzidis, K., Capogreco, M., Lloyd-Randolfi, D., & Seman, V. (2016). Evidence-based interventions for increasing work participation for persons with various disabilities: A systematic review. <i>OTJR: Occupation, Participation and Health</i> , 32(2), 3-13. doi: 10.1177/1539449216681276
Abstract	“Title I of the Americans With Disabilities Act prohibits discrimination in employment; however, 26 years later, employment rates for persons with disabilities hover at 34%. This systematic review investigates the effectiveness of evidence-based interventions to increase employment for people with various disabilities. Forty-six articles met the inclusion criteria for evidence-based interventions. The majority of studies assessed interventions for persons with mental health disabilities. Strong evidence was found for ongoing support and work-related social skills training prior to and during competitive employment for persons with mental health disabilities. Moderate evidence supported simulation and use of assistive technology, especially apps for cueing and peer support to increase work participation for persons with intellectual disabilities, neurological/cognitive disabilities, and autism spectrum disorder. Many of the strategies to increase work participation were appropriate for occupational therapy intervention. Suggestions were made for research, specifically looking at more rigorous evaluation of strategies in the long term.” (p.3)
Author	Credentials: PhD, OTR/L, FAOTA Position and Institution: Professor and Doctoral Capstone Coordinator in the Department of Occupational Therapy at MGH Institute of Health Professionals Publication History in Peer-Reviewed Journals: extensive history
Publication	Type of publication: peer-reviewed journals Publisher: Sage Journals Other: N/A
Date and Citation History	Date of publication: 2017 Cited By: 31
Stated Purpose or Research Question	“Therefore, the objective of this systematic review is to answer the question, “What are effective evidence-based interventions that increase work participation for persons with disabilities?”” (p.4)
Author’s Conclusion	“Similarities that were shown across disability groups include use of technology, job coaching, peer mentoring, and custom work accommodation, though the evidence for the latter was weaker. It should be noted that those interventions that were more customized to the client’s needs seemed to be the most effective...Participation in employment is a meaningful occupation for persons with and without disability, providing a structure and sense of identity.” (p.10-11)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The study is directly related to evidence-based interventions to increase employment for individuals with disabilities.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Strong research design. Publication within 10 years. Established author. Reputable journal and publisher.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Ellenkamp, J. J. H., Brouwers, E. P. M., Embregts, P. J. C. M., Joosen, M. C. W., & van Weeghel, J. (2016). Work environment-related factors in obtaining and maintaining work in a competitive employment setting for employees with intellectual disabilities: A systematic review. <i>Journal of Occupational Rehabilitation</i> , 26(1), 56–69. Doi: 10.1007/s10926-015-9586-1
Abstract	“Background: People with an intellectual disability value work as a significant part of their lives, and many of them want to participate in regular paid employment. Current estimates show that the number of people with ID who have some form of paid employment are very low, ranging from 9 to 40 % across different countries, despite legislations. This review examines papers published in the past 20 years in an attempt to answer the following research question: ‘What work environment-related factors contribute to obtaining or maintaining work in competitive employment for people with an intellectual disability?’ Method: The databases of PubMed, PsycINFO, CINAHL, Embase and Web of Science were searched for relevant papers published between 1993 and 2013. All papers were independently screened by two researchers. Methodological quality of the studies was evaluated, and data on work environment-related factors stimulating employment for people with intellectual disabilities were extracted and grouped into categories. Results: A total of 1932 articles were retrieved. After extensive screening for relevance and quality, 26 articles were included in this review. Four themes/categories with work environment-related factors that could influence work participation were distinguished. Five studies were conducted on employers’ decisions and opinions. Eight focused on job content and performance, and eight on workplace interaction and culture. Five studies evaluated support by job coaches. Conclusion: Despite ongoing legislation to promote participation of people with intellectual disabilities in the paid workforce, research in this area is still extremely scarce. In the past 20 years, very few studies have focused on work environment-related factors that can enhance competitive work for people with intellectual disabilities. This review shows that relevant work environment-related factors for obtaining and maintaining work in competitive employment include supporting the employers by paying specific attention to: employer’s decisions, job content, integration and work culture and job coaches.” (p.56)
Author	Credentials: N/A Position and Institution: University Tilburg, Netherlands Publication History in Peer-Reviewed Journals: Moderate history
Publication	Type of publication: Peer-review journal Publisher: Springer Link Other: N/A
Date and Citation History	Date of publication: 2015 Cited By: 80
Stated Purpose or Research Question	“This review addresses the question: ‘What work environment-related factors contribute to obtaining or maintaining work in competitive employment for employees with ID? This knowledge will hopefully provide input for employers that already do, or would like to work with individuals with ID.” (p.57)
Author’s Conclusion	“The field of work environment-related factors in obtaining and maintaining work in competitive employment for employees with ID is a relatively unexplored area. Relevant issues are employers, the job content and performance, interaction and workplace culture and job coaches. ” (p.67)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate-Good Rationale: This article identifies important relevant barriers to obtaining and maintaining work. However, it is specific to intellectual disabilities versus individuals with all disabilities.
Overall Quality of Article	Overall Quality of Article: Good Rationale: High impact factor. Strong research design. Reputable journal and publisher. Published within the last 10 years.

	Overview of Article
Type of article	Overall Type: Review of research study Specific Type: Systematic Review
APA Reference	Nevala, N., Pehkonen, I., Teittinen, A., Vesala, H. T., Pörfors, P., & Anttila, H. (2019). The effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities: A systematic review. <i>Journal of Occupational Rehabilitation</i> , 29(4), 773–802. https://doi.org/10.1007/s10926-019-09837-2
Abstract	<p>Purpose This systematic review analyzed the effectiveness of rehabilitation interventions on the employment and functioning of people with intellectual disabilities (ID), as well as barriers and facilitators of employment.</p> <p>Methods This was a systematic review of quantitative, qualitative, and mixed methods studies. The outcomes were employment, transition to the open labor market and functioning. The review included qualitative studies of employment barriers and facilitators. The population comprised people with ID aged 16–68 years. Peer-reviewed articles published in English between January 1990 and February 2019 were obtained from the databases Cinahl, the Cochrane Library, Embase, Eric, Medic, Medline, OTseeker, Pedro, PsycInfo, PubMed, Socindex, and the Web of Science. We also searched Google Scholar and Base. The modified selection instrument (PIOS: participants, intervention, outcome, and study design) used in the selection of the articles depended on the selection criteria. Results Ten quantitative (one randomized controlled, one concurrently controlled, and eight cohort studies), six qualitative studies, one multimethod study, and 21 case studies met the inclusion criteria. The quantitative studies showed that secondary education increases employment among people with ID when it includes work experience and personal support services. Supported employment also increased employment in the open labor market, which sheltered work did not. The barriers to employment were the use of sheltered work, discrimination in vocational experience, the use of class teaching, and deficient work experience while still at school. The facilitators of employment were one's own activity, the support of one's family, job coaching, a well-designed work environment, appreciation of one's work, support from one's employer and work organization, knowledge and experience of employment during secondary education, and for entrepreneurs, the use of a support person. Conclusions The employment of people with ID can be improved through secondary education including proper teaching methods and personal support services, the use of supported work, workplace accommodations and support from one's family and employer. These results can be utilized in the development of rehabilitation, education, and the employment of people with ID, to allow them the opportunity to work in the open labor market and participate in society." (p.773)</p>
Author	<p>Credentials: N/A</p> <p>Position and Institution: Senior Researcher for the Centre of Expertise for Development of Work and Organizations at the Finnish Institute of Occupational Health</p> <p>Publication History in Peer-Reviewed Journals: extensive history</p>
Publication	<p>Type of publication: peer-reviewed</p> <p>Publisher: Springer Link</p> <p>Other: N/A</p>
Date and Citation History	<p>Date of publication: 2019</p> <p>Cited By: 5</p>
Stated Purpose or Research Question	"The research questions were: 1) How effective are rehabilitation interventions for the employment of people with ID, 2) what are the barriers to and facilitators of employment of people with ID, and 3) what kind of individual support measures have been used to increase the work ability and functioning of people with ID?" (p. 774)
Author's Conclusion	"More people with ID could be employed through personally tailored services and measures. Tailoring can mean secondary or postsecondary education, including proper teaching methods and personal support services, the use of supported work, workplace accommodations, and the support of one's family and employer. Our results can be utilized in the development of rehabilitation, education and employment of people with ID, to provide them with opportunities to work in the open labor market and to participate in society" (p. 799)
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good</p> <p>Rationale: This article directly identifies relevant supports for employment; however, it is specific to intellectual disabilities versus individuals with all disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good</p> <p>Rationale: Very established author. Strong research design. Publication within 10 years. Reputable journal and publisher.</p>

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Meta-analysis
APA Reference	Damianidou D., Foggett J., Arthur-Kelly M., Lyons G., & Wehmeyer M. L. (2018). Effectiveness of technology types in employment-related outcomes for people with intellectual and developmental disabilities: an extension meta-analysis. <i>Advances in Neurodevelopmental Disorders</i> , 2(3), 262–72. https://doi.org/10.1007/s41252-018-0070-8
Abstract	“The aim of this study was to extend a recently published meta-analysis that explored the impact of technology use to support employment-related outcomes for people with intellectual and developmental disabilities by focusing on the impact of types of technology and work settings. A further analysis of the same single-subject experimental design studies conducted from 2004 to 2016 was undertaken in this study. Percentage of non-overlapping data (PND) scores measuring the intervention effect was used and compared across types of technology and work settings. The relationships between the types of technology and the presence of universal design features were also examined. Findings revealed significant differences in the effects of the technology use between (a) pictorial prompts and (1) auditory prompting devices, (2) desktop and laptop computers, and (3) palmtops, and (b) real and simulated work setting. Significant relationships between the presence of universal design features and types of technology were also found. Devices using pictorial prompts had a lower frequency of universal design features present while the video-assisted training, palmtops, and desktop and laptop computers group had significantly greater frequency of the use of universal design features. Overall, the effect of the use of technology seemed to differ when viewed by type of technology or by work setting. Further research is required regarding (1) technology use to promote employment-related outcomes in real work settings, (2) the effect of more sophisticated types of technology in real work settings, and (3) the features incorporated into the technology.” (p.262)
Author	Credentials: Despoina Damianidou Position and Institution: Psychology Lecturer at the University of Newcastle, Australia Publication History in Peer-Reviewed Journals: limited-moderate history
Publication	Type of publication: scholarly journal Publisher: Springer Link Other: “Advances in Neurodevelopmental Disorders” does not mention being a peer-reviewed journal.
Date and Citation History	Date of publication: 2018 Cited By: 10
Stated Purpose or Research Question	“This study extended the Damianidou et al. (2018) findings to investigate (1) the impact of the use of specific types of technology used by people with intellectual and developmental disabilities to improve employment-related outcomes; (2) the impact of the different work settings in which these interventions have taken place, on the intervention effectiveness (PND scores); and (3) the existence of a relationship between the type of technology and the presence of the universal design features.” (p. 263)
Author’s Conclusion	“Overall, intervention effectiveness in the use of technology was identified as effective whether viewed by type of technology or by work setting.” (p.267)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: This article illustrated the importance of using technology as an intervention strategy for employment however, it is specific to people with intellectual and developmental disabilities
Overall Quality of Article	Overall Quality of Article: Moderate-Good Rationale: Strong research design. Publication within 10 years. Reputable publisher. Author seems young and not yet very established.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Lindsay, S., Hartman, L. R., & Fellin, M. (2016). A systematic review of mentorship programs to facilitate transition to post-secondary education and employment for youth and young adults with disabilities. <i>Disability and Rehabilitation</i> , 38(14), 1-22. https://doi.org/10.3109/09638288.2015.1092174
Abstract	<p>“Purpose: Youth with disabilities experience barriers in transitioning to Post-Secondary Education (PSE) and employment. Mentorship programs provide a promising approach to supporting youth through those transitions. This paper aims to identify the effective components of mentorship programs and describe participants’ experiences. Method: We undertook a systematic review of mentorship interventions for youth and young adults with disabilities. We searched seven electronic databases for peer-reviewed articles published in English between 1980 and 2014. We included articles that examined mentorship interventions focused on PSE or employment outcomes among youth, aged thirty or younger, with physical, developmental, or cognitive disabilities. Results: Of the 5068 articles identified, 22 met the inclusion criteria. For seven mentorship interventions, at least one significant improvement was reported in school- or work-related outcomes. Mentorship programs with significant outcomes were often structured, delivered in group-based or mixed formats, and longer in duration (>6 months). Mentors acted as role models, offered advice, and provided mentees with social and emotional support. Conclusions: Evidence suggests that mentorship programs may be effective for helping youth with disabilities transition to PSE or employment. More rigorously designed studies are needed to document the impact of mentorship programs on school and vocational outcomes for youth with disabilities.” (p.1)</p>
Author	<p>Credentials: PhD Position and Institution: Holland Bloorview Kids Rehabilitation Hospital, Bloorview Research Institute, Toronto, Ontario, Canada. Also, Department of Occupational Science & Occupational Therapy, University of Toronto, Ontario, Canada Publication History in Peer-Reviewed Journals: Extensive History</p>
Publication	<p>Type of publication: Peer-reviewed Publisher: Taylor & Francis Online Other: N/A</p>
Date and Citation History	<p>Date of publication: 2016 Cited By: 44</p>
Stated Purpose or Research Question	<p>“The objectives of this systematic review are: (1) to critically appraise and synthesize best practices and effective components (i.e. content, format, delivery, duration, cost, quality, outcomes) of mentorship interventions that target academic and vocational outcomes for youth with disabilities; (2) to understand the experiences of youth with disabilities in mentorship programs; and (3) to highlight gaps in understanding and areas for future research.” (p. 1330)</p>
Author’s Conclusion	<p>“Although reported outcome measures and effect sizes varied widely between articles, we found that mentorship programs are possibly effective for influencing positive outcomes related to school and employment.” (p. 1346)</p>
Overall Relevance to your EBP Question	<p>Overall Relevance of Article: Good Rationale: This review mentioned specifically utilizing mentorship programs as a support for employment for youth and adults with all disabilities.</p>
Overall Quality of Article	<p>Overall Quality of Article: Good Rationale: Very established author. Strong research design. High impact factor. Reputable journal and publisher. Published within the last 10 years.</p>

	Overview of Article
Type of article	Overall Type: Review of Research Study (e.g., systematic review, meta-analysis, scoping review, etc.) Specific Type: Systematic Review
APA Reference	Arbesman, M., & Logsdon, D. W. (2011). Occupational therapy interventions for employment and education for adults with serious mental illness: A systematic review. <i>American Journal of Occupational Therapy</i> , 65(3), 238-246. https://doi.org/10.5014/ajot.2011.001289
Abstract	“In this systematic review, we investigated research literature evaluating the effectiveness of occupational therapy interventions focusing on participation and performance in occupations related to paid and unpaid employment and education for people with serious mental illness. The review included occupation- and activity-based interventions and interventions addressing performance skills, aspects of the environment, activity demands, and client factors. The results indicate that strong evidence exists for the effectiveness of supported employment using individual placement and support to result in competitive employment. These outcomes are stronger when combined with cognitive or social skills training. Supported education programs emphasizing goal setting, skill development, and cognitive training result in increased participation in educational pursuits. The evidence for instrumental activities of daily living interventions that targeted specific homemaking occupations and supported parenting was limited but positive. Environmental cognitive supports, such as signs, and other compensatory strategies are useful in managing maladaptive behavior.” (p. 1)
Author	Credentials: PhD, OTR/L Position and Institution: Evidence-Based Practice Project, American Occupational Therapy Association, Bethesda, MD; President, ArbesIdeas, Inc., and Adjunct Assistant Professor, Department of Rehabilitation Science, University at Buffalo, State University of New Publication History in Peer-Reviewed Journals: extensive history
Publication	Type of publication: peer-reviewed journal Publisher: American Occupational Therapy Association (AOTA) Other: Official journal of the AOTA
Date and Citation History	Date of publication: 2011 Cited By: 156
Stated Purpose or Research Question	“What occupational therapy interventions are effective for improving and maintaining participation and performance in paid and unpaid employment (volunteer opportunities, home management, child care) and education for adults with severe mental illness?” (p. 1). “The objective was to systematically investigate research literature evaluating the effectiveness of interventions within occupational therapy’s scope of practice that focus on participation and performance in occupations related to paid and unpaid employment and education for people with serious mental illness” (p. 1).
Author’s Conclusion	“The interventions described here serve as the core of client-centered rehabilitation in mental health and are within occupational therapy’s scope of practice. Although much evidence for practice within this area exists, it is strengthened by the basic skills underlying occupational therapy practice.” (p. 7)
Overall Relevance to your EBP Question	Overall Relevance of Article: Good Rationale: The article directly relates to the scope of Occupational Therapy interventions in relation to work which directly relates to our EBP question. This article focused lens on mental illness rather than disability as a whole; nonetheless, this may be a benefit as mental illness is often an under-represented population in disability research.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Very established author. Strong research design. High impact factor. Reputable journal and publisher. Published within the last 10 years.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Khan, F., Ng, L., & Turner-Stokes, L. (2009). Effectiveness of vocational rehabilitation intervention on the return to work and employment of persons with multiple sclerosis. <i>Cochrane Database of Systematic Reviews</i> . https://doi.org/10.1002/14651858.cd007256.pub2
Abstract	“Background: Multiple sclerosis is a neurological disease that frequently affects adults of working age, resulting in a range of physical, cognitive and psychosocial deficits that impact on workforce participation. Although, the literature supports vocational rehabilitation (VR) approaches in persons with multiple sclerosis (pwMS), the evidence for its effectiveness is yet to be established. Objectives: To evaluate the effectiveness of VR programs compared to alternative programs or care as usual on return to work, workability and employment in pwMS; to evaluate the cost effectiveness of these programs. Search methods: We searched the Cochrane Multiple Sclerosis Group’s Trials Register (February 2011), PEDro (1990-2011), ISI Science Citation Index (1981-2011) the Cochrane Rehabilitation and Related Therapies Field trials Register and the National Health Service National Research Register. Selection criteria: Randomized and controlled clinical trials, including before - after controlled trials, that compare VR rehabilitation with alternative intervention such as standard or a lesser form of intervention or waitlist controls. Data collection and analysis: Two reviewers selected trials and rated their methodological quality independently. A ‘best evidence’ synthesis was performed, based on methodological quality. Trials were grouped in terms of type and setting of VR programs.” (p. 1)
Author	Credentials: MBBS, MD, FAFRM (RACP) Position and Institution: Department of Rehabilitation Medicine, University of Melbourne Publication History in Peer-Reviewed Journals: extensive
Publication	Type of publication: Scholarly peer-reviewed journal Publisher: Cochrane Database of Systematic Reviews Other: N/A
Date and Citation History	Date of publication: 2009 Cited By: 21
Stated Purpose or Research Question	“To evaluate the effectiveness of VR programs compared to alternative programs or care as usual on return to work, workability and employment in pwMS; to evaluate the cost effectiveness of these programs.” (p. 1)
Author’s Conclusion	“There was inconclusive evidence to support VR for pwMS. However, the review highlights some of the challenges in providing VR for pwMS.” (p. 1)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The article directly relates to work in individuals with Multiple Sclerosis, which is specific although it has not been highlighted in other articles. This article can aid in our EBP question through allowing for a more well rounded review of disability by adding in information about interventions specific to physical and neurological disability.
Overall Quality of Article	Overall Quality of Article: Moderate Rationale: Established author. Reputable journal and publisher. Published within the last 20 years.

	Overview of Article
Type of article	Overall Type: Review of Research Study Specific Type: Systematic Review
APA Reference	Trenaman, L. M., Miller, W. C., Escorpizo, R., & SCIRE Research Team (2014). Interventions for improving employment outcomes among individuals with spinal cord injury: A systematic review. <i>Spinal Cord</i> , 52, 788-794. https://doi.org/10.1038/sc.2014.149
Abstract	“Study Design: Systematic literature review. Objective: The primary aim of this study was to evaluate interventions aimed at improving employment outcomes for individuals with spinal cord injuries (SCI). Methods: An electronic search of Medline/PubMed, EMBASE, Cochrane database, CINAHL, PsycINFO, Social Science Abstracts and Social Work Abstract databases was performed on 31 December 2013. To be included in the review, studies needed to investigate interventions among individuals with SCI where employment was an outcome. Exclusion criteria include (i) reviews, (ii) studies not published in English and (iii) non-peer reviewed publications. Results: Fourteen studies met the inclusion criteria, two were randomized controlled trials. The strongest evidence finds that supported employment can improve employment outcomes among individuals with SCI. The use of service dogs has also been shown to improve employment outcomes. The remaining 12 studies are observational and predominantly focus on vocational rehabilitation programs. Conclusion: There is a dearth of high-quality intervention research that targets employment outcomes in individuals with SCI. Consequently, conclusions are mostly based on evidence from observational studies. Vocational rehabilitation programs are the primary focus of this evidence, but conclusions may be confounded, as individuals may be self-selecting for these programs. Additional randomized trials on employment interventions are needed to overcome these limitations. Studies should aim to identify which components of these programs have the greatest influence on employment outcomes.” (p. 1)
Author	Credentials: BSc Position and Institution: School of Population and Public Health, University of British Columbia Publication History in Peer-Reviewed Journals: limited-moderate
Publication	Type of publication: Peer reviewed Publisher: International Spinal Cord Society Other: N/A
Date and Citation History	Date of publication: 02 September 2014 Cited By: 41
Stated Purpose or Research Question	“The primary aim of this study was to evaluate interventions aimed at improving employment outcomes for individuals with spinal cord injuries (SCI).” (p.1)
Author’s Conclusion	“People with SCI may benefit from employment interventions; however, there is a dearth of high-quality research related to interventions that specifically target employment outcomes in individuals with SCI.” (p. 7)
Overall Relevance to your EBP Question	Overall Relevance of Article: Moderate Rationale: The study has a focal point of vocational rehabilitation interventions which relates to our topic, although the population focus is not all encompassing of disability and rather only focuses on individuals with a spinal cord injury.
Overall Quality of Article	Overall Quality of Article: Good Rationale: Established author. Strong research design. Moderate impact factor. Reputable journal and publisher. Published within the last 10 years.