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The importance of a self-determination integrated transition-to-work program for young adults with intellectual and developmental disabilities: A program development plan

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The Importance of a Self-Determination Integrated Transition-to-Work Program for Young Adults with Intellectual and Developmental Disabilities: A Program Development Plan

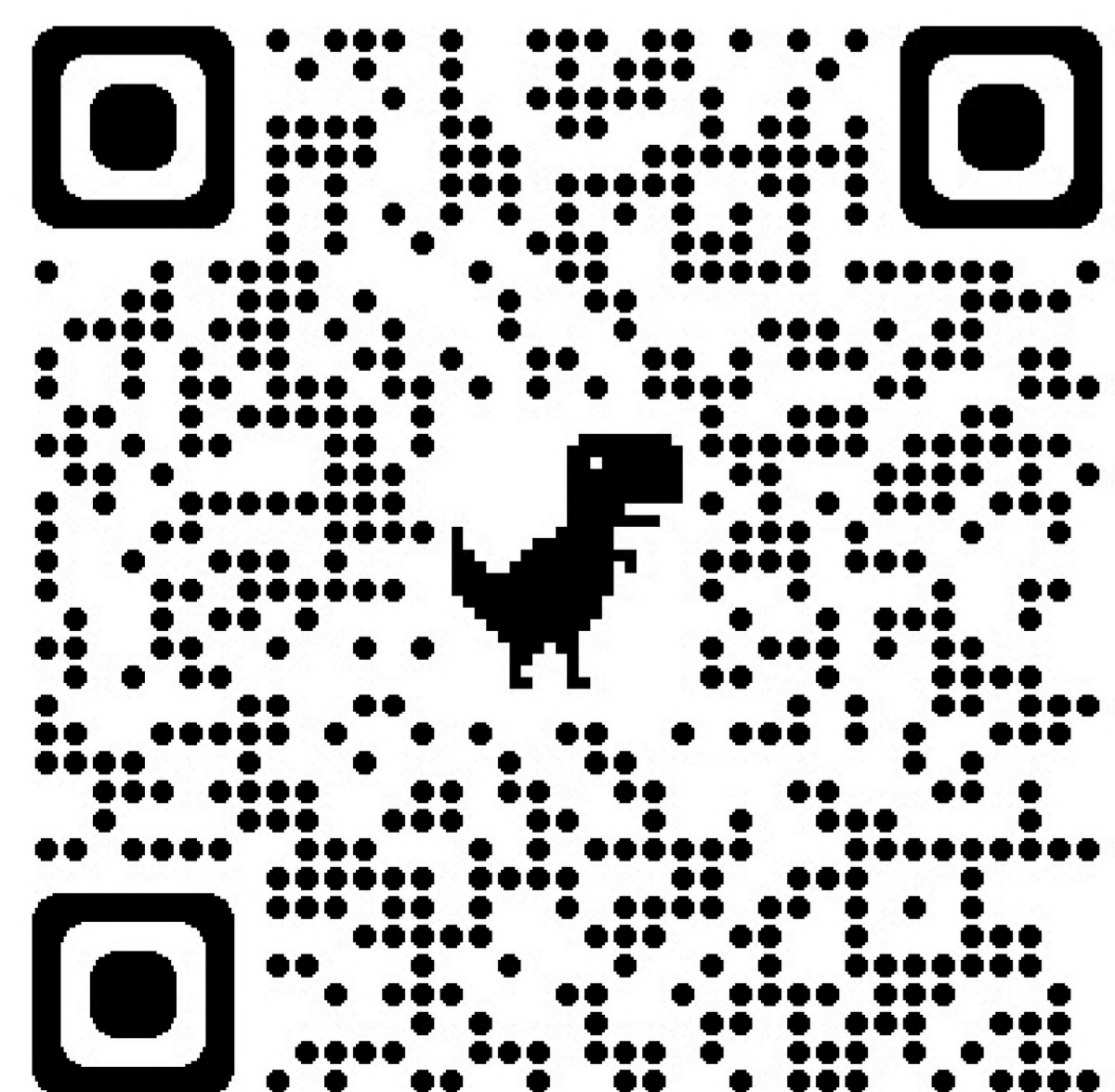
Carissa Bellino, S/OT, Linda Tarro, Founder, CEO, DOO, Kristen Pataki, OTD, OTR/L, ATRIC

Background and proposal process

The most apparent factor for low employment amongst young adults with intellectual and developmental disabilities (I/DD) is a lack of self-determination (Tomaszewski, et. al, 2021). Self-determination has been linked to positive employment outcomes, motivation, autonomy, competency, and relatedness. Occupational therapy literature shows limited evidence supporting vocational rehabilitation training as it relates to self-determination. Therefore, there is a critical need for occupational therapy practitioners to integrate self-determination throughout transition-to-work programs for young adults with I/DD. This capstone experience and project explored self-determination skills relating to successful employment for young adults with Down Syndrome at Beyond the Challenge, an adult day program.

Brief biography

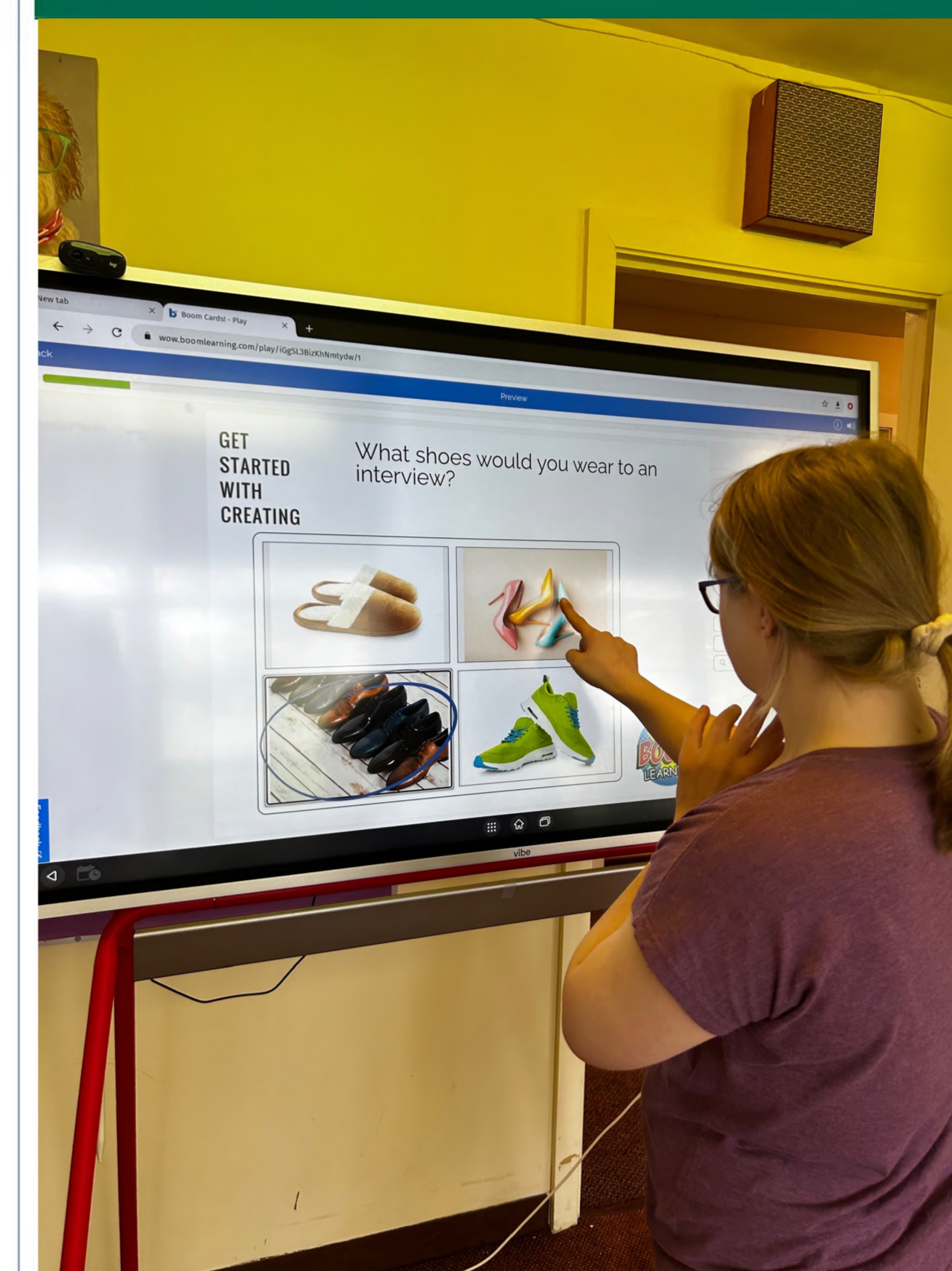
I am a current third-year Occupational Therapy Doctorate Student at Cleveland State University. Throughout my graduate career, I have worked with at-risk urban youth, pediatrics and adults with various conditions/disabilities, and the Down Syndrome population. I recently accepted a full-time Occupational Therapy position at the Cleveland Metropolitan School District for the 2023-2024 school year.



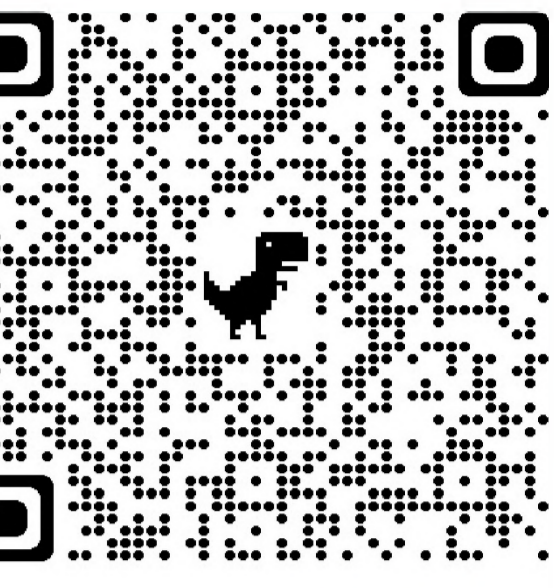
Capstone activities

- Collaborated with site mentor and capstone advisor to develop Project S.A.U.C.E. (Self-Determined Adults Undergo Career Experiences), a unique 8-week program to integrate self-determination skills while participating in a variety of work-related and job-readiness activities.
- Participated, piloted, and lead a variety of programs at Beyond the Challenge.
- Educated staff and students on the importance of self-determination and the role of occupational therapy.
- Encouraged, motivated, and advocated for young adults at Beyond the Challenge through participating and leading programs.
- Speaker at AOTA Inspire 2023: *Growth Mindset: Empowering Students To Be Lifelong Learners*
 - Increased my knowledge on transition services and young adults with I/DD

Choice & decision-making activity



Tiffany making choices about appropriate interview and workplace attire.



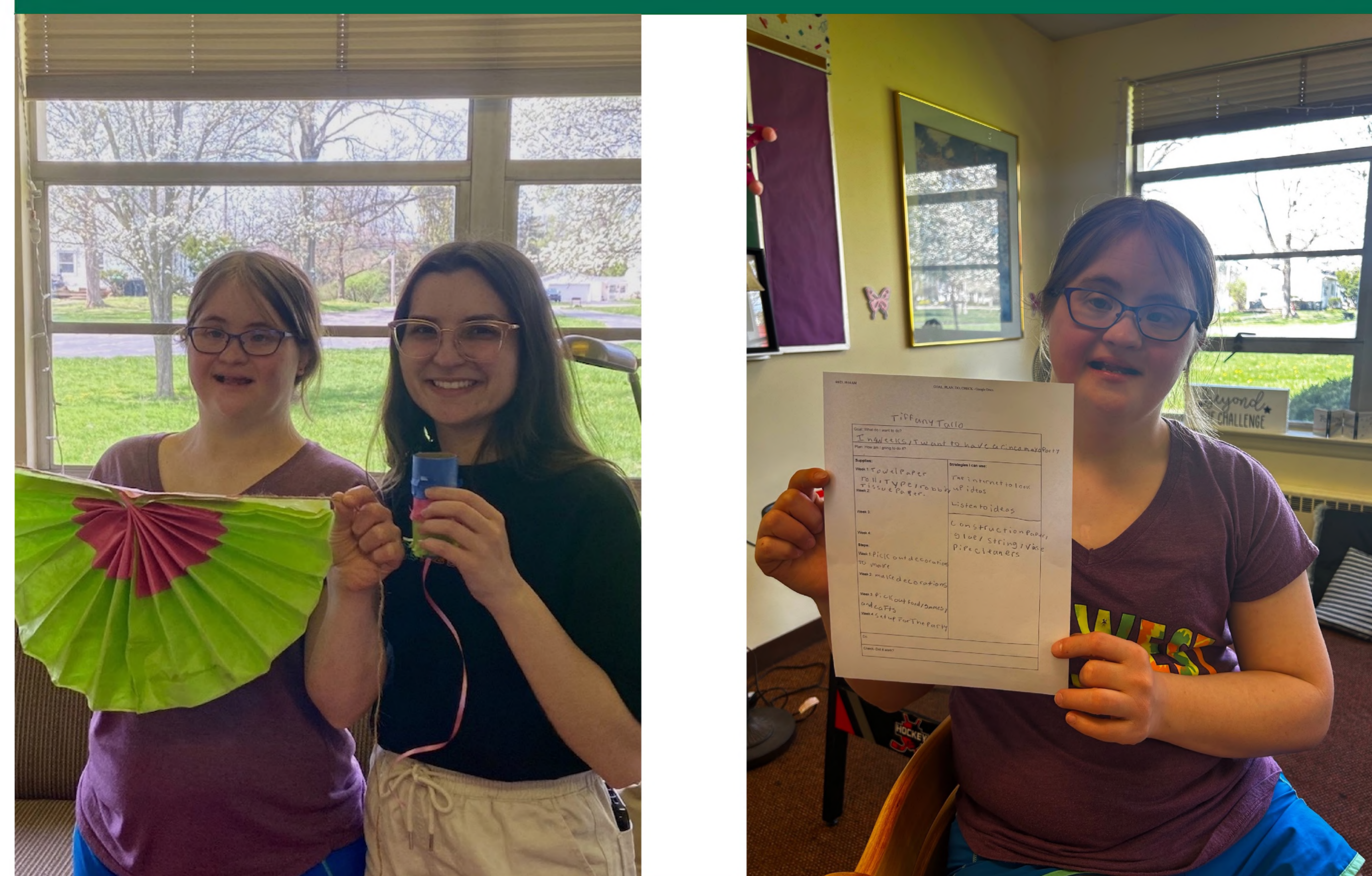
Project S.A.U.C.E. Self-determined adults undergo career experiences

2023

STUDENT: CARISSA BELLINO S/OT
CAPSTONE ADVISOR: KRISTEN PATAKI, OTD, OTR/L
CAPSTONE MENTOR: LINDA TARRO, FOUNDER, CEO, DOO
CAPSTONE EXPERIENCE: CLEVELAND STATE UNIVERSITY OCCUPATIONAL THERAPY DOCTORATE PROGRAM



Goal setting & attainment activity



Tiffany using the executive strategy GOAL-PLAN-DO-CHECK (GPDC). The group worked together to create a collective goal: throwing a Cinco de Mayo party.

Key references

Chiang, C., Howe, S. (2018). Effectiveness of self-determination programs in promoting secondary transition for young adults with intellectual and developmental disabilities. *American Journal of Occupational Therapy*, 72(4_Supplemental_1), 7211520299p1. <https://doi.org/10.5014/ajot.2018.72S1-PO1027>

Hoffman, L., Harbour, J., Clark, K., & Dean, E. (2018). Employment and occupational outcomes of a Self-Determination program for adults with intellectual disability. *American Journal of Occupational Therapy*, 72(4_Supplement_1), 7211520302p1. <https://doi.org/10.5014/ajot.2018.72s1-po2028>

Lane, K. L., Carter, E. W., & Sisco, L. G. (2012). Paraprofessional involvement in Self-Determination instruction for students with High-Incidence disabilities. *Exceptional Children*, 78(2), 237-251. <https://doi.org/10.1177/001440291207800206>

Tomaszewski, B., Klinger, L. G., & Pugliese, C. E. (2021). Self-Determination in autistic Transition-Aged youth without intellectual disability. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05280-6>

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