

A group of people, some in wheelchairs, are gathered around a table in a workshop or classroom setting. They appear to be engaged in a collaborative activity or discussion. The background is slightly blurred, focusing attention on the individuals in the foreground.

# PREPARING INDIVIDUALS WITH DISABILITIES TO ENTER THE WORKPLACE

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# Current State of Students in the U.S.

1 in 5 children is presently living with or will one-day experience a serious mental illness requiring them to seek treatment (NAMI, 2020).

In 2020 suicide became the second leading cause of death in young people between the ages of 10 - 14 and in individuals 25 - 34 (CDC, 2022).

Individuals ages 10 – 23 now die by suicide at a greater rate than any other time in recorded history.

1 in 13 high school students admits to attempting suicide (McEnany and colleagues, 2020). Of those who died by suicide, 90% had an underlying psychiatric condition (NAMI, 2022).

In a parent sample, two thirds indicated they had observed a decline in their child's emotional well-being (72%), behavior (68%), and physical health due to a lack of activities and exercise (68%) since the onset of the pandemic (Child Mind Institute, 2022).



# National Center For College Students With Disabilities

Individuals with disabilities who attain higher levels of education are more likely to experience positive employment outcomes.

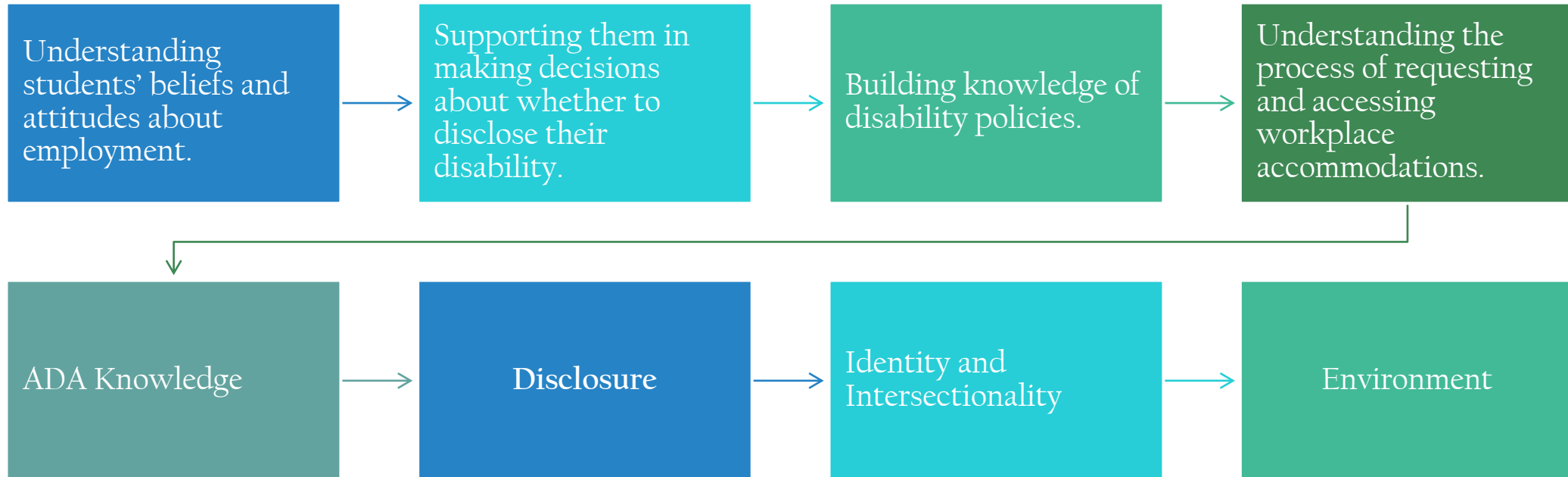


Many institutions are not doing enough to develop students' knowledge of disability-related employment policies, disclosure, and workplace accommodations, which may be critical in improving students' career trajectories.



The United States is increasingly diverse, yet few studies have focused on the influences of students' intersecting social identities (e.g., gender, race/ethnicity) on the career-related experiences among students with disabilities.

# Career Development Considerations for Students with Disabilities





# Strategies To Best Connect with Students

Procure Engaging and Trusting Relationships

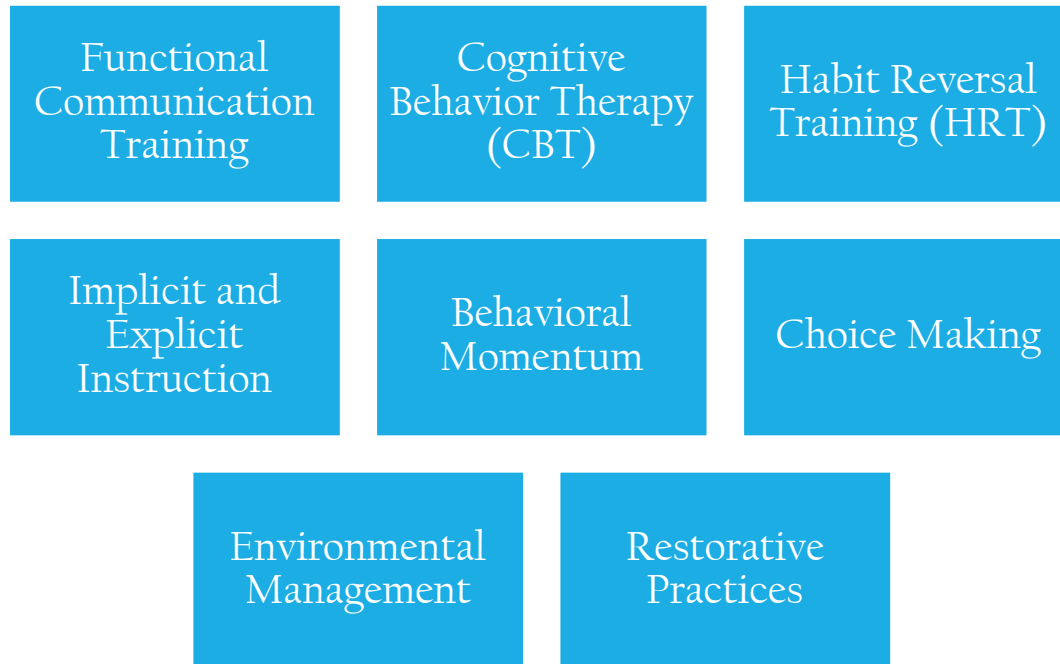
Gain and Maintain Student Engagement

Socialize Favorable Behaviors

Instill Hope

# Interventions

## Treatment Modality / Strategy



## Replacement Behaviors

- Appropriate Expression of Anger/Frustration
- Coping Skills
- Increased Learning Stamina
- Increased Active Participation
- Increased Self-advocacy
- Asking for help
- Self Affirmation

# Human Behavior and the Physical Environment

- What is the physical environment?
- What is the transactional approach to understanding the relationship between the physical environment and human behavior?
- What aspects of the physical environment are related to human behavior?



# Human Behavior and the Physical Environment



Consists of the natural environment and the built environment



Serves as source of sensory information (explained by stimulation theories)



Constrains or limits some behaviors (explained by control theories)



Encourages/prescribes some behaviors (explained by behavior setting theories)



# Mistakes are Teachable Moments



Restorative Practices

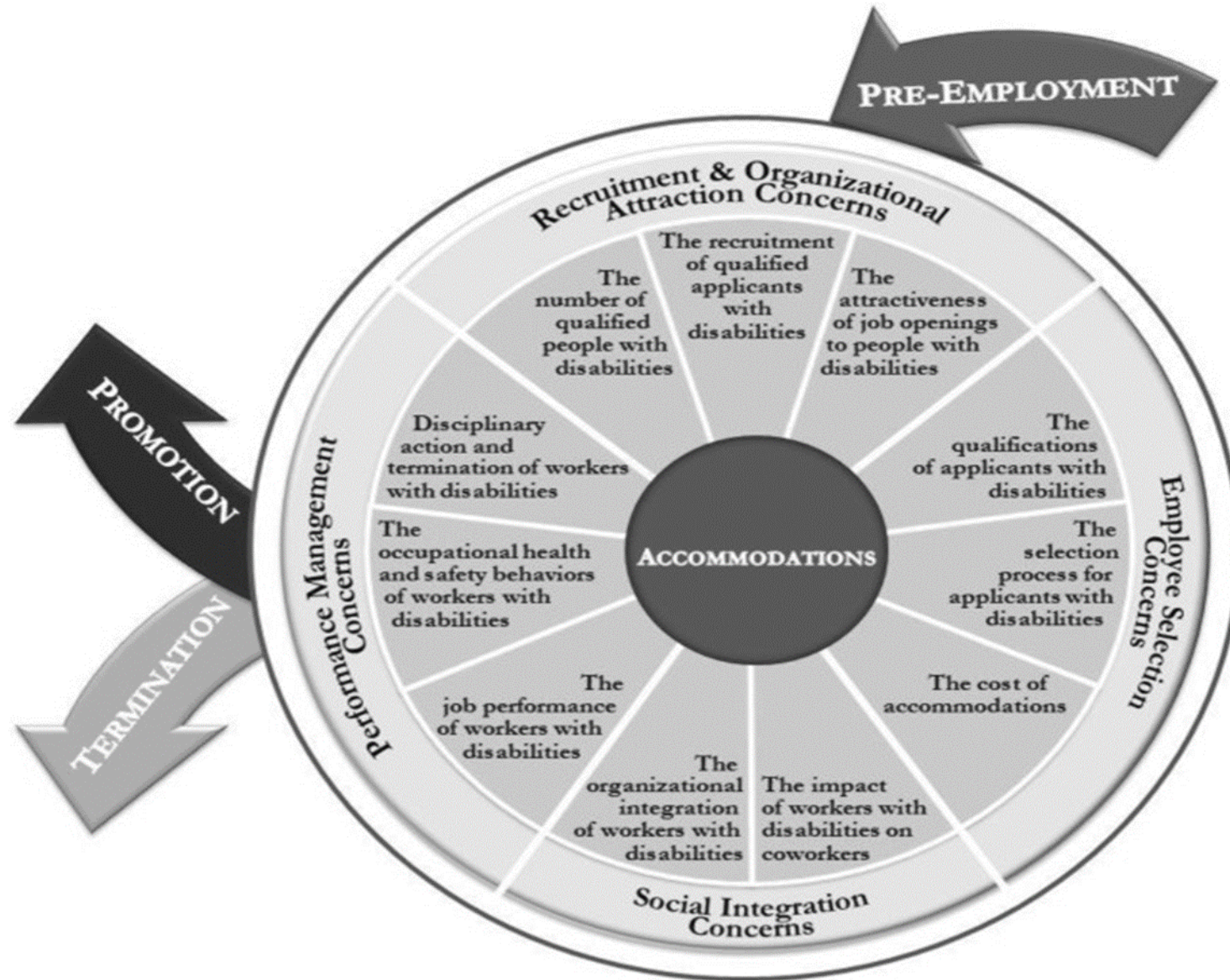
Advocacy/Personal Disclosure

Understanding failure

Instilling understanding when partial participation (e.g., observation) in a task is sufficient versus times when active engagement (e.g., responses and initiations) is required

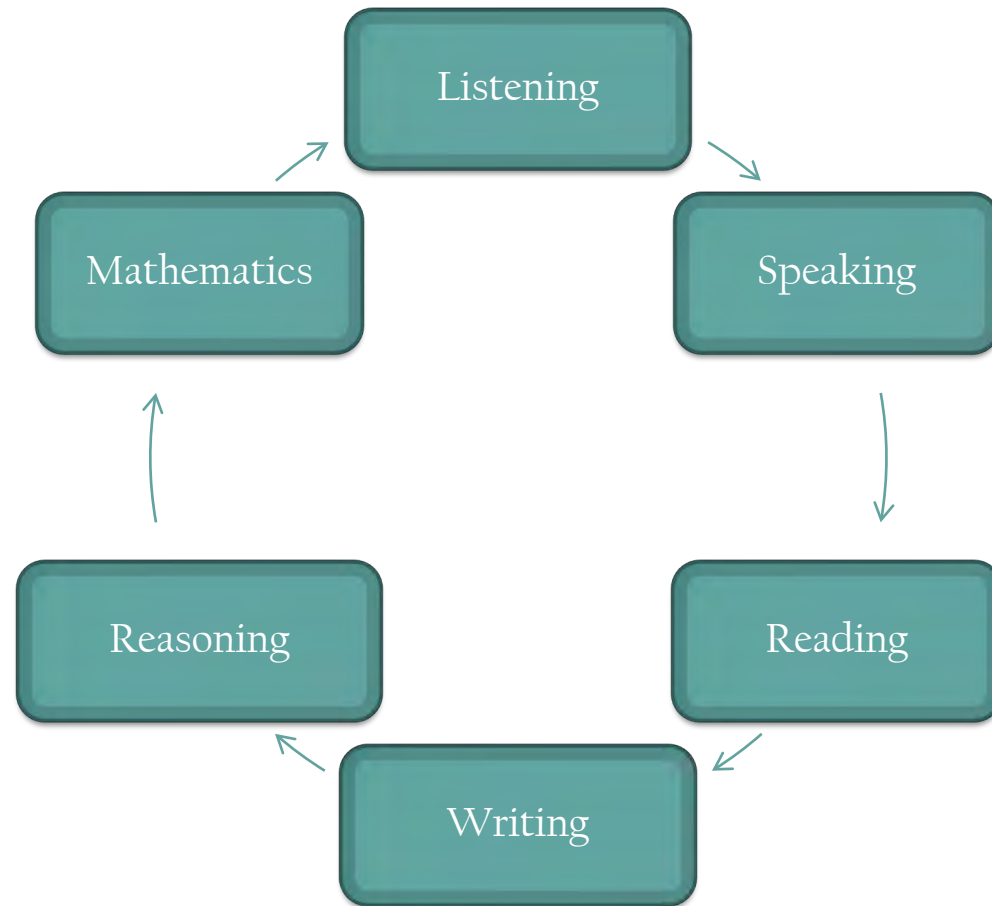
Admitting when you have not brought your best self to the job!

# Employment Cycle & Employer Concerns About People with Disabilities



# Learning Disabilities (LD)

Learners with normal intelligence who suffer from deficits impacting their brain's ability to retrieve and process information: specifically, acquisition.



# INTELLECTUAL DISABILITY (ID)



Intellectual Disability (ID), aka Intellectual Developmental Disorder (IDD). Onset occurs during developmental period. Includes intellectual and adaptive functioning deficits impacting conceptual, social, and practical domains.

Intellectual functioning is typically measured using:

- Adaptive functioning levels (mild to profound)

- IQ Tests (standard score is usually below 70)


Deficits include impairment in:

- Communication

- Social participation

- Independent living across multiple environments

# Anxiety Related Disorders



**Generalized Anxiety Disorder (GAD)**  
Excessive anxiety and worry

**Phobias**  
Persistent and unreasonable fears

**Social Phobias**  
Persistent fear of social situations

**Separation Anxiety Disorder**  
Excessive anxiety separating from an attachment figure

**Panic Disorder**  
Reoccurring and persistent worry about another attack

**Obsessive Compulsive Disorder Recurrent**  
Excessive, unreasonable obsessions, compulsions that cause distress

**Post Traumatic Stress Disorder (PTSD)**  
Hypervigilance, arousal, nightmares and emotional numbness resulting from a traumatic event



# Autism Spectrum Disorder

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ASD, or *autism*, is a life-long neurodevelopmental disorder characterized by a triad of impairments involving social reciprocity, communication, and repetitive and stereotypic behaviors

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According to the Center for Disease Control and Prevention (CDC), 1 in 44 children is diagnosed with having autism.

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ASD does not discriminate, as it affects all racial, ethnic, and socioeconomic groups.

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According to the CDC (2014) ASD is almost 5 times more common in males (1 in 42), than among females (1 in 189).



# How Do You Approach Someone with Autism?

<b>Be</b>	nice, kind, and respectful
<b>Exercise</b>	patience and tolerance
<b>Listen</b>	well and carefully
<b>Avoid</b>	being overly loud and over-talking
<b>Ask</b>	do not touch them without asking them
<b>Use</b>	person first /then language

# DISORDERS ASSOCIATED WITH OPPOSITIONAL BEHAVIORS

## Disorder

### Oppositional Defiant Disorder

Consistent patterns of noncompliant and hostile behavior towards authority figures that seriously impact their functionality at school and at home

### Conduct Disorder

Repetitive and consistent patterns of behavior in which basic rights of others or major-age-appropriate societal rules and norms are violated.

### Attention Deficit Hyperactivity Disorder

Difficulty with attending, remaining organized, and impulse control presenting before age 7 and observed in 2 or more settings.

## Features

### ODD

Frequent tantrums, angry outbursts, mean and hateful when upset, excessive arguing with adults, questions rules, blames others for their mistakes.

### CD

Aggression directed at people/animals, intentional destruction of property, deceitful or theft, serious violation of rules (e.g., fire setting, stealing, lying, and truancy).

### ADHD

Restlessness, inability to remain still, blurting out answers, disorganized, cannot suppress an impulse.





# EMOTIONAL DISTURBANCE (ED)

Inability to learn that cannot be explained by intellectual, sensory, or other health factors

Inability to build and maintain satisfactory interpersonal relationships with peers and teachers

General and pervasive mood projecting unhappiness and depression

Begin to develop physical symptoms of fear associated with personal or school problems

Disorders may include anxiety disorders, bipolar disorder, eating disorders, OCD, psychotic related disorders, and schizophrenia

# How Do You Approach Someone with Mood Dysregulation?



Learn all you can about the illness



Be empathetic and understanding



Pay close attention to triggers



Assist and encourage healthy coping skills



Listen for negative self-statements



Do Not yell, nag, or engage in a power struggle!





## How Do You Approach Someone Having an ED / Psychotic Episode?

Respect the illness and retain their dignity

Ensure the safety and welfare of you, the student, and others is maintained.

Relationship before Task.

Avoid going hands on unless it is necessary

Listen more and keep dialogue to a minimum.

# Trauma

Developmental Trauma Disorder (DTD) is a triggered dysregulation in response to traumatic reminders, stimulus generalization, and the anticipatory organization of behavior to prevent the reoccurrence of the traumatic impact.

Trauma can manifest through behaviors in school as:

- Poor self-regulation
- Propensity towards unprovoked aggressive behavior
- Pervasive mistrust of authority figures
- Hypersensitivity to danger that limits the student's motivation and ability to learn





# How Do You Approach Someone with Trauma?

Provide

- Provide social support

Listen

- Be a good listener

Rebuild

- Rebuild trust and safety

Anticipate

- Anticipate and manage triggers

Deal

- Deal with volatility and anger

Support

- Support treatment

# Take Care of You!

Sleep

Make sure you get adequate sleep and rest

Seek

Seek support from a therapist, counselor, your church, or a local support group (e.g., through your local NAMI chapter – National Alliance on Mental Illness – local chapters can be found online at [NAMI.org](http://NAMI.org))

Decompress

Find healthy, enjoyable ways to manage your stress (e.g., yoga or running)

