



CaPROMISE INFORMATION SHEET

Promoting Competitive Integrated Employment (CIE) For Individuals with Intellectual Disabilities

According to the [American Association on Intellectual & Developmental Disabilities \(AAIDD\)](#)... the Definition of *Intellectual disability* is a disability characterized by significant limitations in both **intellectual functioning** and in **adaptive behavior**, which covers many everyday social and practical skills. This disability originates **before the age of 18** and encompasses a wide range of conditions, types and levels. Intellectual disability is caused by factors that can be physical, genetic and/or social. Developmental Disabilities, on the other hand, is a broader term that refers to a “severe, chronic disability attributable to a physical or mental impairment, and is likely to continue indefinitely, resulting in substantial functional limitation in 3 or more areas of major life activity.

Intellectual Functioning

Intellectual functioning—also called intelligence—refers to general mental capacity, such as learning, reasoning, problem solving, and so on. One way to measure intellectual functioning is an IQ test. Generally, an IQ test score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

Adaptive Behavior

Adaptive behavior is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

- Conceptual skills—language and literacy; money, time, and number concepts; and self-direction.
- Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
- Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

Additional Considerations: In defining and assessing intellectual disability, the AAIDD stresses that additional factors must be taken into account, such as the community environment typical of the individual’s peers and culture. In addition, each person has their own unique set of characteristics. Professionals should also consider linguistic diversity and cultural differences in the way people communicate, move, and behave. Assessments must also assume that limitations in individuals often coexist with strengths, and that a person’s level of life functioning will improve if appropriate personalized supports are provided over a sustained period.

Workplace Considerations: Promote and facilitate connections to co-workers and supervisors in the work place. This will help to identify social connections as well as ensure the employee with disabilities feels comfortable accessing supports as needed. Look for ways to improve job performance including learning new skills that may lead to opportunities for career development and career advancement.

Workplace Supports: In promoting workplace success it is important that assistance be provided either through natural supports provided by co-workers and supervisors and/or job coaching provided by outside workforce development agencies. Natural supports are particularly effective and often times more readily available than job coaches paid by an outside agency. It is essential that care is taken to identify who, what, when, where and how, these supports will be provided to ensure long term job retention. It is evident that individuals with ID/DD are capable of learning and mastering jobs that are both complex and systematic given appropriate support and encouragement.

Work Place & General Communication Strategies to Support Success

Use clear & consistent language	Help person to understand workplace culture	Use concrete directions
Use short sentences that communicate one main idea	Check for understanding/may need to rephrase information	Be aware of body language & facial expressions
Use “people first” language (example: “Person with a disability” instead of “Disabled Person”)	Demonstrate respect by saying hello, goodbye, please and thank-you	Provide instruction directly to the person with support personnel /job coach/co-worker present
Introduce employee to co-workers & new staff members	Include employee in meetings, breaks, lunches & social gatherings	Provide instructions: verbal, written, hands-on demonstration or video
Use a checklist in written, picture or symbol format for job duties or other tasks/activities	Be flexible with person’s needs and clear with your expectations	Do not do work/tasks for employee, learning & mastery comes with repetition
Identify appropriate accommodations, as needed, specific to the disability	Utilize touch screen technology, to support job retention and long term success	Ensure safe & reliable transportation to and from work is identified

Institute for Community Inclusion, Kramer, j. (2013). Support through Mentorship: Accessible Supervision of Employees with Intellectual & Developmental Disabilities, Institute Brief, Issue 29. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Definitions & Terms:

Competitive Integrated Employment, means work that is performed on a full-time or part-time basis (including self-employment) –

A. For which an individual: Is compensated at a rate that shall be not less than the higher of the rate specified in section 6 (a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206 (a)(1) or the rate specified in the applicable state or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills. In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills. Is eligible for the level of benefits provided to other employees.

B. That is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons.

C. That, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individual with disabilities and who have similar positions.

Supported Employment, according to 29 USCS § 705(35)A [Title 29. Labor; Chapter 16. Vocational Rehabilitation and Other Rehabilitation Services; General Provisions] the term "supported employment" means competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities

(i) (I) for whom competitive employment has not traditionally occurred; or

(II) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and

(ii) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension, described in paragraph (36)(C) and extended services after the transition described in paragraph (13)(C) in order to perform such work. Title IV Amendments to the Rehabilitation Act (2014), extends supported employment availability from 18 months to 24 month.