

Self – Advocacy Significance in Work Placement Adjustment of PwID

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Abstract:

Self – Advocacy of differently abled adults living in Urban cities, Suburban and Rural areas were examined with respect to self - advocacy of their technical training, life skill development programs and social support systems. In the present situation based on applicability of scientific knowledge helping the Intellectual disabled adult children from positive psychology frameworks and from the strengths-based approach through which they can learn natural language and understanding language is currently focussed by special education and vocational training centres for differently abled adult students.

Under this framework, Self-determined, Self – advocacy action is including and able to implement practically by two following essential criteria's:

1. Vocational training action,
2. Self - governing action.

Vocational action refers to the extent to which a person makes intentional, conscious choices based on differently abled adult choice and interests.

Self - governing action involves self-directing and managing actions in service of a chosen work area and implies identifying different ways and methods to solve their disable problem.

This study paper focusing on the dedicated services of Vocational training centres rendering multiple roles in promoting technical skills and life skills based on identifying different abilities and preparing the differently abled adults to enter into suitable work places for self-earning with intellectual disabilities. The study was conducted with the purpose to identifying the role of Vocational instructors in development of assessment tool, need assessment of functional skills, programing, implementation, and evaluation of training program by involving even parents in all stages. Differently abled adults in DAIL section identified male and female students and their parents who showed their commitment to participate in the program were involved in the Work Placement Adjustment of PwID program. Need assessment of functional skills of each adult was done through technical and functional skills training programs were developed by implementing and evaluated with the support of parents. Data showed that Instructors played multiple roles were observed in the whole study; their teaching style, use of different behaviour modification technique and other were come forth and performance of differently abled adults was increased.

Keywords: Self – Advocacy, Positive Psychology, Assessment, Functional skills, Implementation, Evaluation & Intellectual disabilities.

Introduction:

Self-advocacy of differently abled adults living in Metropolitan cities, Urban, Suburban and Rural areas were examined with respect of their technical training, life skill development programs and social support

systems. Employment is a needed source of life for the majority of intellectually disabled adults. Work placement adjustment provides an opportunity for financial self-sufficiency, fosters social connectedness to others in society, contributes to a sense of dignity and self-worth, and serves as a means of self-expression. This study indicates that the perceived benefits of work places for adults with intellectual disabilities (ID) are similar to those of the non-disabled persons; namely, the sense of feeling productive and staying busy, having relationships with co-workers, feeling important, enhancement in income, and having opportunities for continued developing skills and advancement. There are also economic benefits to the Organisations and Market businesses by facilitating employment for persons with disabilities, reflected in minimum support costs and income from tax revenues paid by those earning over the minimum wage.

Keeping in view work place adjustment of PwID Vocational training to differently abled adults presents the results of percentage of adults with intellectual disabilities availed opportunity in getting placements in different organisations based on their training capabilities after completion of their training course at different levels at DAAIL with the support of Professionally trained instructors and community partners of Organisations and Institutions to elucidate parents perceptions regarding work inclusion of their disabled adult with an intellectual disability. The study also analysed the opinion of respondents i.e 80% of parents who accepted and believed that some form of integrated work is best for most their adult children with an intellectual disability, and evaluated that about 87% of respondents believed that hiring people with intellectual disabilities is an important factor in building effective programs that promote integrated employment. This study would not negatively affect the image of workplaces. Respondents indicated that a lack of employment training programs for adults with intellectual disabilities was a major obstacle to increased inclusion.

Review of Literature:

Suitable Vocational trade services involves **teaching differently abled persons who are with severe intellectual disabilities to get trained and acquire a particular skill meant to prepare them for a particular occupation**. Employment is an important ingredient for those persons who come under below poverty line and achieving inclusion for all persons, including persons with disabilities (PWD).

DAAIL Identified Adult persons with Intellectual disabilities are able do certain suitable jobs under supervision of technically trained staff able to classify differently abled adults if trained properly. The following are some of the Research reviews on job skills identified based on thorough observation during training program which are suitable for severe adults with intellectual disabilities.

In most western economies, however, people with ID are under-represented in the labour market. Reported employment rates for the general populations of the United States, Canada and the United Kingdom range from 75% to 95% [1], while rates for persons with ID in those countries, are reported at anywhere from 9–28%, depending on the location, sample composition and definition of “work” [2]. Few of these employees work full time [3] and the majority work in service occupations, which offer low wages and little opportunity for advancement [4]. At present ongoing research until now given analysis on percentage of adults with ID who are hypothetically employable and seeking work. While a number of sheltered employment options remain for people with ID, the trend over the past 30years has been to move people into mainstream employment settings [5]. Supported employment has offered opportunities for increasing the number of workers with disabilities who otherwise could not enter mainstream employment. The movement towards integrated employment suggests that the general public will come into

increasingly greater contact with people with ID as potential employers, supervisors, or as co-workers. Given the predominance of persons with ID in service sector jobs, the public may also be provided services by people with ID.

People attitudes toward the integration of workers with ID are salient on several levels. Effective employment results depend on the availability of appropriate employment selections the readiness of employers to hire, and the presence of acceptable support systems in the workplace. In accumulation, for accurate inclusion to take place, differently abled adult workers with special needs must turn out to be part of the workplace and intermingle meaningfully with other Co - workers. In the face of the growing recognition of the role of assertiveness in employment, research on attitudes towards differently abled employees with ID in particular has been rather limited. Numerous research studies have addressed administrator views, and have revealed that favourable approaches towards hiring are associated with previous contact with adults with disabilities, large scale company, and female gender; still there remains a scarcity of research investigative the attitudes of co-workers or the general public towards adults with ID in mainstream jobs

Methodology:

Study area:

The role of DAIL of NIMH is to work with young adults with multiple disabilities along with their family members to evaluate and analyse their differently abled children needs and train based on their abilities in learning and handling the assistive devices, the professionals who are technically experienced innovated different need based skill development programmes to facilitate the adult disabled keeping in view their placement opportunities in society.

The following are technical programmes with the help of innovative assistive devices:

1. Stapler Pinning and Punching devise,
2. A4 Paper setting,
3. Setting two set of papers simultaneously
4. Wooden board is used for setting A3 size paper on a single wooden board system
5. Greeting Cards designing
6. Different painting techniques
7. Adaptations for farm work and gardening
8. Cooking and Recipes without stove
9. Packing the products
10. Computer Training
11. Photocopying, Lamination and Spiral Binding

The above training techniques innovated by DAIL In order to ensure technical maintenance and utility, easy accessibility for differently abled adult students and also provision of needed tools for repair and replacement when necessary and can start their own business of Xerox, Lamination, Binding and Spiral binding. This type of technical training will help them personally and in general their families can have an opportunity to start self-business with the support of family members and guidance of technical Instructors of DAIL.

This Section of NIMH which is giving equal priority for social and community services in order to develop exposure and importance of action oriented with practical experiences by rendering services to their disabled students that helps them to achieve a balanced psychology and firmness in their decision making,

goal setting and mental strength which leads them to acquire certain technical qualities. Because, this study is mainly aiming to evaluate how far their young differently abled adults improved technical qualities could be developed among students by learning how to use with the provision of simple assistive technical devices.

These Vocational training units of NIEPID aiming to plan provides and promote Job opportunities and work place adjustments to bring out all round development for the differently abled adult students to overcome their disabilities in a certain areas by describing and determining the status of phenomenon and preparing them how to adjust in work places.

Sample:

A stratified random sample of Male and Female 20 adult students with different economic backgrounds hailing from City, Urban, Sub-urban and Rural areas who are undergoing vocational training at DAIL was selected depending on their intellectual disabilities.

Objectives

The objectives of the study were:

1. To provide need based and skill based self-dependent and self-sustenance in related trades training services for Adults with Intellectual Disabilities
2. To create awareness on vocational trade services training and rehabilitation among the parents/siblings
3. To discuss the process of vocational training and components of job analysis
4. To make them learn independent living skills in the community and make them aware about their rights to live with dignity.
5. To analyse the parent's perception of the best type of employment for their differently abled adult children with ID
6. To study views on the perceived effects of integrated employment and barriers to such inclusion.

Analysis

In the present situation based on applicability of scientific knowledge helping the Intellectual disabled children from positive psychology frameworks and from the strengths-based approach through which they can learn natural language and understanding language is currently focussed by special education and vocational training centres for differently abled children. Under this framework, self-determined, Self – adequacy action is including and able to implement practically by three essential characteristics: vocational training action, Self - governing action, and action-control beliefs. Vocational action refers to the extent to which a person makes intentional, conscious choices based on differently abled adult choice and interests. Self - governing action involves self-directing and managing actions in service of a chosen work area and implies identifying different ways and methods to solve their disable problem, engaging in self-directed action, and managing, self-regulating and evaluating the actions taken. In being engaged in vocational and Self - governing actions, differently abled adults after developing skills adjusted with self-confidence beliefs about their own performance and abilities. Action-control understanding by these special adults include control-expectancy, that is believing one's skills and resources will enable with the support of family and society, psychological empowerment, and self-knowledge of strengths and weakness to reach targets with the continuous of technical training in Vocational Centres.

A case study methodology examined

1. Number of respondents,
2. Type of disability,
3. Frequency of contact and attending Vocational training,
4. Job placements
5. Satisfaction with family members and social support systems.

The following are Work places and list of Nature of job where differently abled adult trainees from DAIL selected and pursuing training during the academic year 2022 – 2023.

Work Placement Sites:

Marketing Pvt LTD, Coffee Day, Super Market, Photo copier@ Stationery Products, Sports and Garments, Anil Trading Company, Self-Employment, D Mart, Reliance Trends, Shubam Bhuyat, Eco Friendly Project, Paragon 9 Venus, Vijaya Health care, Gayathri Tiffin Centre, Vijaya Home for Elders, Cream Stone.

Nature of Job

Assistant in Binding, Office Assistance, Sales Assistant, Self-Employment, Packing Assistance, Store Assistant, Tailor Assistant, Papad business , Assistance in Sewing machine operation and Screen printing, Helper In Canteen, Assistant Gardener, Helper in Dark Kitchen.

The following table shows that 10% joined as Assistant in Binding, 20% as Office Assistants, 5% as Sales Assistant, 5% Self - Employment, 15% as Packing Assistants, 15% as Store Assistants, 5% Tailor Assistants, 5% Papad business, 5% Assistance in Sewing machine operation and Screen printing, 5% Helper In Canteen, 5% Assistant Gardener, 5% Helper in Dark Kitchen.

Table: Percentage of Intellectually Disabled Adult Trainees Work Placements

S, No.	Nature of Job	No. of Respondents	% of Work Placement
1.	Assistant in Binding	2	10%
2.	Office Assistants	4	20%
3.	Sales Assistant	1	5%
4.	Self - Employment	1	5%
5.	Packing Assistants	3	15%
6.	Store Assistants	3	15%
7.	Tailor Assistants	1	5%
8.	Papad business	1	5%
9.	Assistance in Sewing machine operation and Screen printing	1	5%
10.	Helper In Canteen	1	5%
11.	Assistant Gardener	1	5%
12.	Helper in Dark Kitchen	1	5%
	Total	20	100%

Results indicated that the number of formal Intellectually disabled adult students who are undergoing training at DAIL Vocational training centre were selected who availed job opportunities with similar frequency. However, a significant discrepancy was noted between groups with respect to utilization of Work places regarding adjustments with Co-workers. Differently disabled Adults hailing from City, Urban and Suburban participants had more informal sources of support and utilized informal supports more frequently than rural students. Urban and Suburban based participants had a higher self-perception of the advocacy of their social support and family members sources. Implications of these results for service provision in rural communities are elaborated. Income earnings in different Work Places ranging between Rs. 3000 to Rs. 11,000 per Month based on data collection 5% of trainees earning salary per month Rs.11,000, 10% salary per month Rs.10,000, 10% earnings ranging between Rs.8,000 to Rs.9,000 whereas remaining 75% salary earnings ranging between Rs.3000 to Rs.5000.

The present total strength of differently abled adult trainee students in DAIL Vocational centre is 115 during the academic year 2022 – 2023. 20 (i.e 17.39%) adult trainees selected in different work placements of different positions based on their skills. After Covid effect for two academic years i.e. 2019 -2020 & 2020 - 2021 in order to avoid risk factors keeping in view the safety of disable adults no placements has taken place. 37 Adult disabled trainees short listed and are in waiting list to get training at KIMs Group of Hospitals.

Conclusion:

DAIL vocational training centre continue to promote enhanced levels of workplace integration. Our findings on people especially adult disabled student’s parent’s perceptions of integrated employment for intellectually disabled adult students with ID provide suitable work placements depending on their training skills and capacity awareness of potential sources of supporting parents and society as well as challenges which must be considered when promoting social addressing the many perceived and real challenges to achieving inclusive employment for most people with ID inclusion. As these efforts continue, further research into the various perceived and actual impacts and barriers should be under taken to inform advocacy and to guide steps towards their self-reliance and self-sustenance placements.

NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL DISABILITY (DIVYANGJAN)(NIEPID)

Department of Adult Independent living

Job Placement Report from April 2022 - January 2023

Si No	Name Of The PwID	Date of Joining	Nature of Job	Job Site	Contact Details	Salary per month
1	Md. Shoebur Rehman	8.6.2022	Assistant in Binding	S.B.Marketing pvt LTD	984863793 8	5000
2	Mr. Sree Kausturbha Sharma	1.7.2022	Office Assistance	Coffee Day	798164124 5	11000
3	Mr.B. Pavan Kumar	15.7.2022	Assistant in Binding	S.B.Marketing pvt LTD	984863793 8	5000
4	Ms. Ankitha	01.08.2022	Sales Assistant	Super Market, Kompally	889764362 6	5000

5	Mr. Raj Kumar	01.4.2022	Self-Employment	Photo copier@ Stationery Products	8309416920	3000
6	Mr. Jayachandra Reddy	5.8.2022	Office Assistance	Koti	8074246926	8000
7	Mr.G. Sairam	25.8.2022	Packing assistance	Karishma Sports and Garments, Bowenpally	8121776338	3000
8	Mr.M. Srikanth	25.8.2022	Packing Assistance	Karishma Sports and Garments, Bowenpally	8121776338	5000
9	Mr. Nagendra	1.9.2022	Store Assistant	Anil Trading Company, Thrimulgherry	9291467914	5000
10	Ms.A. Laharika	1.9.2022	Tailor Assistant	Self-Employment	9000649188	3000
11	Mr. Manoj Kumar Hirawat	5.9.2022	Papad business	Self-Employment	8099704274	9000
12	Ms.M. Ramya	26.9.2022	Packing Assistance	Praja Sports and Garments	8500118912	5000
13	Mr. Santosh	27.10.2022 2	Store Assistant	D Mart, Secunderabad	8790173957	9000
14	Mr. Emmanuel	28.10.2022	Store Assistant	Reliance Trends, Thrimulgherry	9059176889	10000
15	Mr. Raghavendra	27.10.2022	Assistance in Sewing machine operation and Screen printing	Shubam Bhuyat, Eco Friendly Project, Nacharam	9177108782	4000
16	Mr. Aslam Shareef	5.11.2022	Office Assistance	Paragon 9 Venus Warasiguda, Secunderabad	9177478942	5000
17	Mr. Rajeev chaitanya	17.12.2022	Office Assistance	Vijaya Health care, Secunderabad	9246333137	5000
18	G. Pavan Sai	19.12.2022	Helper In Canteen	Gayathri Tiffin Centre, Boduppal	9640919885	6000

19	B. Uday Kumar	18.1.2023	Assistant Gardener	Vijaya Home For Elders, Godmakunta, Ghatkesar	898581475 3	5000
20	Harivansh	18.1.2023	Helper in Dark Kitchen	Cream Stone, Attapur, Hyd	798164124 5	10000

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