**Guidelines for employers
to improve employment
of people with intellectual disabilities**

Plena inclusión, Spain

[My Talents. For Diversity.](https://www.inclusion-europe.eu/my-talents-for-diversity/) is a project by [Inclusion Europe](http://www.inclusion-europe.eu) together with partners [Evpit](http://www.vaimukad.ee/en) (Estonia), [Plena inclusión](http://www.plenainclusion.org/) (Spain) and [Antwerp Management School](https://www.antwerpmanagementschool.be/) (Belgium).

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Words that are important to know

These are words that are important to know

to understand this Handbook.

It is also important for us
that companies and organisations that want to

manage their diversity

get to know these words.
Especially, if they want to take into account
people with intellectual disability.

This Handbook is written in Easy to Read.

Easy to Read is a way of writing appropriate

for people with reading problems.

People with intellectual disabilities

might have reading problems.

We want to make everybody aware of what Easy to Read is.

Diversity Management

Everybody has differences

and also similitudes, meaning, things they have in common.

The idea is to take it as a positive thing

in an organisation or company.

Diversity adds value to the company.

**Definition by:** European Diversity Handbook. 2007.

Support

Plans and resources to improve the development,

education, interests and wellbeing

of a person.

**Definition by:** AAIDD, 2010.

Now we explain some types of support
that are appropriate for

people with intellectual disability
in the workplace.

Cognitive Accessibility

It is a characteristic that things, spaces

or texts have, that makes them understandable for everybody.

**Definition by:** Diccionario Fácil. 2020.

At work, an example of support in an office

is having an easy handbook on how to understand the printer.

That improves cognitive accessibility.

Natural Support

It is support that exist naturally
at the workplace in a company

or in an organisation.

It can be a plan, resource or

the relationships between people.

Natural support can also be
equipment and tools that are used
and also **procedures.**

**Procedure**

Manual that explains

how something is done

step by step.

Natural support is a basic element
of supported employment.

**Definition by:** Jordán de Urries. 2003.

Reasonable adjustments

Changes and adaptations that are needed

and adequate for each single person.
Those changes are **not** a big burden

for the organisation or the company.

These changes allow people with disabilities

to have equal working conditions

like the rest of the employees.

**Definition by:** The Convention on the Rights of Persons with Disabilities. 2006.

Universal accessibility

Characteristic of a place, product or information

that everybody can use or have access to.

**Definition by:** Diccionario fácil. 2019.

Intellectual Disability

Limitation that a person has to understand things

and also to behave.

For example: it is hard for the person to understand words,

meet other people

or do activities such as cooking.

This disability appears before being 18 years old.

**Definition by:** AAIDD, 2010.

Links:

* [Short video: What is intellectual disability? (in Spanish)](https://www.youtube.com/watch?v=WZj97uGQ37I)
* Video with a long talk about intellectual disability (in Spanish).

Universal Design

Type of design that sets easy access products or spaces
for the great majority of the people.

**Definition:** Easy dictionary. 2019.

It is also known as design for everybody.
Example: to create a business plan for a company
that keeps in mind

that people with intellectual disability

are their customers and also can work for the company.

Supported employment

Work of a person with disability

who has the ongoing support
from a job coach in order to have success.

It is a job with a salary

for any company or organisation.

This service is useful for people with disability

and for companies that hire them.

This service is free and guarantees

that private and personal data are protected.

Supported employment ensures coordinated work

with the company or the organisation
that hires a person with disability.

**Definition by:** Euse, 2010.

Personalised Employment

It is an employment with support for people

that have more difficulties to find a job.
For example: people that find it hard to communicate.

The job position, does **not** exist,

it is set specially for this person

but it always brings value to the company
or to the organisation that hires this person.

It is a specific work methodology,

meaning, a very concrete way of finding a job.
For example: this methodology

is based in a good knowledge of the community,

meaning, the neighbourhood and those people living in the area that surround

the company or the organisation.

Easy to read

Way of making documents easier to read

for people that have difficulties to read or understand.

**Definition by:** Plena Inclusión, 2019.

Easy to read **not** only concerns texts.

It has also to do with images and design.

Since year 2019, there is a norm UNE that explains
what easy to read is and how it should be done.

Inclusive organisation

It is a company, association or administration

that includes everyone
regardless of their origin, profession,

financial situation, ideas or disability.

Job coach

Person that supports people with disability
to find and maintain a job

through supported employment.

Pictogram

A drawing that represents a word or a notion.

These drawings belong to a language.
Some people have difficulties to communicate

and use a language made with pictograms.

**Definition:** Easy dictionary. 2019.

Alternative and Augmentative Communication

They are systems of communication
that help overcome the difficulties

that people have to understand texts.

They use symbols, gestures, photographies or drawings

to help people understand things.

They are also known as SAAC.

Talent

Person that has special skills.

Example: Marta is very talented

at organising conferences and meetings.

Sonia is very talented at speaking in public.

What is this handbook for

With this handbook, we want to explain
how public and private organisations

can embrace diversity management.

Sometimes, companies hire very similar people

and there is **no** diversity within the companies.

Diversity management is about

very different people working together.
For example: from **transexual** people
to people with disability.

**Transexual**

Person that belongs

to the opposite sex
that they were born with.

Diversity management

tries to take advantage of that diversity

to improve the workplace and the company.

In this handbook, we will talk about the diversity management

with the focus on

people with intellectual disability.

3 important documents

For this topic,

It is important to know these documents:

1. Convention on the Rights of Persons with Disability.
2. The Sustainable Development Goals.
3. European Social Pillar.

Now we will explain each document.

**Convention on the Rights of Persons with Disability**

It was signed in 2006.

It was made because,

although a universal declaration of human rights already existed,

many of the rights of people with disability

were **not** enforced.

The countries that signed the Convention

committed to apply what it says on their laws.

Spain has signed this Convention.

The Convention is divided in articles.

For this handbook, we focus on article 27.

Article 27 is about work and employment.

It says that all persons with disability

have the right to work

and make a living out of the job they choose.

Sometimes, people with disability

only work with other people with disability.

Meaning, they are separated from people without disability.

The Convention says that they have the right to be

in open jobs, inclusive and accessible workplaces

that include people with and without disability

The countries that signed the Convention

have to protect this right.

The countries that signed the Convention

have also to ensure that people with disability

are **not** slaves or forced to work.

**Links:**

* [Convention in Easy to Read (in Spanish)](https://www.plenainclusion.org/informate/publicaciones/convencion-internacional-de-naciones-unidas-sobre-los-derechos-de-las).
* [Countries that have signed the Convention](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html).
* [Easy-to-understand videos about the Convention](https://www.inclusion-europe.eu/what-is-the-un-crpd-watch-our-new-easy-to-understand-video-to-find-out/)

**The Sustainable Development Goals**

These are goals that countries must reach

to end poverty.

There are 17 goals and must be reached before year 2030.

Goal nr. 8 talks about decent job.

Point 5 of this objective targets this goal:

By 2030,

achieve full and productive employment

and decent work for all women and men,

including for young people and persons with disabilities,

and equal pay for work of equal value.

**European Social Pillar**

It is a document that aims to give people

new and better rights.

It is made of 20 principles.

Principle 3 talks about equal opportunities.

Among other things,

it says that everybody has the right to have a job.

Regardless of their sex, religion, age or disability.

Also, this principle says to strive

for equal opportunities

especially for those groups of people

that have most difficulties.

Such as people with disabilities.

Principle 17 talks about inclusion

of people with disabilities.

People with disabilities

have the right to request financial aid.

This is money that will help them to have a decent life.

They also have the right to access services

that allow them to have a job

and participate in the community.

They also have the right to an inclusive workplace

in line with their needs.

[More information](https://www.inclusion-europe.eu/social-pillar/)

Who is this Handbook for?

This Handbook is written in easy to read.

This handbook is addressed to:

* People with intellectual disabilities
* To their families.
* Organizations from the non-profit sector that offer them support
* To trade unions
* Public and private organizations

There are many guides and resources

on how to manage diversity.

They are known as Diversity Charter.

These handbooks include plans

on how to manage diversity, trainings

and ways to measure the diversity within a company.

This handbook “My talents for diversity” offers specific information

about people with intellectual disability.

Sometimes, this group of people have less opportunities

to get a job.

But on the other hand

they have a lot of skills and talents to offer
creativity and innovation.

What is this project about?

This handbook belongs to the European project

“My talents. For diversity.”

The goal is

to encourage diversity management

in companies, public administrations

and organisations such as associations and foundations.

The project pays special attention

to people with intellectual disabilities.

Organisations and companies can discover

many talents on this group of people.

The project “My talents. For diversity.”

is going to have many results:

* An online catalogue
of successful practices in diversity management
when people with intellectual disabilities
are hired.
* A research article:

about the employment of people with intellectual disabilities

in the regular economy.

The research includes testimonials, interviews, case studies

and online survey.

The report presents best practices and lessons learnt.

The report also gives advice to employers.

* A handbook for companies about diversity management
when people with intellectual disabilities are hired.
* Videos about successful experiences.
* Training materials on this topic for organisations
* Meetings to share experiences.
* Training

on diversity management

for companies, public administrations and

organisations paying special attention

to intellectual disability.

Why is there not enough diversity?

In many companies and organisations

there is **not** enough diversity.

For example: companies do **not** hire people

with intellectual disabilities.

Almost half of the companies,

do **not** have policies on Equality and Diversity.

These policies are practices

that help increase and manage diversity.

When asked why they do **not** have these policies,

some companies outline these reasons:

* “We do not have enough employees”.
4 out of 10 companies said that. That is 40%.
* “We never thought about it”.
1 out of 3 companies said that. That is 31%.
* “We did not think it is necessary”.
1 out of 3 companies said that. That is 29%.

This data comes from the research conducted in 2008

in the European Business Test Panel.

As it is shown, many people think

that diversity management

is only needed for big companies

that employ many people.

It is also clear that there are many companies

that do **not** know what diversity management really is.

Only 1 out of 10 companies think

that having diversity is an advantage.

Companies also look for evidences

that diversity management works.

Also companies want:

* To know how to measure results.
* To know good practices.
* To have training on the topic.

The project My talents. For diversity.

tries to answer those requests.

We think that it could be useful for many organisations.

Now, we will answer these questions:

* What are the benefits of diversity management?
* How can employees and workers with disabilities contribute
to to make organisations more inclusive?
* How can we assure that employers and employees

welcome in a positive way employees and workers with intellectual disability?

Benefits of diversity management

We are going to present a table

where the following information is compared:

* Left column: general benefits
 of diversity management for companies.
* Right column: confirmation on whether those benefits
 are also found when hiring people with intellectual disability.

|  |  |
| --- | --- |
| **Benefits of diversity management** | **Benefits of diversity management with people with intellectual disabilities** |
| The culture and habits of the company changed.Organisation improves.The way of leading the company improves as manager show more emphaty. There is more internal communication.Rules change.There is less turnover for workers. | There is less turnover of workers with intellectual disabilities. They show higher loyalty to the company.Better workplace and work environment. Rules and process might become more simple. Those changes might benefitall the staff.  |

|  |  |
| --- | --- |
| **Benefits of diversity management** | **Benefits of diversity management with people with intellectual disabilities** |
| Companies have a more diverse labour force. As result, the company gets to know their clients better, who are also diverse.Therefore, the company can better adapt to the needs and requests of its customers and improve their services.It is also easier to reach new markets. That is, find new clients or new products or services to do. | It is estimated that 1 in 100 people in the world, has intellectual disabilities. Attract more varied and interesting profiles.  |
| More opportunities are achieved. It increases the knowledge of the market and can offer more adequate things or each individual. The customers are happier.The word of mouth increases. This means that customers tell to others how happy they are with that company. | Cognitive accessibility is a new market to be developed. Companies can create new products and services and obtain new customers with it. |

|  |  |
| --- | --- |
| **Benefits of diversity management** | **Benefits of diversity management with people with intellectual disabilities** |
| The company gets more recognition and improve its image.It also improves its relationship with the community.  | Being proud of getting a job, makes them great ambassadorsof the company.  |
| Creativity and innovation improve. | Tolerance among employeesIncreases. Their authenticitymight be reflected in the organization. A different point of view could be seen as a breath of fresh air. |
| Laws are enforced. | Laws are enforced.  |

Information on the left column
has been collected from 2 handbooks: Keil 2007

and European Business Panel 2008.

Information on the right column

has been obtained through our own research

conducted in this project “My talents. For diversity.”

Also it includes informations from a research

conducted by Plena inclusión in 2018.

How people with intellectual disabilities help to set inclusive organisations?

People with intellectual disabilities

contribute to make organisations inclusive.

We share some ideas

on how to obtain this:

* Accessibility and universal design.
* 2 stories of talents.
* Motivation increases.
* There are less work absences.
* Good for repetitive tasks.

Accessibility and universal design

It is important to remember
that every person with intellectual disabilities

has talents and skills.

For that reason, they can positively contribute

in a unique manner
to the organisation where they work.

There are some issues that we have to work on

in order to get the most out of those talents,

to properly manage diversity,

and to take into account

people with intellectual disabilities.

Two of these issues are universal accessibility

and universal design.

With both,

everyone with or without disability
can benefit from their solutions.

For example: a rule easy to read

is useful for everyone in the company

who has **no** knowledge in laws.

2 stories of talents

Also, we know experiences and stories

that show how any organization

can benefit from the contribution

of persons with intellectual disability.

We will share 2 stories.

This is the first story:

Since I hired
a person with an intellectual disability

**Prevention of occupational risks**

To be cautious in order
to avoid dangers in the workplace.

For example: use gloves
if you work in gardening or cleaning.

everyone who works within the company

comes to the office on time.

Because if that person does it,

everyone can do it.

This is the second story:

This person with intellectual disability
was very good at supervising that standards were met.

This person encouraged colleagues to enforce

the norms on **prevention of occupational risks**.

It was easier for them to listen to that person.

Motivation increases

People that work for a company

got a training to become mentors

of people with disabilities.

This increased their motivation
for their work.

This is what 2001 Bryan’s study says.

They are less absent form work

The idea that people with disabilities

have more absences than colleagues without disabilities

is wrong.

Many companies say this
as an excuse **not** to hire them.

A report conducted by the Adecco Foundation says

that people with disabilities
are less absent form work than people without disabilities.

The report was conducted in 2015
and 297 companies participated.

Good for repetitive tasks

A company discovered through a survey
that there were some jobs that

were difficult to be taken for
a person without an intellectual disability.

These jobs

had very routine and repetitive tasks.

For that reason, the Company hired

people with autism 8 years ago.

For example: quality control.

Autism is a disability that arises

within the first 3 years of life.

People with autism

might have more difficulties to communicate
and need more routine.

For this reason, they are better at repetitive tasks

than other people.

In this company,

they are supported in their work every moment,

the workload is aligned with their own pace

and they have their own break room.

People with autism

often need lots of tranquillity.

That is why it is a good idea

to have a dedicated break room.

This section will be completed

once we obtain the results of the research.

The plan for diversity management

This plan is a document

that suggests actions and ways

that a company or an organisation

can take to deploy diversity management.

We present how to make

organisations and companies inclusive

for people with intellectual disabilities.

It is important that the company or the organisation

defines a policy
that explains what being inclusive means.

There are several guides on how to make these policies.

For example, 2006 guide of the Canadian Human Rights Commission.

This guide explains how a policy of a company

that wants to be inclusive, should look like.

It explains 17 elements needed to draft this policy.

There are also keys on how to find out

when a company is **not** inclusive.

It also talks about 6 topics to take into consideration
to set personalised settings
needed by a particular worker.

Red Acoge also has a Plan for Diversity Management.

This Plan was defined in 2018.

The plan has these points:

1. To analyse the diversity of the company.
2. What means or actions to take?
3. What objectives or goals to pursue.
4. Who will carry them out?
5. In which time frame?
6. How to measure the results of the plan?

We recommend reading the entire Red Acoge’s plan.

In this handbook, we are going to only talk about

the section on means.

Especially, we are going to talk about topics

that we think are more important with regards

to the inclusion of people with intellectual disabilities.

These are the topics:

1. Define flexible job profiles.
2. When hiring, how to pick people endorsing diversity.
3. Initial training.
4. Support in a formal or external manner.
5. Support in a natural manner.
6. Keep the job.
7. Achieve internal **promotion**.

**Promotion**

Obtain a higher position

within the same company.

1. Make reasonable adjustments.
2. Think about the role of the family.

Now we will explain topic by topic.

Point 1. Define flexible professional profiles.

The British public healthcare national service
has done an important work since 2015
to include people with intellectual disabilities
on their work teams.

The British healthcare service is known as NHS.

The NHS has published many documents
on how an inclusive service should be.

It has created a system to support

all its hospitals to be inclusive.

NHS recommends:

* Start with those departments
that show more interest into being inclusive.
They will be the ones who try harder.
Those departments will build a first experience
from which other departments can learn.
* Those departments that offer more opportunities
to hire people with intellectual disabilities
are the ones that have more repetitive and fixed tasks.
* When hiring

a person with intellectual disability,
this person has to develop real tasks,
which responds to a real need.

* These jobs must be valuable by colleagues
and people that lead the company.
* The salary must be the same as colleagues
without disabilities doing the same job.
* Opportunities should be given to the person to grow

and get a promotion.

The person should be given more responsibilities
and tasks.

Also foresee to increase working hours

if the person is **not** working full time.

These recommendations are in a 2015 NHS document.

**How to know what role the person with intellectual disability**
**can play in the company?**

It has to be taken into account

that many people with intellectual disability

have **never** worked.

These are some ideas,

but they can be adapted according to each person with disability:

* They can start with basic jobs.
* Fixed tasks are the easiest to learn.
* Propose tasks where they do **not** need
to solve problems regularly.
* Evaluate their performance and hear their suggestions.
* Use graphics or pictograms if needed.

**How to write a job profile?**

To hire people,

many companies normally write

the profile of the person they are looking for.

They write it in a document called job profile.

It can be useful to write a job profile

in a more flexible and customised manner.

Meaning that the document can change and be adapted according to each person.

There are several ways to write that profile:

**Form 1. Customized job description.**

The tasks that the hired person will do
come from other jobs performed in the company.

In this manner:

* A profile according to the sills

of that specific person is created.

* The colleagues

have more time to do other tasks.

**Form 2. Simplified.**

In a simplified job post,
the difficult tasks are taken out.

The person who is going to be hired
will also perform tasks

from colleagues.

**Form 3. Enriched job.**

Additional tasks are added to the job.

The added tasks are suitable to the skills

of the person who gets hired.

These forms are explained in the 2007 document
Griffin C. Hammis D. y Geary T.

**Form 4. Co-worker**

In the co-worker job,

the person with intellectual disability works

and shares tasks
with a person without intellectual disability.

The 2 persons collaborate in the same project.
The goal is to let people with intellectual disabilities

lead a project together with

people without intellectual disabilities.

The most important thing for these duos
is to get to work and share skills and experiences.

Every week or every day,

they meet to assign the tasks,

assess progress and support each other.

Point 2. How to foster diversity in the hiring process

Companies adopt very different actions
while hiring people aiming to increase the diversity.

For example:

* They run ads in specific publications
that target certain groups of people.
* Collaborate with associations.
* They run ads highlighting
that they want to hire people
that brings diversity.
For example: people that have lived in other countries
or people that are concerned about the planet.

These are ideas coming from Keil 2007 document.

In order to hire people with intellectual disabilities,

the best way is to contact entities

that work with them.

In Spain,

the most well-known organisation
is Plena Inclusión Spain.

Plena Inclusion has 17 federations

in each autonomous region,

and bodies such as Ceuta and Melilla.

Together, they unify more than 900 bodies.

Many of these bodies offer employment services

To respond to a company need

and the needs of people with intellectual disability to be hired.

Recommendations given to companies

to attract talent

of people with intellectual disabilities:

* Information on the job
should be easy to understand.
It is recommended writing in easy to read format.
* Ensure people applying to the job

have the possibility to show their skills.

To do so, the company can give more time during the interview

or let the person try to do some tasks of the job.

* Besides the original contract,

make an easy to read summary of the contract.

To explain the most important parts of it.

For example: work schedule, salary, holidays

or when to give a resignation letter.

These are ideas from the 2015 document of
Change Learning Disabilities Tools & Guidance.

Point 3. Initial training

Employees with intellectual disabilities

need some time to learn a new job.

Just like everybody else.

The training must be easy to understand.

The training should end when the person
fully understands the duties assigned to the post.

The job coach can advise the company

To get the most from the training.

Point 4. Support in a formal or external manner.

Supported employment and personalised employment

facilitate the inclusion of people with disabilities in companies.

They also help them to keep their job.

Evidence exists on these studies:

* 2017 Inge study.
* Study conducted by the Knowledge Centre for the Health Services at the

 Norwegian Institute of Public Health on 2017.

On formal support, we recommend reading

the 2010 EUSE toolbox.

In supported employment and personalised employment,

there are external professionals that bring support on and off the job.

They give different types of support:

to do or use things, information,

emotional support, and also to review work.

Support must be personalised,

meaning, it is adapted for each person.

Support has to also be systemic,

meaning that it has to be planned and running continuously.

This support allows the person with disability

to learn job tasks and also integrate within the team.

There are people that might also need support

to get to the workplace

or to get used to some routines

which are needed to go to work.

It might be necessary to make some changes

in the workplace.

These are reasonable adjustments or the company.

Public administrations from some countries

provide aid to make those reasonable adjustments.

To give formal support,

we should also remember the social parts of the job.

For example: social activities such as birthdays, or work meals.

It should also be taken into account

that people with intellectual disabilities

should have the possibility to get promoted

within their companies

or to change jobs.

Point 5. Natural support

Before hiring people with intellectual disabilities,

we recommend thinking head

on how to prepare the natural support.

One idea is to choose someone within the company

as a mentor.

The reference person will get along with the person

with intellectual disability.

The reference person often

gets emotional satisfaction.

Meaning that this person is happier

as the result of performing this task.

This person will also feel prouder

of working for the company.

We recommend that reference people

choose this role voluntarily.

Meaning these people want to have this role.

Some tasks for a reference person:

* Discover possible problems when adapting the job.
* Help the person with an intellectual disability

to integrate with the team.

* Know how to accompany a person with intellectual disability.
* Encourage a person with intellectual disability

to follow the indications given by colleagues, when appropriate.

* Be aware if there is any problem

such as an accident or an emergency.

* The reference person must communicate

regularly with the job coach.

These tips belong to a 2018 document written by Plena Inclusión.

Point 6. Keep the job

Companies that have already hired

people with intellectual disabilities

offer some indications on this subject.

An idea is to make small tests and then increase.

For example, a company hired

3 people with disabilities to work only on Saturdays.

Thanks to this first test, they increased working hours:

2 of this people now work full time.

Now they are going to hire 5 more people.

Big companies normally have a department

dedicated to hire and follow people

that work for these companies.

This department is usually called human resources.

A good idea is to have someone in this department

who is responsible for the inclusion of people with disabilities

in the company.

These ideas belong to a 2018 document written by Plena Inclusión.

Point 7. Achieve internal promotion

There are many people with intellectual disabilities

that do **not** have a job.

There are many wrong ideas

on their working capacities

and that is why they are **not** hired.

So, if it is difficult that they get a job,

it is even harder for them to get an internal promotion.

As result, there is **not** much information

and research about this.

It is a topic that we want to know more about.

In our research, we had a testimonial:

A person with intellectual disability

is allowed and even encouraged

to take all test to grow in his company.

His manager helps him the tests.

If - eventually - the tests get too difficult,

it will not be a reason

to let the person go

or keep him from growing in another way in the company.

It is important to remind that people with disabilities

have the right to work and get internal promotion.

Just like everyone else.

Supported employment and personalised employment

can help to get this internal promotion.

In Spain, a good opportunity for this

is to work within the Public Administrations,

in places such as city halls and ministries.

These administrations are obliged

to allocate 2 out 100 jobs

to people with intellectual disabilities.

The same obligation goes for

internal promotion.

In this experience,

only one person with intellectual disabilities

achieved internal promotion.

The lack of accessibility measures needed by this people

explains the lack of internal promotions.

Point 8. Make reasonable adjustments

We are going to talk about

the most common reasonable adjustments

and those that work better.

In many European countries is mandatory by law

to make reasonable adjustments.

They are really necessary for diversity management.

Some companies refund glasses for employees using screens.

These people are often facing sight problems.

Similarly, it is necessary to make adaptations

and changes for other people.

If changes are not made, some people cannot work.

The most common adjustments are related to

comprehension, communication and decision-making process.

But it depends on each person.

On how to incorporate and keep a job,

we recommend reading 2018 Access to Justice Guide of Araoz.

People with intellectual disabilities

often need more time to understand information

and express what they want.

To support them in communication, we recommend:

* Use simple sentences, explicit and short.
* No sentences in the third person.
* Avoid questions that include any negation.
* Easy words.
* One idea at a time.
* Speak slow.
* Do not use abstract or technical concepts.
* Listen to what the person has to say.
* Give enough time for people to express themselves.
* Do not interrupt or end phrases that they are saying.
* Ask the person to repeat in their own words
	+ what has been explained to him
	to make sure that everything has been understood.
* Avoid the person repeats the same things many times.
* Give the person the possibility to say “I do not understand…”.
* If necessary, explain things in a different way.
* Find another person that can support
	+ the person with intellectual disability.
	+ For example: a relative or a support person.
* Reinforce important messages.

The level of understanding
of people with intellectual disability when reading something

can change from one person to the other.

Meaning that some of them read very well and some less.

There are many people with intellectual disability

that do **not** know how to read

or they struggle to understand

what they read.

For that reason, we recommend using easy to read

or Alternative and Augmentative Communication Systems.

People with intellectual disability

might need support

to understand information when they need

to take decisions.

Also, to understand the consequences of those decisions.

Meaning, what happens after the decision made.

Without that support, they make decisions without information.

They have the right to get support.

When making decisions in the workplace,

a supported person or a job coach

can be helpful for a person with intellectual disability.

Point 9. Think about the role of the family

Families have a very important role

in the employment and in the life

of people with intellectual disability.

When it comes to employment,

families really help people with intellectual disabilities

to get a job and help to keep it.

For example: families support them

to come and go to the workplace,

to have daily routines

and carry out paperwork

such as understanding contracts.

Companies often prefer

to manage the relationship with the family

through a job coach.

This is what a 2018 Plena Inclusión document says.

It is important that companies understand this.

The role of the family may be more important

for some people with intellectual disability

than for people without disability.

For example, it is important to understand

that families struggle a lot to get a job

for their relative with disability.

You can see data and examples on financial efforts

in a 2014 Plena Inclusión document.

There are some families that overprotect

people with intellectual disability.

This means that they protect them too much.

For example: when families

make decisions for them for the job and outside the job.

The job coach can also help in these situations.

For example: it can help the company

to relate with the families.

Many companies do not know how to do it.

Other resources of interest

Here we add more resources

that we have **not** commented in this handbook:

* Reasonable accommodation of job places for people with disabilities.
Study from secondary sources. 2008. <https://www.imserso.es/InterPresent1/groups/imserso/documents/binario/factoresadaptpuestos.pdf> (in Spanish)
* Website in Spanish on resources for the adaptation of job posts for people with disabilities and reasonable accomodations. <http://adaptyar.ibv.org/index.php/component/content/article?id=103:otros-ejemplos> (in Spanish)
* <https://www.ecatic.org> (in Spanish)
* <https://www.fundacionmapfre.org/fundacion/es_es/programas/integracion/app-soy-cappaz> (in Spanish)
* Mefacilyta <http://tutor-dis.ibv.org>
* Support products for employment <http://www.eastin.eu/es-es/searches/Products/List?iso=28&sort=lastupdatedate&order=desc&itemsperpage=10&page=2> (in Spanish)
* Website in English with resources in easy to read for free and for payment <https://www.changepeople.org/#OurWork>
* Fundacion ONCE book on diversity management (concepts explanations in Spanish) <https://www.fundaciononce.es/sites/default/files/docs/Libro_Diversidad_Accesible_2.pdf> (in Spanish)
* ARASAAC <http://www.arasaac.org> Free and accessible alternative communication systems.

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