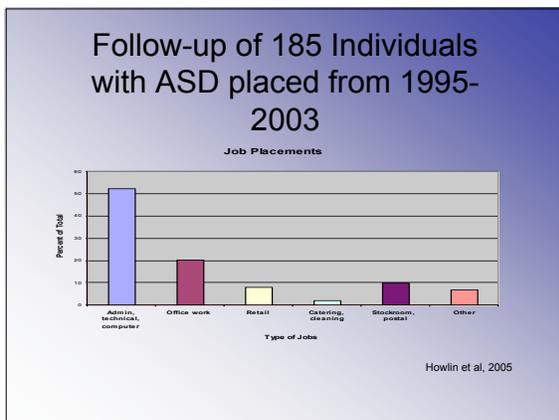
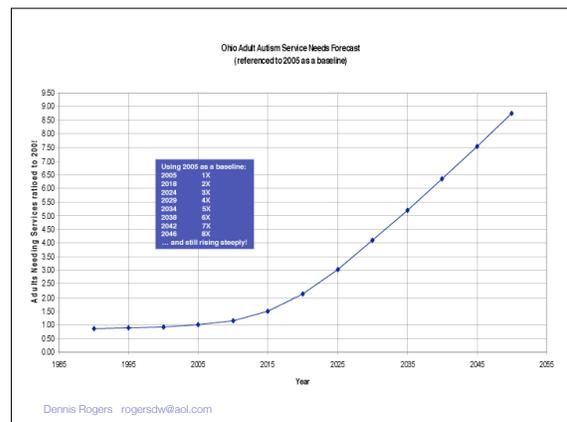
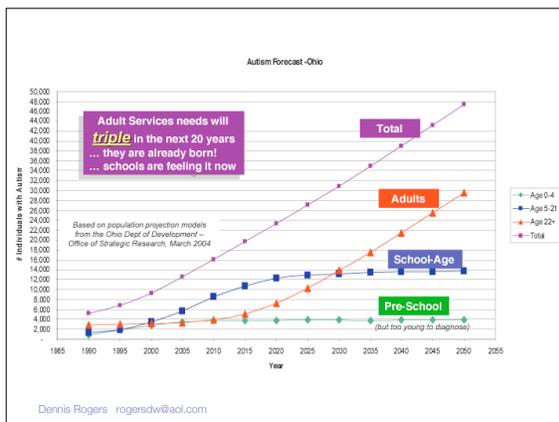
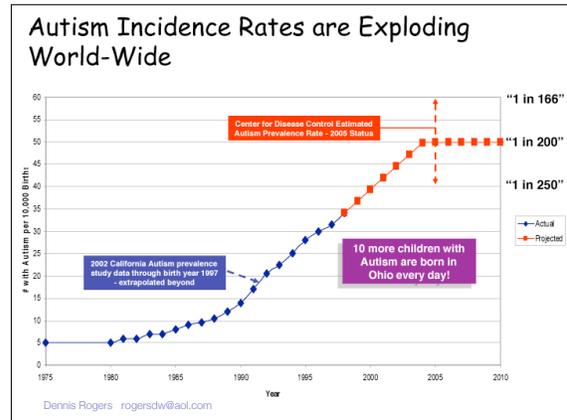


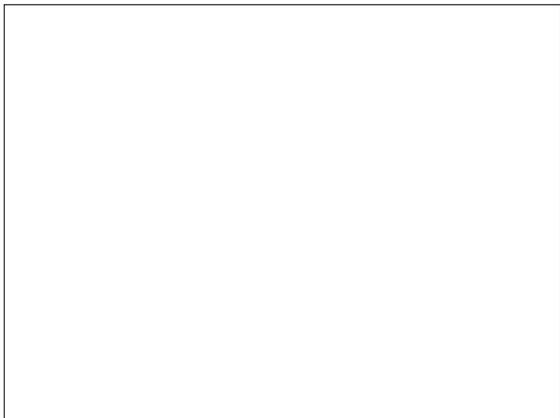
Hi Ho, Off to Work We Go

Donna Owens and Amy Bixler
5220 North High Street
Columbus, OH 43214
866-886-2254
www.ocali.org



Employment Status of Individuals with Autism

- Unemployed
 - Jobs tend to be low status or end prematurely because of social competence issues. (Howlin, 1997)
- Underemployed
 - Working far below skill level. Yale graduate working as a research assistant testing computer code along with undergrad work-study students. (Romoser, 2000)



Hottest Industries

- Banking
- Construction
- Education
- Entertainment
- Food Service
- Telecommunications

Hottest Industries

- Healthcare
- Hospitality
- Legal
- Manufacturing
- Retail
- Information Technology

Employer Concerns

- ¥ Finding/keeping qualified employees
- ¥ Containing costs
- ¥ Meeting profit goals in downturns
- ¥ Encouraging appropriate work ethic
- ¥ Training employees
- ¥ Finding employees with soft skills

Employers Misconceptions

- Assumptions that people with disabilities cannot do the work
- Concerns about attendance and retention
- Assumptions about accommodations
- Confusion over the definition of disability
- Concerns about employee safety

The Person

Of you've seen one person with autism,
you've seen one person with autism

-- Stephen Shore

What Do We Need to Think About?

- The person
- The planning process
- The job
- Strategies for making the match



The Person: Vocational Challenges

- Verbal & nonverbal communication
 - Unable to initiate or sustain conversations; repetitive use of language, volume
- Social behavior
 - Proximity, turn-taking, inappropriate/unrelated comments
 -
- Nonverbal behavior
 - Eye contact, facial expression, and awkward gestures

The Person: Vocational Challenges

- Cognitive difficulties--
 - Planning and organizing activities or tasks (executive function)
 - Cognitive delays
- Special interests of abnormal intensity or focus
- Adherence to routines or rituals
 - Resistance to change, environmental changes, schedule, personnel, or in routine
- Repetitive motor activities

The Person: Vocational Challenges

- Unusual responses to sensory experiences
 - Touch, smell, sounds, tastes and visual stimulation
- Emotional vulnerability
 - Easily stressed, low frustration, difficulty tolerating mistakes, unusual fear responses, behavioral outbursts
- Motor Coordination
 - Fine and gross motor problems; unusual gait, problems with spatial judgment, difficulty with handwriting



The Person: Vocational Assets

- Accuracy in visual perception, pattern recognition
- Good memory for auditory information
- Tolerance for repetitive activities and routine
- Use of special interests to support work activities

The Person: Vocational Assets

- Attention to detail
- Dedication to getting the job done
- Eagerness to learn
- Low absentism
- Commitment to the job



The Process: Who's Involved?

- Individual
- Parent/guardian and other interested family/friends
- Transition Coordinator
- Teachers
- Psychologist/Guidance Counselor
- Autism Consultant
- Related Service Personnel (OT, SLP, AT)
- MRDD representative
- BVR representative
- Job developer
- Job coach
- Others, as appropriate

The Process: Person-Centered Planning

- Community presence
- Community participation
- Choice
- Respect
- Competence

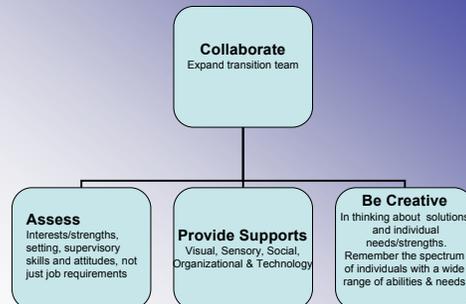


The Process: Promoting Self Determination

- Self awareness
- Self knowledge
- Self instruction skills
- Self evaluation and self reinforcement skills
- Self advocacy and leadership skills
- Choice making skills
- Decision making skills
- Problem solving skills
- Goal setting and attainment skills
- Establishing an internal locus of control



The Process: Successful Job Placements



The Process: Job Placement

- | | |
|--|---|
| <p>For any student with a disability:</p> <ul style="list-style-type: none"> Assessment/Career Match Provide accommodations and ongoing supports Skilled supervision | <p>Individuals with autism:</p> <ul style="list-style-type: none"> Expand from focus on skill requirements to consider match with interests/strengths, work environment, and supervisory skills and work attitudes Expand supports to include communication, social and coworker relationships, and organization of work tasks Target ability to quickly identify problems, intervene, and monitor; willingness to accommodate is critical. |
|--|---|

Physical Components of the Job Match

- Hours of employment
- Acceptable sensory environments
- Pay, benefits, vacations, holidays, etc.
- Acceptable activity levels
- Physical requirements of the job
- Quality control requirements
- Production requirements

Social Components of the Job Match

- Acceptable level of interaction
- Clear job expectations
- Navigation skills/requirements
- Grooming and hygiene requirements
- Communication skills relevant to environment
- Personal space compatibility
- Phone/vending/cafeteria
- Co-worker training and support

The Job: Making the Match

- Videotape site with locations of restrooms, lunchroom, introducing of supervisor and job tasks
- Provide walk through of site, meet supervisor
- Create visual or written work schedule
- Develop plan to reduce or eliminate sensory issues
- Identify safe place, safe person
- Plan activities for down time
- Identify and teach social rules of the workplace



Strategies for Making the Match

- **Job Carving**
 - Identifying tasks and subtasks for a given position and employing someone to perform them
- **Job Restructuring**
 - Modifying how a particular job is performed; splitting a job; changing the order of tasks; combining tasks
- **Job Creation**
 - Identifying an employer's unmet needs in the form of task lists matched to an individual's skills

Strategies for Success

Identify Training and Ongoing Support Needs:

- Are visual supports and schedules working?
- Do co-workers need help communicating with employee?
- Is there a regular schedule for follow up?
- Is there a plan for developing natural supports?
- Is there an after work job club for problem solving?

Strategies for Success: Job Specific Preparation

- Taking direction from the supervisor
 - Identify the optimal way for the individual to receive feedback
 - Verbal
 - Written
 - Demonstration
 - At the beginning or end of the day
 - In private office



The Interview

- Most highly ranked interview behaviors:
 - Enthusiasm
 - Communication skills
 - Self confidence
 - Well groomed
 - Politeness
 - Steady eye contact



» A. Krause, 2000

Non Interactive Aspects of the Interview Process

- Promptness
- Appropriate dress
- Come prepared
 - Copies of resume
 - Pen and paper
 - Knowledge of the company
 - Prepared questions to ask

Social Aspects of the Interview

- Establish and maintain eye contact
- Smile
- Shake hands
- Active listening
- Knowledge of when to talk
- Knowledge of when not to talk
- Knowledge of when to stop talking
- Topic maintenance

Preparing for the Interview Process

- Role play and rehearse
- Teach alternate or compensatory skills
- Consider alternate rationale for a typical behavior:
 - “I would shake your hand, but... I have a cold”
- Teach appropriate ways to disclose disability information

The Supported Interview

- Promptness
- Appearance/dress/hygiene
- Teach specific greeting skills
- Arrive prepared
 - Have resume
 - Have letters of recommendation
 - Have assistive technology prepared

The Social Context of Work: The Hidden Curriculum

- Work requires interaction--with supervisor(s) and with other co-workers to complete the job.



- Taking direction or feedback from the supervisor
- Accepting feedback from co-workers
- Collaborating with co-workers as necessary

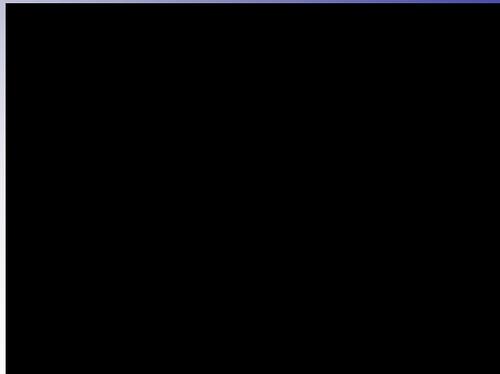
The Social Context of Work: The Hidden Curriculum

- Spontaneous interaction during downtimes
 - Lunch, breaks, celebrations
 - Passing in the hallway
 - Bathroom



Promoting Social Competence

Priming	Self monitoring
Power cards --Elisa Gagnon	Social autopsies --Lavoie
Role Playing	Video modeling
Social Narratives	Cartooning



Guide for Direct Instruction for Social Skills

- Rationale: How and why
- Presentation: Active and multimodal
- Modeling: Show what to do
- Verification: Confirm learner understands the skill
- Evaluation: Does learner use skill in direct instruction
- Generalization: Can learner use the skill in context

» Myles and Southwick (1999)

Teaching a New Social Skill

- Direct Instruction
- Recognize the skill when they see it
- Use the skill in role playing
- Use the skill in context



Myths About Sexuality

- Persons with ASD and other developmental Disabilities:
 - Have little or no interest in sex
 - Are hypersexual
 - Are solely heterosexual

The Truth is. . .

- Persons with ASD are sexual beings
- Are likely to know less than their typical peers
- They will likely need sexuality education that considers their communication and social language deficits



Sexuality: Central Concepts

- Public vs. private behavior
- Appropriate touching
- Proper names of body parts
- Personal boundaries
- Masturbation
- Relationship building
- Abuse prevention
- Dating skills
- Personal responsibility

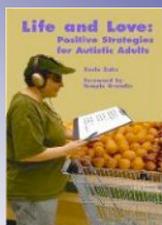


Private vs. Public

- Brushing ones hair
- Holding hands
- Touching genitalia
- Using mouthwash
- Flatulence
- Kissing your mother
- Kissing girl/boyfriend



Life and Love:
Positive Strategies for
Autistic Adults
Zosia Zaks



- Developing Talents:
Careers for
Individuals with
Asperger Syndrome
and High
Functioning Autism
– Temple Grandin

Other Resources

- *Asperger Syndrome: Transition to College and Work*, Dan Coulter
- *Manners in the Real World: Basic Social Skills*, Dan Coulter
- *Comic Strip Conversations*™, Carol Gray
- *Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism*, Elisa Gagnon
- *The Hidden Curriculum*, Brenda Myles, Melissa Trautman, Ronda Schelvan