Employment Supports for Transition-Aged Autistic Youth

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Competitive Integrated Employment

1. Employed in the Community
   - Working among non-disabled peers

2. Minimum Wage or Greater
   - Wages commensurate with others

3. Meets Individual Needs
   - Job is related to personal preferences, strengths, interests, support needs
We’ve Learned...

- Individuals with ASD can work in competitive integrated employment with supports.
- Positive Behavior Supports are an essential way to address the social skill differences and behavior challenges of youth with ASD.
- Employment may be therapeutic for individuals with ASD in independence, social awareness, social cognition, and social communication.
Obtaining Employment
Job Seeker Profile

- Directs the job development path
- Focus on skills, abilities, interests, preferences, and ideal features of employment
- Employment planning meeting
Who Supports the Process of Building Job Seeker Profile?

- Social Network
- Paid Professionals
- Friends
- Business Personnel
  - Volunteer
  - Past Paid
- Family
- Job Seeker
Job Development: Where to Begin with the Job Seeker?

● Job Seeker Driven!
  ○ Organic process based on jobseeker profile

● Meet jobseeker & family/support team to conduct intake
  ○ Past employment & volunteer experience/CBI’s
  ○ Reported interests, skills, abilities, likes, dislikes
  ○ Behavior support needs & challenges
  ○ Preferred communication & teaching styles

● Skills Assessments
  ○ Skills, preferences, stamina, sensory needs
  ○ Novel & Familiar environments and activities
Portfolio or Visual Resume

- Highlighting skills, interests, experiences
- Multiple methods
  - PowerPoint
  - Video
  - Combination
- Utilize photos/videos/information from Discovery and previous experiences
How To: Building the Business Relationship

- Map your community
- Identify businesses
  - Size
    - Number of employees
    - Number of departments
    - Hiring status
  - Location
  - Transportation options
- Know the benefits you bring to a partnership/collaboration
Job Development: Where to Begin with the Business?

- Learn the workplace culture
  - What are the best ways to communicate?
  - Communicate with business contact for suggestions on who to contact first
  - Present program at manager’s meetings
- Set up introductory meeting with managers
  - Start with C-Suite or Admin Level
  - Listen & Use business language
  - Offer Disability Awareness & Education
  - Bring a list of possible tasks to start the brainstorming process
- Tour the business
- Follow up tour with email that lists tasks and schedule you discussed
Considerations While Touring

- What tasks are not getting done or not getting done as routinely as they should?
- Are there tasks that require staff that are over qualified or outside of expertise area?
- Are there tasks that could be done more efficiently by another staff member?
- Times or days when volume is high?
- Tasks that you would like done more often?
- Tasks that are requiring overtime or temporary help?

- Keep an eye out & speak up with suggestions

- Schedule a follow up meeting:
  - Other department staff
Making the Match Between Job Seeker & Business

**JOB SEEKER**
- Skills & Interests
- Environmental Preferences
- Support Needs & Behavioral Considerations
- Physical Abilities

**BUSINESS**
- Type of Task
- Volume of Work
- Team vs. Individual
- Loud vs. Quiet
- Physical Environment
- Workplace Culture
- Sedentary vs. Mobile
Maintaining Employment: Areas Where Support is Provided

- To the Business
- Work Skills
- Behavioral Skills
Understanding & Educating the Business

- Work not School
- Understanding business needs
- Assessing the environment for match
- Developing a schedule to meet business needs
- Understanding the work culture
- Building relationships
- Building trust
- Providing training to co-workers and supervisors
Skills that Often Require Support

- Following task list & transitioning independently
- Following break & lunch schedule
- Initiating tasks
- Interacting with public and co-workers
- Staying on task at work
- Professional relationships
- Personal hygiene
- Handling frustration
- Recognizing private vs. public conversation topics
- Accepting Correction
- Communication
- Professional Behaviors
- How to ask for help
- Adjusting to changes in routine
- Adjusting to demands of work/supervisor expectations
Communication Strategies

- Speak with individual & support system first
  - Best interaction methods
- Be direct
  - Less Words ★ More Concrete
- Use written or picture supports to supplement verbal instruction
- Allow time for a response
- Use Assistive Technology
- Avoid
  - Idioms (Hold your horses, jump the gun, second thoughts, etc.)
  - Sarcasm
  - Double meanings
  - Nicknames
Providing Directions

- Give directions
  - Clear and to the point
  - Break big tasks into small pieces
  - Demonstrate tasks
    - Tell, Show, Do
  - Talk in an adult manner
  - Use pictures or written directions
  - Ask employee to demonstrate understanding
    - Allow time to process and respond
Social Strategies

- Social Stories
  - How to handle social situations & concurrent feelings
- Use of Modeling
  - Video modeling
  - Role play
  - Practice
- Behavioral Rehearsal
- Self-Monitoring
Social Strategies

● Teach Social Skills:
  ○ Greetings & Other routine social interactions
  ○ How to accept feedback
  ○ How to adjust to change in routine
  ○ Safe & Forbidden conversation topics

● Teach Routines for Downtime
  ○ What to do when on a break
  ○ How to look busy when there is nothing to do

● Plan for hygiene & personal emergencies
Sensory Strategies

- Structure physical environment:
  - Organize: reduce clutter, each space has a function
  - Be aware of lighting & sounds
- Limit amount of people in space
- Input from Individual & Support Staff:
  - Coping mechanisms used
  - Breaks
Prepare for Change in Routine

- Try to avoid changes in the routine
- If a change is necessary –
  - Give advance warning
  - Give an explanation: “why” is this change occurring
  - Develop visual cues and systems for the change
Create Structure!

GO FROM THIS...

TASKS:
- fill blanket warmers
- replenish nourishment room
- stock drawers, countertops & cabinets in empty patient rooms with supplies
- stock empty patient rooms with linen
- stock carts:
  - lab cart
  - ortho cart
  - suture cart
  - catch all cabinet
- sanitize WOW carts
- Dynamaps
- sanitize EKG machines
- sanitize handrails
- remove soiled linen
- fill glucometer kits
- put together patient belonging bags with linen
**Work in Order According to these Lists**

<table>
<thead>
<tr>
<th>Morning 9:30-11:30</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Green Lab Cart</td>
<td>1. Isolation Carts</td>
</tr>
<tr>
<td>2. Blanket Warmer</td>
<td>2. Glucometers</td>
</tr>
<tr>
<td>4. Suture Cart</td>
<td>4. Patient Belonging Bags</td>
</tr>
<tr>
<td>5. Patient Belonging Bags</td>
<td>5. Secondary Tasks</td>
</tr>
<tr>
<td>6. Secondary Tasks</td>
<td></td>
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</tbody>
</table>

**Secondary Tasks**

<table>
<thead>
<tr>
<th>1. Filing in Office</th>
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<tbody>
<tr>
<td>2. Staff Lounge</td>
</tr>
<tr>
<td>3. EMS Room</td>
</tr>
<tr>
<td>4. Nourishment Room</td>
</tr>
<tr>
<td>5. Dynamos</td>
</tr>
<tr>
<td>6. Sanitize WOW Carts</td>
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<tr>
<td>7. Sanitize EKG Machines</td>
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<tr>
<td>8. Stock Catch All Cabinet</td>
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<tr>
<td>9. Clean Rails with Mr. Clean Erasers</td>
</tr>
<tr>
<td>10. Sanitize wheelchairs</td>
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<tr>
<td>11. Sanitize consultation room (chairs, phones, door handles)</td>
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<tr>
<td>12. Sanitize waiting room (chairs, phone, water fountains)</td>
</tr>
<tr>
<td>TASK</td>
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<tr>
<td>Trash</td>
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<tr>
<td>Business center</td>
</tr>
<tr>
<td>Tables</td>
</tr>
<tr>
<td>Vacuum</td>
</tr>
<tr>
<td>Wet Floor Sign</td>
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<tr>
<td>Mop Floor</td>
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</table>
Alarms on iPod or Cell Phone

- 9:00 AM Mon Wed Thu Fri
  - Sign in

- 9:05 AM Mon Wed Fri
  - Double check decisions and...

- 10:00 AM Mon Wed Thu Fri
  - Check Mail

- 12:30 PM Mon Wed Thu Fri
  - Take lunch break

- 1:00 PM Mon Wed Thu Fri
  - Lunch break over

- 1:15 PM Mon Wed Thu Fri
  - Check faxes and stamp them

- 2:00 PM Mon Wed Thu Fri
  - Start wrapping up work. Pic...

- 2:30 PM Mon Wed Thu Fri
  - Sign out and complete TIME...
Schedule for What to do on a Break

Morning Routine

1. When I arrive to work I come straight to the classroom
2. I unpack my bookbag and put lunch in the refrigerator
3. Refill paper in printer
4. Check "copy folder" and ask if she needs any photocopies made
5. Fill in daily huddle and classwork on whiteboard
6. Look up daily quote and write it on flipchart paper
Lunch Choices

I CHOOSE ONE

- Chicken fingers
- Pizza
- Hot Dog
- Hamburger
- French Fries
- Cheese Sticks

ONE PIECE of fruit

SMALL Salad, 2 lettuce, 2 scoops of cheese, 2 rounds of dressing

DRINKS

- Water CLEAR CUP

FRIDAY ONLY: Diet Soda WHITE CUP
First 3/8/13

Isolette

Pumps

Floors 7, 6, 5, 4, 3, 2

Good Morning,
Decision Trees

- **Lactation Station**
  - **Door is OPENED**
    - Go in and clean chairs and sink
  - **Door is CLOSED**
    - Do not go in, write ‘come back later’

- Event Start Date → Coll.
  - More than 48 hours?
    - Yes: SPEC. DESC.
    - No: SPEC. DESC.
  - Same Day: 1, 2 Days
    - Yes: Put In Person’s Box who Gets that Type
    - No: SPEC. DESC.
  - Body Parts/Wound/Surgical Site
    - Yes: Put In Person’s Box who Gets that Type
    - No: SPEC. DESC.
  - Moderate
    - Yes: SPEC. DESC.
    - No: SPEC. DESC.
  - Negative
    - Yes: SPEC. DESC.
    - No: SPEC. DESC.
  - Specimen
    - Yes: SPEC. DESC.
    - No: SPEC. DESC.
  - Put In Person’s Box who Gets that Type
Task Initiation
Preparing for Change

Bill's Job Responsibilities
* Please highlight the jobs I might need to do today

- Paper
- Meter Mail
- Project Deliveries
- Mail Delivery
- Binding
- Folding
- Trimming Laminate
- Wipe down workspace at 1:15
- Sweep Floor
- Other Projects:

Today I made deliveries to:
Restocking Blanket Warmers:
1. Get table or cart
2. Fill table with blankets (closed ends same direction) & sheets
3. Cover cart with flat sheet
4. Pull dust cover down over linen cart
5. Start stock at room 1-2
6. Remove 5 warm blankets (place on cart)
7. Fill warmer – start with back first — fill to top of vent line
8. *Always put 5 warm on top of front stack
9. Fill sheets
   a. Fold 1 sheet at a time, lengthwise (like a hot dog)
   b. Stack pile of sheets on cart
10. Stack sheets in warmer
11. Cover cart with flat sheet
12. Check off pod on checklist
13. Continue with next pod until all are finished

*If out of blankets/sheets return to linen cart and reload

<table>
<thead>
<tr>
<th></th>
<th>1-2</th>
<th>9</th>
<th>3-4</th>
<th>5-6</th>
<th>20-21</th>
<th>8-10</th>
<th>14-15</th>
<th>11</th>
<th>19</th>
<th>17-18</th>
<th>16</th>
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<tbody>
<tr>
<td>Blankets</td>
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<tr>
<td>Flat sheets</td>
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Teaching Interactions

- Written scripts
- Audio scripts
- Conversation Starters

When I can’t find someone to work with:
- Do you know where Jhlen or Elvira is?
- Who am I working with?
- Am I working with you today?

Questions while working:
- What should I do now?
- Do you want me to do that?

If I don’t understand what someone said:
- What did you say?
- You said what?
If I am feeling sleepy at work I may:
1) Take a short walk
2) Drink some water
3) Stand up and stretch

While at work:
1) I keep my hands focused on work tasks

If I am feeling sad:
1) I can ask Danielle or my job coach for help
2) I can take a short break
3) I can take a walk

- 20 Minute Alarms
- Visual Cue Cards

Staying Awake, Alert & on Task
Workplace Frustration

If I get frustrated at work:
Sometimes at work I have to wait or my schedule changes, or my boss corrects me.
This might make me feel frustrated.
If I do feel frustrated, I can:

1. Stop
2. Take a cleansing breath through my nose & out of my mouth
3. Squeeze the hacky sack
4. Say hakuna matata & go back to work

STOP

TAKE A DEEP BREATH

“I HEARD YOU”

GIVE ME 1 MINUTE/SPACE

*Please call my job coach Whitney 690-8163
Alissa (609) 468-1825

If I feel frustrated and start to turn red and get ANGRY:
1. I count to ten
   10
2. I take a deep breath
3. I walk away
4. I call for help
   Whitney: 690-8163
   Alissa: 609-468-1825
Behavioral Rehearsal

- Look at the person
- Say "Okay"
- Repeat instructions
- Check back, "Did I do it right?"

Following Instructions
Hygiene

How I can look professional at work:

- Professional hair
- Clean face
- Clean scrubs
# Hygiene

## Personal Hygiene Checklist

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash Body with Soap</td>
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</table>
Behaviorally Defining Idioms

- Individuals with ASD may not necessarily understand idioms or know what is expected of them at work or in social situations without being told.
Define Professional
THANKS!

Do you have any questions?
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