

Pathways to Employment for Transition Aged Youth with ASD

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(VCU-RRTC, 2016)

This Presentation is Based Upon the Following Research

Schall, C. M., Wehman, P., & McDonough, J. (2012). Transition from school to work for students with ASD; Understanding the process and achieving better outcomes. *Pediatric Clinics of North America*. 29, 189-202.

Wehman, P., Schall, C., McDonough, J., Molinelli, A., et al. (2014). Project SEARCH for youth with autism spectrum disorders: Increasing competitive employment on transition from high school. *Journal of Positive Behavior Intervention*, 15, 144-155.

(VCU-RRTC, 2016)

This Presentation is Based Upon the Following Research

Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G., (2014). Transition from school to adulthood for youth with ASD: What we know and what we need to know. *Journal of Disability Policy Studies*, 25, 30-40; DOI: 10.1177/1044207313518071.

Schall, C. M., Wehman, P., Brooke, V., Graham, C., McDonough, J., Brooke, A., Ham, W., Rounds, R., Lau, S., Allen, J. (2015). Employment interventions for individuals with ASD: The relative efficacy of supported employment with or without prior Project SEARCH training. *Journal of Autism and Developmental Disorders*. 45: 3990-4001. DOI: 10.1007/s10803-015-2426-5.

(VCU-RRTC, 2016)

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Wehman, P. H., Schall, C. M., McDonough, J., Kregel, J., et al. (2014). Competitive employment for youth with Autism Spectrum Disorders: Early results from a randomized clinical trial. *Journal of Autism and Developmental Disorders*, 44, 487-500. DOI 10.1007/s10803-013-1892-x.

Ham, W., McDonough, J., Molinelli, A., Schall, C., & Wehman, P. (2014). Employment Supports for Young Adults with ASD: Two Case Studies. *Journal of Vocational Rehabilitation*. DOI: 10.3233/JVR-140677.

Wehman, P., Brooke, V., Brooke, A. M., Ham W., Schall, C., et al. (2016). Employment for adults with autism spectrum disorders: A retrospective review of a customized employment approach. *Research in Developmental Disabilities*. DOI: 10.1016/j.ridd.2016.01.015.

Wehman, P., Schall, C., McDonough, J., Graham, C., et al. (2016). Effects of an employer based intervention on employment outcomes for youth with significant support needs due to autism. *Autism*: DOI: 10.1177/1362361316635826.

(VCU-RRTC, 2016)

Research on High School Findings (Wehman, Schall, Carr, et al., 2014)

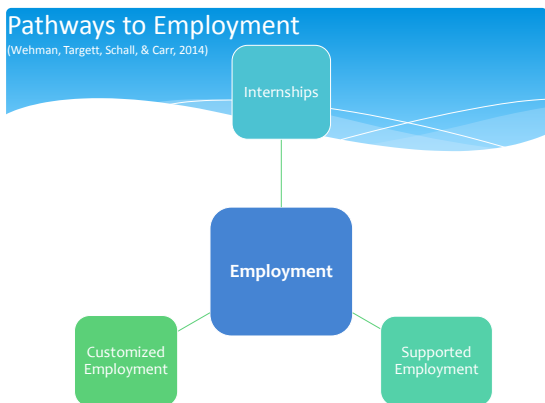
- * Youth with Significant ASD have untapped potential
- * Youth with ASD are not challenged in high school
 - * More non-vocational, non-academic than academic or vocational credits
- * Youth with ASD do not work during high school
 - * Working during high school is one of the most significant predictors of work after high school
- * We are not preparing youth with ASD for adult life

(VCU-RRTC, 2016)

What are the current outcomes for young adults with ASD?

- * Unemployed and underemployed at higher levels than others with disabilities
- * Low rates of independent living -- Most individuals with ASD continue to live at home with their parents
- * Low incidence of friendships and relationships

(VCU-RRTC, 2016)

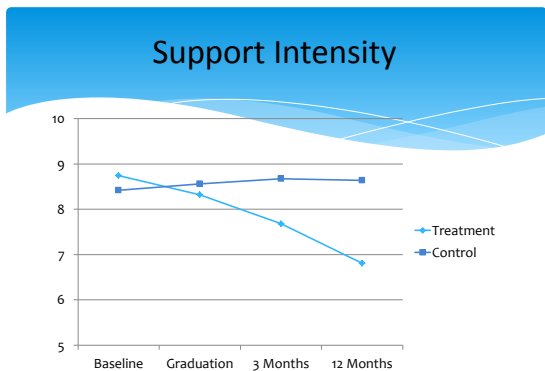
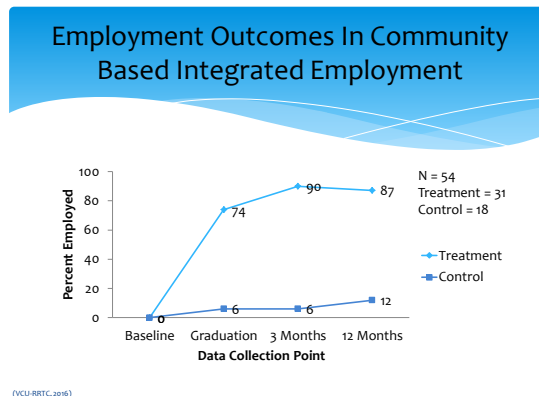


Internships through Project SEARCH Plus ASD Supports

An internship is an opportunity offered by an employer to potential employees, called interns, to work at a firm for a fixed, limited period of time. Interns are usually undergraduates or students, and most internships last for any length of time between one week and 12 months.

(VCLU-RRTC, 2016)

- ### Internship Key Points
- * Paid or unpaid?
 - * NOT volunteering
 - * Working in a real job with support
 - * Has onsite mentor
 - * Is there for educational purpose
 - * DOES NOT replace a paid employee
 - * May not actually do a whole job, but purpose is to learn job skills and behaviors



Supported Employment

Supported Employment refers to service provisions where people with disabilities, are assisted with obtaining and maintaining community-based, integrated employment with support from a job coach and/or the use of person-centered approaches.

(VCLU-RRTC, 2016)

Phases of Intervention

- * Job Seeker Profile:
 - * Person-centered planning, Interviews, Observations, Review of informal and formal assessment records, Community-based and situational assessments, Stated goal versus experience
- * Job Development
 - * Job shadowing, Touring a company, Talking to employers, Pursuing assistive technology, Developing a resume, Conducting a job analysis, Applying and interviewing for jobs

(VCU-RRTC, 2016)

Phases of Intervention

- * Job Site Training: 100% to 20.1% of Support Time on Job
 - * Direct instruction of job skills, Soft skill training, Transportation training, Family supports and any service or supports needed to achieve and maintain employment
- * Long Term Supports: 20% or less of Support Time on Job
 - * Monitoring work performance, job satisfaction, Integration into the work culture, Support training with coworkers and employer, and Career advancement

(VCU-RRTC, 2016)

Supported Employment

- * Part Time Spa Assistant
 - * Sort, Wash, Dry Laundry
 - * Fold Laundry
 - * Stock drink stations
 - * Stock bathroom
 - * Load & Empty dishwasher
- * Employed for over a year
- * Long term employment supports provided by job coach plus natural supports on the job.

VCU-RRTC, 2015

Additional Training for Job Coaches

- | | |
|--|--|
| <ul style="list-style-type: none"> * Understand ASD * Learn EBPs <ul style="list-style-type: none"> * Behavior Support and Access to Regular Consultation * Reinforcement * Systematic Instruction * Data Based Decision Making * Visual Supports * Antecedent Interventions * Functions of Behavior | <ul style="list-style-type: none"> * Understand Business <ul style="list-style-type: none"> * Work not School * Building trust * Understand business needs * Provide training to co-workers and supervisors * Building relationships * Understanding the work culture * Assessing the environment for Match |
|--|--|

(VCU-RRTC, 2016)

Customized Employment

Customized Employment is a flexible process designed to meet the needs of the job candidate with a disability and the employer and can take such forms as task reassignment, job carving, and job sharing, leading to a new or modified job description

(VCU-RRTC, 2016)

Findings

- * Individuals with ASD can work in Competitive Integrated Employment with supports
- * The majority of individuals worked part time.
- * Individuals with ASD earned a wage commensurate with their peers in similar positions

Findings

- * Supported Employment is a critical support across the spectrum
- * The vast majority of these students required limited support long term (approximately 1 hour a week)

Findings

- * 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

Areas Where Support is Required

Work Skills

- * Following break & lunch Schedule
- * Following task list & transitioning independently
- * Initiating Tasks
- * Interactions with public and co-workers
- * Staying on task at work

Behavioral Skills

- * Handling frustration
- * Recognizing private vs. public conversation topics
- * Accepting Correction
- * Break time
- * Professional Behaviors

(VCU-RRTC, 2016)

Specifics

How do we accomplish this? What are the supports?

(VCU-RRTC, 2016)

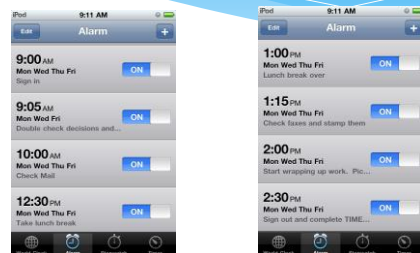
Following Break & Lunch Schedule

- Alarms on iPod or cell phone
- Schedule for what to do on a break
- Instructions for appropriate lunch time choices



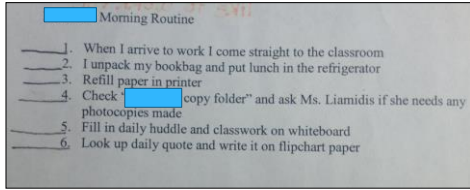
(VCU-RRTC, 2016)

Alarms on iPod or Cell Phone



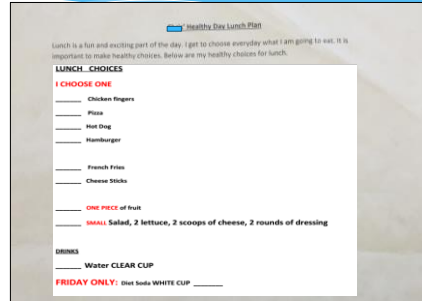
(VCU-RRTC, 2016)

Schedule for What to do on a Break



(VCU-RRTC, 2016)

Instructions for Appropriate Lunchtime Choices



(VCU-RRTC, 2016)

Following Task List & Transitioning Independently

- Visual schedule: pictures or written
- PDA schedule
- Voice reminders on PDA
- Decision Tree



(VCU-RRTC, 2016)

PDA Use



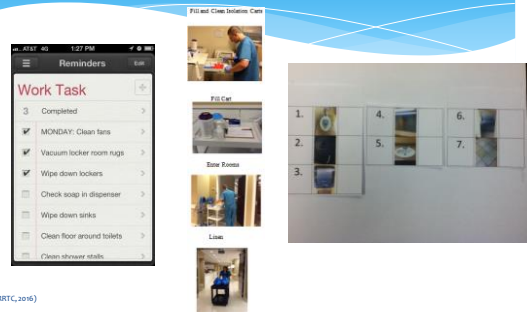
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PDA Use



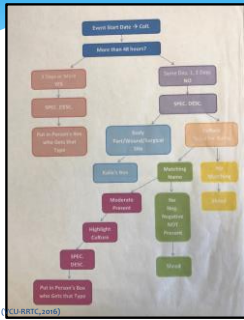
(VCU-RRTC, 2016)

Visual Schedules



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Decision Tree



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Task Initiation

- Circular web schedule
- List of tasks which is numbered daily



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Task Initiation – Preparing for Change

Date: _____

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

_____ Paper

_____ Meter Mail

_____ Project Deliveries

_____ Mail Delivery

_____ Billing

_____ Filing

_____ Training Laminates

_____ Wipe down workspace at 3:15

_____ Sweep floor

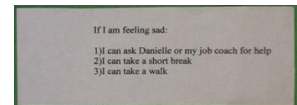
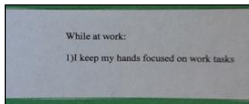
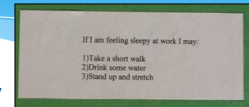
_____ Other Projects:

Today I made deliveries to:

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Staying Awake, Alert & On Task At Work

- Alarms set to go off every 20 minutes
- Visual cue cards what to do if sleepy



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Interacting with Patients and Coworkers

- Written Scripts
- Audio Scripts

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?

(VCU-RRTC, 2016)

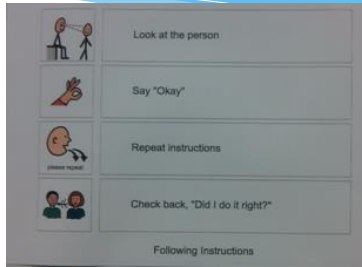
Self Monitoring Checklists and Reinforcement Programs

- * Teach the person to monitor and collect data on their own behavior



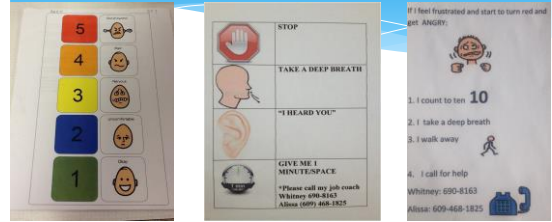
(VCU-RRTC, 2015)

Role-Playing and Practice for Required Social Skills



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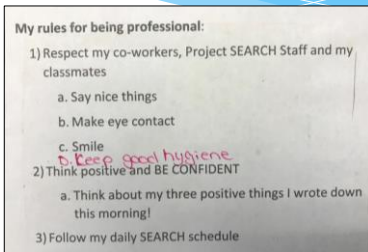
Recognizing Frustration



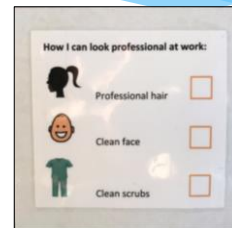
Role Playing & Practice for Required Social Skills

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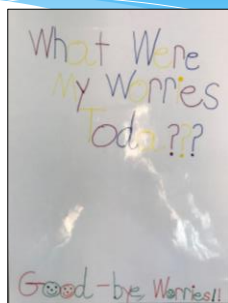
Professional Plans: Individualized



Hygiene



Worry Board



Meet David

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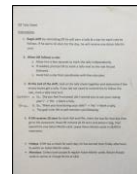
Presenting Behaviors

- * Oppositional behaviors
 - * Refusal to work, avoidance, daydreaming
- * Aggression
 - * Slapping, pushing, hitting, spitting
- * Inappropriate workplace behaviors
 - * Running, yelling, picking nose, touching private parts, kissing and asking for kisses
- * Interfering sensory modulation
 - * Flapping, rocking, applying pressure to body

(VCU-RRTC, 2016)

Team Steps

- * Consultation
- * Team meeting with staff only
- * Develop behavior plan and supports
- * Family meeting with staff and Derek
 - * Introduce supports and get “buy in”
- * Teach staff to use supports
 - * Team consistency
- * Monitor and evaluate



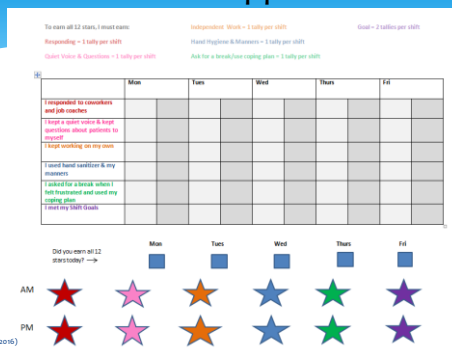
(VCU-RRTC, 2016)

Intern Supports

I kept clean hands:	<ul style="list-style-type: none"> If I need to touch my face, nose, or head I will use hand sanitizer I keep my hands away from my private parts If I need to touch my private parts I say “excuse me” and go to the restroom
I asked for a break when I felt frustrated:	<ul style="list-style-type: none"> I ask for a break instead of yelling or telling my co-workers what to do I ask for a break instead of yelling “no” or not following instructions given to me by one of my teachers or job coaches
I used my manners:	<ul style="list-style-type: none"> If I burp or pass gas I say “excuse me” I go to the restroom if I need to If I feel a sneeze or yawn coming I sneeze or yawn into my elbow I use appropriate language

(VCU-RRTC, 2016)

Intern Supports



(VCU-RRTC, 2016)

Pathway to Employment

- * Evaluation of strengths
- * Evaluation of best fit environment
- * Team decision and input: staff and family
- * Building relationships with employer

(VCU-RRTC, 2016)

Transition to Employment

- | | |
|--|---|
| David's Employment Preferences <ul style="list-style-type: none"> - Highlight strengths with attention to detail & accuracy - Part-time - Independent work - Quiet/open environment where he could stim and script without disturbing others - Intellectually Stimulating - Volume of work to keep busy - Supportive coworkers | Building Relationships with an Employer <ul style="list-style-type: none"> - Referral from HR business partner at St. Mary's Hospital - Informational Interview with manager - Tour of building and grounds - Conversations with coworkers performing job duties - Job shadow - Job carve <ul style="list-style-type: none"> - Support employer in rewriting job description |
|--|---|

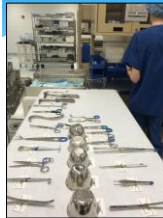
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Where is David now?



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Job Tasks



Peel Packing
Scanning
Wrapping

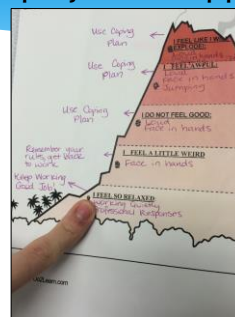
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Employment Supports

Task	✓/-
Arrive and clock in	
Start timer	
Change scrubs within time frame	
Find supplies independently <ul style="list-style-type: none"> • Hat (lobby drawer) • Gloves (next to washer) • Clean tools (around workstation) • Cap (around workstation) 	
Report to station and set goals	
Respond to alarm for huddle (12:55) <ul style="list-style-type: none"> • Finish task at hand • Hand hygiene • Attend huddle on time 	
Be professional during huddle (1:00) <ul style="list-style-type: none"> • Body language • Hygiene • Listen 	
Return to work	
Respond to alarm for leaving (3:20/3:50) <ul style="list-style-type: none"> • Finish task at hand • Hand hygiene 	
Set timer	
Change clothes within time frame	
Clock out and leave	

(VCU-RRTC, 2016)

Employment Supports



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Thank you for your attention!

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