Evidence-based Practices for Transition to Postsecondary Employment in Young Adults with ASD

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Our long-term goal is to improve employment outcomes for individuals with disabilities by adapting, developing, and deploying systematic assessment and intervention techniques.
Learning Objectives

- Discuss trends in postsecondary employment
- Identify evidence-based assessments for ASD
- Identify evidence-based interventions for ASD
- Explain how data-driven approaches can enhance outcomes for ASD
ASD Prevalence & Incidence\textsuperscript{1}

- Over 3.5 million Americans with ASD.
- Prevalence = 1 in 68
  - 1 in 42 males, 1 in 189 females

\textsuperscript{1} Christensen et al., 2016
Highly Comorbid and Diagnostically Overshadowed

- Autism is highly comorbid with several psychiatric disorders including depression, anxiety disorders, ADHD, and OCD\(^1\)
  - It is often diagnostically overshadowed by these disorders

- Since 2000, diagnosis of autism spectrum disorders has more than tripled, in large part due to reclassification of individuals previously diagnosed with intellectual disability\(^2\)
  - This phenomenon is know as diagnostic substitution

1 Leyfer et al., 2006
2 Simonoff et al., 2008
Traits of Autism and Intellectual Disability

Autism
- Social Impairment
- Communication Difficulties
- Restricted, repetitive, and stereotypical patterns of behaviors, interests, and activities

Intellectual Disabilities
- Significant limitations of intellectual functioning
- Significant limitations in adaptive behavior (e.g., self-care skills, communication, socialization, motor skills)
- Onset before age 18

1 American Psychiatric Association, 2013
Implication of Diagnostic Overshadowing and Comorbidity

- There is much to learn much regarding assessment and intervention for youth and young adults with ASD.

- Existing EBPs developed (originally) for the population with IDD provides a **VERY** strong foundation for assessment and intervention with people who have ASD.
ASD Costs

The U.S. cost of autism over the lifespan:

**2007**
- Individuals with autism are estimated to accrue roughly $3.2 million of support over their lifetime\(^2\)
  - Largely due to lost productivity and adult care
  - Support services may include employment services, specialized healthcare, and family and health provider support

**2014**
- $1.4 million for a person with ASD but without an intellectual disability.\(^1\)
- $2.4 million for a person with ASD and an intellectual disability

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1 Buescher et al., 2014
2 Ganz, 2007
Current Outcome Trends

National Autism Indicators Report: Transition into Young Adulthood\(^1\)
- 58% of adolescents with ASD had a transition plan by the required age
- OT services greatly decline once the student graduates from school
  - 51% of 17 year olds with ASD received OT services
  - 32% of high school graduates with ASD received OT services
- 37.2% of young adults with ASD report being employed\(^2\)
- However, only 4-17% of adults with ASD maintain employment over time\(^3\)

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1 Roux et al., 2015
2 Newman et al., 2011
3 Taylor & Mailick Seltzer, 2010
Current Outcome Trends

- In their early 20s, young adults with autism had lower rates of employment than their peers in other disability categories.
  - This is true even when controlling for IQ and education level\(^1\).

- According to data from the National Longitudinal Transition Study-2 (NLTS2), adults with autism have lower wages, fewer hours worked, and lower attendance in postsecondary school than almost all other disability groups\(^2\).

1 Autism Speaks, 2016
2 Newman et al., 2011
Trajectory of Development in Adolescents and Adults with Autism

This article seeks to elucidate the trajectory of development in adolescents and adults with autism. Prospective, retrospective, and cross-sectional studies are reviewed to reveal the manifestation of and changes in the core symptoms of autism in adolescence and adulthood. Comparing children with adolescents and adults, modest degrees of symptom abatement and improvement in skills have been documented in multiple studies, as are increases in verbal and decreases in performance IQ. Nevertheless, most individuals do not attain normative outcomes in adulthood and continue to manifest significant degrees of symptomatology and dependency. However, a small sub-group (about 15%) has more favorable adult outcomes.
Postsecondary Education and Employment Among Youth With an Autism Spectrum Disorder

WHAT’S KNOWN ON THIS SUBJECT: Previous research has identified low rates of employment and postsecondary education for youth with autism, but generalizability has been limited by small samples.

WHAT THIS STUDY ADDS: Using national data, the authors of this study found that youth with autism are at high risk for no postsecondary education or employment, especially in the first 2 years after high school. Findings highlight the need for improved transition planning.

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aGeorge Warren Brown School of Social Work, Washington University, St Louis, Missouri; bSRI International, Menlo Park, California; and cVanderbilt Kennedy Center, Vanderbilt University, Nashville, Tennessee

KEY WORDS: autism, adolescent, young adult, employment, education

ABBREVIATIONS: ASD—autism spectrum disorder
LD—learning disability
MR—mental retardation
NLTS2—National Longitudinal Transition Study 2
FIGURE 1  Change in Waisman Activities of Daily Living (W-ADL) scores over time for autism spectrum disorder sample, individual and group trajectories. Note: Quadratic (age$^2$) mixed-model parameterizations displayed.
Adult outcome for children with autism

Patricia Howlin, 1 Susan Goode, 2 Jane Hutton, 3 and Michael Rutter 4

1 St George’s Hospital Medical School, London, UK; 2 Croydon CAMHS South London and Maudsley Trust, UK; 3 South London & Maudsley NHS Trust, UK; 4 Institute of Psychiatry, London, UK

Background: Information on long-term prognosis in autism is limited. Outcome is known to be poor for those with an IQ below 50, but there have been few systematic studies of individuals with an IQ above this. Method: Sixty-eight individuals meeting criteria for autism and with a performance IQ of 50 or above in childhood were followed up as adults. Their mean age when first seen was 7 years (range 3–15 years); at follow-up the average age was 29 years (range 21–48 years). Outcome measures included standardised cognitive, language and attainment tests. Information on social, communication and behavioural problems was obtained from the Autism Diagnostic Interview (ADI). Results: Although a minority of adults had achieved relatively high levels of independence, most remained very dependent on their families or other support services. Few lived alone, had close friends, or permanent employment. Communication generally was impaired, and reading and spelling abilities were poor. Stereotyped behaviours or interests frequently persisted into adulthood. Ten individuals had developed epilepsy. Overall, only 12% were rated as having a ‘Very Good’ outcome; 10% were rated as ‘Good’ and 19% as ‘Fair’. The majority was rated as having a ‘Poor’ (46%) or ‘Very Poor’ (12%) outcome. Individuals with a childhood performance IQ of at least 70 had a significantly better outcome than those with an IQ below this. However, within the normal IQ range outcome was very variable and, on an individual level, neither verbal nor performance IQ proved to be consistent prognostic indicators. Conclusions: Although outcome for adults with autism has improved over recent years, many remain highly dependent on others for support. This study provides some information on prognostic indicators, but more fine-grained research is needed into the childhood variables that are associated with good or poor outcome. Keywords: Autistic disorder, prognosis, adulthood, follow-up, Autism Diagnostic Interview.
Why is work important?

Un- and Underemployment are associated with decreases in:

- Socioeconomic status\(^1\)
- Quality of life\(^2\)
- Health\(^3\)
- Independence in daily living skills\(^4\)

Need for innovative approaches to vocational training for transition-age youth with ASD to improve their lifelong outcomes

1 Butterworth, Olesen, & Leach, 2012
2 Kober & Eggleton, 2005
3 Ipsen, 2006
4 Mailick Seltzer, Shattuck, Abbeduto, & Greenberg, 2004
Over half of young adults with autism received no vocational or life skills services during their early 20s.

Type of adult services received:

- Vocational services or job training: 37%
- Life skills or occupational therapy: 32%
- No vocational or life skills services: 53%

Source: National Longitudinal Transition Study-2
Policies Influencing Transition

- IDEA (2004)
- Rhode Island DOJ Settlement (2014)
- Workforce Innovation Opportunities Act (WIOA)(2014)
- Employment First & HBCS Waivers
INDICATOR 13 – EACH STATE MUST PROVIDE...

1. Coordinated, measurable, and annual IEP goals and
2. Transition services that will reasonably enable the student to meet the student’s postsecondary goals.

IEP MUST INCLUDE:

1. Measurable postsecondary goals (MPG)
2. MPG Updated annually
3. Annual IEP goals to meet postsecondary goals
4. Transition services to improve academic & functional achievement
5. Agency representation
6. Age-appropriate assessments
7. Courses of study (to meet the MPG)
8. Student invitation to IEP

1 Turnbull et al., 2004
“Last June, the State of Rhode Island and the City of Providence entered into an interim settlement agreement with the Justice Department to resolve the violations of “shuttling young adults with disabilities into segregated work” and using federal/state funds to do so. But federal investigators continued, broadening their scope of inquiry to include the entire state with the following regulations:

1. Help state residents with developmental disabilities obtain typical jobs in the community that pay at least the minimum wage

2. Provide support for non-work activities in the mainstream, including community centers, libraries, and recreational and educational facilities;

3. Prepare high school-age students with developmental disabilities for competitive jobs in the community through internships and mentoring programs, among other efforts;

4. Redirect the “significant” public funds that are used to support segregated settings toward encouraging services in integrated settings.”

1 Consent Decree, 2014
Workforce Innovation Opportunities Act 2014 (WIOA)\(^1\)

- Increases VR Services to **youth** with disabilities
- Requires “**pre-employment transition services**” to all students with disabilities
- Duplicates 50% of supported employment program for youth with the most significant disabilities
- In the past, many state VR agencies did not see that these individuals were better served by DD agencies
Employment First & HCBS Waivers

- Employment ‘Deinstitutionalization’
- Home and Community Based Waiver Services (HCBS) – Medicaid dollars will no longer pay for services in segregated settings.
- States are allowed to phase this in over time (Ohio has nine years, some have already done so)
- In January 2012, the National Council on Disability (NCD) estimated 420,000 individuals in sheltered workshops…

1 National Council on Disability, 2012
Transition Team

Transition to employment is a collaborative, interdisciplinary process!

Caregiver/parent

Job developer

Job Coach

Employer

Teacher

Administrator

Advocate

Related service professionals
EBP - Assessments

- NSTTAC Indicator 13 Checklists (form A&B)
- ARC Self-Determination Scale
- Canadian Occupational Performance Measure
- Goal Attainment Scaling
- Transition Assessment and Goal Generator
- Vocational Fit Assessment
This checklist provides a series of questions to guide developing measurable and attainable post secondary goals for a student’s IEP.

Three categories of goals: Education/Training, Employment and Independent Living

Instructions for administering are provided on the second page of the document.

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<table>
<thead>
<tr>
<th>Questions</th>
<th>Education/Training</th>
<th>Postsecondary Goal</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there an appropriate measurable postsecondary goal or goals in this area?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>2. Can the goal(s) be measured?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>3. Will the goal(s) occur after the student graduates from school?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>4. Is the postsecondary goal(s) updated annually?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>5. Was the postsecondary goal(s) addressed in conjunction with the development of the current IEP?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>6. Is the postsecondary goal(s) based on age-appropriate transition assessment?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>7. Is the use of transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's record?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
<tr>
<td>8. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y/NA</td>
</tr>
</tbody>
</table>

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1 Mazzotti et al., 2009
NSTTAC Indicator 13 Checklist Form A & B

Form A: https://www.cde.state.co.us/postsecondary/iep-indicator13checklist

- General guide for developing IEP goals pertaining to transition services and planning

Form B: http://www.dlc-ma.org/_manual/Forms/11-NSTTAC-Indicator-13-Checklis-%20Form-B.pdf

- Enhanced version of form A to address professional development

1 Mazzotti et al., 2009
ARC Self-Determination Scale\(^1\)

- A self-report measure used to assess self-determination in young people with intellectual disabilities

- Includes questions in the following areas:
  - Autonomy
  - Self-Regulation
  - Psychological Empowerment
  - Self-Realization

- Guidelines and user’s manual available
- FREE to anyone online

\(^1\) Wehmeyer, 2001
### ARC Self-Determination Scale

**Section One: Autonomy**

#### 1A. Independence: Routine personal care and family oriented functions

<table>
<thead>
<tr>
<th>Question</th>
<th>1A. Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I make my own meals or snacks.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>2. I care for my own clothes.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>3. I do chores in my home.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>4. I keep my own personal items together.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>5. I do simple first aid or medical care for myself.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>6. I keep good personal care and grooming.</td>
<td>I do most of the time I have the chance</td>
</tr>
</tbody>
</table>

#### 1B. Independence: Interaction with the environment

<table>
<thead>
<tr>
<th>Question</th>
<th>1B. Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. I make friends with other kids my age.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>8. I use the post office.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>9. I keep my appointments and meetings.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>10. I deal with salespeople at stores and restaurants.</td>
<td>I do most of the time I have the chance</td>
</tr>
</tbody>
</table>

#### 1C. Acting on the basis of preferences, beliefs, interests and abilities: Recreational and leisure time

<table>
<thead>
<tr>
<th>Question</th>
<th>1C. Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. I do free time activities based on my interests.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>12. I plan weekend activities that I like to do.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>13. I am involved in school-related activities.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>14. My friends and I choose activities that we want to do.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>15. I write letters, notes or talk on the phone to friends and family.</td>
<td>I do most of the time I have the chance</td>
</tr>
<tr>
<td>16. I listen to music that I like.</td>
<td>I do most of the time I have the chance</td>
</tr>
</tbody>
</table>

**Directions:**
Check the answer on each question that BEST tells how you act in that situation. There are no right or wrong answers. Check only one answer for each question. (If your disability limits you from actually performing the activity, but you have control over the activity (such as a personal care attendant), answer like you performed the activity.)
SELF-DETERMINATION INVENTORY

This website introduces a new measure of self-determination for youth and young adults both with and without identified disabilities called the Self-Determination Inventory System.
Canadian Occupational Performance Measure (COPM)\(^1\)

A tool to identify occupational priorities in an individual’s life and measure his or her satisfaction with performance in the following areas:

- Allows client to have an active role in goal setting and determining the importance of different occupations
- Used as an assessment and an outcome measure
- Available in print or as a web-app
  - Can be purchased in bulk online for roughly $0.15 per measure

\(^1\) McColl et al., 2000
CANADIAN OCCUPATIONAL PERFORMANCE MEASURE

Authors:
Mary Law, Sue Baptiste, Anne Carswell,
Mary Ann McColl, Helene Polatajko, Nancy Pollock

The Canadian Occupational Performance Measure (COPM) is an individualized measure designed for use by occupational therapists to detect self-perceived change in occupational performance problems over time.

Client Name:

Age: Gender: ID#: 

Respondent (if not client):

Date of Assessment: Planned Date of Reassessment: Date of Reassessment:

Therapist:

Facility/Agency:

Program:

Published by CACT Publications ACE © M. Law, S. Baptiste, A. Carswell, M.A. McColl, H. Polatajko, N. Pollock, 2000

STEP 1C: Leisure

Quiet Recreation (e.g., hobbies, crafts, reading)

Active Recreation (e.g., sports, outings, travel)

Socialization (e.g., visiting, phone calls, parties, correspondence)

STEP 3 & 4: SCORING - INITIAL ASSESSMENT and REASSESSMENT

Confirn with the client the 5 most important problems and record them below. Using the scoring cards, ask the client to rate each problem on performance and satisfaction, then calculate the total scores. Total scores are calculated by adding together the performance or satisfaction scores for all problems and dividing by the number of problems. At reassessment, the client scores each problem again for performance and satisfaction. Calculate the new scores and the change score.

Initial Assessment:

OCCUPATIONAL PERFORMANCE PROBLEMS:

1.  
2.  
3.  
4.  
5.  

Reassessment:

PERFORMANCE 1 SATISFACTION 1 PERFORMANCE 2 SATISFACTION 2

PERFORMANCE SCORE 1 SATISFACTION SCORE 1 PERFORMANCE SCORE 2 SATISFACTION SCORE 2

SCORING:

Total score = Total performance or satisfaction scores / # of problems

CHANGE IN PERFORMANCE = Performance Score 2 - Performance Score 1

CHANGE IN SATISFACTION = Satisfaction Score 2 - Satisfaction Score 1
Goal Attainment Scaling

- A systematic method of setting goals and measuring progress towards achieving those goals
- Each task has unique 5-point scale; levels determine current and expected levels of performance
  - +2 = Much MORE than expected
  - +1 = MORE than expected
  - 0 = Expected outcome
  - -1 = LESS than expected
  - -2 = Much LESS than expected
- Can be used as an assessment tool and outcome measure

1 King et al., 2009
Example of Goal Attainment Scaling

Overarching Goal: Robby will correctly sort 5/5 envelopes with modified independence using visual prompts to improve independence as mailroom worker in 4 weeks.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>Robby will correctly sort 1/5 envelopes with Mod I using visual prompts</td>
</tr>
<tr>
<td>-1</td>
<td>Robby will correctly sort 3/5 envelopes with Mod I using visual prompts</td>
</tr>
<tr>
<td>0</td>
<td>Robby will correctly sort 5/5 envelopes with Mod I using visual prompts</td>
</tr>
<tr>
<td>+1</td>
<td>Robby will correctly sort 7/7 envelopes with Mod I using visual prompts</td>
</tr>
<tr>
<td>+2</td>
<td>Robby will correctly sort 9/9 envelopes with Mod I using visual prompts</td>
</tr>
</tbody>
</table>
Transition Assessment and Goal Generator (TAGG)\(^1\)

- Targets secondary workers with mild to moderate disabilities, may be adapted to inform goals for post-secondary level

- Assesses the following areas:
  - Strengths and limitations
  - Disability awareness
  - Persistence
  - Interacting with others
  - Goal setting and attainment
  - Employment
  - Student involvement in IEP
  - Support community

- Versions for workers, professionals, and families
- Technical manual and user’s guide available
- $3.00 per assessment
- Data stored electronically

\(^1\) Transition Assessment and Goal Generator, 2015
Defining Job Matching

- “the collaborative, data-based decision making process used by transition teams to determine the best fit of individual abilities and preferences with environmental and occupational demands”

1 Persch et al., 2015
A tool designed to systematically match a worker’s abilities with job skills to improve job matching outcomes for youth with intellectual and developmental disabilities.

- Composed of **Vocational Fit Assessment - Worker (VFA-Worker)** that assesses the worker’s abilities and the **Vocational Fit Assessment - Job (VFA-Job)** that assesses required job skills.

- Produces a Job Matching Report (JMR) that identifies the pros and cons of each job match, which can be used to support team decision making.

- Used as an assessment and outcome measure.
- Available free online at vocfit.com.

1 Persch et al., 2015
Interventions

- Student involvement in the IEP meeting (4 curricula)
- It’s My Future! Curriculum
- Employment Tool Kit (Autism Speaks)
- Soft Skills to Pay the Bills
- Life Centered Education (LCE) Transition Curriculum
- Peer Mediated Supports for Social Competence
- Self-Management Plan
- Technology Supports (scheduling, video prompts, reminder apps)
- Project SEARCH
Student Involvement in IEP Meetings

Four published curricula to empower students to lead their own meetings to be an integral part of the transition planning team:

1. The Self-Directed IEP
2. Self-Advocacy Strategy
3. Whose Future is it Anyway?
4. An adapted version of Personal Futures Planning model

Focuses on: Transition awareness, Self-determination skills, Identifying goals, and Self-advocacy

For more information: http://www.transitionta.org/sites/default/files/PD_Published_IEP_2.pdf

1 Martin et al., 2006
2 Test and Neale, 2004
3 Lee et al., 2010
4 Miner and Bates, 1997
Whose Future Is It Anyway?¹

- Research-based, self-determination curriculum that introduces youth with disabilities to the transition process
- Encouraged workers to actively participate in their own planning meetings
- Hard-copy and electronic resources
- Available from Attainment Company for $295 plus shipping
- Also available for FREE via the Zarrow Center for Learning Enrichment

1 Lee et al., 2010
Whose Future Is It *Anyway*? 2nd Edition

A Student-Directed Transition Planning Process

Whose Future Is It *Anyway*? helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.

This lesson package comes with a Coach's Guide (PDF) that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes.

**Section 1: Getting to know you**

- Session 1: The planning meeting
- Session 2: Choosing people to attend
- Session 3: Your preferences & interests
- Session 4: Disabilities
- Session 5: Your unique learning needs
- Session 6: Supports
Session 20
goals, objectives and the future – Identifying goals in your plan

WHOSE FUTURE GOAL 15: You will identify goals for vocational and employment outcomes.

Here I am again. Kind of like the Energizer Bunny ©...I just keep coming back and coming back and coming back and coming back.

We were looking at goals, remember? Sure you do. A goal is something that you aim for or something that you set out to do. It is something you work at to make happen. Like staying awake in class.

One really important thing about goals is that they are what school districts use to make sure that you get the educational program you need to succeed as an

We are going to start with vocational and employment outcomes.

Get out that IEP form and pick out the goals that are related to this outcome.

Your coach can assist you to find out which goals might be vocational and employment goals.

Those goals are probably going to be related to the vocational and employment outcomes that were written on the IEP form.
It’s My Future!¹

▪ App for use on an IPad.

▪ Includes videos in the following categories:
  - Introduction
  - Goals
  - Employment
  - My Planning Meeting
  - Decision Making
  - Community Living
  - Fun and Leisure
  - Communicating with my Teacher

▪ Designed to help workers learn about preparing for and leading their own IEP or IPE meetings.

▪ Distributed by the National Gateway to Self-Determination.

▪ Developed by AbleLink Technologies and the Kansas University Center on Developmental Disabilities.

¹ It’s My Future iPad app, 2015
It's My Future!

- Introduction
- Decision Making
- Goals
- Community Living
- Employment
- Fun and Leisure
- Communicating with My Team
- My Planning Meeting
Employment Tool Kit (Autism Speaks)¹

- A collection of modules that guide an individual through the job seeking process
- Module topics include:
  - Self-Advocacy
  - Benefits and Funding
  - Transportation Options
  - Applications & Resumes & Cover Letters
  - Job Interview
  - Soft Skills
  - Employment Rights
  - AND MORE!

Free Download of Toolkit from:
https://www.autismspeaks.org/family-services/tool-kits/employment
The Autism Speaks Employment Tool Kit

What Job is Right for You?

It is important to understand your strengths and interests when you are looking for a job. We all hope to find a job that we are very good at and that we can truly enjoy doing for a long time — our dream job! But being realistic is important, too. Sometimes we need to realize that what we are good at is not always something we can do as paid employment, or there may not be a job available that matches our interests. That’s ok! A good approach is to list your personal strengths and interests, and then search the job market to see what positions are available that match up most closely with those ideals.
Soft Skills to Pay the Bills

- Developed by the Office of Disability Employment Policy

- Focus on developing workforce readiness skills for individuals with disabilities

- Hands-on modules:
  - Communication
  - Enthusiasm and Attitude
  - Teamwork
  - Networking
  - Problem Solving
  - Professionalism

https://www.dol.gov/odep/topics/youth/softskills/
Life Centered Education (LCE) Transition Curriculum

Council for Exceptional Children
- Online transition curriculum and assessment portal
- 20 Competencies and 94 sub-competencies
  - Each contain 3 lesson plans for Awareness, Explanation, Preparation (AEP)
- Postsecondary preparation in:
  - Daily living skills, self-determination, interpersonal skills, and employment skills.

To view curriculum matrix:
https://www.cec.sped.org/~media/Files/Publications/LCE/LCE_Matrix_4.pdf

1 Council for Exceptional Children
Peer Mediated Support for Social Competence

Core intervention components include:

- identifying students with ASD and peers who would benefit from and have interest in involvement
- orienting students to their new roles and providing relevant strategy instruction
- structuring regular interaction opportunities within classroom or noninstructional school settings
- providing sufficient (but not intrusive) guidance and support from school staff as students spend time together
- evaluating the social and learning progress of participating students over time.
Self-Management

- Workers must be able to complete job duties and fulfill work demands

- Self-management strategies teach workers to utilize problem-solving to complete tasks and solve problems on the job while taking responsibility for their own actions

- On the job training may include assistance in the following areas:
  - Cuing (picture prompts, videos, verbal assistance, to-do lists)
  - Self-Monitoring (self assessment/recording, schedules, keep track of classroom and employment goals)
  - Self-Evaluation (adjust behaviors, evaluate appropriateness)
  - Self-Reinforcement (follow directions, remain on task, If___, then___)

- Take into account feedback from supervisors, job coach, and co-workers.

- Overall focus on independence.
Steps to Designing a Self-Management Plan

Identify the Behavior you wish to Target
Identify the target behavior. What are your observations when the worker engages in this behavior? May need to focus on smaller components of a larger behavior.

Record Observations about the Behavior
Self-recording process. Write down when the behavior occurs and when it does not occur. It may be beneficial to use checklists to remain organized. A simple approach is best.

Utilize outside Technology and Resources
Video prompting, schedules, goal progress sheets, and visual/auditory cues can help keep the worker on task and organized.

Teaching Method
Create opportunities for the worker to practice their new skills. Role play the appropriate behavior. Have a conversation with the worker about being aware of their behaviors and remaining aware of their actions.

Evaluate their Performance
Self-Management Supports

inPromptu App

1 Malone & Wheaton
Ohio Center for Autism and Low Incidence (OCALI)

Autism Internet Modules (AIM)
- Information and professional development materials for people who support individuals with autism.
- Modules contain pre-post assessment, instructional video, glossary, and pre-post assessments.
- Free!
Technological Supports

Access existing resources on the Ohio Employment First website:
  - Mobile Technology as Employment Supports
  - Using Mobile Technology to Improve Employment Outcomes
  - Huge potential to support independence in community employment

Highlights:
  - Reading supports
  - Scheduling and reminders app
  - Video prompting
  - Video-conferencing and telecoaching
Reading Supports
Calendars are common and socially appropriate tools
- May provide visual, auditory, and vibro-tactile cues
- Highly customizable
- May be managed by either the client or by professional
Video Prompting

- Method of teaching workers to complete a task.
- Process of showing workers a series of video clips, with opportunity between each video clip to practice the step in real-time.
- Worker-directed with the use of technology.
- Targets tasks that can be broken down into individual steps.
- Possible strategy to use with workers during on-the-job
Video Conferencing

- Video-conferencing allows vocational rehabilitation professionals to consult with each other and with clients without having to travel between sites.
- Apps such as Apple’s FaceTime, Google’s Hangouts, and Skype make connecting easy!
Telecoaching

- Telepresence robots enable professionals to monitor environments remotely and interact with other professionals and clients.
Mitigating the Unintended Consequences of Technological Employment Supports\textsuperscript{1}

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theft</td>
<td>Store securely when not in use</td>
</tr>
</tbody>
</table>
| Distractions | Set clear expectations  
|           | Behavioral contracts  
|           | Provide structure  
|           | Reinforce task completion                                                |
| Games     | Use as positive reinforcement  
|           | Instruct on appropriateness of time & setting                            |

\textsuperscript{1} Rollins, 2012
• Collaborative, business-led internship program that prepares students for competitive, integrated employment\(^1\)

• Consolidated resources from schools, DD, VR, & employers

• Participants rotate through 3 internships & receive functional training over the course of 1 school year
  
  • 20+ years
  • 400+ sites/ 8-12 students per site

  • Consistently positive outcomes = 73%
  • Primary Research Partner

\(^1\) Daston et al., 2012
Competitive Employment for Youth with Autism Spectrum Disorders: Early Results from a Randomized Clinical Trial

Paul H. Wehman · Carol M. Schall · Jennifer McDonough · John Kregel · Valerie Brooke · Alissa Molinelli · Whitney Ham · Carolyn W. Graham · J. Erin Riehle · Holly T. Collins · Weston Thiss

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Abstract For most youth with autism spectrum disorders (ASD), employment upon graduation from high school or college is elusive. Employment rates are reported in many studies to be very low despite many years of intensive special education services. This paper presented the preliminary results of a randomized clinical trial of Project SEARCH plus ASD Supports on the employment outcomes for youth with ASD between the ages of 18–21 years of age. This model provides very promising results in that the employment outcomes for youth in the treatment group were much higher in non-traditional jobs with higher than minimum wage incomes than for youth in the control condition. Specifically, 21 out of 24 (87.5 %) treatment group participants acquired employment while 1 of 16 (6.25 %) of control group participants acquired employment.

Keywords Autism · ASD · Transition to employment · Applied behavior analysis · Positive behavior support · Project SEARCH

Introduction
Resources: National Technical Assistance Center on Transition

- Provides evidence based practices to promote postsecondary education and transition for students with disabilities [http://transitionta.org/](http://transitionta.org/)

1 National Technical Assistance Center on Transition
Resources: The Spectrum Careers from Autism Speaks

- A job portal designed to promote inclusive employment for individuals with autism and other disabilities

- Resources for job seekers, employers, and service providers
  - **Job seekers** can search jobs and upload video resumes for prospective employers
  - **Businesses and employers** can post job openings and recruit potential employees with disabilities
  - **Service providers** can provide resources to both parties as needed

- www.TheSpectrumCareers.com
Resources to Share with Others

- Autism Speaks: An Employer’s Guide to Hiring and Retaining Employees with Autism Spectrum Disorders¹
  - Written by an employer who has hired several individuals with autism, and includes steps for employers to use

- Autism Speaks: A Parent’s Guide to Employment for Adults with Autism Spectrum Disorders²
  - Provides guidance to family members on how to support their loved ones with autism find and maintain employment

1 Autism Speaks, 2013a
2 Autism Speaks, 2013b
JobTIPS

- An online program that offers real examples and assistance to individuals transitioning to the workplace
- Resources include: learning resources, guided exercises, graphic organizers, role-playing scenario cards, prescreening tests, video tutorials, and visual prompts

Refer to:
http://www.do2learn.com/JobTIPS/
I’m Determined!¹

- Project funded by the Virginia Department of Education
- Resources for educators, parents, and individual
- Opportunities for Leadership and Advocacy Retreats/Summits

¹ Virginia Department of Education
State-Specific Resources

- California: [https://secure.californiacolleges.edu/Career_Planning/_default.as px](https://secure.californiacolleges.edu/Career_Planning/_default.aspx)
- Colorado: [https://www.collegeincolorado.org/](https://www.collegeincolorado.org/)
- District of Columbia: [http://ossesecondarytransition.org/topic/determination](http://ossesecondarytransition.org/topic/determination)
- Georgia: [https://www.gacollege411.org/](https://www.gacollege411.org/)
- Indiana: [https://www.driveofyourlife.org/main/index.html](https://www.driveofyourlife.org/main/index.html)
  - [https://autismcertificationcenter.org/](https://autismcertificationcenter.org/)
ASD Strategies in Action
Real-Life, Practical, Evidence-Based

ASD Strategies in Action gives families and service providers tools to ensure they are equipped to effectively care for, support, educate, employ, or work with individuals on the autism spectrum from early childhood to young adulthood.

Start Learning Today for Free

Many Faces of Autism
A free course that will introduce you to characteristics of autism spectrum disorder (ASD) and dispel common misconceptions through the experiences and perspectives of individuals on the autism spectrum. Whether you are a parent, grandparent, neighbor, co-worker, teacher,
Questions?

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andrewpersch.com
References


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