


Employment Skills Training for Transition-Aged Youth with ASD

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Transition to Adulthood for Individuals with ASD

- Special education is meant to prepare students for postsecondary education, integrated employment, independent living, and community participation [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)].
- Approximately 50,000 youth with ASD graduate from high school each year (Roux, Rast, Anderson, & Shattuck, 2017).
- Adult social supports system is ill-equipped and underfunded to support this population (Gerhardt & Lainer, 2011).



Latent Benefits of Employment

- Time structure
- Social contact
- Collective purpose
- Identity or status
- Activity

Source: (Jahoda, 1981, 1982, 1984)

Employment Outcomes for Individuals with ASD

- Approximately 10-55% of adults with ASD are estimated to be employed (Hendricks, 2010; Taylor & Seltzer, 2011).
- Approximately 45% of youth with ASD who had left high school in the prior two years had no paid employment experiences (Shattuck et al., 2012).
- Individuals with ASD work less hours per week and earn less than individuals with other disabilities (Roux et al., 2013).

Unemployment and underemployment contributes to an overall lack of social and community engagement.

Competitive Integrated Employment

The Workforce Innovation and Opportunity Act (WIOA) defines competitive integrated employment as:

- (1) the setting is typically found in the community, and
- (2) the employee with a disability performs job duties with other employees without disabilities to the same extent as employees without disabilities interact with others (34 CFR §§361.5(c)(9)(ii) and 361.5(c)(32)(ii)).

Stereotypical Beliefs about Employees with ASD

- Prefer to be alone**
(Jobs & White, 2007)
- Enjoy repetitive tasks**
(South, Ozonoff, & McMahon, 2005)
- Dislike job with multiple responsibilities**
(Baldwin, Costley, & Warren, 2014)

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Evidence-based Practices for Learners with ASD

Wong et al. (2015) has identified 27 EBPs for learners with ASD.

- 12 practices have sufficient evidence for learners ages 19- 22.
- The majority of studies took place in school, home or clinical settings.
- Additional research is needed in employment settings.

EBPs as recognized by Wong et al. (2015)	
Antecedent-based intervention (ABI)	Pivotal response training (PRT)
Cognitive behavioral intervention (CBI)	Prompting (PP)
Differential reinforcement of alternative, incompatible, or other behavior (DRA/I/O)	Reinforcement (R+)
Discrete trial teaching (DTT)	Response interruption/redirection (RIR)
Exercise (ECE)	Scripting (SC)
Extinction (EXT)	Self-management (SM)
Functional behavioral assessment (FBA)	Social narratives (SN)
Functional communication training	Social skills training (SST)
Modeling (MD)	Structured play group (SPG)
Naturalistic intervention (NI)	Task analysis (TA)
Parent-implemented intervention (PII)	Technology-aided instruction and intervention (TAII)
Peer-mediated instruction and intervention (PMII)	Time delay (TD)
Picture Exchange Communication System (PECS)	Video modeling (VM) and Visual supports (VS)

Implementing EBPs in Employment Settings

1. **Collaborate** with employer and any other relevant stakeholders (e.g., job coach, co-worker, family member, teacher, adult agency personnel) to identify job expectations and employment needs of the individual.
2. **Develop** understanding of job requirements:
 - How does a typically developing co-worker perform the same job duties?
 - What accommodations and modification may be necessary for the individual?
3. **Select** EBPs based on individual characteristics and context of the employment setting.
4. **Implement** the EBP, evaluate using data, support stakeholders, adjust as needed, repeat.

Self-Monitoring in Employment Settings



Self-Monitoring in Employment Settings: I-Connect Application



Self-Monitoring in Employment Settings: Overview of Study

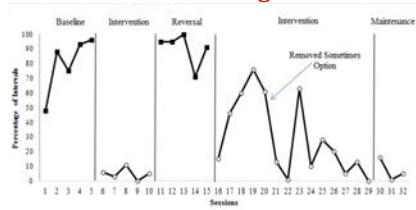
Independent Variable: Self-monitoring application

Dependent Variable: Increase percentage of on-task work behavior operationally defined to the employment setting (10-s, whole interval recording)

Secondary Dependent Variable: Reduce stereotypy/inappropriate vocalizations (10-s, partial interval recording)

Study Design: ABABAB Withdrawal (Gast, Ledford, & Severini, 2018)

Findings



Percentage of intervals which contained inappropriate vocalizations per 10-min observations

Technology-Aided Instruction



Steps to Implement Video Modeling in Employment Settings

1. Define job-specific expectations.
2. Conduct on-the-job task analyses.
3. Select and define target skill.
4. Advance planning for video production:
 - a) Obtain consent for filming
 - b) Select technology
 - c) Develop scripts
5. Film and edit videos.
6. Implement the video modeling intervention.
7. Progress monitoring and procedural fidelity checklist.
8. Evaluate intervention effects.

Sample Videos to Teach Customer Service Skills

E-mail Leslie at leslie.bross@ku.edu to request videos shown during session.

Visual Supports in Employment Settings

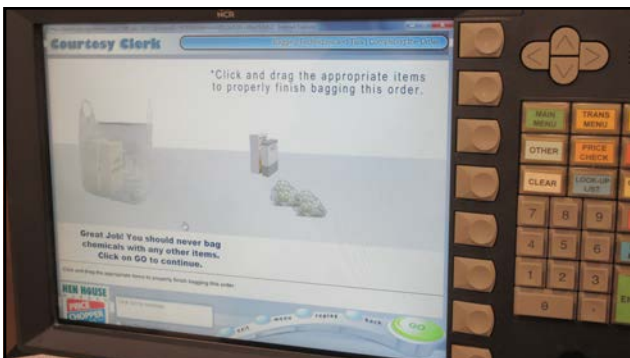
- Visual supports are concrete cues that provide information about activities, routines, or expectations (Wong et al., 2015).
- Examples: photos, text, graphic organizers, environmental arrangements, schedules, scripts, etc.





Darius' Intervention Package:

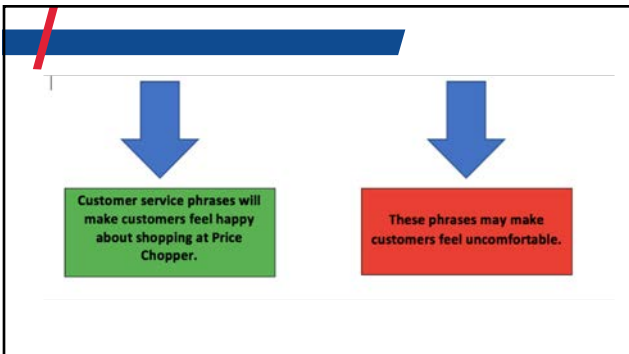
1. Corporate-created video modules
2. Bagging training trials with prompting and reinforcement
3. Social narratives
4. Environmental cue/ visual support

The image includes a photograph of a building tower at night, the 'PRICE CHOPPER' logo, and the 'KU THE UNIVERSITY OF KANSAS' logo.



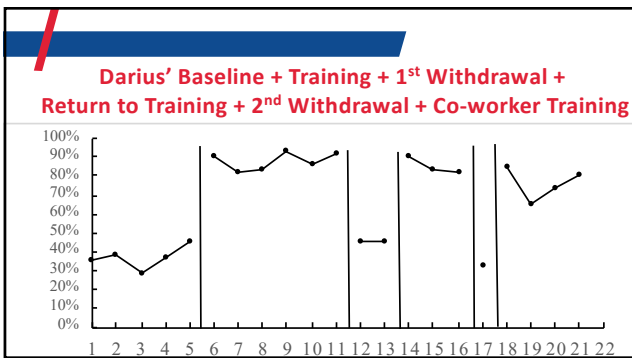


 Customer service phrases that are GOOD to say:	 Phrases that are NOT okay to say to customers:
"Hello, how are you?" <small>(greeting phrase)</small>	"How old are you?" <small>(too personal)</small>
"Did you find everything okay today?" <small>(service phrase)</small>	"What's your baby's name?" <small>(too personal)</small>
"Would you like your milk bagged?" <small>(service phrase)</small>	"I like to get my hair-cut." <small>(off-topic to bagging groceries)</small>
"Thank you for shopping at Price Chopper!" <small>(closing phrase)</small>	"How many children do you have?" <small>(too personal)</small>
"Have a good day!" <small>(closing phrase)</small>	"What school do you go to?" <small>(too personal)</small>



What do you predict happens to the work performance of an employee with ASD when evidence-based practices are implemented with fidelity?






Additional Work Supports for Employees with ASD:

- Extra consideration to breaks
- Quiet space provided
- Assigned co-worker as mentor



Resources

- Job Accommodation Network: <http://askjan.org>
- ASD On The Go modules (free!): asdonthego.ku.edu



QUESTIONS WELCOME



Thank you for attending this session and all that you do for transition-age youth with ASD!

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