
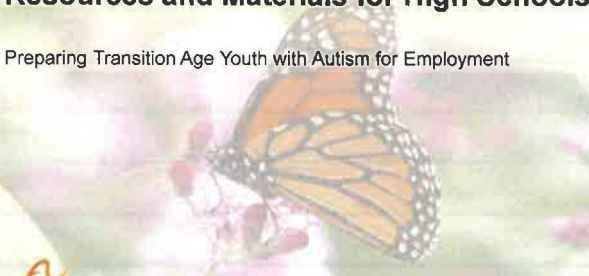


Resources and Materials for High Schools

Preparing Transition Age Youth with Autism for Employment





Contributors



Stephen Shore, PhD

- ❖ Professor at Adelphi University
- ❖ Research focuses on matching best practice to the needs of people with autism
- ❖ Internationally renowned for presentations, consultations and writings on lifespan issues pertinent to education, relationships, employment, advocacy, and disclosure
- ❖ President emeritus of the Asperger's Association of New England
- ❖ Serves on the boards of Autism Speaks, the Asperger Syndrome and High Functioning Autism Association, The US Autism and Asperger Association, the Scientific Counsel of OAR, and other autism related organizations
- ❖ Diagnosed with "Atypical Development and strong autistic tendencies" and "too sick" for outpatient treatment Dr. Shore was recommended for institutionalization. Nonverbal until age four



Robert Naseef, PhD

- ◆ Over 25 years as a practicing psychologist
- ◆ Published several articles and books on families of children with disabilities, including:
 - *Special Children, Challenged Parents: The Struggles and Rewards of Raising a Child With a Disability* (1997)
 - *Autism in the Family: Caring and Coping Together* (2013)
 - *Voices From The Spectrum*(2008), Co-editor with Dr. Ariet
- ◆ Presents locally, nationally, and internationally on issues related to family life with special needs
- ◆ Special interest in the psychology of men
- ◆ Board member of the Philadelphia Society of Clinical Psychologists
- ◆ Honored by Variety, The Children's Charity in 2008, Variety, for his contributions to the autism community.
- ◆ Graduate of Temple University



Thomas Cory, Director NeuroDiversity Employment Program, The Arc of Philadelphia

- ◆ Has worked at The Arc of Philadelphia since June 2011.
- ◆ Since SAP launched its February 2014 Autism at Work Pilot, Thomas has been working on progressing the model in conjunction with SAP and OVR
- ◆ Diagnosed with ADHD, speech difficulties & learning disabilities at age 6. Enrolled in OVR upon high school graduation.
- ◆ Brings a different perspective on going through the vocational & educational systems as well as living with "silent disabilities."
- ◆ MA Nonprofit Management, Eastern University; BS Northern Michigan University



Tanya Regli, Executive Director, The Arc of Philadelphia

- ◆ 25 years in education advocacy
- ◆ High School Secondary Transition Coordinator
- ◆ Co-Founded Viewpoints Learning Project and Special Education Alliance of Cheltenham
- ◆ Professional career in Philadelphia has included Taller Puertorriqueno, Congreso de Latinos Unidos, Aspira, The Philadelphia Foundation and Hispanos Unidos para Niños Excepcionales (HUNE)
- ◆ MSS/MLSP Bryn Mawr Graduate School of Social Work and Social Research; BA Georgetown University



Materials

Overview



Modules

- 400- Evaluation Questions
- 401- Overview
- 450- Telling My Story
- 451- Senses and Sensibilities
- 452- Social Skills for the Workplace
- 453- Stress Busters
- 454- The Hidden Curriculum
- 455- Self-Advocacy and Disclosure
- 456- Do's and Don'ts of Social Media
- 457- Staying Focused
- 458- Emotional Regulation

9 Modules

What is a module?

- 400- Evaluation Questions
- 401- Overview
- 450- Telling My Story
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451.Senses.booklet
451.Senses

PowerPoint Presentations



Booklets



450 Telling My Story

- ❖ An opportunity to learn about each individual participating in the training.
- ❖ Components of this exercise are essential to informing other parts of the training.
- ❖ It is important for the trainers to share their own story as part of this exercise.



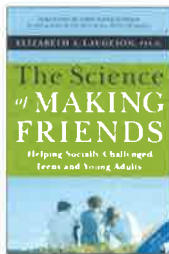
451 Senses and Sensibilities

- ❖ Sensory differences are an important difference in how individuals with autism experience the world.
- ❖ Each trainee completes a sensory profile with his or her differences.
- ❖ Coping strategies are discussed and considered as an important element in self-disclosure and possible accommodations.



452 Social Skills for the Workplace

- ❖ Key Social Skills include: trading information, appropriate eye contact, personal space boundaries, appropriate volume, taking turns in conversation, and starting and entering conversations.
- ❖ Video models drawn from *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults* by Elizabeth A. Laugeson, Ph.D.
- ❖ Role plays in small groups



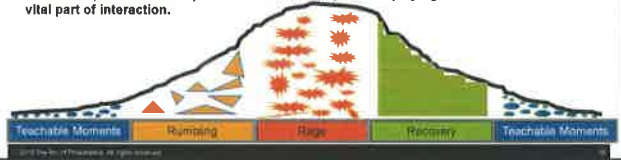
453 Stress Busters

- ❖ Individuals with autism frequently have difficulty regulating emotion.
- ❖ Includes brief, effective practices which are tools to manage stress.



454 The Hidden Curriculum

- ❖ Defined as "the rules everyone knows but nobody talks about" by Dr. Brenda Smith-Myles and colleagues.
- ❖ These unwritten or unspoken rules of society can be particularly challenging for individuals on the autism spectrum to perceive, decode, and transmit.
- ❖ Instruction, demonstration, videos from YouTube, and roleplaying shall be used to teach this vital part of interaction.



455 Self-Advocacy and Disclosure

- ❖ Includes developing a firm foundation of self-awareness pertaining to individual strengths and challenges.
- ❖ Participants will learn to implement a three-step procedure promoting successful self-advocacy.
- ❖ Includes a presentation on how to make a 4 step plan for self-disclosure in the workplace.



456 Do's and Don'ts of Social Media

- ❖ Employees' use of social media can be one of the most treacherous components of workplace interactions.
- ❖ This module will provide suggestions and guideline for social media use, and help individuals manage their online and real world interactions.



457 Staying Focused

- ❖ There is evidence that nearly 30% of individuals with autism also show signs of ADHD.
- ❖ Another 20% of individuals diagnosed with ASD have at least some of the symptoms, including:
 - o Difficulty getting organized
 - o Extremely distractible
 - o Poor listening skills
 - o Restlessness and trouble relaxing
 - o Lateness
 - o Angry outbursts
 - o Problem prioritizing
- ❖ Each trainee will complete an informal ADHD rating scale.
- ❖ Coping strategies to deal with specific challenges will be presented and discussed.

458 Emotional Regulation

- ❖ A common stereotype is that people with autism are emotionless and lack empathy.
- ❖ In reality, people with autism have very strong emotions and often struggle with emotional regulation.
- ❖ Short video clips will be utilized to illustrate core emotions.
- ❖ The "5 point scale", developed by Karl Dunn Buron and Mitzi Curtis, will be utilized by the trainers to help the trainees understand and control their emotional responses to various social situations.



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Evaluation Questions

Evaluation Key
Preparing Transition Age Youth with Autism for Employment

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Q18.8 What percentage of the terms you have learned in this course are related to?

- a. Family involvement
- b. Educational experience
- c. Strength and weaknesses
- d. Goals
- e. Employment
- f. All of the above

Q18.9 What percentage of the terms you have learned in this course are related to?

- a. Self
- b. Others
- c. Family
- d. Goals
- e. Employment
- f. All of the above

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Questions?

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