Employment for Youth with Autism: Keys to Success!
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From Adolescence to Adulthood
TEENAGERS
If You Are Tired of
Being Hassled By
UNREASONABLE PARENTS
NOW is the Time for Action!!!

Leave Home and Pay Your Own Way
WHILE YOU STILL KNOW EVERYTHING!

www.ssrichardmontgomery.com
Before we know it…

Adolescents become adults!!
(Shreek!)
Then

...What do we do?
Do we want this...?
(Pioneer Press: John Doman 2012)
...Or this?
Damien
Hey Everybody, I got the JOB!
Work is Important to Individuals with ASD!

Contribute to Society

PAY THE BILLS!
So... What do we know about EMPLOYMENT OF INDIVIDUALS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES?
Labor Force Participation (ASD)

- Vast majority unemployed;
- or if working under employed;
- Estimated 50-75% unemployed;
- VR does not have resources nor program structure for long term solution.
Shattuck (2010; 2012) examined patterns of service use among youth with ASD from the NLTS2 sample. Data on youth who exited high school.

- 6% had competitive jobs,
- Outcomes worse than peers with other disabilities as much as almost 7 years post high school (Comparison: LD, SLD, ID)
Over half of young adults with autism received no vocational or life skills services during their early 20s.

<table>
<thead>
<tr>
<th>Type of adult services received</th>
<th>Percent received service after high school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational services or job training</td>
<td>37%</td>
</tr>
<tr>
<td>Life skills or occupational therapy</td>
<td>32%</td>
</tr>
<tr>
<td>No vocational or life skills services</td>
<td>53%</td>
</tr>
</tbody>
</table>

Source: National Longitudinal Transition Study-2

Most who worked for pay during high school went on to have a job during their early 20s.

- 90% Worked during high school
- 40% Did not work during high school

Work experience during high school

Source: National Longitudinal Transition Study-2

So... What do we know about High school and transition to adulthood for students with ASD?
High School Curriculum

Average Number of Credits Taken by Type of Credit

- **Total**: Students without Disabilities (25 credits), Students with Disabilities (23 credits), Students with ASD (28 credits)
- **Academic**: Students without Disabilities (15 credits), Students with Disabilities (14 credits), Students with ASD (13 credits)
- **Vocational**: Students without Disabilities (3 credits), Students with Disabilities (2 credits), Students with ASD (3 credits)
- **Nonacademic, Nonvocational**: Students without Disabilities (1 credit), Students with Disabilities (1 credit), Students with ASD (2 credits)

Type of Credit

VCU
Non-Academic/Non-Vocational

- Life Skills: 13%
- Fine and Performing Arts: 22%
- Physical Education: 24%
- Learning Support: 41%
Future Directions for Policy & Practices in Autism Education

- Improve High School Curriculum and Services
- Improve Access to Internships and Employment During High School
- Promote Postsecondary Education and Dual Enrollment
- Promote Inclusion and Provide Social Skill Instruction
- Provide Systemic Instruction to Increase Functional Literacy, Independence, and Self-Determination
Going to College: A great way to grow up
Why Attend College?

“I would like to participate in this program because I think it will help me get a better job.

It will give me something else to do besides watching TV and maybe I can make some friends.”
Employment Driven

- Desired outcome is competitive employment in student’s interest area based on courses & experiences

Curriculum includes:
- Career exploration
- Campus part-time employment during the school year
- Internships during the final semester
Internships
Project SEARCH Plus ASD Supports
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
Employment Outcomes In Community Based Integrated Employment

<table>
<thead>
<tr>
<th>Data Collection Point</th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduation</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>3 Months</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>12 Months</td>
<td>87</td>
<td>12</td>
</tr>
</tbody>
</table>

N = 54
Treatment = 31
Control = 18
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.

(VCU-RRTC, 2016)
Additional Training for Job Coaches

- Understand ASD
- Learn EBPs
  - Behavior Support and Access to Regular Consultation
  - Reinforcement
  - Systematic Instruction
  - Data Based Decision Making
  - Visual Supports
  - Antecedent Interventions
  - Functions of Behavior

- Understand Business
  - 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
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)