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 recognized for presentations, workshops, and writings on Western issues pertinent to education, relationships, employment, skills, and disabilities
- 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 QIAR, and other autism-related organizations
- Diagnosed with "myopia, developmental and strong auditory processing" and "too talk" 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, Challenging Parents: The Struggles and Rewards of Raising a Child with a Disability. (1987)
  - Values From the Spectrum. (2009), Co-authored with Dr. Ariki
- 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 2006, 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 expanding the model in conjunction with SAP and OVR.
- Diagnosed with ADHD, speech difficulties & learning disabilities at age 5. 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 Viewpoint Learning Project and Special Education Alliance of Cheltenham.
- Professional career in Philadelphia has included Taller Puertorriqueño, Congress de Latinos Unidos, Aspens, The Philadelphia Foundation and Huarco Unidos para Niños Excéntricos (HUNE).
- MSW/BS Bryn Mawr Graduate School of Social Work and Social Research; BA Georgetown University.
Materials
Overview

Modules

- 400: Evaluation Questions
- 401: Overview
- 402: Telling My Story
- 451: Senses and Sensory Skills
- 452: Social Skills for the Workplace
- 453: Stress Busters
- 454: The Hidden Curriculum
- 455: Self-Advocacy and Disclosure
- 456: Dealing with Social Media
- 457: Staying Focused
- 458: Emotional Regulation

9 Modules

What is a module?

- 400: Evaluation Questions
- 401: Overview
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- 457: Staying Focused
- 458: Emotional Regulation
- 451: Senses booklet
- 451: Senses
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 inescapable components of workplace interactions.
- This module will provide suggestions and guidelines 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:
  - Difficulty getting organized
  - Extremely distractible
  - Poor learning skills
  - Restlessness and trouble resting
  - Lateness
  - Angry outbursts
  - Problem-solving

- 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 "9 point scale", developed by Karl Dunn Brown and Mitzi Curtis, will be utilized by the trainees to help the trainees understand and control their emotional responses to various social situations.

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