

# About the Program

## Neurodiversity in the Workplace

Preparing Transition Age Youth with Autism for College and Employment

# Why we are here...

## A Partnership



- ❖ increased focus on youth employment
- ❖ new pre-employment transition services
- ❖ new workforce needs



# The Arc of Philadelphia



- ❖ *When:* 1948
- ❖ *Who:* parents of children with developmental and other disabilities
- ❖ *What:* one of the first of now almost 700 Arc chapters in the United States.
- ❖ *Why:* seeking better services at a time when institutionalization of newborns with intellectual disabilities was the norm.
- ❖ *How:* labored tirelessly for the equal rights and human dignity of people with disabilities

# Pennsylvania Department of Education

## Pennsylvania Training and Technical Assistance Network (PaTTAN)

The mission of the Department is to academically prepare children and adults to succeed as productive citizens. The Department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.

# Pennsylvania Office of Vocational Rehabilitation

- ❖ Provides vocational rehabilitation services to help individuals with disabilities prepare for, obtain, or maintain employment.
- ❖ There are 21 district offices statewide and the Hiram G. Andrews Center in Johnstown.
- ❖ Services include:
  - counseling and guidance,
  - diagnostic testing and assessments,
  - purchase of equipment and devices,
  - vocational training, and
  - job development and placement

Our mission is to assist Pennsylvanians with disabilities to secure and maintain employment and independence.

- ❖ World leader in enterprise applications in terms of software and software-related service revenue.
- ❖ Helps companies of all sizes and industries run better.
- ❖ Empowers people and organizations to work together more efficiently and use business insight more effectively to stay ahead of the competition.
- ❖ Enables customers to operate profitably, adapt continuously, and grow sustainably.
- ❖ Established the Autism at Work Program in 2013.

Our vision is to help the world run better  
and improve people's lives.

# Purpose and Objectives

# Objectives

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- ❖ **Share practical strategies and lessons learned to be used by guidance counselors, secondary transition coordinators and teachers to better prepare students on the autism spectrum for the workforce.**
- ❖ **Highlight new initiatives with Pennsylvania employers including the participation of industry representatives who have created successful workforce programs.**
- ❖ **Share a curriculum toolkit for students on the autism spectrum that has been demonstrated to work successfully with SAP, the global leader in enterprise software.**
- ❖ **Identify collaborations among schools, employers and Office of Vocational Rehabilitation (OVR) which may be used to facilitate employment and on the job training experience throughout high school.**



# Purpose

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Our partnership offers trainings to better prepare students on the autism spectrum for the workforce. The training includes staff from The Arc of Philadelphia, OVR, and SAP. Our partnership will work with guidance counselors, transition personnel, school administrators, teachers and other participants at the high school level to access resources and understand Pre-Employment Transition Services under the new Workforce Innovation and Opportunity Act.

# Contributors

# Stephen Shore, PhD

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- ❖ **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

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- ❖ 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* (2006), Co-editor with Dr. Ariel.
- ❖ 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.



# Tanya Regli, Executive Director, The Arc of Philadelphia

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- ❖ **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 Ninos Excepcionales (HUNE).**
- ❖ **M.S.S./M.L.S.P. Bryn Mawr Graduate School of Social Work and Social Research; B.A. Georgetown University.**



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

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- ❖ **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.”**
- ❖ **M.A. Nonprofit Management, Eastern University; B.S. Northern Michigan University.**





# José H. Velasco, Vice-President Operations and Strategy, SAP

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- ❖ **28-year IT/Software career spans public and private sectors in companies ranging from startups to Fortune 50 enterprises.**
- ❖ **Co-leads the Autism at Work program globally at SAP.**
- ❖ **During his tenure of more than 18 years at SAP, Mr. Velasco has occupied positions in product management, consulting, development, strategy, go-to-market and HR/diversity functions.**
- ❖ **M.A. Technology Commercialization, University of Texas at Austin and B.S. in Computer Science, Tecnológico de Monterrey in Monterrey, Mexico.**



## Peggy Monaghan, Autism at Work Fellow and Global Storage Coordinator, SAP

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- ❖ **35 years of IT experience, including 8 years Adjunct Faculty teaching Computer Science.**
- ❖ **Has been working at SAP for 10 years in Infrastructure Services as a Global Storage Coordinator.**
- ❖ **Has been a mentor and buddy through Autism at Work since the program's inception in 2013.**
- ❖ **A 2016 Autism at Work Fellow, focusing on programs for high school and college students to develop their creativity and learn collaboration skills.**
- ❖ **M.B.A. in Management of Information Systems, LaSalle University and M.S. in Virtual Management, Brandeis University.**

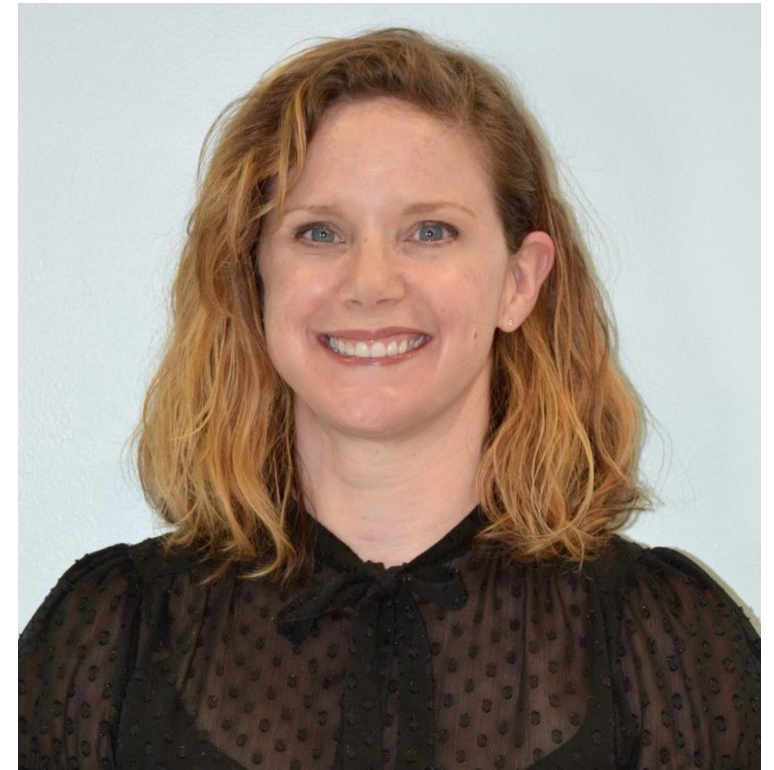




# Lisa Wallace Larkin, Lead Trainer, The Arc of Philadelphia

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- ❖ **Inclusion Facilitator since 2014. Curriculum designer for SAP high school academy.**
- ❖ **15 years experience teaching in public schools.**
- ❖ **Master Teacher on Inclusive Practices and direct instruction in reading (OG and Wilson certified).**
- ❖ **Consultant and trainer at conferences on Universal Design for Learning and Inclusive Classrooms.**
- ❖ **Parent of an exceptional child.**
- ❖ **43 M.A. credits in Special Education and Teaching, Indiana University Bloomington; B.A. in Clinical Psychology and Political Science, Moravian College.**



# Kara Naseef, Curriculum Designer

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- ❖ **Daughter of psychologists; Sister of brother with Autism.**
- ❖ **Teaching Experience: English as a Second Language (ESL) to adult learners, both in a classroom and one-on-one; beginning through advanced classes and conversation workshop.**
- ❖ **Curriculum Design Experience: Foreign language and culture curricula for military personnel.**
- ❖ **B.A., American University.**
- ❖ **Certificate in Teaching English as a Foreign Language (TEFL) from Lado International Institute.**
- ❖ **J.D./M.P.P. student at the University of Michigan.**



# Lynn C. Wallace, Ed.D., Project Coordinator, The Arc of Philadelphia

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- ❖ **Began working for The Arc of Philadelphia in May 2017.**
- ❖ **25 years experience in higher education, most recently served as vice president of accreditation and ombudsperson at American Public University System for 13 years.**
- ❖ **Ed.D., University of Pennsylvania, Dissertation: Students with Autism Spectrum Disorder in Postsecondary Education; M.Ed., University of Massachusetts at Amherst; and B.S., Springfield College.**



# Matthew J. Walsh, Training Assistant, The Arc of Philadelphia

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- ❖ **Began working for The Arc of Philadelphia in January 2017.**
- ❖ **Diagnosed with Autism Spectrum Disorder (ASD) and ADHD at age 6.**
- ❖ **Brings a personal perspective of living with autism and going through the education and vocational systems.**
- ❖ **Since joining The Arc of Philadelphia team, Matthew has been working towards developing and preparing curriculum for training purposes, through the analysis of pop culture.**
- ❖ **B.S. Electronic Media, cum laude, Kutztown University.**



# Appreciation

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**This work is evolving due to various partners who have contributed feedback. Our appreciation goes to:**

- ❖ **PaTTAN- The Pennsylvania Department of Education, Bureau of Special Education**
- ❖ **OVR- The Pennsylvania Department of Labor & Industry, Office of Vocational Rehabilitation**
- ❖ **Pennsylvania School Districts- Secondary transition coordinators and specialists**

# Materials

# Guiding Principles

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- ❖ **Universal Design for Learning**
- ❖ **Employment focus**
- ❖ **Participant-centered**
- ❖ **User-friendly for facilitator**
- ❖ **Additional resources (website, video clips, activities)**

# Modules

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- 401- Overview
- 450- Developing a Professional Plan
- 451- Senses and Sensibilities
- 452- Social Skills for the Workplace
- 453- Stress Busters
- 454- The Hidden Curriculum
- 455- Self-Advocacy and Disclosure pt1
- 456- Self-Advocacy and Disclosure pt2
- 457- Do's and Don'ts of Electronic Communication
- 458- Do's and Don'ts of Social Media
- 459- Staying Focused
- 460- Emotional Regulation



11 Modules



# What is a module?

- 401- Overview
- 450- Developing a Professional Plan
- 451- Senses and Sensibilities
- 452- Social Skills for the Workplace
- 453- Stress Busters
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- 455- Self-Advocacy and Disclosure pt1
- 456- Self-Advocacy and Disclosure pt2
- 457- Do's and Don'ts of Electronic Communication
- 458- Do's and Don'ts of Social Media
- 459- Staying Focused
- 460-Emotional Regulation



- 451.Resources
- 451.Lesson Plan
- 451.Participant Journal
- 451.Senses and Sensibilities


# Module Map

	PowerPoint	Participant Journal	Lesson Plan	Facilitator Manual
<b>Assessment</b>	Journal Prompts	Rubric, Journal Questions, Visual Rating, Scale (Self-Assessment)	Activate prior knowledge, Formative Assessment Checklist, Summative Assessment, Journal Review, Extension Plan	Provides explanation and description of how to use Module materials for Formative and Summative Assessment Overview of Module . Importance of module topic and how it relates to employment
<b>Launch &amp; Introduction</b>	Video/Visual; Establish Connection to Content/Hook	Participants provided with opportunity to respond to content in a manner of their choice: written, illustrated, verbal response	Anticipatory Set/Hook connected to notes from PowerPoint	Describe how to use PowerPoint, Journal, and Lesson Plan together
<b>Goals &amp; Objectives</b>	Provides goals and objectives of the module	Use as an assessment tool to measure participant progress on goals and objectives. Rubric provided at beginning and end of Participant Journal	Goals and Objectives derived from lesson plan/standards	Provides basic information as well as extended content to meet individual goals and objectives
<b>Learn</b>	Contains necessary content connecting the module topic and success in the workplace	Provides opportunities for Participant to engage in the content in a meaningful way while also serving as an assessment tool	Provides Facilitator with necessary components to complete the module	Provides pertinent background information on module topic, and other key information (UDL) to maximize successful outcomes for the Participants and Facilitator
<b>Practice</b>	Provides visual prompts for scenario practice	Further opportunities to connect with content and scenario practice. Reflection	Details and materials needed for practice activities/scenarios	Provides background information for activity
<b>Review &amp; Group</b>	Visual Prompt	Allows participant ability to review notes and connections to content	Review included in Lesson Plan to tie content together and prepare participants for practice	Provides further resources to include at the discretion of the Facilitator
<b>Toolbox</b>	Visual Prompt and Introduction	Allows for review. Use as a resource for participants to create individual toolbox related to module topic	Directions and resources for Toolbox development	Provides explanations and directions with additional resources
<b>Meeting &amp; Individual Review</b>	Discussion of content	Reference Tool. Primary resource	Necessary documents provided to create individual plan. To be determined by the Facilitator with the Participant	Basic information. How to use the Review to support individual plans and generalization of content
<b>Extension</b>	Review of Content (as needed)	Resource for individualized plan for generalization. Review of rubrics	Referred to in plan but use of time to be determined by Facilitator	Basic information. Support effectiveness of Toolbox/Individual Plan and generalization of content from classroom to workplace. Also includes resources for extension of content and any potential follow-up

# PowerPoint Presentations

## Senses and Sensibilities

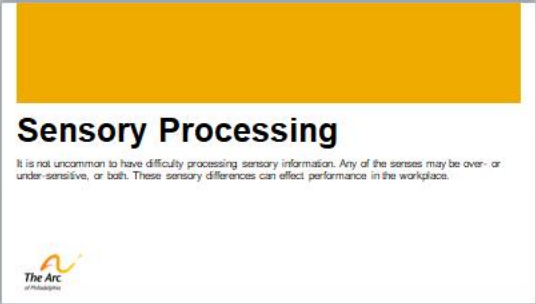
Neurodiversity in the Workplace




The Arc of Philadelphia

## Sensory Processing

It is not uncommon to have difficulty processing sensory information. Any of the senses may be over- or under-sensitive, or both. These sensory differences can effect performance in the workplace.



## Caution: Brain at Work!

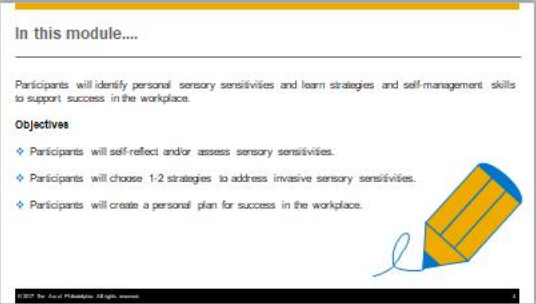


## In this module....

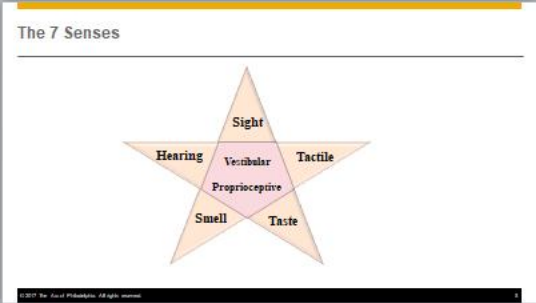
Participants will identify personal sensory sensitivities and learn strategies and self-management skills to support success in the workplace.

### Objectives

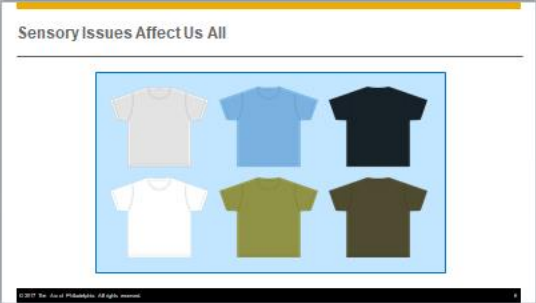
- Participants will self-reflect and/or assess sensory sensitivities.
- Participants will choose 1-2 strategies to address invasive sensory sensitivities.
- Participants will create a personal plan for success in the workplace.




## The 7 Senses



## Sensory Issues Affect Us All



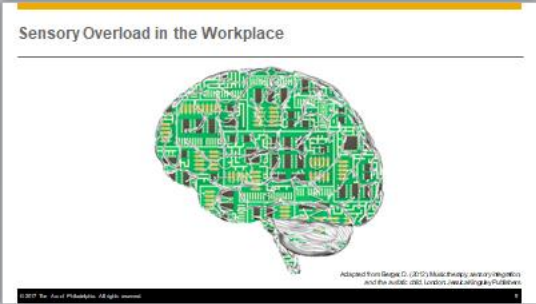
## Sensory Overload = Fight or Flight!



## What sensory issues in the workplace might look like....

Outer Senses	Inner Senses
<ul style="list-style-type: none"> <li>Tactile                             <ul style="list-style-type: none"> <li>Difficulty paying attention</li> <li>Difficulty with hair washing and brushing</li> <li>Problems with handwriting</li> <li>Only likes certain types of clothing</li> </ul> </li> <li>Hearing                             <ul style="list-style-type: none"> <li>Overly sensitive to loud noises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Vestibular                             <ul style="list-style-type: none"> <li>Clumsy</li> <li>Bumps into people in line</li> <li>Always "on the go"</li> </ul> </li> </ul>

## Sensory Overload in the Workplace



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## Sensory Overload in the Workplace: Scenarios

*Scenario*

My desk is located just off of the main hallway in our office building. People assume because they are in the hallway they can converse freely. However, I can every sound and it is driving me crazy! I can't work!

Why can't people be more thoughtful! What should I do?

What are the possible sensory sensitivities? What are potential solutions?

## Let's Regroup & Review

**So far we have learned:**

- that we have \_\_\_\_\_ senses.
- that when we experience sensory overload our brains follow a \_\_\_\_\_ or \_\_\_\_\_ reaction.
- about and reflected on our own sensory sensitivities (if applicable).
- and explored how sensory sensitivities can impact success in the workplace.

## Make it Yours!


**Today we will:**

- Take a **Sensory Inventory** to better learn about our own senses.
- Review strategies and create our own toolbox to address sensory sensitivities in the workplace.
- Schedule a meeting to review our toolbox and create a plan to maximize success in the workplace!

# Participant Journals

Soft Skills Training for the Workplace

Module 451:  
Senses and Sensibilities



Inner and Outer Senses

Which of your outer senses is/are most and least sensitive? What about your inner senses?

Inner

Outer

Most sensitive

Least sensitive

Sensory Processing


What kind of information is easy for you to discard, or ignore?

Sensory Overload


Describe a time you reacted to a sensory overload with a flight or fight response? What was going on around you? How did you react? What would you do differently next time?

Your Senses

Consider sensory factors that you are hypo- or hyper-sensitive to. Write those factors in the space around the star.



# Lesson Plan

Senses and Sensibilities Lesson Plan		
<p>①</p> <p><b>LAUNCH</b></p> <p><b>S1. Title Page: Senses and Sensibilities</b> Anticipatory Set: Joe Versus the Volcano Video Clip <a href="https://youtu.be/LnLDMqPBekQ">https://youtu.be/LnLDMqPBekQ</a></p> <p><b>Suggested Leading Questions:</b> Can you imagine what it would be like to work in this environment? Why would this be a challenging environment to work in? Now imagine you are someone who has sensitive hearing or another sensory sensitivity and ask the same questions.</p> <p><b>INTRODUCTION</b></p> <p><b>S2. Sensory Processing</b> Many or most people with autism experience some form of sensory sensitivity. In this this module we will explore sensory sensitivities for adults, talk strategies, and create a personal toolbox to support success in the workplace.</p> <p><b>S3. Your brain has a lot of work to do throughout the day. There is a continuous flow of information available from all the sensory systems, and the brain must sort through the information, prioritize and emphasize components, to decide both how to understand what is going on and to decide what you will do based on the information available. Provide an example that you and participants can connect with. The term that is typically used to describe these sensory sensitivities is sensory processing. Take a minute to think about what, if anything, sensory processing means to you?</b></p> <p><b>Journal 1:</b> Write down any sensory sensitivities, if any, that you experience. How do they impact your life? What does that look like?</p> <p><b>Brainstorm:</b> 1. Encourage participants to share personal experiences and/or prior knowledge of sensory processing/sensitivities. 2. Create collaborative definition.</p> <p><b>Journal 2:</b> If you experience sensory sensitivities, how could they (positively and/or negatively) impact your success in the workplace? What are other ways sensory sensitivities could impact one's ability to work?</p> <p></p>	<p><b>GOALS</b></p> <p><b>S4. Review Goals/Objectives</b></p> <p>Participants will identify any sensory sensitivities and learn strategies to support their success in the workplace.</p> <ul style="list-style-type: none"><li>• Participants will self-assess sensory sensitivities.</li><li>• Participants will choose 1-2 strategies to address invasive sensory sensitivities.</li><li>• Participants will create a proactive plan to be used in the workplace.</li></ul> <p><b>Pose Leading Questions:</b> To better understand our sensory systems, we need to know about our senses. How many senses do we have? Can you name them?</p> <p><b>LEARN</b></p> <p><b>S5. The 7 Senses?</b> <b>Discuss:</b> This star represents the inner and outer senses. (May discuss common 5 senses) While most of us know about the 5 senses, we actually have two additional senses: vestibular and proprioceptive. The vestibular system is the sensory system that primarily provides the sense of balance and spatial orientation for the purpose of coordinating movement with balance. <b>Proprioception</b> is the sense of knowing where one's own parts of the body are and it's relation to its environment. While vision plays a key role in the ability to sense one's body in space, it is not necessary for a person to understand body ownership. Only proprioception is necessary for the development of body awareness - See more at: <a href="https://www.brainbalancecenters.com/blog/2015/08/proprioception-explained/#sthash.mE4kqV7g.dpuf">https://www.brainbalancecenters.com/blog/2015/08/proprioception-explained/#sthash.mE4kqV7g.dpuf</a></p> <p><b>Journal 3:</b> Now that we have learned about the 7 senses, let's revisit our journals and edit/add any sensory factors to which you are hypo- and hyper-sensitive. Encourage the inclusion of positive experiences.</p> <p>Encourage participants to share out any additional experiences and how they might impact success in the workplace.</p> <p><b>S6. Sensory Issues Affect Us All</b> <b>Discuss:</b> Given the fact that we all have sensory systems, sensory issues are not exclusive to people with autism. For example, most people don't like the tags on their undergarments, therefore companies are making undergarments without tags. While this dislike or discomfort may be more extreme or distracting for people with autism, it affects us all. Any person can be hypersensitive (accurately aware/avoidant) or hyposensitive (unlikely to notice/desired); they may also alternate between hyper and hypo at any given time. Someone who is hypersensitive may not like to be touched and/or certain sounds or textures which may cause difficulties with focus. Those who are hyposensitive require more sensory input to stay focused and therefore may tap their foot or fingers, doodle, twirl their hair, or pace.</p> <p><b>Pose Leading Questions:</b> Which sense represents this sensitivity? What are some other common (hyper or hypo) sensory issues?</p>	<p><b>S7. Sensory Overload: Fight or Flight!</b> <b>Discuss:</b> When a person experiences sensory overload it is like a "traffic jam" of the brain. When our sensory systems experience information that is coming too quickly or in conjunction with too much other (sensory) information it can trigger our brains to depend on the Limbic System, which is the part of our brain that tells us to follow a fight or flight reaction.</p> <p><b>Pose Leading Questions:</b> In what situation could something like this occur? What could someone's actions look like as a result? What are potential outcomes?</p> <p><b>Journal 4:</b> Think of a time where you have had a "fight" or "flight" reaction (due to sensory overload) rather than being able to think through a logical response to the sensory information. What senses were involved and what happened? What strategies, if any, did you use to address your discomfort?</p> <p><b>S8. What sensory issues in the workplace look like....</b></p> <p><b>Discuss:</b> Sensory overload is one kind of sensory issue common in people with autism. These are some typical examples of what sensory issues may look like in the workplace.</p> <p>Review the examples of the senses on this slide. As a group, share and document additional examples.</p> <p><b>PRACTICE</b></p> <p><b>S9. Sensory Overload in the Workplace</b></p> <p><b>Journal 5:</b> Reflect back on what you have learned and/or written in your Journal so far. Do you think sensory sensitivities might pose a challenge for you in the workplace? What might that look like? Let's practice some SCENARIOS where sensory sensitivities pose challenges in the workplace.</p> <p>See Facilitator Manual for scenario activity suggestions.</p> <p><b>S10. Sensory Overload in the Workplace Scenarios</b> Suggestion: Share above scenario and brainstorm as a group. Encourage a follow up role play to provide opportunities for participants to make it real and make it their own.</p> <p><b>1: Facilitator-led Scenario:</b> My desk is located just off of the main hallway in our office building. People assume because they are in the hallway they can converse freely. However, I can hear every sound and it is driving me crazy! I can't work! Why can't people be more thoughtful? What should I do?</p> <p>As a group, identify the possible sensory sensitivities and brainstorm potential solutions. Follow up with role play. Get creative to make it real!</p> <p><b>2: Independent Practice:</b> -Distribute scenarios to participants (in pairs, small groups, etc.). -Participants are to read, discuss, and prepare to present solutions to their given scenario In your scenario, what are the possible sensory sensitivities? What are potential solutions? -Encourage other participants to provide positive feedback and other potential solutions/outcomes.</p>

# 450.Developing a Professional Plan

- ❖ Identify personal strengths and challenges.
- ❖ Determine educational and professional opportunities that best match those strengths and challenges, as well as the participant's interests.

Professional Plan

Students may complete this form independently or with the help of family, school or agency supporters.

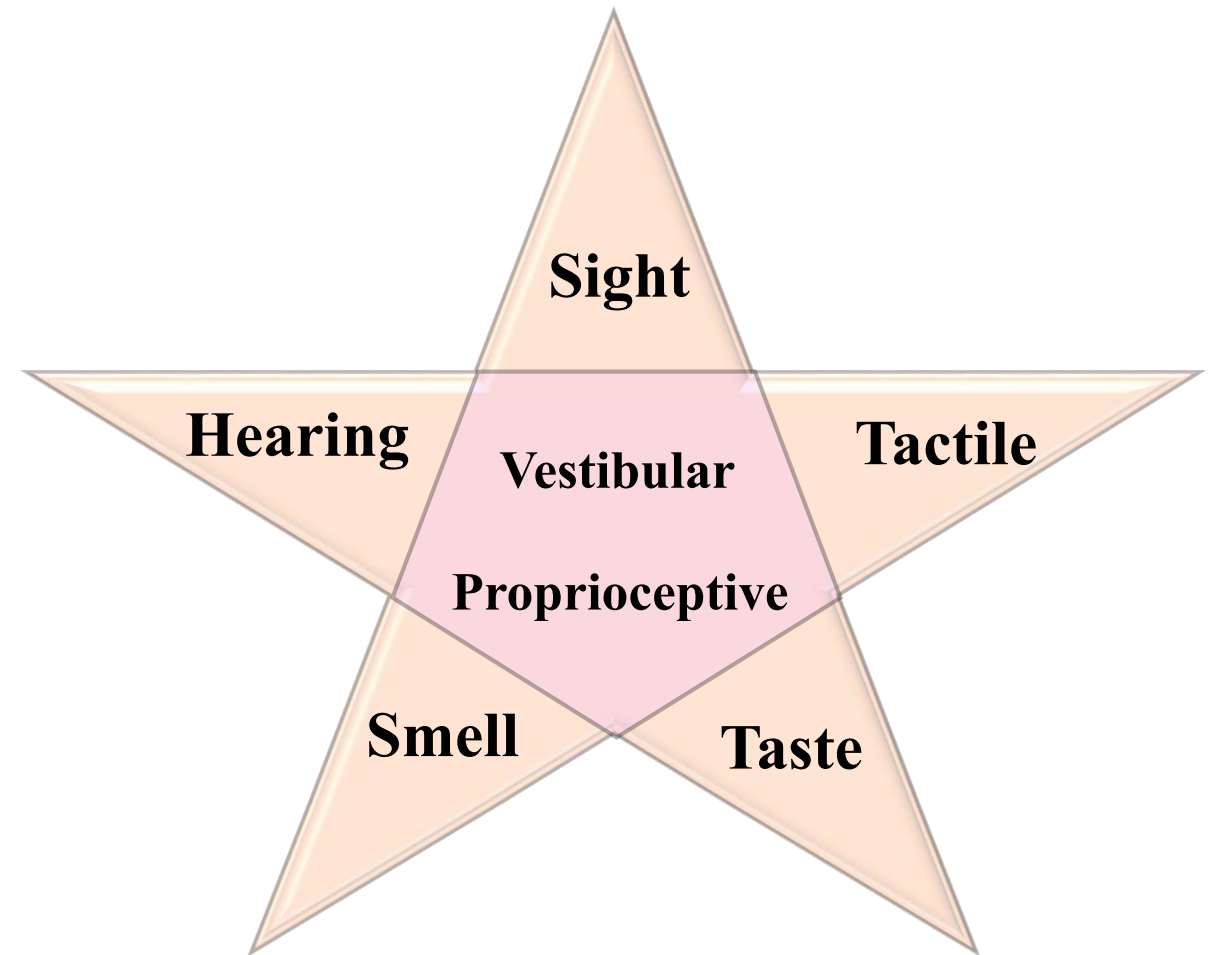
Student Name: \_\_\_\_\_ Age and Grade: \_\_\_\_\_

Employer Information	Student Information
<p>Use this form to highlight hiring-related information about the employer.</p> <p><b>Contact Information</b> List a phone number, email, and mailing address where the student can reach the employer.</p> <p>_____ _____ _____</p> <p><b>Open position(s)</b> Describe the position(s) for which a student may be qualified.</p> <p>_____ _____ _____</p> <p><b>Required and Preferred Skills</b> What skills must a future employee have? What skills does the employer prefer she have?</p> <p>_____ _____ _____</p> <p><b>Transportation and Accessibility</b> Is the building accessible? What public transportation is near the location?</p> <p>_____ _____ _____</p> <p><b>Accommodation</b> Describe how the work environment encourages neurodiversity.</p> <p>_____ _____ _____</p>	<p>Use this form to highlight employment-related information about the student.</p> <p><b>Contact Information</b> List a phone number, email, and mailing address where the employer can reach the student.</p> <p>_____ _____ _____</p> <p><b>Strengths</b> Describe any strengths that are relevant to the job duties of the position.</p> <p>_____ _____ _____</p> <p><b>Challenges</b> Describe any challenges that may affect job performance or otherwise impact the work.</p> <p>_____ _____ _____</p> <p><b>Career interests and goals</b> Which interests and goals are relevant to the company/position?</p> <p>_____ _____ _____</p> <p><b>Support System</b> What supports are in place and what must the employer provide?</p> <p>_____ _____ _____</p>

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# 451.Senses and Sensibilities

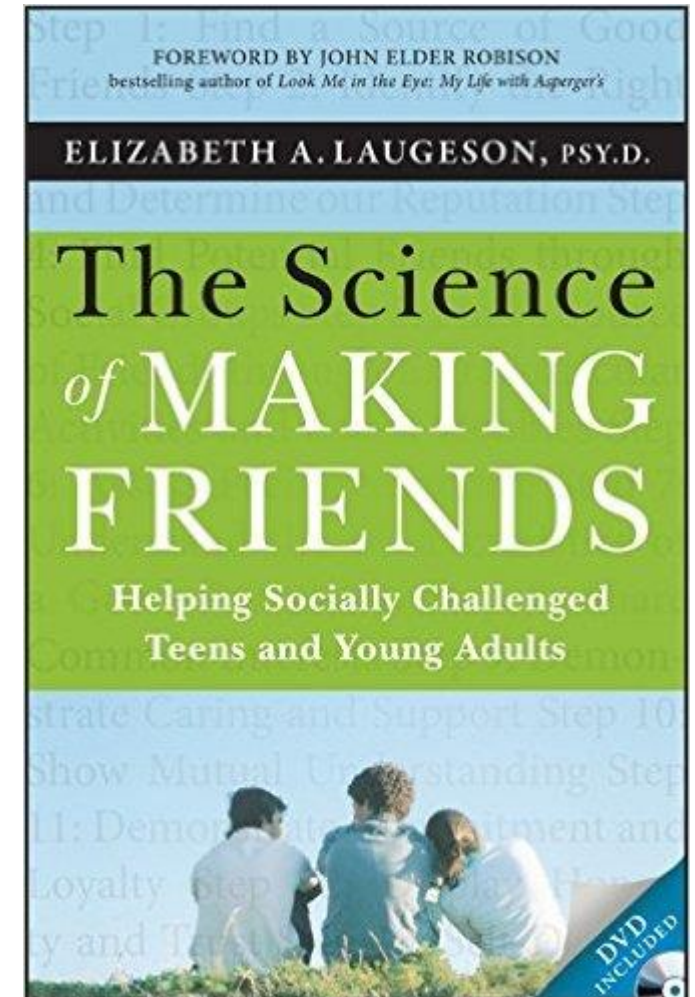
- ❖ **Sensory differences are an important difference in how individuals with autism experience the world.**
- ❖ **Each trainee completes a sensory profile with his or her differences.**
- ❖ **Coping strategies are discussed and considered as an important element in self-disclosure and possible accommodations.**





## 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

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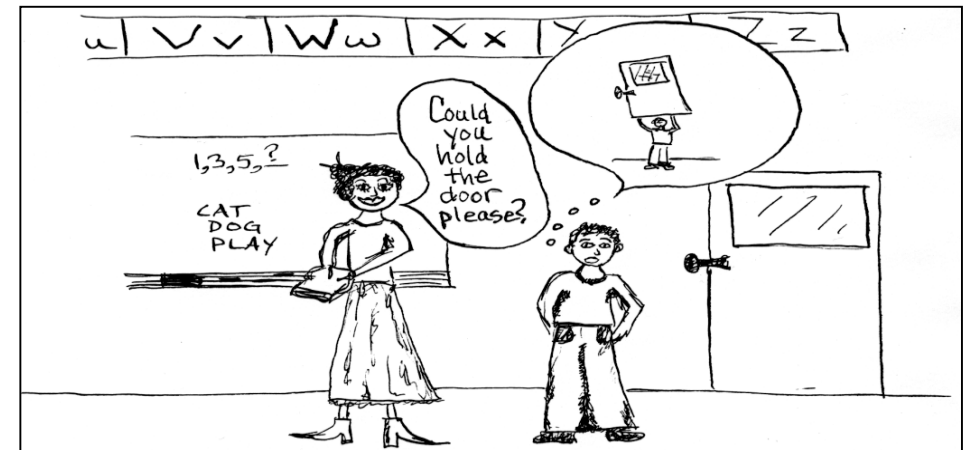
- ❖ **Individuals with autism frequently have difficulty regulating emotion.**
- ❖ **Includes brief, effective practices which are tools to manage stress.**



# 454.The Hidden Curriculum

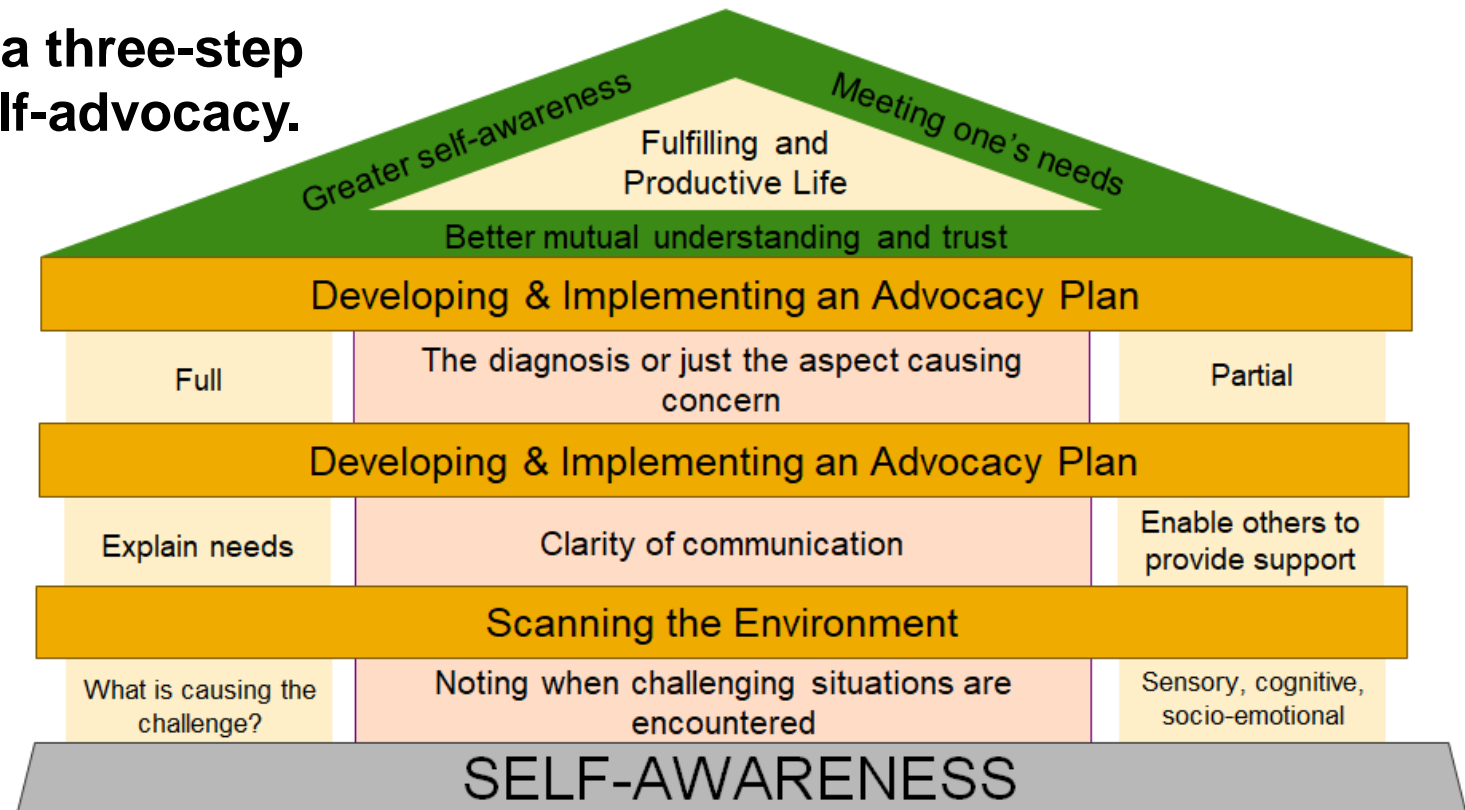
- ❖ Defined as “the rules everyone knows but nobody talks about” by Dr. Brenda Smith-Myles and colleagues.
- ❖ These unwritten or unspoken rules of society can be particularly challenging for individuals on the autism spectrum to perceive, decode, and transmit.
- ❖ Instruction, demonstration, videos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

*Laura Jekel, 12/2000*



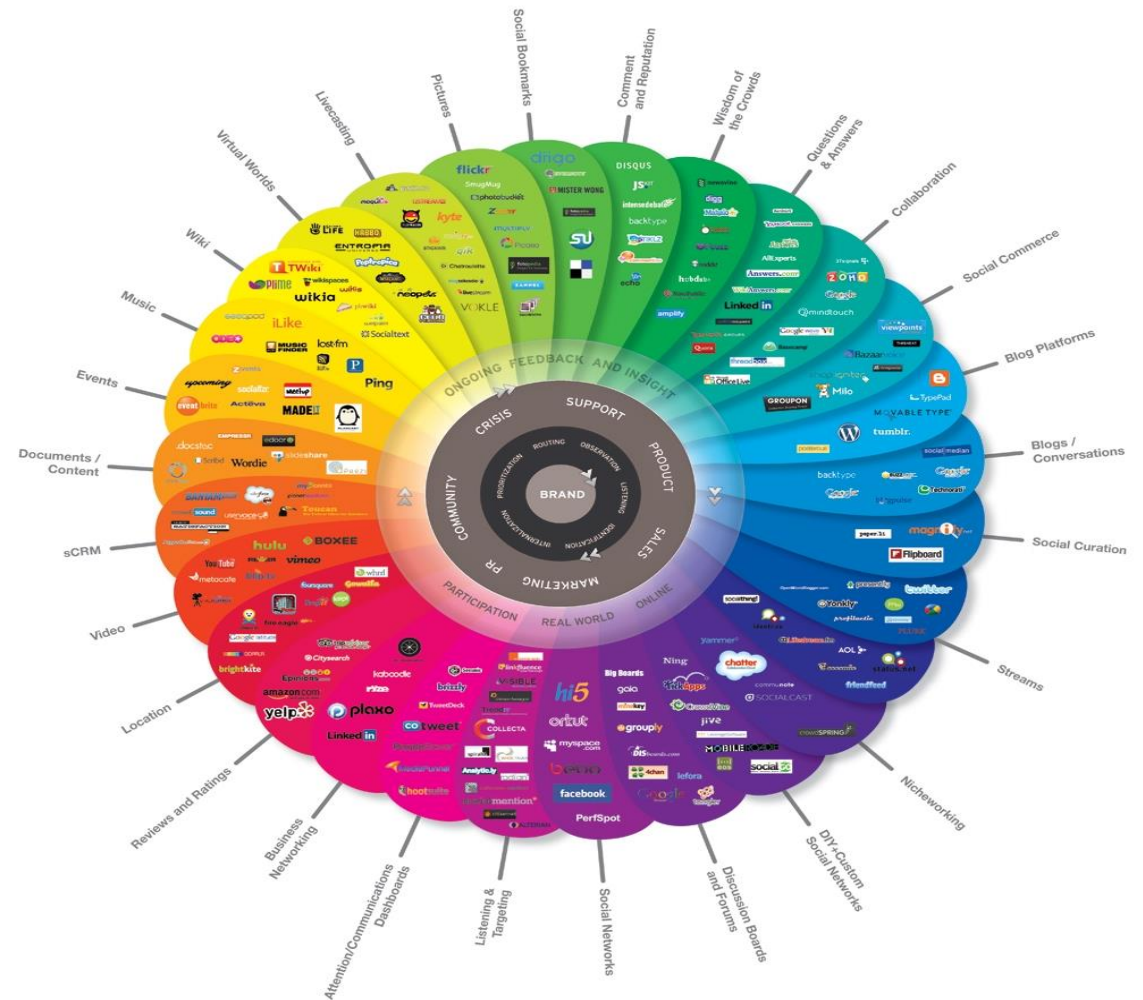
# 455 and 456. Self-Advocacy and Disclosure, Parts I and II

- ❖ 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.



# 457.Do's and Don'ts of Electronic Communication

- ❖ Employees' communication through email, text, video chat and other forms of electronic communication are often a central part of a job.
- ❖ Navigating the etiquette of electronic communication can be a complex process for individuals with autism.
- ❖ This module shares some helpful rules in navigating electronic communication.



## 458.Do's and Don'ts of Social Media

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- ❖ **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.**





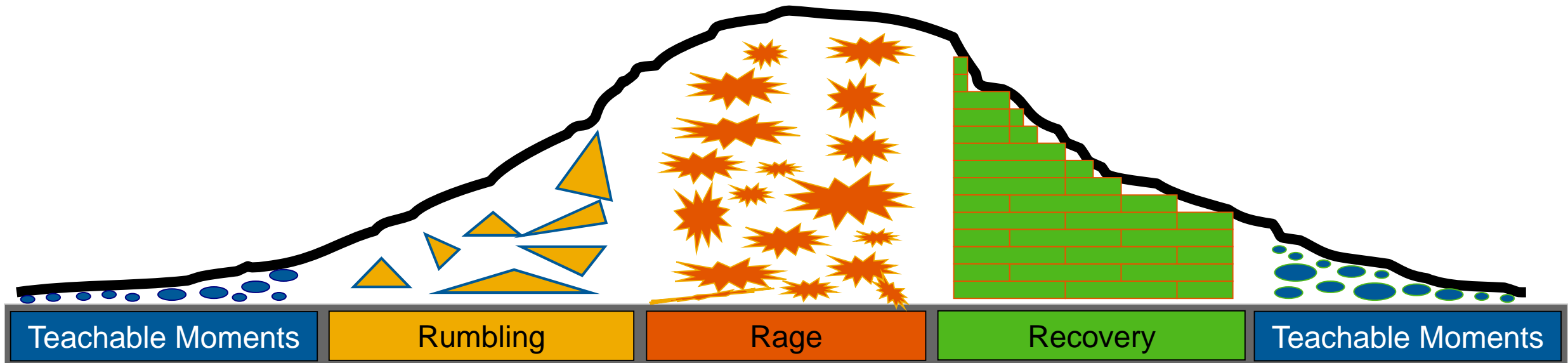
# 459.Staying Focused

- ❖ 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 listening skills
  - Restlessness and trouble relaxing
  - Lateness
  - Angry outbursts
  - Problems prioritizing
- ❖ Each trainee will complete an informal ADHD rating scale.
- ❖ Coping strategies to deal with specific challenges will be presented and discussed.



# 460 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.



# Questions?



# Module

451.Senses and Sensibilities

# Senses and Sensibilities

Neurodiversity in the Workplace

# Sensory Processing

It is not uncommon to have difficulty processing sensory information. Any of the senses may be over- or under-sensitive, or both. These sensory differences can effect performance in the workplace.

# Caution: Brain at Work!

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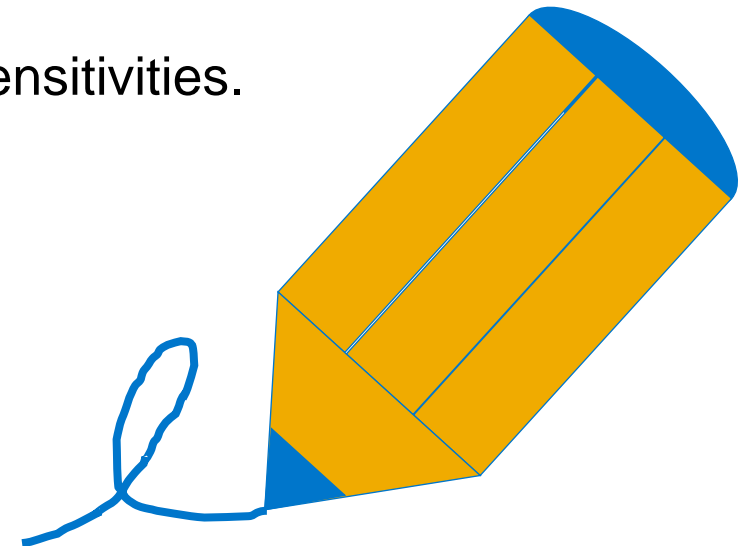
# In this module....

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Participants will identify personal sensory sensitivities and learn strategies and self-management skills to support success in the workplace.

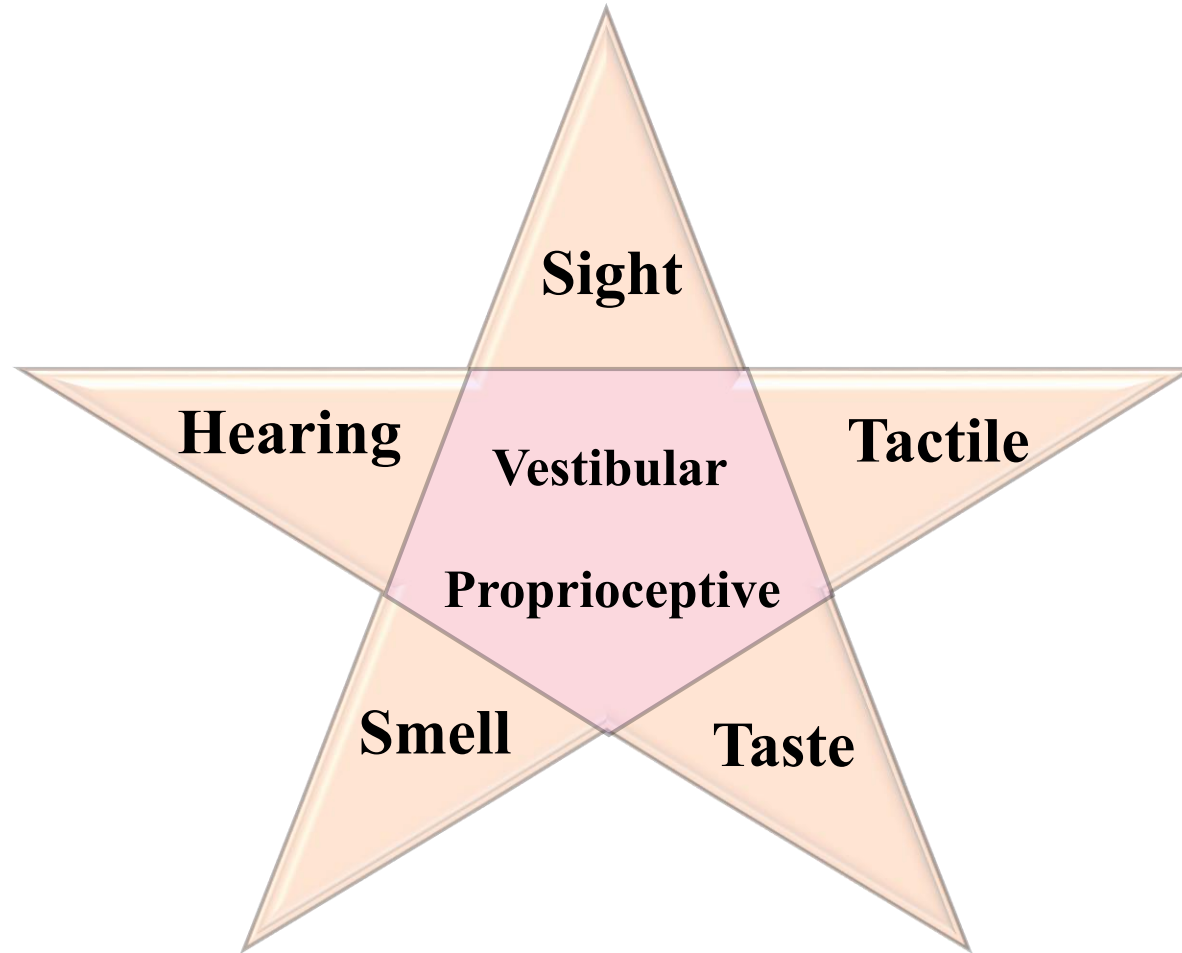
## Objectives

- ❖ Participants will self-reflect and/or assess sensory sensitivities.
- ❖ Participants will choose 1-2 strategies to address invasive sensory sensitivities.
- ❖ Participants will create a personal plan for success in the workplace.



# The 7 Senses

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# Sensory Issues Affect Us All

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# Sensory Overload = Fight or Flight!



# What sensory issues in the workplace might look like....

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## Outer Senses

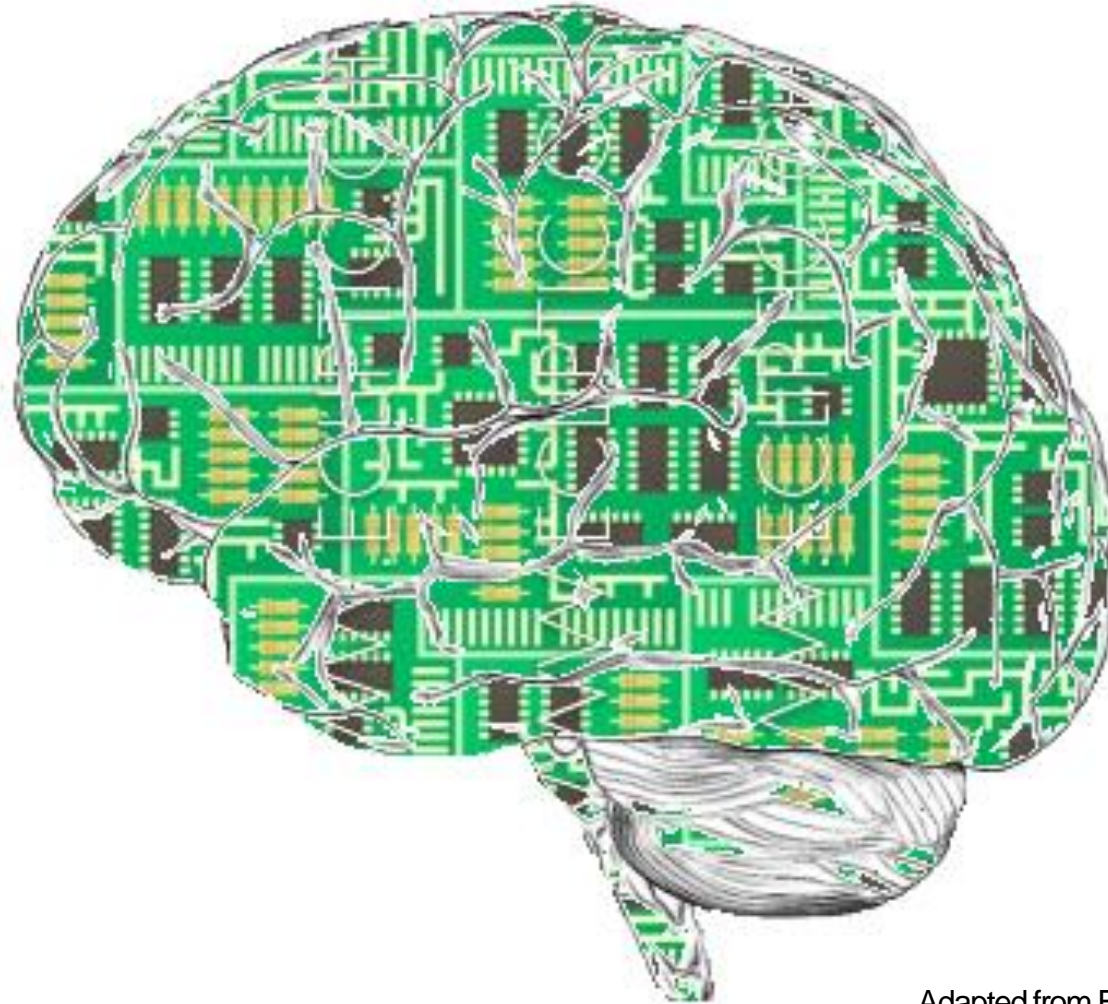
- ❖ Tactile
  - Difficulty paying attention
  - Difficulty with hair washing and brushing
  - Problems with handwriting
  - Only likes certain types of clothing
- ❖ Hearing
  - Overly sensitive to loud noises

## Inner Senses

- ❖ Vestibular
  - Clumsy
  - Bumps into people in line
  - Always “on the go”

# Sensory Overload in the Workplace

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Adapted from Berger, D. (2012). *Music therapy, sensory integration, and the autistic child*. London: Jessica Kingsley Publishers



# Sensory Overload in the Workplace: Scenarios

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## *Scenario*

My desk is located just off of the main hallway in our office building. People assume because they are in the hallway they can converse freely. However, I can every sound and it is driving me crazy! I can't work!

Why can't people be more thoughtful! What should I do?

What are the possible sensory sensitivities? What are potential solutions?

# Let's Regroup & Review

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## So far we have learned:

1. That we have \_\_\_\_\_ senses.
2. That when we experience sensory overload our brains follow a \_\_\_\_\_ or \_\_\_\_\_ reaction.
3. About and reflected on our own sensory sensitivities (if applicable).
4. And explored how sensory sensitivities can impact success in the workplace.

# Make it Yours!

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## Today we will:

- 1. Take a Sensory Inventory to better learn about our own senses.**
- 2. Review strategies and create our own toolbox to address sensory sensitivities in the workplace.**
- 3. Schedule a meeting to review our toolbox and create a plan to maximize success in the workplace!**

# A Sensory Inventory

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Let's look at more sensory issues that might come up in the workplace. For example, do you ever have:

- ❖ **Trouble sitting still**
- ❖ **Difficulty concentrating**
- ❖ **Difficulty tolerating strong lights, smells, or sounds**
- ❖ **Being accident prone or clumsy**



# Sensory Strategies Checklist

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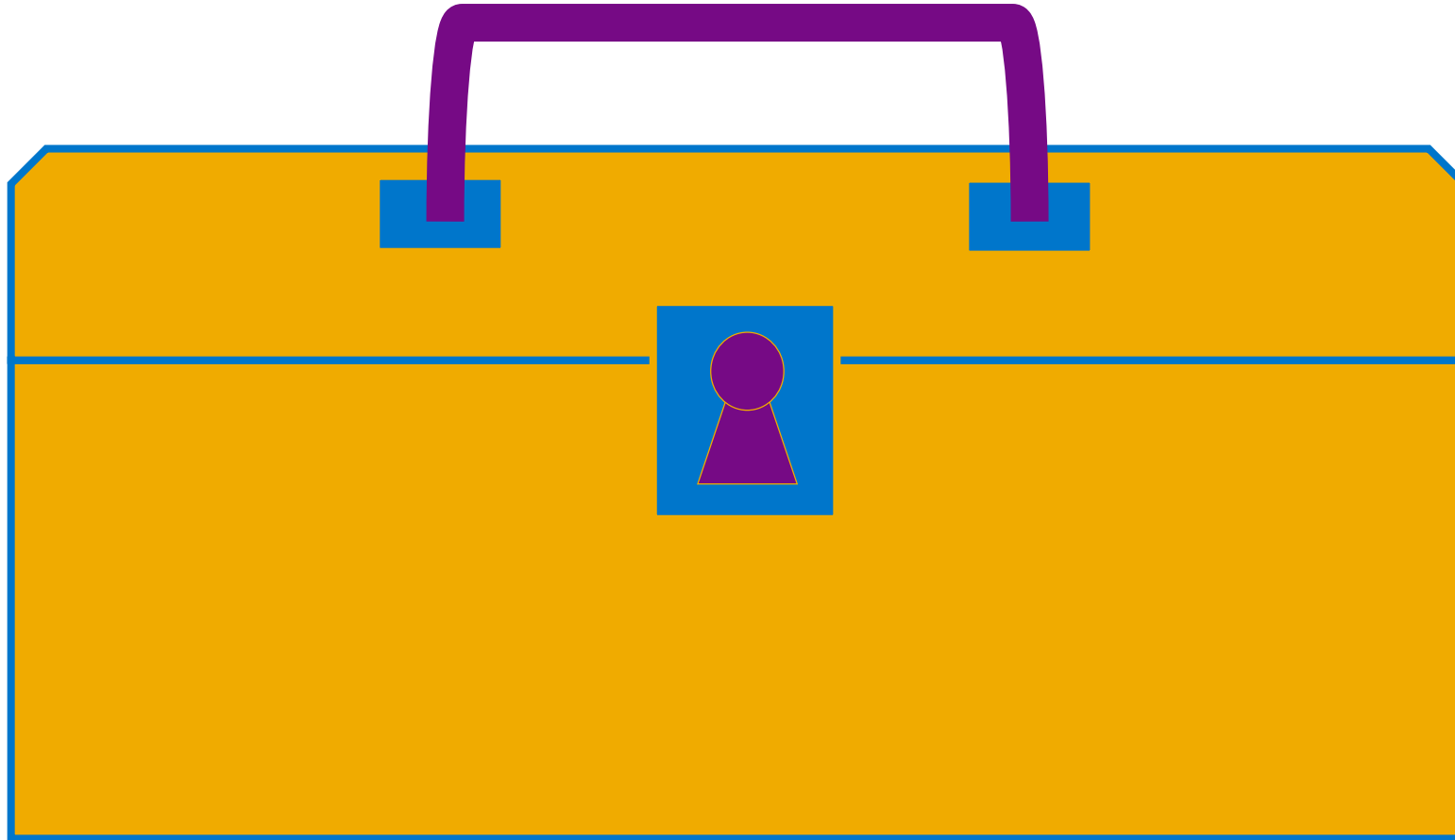
# Examples of Workplace Accommodations

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- ❖ Noise-cancelling headphones
- ❖ Provide sound absorption panels
- ❖ Short breaks throughout the day
- ❖ Remove fluorescent lights or move employee to an area without this issue
- ❖ Seating away from foot traffic to limit background noise
- ❖ Extra time during meetings to process information
- ❖ Provide scent-free meeting rooms and restrooms
- ❖ Use only unscented cleaning products

# Sensory Action Plan: Toolbox

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# Questions?