

## Providing Behavior Support at Work: Helping People with Challenging Behaviors Gain and Maintain Employment

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(VCU-RRTC, 2016)

## This Presentation is Based Upon the Following Research

Schall, C. M., Wehman, P., & McDonough, J. (2012). Transition from school to work for students with ASD; Understanding the process and achieving better outcomes. *Pediatric Clinics of North America*, 29, 189-202.

Wehman, P., Schall, C., McDonough, J., Molinelli, A., et al. (2014). Project SEARCH for youth with autism spectrum disorders: Increasing competitive employment on transition from high school. *Journal of Positive Behavior Intervention*, 15, 144-155.

(VCU-RRTC, 2016)

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Wehman, P., Schall, C., Carr, S., Targett, P., West, M., & Cifu, G., (2014). Transition from school to adulthood for youth with ASD: What we know and what we need to know. *Journal of Disability Policy Studies*, 25, 30-40; DOI: 10.1177/1044207313518071.

Schall, C. M., Wehman, P., Brooke, V., Graham, C., McDonough, J., Brooke, A., Ham, W., Rounds, R., Lau, S., Allen, J. (2015). Employment interventions for individuals with ASD: The relative efficacy of supported employment with or without prior Project SEARCH training. *Journal of Autism and Developmental Disorders*, 45: 3990-4001. DOI: 10.1007/s10803-015-2426-5.

(VCU-RRTC, 2016)

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Wehman, P. H., Schall, C. M., McDonough, J., Kregel, J., et al. (2014). Competitive employment for youth with Autism Spectrum Disorders: Early results from a randomized clinical trial. *Journal of Autism and Developmental Disorders*, 44, 487-500. DOI 10.1007/s10803-013-1892-x.

Ham, W., McDonough, J., Molinelli, A., Schall, C., & Wehman, P. (2014). Employment Supports for Young Adults with ASD: Two Case Studies. *Journal of Vocational Rehabilitation*. DOI: 10.3233/JVR-140677.

Wehman, P., Brooke, V., Brooke, A. M., Ham W., Schall, C., et al. (2016). Employment for adults with autism spectrum disorders: A retrospective review of a customized employment approach. *Research in Developmental Disabilities*. DOI: 10.1016/j.ridd.2016.01.015.

Wehman, P., Schall, C., McDonough, J., Graham, C., et al. (2016). Effects of an employer based intervention on employment outcomes for youth with significant support needs due to autism. *Autism*: DOI: 10.1177/1362361316635826.

(VCU-RRTC, 2016)

## Research on High School Findings (Wehman, Schall, Carr, et al., 2014)

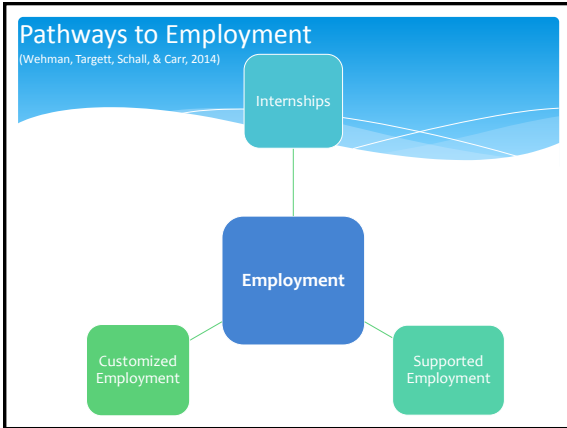
- \* Youth with Significant ASD have untapped potential
- \* Youth with ASD are not challenged in high school
  - \* More non-vocational, non-academic than academic or vocational credits
- \* Youth with ASD do not work during high school
  - \* Working during high school is one of the most significant predictors of work after high school
- \* We are not preparing youth with ASD for adult life

(VCU-RRTC, 2016)

## What are the current outcomes for young adults with ASD?

- \* Unemployed and underemployed at higher levels than others with disabilities
- \* Low rates of independent living -- Most individuals with ASD continue to live at home with their parents
- \* Low incidence of friendships and relationships

(VCU-RRTC, 2016)



## Internships through Project SEARCH Plus ASD Supports

An internship is an opportunity offered by an employer to potential employees, called interns, to work at a firm for a fixed, limited period of time. Interns are usually undergraduates or students, and most internships last for any length of time between one week and 12 months.

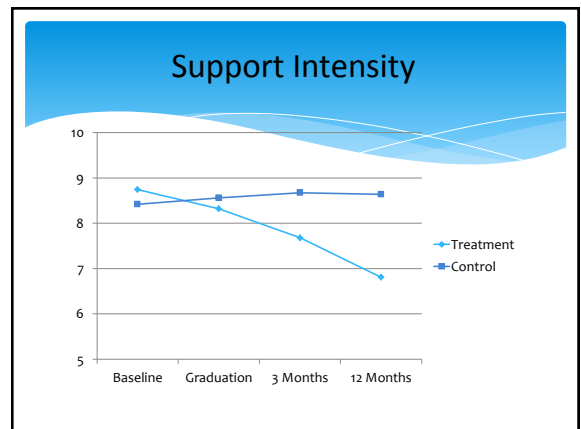
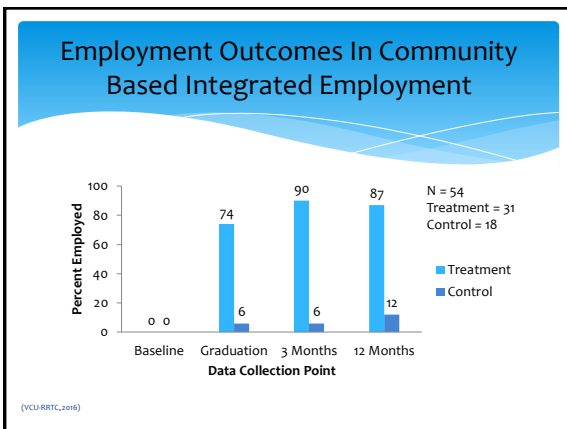
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- ### Internship Key Points
- \* Paid or unpaid?
  - \* **NOT** volunteering
  - \* Working in a real job with support
  - \* Has onsite mentor
  - \* Is there for educational purpose
  - \* **DOES NOT** replace a paid employee
  - \* May not actually do a whole job, but purpose is to learn job skills and behaviors

## Examples of Internships

[Stephanie](#)

(VCU-RRTC, 2016)



## 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)

## Phases of Intervention

- \* Job Seeker Profile:
  - \* Person-centered planning, Interviews, Observations, Review of informal and formal assessment records, Community-based and situational assessments, Stated goal versus experience
- \* Job Development
  - \* Job shadowing, Touring a company, Talking to employers, Pursing assistive technology, Developing a resume, Conducting a job analysis, Applying and interviewing for jobs

(VCU-RRTC, 2016)

## Phases of Intervention

- \* Job Site Training: 100% to 20.1% of Support Time on Job
  - \* Direct instruction of job skills, Soft skill training, Transportation training, Family supports and any service or supports needed to achieve and maintain employment
- \* Long Term Supports: 20% or less of Support Time on Job
  - \* Monitoring work performance, job satisfaction, Integration into the work culture, Support training with coworkers and employer, and Career advancement

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## Supported Employment

- \* Part Time Spa Assistant
  - \* Sort, Wash, Dry Laundry
  - \* Fold Laundry
  - \* Stock drink stations
  - \* Stock bathroom
  - \* Load & Empty dishwasher
- \* Employed for over a year
- \* Long term employment supports provided by job coach plus natural supports on the job.

VCU-RRTC, 2015

## 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

(VCU-RRTC, 2016)

## Customized Employment

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

[Damien](#)

(VCU-RRTC, 2016)

## Findings

- \* Individuals with ASD can work in Competitive Integrated Employment with supports
- \* The majority of individuals worked part time.
- \* Individuals with ASD earned a wage commensurate with their peers in similar positions

## Findings

- \* Supported Employment is a critical support across the spectrum
- \* The vast majority of these students required limited support long term (approximately 1 hour a week)

## Findings

- \* Positive Behavior Supports are an essential way to address the social skill differences and behavior challenges of youth with ASD
- \* Employment may be therapeutic for Individuals with ASD in independence, social awareness, social cognition and social communication

## Areas Where Support is Required

<h3>Work Skills</h3> <ul style="list-style-type: none"> <li>* Following break &amp; lunch Schedule</li> <li>* Following task list &amp; transitioning independently</li> <li>* Initiating Tasks</li> <li>* Interactions with public and co-workers</li> <li>* Staying on task at work</li> </ul>	<h3>Behavioral Skills</h3> <ul style="list-style-type: none"> <li>* Handling frustration</li> <li>* Recognizing private vs. public conversation topics</li> <li>* Accepting Correction</li> <li>* Break time</li> <li>* Professional Behaviors</li> </ul>
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## Specifics

How do we accomplish this? What are the supports?

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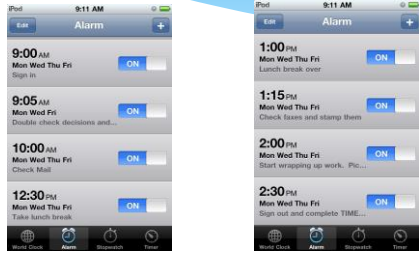
## Following Break & Lunch Schedule

- Alarms on iPod or cell phone
- Schedule for what to do on a break
- Instructions for appropriate lunch time choices



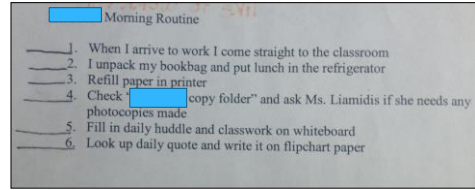
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## Alarms on iPod or Cell Phone



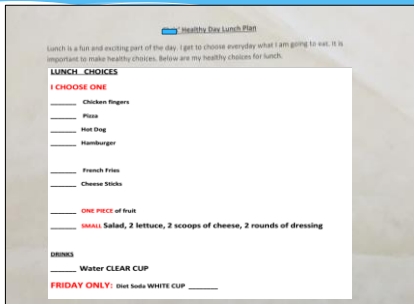
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## Schedule for What to do on a Break



(VCU-RRTC, 2016)

## Instructions for Appropriate Lunchtime Choices



(VCU-RRTC, 2016)

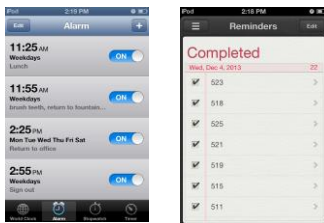
## Following Task List & Transitioning Independently

- Visual schedule: pictures or written
- PDA schedule
- Voice reminders on PDA
- Decision Tree



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## PDA Use




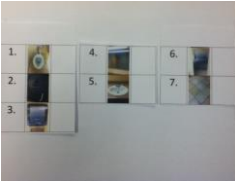
(VCU-RRTC, 2016)

## PDA Use

(VCU-RRTC, 2016)

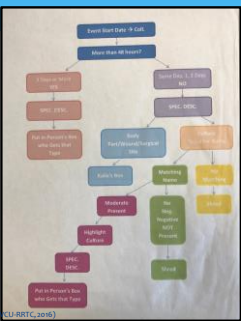
## Visual Schedules

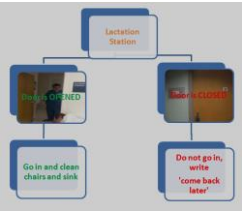




(VCU-RRTC, 2016)

## Decision Tree






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## Task Initiation

- Circular web schedule
- List of tasks which is numbered daily



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## Task Initiation – Preparing for Change

Date: \_\_\_\_\_

**Bill's Job Responsibilities**  
\*Please highlight the jobs I might need to do today

- \_\_\_\_\_ Paper
- \_\_\_\_\_ Mater Mail
- \_\_\_\_\_ Project Deliveries
- \_\_\_\_\_ Mail Delivery
- \_\_\_\_\_ Billing
- \_\_\_\_\_ Coding
- \_\_\_\_\_ Transferring Laminates
- \_\_\_\_\_ Wipe down workspace at 3:15
- \_\_\_\_\_ Sweep Floor
- \_\_\_\_\_ Other Projects: \_\_\_\_\_

Today I made deliveries to:

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## Staying Awake, Alert & On Task At Work

- Alarms set to go off every 20 minutes
- Visual cue cards what to do if sleepy

If I am feeling sleepy at work I may:

- 1) Take a short walk
- 2) Drink some water
- 3) Stand up and stretch

While at work:

- 1) I keep my hands focused on work tasks

If I am feeling sad:

- 1) I can ask Danielle or my job coach for help
- 2) I can take a short break
- 3) I can take a walk

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## Interacting with Patients and Coworkers

- Written Scripts
- Audio Scripts

**When I can't find someone to work with:**

- Do you know where Jhelen or Elvira is?
- Who am I working with?
- Am I working with you today?

**Questions while working:**

- What should I do now?
- Do you want me to do that?

**If I don't understand what someone said:**

- What did you say?
- You said what?

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## Audio Scripts


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## iPOD Support

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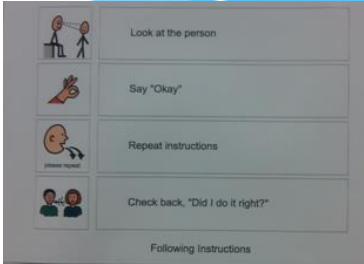
## Self Monitoring Checklists and Reinforcement Programs

\* Teach the person to monitor and collect data on their own behavior



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## Role-Playing and Practice for Required Social Skills



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## Professional Plans: Individualized




**My rules for being professional:**

- 1) Respect my co-workers, Project SEARCH Staff and my classmates
  - a. Say nice things
  - b. Make eye contact
  - c. Smile
- 2) Think positive and BE CONFIDENT
  - a. Think about my three positive things I wrote down this morning!
- 3) Follow my daily SEARCH schedule

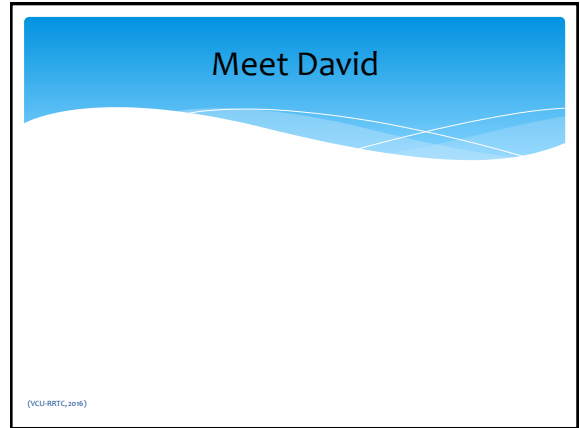
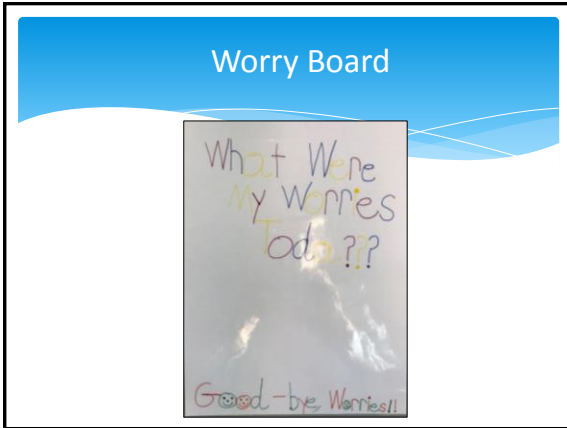
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## Hygiene

**How I can look professional at work:**

-  Professional hair
-  Clean face
-  Clean scrubs

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## Presenting Behaviors

- \* Oppositional behaviors
  - \* Refusal to work, avoidance, daydreaming
- \* Aggression
  - \* Slapping, pushing, hitting, spitting
- \* Inappropriate workplace behaviors
  - \* Running, yelling, picking nose, touching private parts, kissing and asking for kisses
- \* Interfering sensory modulation
  - \* Flapping, rocking, applying pressure to body

(VCU-RRTC, 2016)

## Team Steps

- \* Consultation
- \* Team meeting with staff only
- \* Develop behavior plan and supports
- \* Family meeting with staff and Derek
  - \* Introduce supports and get "buy in"
- \* Teach staff to use supports
  - \* Team consistency
- \* Monitor and evaluate

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## Intern Supports

<b>I kept clean hands:</b>	<ul style="list-style-type: none"> <li>If I need to touch my face, nose, or head I will use hand sanitizer</li> <li>I keep my hands away from my private parts</li> <li>If I need to touch my private parts I say "excuse me" and go to the restroom</li> </ul>
<b>I asked for a break when I felt frustrated:</b>	<ul style="list-style-type: none"> <li>I ask for a break instead of yelling or telling my co-workers what to do</li> <li>I ask for a break instead of yelling "no" or not following instructions given to me by one of my teachers or job coaches</li> </ul>
<b>I used my manners:</b>	<ul style="list-style-type: none"> <li>If I burp or pass gas I say "excuse me"</li> <li>I go to the restroom if I need to</li> <li>If I feel a sneeze or yawn coming I sneeze or yawn into my elbow</li> <li>I use appropriate language</li> </ul>

(VCU-RRTC, 2016)

## Intern Supports

To earn all 12 stars, I must earn: Responsible = 1 star per shift Independent Work = 1 star per shift Goal = 2 stars per shift  
Helping & Mentoring = 1 star per shift Ask for a break/use coping plan = 1 star per shift

	Mon	Tues	Wed	Thurs	Fri
I responded to coworkers and job coaches					
I gave a compliment & kept someone about patients to myself					
I kept working on my own					
I used hand sanitizer & my manners					
I asked for a break when I felt frustrated and used my coping plan					
I met my Shift Goals					

Did you earn all 12 stars today? →

	Mon	Tues	Wed	Thurs	Fri
AM	★	★	★	★	★
PM	★	★	★	★	★

(VCU-RRTC, 2016)



## Pathway to Employment

- \* Evaluation of strengths
- \* Evaluation of best fit environment
- \* Team decision and input: staff and family
- \* Building relationships with employer

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## Transition to Employment

### David's Employment Preferences

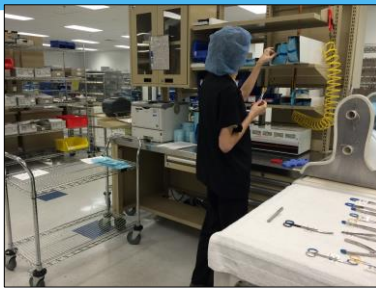
- Highlight strengths with attention to detail & accuracy
- Part-time
- Independent work
- Quiet/open environment where he could stim and script without disturbing others
- Intellectually Stimulating
- Volume of work to keep busy
- Supportive coworkers

### Building Relationships with an Employer

- Referral from HR business partner at St. Mary's Hospital
- Informational Interview with manager
- Tour of building and grounds
- Conversations with coworkers performing job duties
- Job shadow
- Job carve
  - Support employer in rewriting job description

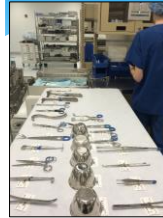
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## Where is David now?



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## Job Tasks



- Peel Packing
- Scanning
- Wrapping

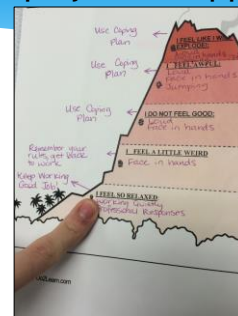
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## Employment Supports

Task	Y/-
Arrive and clock in	
Start timer	
Change scrubs within time frame	
Find supplies independently <ul style="list-style-type: none"> <li>• Hat (lobby drawer)</li> <li>• Gloves (next to washer)</li> <li>• Clean tools (around workstation)</li> <li>• Cart (around workstation)</li> </ul>	
Report to station and set goals	
Respond to alarm for huddle (12:55) <ul style="list-style-type: none"> <li>• Finish task at hand</li> <li>• Hand hygiene</li> <li>• Attend huddle on time</li> </ul>	
Be professional during huddle (1:00) <ul style="list-style-type: none"> <li>• Body language</li> <li>• Hygiene</li> <li>• Listen</li> </ul>	
Return to work	
Respond to alarm for leaving (3:20/3:50) <ul style="list-style-type: none"> <li>• Finish task at hand</li> <li>• Hand hygiene</li> </ul>	
Set timer	
Change clothes within time frame	
Clock out and leave	

(VCU-RRTC, 2016)

## Employment Supports



(VCU-RRTC, 2016)