Decreasing Barriers to Education and
Employment for Adults with Autism Spectrum
Disorder



Lynn Kern Koegel, PHD Robert L. Koegel, PHD Kristen Ashbaugh, PHD



Stanford University Medical Center



the Rise



- Autism is a continuum/spectrum disorder
- $\bullet\;$ Increase in prevalence and incidence (1 in 68)
- Males affected more than females 4:1
- $\bullet \ \ Etiology/epidemiology \ unknown$



Higher Education

Cognitive abilities

typical gifted

Communicative abilities

Rigidity, preference for sameness, attention to detail

Adolescents and Adults with ASD

- Loneliness
- Shorter Duration of Friendships
- Lack of Social Skills and Social Understanding
- Inflexibility
- Independent Living
- Time Management
- Comorbid disorders

Why is support for employment important?



- Individuals with autism tend to work fewer hours and earned lower wages per week than nearly all other groups (CIMPER & COMPER, 2009)
- Currently, few support systems exist to assist individuals with ASD in finding employment
- Employment leads to increases in cognition unemployment leads to decreases
- Employment leads to improvements in Mental Health and Socialization

Pre-Employment Targets and Interventions

Communication Skills



- Conversation Skills
- \circ Question-asking
- o Greetings/Goodbyes
- $\circ \ Appropriate \ detail$
- o Topics of mutual interest
- o Empathy
- Nonverbal communication
- o Eye contact
- o Posture
- $\circ \ \ Facial \ expression$



Techniques for improving communication • Video based interventions • Visual framework • Self management • Clinician modeling Video Feedback Intervention $\circ\,$ Video Feedback: view and evaluate previous performance \star Good Examples \star "Needs Improvement" Examples $\circ\,$ Combination of one or more of these models with other interventions, i.e. self-management Visual framework for appropriate detail

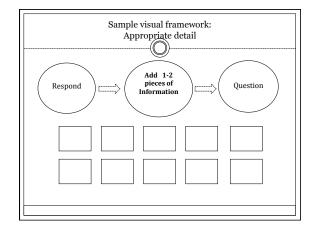
• Possible strength in visual perception (Grandin, 1995).

Boucher & Lewis, 1989; Quill, 1995).

• Visual components combined with other interventions, i.e. self-management

o Visual method of thinking

3



Positive Reframing

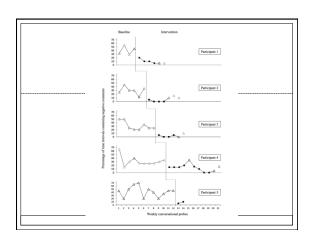
• Intervention

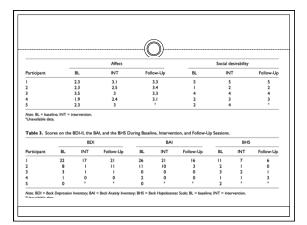
- o Video Feedback
- $\circ \ \ Self-Management$

Example: "I had a terrible weekend, I didn't do anything." Reframed: "I didn't do much over the weekend, but got to relax."

Example: "I hate it when my brother leaves after the holidays and I can't see him anymore."

Reframed: 'I love seeing my brother and look forward to the holidays when we get to spend time together."





Independent Living Skills: Daily Living Checklist

- Weekly checklist Self management
- o Professional Skills
- o Independent Living Skills
- o Social Behavior
- Individualized for each client
- Flexible and adaptable for ability levels and target behaviors

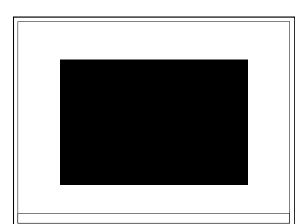
		Monday	Tuesday	Wed.	Thursday	Friday	TOTAL
	AM: Wake up on time + morning routine + take meds						
	PW: Take vitamins/medicine + set alarm						
	DAILY LIVING SKILLS	/2	/2	/2	/2	/2	/10
	On time to work/appointments						
	Keep phone in pocket during work and meetings						
	Stay at work until supervisor says it's ok to leave						
	(instead of you saying it's time to leave, either wait						
	until supervisor says it's time or ask if there is						
	anything else that needs to be done before you leave)						
	Offer additional help on the job at least once per day						
	Keep an eye on assigned child at ALL times						
	Provide positive praise to children						
	Bring any needed materials to work/meetings						
	Bring checklist to meetings						
~	Complete all assignments from Amber, Whitney,						
Sample weekly	Kristen or others						
bampic weekiy	Avoid talking to self						
	PROFESSIONAL	/10	/10	/10	/10	/10	/50
checklist	Be in common area of apartment for at least 30 gajos						
	Appropriate interactions with friends (no repetitive						
	questions)						
	Appropriate interactions with friends (positive,						
	mutual topics)						
	Practice question asking (earn points from clinicians)						
	Make eye contact during conversations						
	Refrain from yowning, fidgeting or stretching (earn						
	points from clinicians)						
	Avaid skin-picking						
	Appropriate jokes/true-stories						
	<30% heavy breathing						
	Positive Sasphagoi, posts						
	SOCIAL	/10	/10	/10	/10	/10	/50
	DAILY CHECKLIST	Possible Total = 110		110			/110
	Inappropriate Statements (-10)						
	Disruptive Episodes (-15)						
	Total Points						/110

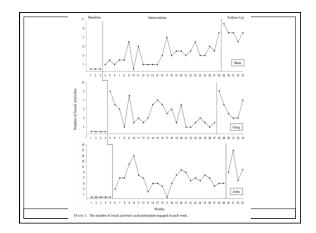
Structured Social Planning to **Increase Socialization with Peers**

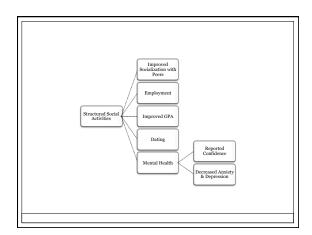
- Social Planning
 Motivational interests are identified
 Clinician creates a menu of at least three social activities based on participant's interests
 Client selects activity
 Clinician assists in planning of the activity
- Organizational skills
 Use of daily planner to document time, place, and activity for the week
- Social Support

 1. Clients given the option to have a similar age peer attend the activity with them for additional support

 2. Peer mentor will model and provide feedback on client's socialization during activity







STATEMENT OF EMOTION		EXPRESS UNDERSTANDING	ASK QUESTION
Examples: 1. Sick ("I'm not feeling well today.") 2. Stressed ("I'm nervous about my finals".) 3. Excited (My friend is visiting this weekend.)	\Longrightarrow	Examples: 1. I'm sorry you are sick. 2. It sounds like you have a lot of work. 3. That sounds like fun.	Examples: 1. Have you been to the doctor 2. Do you think office hours help? 3. What are you going to do?

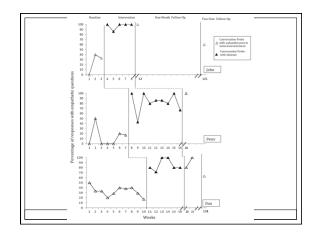
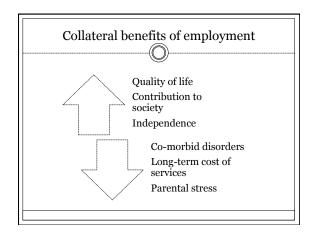
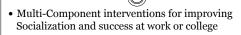


Table	4 Satisfaction i	n socialization						
	Confidence in peer conversations	expressing	Confidence in asking questions to peers	Importance of expressing empathy	Confidence in peer conversations	Confidence in expressing empathy	Confidence in asking questions to peers	Importance of expressing empathy
John	2 Insecure	1 Very insecure	2 Insecure	3 Somewhat unimportant	3 Somewhat insecure	4 Neutral	4 Neutral	4 Neutral
Peter		4	5	4	6	5	5	6
	Somewhat confident	Neutral	Somewhat confident	Neutral	Confident	Somewhat confident	Somewhat confident	Important
Dan	4	5	5	7	4	5	4	7
	Neutral	Somewhat confident	Somewhat confident	Very important	Neutral	Somewhat confident	Neutral	Very important



Summary



- Interventions such as Self-Management, Video-Modeling, and Feedback are effective
- Positive Collateral Gains when targeting social

Thank you!



- Department of Rehabilitation
 Eli and Edythe L. Broad Foundation
- Graduate Students
- Undergraduate Research Assistants
- · Families who participate in our research

Lynnk@Stanford.edu

۵
J