




The New England Center
for Children®

A leader in autism research and education

Vocational Planning and Skill Development

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Objectives

1. Participants will describe the components of school-based vocational training for children with ASD
 2. Participants will describe steps for determining strengths and preference for job skills for children with ASD
 3. Participants will describe steps of the career planning model for children with ASD
- 

Why Employment?

- Membership in Society
- Social Interaction
- Financial Resources
- Independence
- Quality of Life





The Goal of Education

.....is the making of an upright citizen, sound in body and mind, and preparing him for some intellectual or practical work.

–Avicenna



The Goal of Education

...the development of the full potentialities of each man.

–Aristotle



Quality of Life

Not life, but good life,
is to be chiefly valued.
–Socrates

Current Employment Situation

- Over two-thirds of individuals with Intellectual Disabilities are unemployed (Hendricks & Wehman, 2009)
- Majority who do work, work only part time (Lattimore, Parsons, & Reid, 2008; Massachusetts Department of Developmental Services, 2009; Wehman, 2001)
- Youth with an ASD have poor postsecondary employment and education outcomes (Shattuck, 2012)
- Funding is insufficient to provide vocational services to all who apply (Institute for Community Inclusion, 2010; Migliori, Grossi, Mank, & Rogan, 2008)



Current Employment Situation

Individuals with ASD

- ...require more expensive services
- ...majority require on-the-job supports
- ...are more likely to be denied vocational services (Lawyer, Brusilovskiy, Salzer & Mandell, 2009)



Barriers to Employment

- Limited funding for services
- Limited job opportunities
- Employer concerns over safety, quality, productivity and behavior
- Limited training opportunities
- Limited time to learn skill



Training Opportunities

- Community-based vocational training has become the gold standard (Inge et al., 1996; Wehman, 2001; Wehman et al., 2007)
- Job Skills training on site and simulation training improve learning (Lattimore et al., 2006; Lattimore et al., 2008; Lattimore et al., 2009)



Training Opportunities

- Providing training in a variety of settings increases the likelihood that skills will be exhibited in employment settings
- Simulation training is an effective supplement to task–skills training in employment settings (Lattimore et al., 2006; Lattimore et al., 2008)



When to teach work skills?

- Preparation for Life, not just Work
- Involves educators and family
- Begins at an early age
- Focuses on the student's interests
 - Goal: Being happy and productive
- May include paid and unpaid work experiences





Academic

Age-Based Planning


Vocational

Age 5-13	Training area: Academic skill acquisition in classroom Goals: Development of traditional academic skills	Training area: Core skills- Train through out day Goals: Development of work-related skills
Age 14-15	Training area: Functional academic skill acquisition in classroom Goals: Acquisition of academic skills needed for independent living	Training area: School vocational and some volunteer 2-9 hrs/week Goals: Determine strengths and preferences; expose to community job expectations
Age 16-17	Training area: Functional academic skill acquisition in classroom Goals: Acquisition of academic skills needed for independent living	Training area: Volunteer & some paid work; 4-20 hrs/week Goals: Exposure to community job expectations and start to secure paid employment
Age 18-22	Training area: Application of academic skills outside of the classroom Goals: Maintain and generalize acquired skills to functional settings	Training area: Paid work 6-20 hrs/week Goals: Secure paid employment and develop adult career goals

Examples of Related Activities

	Age 5-13	Age 14-15	Age 16-17	Age 18-22
Academic	English, Math, History, Science	Reading and spelling functional words, functional math word problems and calculations, applying money and time skills		Read and follow work schedule, participate in community activities, personal budgeting
Vocational	Attending, waiting, following directives, hygiene, discrimination training, identity matching, money skills, self-preservation	Task and activity sampling, safety skills, work engagement, work social skills	Applications, timecards, banking, interviewing, sample work environments, career planning meeting, work social	Monitoring/supervision, choice preferences, career goals, work endurance

School + Classroom Focus: Ages 5–13

- Academic skills
 - Math, English, Science, History
 - Critical skills for success
 - Attending, waiting, following directions, hygiene, discrimination training, identity matching, self-preservation, social skills, communication
- 

Aged-Based Planning: 14–15

Academic

- Functional academic skill acquisition in classroom
- Goals: Acquisition of academic skills needed for independent living

Reading and spelling functional words, functional math word problems and calculations, applying money and time skills

Vocational

- School vocational and volunteer opportunities 2–4 hrs./week
- Goals: Determine strengths and preferences; sample variety of work skills


Task and activity sampling, safety skills, work engagement, work social skills

Vocational Profile

- Social Skills
- Communication
- Safety and Self-Preservation
- Hygiene and Grooming
- Preferences



Steve: Ages 14–15

- Good mobility, gross and fine motor skills
 - Strong verbal skills
 - Friendly, outgoing, sense of humor, polite
 - Neat, clean appearance
 - Enjoys working, earning money
 - Flexible with job variety, learning new tasks
 - Good work endurance, stays on task
 - Strong money, math, reading, matching, sorting skills
 - Follows multi-step directions
 - Expressed preference for working in school cafeteria
- 

Assessments and Gathering Information

- Interest Inventories
- Occupational handbook
- Skills Assessments



Picture Interest Career Survey



A visual way to identify your career interests and start career exploration and planning

Robert P. Brady, Ed.D.

Name _____
Date _____
Age _____ Gender _____

Second Edition

The *Picture Interest Career Survey (PICS)* is a quick, visual way for you to identify your occupational interest areas. You can then use your *PICS* results to explore careers that match those interests.

DIRECTIONS: Each of the 36 items consists of three pictures. Each picture shows an individual working. Decide which of the three pictures in each item is most interesting to you and circle that picture. Then go on to the next item. There are no right or wrong answers. Choose only one picture in each item to circle. Complete all 36 items.

SAMPLE ITEM: In the sample item below are three pictures of individuals working. Picture A is a person cleaning a floor, picture B is a person arranging flowers, and picture C is a person delivering mail. If picture B interests you the most out of the three pictures, then circle it.



A



B



C

To get started, simply turn the page and begin with item 1.

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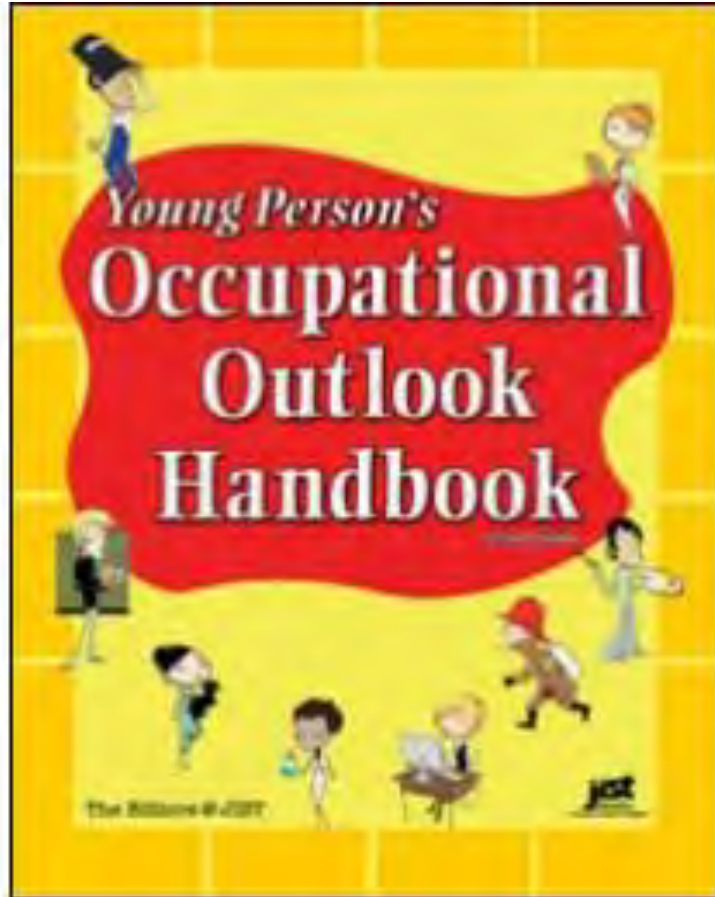
A



B



C



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Healthcare
Installation, Maintenance, and Repair
Legal

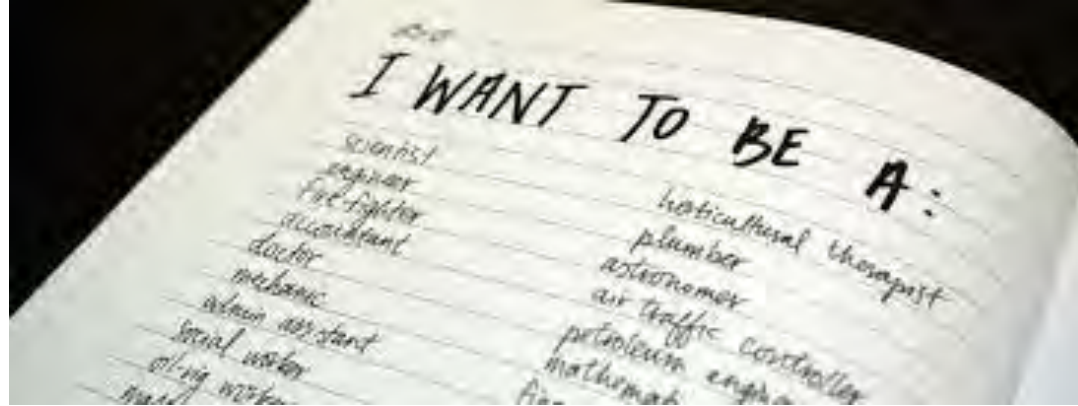
SELECT OCCUPATIONS BY

2012 Median Pay ▾ Entry-Level Education ▾ On-the-job Training ▾
Number of New Jobs (Projected) ▾ Growth Rate (Projected) ▾ 

FEATURED OCCUPATION



Landscape Architects
Landscape architects plan and design land areas for parks, recreational facilities, private homes, campuses, and other open spaces.
[view profile »](#)



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Both Interest and Aptitude
help ensure
a good job fit.

Determine Job Preference

- On-going beginning at age 14
- No simple assessment
- Skills
- Likes
- Preferences
- On the job sampling





Job Sampling

- Consider Vocational area
 - Custodial, food service, maintenance, clerical/office, computer, service, etc.
- Based on student's
 - Skills
 - Strengths
 - Preferences
 - Interests
 - Communication





Take Away Points: Age 14–15

- Develop profile
- Exploration
- Preferences
- Sampling



Age-Based Planning: 16–17

Academic

- Functional academic skill acquisition in classroom
- Goals: Acquisition of academic skills needed for independent living

Reading and spelling functional words, functional math word problems and calculations, applying money and time skills

Vocational

- Volunteer & some paid work; 4–10 hrs./week
- Goals: Exposure to community job expectations and start to secure paid employment; focus on career exploration; skill development; increase time and endurance on the job

Applications, timecards, banking, interviewing, sample work environments, career planning meeting, work, social, choice preferences

Aged– Based Planning: 16–17

- Vocational Training
- Community–Referenced Jobs= “Meaningful Work”
 - Identify Strengths and Preferences
 - Incorporates Vocational Academics
 - Incorporates Social Skills
 - Building Work Endurance
 - Make it a match



Learning to work– What's Important?

- Classroom
- Vocational classroom
- Within the school
- In the community



Volunteer vs. Paid



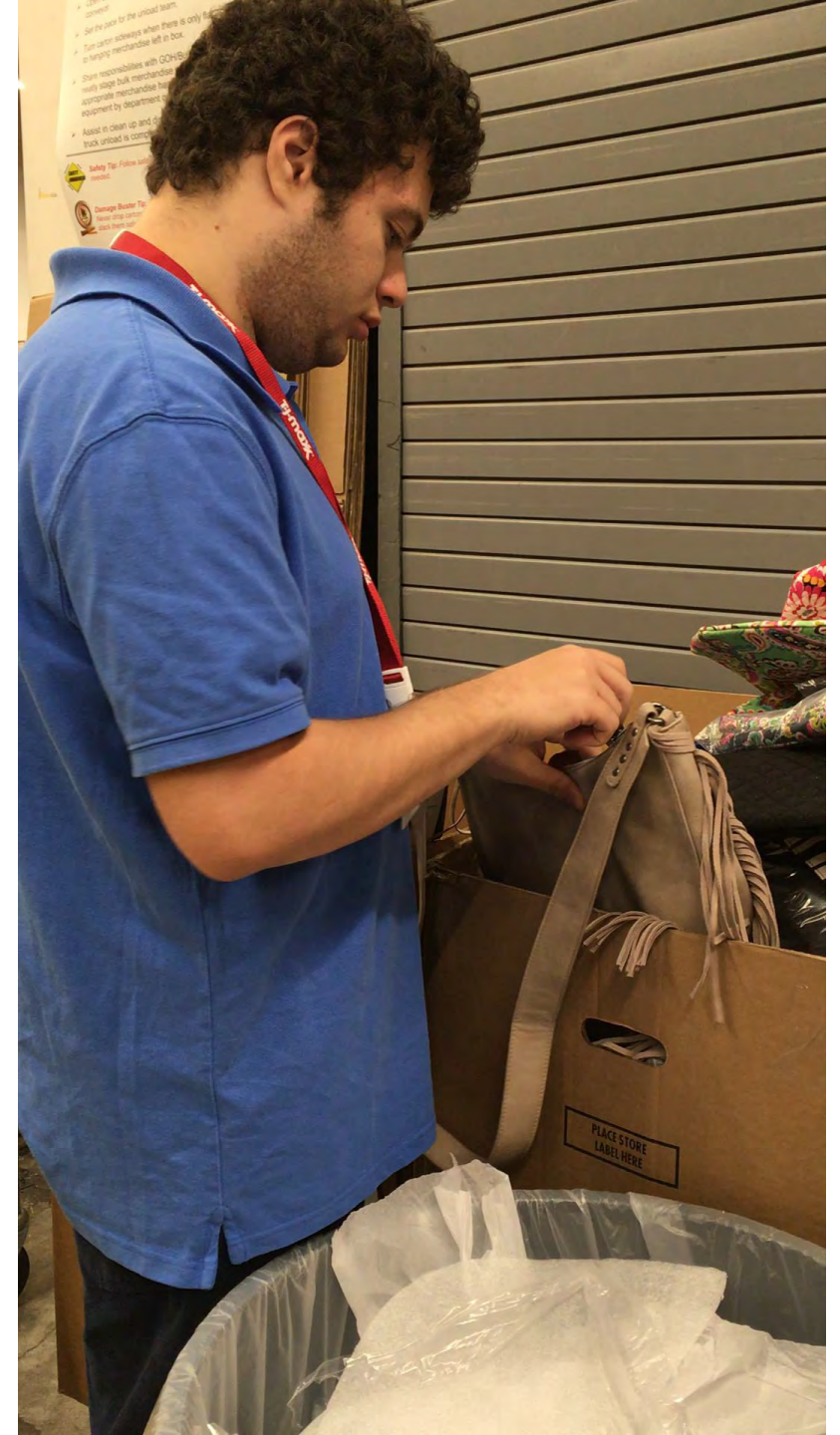
Volunteer

- Give back to the community
- Opportunity to job sample
- Practice work skills in the community
- Build resume



Paid Employment

- Supported employment
 - Real work, real pay



Regulations for Internships

- <http://www.dol.gov/whd/regs/compliance/whdfs71.htm>
- The following six criteria must be applied when making this determination for unpaid internship:
 - The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
 - The internship experience is for the benefit of the intern;
 - The intern does not displace regular employees, but works under close supervision of existing staff;
 - The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
 - The intern is not necessarily entitled to a job at the conclusion of the internship; and
 - The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship

Steve: Ages 16–17

- Work History Log
 - Copy center
 - Meal card attendant
 - Healthy snack preparation
 - Student lunch line
 - Library attendant
 - PM Custodial



Age– Based Planning: 18–22

Academic

- Application of academic skills outside of the classroom
- Goals: Maintain and generalize acquired skills to functional settings

Read and follow work schedule, participate in community activities, personal budgeting

Vocational

- Paid work 4–20 hrs./week
- Goals: Secure paid employment and develop adult career goals; focus on transition, social and functional skills for the workplace and post school

Transition planning, monitoring/supervision, career goals, work endurance, workplace communication, resume/portfolio development

What Skills Are Needed For Success?

- Job Skills
 - Learn job to criterion
- Workplace social skills
 - Communication
 - Performance
 - Safety
 - Hygiene
 - Etiquette



Workplace social skills

- Often referred to as “soft skills”
- Workplace Communication and Routine
- Workplace Performance
- Work Safety and self-preservation
- Workplace Hygiene




Soft Skills

- Etiquette
 - Not just thank you
 - Holding doors
 - Elevator behavior





Natural Supports

- One Definition: Personal associations and relationships typically developed in the community that enhance the quality and security of life for people
 - Not paid caregivers....Anyone that is not the job coach, teacher, special educator
- 

Objective: To obtain a clerical position where I can utilize my experience with Excel spread sheets and database programs and expand my data entry and filing skills.

Work Experience:

Progress Report Data Entry

- The New England Center for Children, Southborough, MA
- Present
- Description: Use a split screen computer to transition data from cloud storage to an internal database program.

Filing

- Sun Life Financial, Wellesley, MA
- 11/2014 to present
- Description: Sort and file customer policy folders using an alpha numeric 6-8 digit system.

Processing Retail Orders

- The New England Center for Children, Southborough, MA
- 8/2014-present
- Description: Log on to Shopify website to fill customer orders. Retrieve correct item, size, and color and prepare item for pick up.

Account Reconciliation

- The New England Center for Children, Southborough, MA
- April 2015-present
- Description: Enter monthly deposits and withdrawals into an Excel spreadsheet in order to reconcile the team budget.

Red Cross Data Entry

- The New England Center for Children, Southborough, MA
- 9/2011-Present
- Description: Enter data into Red Cross Website for First Aid and CPR certification

Portfolio


- Traditional – resume, photo recommendations
- Electronic– resume, can include videos of current work skills
 - “A picture is worth a thousand words”

Steve: Ages 18–22

- Work History
 - Residential cooking
 - Café stocking
 - Healthy snack preparation
 - Gym cleaning
 - Lunch line
 - Library attendant
 - Walgreens associate



Summary

- Assess Preferences
 - Job sampling
 - Discrete trial and task analysis to master skill then move to incidental
 - Teach in-vivo as well as simulation
 - Teach Soft skills
 - Teach and use natural supports
- 



The Goal of Education

...when it finds its most effective methods, education will be almost uniquely relevant to the task of setting up and maintaining a better way of life.

–B.F. Skinner

