

# PROMOTING SUCCESSFUL TRANSITION TO ADULTHOOD

for Individuals on the Autism Spectrum

From Challenges to Strengths

10 June 2020

Webinar Series

PRESENTED BY

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**Autism Research Institute**

## Some Resources for Support

### The Big 3

1. **Maintain Routines - Adjust when Needed**
2. **Clear Communication**
3. **Self-Care – Take a Break**

1. Hit pause and inhale
2. Exhale slowly and deliberately
3. Repeat three times
4. How do you feel in your body and mind?



As you breathe, think...

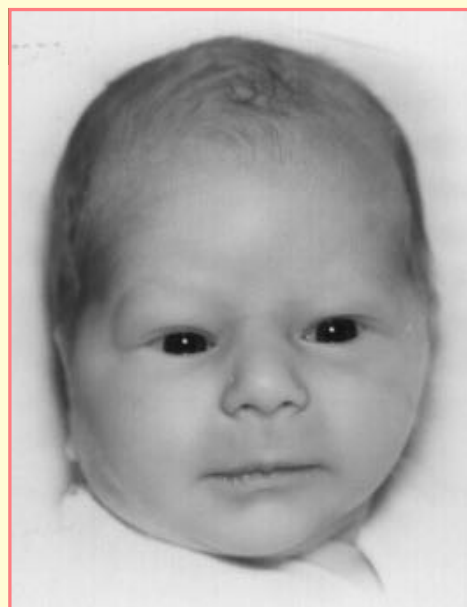
*Inhale calm*

*Exhale stress*

**A little  
about me...**

## A LITTLE ABOUT ME

Introduction



### The Autism Bomb — NOT

Loss of  
speech &  
stereotyped  
behaviors

Environmental  
withdrawal



Self-stims



## Reframing Characteristics — Looking for Strengths

**Robert** – Transportation information to lost patrons at Penn Station

### Characteristics Employment Implications

**Communication** Detailed, factual, data-driven, truthful, repetitive, repetitive, repetitive

**Social Interaction** Limited and predictable

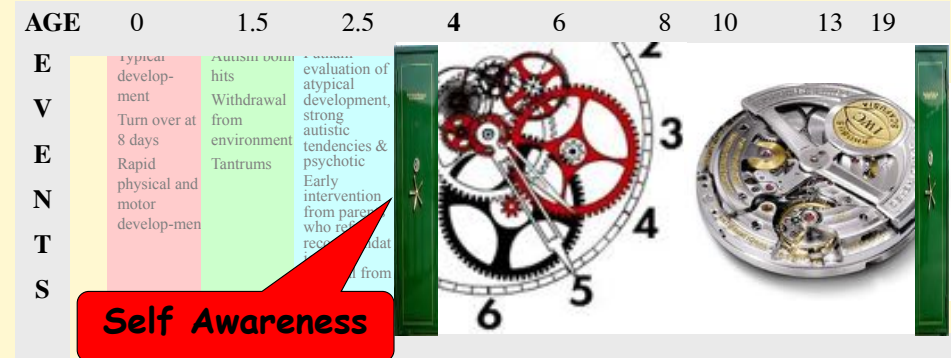
**Restricted Interests** All information is memorized – his coworkers need references

**Because this individual has autism...**

*He outperforms his typical coworkers*

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4

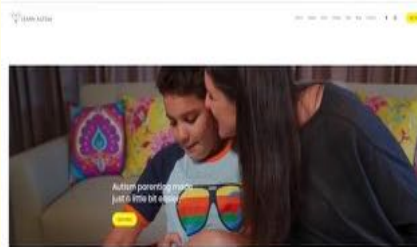


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## Some Resources for Support

### Learn Autism

Parent driven, research based video autism portal



<https://www.learnautism.com>

### Education

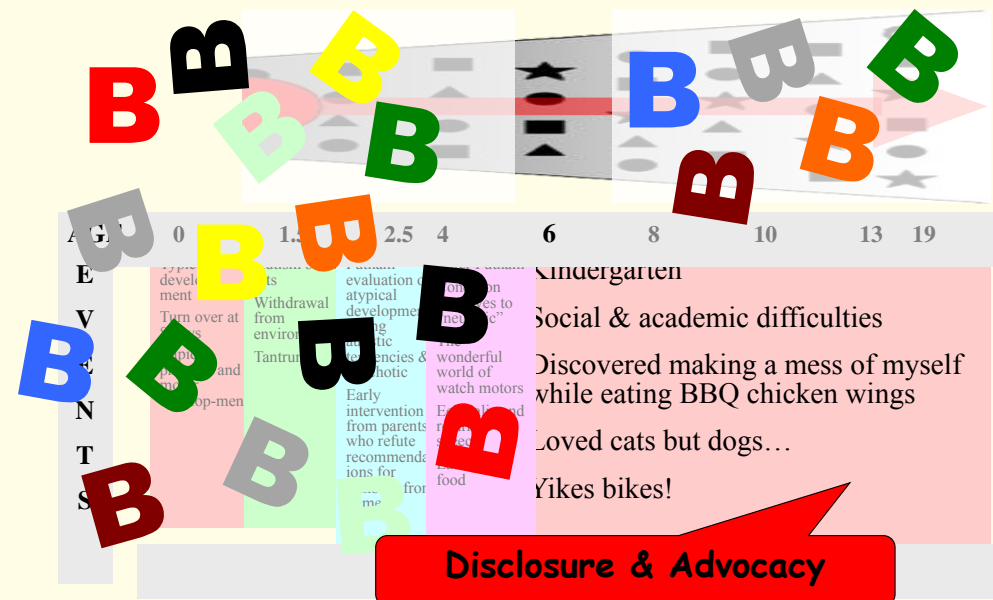
Education companies offering free subscriptions due to school closings

Company	Category/Subject	Website/Link
12th Street Virtual	Reading, Writing, Math, Science, Social Studies, ELA	<a href="https://www.12thstreetvirtual.com">https://www.12thstreetvirtual.com</a>
12th Street Virtual	Reading, Writing, Math, Science, Social Studies, ELA	<a href="https://www.12thstreetvirtual.com">https://www.12thstreetvirtual.com</a>
12th Street Virtual	Reading, Writing, Math, Science, Social Studies, ELA	<a href="https://www.12thstreetvirtual.com">https://www.12thstreetvirtual.com</a>

[http://www.amazingeducationalresources.com/?fbclid=IwAR2unhXr-8gVWxJit0T\\_zseDq37nnndBCIAEZ0-1Z5UEHiczZJnXSEJfA](http://www.amazingeducationalresources.com/?fbclid=IwAR2unhXr-8gVWxJit0T_zseDq37nnndBCIAEZ0-1Z5UEHiczZJnXSEJfA)

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6



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## WHEN DOES TRANSITION TO EMPLOYMENT BEGIN?

Possible "Jobs" Around the House

**Federally  
mandated  
transition  
age:**

**6**

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**Preparing for  
Employment Success**

## INITIAL PREPARATION FOR EMPLOYMENT

Possible "Jobs" Around the House



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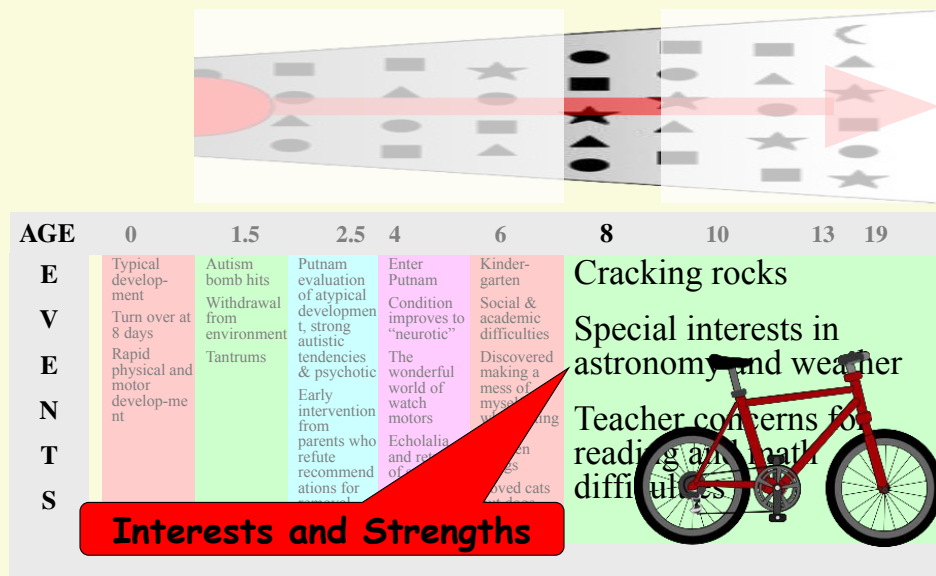
## INITIAL PREPARATION FOR EMPLOYMENT

Possible "Jobs" Around the House



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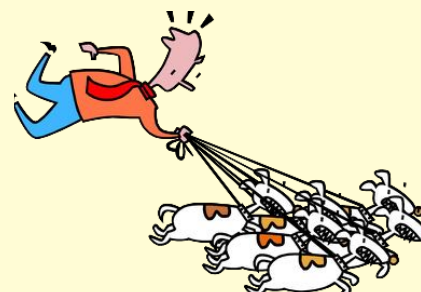
## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8



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## FURTHER PREPARATION FOR EMPLOYMENT

**Repetition**, **Proficiency**, **Responsibility**, Customer Service



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## FURTHER PREPARATION FOR EMPLOYMENT

**Repetition**, **Proficiency**, **Responsibility**, Customer Service



**Repetition**

**Proficiency**

**Responsibility**

**Customer Service**



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## SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning<sup>1</sup>.

### SOME SPECIAL INTERESTS<sup>2</sup>

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

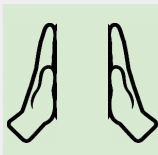
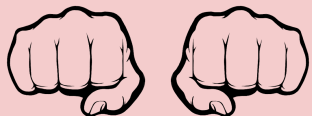
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## The Big 3

1. **Maintain Routines - Adjust when Needed**
2. **Clear Communication**
3. **Self-Care – Short Yoga Break**

1. Breath in, clench fist  
Long breath out, release
2. Breath in, clench fist  
Long breath out, release
3. Breath in, clench fist  
Long breath out, release



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## SETTING THE STAGE FOR EMPLOYMENT SUCCESS THROUGH AWARENESS OF STRENGTHS AND CHALLENGES

### FINDING YOUR OWN PREFERENCES

Likes & Dislikes

Strengths



Gym

Read-  
ing



Gym

Read-  
ing

Challenges

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### The Importance of:

Interests

&

Strengths

People are usually *INTERESTED* in things they are *GOOD* at.

These are your  
**STRENGTHS!**

You can use these  
strengths to help  
you in school and  
beyond.

Which of these things are you  
also **GOOD** at?

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## Reframing Characteristics — Looking for Strengths

**José** – Accurate sorting of passenger baggage to correct locations

Characteristics	Employment Implications
Communication	Receptive > Expressive, 2-3 word commands rather than conversation, literal
Social Interaction	Limited and predictable
Restricted Interests	All airport code information is memorized – his coworkers need references

Because this individual has autism...

*He outperforms his typical coworkers*

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## Reframing Characteristics — Looking for Strengths

Name \_\_\_\_\_ School Task/Activity \_\_\_\_\_

Strengths	What can you use them for?
_____	_____
_____	_____
_____	_____

Because of your characteristics...

*YOU might even outperform others!*

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# Effective Self-Advocacy Through Personal Awareness

What does it mean to me to have...

## FOUR STEPS TO DISCLOSURE

Self-Determination → Disclosure → Self-Advocacy

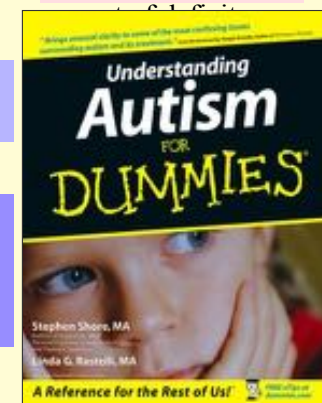
1. Awareness of strengths and challenges through verbal, pictorial, and other communication.

2. “Rack up” strengths and challenges.

3. Non-judgmental comparison of characteristic with others and potential role models.

4. Present the label summarizing a condition rather than a name for a person.

Making one's needs known in a way that others can understand and enables them to provide support.



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## SELF-ADVOCACY

You're Lost... And you ask someone for directions...

"After the 6<sup>th</sup> light you look for the big tree on the left and take the third right. Then after the second church you see a fire station and go left. After going left you take a right at Tom Street. Drive for 4 blocks and keep bearing right until you see a stream on left which tells you to take a bridge on the right headed towards the water tower. When you pass the water tower take the second left and pull into a parking space in front of International Bicycle Shop and you are there!

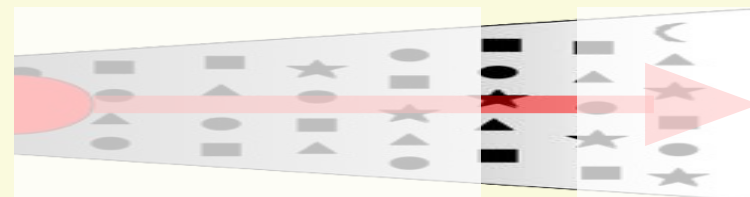
Wow!!! Too much to remember!  
What are you going to do?

1. You suddenly realize there's way too much information for you to remember
2. Hold on a moment! Can you wait a moment while I get something to take this down?
3. I won't remember it all!  
Thanks for waiting...

**SCANNED**  
**ADVOCATED**  
**DISCLOSED**

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



AGE	0	1.5	2.5	4	6	8	10	13	19	
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Putnam evaluation of atypical development	Putnam evaluation of atypical development	Enter Putnam	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter "e."
V	Turn over at 8 days	Withdrawal from environment	Withdrawal from environment	Withdrawal from environment	Withdrawal from environment	Condition improves to "neurotic"	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather	My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either
E	Rapid physical and motor development	Tantrums	Tantrums	Tantrums	Tantrums	The wonderful world of watch motors	The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken wings	Teacher concerns for reading and math difficulties	
N						Early intervention from parents who refute recommendations for removal from home	Echolalia and return			
T										
S										

**Literal Thought**

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## HOLD THE DOOR PLEASE?



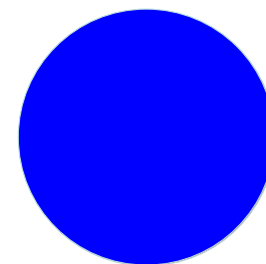
Laura Jekel, 12/2000

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## WHAT IS THE HIDDEN CURRICULUM?

Language: Literal Interpretation and Idioms

I'll get to your question in a minute...



**BLACK & WHITE THINKING**

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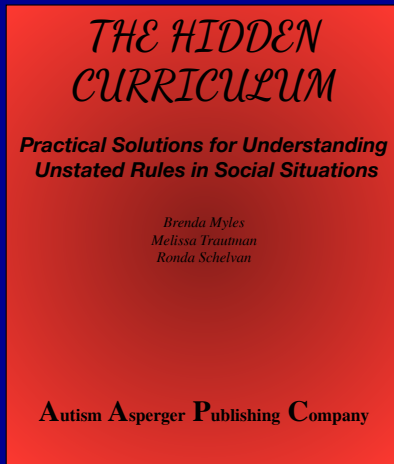
## WHAT IS THE HIDDEN CURRICULUM?

### Explanations

- Set of assumed knowledge not directly taught... considered as universally known and understood.
- Often remains hidden until a social blunder

### Implications

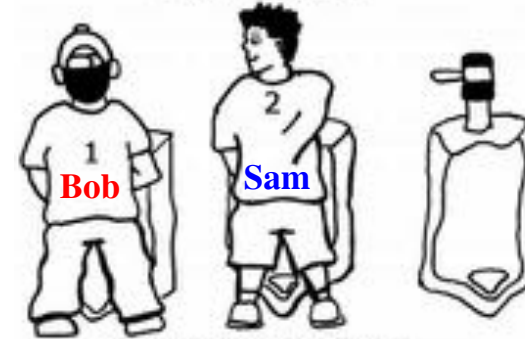
- Usually not found in written material such as a student code of conduct, employee handbook, etc.



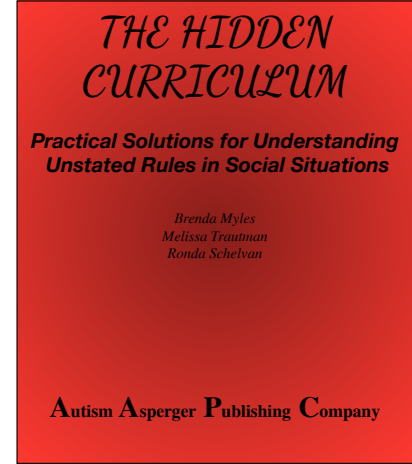
Adapted from Myles, B., Endow, J., & Mayfield, M. (2013). *The hidden curriculum of getting and keeping a job: Navigating the social landscape of employment*. Shawnee Mission, KS: AAPC Publishing.

## THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)



[http://www.esoterically.net/log/archives/2003\\_01.html](http://www.esoterically.net/log/archives/2003_01.html)



**Sam** arrives after **Bob**. What two rules did he break?

USING YOUR  
STRENGTHS  
TO DO A BETTER JOB

## SOMETIMES AN ENDEAVOR DOES NOT WORK OUT



AND A CHANGE IN PLANS IS REQUIRED





# Does Your Bike

## Need Repair?

Call Stephen at 555-1212

Fix my bike 555-1212  
Fix my bike 555-1212  
Fix my bike 555-1212  
Fix my bike 555-1212  
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Fix my bike 555-1212

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## ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Challenges in verbal and nonverbal communication	Few communication requirements	Stock shelves
Challenges in socialization	Limited contact with public, more solitary job duties	Filing, sorting, paper shredding, stapling, after-hours cleaning
Unusual response to sensory stimulation	Provider of preferred sensory input, ability to avoid noxious sensory stimulation	Hanging clothes, washing cars (for those enjoying that type of tactile input)
Difficulty with change and transition	Few changes, stable work environment, little staff turnover, same work task all day	Small business, family business, assembly line

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

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## ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Strong visual-motor skills	Requires good visual-motor skills	Small-parts assembly, manufacturing, printing
Behavior challenges	Few antecedents to challenging behaviors, with situations where possible problems don't endanger others	Situations where behavior doesn't cause dangerous situations; avoid factories or jobs using heavy machinery
Savant skills	Responsibilities capitalizing on these strengths	Matching stock numbers to packing lists, mathematically oriented positions for those with good math skills

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

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## ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics	Preferred Job Attributes	Possible Positions
Rituals and compulsions	Attention to detail and order	Positions with repetitive tasks that must be done with high accuracy, such as counting items to be placed into packages
<p><b>Asperger Syndrome at work: Success strategies for employees and employers</b></p> <p><b>Coulter Video</b></p> <p><b><a href="http://www.coultervideo.com">www.coultervideo.com</a></b></p>		

Adapted from Shore, S. & Rastelli, L. (2006). *Understanding autism for dummies*. New York: Wiley.

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# DON'T LET THIS HAPPEN...

Special Education is **ALL DONE!!**

I want to be just like **EVERYONE ELSE**

OOPS!!!!!!

Well...

Maybe I **DO** need to find the Office of Student Support



## Paradigm Shift From Being Advocated for to Self-Advocacy

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# INSTITUTIONAL RESPONSIBILITIES

## High School

## College

- Provide those deemed in need of special education a customized education according to their needs in order to level the playing field.

- Individuals with Disabilities Education Act

- Provide equal access to educational programs, services, facilities & activities
- Provide reasonable accommodations, academic adjustments and/or auxiliary aids & services
- Maintain student confidentiality
- Written policies & procedures (including grievance) in alternative format

- Americans with Disabilities Act/504

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# T R A N S I T I O N

## High School

## College

- 5-6 hours/day of classes
- 1-2 hrs/day HW
- Frequent quizzes, non-cumulative tests
- Teaching content from textbooks
- 25-20 students/classroom
- One building

- 4-5 classes each 3-4 hours/wk
- 2 hrs/day/class hour HW
- 2-3 cumulative exams/semester
- Research, primary sources
- 10-300 students
- Entire campus

## Self-Initiated Individual Education Plan (Cont.)

### Accommodation Menu

Note: This form is not required by IDEA

Student: Somebody Date: 10/28/20

Teacher: Anybody IEP Manger: Everybody

Effectiveness Used?	Effectiveness (1-5)	Accommodation	Effectiveness Used?	Effectiveness (1-5)	Accommodation
✓	4	Placement Preferential seating Small group	✓	2	Sensory Lighting Hat with visor Standing at desk
✓	5	Assignments Reduced paper/ pencil tasks Extended time	✓	5	Other Outline with due dates for assignments

Adapted from McGahee et al. (2001). *Student-led IEPs: A guide for student involvement*. Arlington, VA: Council for Exceptional Children in Shore (Ed). (2004) *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Company. P. 91.

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# Making College Right (Cont.)

ACCOMMODATIONS WORKSHEET		
Name: <u>Any Student</u> School: <u>Any State College</u>		
Counselor: <u>Unnamed Somebody</u> Date: <u>August 15, 2020</u>		
Challenge	Cause	Suggested Accommodation
Taking tests with multiple questions per page.	Visually over stimulating, gets lost in all the words.	1. Only one question per page. 2. Two sheets of paper to cover distracting verbiage.
Unable to concentrate under fluorescent lights.	Perception of 60Hz cycling due to visual sensitivity	Explore alternate lighting, sit next to window, wear baseball cap in class.
Scheduling long term assignments.	Poor executive function.	Regularly meet with professor (perhaps once a week) to keep on target with lengthy assignments.

# Making College Right (Cont.)

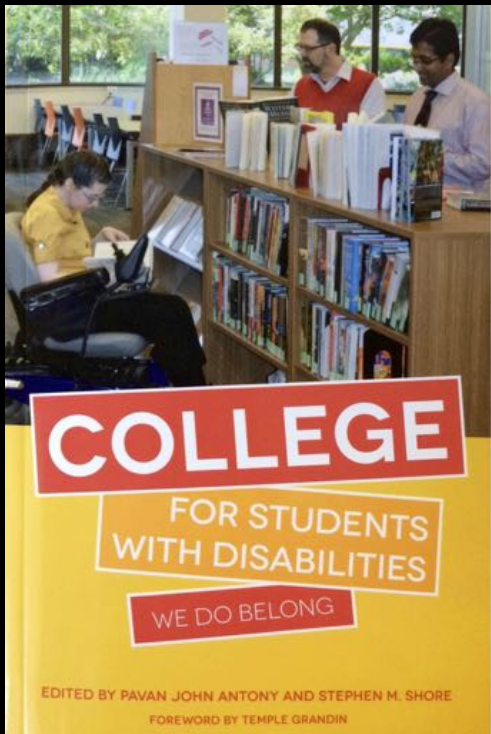
## REALITY CHECK

(Lorraine Wolf)

A.S.

Colleges are in the business of education

College are not rehabilitative institutions



## FRIENDSHIP, DATING, & SEXUALITY

Talking About Sex - Myths of Sexuality - Peter Gerhardt

### Common Myths

- Persons with autism...
  - have little to no interest in sex
  - are hypersexual
  - are solely heterosexual

### But the Truth is...

- Persons with autism are as diverse sexually as everyone else
    - and, sexuality education is complicated by challenges in language, communication, and social differences.
- While sexual feelings and interest may be high, a primary information source is usually not available – non-spectrum teens (Volkmar & Wiesner, 2003).
- With proper support people with autism can have relationships; often with a person having a difference.

So... How can we help people on the autism spectrum deal with this important part of life?



## SUCCESS WITH AUTISM

### A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — ADULT



Sheltered Workshop for People with Asperger Syndrome

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## Robert the Wayfinder

### —Addressing Change in Routine

A young Autistic (level 1) adult, Robert revels in his job that perfectly matches his deep interest in trains and urban transportation systems. For the past four years, he has flawlessly provided lost patrons with detailed schedules and transfer connections as needed.

While his instructions are spot on, some patrons have expressed frustration when Robert rattles off directions faster than they are unable to keep up.

Please...

1. *suggest* a plan employing Robert's desire to share direction information at a slower speed, and,
2. *describe* what you might do as Robert's supervisor to implement this plan.

Due to COVID-19, Robert now works from home providing information via Zoom. How will you...

1. **maintain and adjust** Robert's schedule at home, keeping things the same as possible.
2. **communicate** changes in the best way Robert understands.
3. **self-care** so you can support Robert **plus** strategies for remaining calm.

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## Some Resources for Support

### The Big 3

1. **Maintain Routines - Adjust when Needed**
2. **Clear Communication**
3. **Self-Care – Breath**

1. Take a few breaths



2. Sit back and just observe
3. Watch your thoughts run through your mind
4. Notice what happens when you do not try to stop them or engage in them

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## "Soft" Skills for Employment

Hidden Curriculum

Relationship Management

Supervisors, Coworkers, Friendships

Scheduling

Executive Functioning

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# Neurodiversity in the Workplace

<https://www.neurodiversityarcphl.com/>

Preparing Transition Age Youth with Autism for Employment

Hidden Curriculum  
Relationship Management  
Supervisors, Coworkers, Friendships  
Scheduling  
Executive Functioning  
Sensory Issues



Stephen Shore, Ed.D

Robert Naseef, Ph.D.



- ❖ Professor at Adelphi University.
- ❖ Research focuses on matching best practice to the needs of people with autism.
- ❖ President emeritus of the Asperger's Association of New England.

- ❖ Internationally renowned for presentations, consultations and writings on lifespan issues pertinent to education, relationships, employment, advocacy, and disclosure.
- ❖ 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



- ❖ Psychologist and father of an adult son with autism.
- ❖ Practice focuses on supporting families where a child, spouse or other member has autism.
- ❖ Board member of the Philadelphia Society of Clinical Psychologists.
- ❖ Internationally renowned for presentations, consultations, writings on issues pertinent to fathers of children with disabilities, relationships, and employment.
- ❖ Was honored by the Variety, the Children's Charity for for 20 years of outstanding contributions to the autism community.
- ❖ Co-founder of Alternative Choices, an independent psychology practice in

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## TURNING AWAY FROM CLOSED DOORS TO OPEN

### Defining Success

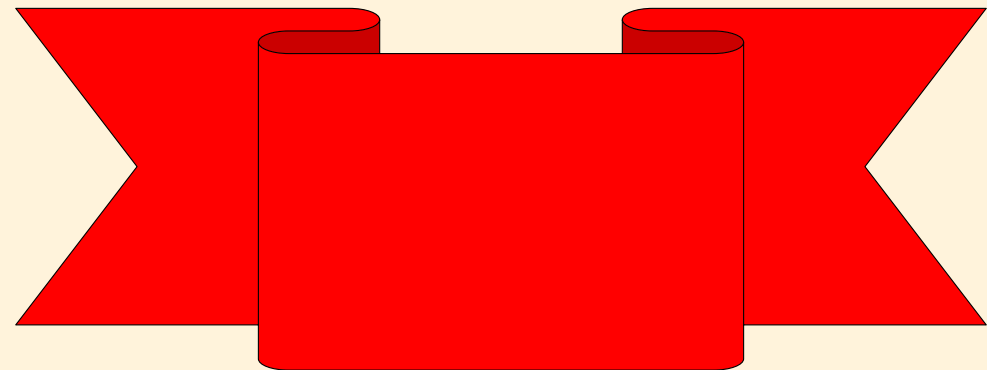
If you are productive and fulfilled  
with your life you are probably successful

It's all in the  
journey

You are exactly where  
you need to be **right**  
**now**



# Thanks for your participation!

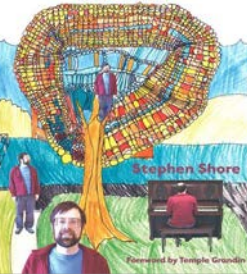


Stephen Shore

[www.drstephenshore.com](http://www.drstephenshore.com)

## Beyond the Wall

Personal Experiences with  
Autism and Asperger Syndrome  
second edition



## 破牆而出

我與自閉症、亞斯伯格症共處的日子

著：史提芬·夏亞 (Stephen Shore)  
譯：王凡



スティーブン・シアア  
Stephen Shore  
森 由美子 (訳)

## 壁のむこうへ

自閉症の私の人生  
Beyond the Wall  
Personal Experiences with Autism and Asperger Syndrome



## 벽을 넘어서

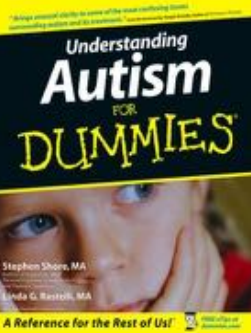
정복을 향한 여노, 자폐인의 이야기



[www.drstephenshore.com](http://www.drstephenshore.com)

## Ask and Tell:

Self-Advocacy and Disclosure  
for People on the Autism Spectrum



## Living Along the Autism Spectrum

What Does It Mean  
to Have Autism  
(or Asperger Syndrome)?



## Ask and Tell:

Self-Advocacy and Disclosure  
for People on the Autism Spectrum

自閉症スペクトラム 生き方ガイド  
自己権利擁護と障害表明のすすめ

スティーブン・シアア 著 森由美子 訳 荒木健雄 監訳

