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

As you breathe, think…

Inhale calm
Exhale stress

4. How do you feel in your body and mind?

WHERE DOES AUTISM COME FROM?

Where oh where did this autism come from?
Oh where oh where can it be?
With mysteries cut long and eye contact cut short?
Oh where oh where can it be from?

A LITTLE ABOUT ME

Introduction

The Autism Bomb – NOT

Loss of speech & tantrums
Environments withdrawal
Self-stims

A little about me…
**Redefining Characteristics — Looking for Strengths**

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Employment Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Detailed, factual, data-driven, truthful, repetitive, repetitive</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>Limited and predictable</td>
</tr>
<tr>
<td>Restricted Interests</td>
<td>All information is memorized – his coworkers need references</td>
</tr>
</tbody>
</table>

Because this individual has autism...  

*He outperforms his typical coworkers*

---

**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

http://www.amazingeducationalresources.com/?fbclid=IwAR2unhXr_8qVWxJitOT_zseDq37nnndBCiAEZ0-1Z5UEH1czZJnXSEJfA

---

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

![Diagram of autism spectrum with labels](image)

**AGE** 0 1.5 2.5 4 6 8 10 13 19

<table>
<thead>
<tr>
<th>Events</th>
<th>0</th>
<th>1.5</th>
<th>2.5</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>13</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn over at 8 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapid physical and motor development</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tantrums</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Putnam evaluation of atypical development</td>
<td>strong autistic tendencies &amp; psychotic Early intervention from parents who refute recommendations for removal from home</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Self Awareness</td>
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<td></td>
</tr>
</tbody>
</table>

---

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

![Diagram of autism spectrum with labels](image)

**AGE** 0 1.5 2.5 4 6 8 10 13 19

<table>
<thead>
<tr>
<th>Events</th>
<th>0</th>
<th>1.5</th>
<th>2.5</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
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<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn over at 8 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rapid physical and motor development</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Tantrums</td>
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<td></td>
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</tr>
<tr>
<td>Putnam evaluation of atypical development</td>
<td>strong autistic tendencies &amp; psychotic Early intervention from parents who refute recommendations for removal from home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

Kindergarten

Social & academic difficulties

Discovered making a mess of myself while eating BBQ chicken wings

Loved cats but dogs…

Yikes bikes!
**WHEN DOES TRANSITION TO EMPLOYMENT BEGIN?**

Possible “Jobs” Around the House

---

**Federally mandated transition age:**

---

**INITIAL PREPARATION FOR EMPLOYMENT**

Possible “Jobs” Around the House

---

**Preparing for Employment Success**

- Repetition
- Proficiency
- Responsibility
A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8

<table>
<thead>
<tr>
<th>AGE</th>
<th>0</th>
<th>1.5</th>
<th>2.5</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>13</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Typical development</td>
<td>Autism bomb hits</td>
<td>Putnam evaluation of atypical development</td>
<td>Putnam condition improves to “neurotic”</td>
<td>Enter Putnam kindergarten</td>
<td>Social &amp; academic difficulties</td>
<td>Discovered making a mess of my room</td>
<td>Lied cats</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Turn over at 8 days</td>
<td>Physical and motor development</td>
<td>Putnam from environment</td>
<td>The wonderful world of watch motors</td>
<td>Echolalia and racing</td>
<td>Making a mess of my room</td>
<td>Lied cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Putnam from environment</td>
<td>Autism bomb hits</td>
<td>Putnam condition improves to “neurotic”</td>
<td>Enter Putnam kindergarten</td>
<td>Social &amp; academic difficulties</td>
<td>Discovered making a mess of my room</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Physical and motor development</td>
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<td>Putnam condition improves to “neurotic”</td>
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<td>Discovered making a mess of my room</td>
<td>Lied cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Interests and Strengths</td>
<td>Special rocks</td>
<td>Cracking rocks</td>
<td>Teacher concerns for reading and math difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning.

SOME SPECIAL INTERESTS

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

Some Resources for Support

**The Big 3**

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Long breath out, release</td>
<td>Long breath out, release</td>
<td>Long breath out, release</td>
</tr>
</tbody>
</table>

---

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

**FINDING YOUR OWN PREFERENCES**

<table>
<thead>
<tr>
<th>Likes &amp; Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Gym</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Gym</td>
</tr>
<tr>
<td>Reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Gym</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Gym</td>
</tr>
<tr>
<td>Reading</td>
</tr>
</tbody>
</table>

**The Importance of:**

<table>
<thead>
<tr>
<th>Interests</th>
<th>&amp;</th>
<th>Strengths</th>
</tr>
</thead>
</table>

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?

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
### Reframing Characteristics — Looking for Strengths

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

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Employment Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Receptive &gt; Expressive, 2-3 word commands rather than conversation, literal</td>
</tr>
<tr>
<td>Social Interaction</td>
<td>Limited and predictable</td>
</tr>
<tr>
<td>Restricted Interests</td>
<td>All airport code information is memorized – his coworkers need references</td>
</tr>
</tbody>
</table>

---

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

*He outperforms his typical coworkers*

---

**Name______________ School Task/Activity______________**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>What can you use them for?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Because of your characteristics...**

*YOU might even outperform others!*

---

**Effective Self-Advocacy Through Personal Awareness**

What does it mean to me to have...

---

**FOUR STEPS TO DISCLOSURE**

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 set of deficits.

Making one’s needs known in a way that others can understand and enables them to provide support.
**SELF-ADVOCACY**

You’re Lost… And you ask someone for directions…

"After the 6th 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!

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…

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

<table>
<thead>
<tr>
<th>AGE</th>
<th>0</th>
<th>1.5</th>
<th>2.5</th>
<th>4</th>
<th>6</th>
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<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Typical development</td>
<td>Turn over at 8 days Rapid physical and motor development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Autism bomb hits environment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>E</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>Enter Putnam Condition improves in “neurotic” The wonderful world of watch motors Echolalia and return</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>E</td>
<td>Kindergarten Social &amp; academic difficulties Discovered making a mess of myself while eating BBQ chicken</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>Special interests in astronomy and weather Teacher concerns for reading and math difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Concern about dropping the letter “e.” 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</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**WHAT IS THE HIDDEN CURRICULUM?**

Language: Literal Interpretation and Idioms

I’ll get to your question in a minute…

**BLACK & WHITE THINKING**

Laura Jekel, 12/2000
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.


THE HIDDEN CURRICULUM
Practical Solutions for Understanding Unstated Rules in Social Situations

Brenda Myles
Melissa Trautman
Ronda Schelvan

Autism Asperger Publishing Company

THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)

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


Sometimes an endeavor does not work out and a change in plans is required.

USING YOUR STRENGTHS TO DO A BETTER JOB

BICYCLE REPAIR

AND A CHANGE IN PLANS IS REQUIRED
ACHIEVING EMPLOYMENT SUCCESS
Matching Needs to Possible Positions

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


ACHIEVING EMPLOYMENT SUCCESS
Matching Needs to Possible Positions

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


Asperger Syndrome at work:
Success strategies for employees and employers

Coulter Video
www.coultervideo.com

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

---

**INSTITUTIONAL RESPONSIBILITIES**

High School

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

College

- Provide equal access to educational programs, services, facilities & activities

---

**American Disabilities Education Act**

- Provide reasonable accommodations, academic adjustments and/or auxiliary aids & services
- Maintain student confidentiality
- Written policies & procedures (including grievance) in alternative format

---

**TRANSITION**

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 hours/day of classes</td>
<td>4-5 classes each 3-4 hours/wk</td>
</tr>
<tr>
<td>1-2 hrs/day HW</td>
<td>A 2 hrs/day/class hour HW</td>
</tr>
<tr>
<td>Frequent quizzes, non-cumulative tests</td>
<td>A Sensory Lighting Hat with visor Standing at desk</td>
</tr>
<tr>
<td>Teaching content from textbooks</td>
<td>Assignments Reduced paper/pencil tasks Extended time</td>
</tr>
<tr>
<td>25-20 students/classroom</td>
<td>Other Outline with due dates for assignments</td>
</tr>
<tr>
<td>One building</td>
<td></td>
</tr>
</tbody>
</table>

---

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

<table>
<thead>
<tr>
<th>Acqmen</th>
<th>Note: This form is not required by IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: [Somebody]</td>
<td>Date: [10/28/20]</td>
</tr>
<tr>
<td>Teacher: [Anybody]</td>
<td>IEP Manger: [Everybody]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness Used?</th>
<th>Effectiveness Used?</th>
<th>Sensory Lighting Hat with visor Standing at desk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Preferential seating Small group</td>
<td>Placement Preferential seating Small group</td>
<td>2</td>
</tr>
<tr>
<td>Assignments Reduced paper/pencil tasks Extended time</td>
<td>Assignments Reduced paper/pencil tasks Extended time</td>
<td>5</td>
</tr>
</tbody>
</table>

**REALITY CHECK**  
(Lorraine Wolf)

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

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.

Some Resources for Support

The Big 3

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

“Soft” Skills for Employment

Hidden Curriculum

Relationship Management

Supervisors, Coworkers, Friendships

Scheduling

Executive Functioning

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
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

TURNING AWAY FROM CLOSED DOORS TO OPEN
Defining Success

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

You are exactly where you need to be right now.

Thanks for your participation!

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 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.
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 Philadelphia.

Stephen Shore
www.drstephenshore.com
www.drstephensshore.com