



3rd Annual Central Massachusetts Autism Summit

Current Practices in Employment Services

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Services offered for Adults on the Autism Spectrum

- **Program Based where adults receive:**
 - CBDS (job ready skills)
 - Group Supported Employment
 - Competitive Employment
- **Mass Rehabilitation Commission (MRC)**
 - Competitive Integrated Employment (CIES)

Recipe for Success

- ▶ There is no cookie cutter approach – no template to use for success
- ▶ All members on the Person with Autism's team need to be invested. (Family, Provider Agency, DDS, Place of Employment)
- ▶ Listen to the Person with Autism's wishes and pair them with their abilities
- ▶ Conduct an Interest Inventory and use their strengths to find a job could fit them



Successes and Challenges in Supporting Adults on the Autism Spectrum so they can be employed competitively >>

Amanda's Team

- ▶ **Her Family** – assist in transportation, advocating for Amanda, assisting other team members to better understand Amanda's abilities or how to approach situations.
- ▶ **Day Program** – Program Supervisor, Job Developer and Job Coaches all available to assist Amanda to learn her job, advocate for her and get her where she needs to be.
- ▶ **DDS** –Financial Support to allow for Provider Agency to successfully support Amanda and Service Coordinator as Amanda's advocate as well.
- ▶ **Employer** – Understands Amanda's needs/supports/accommodations yet still treats her like all other employees. Also where natural supports are developed.

Amanda's Job as a Receptionist

4 days a week 12:30p – 4:30p

- ▶ Responsibilities include:
 - Greeting visitors
 - Answering phones
 - Taking snack inventory and filling when empty in conference room
 - Wiping and Cleaning kitchen/fridge area
 - Mail
 - Conferences – greeter, prepares giveaways, runs photo booth
 - Senator's Luncheon – greeter and passes name tags
 - Utilized Email System

Accommodations for Success

- ▶ Communication between Job Developer/Job Coach and Employer at all times.
- ▶ All new tasks JD/JC train and then fade out when she has mastered them.
- ▶ Visual cues/scripts – i.e. what to say on phone/greeters and if/then scenarios
- ▶ Remembering not to be literal – use examples
- ▶ Daily Task Check list (example)
- ▶ Business Card Amanda can hand to people about her
- ▶ Structure her roles to fit her abilities

ADDP DAILY TASK CHECK LIST

MONDAY

1. Greet co-workers upon arrival and check to see who is or is not in the office - for call responses.
If a staff member is in, the call will be transferred. If not, take a message and put the message in the staff member's office mailbox. **Always be sure to ask the name of who is calling and where they are calling from so that you may tell a staff member this information before you transfer the call.**
2. Wipe down your desk, turn on computer and prepare message sheet.
3. Sign-in to email. Read any new messages and respond to them.
Your password is under the keyboard. If there are any project requests made through email, read them through for directions.
4. Check-in with Sarah to go over today's Task List and see if there are additional tasks for today.
5. Check the bin on your desk to see if there is any paperwork to be copied or typed into the computer.
If there is any mail in your bin that needs to go out, it must be in the mailbox outside before 4:00 PM.
6. Wipe down the countertop and table in the conference room.
7. Stock utensils, cups, pens, and refill the ice trays and k-cups in conference room.
8. Check that printer has paper and restock paper as needed.
9. Check the calendar to see what day(s) this week ADDP has the training room downstairs.
Days that ADDP has the training room will be marked with a **big blue X**. On days ADDP has the training room, **please tidy it up by wiping down the tables and counters. Always send an email to staff that you are leaving your desk and where you will be going.**
10. Take inventory of all supplies in the office using your inventory sheets.
Enter the inventory amounts on the computer and send the sheets to Sarah **by email.**
11. Empty recycle bins from each office into large bin by the printer.
Always be sure to knock and wait for a response before opening a staff member's door.
12. 15 minutes before leaving, send Sarah an email to see if there is anything else to do before leaving.
13. 10 minutes before leaving, check-in with Sarah to go over today's Task List.

BEFORE LEAVING:

- Save any projects you are working on and turn off computer.
- Give any completed projects to the staff member who requested them.
- Fill out your Time Sheet with the number of hours you worked today.
- Put all your supplies away and leave your desk how you found it.
- Say goodbye to co-workers before you leave and meet Mom outside by the entrance.

EVERYDAY REMINDERS:

- **Remember to ALWAYS answer the phone while you are working on your tasks.**
- On days when there is a meeting and there are signs on the office door and the doors downstairs, remember to take the signs down when the meeting is almost finished or is finished.
- At 2:00 PM have a snack at your desk, if you would like one. Remember to answer the phone during this time and be sure that there is no food in your mouth when you are on the phone.
- Remember to greet all visitors when they arrive at the office. If a visitor is here to see a staff member, ask who they are and who they are here to see. Ask the visitor to have a seat, and then go tell the appropriate staff member the person has arrived. If a visitor is here for a meeting, direct them to the room where the meeting is being held.

COMPLETED

TASKS

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13.



I have PCDH19 Epilepsy. It is a severe form of epilepsy that affects my need for personal space and my processing time, but not my desire for kindness and smiles.

There are lots of other girls like me, and we need your help.



Please visit our web page
to learn more.

www.PCDH19info.org

PCDH19
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Challenges Team Faces

- ▶ Changes in Office Personnel and educating new staff on Amanda
- ▶ When tasks are changed – Employment Program needs to be available for support/training
- ▶ Technical Equipment changes – need time for training/learning (email, phone systems etc.)
- ▶ Literal statements
- ▶ Transfer of skills – i.e. vacuuming at one location is not the same in all
- ▶ Confidentiality – families receiving information from employers around their son/daughter performance and not communicating with others
- ▶ Letting Go/Being Over Protecting

Amanda at Work





Questions

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