

# About the Program

Neurodiversity in the Workplace



## Why we are here...

### A Partnership



# The Arc of Philadelphia



- ❖ *When:* 1948
- ❖ *Who:* parents of children with developmental and other disabilities
- ❖ *What:* one of the first of now almost 700 Arc chapters in the United States.
- ❖ *Why:* seeking better services at a time when institutionalization of newborns with intellectual disabilities was the norm.
- ❖ *How:* labored tirelessly for the equal rights and human dignity of people with disabilities

## Objectives

- ❖ **Share a curriculum toolkit for youth on the autism spectrum that has been demonstrated to work successfully with SAP, the global leader in enterprise software.**
- ❖ **Use a community of practice model to inform curriculum development and maximize the impact for both facilitator and participant.**
- ❖ **Train participants to be able to train staff preparing youth on the autism spectrum for employment.**
- ❖ **Exchange resources and ideas to support self awareness, self advocacy and enterprise readiness skills for individuals with autism to be successful in college and employment.**

# Resources and Materials for Employment

Preparing Transition Age Youth with Autism for College & Employment



## Contributors



## Stephen Shore, PhD

- ❖ Professor at Adelphi University
- ❖ Research focuses on matching best practice to the needs of people with autism.
- ❖ Internationally renowned for presentations, consultations and writings on lifespan issues pertinent to education, relationships, employment, advocacy, and disclosure.
- ❖ President emeritus of the Asperger's Association of New England
- ❖ 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 outpatient treatment Dr. Shore was recommended for institutionalization. Nonverbal until age four.



## Robert Naseef, PhD

- ❖ Over 25 years as a practicing psychologist
- ❖ Published several articles and books on families of children with disabilities, including:
  - *Special Children, Challenged Parents: The Struggles and Rewards of Raising a Child With a Disability* (1997)
  - *Autism in the Family: Caring and Coping Together* (2013).
  - *Voices From The Spectrum* (2006), Co-editor with Dr. Ariel.
- ❖ Presents locally, nationally, and internationally on issues related to family life with special needs
- ❖ Special interest in the psychology of men.
- ❖ Board member of the Philadelphia Society of Clinical Psychologists.
- ❖ Honored by Variety, The Children's Charity in 2008, Variety, for his contributions to the autism community.
- ❖ Graduate of Temple University



## Thomas Cory, Director Neurodiversity at Work Program, The Arc of Philadelphia

- ❖ Has worked at The Arc of Philadelphia since June 2011,
- ❖ Since SAP launched its February 2014 Autism at Work Pilot, Thomas has been working on progressing the model in conjunction with SAP and OVR
- ❖ Diagnosed with ADHD, speech difficulties & learning disabilities at age 6. Enrolled in OVR upon high school graduation.
- ❖ Brings a different perspective on going through the vocational & educational systems as well as living with “silent disabilities.”
- ❖ MA Nonprofit Management, Eastern University; BS Northern Michigan University.



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## Tanya Regli, Executive Director, The Arc of Philadelphia

- ❖ 25 years in education advocacy
- ❖ High School Secondary Transition Coordinator
- ❖ Co-Founded Viewpoints Learning Project and Special Education Alliance of Cheltenham
- ❖ Professional career in Philadelphia has included Taller Puertorriqueno, Congreso de Latinos Unidos, Aspira, The Philadelphia Foundation and Hispanos Unidos para Ninos Excepcionales (HUNE)
- ❖ MSS/MLSP Bryn Mawr Graduate School of Social Work and Social Research; BA Georgetown University



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## Lisa Wallace Larkin, Lead Trainer

- ❖ Inclusion Facilitator since fall of 2014
- ❖ Curriculum designer for SAP high school academy
- ❖ 15 years experience teaching in public schools
- ❖ Master Teacher on Inclusive practices and direct instruction in reading (OG and Wilson certified)
- ❖ Consultant and trainer at conferences on Universal Design for Learning and Inclusive Classrooms
- ❖ Parent of an exceptional child



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# Materials

Overview



## Modules

Name ▾
451- Senses and Sensibilities
452- Social Skills for the Workplace
453- Stress Busters
454- The Hidden Curriculum
455- Self-Advocacy
456- Self-Disclosure
457- Do's and Don'ts of Electronic Communication
458- Do's and Don'ts of Social Media
459- Staying Focused
460- Emotional Regulation

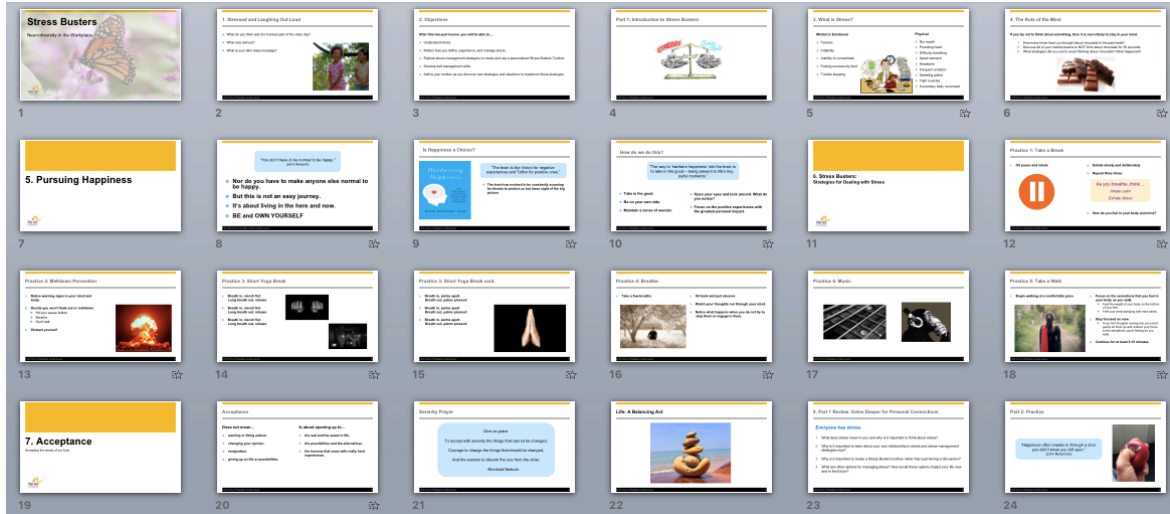
10 Modules

## What is a module?

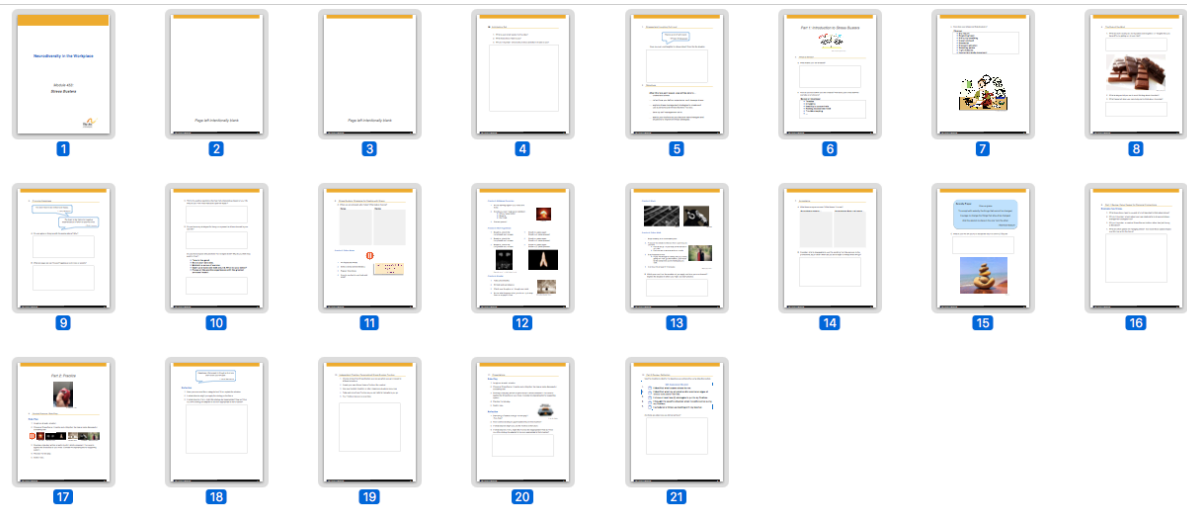
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453.stress.booklet.docx  
453.stress.lesson plan.docx

# PowerPoint Presentations




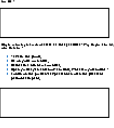

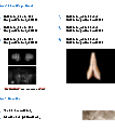



# Booklets





# Lesson Plan

Module 453 Stress Busters	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify stressors.</li> <li>Students will be able to identify coping strategies.</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify stressors.</li> <li>Students will be able to identify coping strategies.</li> </ul>		<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify stressors.</li> <li>Students will be able to identify coping strategies.</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify stressors.</li> <li>Students will be able to identify coping strategies.</li> </ul>	<p><b>Reflection:</b></p> <ul style="list-style-type: none"> <li>Students will be able to identify stressors.</li> <li>Students will be able to identify coping strategies.</li> </ul>
	<p><b>Activity 1:</b></p> <p>Students will be able to identify stressors.</p> 	<p><b>Activity 2:</b></p> <p>Students will be able to identify coping strategies.</p> 	<p><b>Activity 3:</b></p> <p>Students will be able to identify stressors.</p> 	<p><b>Activity 4:</b></p> <p>Students will be able to identify coping strategies.</p> 	<p><b>Activity 5:</b></p> <p>Students will be able to identify stressors.</p> 	<p><b>Activity 6:</b></p> <p>Students will be able to identify coping strategies.</p> 
<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>	<p><b>Part 2: Practice</b></p>

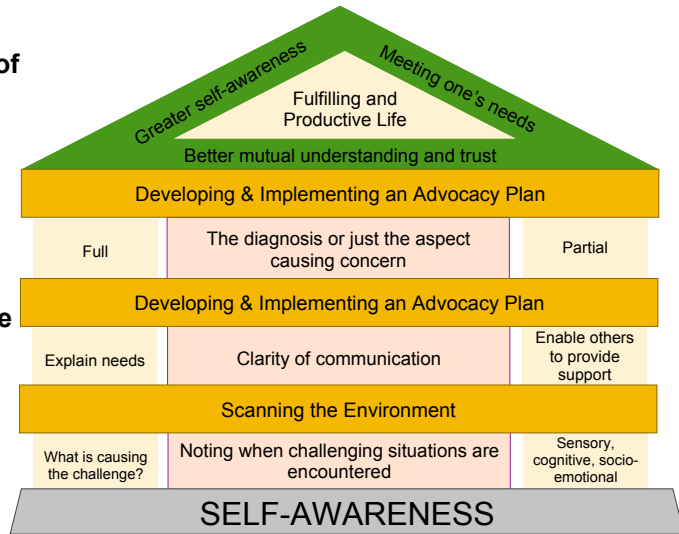
## 453 Stress Busters

- ❖ Individuals with autism frequently have difficulty regulating emotion.
- ❖ Includes brief, effective practices which are tools to manage stress.



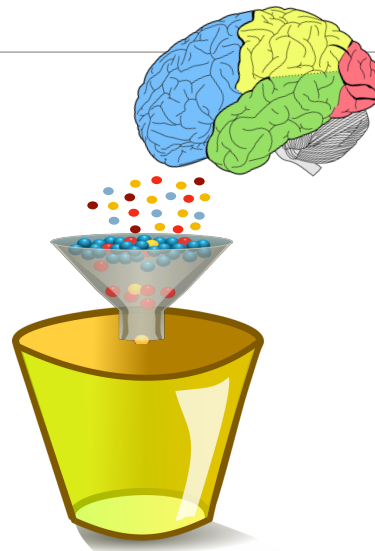
## 455 Self-Advocacy and Disclosure

- ❖ Includes developing a firm foundation of self-awareness pertaining to individual strengths and challenges.
- ❖ Participants will learn to implement a three-step procedure promoting successful self-advocacy.
- ❖ Includes a presentation on how to make a 4 step plan for self-disclosure in the workplace.








## 451 Senses and Sensibilities

- ❖ Sensory differences are an important difference in how individuals with autism experience the world.
- ❖ Each trainee completes a sensory profile with his or her differences.
- ❖ Coping strategies are discussed and considered as an important element in self-disclosure and possible accommodations.



## 458 Emotional Regulation

- ❖ A common stereotype is that people with autism are emotionless and lack empathy.
- ❖ In reality, people with autism have very strong emotions and often struggle with emotional regulation.
- ❖ Short video clips will be utilized to illustrate core emotions.
- ❖ The “5 point scale”, developed by Kari Dunn Buron and Mitzi Curtis, will be utilized by the trainers to help the trainees understand and control their emotional responses to various social situations.

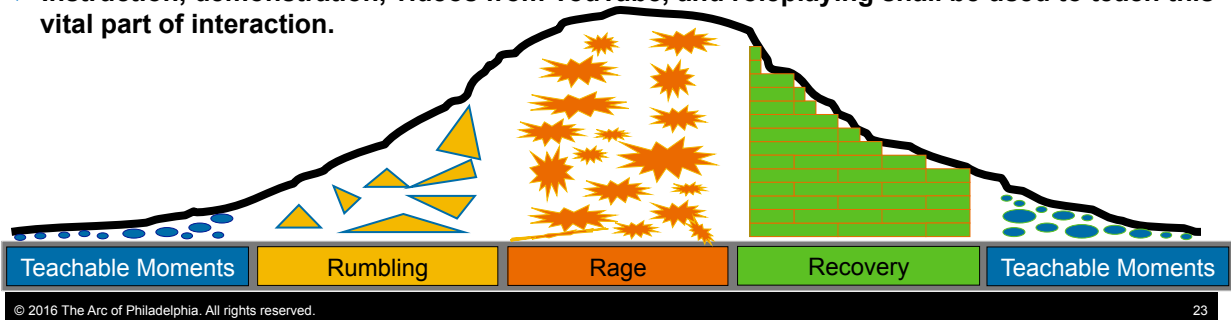
5		<b>Angry</b> I've lost control. I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.
4		<b>Overwhelmed</b> Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space
3		<b>Frustrated</b> I'm not getting it. I'm showing signs of stress. I should take a break now.
2		<b>Anxious</b> Trying to stay focused, but having a hard time staying on task. Use calming strategies now
1		<b>Happy</b> Ready and willing to Work

## 457 Staying Focused

- ❖ There is evidence that nearly 30% of individuals with autism also show signs of ADHD.
- ❖ Another 20% of individuals diagnosed with ASD have at least some of the symptoms, including:
  - Difficulty getting organized
  - Extremely distractible
  - Poor listening skills
  - Restlessness and trouble relaxing
  - Lateness
  - Angry outbursts
  - Problems prioritizing
- ❖ Each trainee will complete an informal ADHD rating scale.
- ❖ Coping strategies to deal with specific challenges will be presented and discussed.

## 454 The Hidden Curriculum

- ❖ Defined as “the rules everyone knows but nobody talks about” by Dr. Brenda Smith-Myles and colleagues.
- ❖ These unwritten or unspoken rules of society can be particularly challenging for individuals on the autism spectrum to perceive, decode, and transmit.
- ❖ Instruction, demonstration, videos from YouTube, and roleplaying shall be used to teach this vital part of interaction.



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## 456 Do's and Don'ts of Social Media

- ❖ Employees' use of social media can be one of the most treacherous components of workplace interactions.
- ❖ This module will provide suggestions and guideline for social media use, and help individuals manage their online and real world interactions.

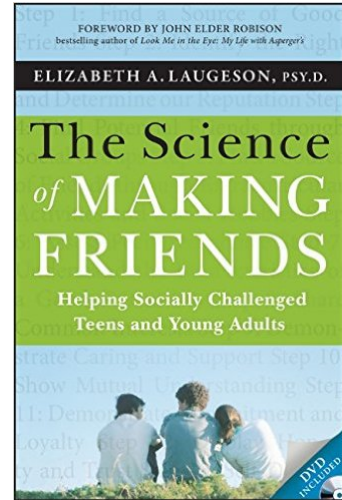


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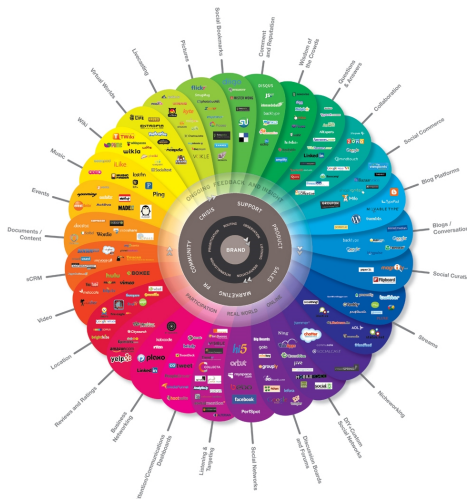
## 452 Social Skills for the Workplace

- ❖ **Key Social Skills include:** trading information, appropriate eye contact, personal space boundaries, appropriate volume, taking turns in conversation, and starting and entering conversations.
- ❖ **Video models drawn from The Science of Making Friends: Helping Socially Challenged Teens and Young Adults by Elizabeth A. Laugeson, Ph.D.**
- ❖ **Role plays in small groups**



## 456 Do's and Don'ts of Electronic Communication

- ❖ **Employees' communication through email, text, video chat and other forms of electronic communication are often a central part of a job.**
- ❖ **Navigating the etiquette of electronic communication can be a complex process for individuals with autism.**
- ❖ **This module shares some helpful rules in navigating electronic communication.**



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## Pointers as you review the materials...

- ❖ **Thinking from a Universal Design for Learning lens**
- ❖ **Employment Focus**
- ❖ **Participant centered**
- ❖ **User friendly for facilitator**
- ❖ **Additional resources (i.e. website, video clip, activities)**





# Questions?

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