

**HELP! I NEED TO GET MY CHILD A JOB:  
PATHWAYS TO COMPETITIVE  
EMPLOYMENT  
FOR YOUTH WITH AUTISM  
& OTHER DEVELOPMENTAL  
DISABILITIES**

MISSISSIPPI'S STATEWIDE AUTISM TRAINING INITIATIVE  
CREATING YOUR OWN PATH: SUCCESSFUL TRANSITIONS  
FOR PERSONS WITH AUTISM CONFERENCE

MADISON, MISSISSIPPI  
SEPTEMBER 11, 2015

Paul Wehman PhD  
Professor of Physical Medicine and Rehabilitation  
Chairman Division of Rehabilitation Research  
Director of VCU-RRTC  
Medical College of Virginia  
Virginia Commonwealth University

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**WHAT HAPPENS  
TO  
CUTE LITTLE KIDS  
WITH AUTISM & OTHER  
DEVELOPMENTAL DISABILITIES?**

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**"E-MAIL IS NOTHING MORE THAN A FAD..."**  
-PAUL WEHMAN, 1993

The poster features two images: the top one shows a group of people sitting on a porch with the text "HANGING OUT IN THE 80'S" and "BY THE HANGING OUTERS"; the bottom one shows a person sitting on a porch with the text "2013 HANGING OUT" and a quote: "It's the day that technology will surpass our human imagination. The world will have a revolution of ideas." -ALBERT EINSTEIN

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**They all become adults!!  
(Shreek!)**

The image shows a young girl with long, dark, messy hair and a wide, toothy grin, looking directly at the camera. She is wearing a light-colored, possibly white, shirt. The background is dark and indistinct.

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**Then...What do we do?**

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**Build a Bridge....  
Make a Plan !**

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PATHWAYS TO EMPLOYMENT

**How do we get there?**



The image shows a road map with a grid of streets. A black star marks the starting point labeled 'YOU ARE HERE'. A black 'X' marks the ending point labeled 'DESTINATION'. Several colored lines (yellow, green, red, purple, blue) represent different routes connecting the start and end points. The text 'Road Map' is written in a stylized font at the top right of the map area.

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SEAMLESS TRANSITION TO EMPLOYMENT



The image shows a large, red steel arch bridge spanning a wide river. The bridge has two prominent towers at its ends. The surrounding area includes green grass and some trees in the foreground. The sky is clear and blue.

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# EMPLOYMENT & INDEPENDENCE



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DAMIEN



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**Self Determination  
and  
Employment**



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**WHAT IS PERSON CENTERED PLANNING?**



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**Self Advocacy  
and the Need for  
Employment  
Before Exiting School**



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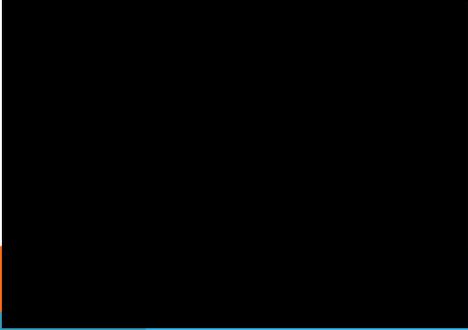
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[HTTPS://WWW.YOUTUBE.COM/WATCH?V=VJ-M\\_7IDPPA](https://www.youtube.com/watch?v=VJ-M_7IDPPA)



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WHAT EVIDENCE BASED MODELS ARE THERE?

**What Works?**

- Internships- Proj SEARCH, Marriot Bridges, Aspire, Microsoft
- Supported Employment
- Customized Employment
- College—Supported Education



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**INTERNSHIPS:  
PROJECT SEARCH**



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SAMPLE JOBS

- **Specialty Equipment (Isolettes)**
- **Pediatric Dental Clinic**
- **Clinical Sterilization**
- **ES Technician I**



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P.J.: CORONARY CARE UNIT

Duties:

- Stock drawers and cabinets in patient rooms
- Take out the laundry baskets
- Prepare rooms for the next patient
- Remove the needle boxes when they are full
- Make flow charts for each patient
- Stock lab trays
- Check refrigerator temperatures

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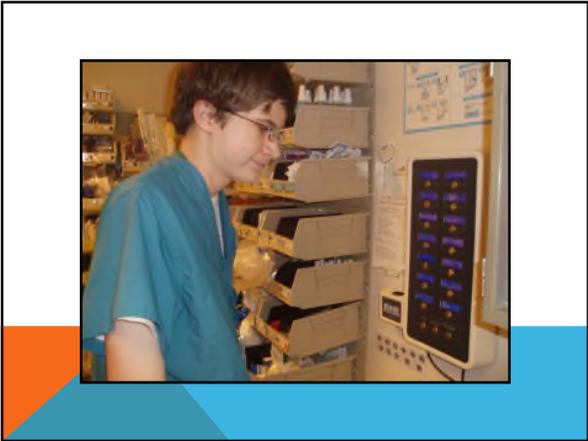
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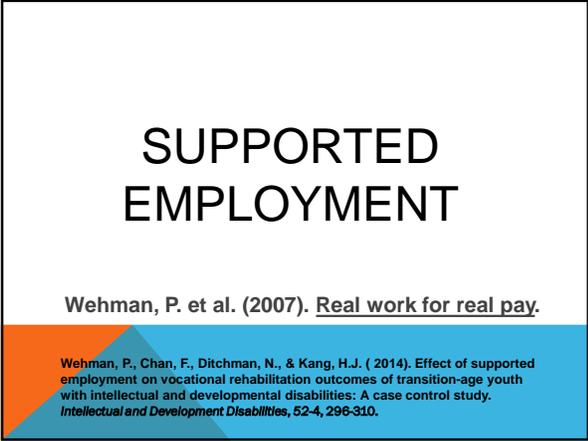
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**MEANINGFUL COMPETITIVE EMPLOYMENT**



- Zero Reject
- Employment specialist works directly with clients and employers at job site
- Integrated Work Setting
- Employees are hired, supervised and paid by the business

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**DOES SUPPORTED EMPLOYMENT WORK ?**

- In Wehman et al. (In preparation, 2014) 74 persons with ASD were referred for SE and 55 placed successfully.
- 77% were male.
- Average wage was \$9.22 per hour.
- 23.5 hours of work per week.
- 91% retention rate at 36 months.

Wehman, P., Brooke, V., Graham, C., Schall, C., Lau, S., Ham, W., Molinelli, A. & Rounds, R. (In preparation, 2014). Young adults with autism spectrum disorders in competitive employment: A retrospective observational study 2009-2013.

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**DOES SE WORK WITH  
TRANSITION AGE  
ID /DD YOUTH?**

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**Effect of Supported Employment on Vocational Rehabilitation Outcomes of Transition-Age Youth with Intellectual and Developmental Disabilities: A Case Control Study**

- Examine the effect of supported employment on outcomes of transition-age youth with IDD in public vocational rehabilitation system
- Data extracted from Rehabilitation Services Administration Case Service Report (RSA-911) for fiscal year 2009
  - \*23,298 youth with IDD between 16 and 25 years old
- Supported employment increased employment rates across all six homogenous subgroups
- Effect especially strong for particular individuals
  - \*Social security beneficiaries
  - \*Special education students
  - \*High school graduates with intellectual disabilities or autism
- Supported employment effectively enhances vocational rehabilitation outcomes of young adults

Wehman, P., Chan, F., Ditchman, N., & Kang, H. J. (2014). Effect of supported employment on vocational rehabilitation outcomes of transition-age youth with intellectual and developmental disabilities: A case control study. *Intellectual and Developmental Disabilities, 52*(4), 296-310.

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## MEET ROBERT



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## EMPLOYER



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VOCATIONAL CHALLENGES

- No previous work experience
- Echolalia
- Impulsive behavior
- Jerky body movements
- Loud vocalizations
- Screams
- Easily distracted
- Overly attentive to food; likes to eat



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VOCATIONAL STRENGTHS

- Supportive Family
- Transportation
- Desire to work
- Neat
- Knows how to get what he wants
- Reads & writes letters & numbers
- Communicates using phrases
- Great physical abilities



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ELECTRONICS DEPARTMENT TASKS

- Restocking & organizing DVD & CD displays
- Removing displays from sales floor
- "Zoning" products on shelves
- Cleaning area



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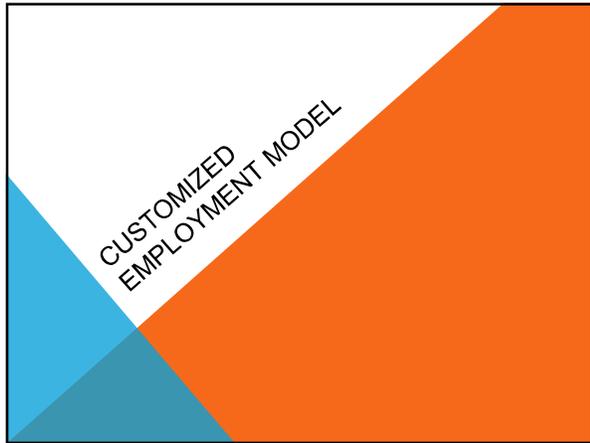
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**CUSTOMIZED EMPLOYMENT (CE)**

- Competitive work in integrated work settings
- Employee of a business (or the business owner)
- Minimum wages or higher
- Negotiated job duties that match the interests, skills, and support needs of the individual with a disability
- Creates a job of choice for the individual
- Meets the needs of the business / mutually benefiting both the individual and the employer

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**WORKING AT THE THEATRE**

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ALISSA HOW TO CUSTOMIZE A JOB: **JESSICA**



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**JESSICA**

Stocking blanket warmers and pods



Changing sharps boxes



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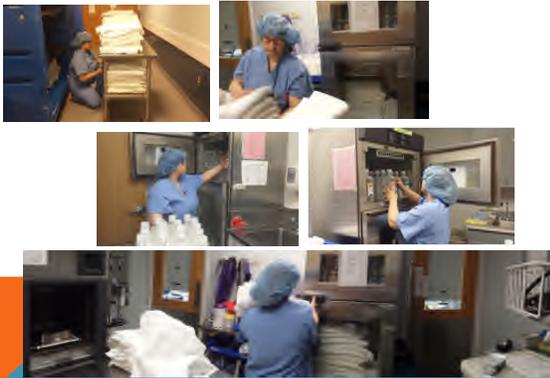
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Stocking the OR pods and checking and stocking fluids



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**SELF EMPLOYMENT**



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**COMIC MAN**

<https://screen.yahoo.com/young-man-down-syndrome-starts-225100800.html>



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**Business Development Using  
Vocational Rehabilitation ,  
Chamber of Commerce and  
BLN's Working  
Together**



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# THE SUPPORTED EDUCATION MODEL

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## Going to College: A great way to grow up



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## WHY ATTEND COLLEGE?



"I would like to participate in this program because I think it will help me get a better job.  
It will give me something else to do besides watching TV and maybe I can make some friends."

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## OVERVIEW OF SUPPORTED EDUCATION PROGRAM VCU ACE-IT IN COLLEGE

- 5-year demonstration grant through US Department of Education
- Inclusive, on-campus, college experience for students with intellectual disabilities
- Students began attending VCU the Fall of 2011
- Currently 13 students are involved in the program
- Students receive support through education coaches and employment through job coaches
- Outcome of ACE-IT in College is competitive employment in student's interest area based on courses and experiences at VCU
- Students receive a VCU School of Education Certificate upon completion

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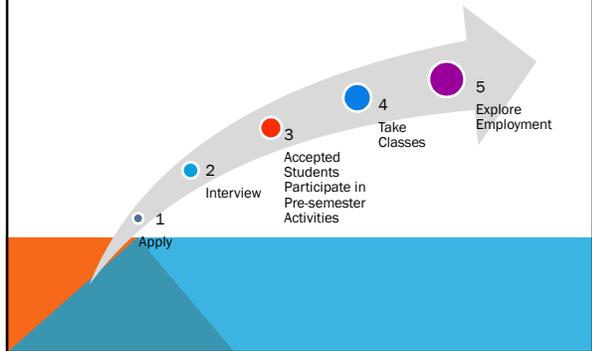
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## THE ACE-IT IN COLLEGE PROCESS




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VIRGINIA COMMONWEALTH UNIVERSITY

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

[www.vcuautismcenter.org](http://www.vcuautismcenter.org)

<http://www.centerontransition.org/>



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A PDF VERSION OF TODAY'S  
KEYNOTE IS AVAILABLE AT  
MISSISSIPPI'S STATEWIDE AUTISM TRAINING  
INITIATIVE'S CONFERENCE WEBSITE

[www.brc.ms.gov/Pages/Autism  
Conference.aspx/Keynote.pdf](http://www.brc.ms.gov/Pages/AutismConference.aspx/Keynote.pdf)



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