

Successful assessment of people with ASD

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Autism Spectrum Disorder (ASD)

- Autism Spectrum Disorder is a lifelong neurological disability that typically appears during the first three years of life.

Autism Spectrum Disorder

- 1 in 150 births OR 1 in 100 boys
- 4:1 boys: girls
- In Alabama, a 947% increase between 1992-2003 school years.
- In the U.S., 805% increase between 1992-2003 school years
- ASD has been found throughout the world in families of all racial, ethnic and social backgrounds.

Costs

- It costs more than \$90 billion each year to serve individuals with Autism (this is based on the number of individuals diagnosed to date.).
- 90% of these costs are in adult services.
- This cost can be reduced by 66% with early diagnosis and intervention.
- If no changes are made, the annual cost per year will be between \$200 and \$400 billion.

Diagnosis of ASD

- 3 Affected Areas –Each can range from mild to significant deficits
 - 1) communication
 - 2) socialization
 - 3) behavior, i.e, repetitive, inflexible rituals, isolated interests.

DSM-IV-TR

For Employment, you must include sensory issues

Types of Employment

- Competitive Employment
- Supported Employment
- Non-Employment

For those individuals who require lengthy support

- Supported Employment
 - Individualized
 - Comprehensive
 - Multiple Environments

Comprehensive Know the consumer

Areas of Concern for people with ASD in regards to Employment

- Communication
- Socialization
- Behavior
- Sensory

Multiple Environments

- People with ASD respond differently in different environments and with different people.
- People with ASD can have a bad day.
- Know the person and find a situation/setting in which the individual can be successful.

Evaluating Individuals with ASD

Communication

- Communication level with and without assistance
- What type of assistance
- Does the amount or quality of communication change in a new setting or with certain people?

Evaluating Individuals with ASD

Behavior

- At school, home, community, etc.
- If there are behavioral issues, where and when do they typically occur?
- If individual becomes upset, what does the behavior look like?
- What usually calms the person down?

Evaluating Individuals with ASD

Behavior

- Does the individual express any repetitive behaviors that need to be addressed or that could hinder/help him/her in the workplace?
- Are any of the individual's behaviors destructive even to himself/herself?
- How does the individual respond to instructions?

Evaluating Individuals with ASD

Sensory

- Does individual have hypo/hyper sensory issues/concerns?
- Visual, Auditory, Tactile, Smell, and Taste
- Gloves, earphones, loud noises, hair nets, masks, pins on uniforms, types of shoes, etc. are factors in an individual's performance.

Evaluating Individuals with ASD

Allergies

Behavioral issues can be a direct result of allergies.
---seasonal

Medical

- Is individual being treated for any medical condition?
- Is there any medical condition that should be known prior to placement on a job, (e.g., cochlear implant or pace maker) ?

Evaluating Individuals with ASD

Self-Help Skills

- How does individual ask for help?
- Is individual capable of saying there is a problem?
- Is individual capable of saying " I do not know how to do _____".
- In a new situation, how does individual react?

Evaluating Individuals with ASD

Academic/Performance Levels

- Does individual understand First - Then concept?
- What were the individual's strengths in school?
- What were individual's weaknesses in school?
- What are the individual's reading/ math skills?
- Does individual understand concept of time?
- Does individual understand the usage of calendars?
- Does individual understand concept of money?

Evaluating Individuals with ASD

Personal Preferences

- What are individual's favorite and least favorite activities?
- Who are individual's favorite and least favorite people?
- What are the individual's likes and dislikes?
- What are the following favorites: color, objects, foods, drinks, places, etc.

Evaluating Individuals with ASD

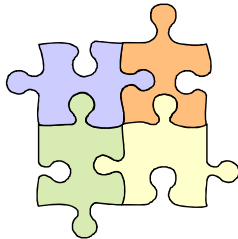
Secondary Problems

- Does the individual have a fear of something that could be encountered in a typical workplace (e.g. water, dirt)?
- Does the individual show signs of obsessive compulsive disorder?
- Does the individual tire easily or have any physical limitations that could impede his/her level of activity?
- Does the individual persevere?

How to match a Career/Job to individual with ASD

- Things that you must know
 1. Strengths/Weaknesses
 2. Interests/talents
 3. Sensory issues
 4. Learning styles
 5. Gross/Fine motor skills
- What are the goals/dreams of the individual? Family?

Putting the pieces together



Job Site and the Individual

- Openness to hiring individual with a disability
- Skills/abilities for job
- Hours needed by employer
- Environment/Culture
- Location/transportation
- Sensory/allergies

Job Site and the Individual cont.

- Can the job site be accommodated/modified to meet the needs of the individual?
- Is the employer open to accommodating/changing the job/environment?

What Individuals with ASD have to Offer Employers

- Consistent/ steady productivity
- Loyalty
- Dependability
- Honesty

Why is Work Important?

Work is more than just a livelihood or paycheck; it is the key to a satisfying and productive life. For many on the autism spectrum, it is the glue that keeps our lives together in an otherwise frustrating and sometimes confusing world. Certainly, my life would not be worth living if I did not have intellectually satisfying work.'

Temple Grandin, Developing Talents

Final Thoughts

Questions

And

Answers

References

- DSM-IV-TR-The American Psychiatric Association in the Diagnostic and Statistical Manual of Mental Disorders: Fourth Edition-Text Revision (DSM-IV-TR)