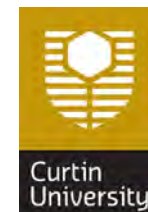


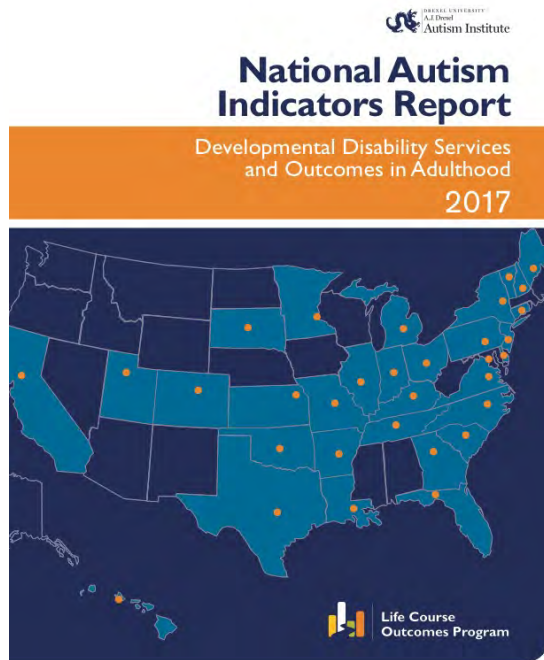
Let's Get to Work: Strategies and Policy to Support Employment Among Adults on the Autism Spectrum



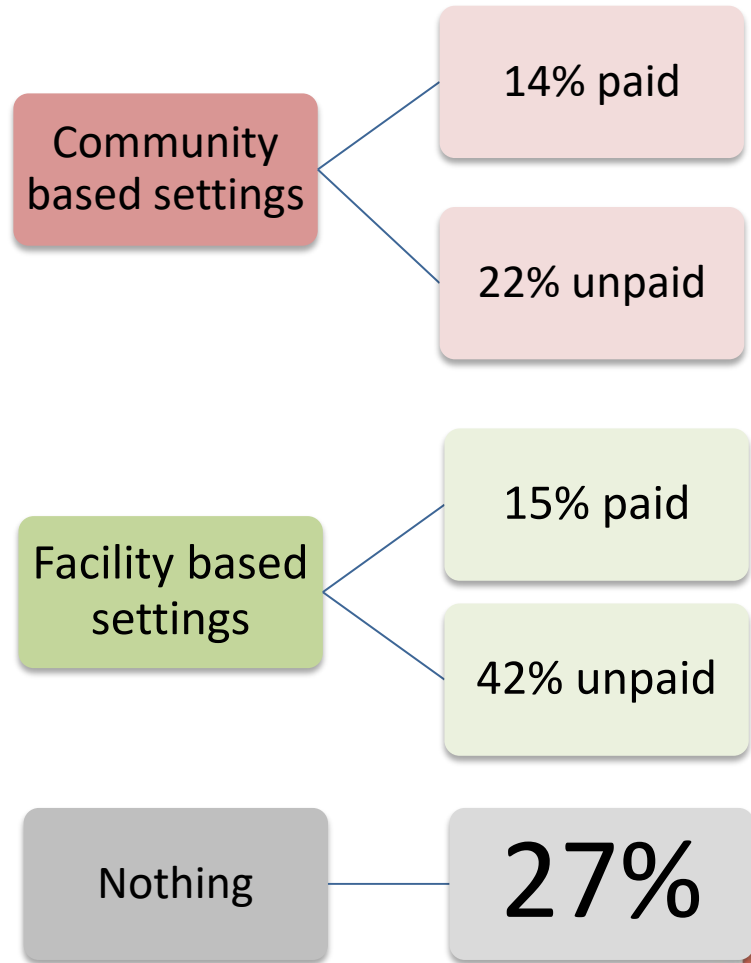
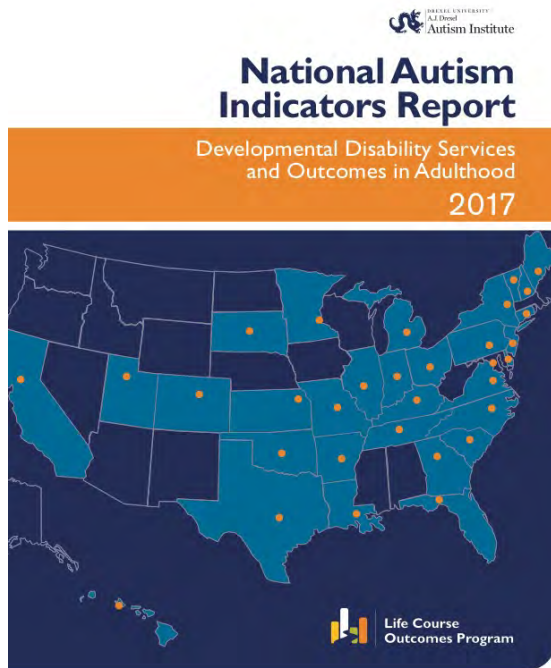
The Problem

US – 2017 report (2014-2015 data)

- ~14% of individuals with autism had a full time paid job
- 27% of those with autism were doing nothing
- Higher than those with other DD
 - In line with other data comparing those with and without ASD
- Influenced by level of ID



The Problem



Types of employment

Habilitation services
Pre-Vocational Services
Supported Employment
Secure employment
Traditional or
Competitive
Employment

Building grounds and
maintenance
Food preparation and
food services
Retail
Assembly, manufacturing
and packaging
General office
Materials handling
Other

**Home and Community
Based Waiver**
(statewide differences)
State or county ID/DD
agency
ACF/ID day program
VR agency



ADVANCING FUTURES
for ADULTS with AUTISM

A great strategy which has mixed evidence

- Engage employers to hire
- Encourage employers to develop model programs
- Increase and expand programs that match to the right job*
- Create alternatives to traditional employment models*
- Provide ongoing supports in the workforce*

Who hires people with ASD?



- Parent or caregiver designed employment opportunities
- Organizations which only hire those on the spectrum
- Vocational rehabilitation
- Internship opportunities***
- Large companies recruiting people with autism



What is needed to improve employment opportunities?

- Figure out what is already out there, what was working and what was not
- From those that are employing people with ASD, what do they need to be even more successful?
- Ask the community what they need to get a job and stay employed and gain skills
- Convince policy makers to buy into what was learned from data

Policy Brief



Home About INSAR Events Membership Research Resources Sponsorship

Call for Policy Brief Proposals

(NOW CLOSED)

As part of its strategic plan, INSAR has set a goal of ensuring that autism research has a broad impact on society, reflected in a strategic initiative to "disseminate science-based knowledge to inform research priorities, policy, professional practice, and public understanding." To this end, INSAR has committed annual funds to support a 1-2 day meeting of scientists, thought leaders, stakeholders, and policy makers to discuss a topic that:

- i) is of importance to the quality of life of those affected by autism;
- ii) has been studied rigorously; and
- iii) has significant implications for policy and/or practice.

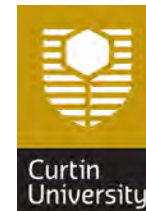
The purpose of the meeting is for attendees to present and discuss relevant research regarding this topic and, following the meeting, create an *INSAR Policy Brief*, which will summarize the research relevant to this topic and serve as an informational resource document for a diverse set of stakeholders, including INSAR members, those affected by autism, policy makers, practitioners, and the public.

INSAR Policy Briefs will be published on the INSAR website and distributed widely through INSAR's mobile app and other mechanisms available to INSAR's leadership and members. *INSAR Policy Briefs* will be written in lay language and include a succinct executive summary, description of the nature and significance of the topic and its timeliness (why it matters), overview and synthesis of the scientific research (what the research tells us), an implications statement describing how the existing scientific research informs policy and practice (implications), and any recommendations for next steps or actions

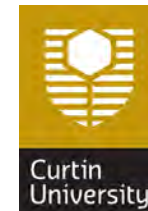


Policy Brief Activities

- Community meetings
- Scoping review
- Qualitative interviews
- Survey of caregivers, adults with autism, employers, researchers and clinicians
- Write a policy brief for employers, legislators which makes concrete recommendations based on the data



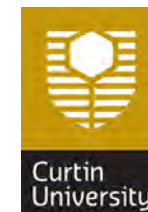
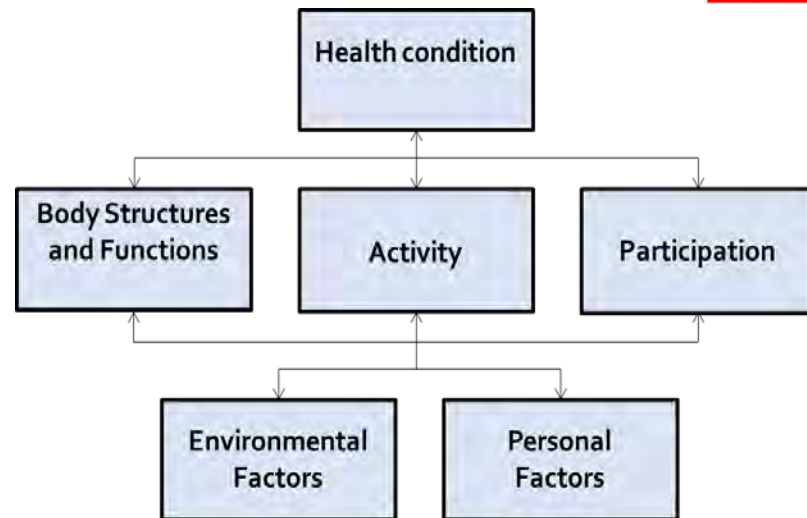
Community Meetings



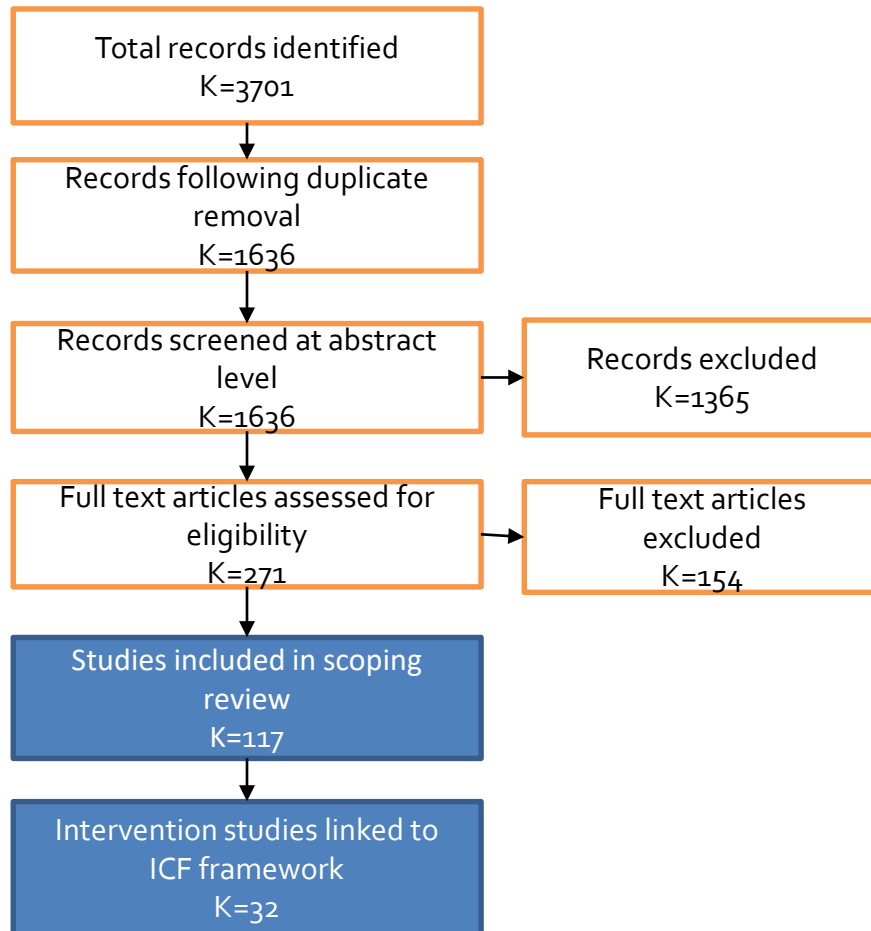
International Classification of Functioning, Disability and Health



- Biopsychosocial approach to understanding disability and health
- Emphasises health and functioning rather than diagnostic status

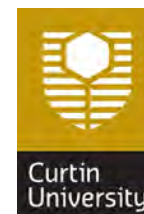


The scoping review



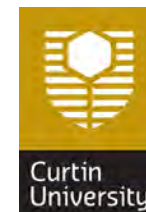
The scoping review

- Only quarter of employment studies are interventions-based.
- Employment interventions were ASD-focused, targeting characteristics that make finding and obtaining a job challenging.
- Not one intervention examined environment as a the primary target of the intervention.
- Environmental factors were used only as a means of delivering the intervention.
- Not strengths or interests-based.



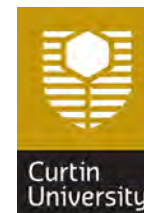
Implications

- We need to think of how both environmental supports and intervention affects different areas of functioning rather than just individual based
- Look beyond individual deficits to strengths and interests model
- Support the environment and those who can improve the environment for people on the job



Interviews with people with ASD

1. What is most important in preparing people with Autism for the workplace?
2. What is most important in helping people with Autism successfully gain employment?
3. What are the difficulties/challenges that people with Autism experience in gaining employment?
4. What is most important in helping people with Autism maintain employment?
5. In your experience what are the difficulties/challenges that people with Autism experience in maintaining employment?
6. What are the benefits of having people with Autism in the workplace?



Example of ICF Linking Process

Meaning Unit	Meaningful Concept	ICF Code
<i>"My colleagues have complained about me to my boss. They told him that I show up late at work, 15 minutes past 9 o'clock, even though I have told my boss that I don't want to come at 9 due to the rush-hour at the subway station [and he gave me permission to show up later for work]. Still they [the colleagues] don't understand my problems and difficulties."</i>	Lack of understanding among colleagues	e425 Individual attitudes of acquaintances, peers, colleagues, neighbours and community members



Recommendations from interviews

- Personal, environmental and activity rated highest
- Support to develop independence in other life areas (domestic tasks, transport)
- Alternatives to interview process



- Colleague and employer education on ASD
- Consider individual sensory preferences and triggers (e.g., light, noise)

Survey with lots of questions and lots more people

