Slide 1
Expand your Talent Pool
Understanding ASD in the Workplace
Presented by:
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Itineris Employment Partnerships

Slide 2
Picture of clients and staff at Itineris

Slide 3
Who Are We?
- Itineris is a non-profit that seeks meaningful employment and community engagement for adults with Autism Spectrum Disorder.
- Itineris was founded in 2010 by a group of parents.
  “As the number of autistic children grows, so does the number of autistic adults. Their needs remain much the same as they age, yet the support they once received fades.” — USA Today, 2016
- We are an Autism-specific agency in Baltimore City.

Slide 4
What We Do
We build partnerships with businesses and organizations to connect our job seekers with opportunities.

Slide 5
Why We Do It
Employer Wins:
- Hardworking, dependable employee, hand-picked to fill a need and help bottom line
- Neurodiversity is a competitive advantage
Job Seeker Wins:
- Engaged in competitive, meaningful employment
- Contributing to the workforce and to the economy
Community Wins:
- Creation of jobs
- Reducing the dependence of tax payer support for adults with autism

Slide 6
Objectives:
- Participants will learn the current employment statistics for adults with autism and understand the importance of incorporating this untapped talent pool into their workforce.
- Participants will develop an understanding of the topography of ASD and how it may present in the workplace.
- Presenters will review a work-ready checklist that can be used for a wide variety of people.
- Participants will understand the different types of accommodations that we have found to be most helpful to those with ASD.

Slide 7
Statistics

Slide 8
Recent Disability Statistics from 2018
- 8% unemployment rate among people with disabilities.
- Across different levels of education, unemployment rates are higher for people with disabilities that those without disabilities.
• 31% of workers with disabilities were employed part time, compared to 17% of workers without disabilities.

Source: Bureau of Labor Statistics - PERSONS WITH A DISABILITY: LABOR FORCE CHARACTERISTICS — 2018

Slide 9
Line graph: Percent ever worked after high school:
- Autism 58%
- Intellectual Disability 74%
- Emotional Disturbance 91%
- Speech/language Impairment 91%
- Learning Disability 95%

Source: National Longitudinal Transition Study 2

Slide 10
Transitioning Youth Statistics
More than 500,000 learners and counting.

Slide 11
Neurodiversity in the workplace
Quote by Judy Singer, "The neurologically different represent a new addition to the familiar political categories of class/gender/race and will augment the insights of the social model of disability."

Slide 12
What is Neurodiversity?
- Neurological differences are recognized and respected as any other human variation.
- Do not require a cure or need to be “fixed.”
- Recognize unique skills, capabilities, and perspectives that should be embraced and supported.

Slide 13
Neurodiversity
Venn Diagram showing four circles:
1. Dyspraxia/DCD – Visual Composition, Divergent thought, Creativity, Writing, Innovative
2. Dyslexia – 3D thought, Visual thought, Creativity, Non-linear thought
3. Asperger’s (ASD) – Sequencing, Concentration, Visual thought, Different Imagination, Logical
4. ADHD – Quick witted, Intuitive, Creative, Energetic, Ability to Hyper-Focus, Empathetic, Good talker, Gregarious

Intersection of the four circles: Neurodiversity – Strengths: creativity, originality, determination, imaginative, empathetic, intuitive, energetic

Slide 14
Autism Spectrum Disorder (ASD)
What does the autism spectrum look like?
A linear spectrum represented by a rainbow labeled from More Autistic to Less Autistic. There's a big red X next to this representation.
A circular color wheel with segments labeled Language, Motor Skills, Perception, Executive Function, Sensory. There's a big green check mark next to this representation.
Circular spectrum by Rebecca Burgess Montage @sciencebase.

Slide 15
Typical Characteristics of ASD
- Difficulty with using (typical) communication:
- Verbal and nonverbal
- Expressive and receptive communication
- Delay or inability in speech
- Atypical use of speech
Difficulty with engaging in (typical) social interactions:
  - Limited initiation/responses during social interactions
  - Inconsistent eye contact or use of body language
  - Difficulty understanding hidden “social rules”

Slide 16
Typical Characteristics of ASD
Different sensory experiences:
  - Hypersensitive/hypo-sensitive
  - Visual, auditory, olfactory, tactile, vestibular, or proprioceptive needs
Difficulty with executive functioning skills:
  - Flexibility
  - Organization/Planning
  - Self-Regulation
Repetitive patterns of behavior:
  - Self-Stimulation (“Stimming”): hand flapping, rocking
  - Need for consistency and routine
  - Passionate for specific subjects

Slide 17
ASD in the workplace
“What would happen if the autism gene was eliminated from the gene pool? You would have a bunch of people standing around in a cave, chatting and socializing and not getting anything done.”
– Dr. Temple Grandin

Slide 18
Pictures of individuals with ASD working in different vocations. Included are a picture of a man fixing a computer, a woman folding laundry and smiling, a woman grooming a horse, a man stocking medical supplies, and a man separating recycling.

Slide 19
ASD in the workplace
Differences:
  - Social initiation
  - Generalization
  - routine-based
  - communication
  - sensory needs
Strengths:
  - rote memory
  - focus
  - excited to be at work
  - attention to detail
  - consistent work ethic

Slide 20
Expand your talent pool. The Hiring Process.
  - Identify a hiring need
  - Create Job Description
  - Recruiting
  - Screening
  - Interviewing
  - Hiring
  - Onboarding
Ongoing Feedback and Development

Slide 21
Step 1: Identify a Hiring Need
Reduce Costs:
- Can we find one worker who enjoys a consistent routine?
- A recruiting firm needed mass emails sent weekly. A team of 4 interns was replaced by 1 employee whose focus allows them to send over 700 emails per day, error-free.

Increase Efficiency:
- How can a process or group function operate more efficiently?
- The legal department’s administrative assistants needed more time to focus on essential tasks. An employee was hired to complete clerical tasks.

Fill Employment Gap:
- How important is attention to detail?
- The maintenance department kept getting fined by the recycling collection agency. An employee was hired who has a unique interest in trash collection and skilled in differentiating plastics.

Slide 22
Steps 2, 3, 4
- Create Job Description
- Recruiting
- Screening

Slide 23
Step 5: Interviewing

Slide 24
Steps 6, 7, 8
- Hiring
- Onboarding
- Ongoing Feedback and Development

Slide 25
Venn diagram with two circles.
Left circle: Onboarding Neurodiverse Employee. May need customized employment plan, including accommodations.
Right circle: Onboarding Neurotypical Employee. Utilize typical onboarding process.
Intersection of the two circles:
- Training
- clear, honest communication
- opportunities for growth
- timely feedback
- mentoring/coaching
- professional development

Slide 26
Accommodations
- Social skills
- Speaking/Communicating
- Executive Functioning
- Noise Sensitivity
askjan.org/disabilities/Autism-Spectrum.cfm

Slide 27
Steps 6, 7, 8
• Hiring
• Onboarding
• Ongoing Feedback and Development

Slide 28
Work – Ready Checklist
Job Seeker, Support Network, Employer

Slide 29
The first secret of getting what you want is knowing what you want - Albert D. Hlavaty
Step 1: Ideal Conditions of Employment, Vocational Themes, and Identifying Gaps

Slide 30
Job Seeker/Support Network
Ideal Conditions of Employment:
• Interests
• Ideal environment
• Proficient tasks
• Transportation
• Understanding of benefits
• Location/Shift length
• Suggested Accommodations

Vocational Themes:
• Broad idea of an industry
• 3 – 5 are ideal


Slide 31
John’s Ideal Conditions of Employment
Interests: Reading, philosophy, science, law, history, and sports.
Vocational Area: History, Organization, Curiosity/Problem-solving.
Ideal Environment: Office environment with engaging coworkers.
Proficient Tasks: Excel, PowerPoint, typing, filing.
Location/Shift Length: Towson/Timonium area, 4-8 hours.
Suggested Accommodation: Written task list for new tasks.
Graphic: John filing fingerprint cards.

Slide 32
Employer
• What are the areas for growth or potential growth for the business?
• Are there tasks for which the employer typically uses temporary or student employees?
• Are there services the business would like to offer or could offer that are not in place presently?
• What kind of work atmosphere and culture does the company have?
• Are there tasks that could be done more efficiently or more often?
• Are there tasks that aren’t getting done because no one has the time?

Slide 33
Case Study: John
Male, 25 years old
Looking for part-time work

Slide 34
Additional Resources
https://about.bankofamerica.com/assets/pdf/bank-of-america-support-services.pdf
Slide 35
Thank you – Let’s make a job!
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