Effective Strategies to Address the Social and Behavioral Support Needs of Youth with significant impact from their Disabilities in Community Based Employment Instruction

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Research on High School Findings
(Wehman, Schall, Carr, et al., 2014)

- Youth with Significant ASD have untapped potential
- Youth with ASD are not challenged in high school
  - More non-vocational, non-academic than academic or vocational credits
- Youth with ASD do not work during high school
  - Working during high school is one of the most significant predictors of work after high school
- We are not preparing youth with ASD for adult life

A Tale of two students

Josh
- Significantly impacted
- Few words
- Good, consistent worker
- Lacked personal independence

Chris
- Significantly impacted
- Few words
- Good, consistent worker
- Displayed problem behaviors

Who was able to work successfully?

Areas Where Support is Required

Work Skills
- Following break & lunch Schedule
- Following task list & transitioning independently
- Initiating Tasks
- Interactions with public and co-workers
- Staying on task at work

Behavioral Skills
- Handling frustration
- Recognizing private vs. public conversation topics
- Accepting Correction
- Break time
- Professional Behaviors

For Individuals with Significant Needs

Go slow!
- Move to community, but select environments and tasks that will lead to success
- Be clear about the behavioral goals for each experience
- Build success a step at a time
- Get behavioral consultation and support
- Implement the plan with fidelity!

Thank you for your attention!

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