

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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(VCU-RRTC, 2019)

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

(VCU-RRTC, 2016)

A Tale of two students

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| <ul style="list-style-type: none"> ✦ Josh ✦ Significantly impacted ✦ Few words ✦ Good, consistent worker ✦ Lacked personal independence | <ul style="list-style-type: none"> ✦ Chris ✦ Significantly impacted ✦ Few words ✦ Good, consistent worker ✦ Displayed problem behaviors |
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Who was able to work successfully?

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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!

Areas Where Support is Required

- | | |
|---|--|
| <p>Work Skills</p> <ul style="list-style-type: none"> ✦ Following break & lunch Schedule ✦ Following task list & transitioning independently ✦ Initiating Tasks ✦ Interactions with public and co-workers ✦ Staying on task at work | <p>Behavioral Skills</p> <ul style="list-style-type: none"> ✦ Handling frustration ✦ Recognizing private vs. public conversation topics ✦ Accepting Correction ✦ Break time ✦ Professional Behaviors |
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(VCU-RRTC, 2016)

Thank you for your attention!

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