



Autism in the Workplace – Strategies to Support Individuals with ASD in the Workplace

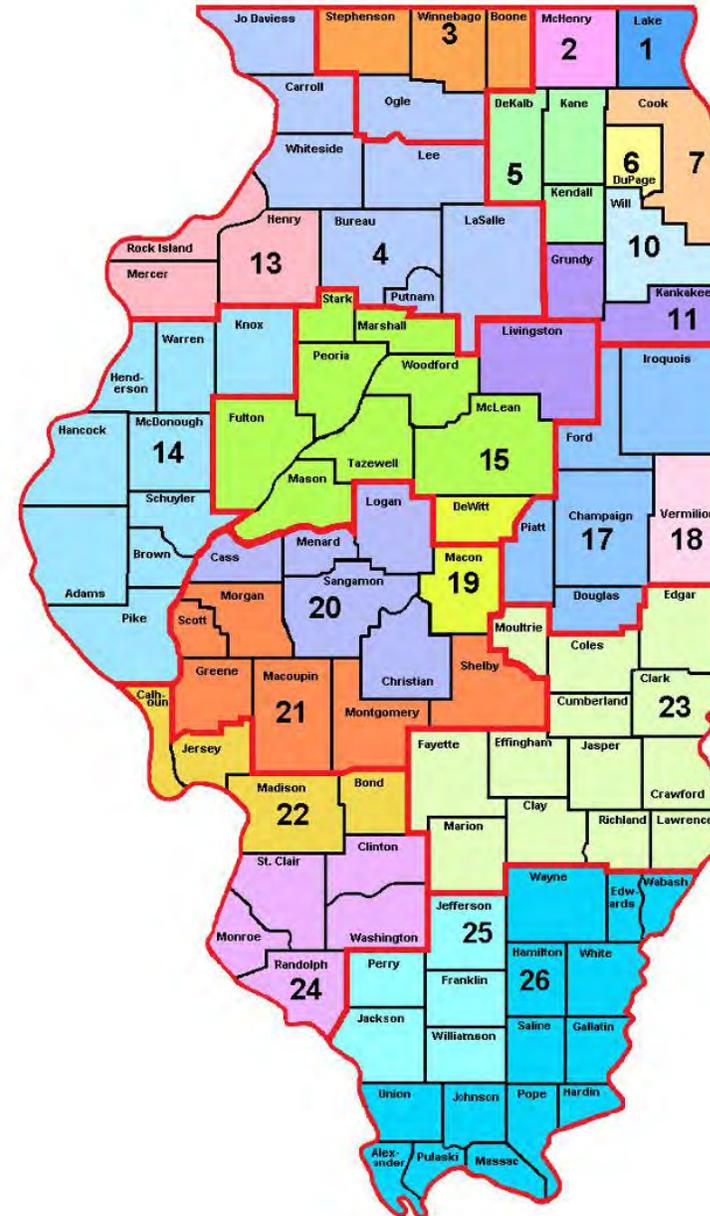
4/7/2021



Kiersten Baer

- Online Marketing Coordinator
 - Illinois Center for Specialized Professional Support
- ksheary@ilstu.edu
- 309-438-1838

Where is Your Local Area?



Which partner do you best represent?





Carissa Melody, MS

- Access and Transition Coordinator
- Illinois Center for Specialized Professional Development (ICSPS)
 - Autism Training and Technical Assistance Project (ATTA)
- clmelod@ilstu.edu
- (309) 438-1757



AUTISM TRAINING AND TECHNICAL ASSISTANCE PROJECT

ATTA Project

Create resources and provide professional development design to assist individuals with Autism Spectrum Disorder (ASD) in transitioning to postsecondary and the workforce

- Training and Support for Stakeholders
 - Young Adult
 - Educators & Job Coaches
 - Employer
 - Family and Community

Website: autismcollegeandcareer.com

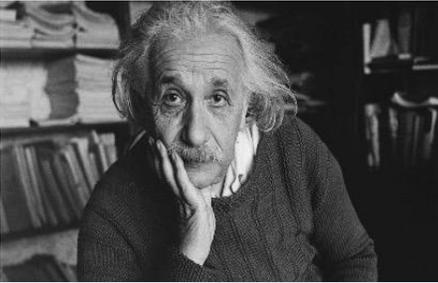
Objectives



- It's autism awareness month – what is ASD?
- What are the best ways to address ASD unemployment?
- Best practices for job seekers with ASD
- Best practices for employers
- Tools and resources available



Famous Faces with Autism Spectrum Disorder

| Entertainment | Science | Technology | Sports |
|---|---|--|---|
|  <p data-bbox="231 761 527 808">Jerry Seinfeld</p> |  <p data-bbox="800 761 1146 808">Temple Grandin</p> |  <p data-bbox="1462 761 1671 808">Bill Gates</p> |  <p data-bbox="2035 761 2277 808">Clay Marzo</p> |
|  <p data-bbox="244 1210 517 1258">Dan Aykroyd</p> |  <p data-bbox="810 1210 1131 1258">Albert Einstein</p> |  <p data-bbox="1449 1210 1676 1258">Steve Jobs</p> |  <p data-bbox="2038 1210 2275 1258">Cody Ware</p> |

What Is Autism Spectrum Disorder (ASD)?

Definition: Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges.

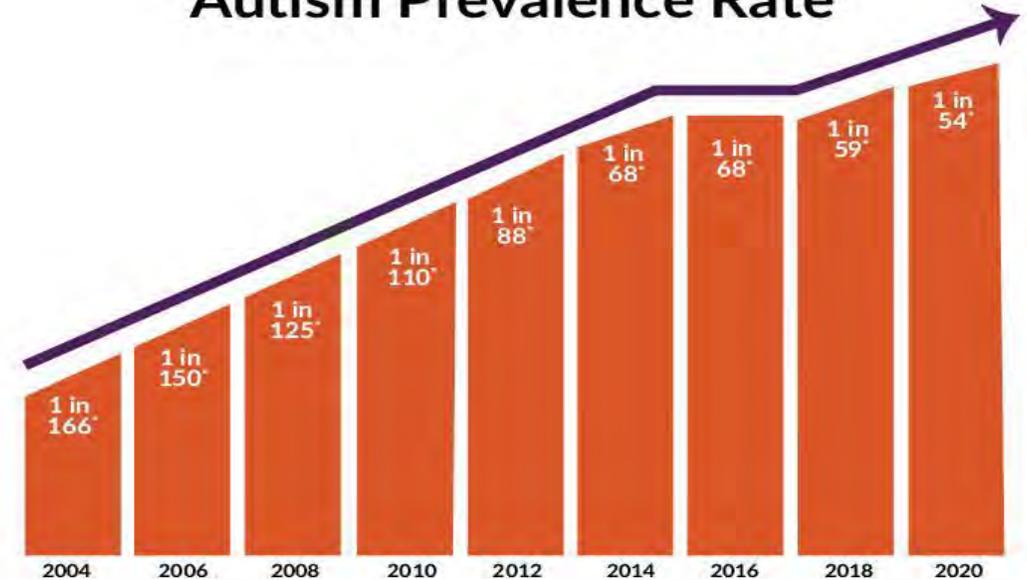
Broad Spectrum

Low functioning: IQ below 80

High functioning: IQ above 85

Prevalence Rate: 1 in 54 children are identified w/ ASD. (<https://www.cdc.gov/>)

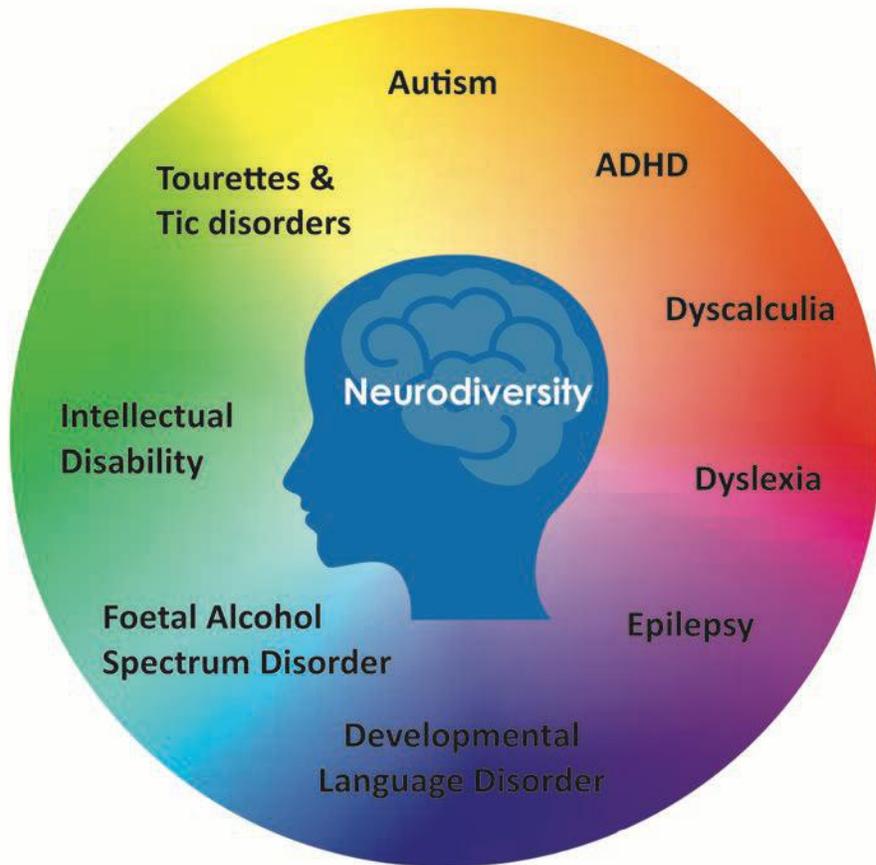
Through the Years:
Autism Prevalence Rate



*Centers for Disease Control (CDC) prevalence estimates are for 4 years prior to the report data. i.e 2020 figures are from 2016.

Terminology: Neurodiversity

“the idea that neurological differences are variations of the human brain”
Judy Singer, 1988



Neurodiversity Statistics

- 1 in 4 Americans are “neurodiverse”
- 2% diagnosed ASD
- Overlap (co-morbidities)

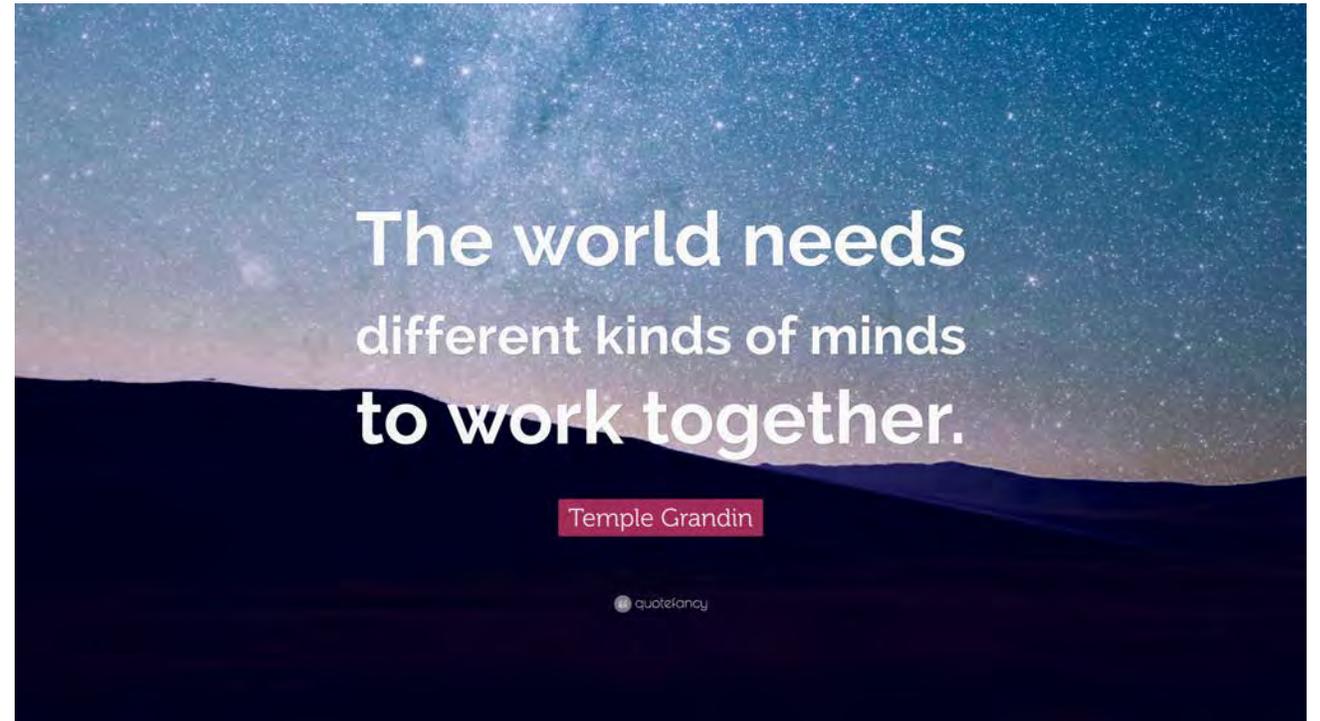
Autism Specific Statistics

- Disability with the lowest employment rate
- 75-85% unemployed or underemployed
- 79% employed part-time
- Only 58% work after high school

Why Should I Hire Someone with ASD?

10 Characteristics of a Successful Employee

- Trustworthy, Dependable, Loyal
- Attention to Detail
- Untapped Talent
- Process and Visual Thinkers
- Problem-Solving Ingenuity
- Integrity
- Perseverance
- Engaged with Specific Interests
- Retention
- All Employees Benefit from the Supports



More Reasons

Focus on the Strengths

AUTISM SPEAKS

Attention to detail

- Thoroughness
- Accuracy

Deep focus

- Concentration
- Freedom from distraction

Observational skills

- Listen, look, learn approach
- Fact finding

Absorb and retain facts

- Excellent long term memory
- Superior recall

Visual skills

- Visual learning and recall
- Detail-focussed

Expertise

- In-depth knowledge
- High level of skills

Methodical approach

- Analytical
- Spotting patterns, repetition

Novel approaches

- Unique thought processes
- Innovative solutions

Creativity

- Distinctive imagination
- Expression of ideas

Tenacity and resilience

- Determination
- Challenge opinions

Accepting of difference

- Less likely to judge others
- May question norms

Integrity

- Honesty, loyalty
- Commitment

Credit: Harriet Cannon
Disability Services, February 2018

UNIVERSITY OF LEEDS

Employment Disparity

- Traditional hiring practices
- Misinterpret autistic communication or behavior
- Gaps in employment history
- Disclosure or discrimination
- Employer fears the unknown
- Poor Interview Skills
- Decision based on interview vs. actual job skills
- Not a match for ALL job skills in specific position



Disability Unemployment Statistics

| Year | With a disability Unemployment Rate | Without a disability Unemployment Rate | With a disability Labor Participation Rate | Without a disability Labor Participation Rate |
|------|---|--|--|---|
| 2009 | 14.5% | 9.0% | 22.4% | 70.9% |
| 2010 | 14.8% | 9.4% | 21.8% | 70.1% |
| 2011 | 15.0% | 8.7% | 20.9% | 69.7% |
| 2012 | 13.4% | 7.9% | 20.6% | 69.4% |
| 2013 | 13.2% | 7.1% | 20.3% | 68.9% |
| 2014 | 12.5% | 5.9% | 19.5% | 68.7% |
| 2015 | 10.7% | 5.1% | 19.5% | 68.5% |
| 2016 | 10.5% | 4.6% | 20.0% | 68.5% |
| 2017 | 9.2% | 4.2% | 20.6% | 68.6% |
| 2018 | 8.0% | 3.7% | 20.8% | 68.4% |
| 2019 | 7.3% | 3.5% | 20.8% | 68.7% |

Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily, Unemployment rate for people with a disability declines to 7.3 percent in 2019 on the Internet at <https://www.bls.gov/opub/ted/2020/unemployment-rate-for-people-with-a-disability-declines-to-7-point-3-percent-in-2019.htm> (visited January 07, 2021).

This just in.....

*Percentage of People with a Disability Employed **Shrinks** from 2019 to 2020*

The employment population ratio—that is, the percentage of the population that is employed—for people with a disability was 17.9 percent in 2020, a decrease from 19.3 percent in 2019. The ratio for people without a disability was 61.8 percent in 2020, down from 66.3 percent in the prior year. Data for 2020 reflect the effect of the COVID-19 pandemic and efforts to contain it.

Source: Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily, 17.9 percent of people with a disability employed in 2020 at <https://www.bls.gov/opub/ted/2021/17-9-percent-of-people-with-a-disability-employed-in-2020.htm> (visited March 03, 2021).

What Does the Law say?

Summary of Laws

- Americans with Disabilities Act (ADA)
 - Prohibits discrimination
 - Guarantees equal opportunities
- Rehabilitation Act
 - Authorized funding for disability related purposes
 - Training & services for competitive integrated employment
- Workforce Innovation and Opportunity Act (WIOA)
 - Help job seekers access employment, education, training, support services



How to Know if an Individual has ASD?

Self-Disclosure

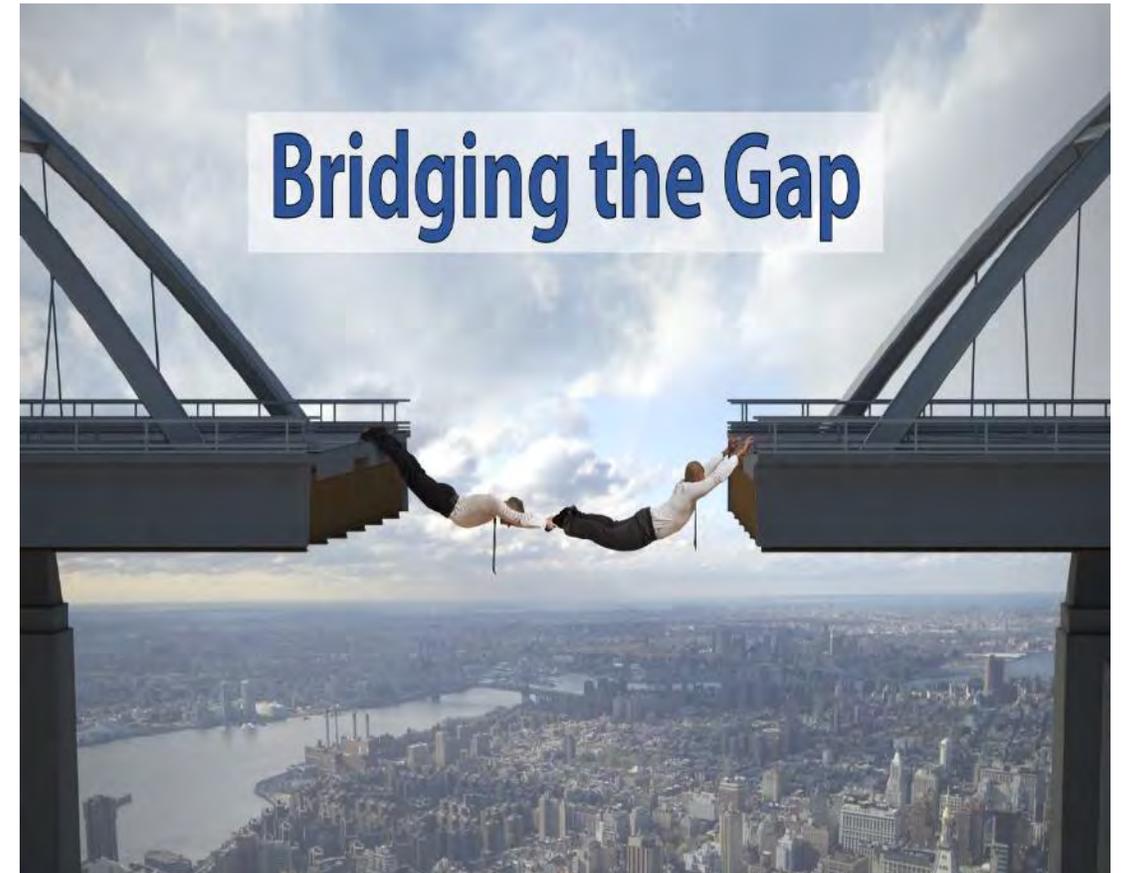
- ATTA Document – When Should I Disclose my Autism?
- U.S. Department of Labor
 - Disclosure Document – Office of Disability Employment Policy (ODEP)
 - Invitation to Self-Identify Document
- Next for Autism: [Should I or Shouldn't Disclose My Disability? - NEXT for AUTISM](#)

Employer Tips

- Have a self-identification form available as an “update to personal information” option
- Annual communication to employees encouraging self-identification
- Communication from organizational leaders to employees about the purpose of self-ID
- Spotlight successful employees with disabilities
- Make self-identification form part of the annual open enrollment process

Potential Barriers to Employment

- Communication
- Social Interaction
- Sensory Sensitivity
- Behavioral Challenges



Application and Interview

Autism Considerations

- Potential Application Barriers
 - Subjective questions
 - Disability friendly / accessible

- Potential Interview Barriers
 - Eye contact
 - Greetings
 - Body proximity
 - Voice tone
 - Stereotypical movement
 - Group interviews
 - Subjective Questions



Application and Interview

Strategies for the Applicant



INTERVIEW TIPS ASSESSMENT

Name: _____ Assessment Date: _____

Instructions: Complete this assessment as the student engages in the search for employment or as a student is able to engage in a mock interview to be able to assess some of the level of independence with which you are able to perform the interview.

INTERVIEWING TIPS

An interview is an opportunity to convince an employer that you're the perfect person for the job. Interviewing well requires preparation and practice. Although some students may struggle with the social, conversational, and problem-solving skills needed for a job interview, it is important to reassure them that everyone feels nervous before an interview.

BEFORE THE INTERVIEW

- Do Your Homework.** Check out the company's website for the most useful information. Know the products and/or services the company offers. You should know the name of the company leader and how the company is organized. For example, how many departments are there and what are their major functions? Once the interviewer learns you have researched the company, he or she will know that you have invested your time and that will serve you both well if you are hired.
- Consider What It Will Be Like to Work for This Company.** Now that you have learned more about the company, consider how working there might change your life. Consider the time you will be spending commuting to and from the job site. How will you get there? What type of work environment and schedule would be a good match for you? Do you want to work part-time or full-time?
- Be Prepared.** An interview is an opportunity to make a good impression. Pay attention to details such as looking your best and arriving on time. Your personal appearance should be formal and neat (i.e., clothing style specific to match the job, clean, and ironed). When planning your arrival, leave extra time for potential travel and transportation problems. Also, arriving fifteen minutes early is a good idea to ensure that you will be on time. Bring a nice notebook and extra copies of your resume. Resources for writing your resume can be found by visiting your local library.

Prepare answers for the following common questions:

- Why do you want to work here?
- What interests you about the position?
- What makes you a good candidate for this job?
- What would you like to be doing in five years?

Practice your answers ahead of time with someone familiar with the interview process. You may find it helpful to have someone videotape your practice interview for your review.

| | SCALE | | | |
|--------------------------------------|---|---|---|---|
| | Please check the number that most appropriately identifies the correct answer | | | |
| | 1 | 2 | 3 | 4 |
| ...ion so I will | | | | |
| ...tion about ...o that I can view. | | | | |
| ...w, I will bring with me ...on, my | | | | |
| ...ahead of | | | | |

- Assistance with online application
- Request a 1:1 interview
- First interview done by phone
- Request Interview Questions in advance
 - Practice (mock interview)
 - Speaking rate
- 20-30 second self pitch prepared and practiced
- Request a certain time of day
- Trial-based work
 - Internship format

Hiring & Training Process

specific to employees with ASD

- Informative Orientation
- Clear Expectations
- Clear Performance Indicators
- Direct and Regular Feedback
- Mentoring and Support
- Team Building Opportunities
- Staff Training & Career Counseling
- Employee Resource Group
- Does your LWIA work?



Work Environment Assessment



Assessment: Work Environment

Director: Complete this assessment as the student engages in the search for employment or volunteer experience.

1. Never
2. Tolerable on occasion
3. Would be ok
4. Doesn't bother me at all

NOISE LEVEL
SOME ENVIRONMENTS HAVE DIFFERENT NOISE LEVELS. PLEASE RATE THE FOLLOWING:

| | 1 | 2 | 3 | 4 |
|--|---|-----|----|---|
| Some workplaces are very loud (theater lobby, stadium restaurant, landscape crew with mowers, etc.). I would be comfortable working in a noisy environment. | | | | |
| Some workplaces are quiet (library, small office, small shop, etc.). I would be comfortable working in a quiet environment. | | | | |
| Some workplaces have some noise most of the time (large retail business, large office with open spaces, large kitchen in restaurant, automobile garage, etc.). I would be comfortable working in a place that has some noise most of the time. | | | | |
| I can tolerate working in an environment where there are lots of people and lots of talking (restaurant, theater lobby, stadium). | | | | |
| I can tolerate working in an environment where there is some talking and people are around me most of the day. | | | | |
| Do loud noises bother me? | | Yes | No | |
| Noises that irritate me or make me uncomfortable include: | | | | |

ODORS
THERE ARE DIFFERENT ODORS IN DIFFERENT WORK ENVIRONMENTS. IDENTIFY HOW WELL YOU COULD TOLERATE A WORK AREA THAT HAS DIFFERENT ODORS:

| | 1 | 2 | 3 |
|--|---|---|---|
| Gasoline, transmission fluid, oil | | | |
| Chemicals, cleaning supplies, paints | | | |
| Animal smells (kennel or veterinary clinic) | | | |
| Hospital smells | | | |
| Moist or musty smells (poor ventilation like in a basement) | | | |
| Foist or exhaust fumes (airport, garage, etc.) | | | |
| Mell of smoke or exhaust fumes (restaurant, kitchen, etc.) | | | |
| Mell of different foods (restaurant, kitchen, etc.) | | | |
| Specific smells that irritate me or make me uncomfortable include: | | | |

TEMPERATURE
WORKING IN CERTAIN TEMPERATURES MIGHT BE UNCOMFORTABLE FOR SOME PEOPLE. IDENTIFY HOW WELL YOU COULD TOLERATE VERY WARM AND VERY COLD TEMPERATURES. RATE THE FOLLOWING STATEMENTS.

TOUCH AND TEXTURE
TEXTURE, OR HOW THINGS FEEL, CAN BE IRRITATING FOR SOME PEOPLE. THINGS THAT I DO NOT LIKE TO TOUCH INCLUDE:

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. In some workplaces, there may be a lot of dust or I am likely to get dirty (nursery/greenhouse, landscaping crew, automobile garage, etc.). I can tolerate working in a place where I get dirty. | | | | | |
| 2. In some workplaces, people deal with body fluids, germs, and medical waste (hospital, urgent care center, retirement home). I can tolerate working in a place with medical waste. | | | | | |

CLOTHING
IN SOME WORKPLACES, EMPLOYEES ARE REQUIRED TO WEAR A CERTAIN TYPE OF CLOTHING, A UNIFORM, PROTECTIVE GEAR, ETC. IDENTIFY HOW WELL YOU COULD TOLERATE CERTAIN ATTIRE:

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Casual attire (jeans, shorts, kakis, etc.) | | | | |
| Business casual attire (kakis, polo, button-down shirt, casual dress, slacks) | | | | |
| Business attire (suit, blazer and tie, skirt suit) | | | | |
| Gloves | | | | |
| Mask | | | | |
| Hard Hat | | | | |
| Protective Eyewear | | | | |
| Ear plugs | | | | |
| Hairnet | | | | |
| Apron | | | | |
| Uniform | | | | |
| Work boots | | | | |

LIGHTING
CERTAIN LIGHTING MIGHT CAUSE SENSITIVITIES. IDENTIFY WHAT LIGHTING YOU CAN TOLERATE:

| | 1 | 2 |
|---|---|---|
| 1. I can tolerate working in a dark or poorly lit Environment. | | |
| 2. I can tolerate working in an environment with florescent lights. | | |
| 3. I can tolerate working in an environment that is very bright (sunny day, brightly lit retail store). | | |

SOCIAL NAVIGATION

| | 1 |
|--|---|
| 1. I can tolerate working in an environment where I have no face-to-face interactions with people. | |

5. I can tolerate working in an environment where I have face to face interactions with customers, people I do not know.

6. I can tolerate working in an environment where I have phone interactions with customers, people I do not know.

JOB TASKS

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Some jobs require doing one task for long parts of the day (compiling data in retail sales, entering data on spreadsheets, house painting, shelving books in a library). I can tolerate doing one job task for most of the day. | | | | | |
| 2. Some jobs require moving from task to task frequently. In some jobs, I will have to change tasks and do 8-10 tasks in a day. I can tolerate doing lots of different jobs each day. | | | | | |
| 3. Some jobs only require doing a few tasks each day. Every day I might do the same 5 or 6 tasks. I can tolerate doing the same tasks every day. | | | | | |

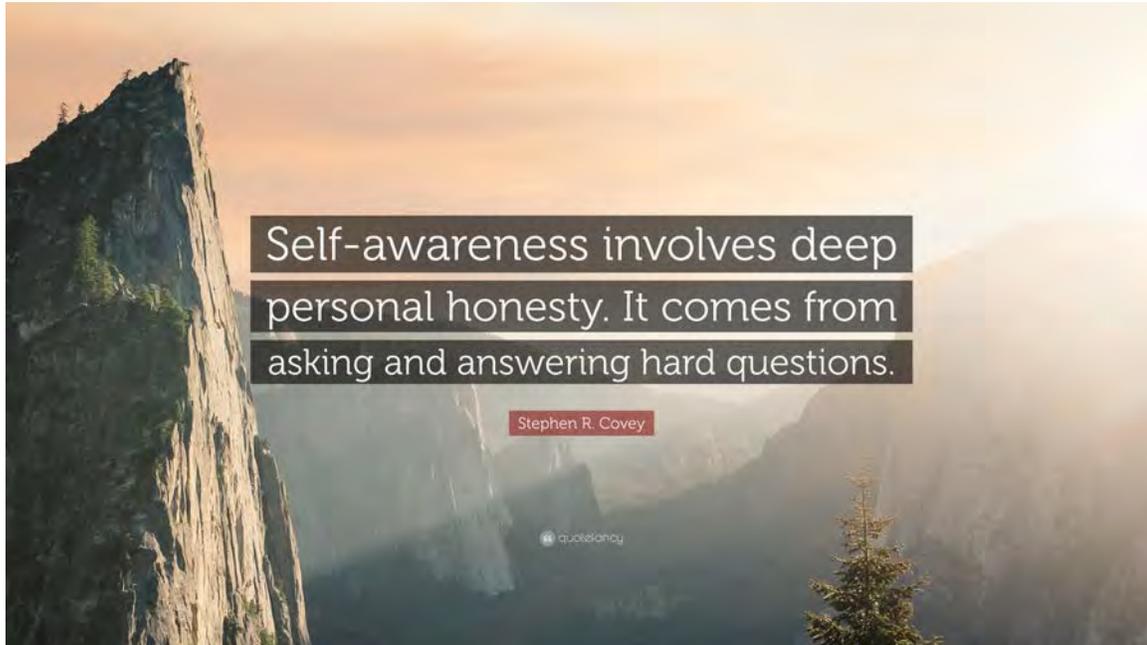
PHYSICAL REQUIREMENTS

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Some jobs require standing up and walking around all day long. I can tolerate standing and walking most of the day in my job. | | | | | |
| 2. Some jobs require sitting down (at a desk) all day long. I can tolerate sitting for long periods of time. | | | | | |
| 3. Some jobs require moving between different rooms or spaces at a work site. I can tolerate walking between rooms, offices, and different spaces throughout the day. | | | | | |
| 4. Some jobs require moving heavy objects (boxes, furniture, racks of clothes, etc.). I can tolerate lifting and moving boxes and heavy objects as a part of my job responsibilities. | | | | | |

WORK HOURS

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. I could tolerate working in a job that starts very early in the morning. | | | | | |
| 2. I could tolerate working in a job that ends late at night. | | | | | |
| 3. I could tolerate a job that has regular daytime hours (9am-5pm). | | | | | |
| 4. I could tolerate a job that has evening hours (5pm-12am). | | | | | |

Work Environment Considerations for the employee



- Know yourself
 - Challenges and strengths
- Clearly state your personal needs
 - Communication style
 - Social skills
 - Sensory needs – regulation
- Environmental needs
 - Structure
 - Organization
 - Time management

Poll Question:

Do you use accommodations?





Workplace Accommodations

Improvement for ALL Employees

- Visual reminders
- Simplifying job descriptions
- Establishing short-term and long-term goals for employees
- Engaging in more precise communication
- Setting clear expectations
- Reducing ambiguity
- Providing consistent feedback
- Checking in frequently

Accommodations Resources: U.S. Department of Labor Job Accommodations (dol.gov), Disability Works Home (illinoisworknet.com), JAN – Job Accommodation Network (askjan.org)

On the Job Supports

- Reasonable Accommodation
- Equal Employment Opportunity
- Company Wide Culture Shift

HOW TO PERFORM A FIRE EXTINGUISHER INSPECTION IN 3 MINUTES

- 1. Check accessibility.**
 - Identify if a fire extinguisher is present in the area and take note if it is easily visible.
 - It should not be blocked by any equipment or other objects that would make it difficult to be accessed during an emergency.
 - Fire extinguishers must also be secured in a specific location (e.g. inside a glass cabinet or a wooden box) to prevent them from being moved if there's noise, a recommended action prompt shall appear.
- 2. Examine the physical state.**
 - Look for the fire extinguisher's serial number, and check if the fire extinguisher label is readable.
 - Check if the cylinder and other external metal parts are free of corrosion, dents, and other signs of damage.
 - Inspect if there are cracks in the hose or seal in the nozzle.
 - Check if the locking pin is intact in between the operating lever and handle, and if it is secured well by the seal.
- 3. Check the pressure gauge.**

Examine where the gauge needle is. A needle within the green zone is good. A needle in the left red zone means that the fire extinguisher is depressurized and warrants a recharge, while a needle in the right red zone signals a danger of over pressure.
- 4. Notice the inspection tag.**

Note if an inspection tag is available. The tag should indicate the last inspection date of a fire extinguisher.
- 5. Generate report and recommend action plan/s.**

Once done with the inspection, summarize observations/action plan. Make sure to sign off on the fire extinguisher inspection tag (if available) with your name/signature and date of inspection. That's it!

ACTION PLAN
 Replace label
 Install locking pin
 Replace seal

SafetyCulture

Daily Schedule

8
Monday

VIEW SCHEDULE

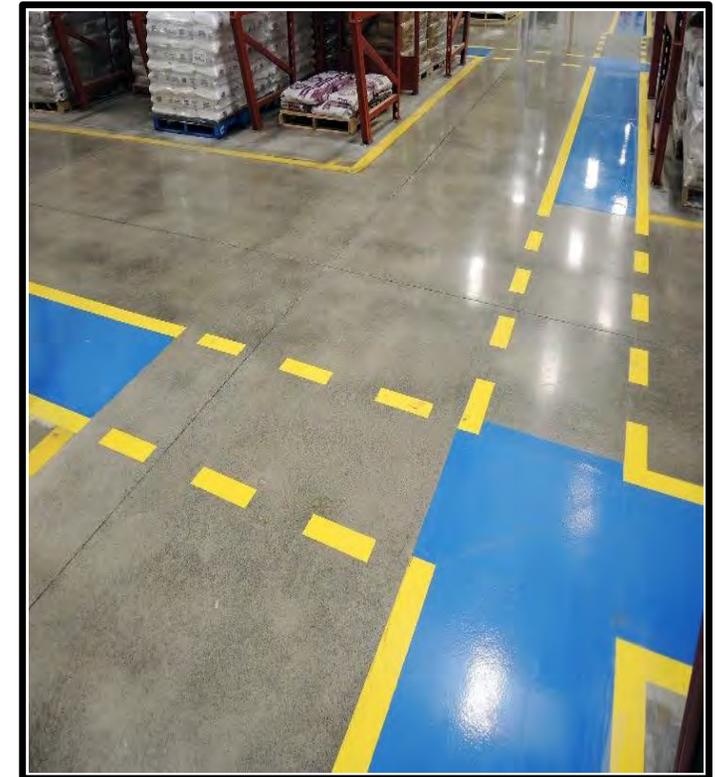
Year
 Month
 Day

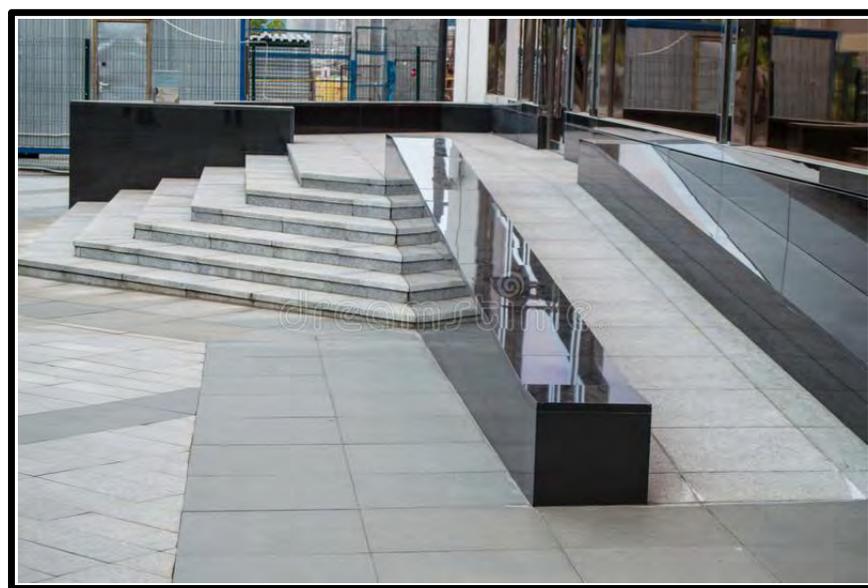
EDIT SCHEDULE

EDIT TIMES
ADD EVENT

HIGHLIGHT IN SCHEDULE:
Break

| Time | Event |
|----------|----------------|
| 6:00 AM | Wake up |
| 6:15 AM | |
| 6:30 AM | Shower |
| 6:45 AM | |
| 7:00 AM | |
| 7:15 AM | |
| 7:30 AM | Leave for work |
| 7:45 AM | |
| 8:00 AM | Start shift |
| 8:15 AM | |
| 8:30 AM | |
| 8:45 AM | |
| 9:00 AM | |
| 9:15 AM | |
| 9:30 AM | |
| 9:45 AM | |
| 10:00 AM | Break |
| 10:15 AM | |
| 10:30 AM | |
| 10:45 AM | |
| 11:00 AM | |
| 11:15 AM | |
| 11:30 AM | |
| 11:45 AM | |
| 12:00 PM | Lunch |
| 12:15 PM | |
| 12:30 PM | |
| 12:45 PM | |





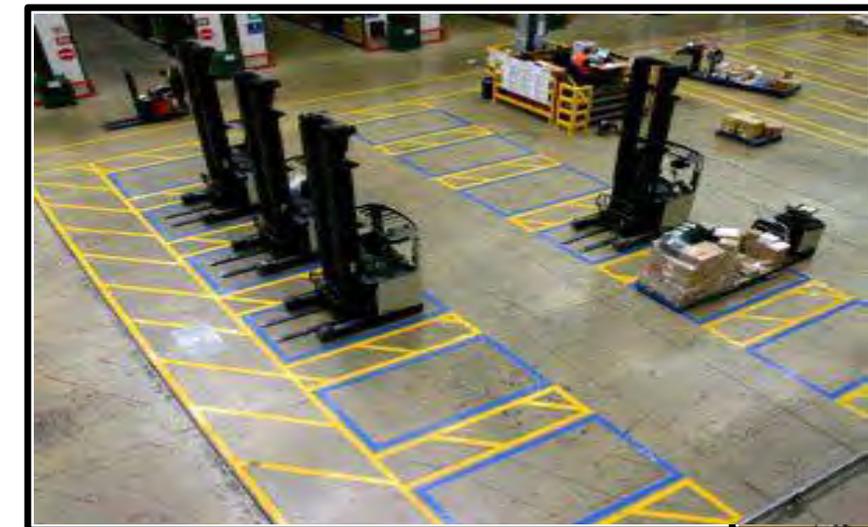
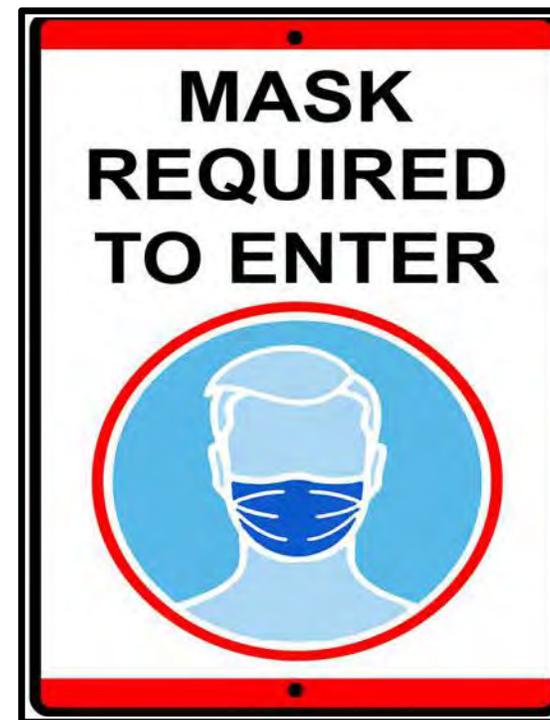
Ramps for all – wheelchair, stroller, briefcase, cart



Numbered shelving



cc for all – hearing impaired, loud kids, dog, learn English, Spanish, etc.



Visual for equipment or instructions



Visuals with Picture Reminders

| | | |
|--|---|--|
|  Fire action <small>ON DISCOVERING A FIRE</small> |  IN THE WORKSHOP | |
|  1. Operate nearest fire alarm call point 1.1. Dial _____ to call the fire brigade.  2. If possible tackle the fire using the appliances provided. <small>(Do not endanger yourself or others in doing so.)</small> |  No smoking |  No mobile phones |
| ON HEARING THE FIRE ALARM  3. Leave the building by the nearest available exit / route. Closing all doors behind you.  4. Report to person in charge of assembly point at: _____  5. Do not take risks. Do not stop to collect personal belongings. Do not use lifts. Do not re-enter the building for any reason unless authorised to do so. |  No eating |  No drinking |
|  First Aid Located _____ |  Eye Wash Located _____ | |

DANGER

**CONSTRUCTION AREA
KEEP OUT**

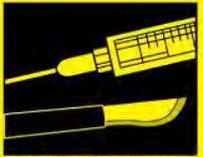
PELIGRO

**ÁREA DE CONSTRUCCIÓN
MANTÉNGASE FUERA**

ISOLATION PRECAUTIONS

VISITORS - REPORT TO NURSES' STATION BEFORE ENTERING ROOM

| | | | |
|---|--|---|---|
|  WASH HANDS BEFORE and AFTER patient care. |  MASKS & PROTECTIVE EYEWEAR or FACE SHIELD <input type="checkbox"/> Yes, if splashing is likely. <input type="checkbox"/> Yes, for all persons entering room. |  GLOVES <input type="checkbox"/> Yes, when touching blood or body fluids. <input type="checkbox"/> Yes, for all persons entering room. |  GOWN <input type="checkbox"/> Yes, if soiling is likely. <input type="checkbox"/> Yes, for all persons entering room. |
|---|--|---|---|


 Take care to prevent injuries when handling needles, scalpels and other sharp instruments or devices.


DISPOSAL
 In infectious waste container - as required.

SPECIAL PRECAUTIONS:

 **DANGER**

WELDING

- FUMES & GASES MAY CAUSE IRRITATION OF EYES, NOSE AND THROAT.
- FUMES & GASES MAY CAUSE CHEST PAIN AND / OR PULMONARY EDEMA.
- FUMES & GASES MAY CAUSE CHRONIC LUNG DISEASE AND / OR LUNG CANCER.
- FUMES & GASES MAY CAUSE METAL FUME FEVER AND / OR LEAD POISONING.
- POLYESTER AND OTHER MAN MADE FIBERS MAY MELT AND CAUSE SEVER BURNS IF STRUCK BY WELDING SPARKS.
- MAY RESULT IN ASPHYXIATION IN CONFINED SPACES.

SITE SAFETY

ALL VISITORS AND DRIVERS MUST REPORT TO SITE OFFICE

CHILDREN MUST NOT PLAY ON THIS SITE

| | |
|---|--|
|  Foot protection must be worn |  High visibility jackets must be worn |
|  Safety helmets must be worn |  Parents should warn children of potential hazards |
|  No unauthorised persons allowed on this site |  Danger Construction site |

DANGER

LOCK-OUT/TAG-OUT



ALL POWER SOURCES BEFORE REMOVING GUARDS

Best Company Practices

- Universally Designed Workplace
- Commit to inclusion – highlight it
- Rewrite job descriptions
- Rethink interview process
- Flexible work environment
- Neurodiversity work support groups
- Partner with neurodiverse organizations



Autism Inclusion

- SAP - 40 million dollar fix
- Accenture - 28% higher revenues
- Ernst & Young
- Favorable public opinion
- Feel good work environment
- Temple Grandin –
different kinds of minds



Autism Inclusion Should...

- Be for business reasons,
not the “social cause”
- Source the BEST candidates
based on job skills
- Be a partnership
- Increase productivity
- Increase employee retention
- Better company culture & brand

Other Company Considerations

- Is there a place for diversity in all kinds of jobs – skills based?
- Is inclusion modeled top down?
- Does the company break autism stereotypes?
- Is there room for advancement?
- Do we have inclusion outside of sheltered workshops?
- Are people being paid fairly?

Fair Labor Standards Act (Phase out H.R. 2373)

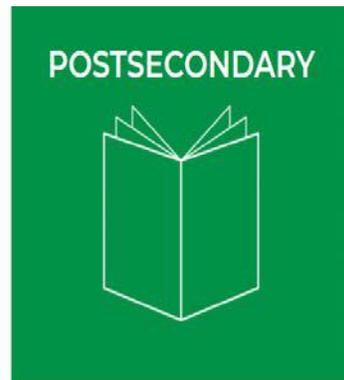
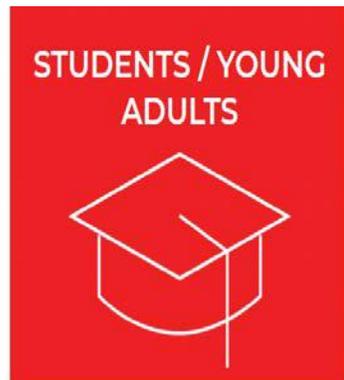
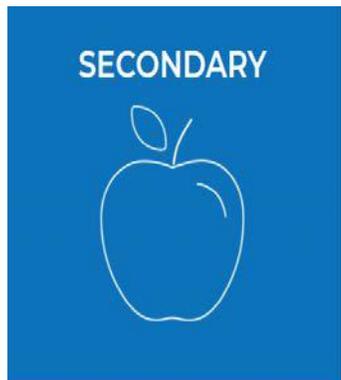
- 14© provisions are still included from the great depression
- Allows authorized employers to pay below federal minimum wage

The Future of Employment

- Neurodiverse Leaders
 - Workplace success is a “norm” not an exception
- Inclusion language in all forms
- Inclusion hiring and recruitment programs
 - Evolve past “Autism at Work”
- Align people with their strengths regardless of label
- Break stereotypes about autism and other disabilities
 - All personality and skills within the broad spectrum of autism
- Inclusion in committees who make policies
- Employee resource or interest groups
 - Open communication
 - Conversations about autism led by those with autism



ATTA Resources



- **Why Should I Hire Someone with ASD**
 - 10 Characteristics of a Successful Employee
- **When Should I Disclose my Autism?**
- **Interviewing Tips**
- **Interviewing Tips Assessment**
- **Working Environment Assessment**
- **Getting the Best from an Employee with ASD**
 - 10 Tips for Job Success
- **Social Communication in the Workplace Assessment**
- **Looking for a Job Checklist (NEW)**
- **Job Description Template**

Inclusive Workplace Examples

- Autonomy Works
 - <https://www.autonomy.works>
- Illinois workNet: Creating an Inclusive Workforce
 - [Illinois workNet Home](#)
- Next for Autism: Employment Consulting Resources
 - [Employment Consulting Resources - NEXT for AUTISM](#)
- Autism Workforce Strategies
 - [Autism Workforce](#)
- Freddie Mac Neurodiversity Hiring Commitment
 - [Freddie Mac's Neurodiversity Hiring Commitment - NEXT for AUTISM](#)

Other Resources

- U.S. Department of Labor Job Accommodations (dol.gov)
- Disability Works Home (illinoisworknet.com)
- JAN – Job Accommodation Network (askjan.org)
- EARN – Employer Assistance and Resource Network on Disability Inclusion (askearn.org)
- Vocational Rehabilitation Services (dhs.state.il.us)

Wrap Up and Questions

What is ASD and Characteristics
Address the Employment Disparity
Best Practices for Job Seekers
Best Practices for Employers
Valuable Resources



WIOA

Professional Development

americanjobcenter®

Thank you!

For more information visit <https://autismcollegeandcareer.com/>

Carissa Melody: clmelod@ilstu.edu

icsps impacting
educational
equity

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education



**AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT**