Strengths-Based Employment for Students with Autism: Sam’s Story

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Who are we?

Jen Emmel, East HS
Angela Lind and Meghan Linton, Shopbop
Sarah Cutler, Community Work Services
Lorene Seman, Sam’s mother

Grab a business card from the back table to contact us after the presentation!
Who is Sam?

Handout: Sam’s Profile Sheet
**Sam’s Work Profile**

- **Strengths:**
  - Gross motor activities
  - Attention to detail
  - Memory for routines and rules
  - Strong work ethic

- **Needs:**
  - Consistent work routine and expectations
  - “Check in” person for questions or redirection
  - Opportunities to work alone or with a partner

- **Environmental Analysis:**
  - Minimum chaos
  - Organization and cleanliness
  - Break space/personal space
Identifying Needs at the Jobsite
Preparing for Sam’s First Day

• Navigating the application and hiring process
• Foreshadowing Sam’s new job
• Teaching coworkers about Sam’s interests, communication style, and needs

Pass around the social story:
Sam’s New Job

Handout: Introduction Letter
Building Relationships

Blazer’s Delivery Truck

Jordan’s Teachable Moment

All-Staff Potluck and Mealtime
The Ups and Downs

Increased hours
Lunch at work
Fading out of East HS
More independence

Mood swings
Increased distraction
Stretching out breaks
Staff changes
Strategies to Fade Support

- Notes and Signs
- Formal and Informal Checklists
- Setting Phone Alarms
- Break Timer
Teamwork for Sam’s Graduation

• Detailed information to vocational providers
• Building rapport between employer and voc agency
• Addressing setbacks to Sam’s routine
• Brainstorming solutions with old and new staff

Pass around social story:
Sam’s Graduation

Pass around:
Site Description
Essentials for Successful Employment
Outcomes for Students with Autism

• Preparation before student begins employment
• Open communication with employer, school team, and family
• Identifying tasks to challenge student while providing supports to facilitate success