



Project | SEARCH

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Schall, C. M. (2010). Positive behavior support: Supporting adults with autism spectrum disorders in the workplace. Journal of Vocational Rehabilitation, 32.



Career Links

- National Institute on Disability and Rehabilitation Research (NIDRR)
- VCU – Rehabilitation Research & Training Center
- Research related to Vocational Rehabilitation Models for Individuals with ASD
- Partners:
 - Virginia Department of Rehabilitative Services (DRS)
 - Henrico County Public Schools
 - The Faison School for Autism
 - Bon Secours Richmond Health System
 - Cincinnati Children’s Hospital

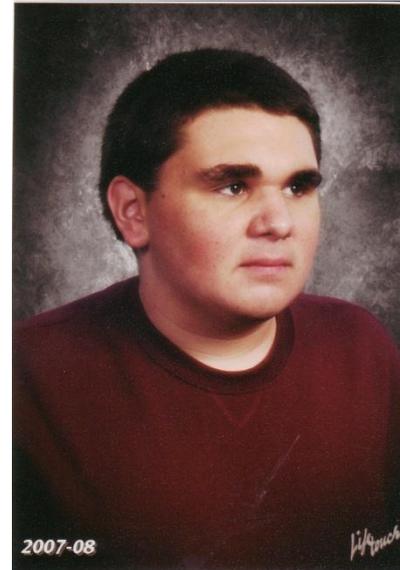
ASD Career Links

- Purpose of the study:
 - Conduct evidence-based research on vocational rehabilitation service models for individuals with Autism Spectrum Disorders
 - Examine the impact of intensive community-based work experiences on the employment outcomes of young adults with ASD
 - Project Search
 - Randomized Controlled Trial



From Student to Employee...

- **Andrew Goals:**
- Increase Independence
:Computer, Agenda, Schedule
- Writing: draft a letter, subject-verb agreement, vocabulary and sentence development
- Reading Comprehension: use of best words, comprehension to 4th grade level, understand simple sentences
- Message Delivery: remember a verbal message and relay it with accuracy (without getting distracted)
- Phone Calls: Introduce himself, state purpose of the call, ask a question

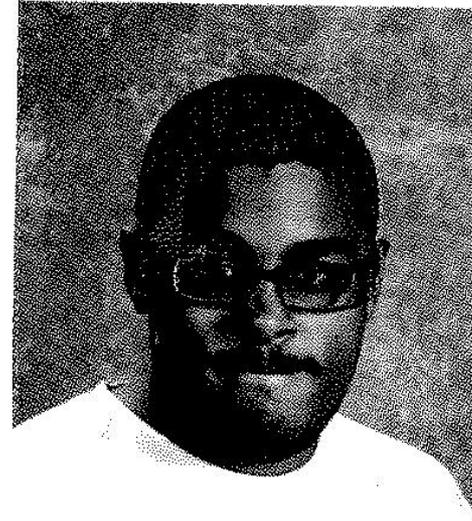


- **Environment:** School, CBI, community based employment sites (7 hours per week)

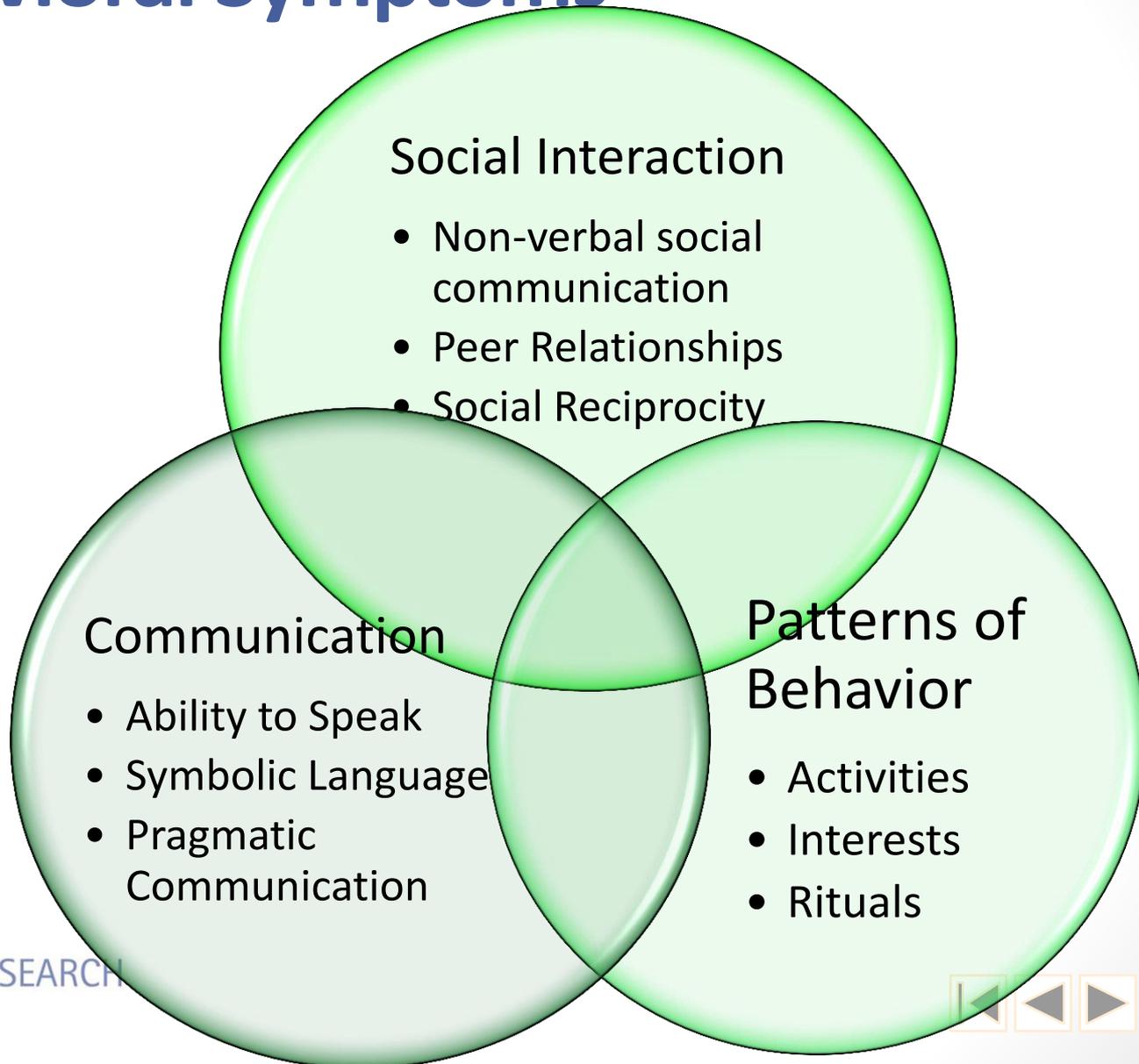


From Student to Employee...

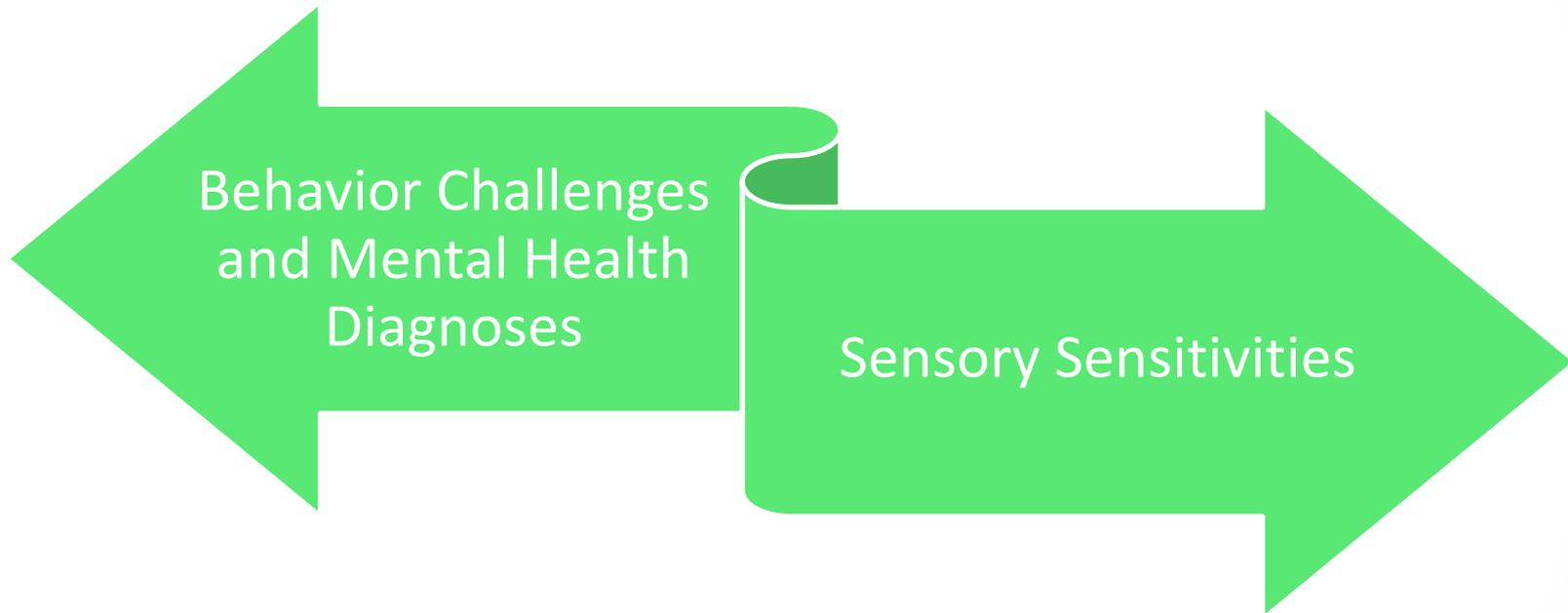
- **Terry Goals:**
 - Practical Math: visual recognition and identification of fractions, counting mixed money
 - Functional Reading: identify information presented in real-life materials
 - Vocational Skills: sorting, matching, work speed, following a task list to completion
-
- **Environment:** School, CBI, community based employment sites (7 hours per week)



Behavioral Symptoms



Secondary Characteristics



Challenges of PBS at Work

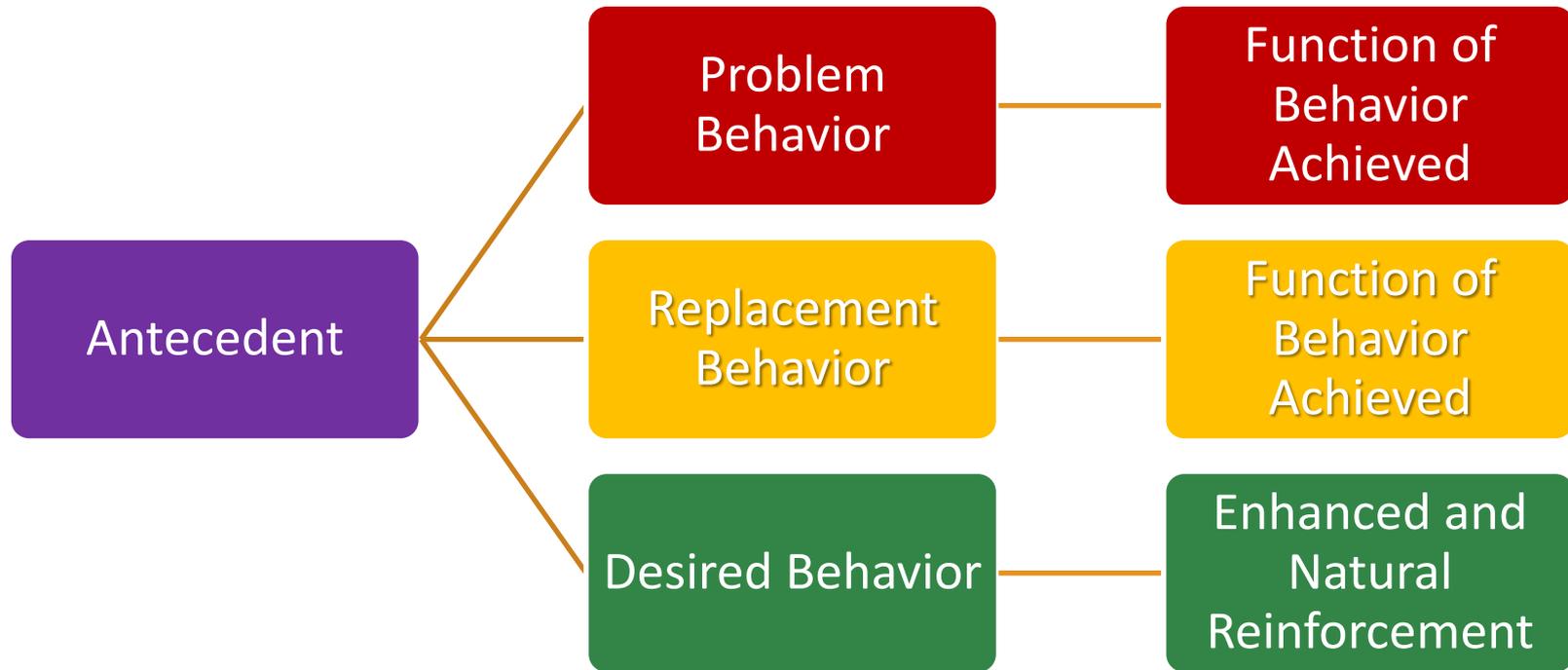
- Visible and public context
- Supports are co-workers and supervisor
- Pressure to perform
- Fewer trained staff
- Lack of access to PBS services
- Contextual fit



The PBS Process

- FBA
 - Person Centered Planning
 - Indirect Assessment
 - Identify and Define the Behavior
 - Interview Team
 - Review History

The Competing Behavior Model

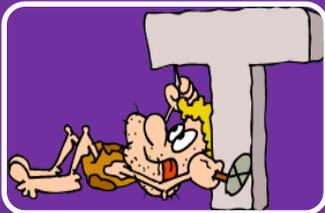


Behavior Intervention



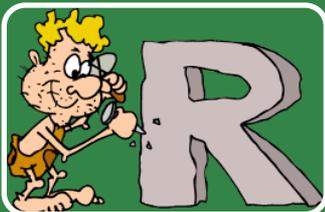
Prevent Behavior

- Alter the antecedents to prevent the problem behavior from occurring



Teach

- Teach replacement behaviors that serve the same function as the problem behavior



Respond

- Respond differently to the problem behavior by removing the reinforcer and reinforce the replacement behavior

Andrew

- Autism
 - Communication challenges
 - Social interaction patterns
 - Patterns of behavior
 - Sensory sensitivities



Andrew: Materials Management

- Duties:
 - Use computer board & wand
 - Count the white labeled items
 - Pull materials from the stockroom
 - Load his cart
 - Deliver stock to assigned departments



Andrew's FBA

- Identify and Define Behavior Challenges
 - Darting
 - Pushing through people
 - Laying on ground (in parking lot)
- Interview previous school team
 - Changes in routine

Andrew's FBA

- Observe behavior using ABC recording
 - Rushed through transition from computer or other desired activity to an unexpected activity
 - Forgetting important items at home
 - Employee orientation pin
 - Academy Awards Book

Andrew's FBA

- Develop Hypothesis
 - When Andrew forgets items that are important to him, he will pace flapping his hands, dart away from his area, plop on the ground and refuse to move in order to express his distress and anxiety
 - When Andrew is rushed to change activities from a desired activity to a less desired activity he will pace, flap, and dart in order to escape being rushed and transitioning
 - When corrected, Andrew will pace and walk away in order to avoid correction

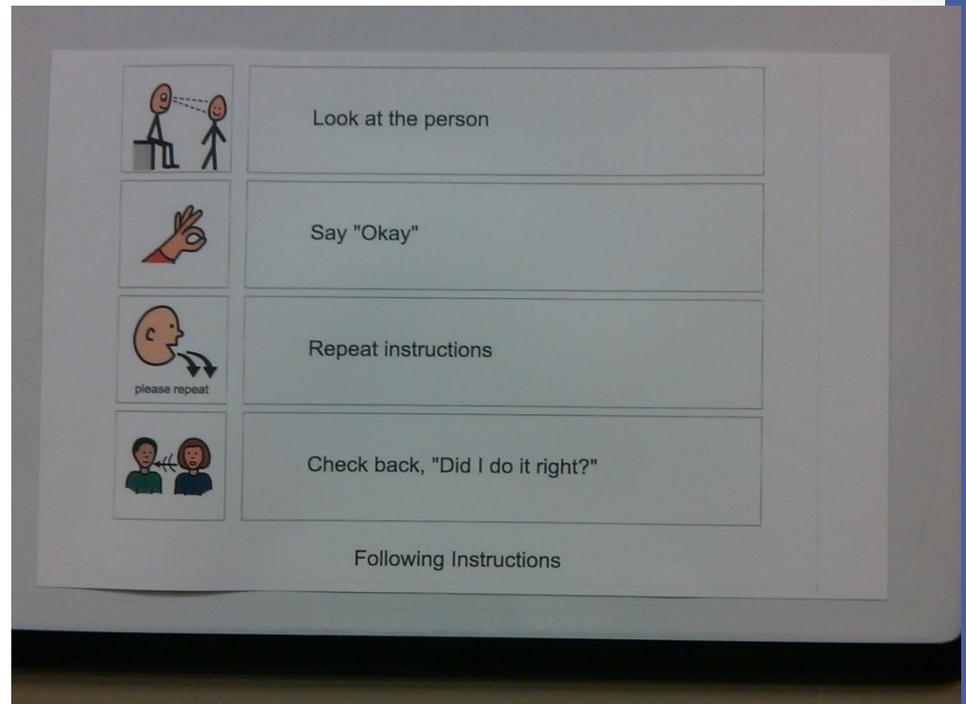


Andrew's PBS Plan

- Prevent
 - Work on match between job and Andrew's strengths
 - Design visual supports to assist Andrew in understanding schedule for the day
 - Provide warnings before transitions
 - Have double sets of important objects

Andrew's PBS Plan

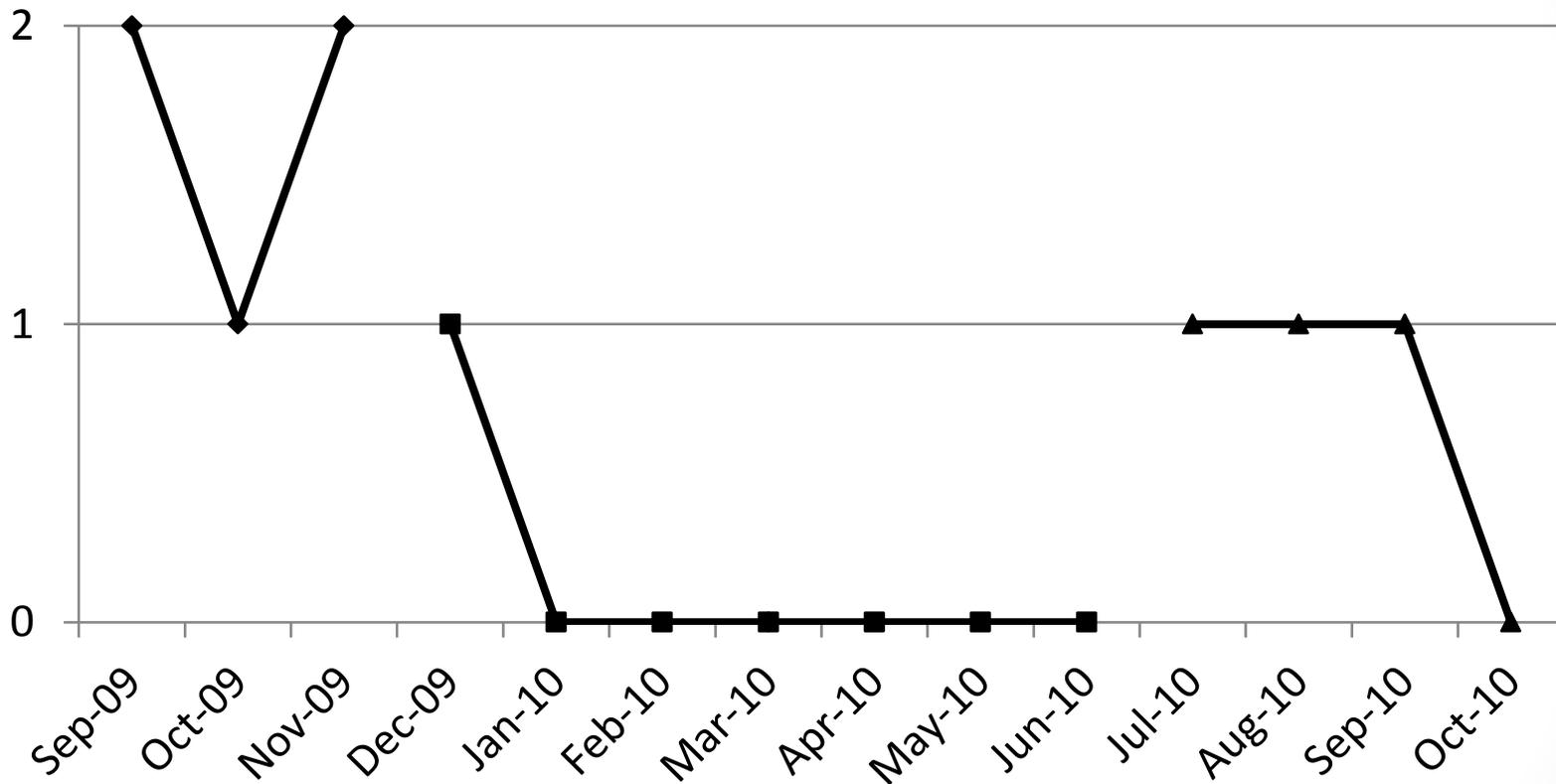
- Teach
 - Teach accepting correction
- Respond
 - Train co-workers and supervisor about Andrew's disability



Andrew: Central Sterilization

- Identify instruments using scanner
- Print labels and place on packs
- Package instruments in correct packs
- Peel packaging instruments in heat sealers

Andrew's Data



Data Challenges

- No regular staff to collect data
- Reports of co-workers?
- Direct Observation Challenges
- Weekly Job Coach Observation
- Report of worker



Terry

- Autism and Anxiety
 - Behaviors associated with anxiety
 - Frequent questions and checking on information
 - “Helping” patients instead of doing his job
 - Crying
 - Complaining of heart palpitations

Terry's FBA

- Identify and Define Behavior Challenges
 - Complaining of illnesses and heart problems
 - Crying
- Interview previous school team
 - “He’s fine, no problems. He just worries a lot.”
- Observe behavior using ABC recording
 - When he make and error and requires correction
 - When he encounters a problem

Terry's FBA

- Develop Hypothesis
 - When Terry is corrected he will cry uncontrollably in order to avoid correction and elicit help.
 - When Terry encounters a problem in finding his work items and materials, he will wander around, go to the cafeteria to eat and help patients in order to fill his time.

Terry's PBS Plan

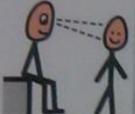
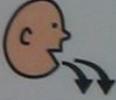
- Prevent
 - Work on match between job and Terry's desire for consistency
 - Design visual supports to assist Terry in completing tasks and understanding schedule for the day

Terry's PBS Plan

- Teach
 - Teach accepting correction and solving problems using picture sequence
 - Self Monitoring Checklist
 - I got a nurse when someone asked for help
 - I was on time
 - I used a private bathroom
- Respond
 - Train co-workers and supervisor about Terry's disability



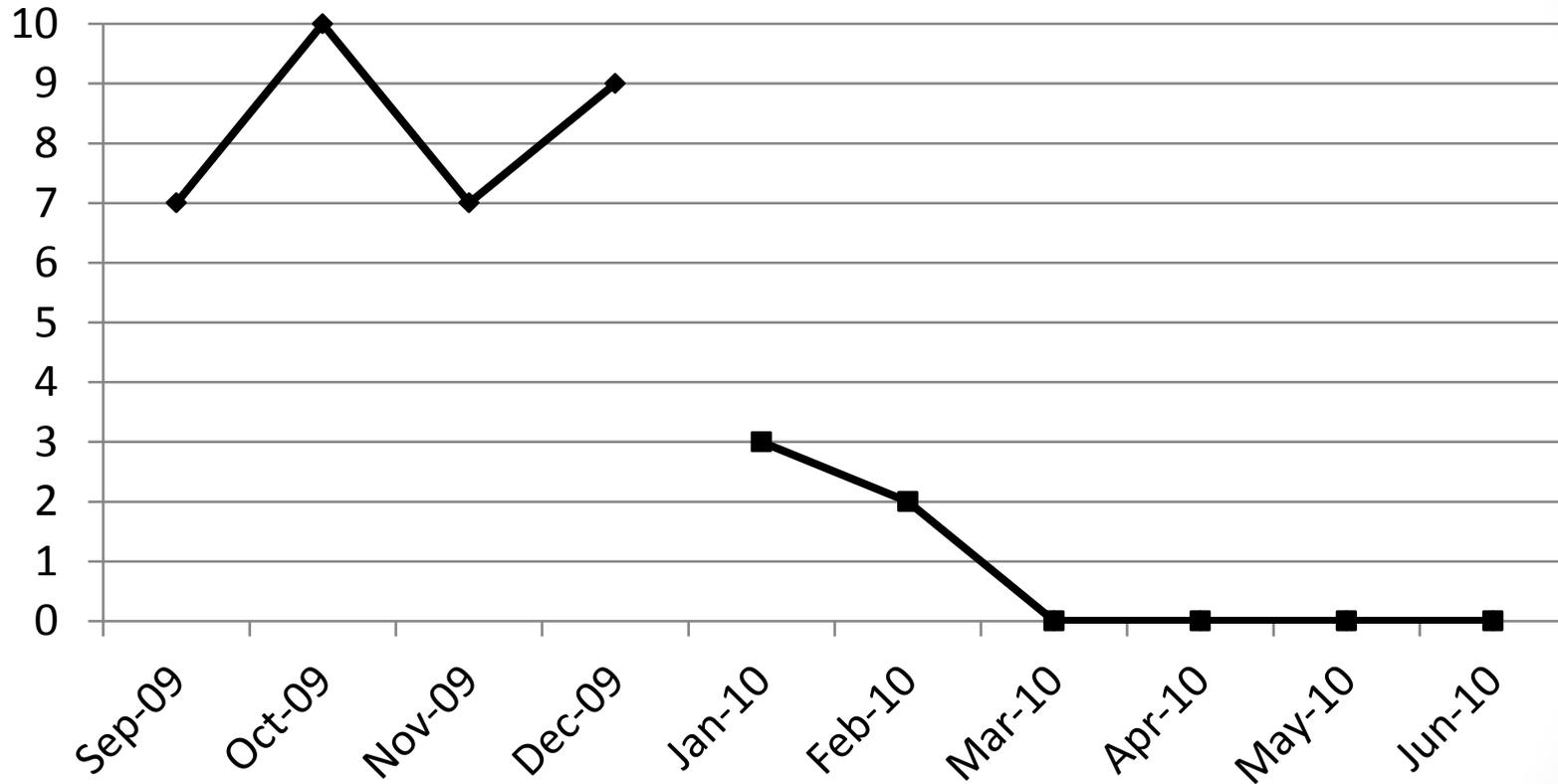
Following Instructions and Accepting Correction Visuals

	Look at the person
	Say "Okay"
 please repeat	Repeat instructions
	Check back, "Did I do it right?"

Following Instructions



Terry's Employment Plan Data



Terry: Environmental Services

- Stock environmental services closets with necessary supplies
- Use floor buffer
- Break down boxes from each floor and takes to compactor



Terry – Handcraft Laundry

- Collect Soiled Linen – 8 floors in hospital
- Complete regularly scheduled deliveries
- Answer phones and e-mails for requests for more linen

Terry as Employee

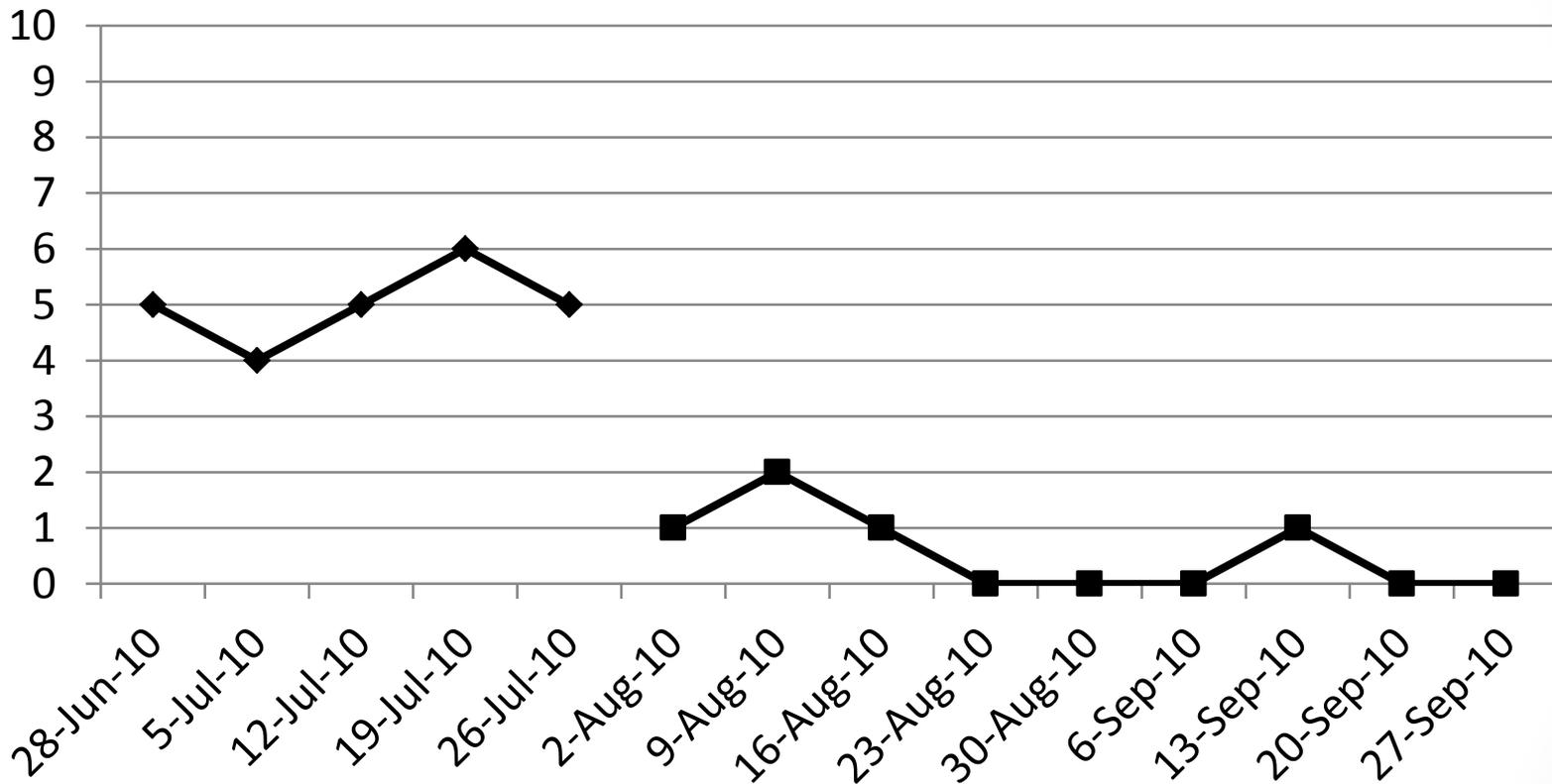
- Not following schedule
- Returning late from lunch
- Complaining of working too hard?
 - FBA: Pop in on Terry and find him
 - Terry was doing another person's work
 - Terry did not know who was his supervisor!
 - Teach Terry to recognize his supervisor!



Terry's Employee Intervention

- Teach who supervisor is
- Teach who gives directions and who does not
- Ensure regular schedule
- Teach supervisors how to correct Terry
- Teach supervisors how to interact with Terry





Questions???

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