

Text version of PowerPoint™ presentation for webcast sponsored by SEDL, January 28, 2009. [Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders.](#)

#### Slide Template

Top left: SEDL Advancing Research, Improving Education

Top right: VR Service Models for Individuals with ASD

#### Slide 1. Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders.

Welcome.

A Webcast Sponsored by SEDL January 28, 2009 – 2:00 PM CST.

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#### Slide 2. Purpose of Webcast.

Introduce new project.

Identify VR issues.

Describe future research activities.

Outline dissemination objectives.

Discuss intended outcomes.

#### Slide 3. National Advisory Panel.

Frank McCamant, Texas Council on Autism and PDD.

Susan Foley, Ph.D., Research Director, Institute for Community Inclusion, and Rehabilitation Research and Training Center on Vocational Rehabilitation (VR-RRTC).

Don Uchida, Director, Utah State Office of Rehabilitation.

Bill Palmer, Director, Florida Division of Vocational Rehabilitation.

Anna Hundley, Autism Treatment Center and President, National Association of Providers for Adults with Autism (NARPAA).

#### Slide 4. Need for the Project.

#### Slide 5. General Background.

ASDs are a range of neurological disorders marked by impairment in social functioning, communication, and repetitive and unusual patterns of behavior. (Autism Society of America, 2008)

#### Slide 6. Terminology.

Autism Spectrum Disorders.

Classic Autism or Classic Autistic Disorder.

Kanner's Autism.

Childhood Disintegrative Disorder.

Rett's Syndrome.

Pervasive Developmental Disorders Not Otherwise Specified (PDD-NOS).

Asperger's Syndrome.

Childhood Autism.  
Infantile Autism.

Slide 7. Terminology (continued).  
Pervasive Developmental Disorder Conditions.

- Asperger's Syndrome
- Autistic Disorder/Autism
- Childhood Disintegrative Disorders
- Rett's Syndrome
- PDD-NOS

Slide 8. ASD can be identified in children as young as 18-36 months; new advances are suggesting reliable identification may be able to be done by 12 months (Robins, et al., 2001; Dietz et al., 2006).

Slide 9. Functional limitations continue through into adulthood, which can cause difficulty in independent living and stable long-term employment outcomes (Autism Society of America, 2008).

Slide 10. According to the CDC, rates of autism are increasing – ASD rate averages 6.6 to 6.7 per 1,000 eight year olds (1 in 150). (CDC, 2008)

Slide 11. A 2003 study (Yeargin-Allsop, et al.) found that Asian, African American, White, and Pacific Islander children aged 3 to 10 years demonstrate similar prevalence rates for Autism. They also found that the risk is 3 to 4 times higher for males than for females.

Slide 12. It is estimated that only 50 percent of children with ASD are actually diagnosed before entering kindergarten. (NIMH, 2007)

Slide 13. The children of U.S. active-duty military are twice (1 in 88) as likely to be diagnosed with autism as children of civilians. (U.S. News & World Report, 12/21/08)

Slide 14. Employment-Related  
Between 1984 and 2001, the percentage of non-elderly adults receiving Social Security Disability Insurance income rose 60 percent (5.3 million) (Autor & Duggan, 2003). In 2007, the number of recipients increased to 7.1 million, an increase of about 30 percent.

Slide 15. 3 out of 10 individuals with disabilities are working full- or part-time, and two-thirds of those who are not working would like to work. (National Organization on Disability & Lou Harris and Associates, 2000)

Slide 16. People without severe disabilities are 8 times more likely to be employed than people with severe disabilities. (NOD, 2000)

Slide 17. Individuals with ASD are among those less likely to be employed. (Dew & Alan, 2007)

Slide 18. According to a study done in 2003 by Cameto et al., about 15 percent of people with autism are employed.

Slide 19. Employment outcomes can be improved by addressing specific behaviors common among people with autism (Schaller & Yang, 2005).

Slide 20. IRI on Rehabilitation of Individuals with ASDs identifies several challenges of people with autism in obtaining and maintaining employment (Dew & Alan, 2007).

Slide 21. Difficulty in interacting with colleagues using conventional rules of conversation

Slide 22. Difficulty interpreting non-verbal communications

Slide 23. Difficulty in abstract thought (overly literal)

Slide 24. Resistant to change in routine

Slide 25. Vocational Rehabilitation Area.

RSA data for FY2003-2005 suggest people with ASD are underserved.

In FY2005, 206, 295 people were closed in Status 26; of that total 1,141 (.55%) were people with autism. An additional 1,689 people with autism applied for services but were not successfully placed. (U.S. ED, OSERS, RSA, 2007)

Slide 26. IRI on Rehabilitation of Individuals with ASD (2007) suggests several challenges for state VR systems in serving people with ASD.

Slide 27. VR counselor involvement in public school transition planning usually starts at about the time of the student's graduation.

Slide 28. Few VR counselors have training/experience related to serving people with ASD.

Slide 29. Needs of individuals with ASD do not match well with achieving a rapid Status 26 closure by a VR counselor.

Slide 30. Shortage of specialized services for adults with ASD.

Slide 31. Few supported employment job coaches have experience with adults with ASD.

Slide 32. Best practice information derived from research is severely limited.

Logo Image: SEDL Advancing Research, Improving Education.

Slide 33. Logo Image: UCF CARD - Center for Autism & Related Disabilities.  
[www.ucf-card.org](http://www.ucf-card.org)

Slide 34. C.A.R.D. Centers currently provide services to over 17,000 individuals in Florida.

Image: 5 stick figure people holding hands

Slide 35. C.A.R.D. Regional Centers

Florida State University, University of Florida – Jacksonville, University of Florida – Gainesville, University of Central Florida, University of South Florida, University of Miami

Slide 36 C.A.R.D. is charged with:

Enhancing existing programs.

Increasing knowledge and awareness.

Building capacity (Train the Trainer).

Slide 37. C.A.R.D. Eligibility

Autism.

Rett's Syndrome.

Asperger's Syndrome.

Pervasive Developmental Disorder – Not Otherwise Specified (PDD-NOS).

Childhood Disintegrative Disorder.

Dual Sensory Impairments (deaf-blindness).

Vision or hearing loss in addition to other disabling condition.

Slide 38. C.A.R.D. Builds Capacity

Ongoing Workshops, Orientation.

Regional Training.

Resource Library.

Support Groups.

Strategic Planning.

Annual Conference.

Image: 3 stick figure people standing on each other's shoulders.

Slide 39. C.A.R.D. Services to Adults

Linking with Community Resources.

Facilitating Personal Futures Planning.

Assisting in setting and achieving individual goals.

Organizing Self Development Group, Adult Issues,

Career Builders Group meetings.

Arranging Group Social Outings, Community Activities.

Training in Self Advocacy.

Promoting awareness of adults with ASD.

Slide 40. UCF CARD Employment Supports . . . getting started.  
Assisting individuals in setting employment goals, monitoring progress, making adjustments as needed.  
Developing Volunteer opportunities to build job skills and establish work habits to support job success.  
Promoting resources that support employment goals (Vocational Rehabilitation, Post Secondary Education/Training).  
Building collaborative relationships with Service Providers  
Offering support to individuals and family members in preparing for employment.

Slide 41. UCF CARD Employment Supports . . . a work in progress.  
Contracting with Vocational Rehabilitation to provide job placement services as a Vendor.  
Establishing a working relationship with local employers.  
Offering ongoing group meetings to individuals who are seeking employment and those who are working to provide training and support.  
Providing follow along, consultation and performance monitoring to employers to support long term employment.

Slide 42 UCF CARD Employment Supports . . . looking to the future.  
Identifying strategies that promote successful, ongoing employment for individuals with ASD who access CARD services statewide.  
Maintaining contact with individuals with ASD to follow progress and provide support as needed.  
Surveying Consumers, Employers and Service Providers to document effective strategies over time.

Slide 43. Vocational Rehabilitation Service Models for Individuals with Autism Spectrum Disorders (ASD)  
“It ain’t what you don’t know that gets you in trouble, it’s what you do know that ain’t so.” Will Rogers, American Humorist

Slide 44. 2 Reviews Proposed for this Grant.  
R1. Effectiveness of Adult Employment Assistance Services for Persons with Autism Spectrum Disorders.  
R2. Effectiveness of Transition School-to-Work Programs for School Age Persons with Autism Spectrum Disorders.

Slide 45. R1 and R2 (continued)  
Facilitate Developing Knowledge About:  
a. What we Know  
b. Where are Gaps in the Current Research  
c. Nature of Designs in Current Literature

Slide 46: R1 & R2 Tool  
Systematic Review

Slide 47. What is a Systematic Review?

Term Paper.

Review of Literature.

Meta-Analysis.

Best Evidence Synthesis.

Evidence Based Research.

Systematic Review.

Slide 48. Definition: Systematic Review

“The application of procedures that limit bias in the assembly, critical appraisal, and synthesis of all relevant studies on a particular topic. Meta- analysis may be but is not necessarily part of the process” (Chalmers et al. 2002)

Slide 49. Definition: Meta-Analysis

“The statistical synthesis of the data from separate but comparable studies leading to a quantitative summary of the pooled results.” (Chalmers et al. 2002)

Slide 50. Review Model

This slide illustrates the systematic review process. The following steps lead to and influence the overall review:

Review question.

Inclusion criteria.

Locate studies.

Select studies.

Extract study features.

Extract and analyze data.

Synthesize data

The review represents the complete collection of all available research, summarized for a state-of-knowledge statement regarding the effects of an intervention. The Systematic Review leads to and influences the Interpretation.

Slide 51. This slide illustrates the relative importance of different types of literature reviews. As the list descends there is a greater potential for bias. As the list ascends there is a greater potential for comprehensiveness and transparency.

Systematic review.

Meta-analysis.

Practice guidelines.

Traditional peer-reviewed literature review.

Textbook summary of literature.

Course review paper.

Clinical/expert opinion.

From McCauley & Hargrove, 2004.

Slide 52. The General Stages of a Review

1. Formulate review questions

2. Define inclusion and exclusion criteria
3. Locate studies
4. Select studies
5. Assess study quality
6. Extract data
7. Analyze and present results
8. Interpret results

Slide 53. Effectiveness of Adult Employment Assistance Services for Persons with Autism Spectrum Disorders: A Campbell Collaboration Systematic Review

Slide 54. Objective

To determine the effectiveness of adult employment assistance services for individuals with Autism Spectrum Disorders (ASD).

Slide 55. Inclusion Criteria.

Participant Characteristics.

Type of Employment Assistance.

Type of Research Design.

Outcome(s) Assessed.

Slide 56. Participant Characteristics.

Diagnosed Autism Spectrum Disorder – Autism, Asperger Syndrome, Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS).

18 years of age or older.

Voluntarily seeking employment.

Slide 57. Type of Employment Assistance.

3rd party including state and VR services.

ASD adults out-of-school.

Continuous employment.

Slide 58. Type of Research Design

Quantitative Designs – Experimental, Quasi-experimental, Single Group Pre-Post, Single Subject.

Qualitative Designs - Case Studies, Survey/Evaluation Studies.

Slide 59. Outcomes.

Employment Status (e.g., FT vs. PT.)

Length of employment.

Wages for employment.

Employer satisfaction.

Co-worker satisfaction.

Intensity of employment supports.

Slide 60. Best Practice Identification

Goal: To increase awareness and use of perceived vocational rehabilitation best practices addressing people with ASD

Slide 61. R3 (continued)

Phase 1:

Contact State Directors of VR Services about the project and its goals.

Solicit name(s) of specialty counselors in area of ASD (if any).

Solicit name(s) of vendors providing services to persons with ASD that would be “best examples.”

Slide 62. R3 (continued)

Phase 2:

Contact nominated vendors about their nomination.

Solicit information about the nature and scope of the services to people with ASD (Information Request Form).

Slide 63. R3 (continued)

Phase 3:

Staff review and scoring of vendor examples (data availability and relevance, consistency of approach, placement rate, replicability, etc.).

Development of vendor service profile.

Slide 64. R3 (continued)

Phase 4:

Advisory panel members review and select best example.

Notify vendors of outcome along with comments from review process.

Slide 65. R3 (continued)

Phase 5:

Develop informational profiles on each selected vendor service for people with ASD.

Develop related Web site component.

Develop press release for vendor’s local media.

Certificate.

Slide 66. R4 & R5.

Logo image: UCF CARD. Center for Autism and Related Disabilities

Slide 67. R4

Direct Service Practices (Partner: University of Central Florida)

Goal: To increase knowledge about the interventions used in providing direct service to consumers with ASD by a statewide network of service providers and that are related to short-and long-term success in competitive, integrated employment settings

Slide 68. R4 (continued)

Research Questions:

Is there a significant difference in successful Status 26 closure rates achieved by CARD network members compared to general rates of closures reported by RSA?

Are interventions provided by CARD significantly different from practices identified as best practice through R.3?

Are Status 26 closures achieved through CARD network members similar or dissimilar for consumers across the range of autism spectrum disorders?

Slide 69. R4 (continued)

UCF CARD and SEDL will develop standardized data collection instrument(s) for use across the network. Intervention factors will be organized in terms of their nature, to include activities such as:

- pre-intervention activities
- intervention processes and employment transition activities
- ongoing support mechanisms
- outcome measurement and re-intervention processes

Slide 70. R5

Case Studies of Successful Individuals with ASD (UCF CARD)

Goal: To increase knowledge about what individuals with ASD and/or their families perceive has been responsible for their successful placement and maintenance of employment.

Slide 71. R5 (continued)

Research Questions:

- Why do individuals/families with ASD feel they have been successful in obtaining and maintaining employment outcomes?
- How do individuals/families with ASD perceive threats to maintenance of employment?

Slide 72. R5 (continued)

Case study research design will:

- look at consumers placed for 9-12 months or more
- involve family members as needed to facilitate communication
- investigate perceived threats to maintenance of employment and identify strategies/actions to address them if present
- provide an incentive for participation

Slide 73. Dissemination Activities

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Slide 74. DRP Perspectives

Dissemination + Utilization

Knowledge Translation

Photo: Picture of mother embracing young child

#### Slide 75. Knowledge Translation

...is the collaborative and systematic review, assessment, identification, aggregation, and practical application of high-quality disability and rehabilitation research by key stakeholders (e.g., consumers, researchers, practitioners, and policymakers) for the purpose of improving the lives of individuals with disabilities. (NCDDR, 2006)

#### Slide 76. Primary Audiences

VR counselors and supervisors.

Consumers and families with ASD.

Researchers.

Photo: two women sitting and talking

#### Slide 77. Dissemination Goals

1. To increase awareness of best evidence in VR for people with ASD
2. To increase awareness of current best practice in promoting successful employment of people with ASD
3. To increase awareness of efficacy of Florida state system (CARD) as model for other states
4. To increase awareness of factors associated with consumer success in obtaining and maintaining employment

#### Slide 78. Increase awareness of best evidence in VR for people with ASD.

Develop evidence based information resources on employment interventions for people with ASD.

Develop user-friendly summary of review evidence.

#### Slide 79. Dissemination Products

Systematic reviews published in Campbell Collaboration Library.

Scholarly journal publication.

Plain language summary on what works in VR for people with ASD.

Web site component on systematic review, summary of results and implications.

NCDDR Registry of Systematic Reviews.

#### Slide 80.

Search Registry.

About Registry.

About Searching.

Full-Text Availability.

Understanding Results.

Submit a Systematic Review.

Registry web page [http://www.ncddr.org/cgi-bin/lib\\_systematic\\_search.cgi](http://www.ncddr.org/cgi-bin/lib_systematic_search.cgi)

Photo: small child touching the hands of an adult cupping the child's chin

#### Slide 81. Intended Outcomes.

Identification of gaps in the knowledge base that need to be addressed by new research.

Increase in awareness of evidence surrounding effective strategies for VR for people with ASD.

Use of information in structuring new research studies or new systematic reviews.

Use of information in discussing strategy with VR counselors or other service providers.

Photo: Woman using a wheelchair and speaking to a small group.

Slide 82. Increase awareness of current best practice in promoting successful employment of people with ASD.

Develop in-depth profiles describing details of best practices.

Develop annual catalog of best practices.

Organize webcasts featuring best practices staff.

Develop web pages describing best practices.

Slide 83. Webcast data.

Webcasts (n = 14)

Pre-registrants (n = 115)

Average audience (n = 75)

Archive available for review.

CRC credits have been offered.

Image: Puzzle piece

Slide 84. Webcast data (continued).

Example topics:

Disability/rehabilitation research and services - TBI, SCI.

Understanding research evidence - Single subject design, Systematic reviews.

Diversity and disability - Multicultural rehabilitation issues, health disparities, women with disabilities.

Slide 85. Webcast archive.

NCDDR Webcasts on knowledge translation and disability/rehabilitation research

<http://www.ncddr.org/webcasts/index.html>

Slide 86. Website overview: [www.autism.sedl.org](http://www.autism.sedl.org)

About Us – SEDL, Staff, CARD, National Advisory Panel

Mission - Statement of problem, Research and dissemination needs

Project Activities - Summary of R1-R5

Resources & Events - Webcasts, publications; Directory of VR Autism contacts;

Employment related resources; C2 Systematic Reviews.

Slide 87. Intended Outcomes.

Replicable best practice models that can be adopted & adapted for use in other settings.

Significant increases in awareness and understanding of VR practices associated with successful employment outcomes, and of factors most strongly predictive of successful outcomes.

Image: Street sign that reads: Counselors Corner

Slide 88. Intended outcomes (continued).

Increased Web hits over time.

Cited in other written materials.

Requests to SEDL for additional information or technical assistance.

Recommended topics for future webcasts.

Photo: Small group having a discussion.

Slide 89. Increase awareness of efficacy of Florida state system (CARD) as model for other states.

Develop case study reports and profiles from research study of Florida (CARD) service model.

Develop an article for publication.

Develop executive summary of findings and implications.

Webcasts featuring in-depth profiles of network practices and associated outcomes.

Slide 90. Intended Outcomes.

Increased awareness of VR practices associated with successful employment outcomes.

Citations of articles.

Comments from VR system staff.

Requests for additional information and technical assistance.

Photo: Two people talking and looking at a paper held by one.

Slide 91. Increase awareness of factors associated with consumer success in obtaining and maintaining employment.

Develop detailed case study report and profiles.

Organize webcasts highlighting real world successes and challenges.

Slide 92. Products.

Report on case studies of people with ASD who have successfully obtained and maintained employment for 12 months or longer and the perceived factors associated with their employment success.

Slide 93. Intended Outcomes.

Increases in awareness and understanding among VR and transition systems, service providers, and consumers and their families, of factors that support or impede persons with ASD in obtaining and maintaining employment.

Increases in number of accesses to archived webcasts.

Requests for additional information.

Slide 94. Summary.

Produce high quality research.

- Systematic reviews, case studies.

- Best practices nomination.

Disseminate research findings.

- Print, web.

- Webcasts, resources.

Encourage utilization of findings.

- VR professionals
- Consumers/families
- Researchers

Photo: Young man and woman conversing,

Slide 95. “One of the mistaken assumptions of research science is that good science will trickle down to the level of practice and inform practitioners and policymakers on what to do and what not to do.” Ginsburg & Gorostiaga (2001)

Slide 96. References

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Slide 100. Questions?

Slide 101: Vocational Rehabilitation Service Models for Individuals with Autism  
Spectrum Disorders

Thank you!

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