Division TEACCH
Supported Employment Program

Supported Employment Statistics
STARTED IN 1989

Number of Clients Placed in Employment: 189
Number of Job Placements: 270
Average Salary: $6.65
Average Number of Hours Worked: 22.5

Updated 1-1-2001

Success Rate*
6 Months on job
89% regardless of reason
96% if factor out uncontrollable I.E. Client Moving out of area, Different job, site closing down

12 months on job
85% regardless of reason
94% if factor out uncontrollable I.E. Client Moving out of area, Different job, site closing down

* 1997-2001

Types of Jobs
Manufacturing Office
Food Service Janitorial
Grocery Laboratory
Stocking/Warehouse
<table>
<thead>
<tr>
<th>Manufacturing Jobs</th>
<th>Office/Clerical Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Control</td>
<td>Accountant</td>
</tr>
<tr>
<td>Assembly Line</td>
<td>Mail Room</td>
</tr>
<tr>
<td>Packaging</td>
<td>File Clerk</td>
</tr>
<tr>
<td>Shipping/Receiving</td>
<td>Library</td>
</tr>
<tr>
<td></td>
<td>Payroll</td>
</tr>
<tr>
<td></td>
<td>Data processing/ Data Entry</td>
</tr>
<tr>
<td></td>
<td>Microfilming</td>
</tr>
<tr>
<td></td>
<td>Bank</td>
</tr>
<tr>
<td></td>
<td>Office Assistant (Filing, Mailing, Typing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grocery Jobs</th>
<th>Stocking/Warehouse Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bagging</td>
<td>Inventory Clerk</td>
</tr>
<tr>
<td>Stocking</td>
<td>Shipping and Receiving Clerk</td>
</tr>
<tr>
<td>Pricing</td>
<td>Gift Basket Preparation</td>
</tr>
<tr>
<td>Cashier</td>
<td>Pre Label Supplies or Cartons</td>
</tr>
<tr>
<td>Scan Stock for Correct Pricing</td>
<td>Order Packaging</td>
</tr>
<tr>
<td>Butcher</td>
<td>Retail Stores</td>
</tr>
<tr>
<td>Produce Preparation</td>
<td>Quality Control</td>
</tr>
</tbody>
</table>
Laboratory jobs
Animal Handling
Cage Washing
Mix Food for Fruit Flies
Wash Glassware
Sample Room Attendant

Food Service Jobs*
Line Server
Food Preparation
Dish/Pot washer
Cashier
Bus Boy
Dining Room Attendant
Sort and Wrap Silverware

*No Fast Food

Janitorial Jobs
Cleaning Crew
Laundry Room
Food Service
Warehouses
Office Settings
Grocery Stores
Schools
Retirement Centers
Hotels

Other Jobs
Landscaping
Animal Care
Auto Repair
Arts and Crafts
Copy Machine Repair
Truck Driver
Supported Employment Process

• Referral
• Supplemental Evaluation
• Job Development
• Job Site Training
• Long Term Support

Informal Assessment

The Importance of Informal Assessment

• Allows for assessment of current skills
• Formal testing may not translate into functional vocational goals
• Easier to assess range of skills

The Importance of Informal Assessment (cont)

• Can utilize a variety of strategies and materials to access skills
• Problems with generalization
• Assessment takes place in more natural settings
What to look for during Informal Assessment

- Emerging skills
- Strengths
- Weaknesses
- Interests or Motivators
- Learning Style
  - organization, attention, independence, helpful prompts, approach to materials, problem-solving strategies

Supplemental Evaluation Checklist

Vocational Skills
- Clerical
- Library
- Domestic
- Landscaping/Gardening
- Food Service
- Warehouse/Stocking
- Mobility
- Vocational Behaviors
- Communication
- Interpersonal Skills
- Independent Functioning

Supplemental Evaluation Checklist

Vocational Skills (Clerical)

- Computer
- Word processing
- Data entry
- Typing: copy corrections
- Filing
- Sorting by number (1#sequence)
- Sorting by letter (1 word sequence)
- Use of copier
- Collating
- Stuffing envelopes
- Use of phone book

- Answering telephones
- Cutting
- Shredding papers
- Rolodex
- Micro filming
- Shredding papers
- Rolodex
- Micro filming
- Laminating
- Attaching Velcro

Supplemental Evaluation Checklist

Vocational Skills (Library)

- Use of card catalog
- Scanning shelves for books
- Shelving books
- Shelf reading books
- Locates uses references
### Supplemental Evaluation Checklist

**Vocational Skills (Domestic)**

- Dusting
- Vacuuming
- Sweeping
- Mopping
- Wiping tables
- Washing windows/mirrors
- Judgment
- Identifying cleaning materials

- Washing machine
- Dryer
- Folding laundry
- Sorting recycling
- Make beds

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**Vocational Skills (Landscaping/Gardening)**

- Water plants with watering can
- Weed Trimmer
- Weeds
- Planting/packaging seeds
- Potting plants
- Raking leaves
- Digging hole
- Picking leaves
- Carrying items
- Trimming leaves
- Mowing
- Make beds

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### Supplemental Evaluation Checklist

**Vocational Skills (Food Service)**

- Food preparation (cutting, slicing, etc.)
- Microwave
- Stove
- Safety procedures
- Pot sink
- Dishwasher
- Identify clean vs. dirty

- Sort and put away clean dishes
- Fill condiments
- Tray line
- Cashier
- Serve food to others
- Wear gloves

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**Vocational Skills (Warehouse/Stocking)**

- Inventory
- Locating items
- Scanning an area
- Putting items away
- Blocking
- Fronting
- Lifting
- Labeling/pricing
- Stocking/stacking
Supplemental Evaluation Checklist (Mobility)

- Method of transportation (walk, bike, bus, car)
- Arrange own transportation
- Need special travel arrangements
- Any physical disability

Supplemental Evaluation Checklist (Environmental Factors)

- Noise Level
- Lighting
- Temperature Extremes
- Wet or Humid
- Proximity of Materials
- Travel Distance to Work Station, Break Area
- Amount of Space in Work Area
- Proximity to Coworkers
- Fumes, Odors or Toxic Conditions
- Moving Equipment
- Other Hazards

Supplemental Evaluation Checklist (Vocational Behaviors)

- Stamina
- Length of work day
- Length of work week
- On task ability
- Distractibility
- Transition from task to task
- Mobility within tasks
- Maintains quality

- Works at necessary speed
- Maintains pace over time
- Accepts supervision
- Corrects mistakes
- Response to interruptions
- Stress management
- Relaxation techniques

Supplemental Evaluation Checklist (Communication)

- Follows written/visual directions
- Follows verbal directions
- Requests help
- Communicates needs
- Communication method
Supplemental Evaluation Checklist
(Interpersonal Skills)

- Appropriate social interaction
- Appropriate language
- Voice volume
- Initiates social interaction
- Responds to others initiation
- Participates in social activities
- Need for personal space

Supplemental Evaluation Checklist
(Independent Functioning)

- Arrives at appointments on time
- Returns from break on time
- Informs of schedule change
- Organizes work materials
- Follows safety procedures
- Follows daily schedule
- Time management
- Break or free time options

Supplemental Evaluation Checklist
(Independent Functioning)

- Respects other’s personal space
- Greeting others
- Conversation skills
- Understands visual rules
- Understands social stories
- Counseling needs

SUPPORTED EMPLOYMENT MODELS

Individual or Standard Placement

- Shared Support or Dispersed Enclave

Mobile Crew

One to One

Individual or Standard Placement Model

Definition of Model
An individual with autism at a business with no on-site Job Coach

Ratio Staff:Client 1:12

Frequency of Support
Job Coach visits the site on an intermittent basis with contacts ranging from twice a week to bi monthly

Types of Placements
Library, warehouse, Offices, Grocery Stores, Laboratories, Food Service, Retail, Bakery, Maintenance and Laundry
### Shared Support/Dispersed Enclave Model

<table>
<thead>
<tr>
<th>Definition of Model</th>
<th>Several individuals with Autism who are hired for different positions dispersed throughout a Company. TEACCH provides the Job Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio Staff:Client</td>
<td>1:2-5</td>
</tr>
<tr>
<td>Frequency of Support</td>
<td>Job Coach is located on-site throughout part or all of the workday. Provides intermittent support.</td>
</tr>
<tr>
<td>Types of Placements</td>
<td>Warehouse, Grocery Stores, Food Service, Bakery and Laboratories</td>
</tr>
</tbody>
</table>

### Mobile Crew Model

<table>
<thead>
<tr>
<th>Definition of Model</th>
<th>Several individuals with autism moving from site to site doing similar jobs. TEACCH provides a Job Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio Staff:Client</td>
<td>1:1-3</td>
</tr>
<tr>
<td>Frequency of Support</td>
<td>Job Coach is located on site throughout the entire Workday and provides intermittent support.</td>
</tr>
<tr>
<td>Types of Placements</td>
<td>House Cleaning and Landscaping</td>
</tr>
</tbody>
</table>

### One to One Model

<table>
<thead>
<tr>
<th>Definition of Model</th>
<th>One individual with autism and a Job Coach provided by Division TEACCH</th>
</tr>
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<tbody>
<tr>
<td>Ratio Staff:Client</td>
<td>1:1</td>
</tr>
<tr>
<td>Frequency of Support</td>
<td>Job Coach is located on site throughout the entire Workday and provides continuous support.</td>
</tr>
<tr>
<td>Types of Placements</td>
<td>Book Stores, Warehouse, Offices, Bakery Grocery Stores, Laboratories, Food Service, Classrooms, Mailrooms and Retail</td>
</tr>
</tbody>
</table>

### ADVANTAGES OF DIFFERENT SUPPORT MODELS
Standard or Individual Model

- Individual is able to seek employment that maximizes their strengths and interests.

Shared Support (Dispersed Enclave)

- Job Coach is available to assist with relaxation and coping strategies.
- Job Coach can assist individuals with their tasks, as needed.
- Job Coach can insure that the accuracy and quality of the individual's job performance meets the employer's standards.
- Job Coach can accommodate for client's cycling job performance.

Mobile Crew

- Work Schedules can be developed according to the individual's needs, including length of day and amount of break time.
- Option to assign tasks based on client's strengths and interests.
- A training site to develop the necessary skills for competitive employment in other Supported Employment Models.
- Job Coach can assist individuals with their tasks, as needed.
- Job Coach can insure that the accuracy and quality of the individual's job performance meets the employer's standards.
- Job Coach can accommodate for client's cycling job performance.

One to One Model

- Continuously adapt and modify structure to meet the individual's needs.
- Individual is able to seek employment that maximizes their strengths and interests.
- Job Coach is available to assist with relaxation and coping strategies.
- Job Coach can assist individuals with their tasks, as needed.
- Job Coach can insure that the accuracy and quality of the individual's job performance meets the employer's standards.
- Job Coach can accommodate for client's cycling job performance.
**IMPORTANT FACTORS IN SUCCESSFUL VOCATIONAL PLACEMENT AND TRAINING**

- Trained staff
- Assessment focused on what adult can do and with “what?” support
- Incorporate client’s interests and strengths
- Communication
  - Educate co-workers and supervisors about autism
  - Act as a liaison between employer/supervisor and employee
  - Communicate with client’s residential support
- Provide on-going long-term support individualized to the client’s needs

**Strategies for Long Term Support**

1. Teach vocational and social skills using structured teaching approaches. Develop and modify visual systems as dictated by employer or client.
2. Educate co-workers and supervisors about autism.
3. Act as a liaison between employer/supervisor and employee. Discuss job performance issues.
4. Provide on-site support; we might insure quality and productivity.
5. Develop and implement relaxation and coping strategies.
6. Develop social opportunities through individual outings and the coordination of a biweekly social group.
7. Provide individual counseling on an as needed basis

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