BEST PRACTICES TO SUPPORT NEURODIVERSITY IN THE WORKPLACE

June 26th, 2024

ILR CAROW

CORNELL UNIVERSITY
FOUNDED A.D. 1865
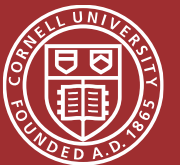
Effective Practices & Predictors for Transition-Aged Youth with Autism

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Yang Tan Institute, School of Industrial and Labor Relations

Cornell University

PAUSE

Identity v. Person-First
(e.g., Autistic v. Person with Autism)

Neurodiversity

A concept where neurological differences are to be recognized and respected as any other human variation

- Differences can include:
  - Attention Deficit Hyperactivity Disorder
  - **Autistic Spectrum**
  - Dyscalculia
  - Dyslexia
  - Dyspraxia
  - Tourette Syndrome
  - Others

(National Symposium on Neurodiversity at Syracuse University, 2011)

Autism

- Autism is the most common member of a family called *autism spectrum disorders* (ASD), also known as Pervasive Developmental Disorders (PDDs) (Shore, 2006).

- Autistic disorder is classified as having 6 or more symptoms from a list of 12 possible symptoms in three overarching areas: social interaction, communication, and behavior (Shore, 2006).

No two people with autism are the same.

Our Work

Autism Transition to Adulthood Initiative (ATTAIN): A multi-year research project led by researchers at Cornell University's Yang Tan Institute on Employment and Disability.

- **PI: Leslie Shaw, PhD**

Purpose of ATTAIN: To help improve post-school outcomes for young adults with autism through:

a) identifying predictors of obtaining a job, pursuing college/university, or living independently after high school

b) Training and coaching pre-service teachers on the implementation of a transition practice to determine its effectiveness with youth with autism

https://autismtransitiontoadulthood.org/

Current Outcomes for Autistic Adults

- About 42%, in their early 20s, have never held paid employment (Roux et al., 2015).

- Experience high rates of unemployment and underemployment (Hendricks & Wehman, 2009; Lipscomb et al., 2017; Ohl et al., 2017; Shattuck et al., 2012)

- Particularly at high risk of not participating in employment the first few years after high school exit (Shattuck et al., 2012; Wong et al., 2020).

The Postsecondary Transition

…is often considered one of the most difficult transitions in a person's lifetime

Predictors

- In-school experiences correlated with improved post-school outcomes (Test et al., 2009; Mazzotti et al., 2020).

- 23 predictors of employment, postsecondary education/training, and/or independent living for youth with disabilities

  - 21 associated with post-school employment for youth with disabilities (Mazzotti et al., 2020).

23 Predictors for Students with Disabilities

Policy
Inclusion in General Education
Exit Exam Req./ HS Diploma Status
Program of Study

Student Skills
Community Experiences
Decision-Making
Goal Setting
Psychological Empowerment
Self-Advocacy/Self-Determination
Self-Care/Independent Living
Self-Realization
Social Skills
Technology Skills
Travel Skills

Career Development
Career Awareness
Career Technical Education
Occupational Courses
Paid Employment/Work Experience
Work Study

Collaborative Systems
Interagency Collaboration
Parent Expectations
Parental Involvement
Student Support
Transition Program

(e.g., Haber et al., 2016; Mazzotti et al., 2016; Mazzotti et al., 2021; Test et al., 2009)

Researchers, policy makers, and practitioners have taken greater interest in understanding what in school experiences predict positive transition outcomes.
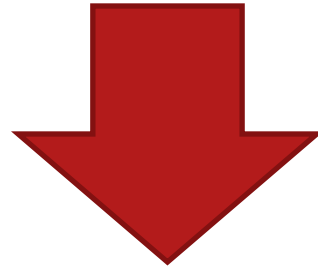
Yet, in spite of this growing body of research targeting youth with disabilities, more generally, little is known about which in school experiences promote better outcomes for those with autism.

ATTAIN: Our Research Question: What We Wanted to Know…

Do the known predictors of successful transition to adulthood for youth with disabilities also apply to youth with autism?

Predictor	Employment	Education	Ind. Living
Career Awareness	X	X	
Career Technical Education	X	**X**	
Community Experiences	**X**	**X**	
Exit Exam Requirements/ High School Diploma Status			
Goal-Setting	**X**	X	**X**
Inclusion in General Education	**X**	X	
Interagency Collaboration	X	**X**	
Occupational Courses	**X**		**X**
Paid Employment/ Work Experience	X	**X**	
Parent Expectations	X	X	X
Parental Involvement	**X**	**X**	
Program of Study			
Psychological empowerment		X	**X**
Self-Care/ Independent Living	X	X	
Self-determination/Self-advocacy	X	X	
Self-realization	**X**		
Social Skills	X	X	**X**
Student Support	**X**	**X**	
Technology Skills	**X**	**X**	
Transition Program	X	X	
Travel Skills	X		**X**
Work Study	X		
Youth Autonomy/Decision-Making	X	X	
Total # of Predictors	~~12~~ **20**	~~10~~ **17**	~~1~~ **6**

Example Findings Related to Current Employment

Predictor Variable	Odds	Predictor Variable	Odds
Worked for pay while in school	3.04*	Career technical education (CTE) participation	2.55*
Out of school jobs	7.18***	Resume writing	2.58*
Enrolled in vocational, technical, business program	5.79*	In school, received instruction on career options	2.38*
Choose how to spend money	1.78*	Apply job skills learned in school in the community	3.54*

* $p < .05$; ** $p < .01$; *** $p < .001$

Predictors can help us determine effective practices for different areas of need.

Effective Practices

- "Provide educators with teaching methods shown to be successful at enhancing specific skills… for specific populations… in specific contexts (Cook et al., 2009; Odom et al., 2005; Rowe et al., 2022), and which can support the development and acquisition of students' IEP [individualized education program] goals and objectives." (Switzer & Brendli Brown, accepted)

Effective Practices: 64

- <u>Effective Practices Operational Definitions</u>

Examples:

- **FEAT Curriculum** [Promising for students with autism, intellectual disability (ID), specific learning disability (SLD, multiple disabilities (MD), etc.] (Francis et al., 2013).

- **Person Centered Planning** [Research-based for students with autism] (Rowe et al., 2021).

- **Post-School Achievement Through Higher Learning Skills (PATHS) Curriculum** [Promising for students with autism, SLD, MD] (Lindstrom et al., 2013).

- **Project SEARCH** [Evidence-based for students with autism, visual impairment, Deaf/hard of hearing, emotional behavioral disturbance (EBD), ID, SLD, MD, other health impairment, etc.] (Rowe et al., 2021; Wehman et al., 2014, 2017).

- **Working at Gaining Employment Skills (WAGES) Curriculum** [Research-based for students with autism, SLD, EBD, etc.] (Murray & Doren, 2013; Rowe et al., 2021).

What's the difference?

Predictors	Practices
• Identify different experiences that impact the attainment of different outcomes after high school • Systems-level • Identified through correlational research	• Help students learn specific skills, many related to transition • Student-level • Identified through experimental/intervention research

What's the difference? (Example)

Predictors	Practices
• Self-determination/self-advocacy • Goal setting • Youth autonomy/decision-making • Self-realization • Psychological empowerment	• Self-Determination Learning Model of Instruction (SDLMI)

ATTAIN: SDLMI Implementation

Goal: In this mixed-methods, pilot study, we will instruct and coach 1-2 teachers entering the workforce (i.e., pre-service teachers) on how to implement a model designed to improve self-determination and related skills to students with autism, called the *Self-Determination Learning Model of Instruction* (SDLMI).

1. To what extent are the pre-service teachers implementing the SDLMI with fidelity?
2. What is the pre-service teachers' perceived effectiveness of SDLMI coaching?
3. What is the feasibility of implementing the SDLMI for a pre-service teacher during their preparation program (social validity-meaningful, practical, useful)?
4. What is the effect of the SDLMI on the students' self-determination-related skills?

To be implemented: Spring 2025

Key Takeaways

- Transition education, services, and programs need to be informed by and grounded in high-quality research.

- While many effective practices can help students learn transition-related skills, predictors indicate what experiences impact the acquisition of different outcomes after high school.

- To help improve outcomes for youth with autism, we need to have robust knowledge and understanding of a) which predictors are associated with successful transitions out of high school and b) which practices are shown to be effective in supporting specific transition-related skills.

Resources: Websites

- **ATTAIN:** https://autismtransitiontoadulthood.org/
- **NTACT:C** (National Technical Assistance Center on Transition: The Collaborative): https://transitionta.org/

Online Sites/Landing Pages
- Youth.gov
- Youth Engaged 4 Change
- CAPE-Youth Resource Page
- YouthRules!

- Safe Work for Young Workers
- Apprenticeship.gov
- **Online Tools**
- GetMyFuture
- My Next Move
- O*NET
- **National Programs in Your Area**
- YouthBuild
- Job Corps
- **Local Programs**
- Your local WIOA Youth Formula Program

Resources: Research Articles

- Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W-H., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2020). Secondary transition predictors of postschool success: An update to the research base. Career Development and Transition for Exceptional Individuals, 1-18. https://doi.org/10.1177/2165143420959793 Migliore A. (2010). Sheltered Workshops. In: Stone, J.H. & Blouin, M.,. International Encyclopedia of Rehabilitation. http://cirrie.buffalo.edu/encyclopedia/en/article/136/

- Rowe, D. A. (2020a). Exploring if, and how a practice works in authentic settings. TEACHING Exceptional Children, 52(4), 200–204. https://doi.org/10.1177/0040059920906789

- Rowe, D. A. (2020b). Succeeding in the classroom when research is limited. TEACHING Exceptional Children, 52(3), 124–125. https://doi.org/10.1177/0040059919895134

- Rowe, D. A., Alverson, C. Y., Kwiatek, S, Fowler, C., Vicchio, J. N., Rousey, J. G., Mazzotti, V. L. (2022). Effective practices in secondary transition: Operational definitions. National Technical Assistance Center on Transition: The Collaborative.

- Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owens, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W.-H., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the Secondary Transition Research Base: Evidence- and Research-Based Practices in Functional Skills. Career Development and Transition for Exceptional Individuals, 44(1), 28-46. https://doi.org/10.1177/2165143420958674

- Test, D. W., Fowler, C. H., & Kohler, P. (2013). Evidence-based practices and predictors in secondary transition: What we know and what we still need to know. National Secondary Transition Technical Assistance Center.

- Test, D. W., Fowler, C. H., Richter, S. M., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-Based Practices in Secondary Transition. Career Development for Exceptional Individuals, 32(2), 115-128. https://doi.org/10.1177/0885728809336859

- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving postschool outcomes for students with disabilities. Career Development for Exceptional Individuals, 32(3), 160181. https://doi.org/10.1177/0885728809346960

- Whittenburg, H. N., Sims, K. A., Wehman, P., & Walther-Thomas, C. (2019). Strategies for developing work experiences for youth with intellectual and developmental disabilities. Career Development and Transition for Exceptional Individuals, 42(4), 259–264. https://doi.org/10.1177/2165143418813900

Thank you for time.

https://autismtransitiontoadulthood.org/

If you have any questions, please contact Katie Brendli Brown at
kb726@cornell.edu

Please visit our social media accounts for updates on our research!

- **Twitter**: https://twitter.com/AutismATTAIN
- **Facebook**: ATTAIN-Autism Transition to Adulthood Initiative

Neurodiversity in the Workplace

Susanne M. Bruyère smb23@cornell.edu

Professor of Disability Studies and Academic Director,

Yang-Tan Institute on Employment and Disability, ILR School

CAROW Webinar

Wednesday, June 26, 2024

1:00-2:30pm Eastern

Acknowledgements

Presentation Overview

- Why is the interview process an important area for focus?

- Focus of the research

- Findings - ways to improve the interview experience of neurodiverse job candidates
  - The role of the employer
  - The role of the job applicant
  - The role of service providers

- Resources for future reference

Why a Focus on Autistic Job Seekers?

Autistic individuals have:

- Higher levels of employment and underemployment than both people without disabilities and people with other types of disabilities

- Disparities in employment, even for Autistic individuals who have above-average education and qualifications to the rest of the workforce

- Difficulty with employment interviews, which remain the most widely used hiring selection methods

(Saleh et al. 2022)

Why a Focus on the Interview Process?

Traditional employment process and interviewing methods often present barriers to Autistic individuals

- **Employers** have historically not been aware of these barriers and need assistance in changing protocols
- **Autistic individuals** have not necessarily been well-equipped to navigate this process
- Many **service providers** have not known how to mitigate the issues; cost- and time efficient and effective measures are needed

ILR School

Our research aimed to:

- Understand the perception of employers, service providers, and educational institution representatives in interviewing or interacting with Autistic individuals socially and in the workplace

- Explore the lived experience of Autistic individuals in interviews and workplace interactions.

Participant Characteristics

- Autistic individuals – working age; interview experience; those that have customer-facing jobs
- Employers – Autism at Work hiring programs; experience interviewing Autistic individuals; experience in supervising those in customer-facing positions
- Educational institutions – career counselors; support job interviewing skills
- Community organizations – employment organizations serving Autistic individuals, coaching interviewing and customer service skills

ILR School

Methodology

- Semi-structured individual and focus group interviews
  - o Preliminary field testing
  - o 23 individuals participated in the study
- Content analysis to capture key themes
  - o Triangulation and inter-rater reliability to establish agreement
- Identified barriers to and facilitators of successfully navigating the interview process to obtain employment

Identified Barriers in the Job Interview Process & Interview Environment

- Types of questions asked:
  - Open-ended, hypothetical, personality profiles
- Interview structure:
  - Large groups, multiple sequential interviews, long day(s)
- Environment:
  - Noisy, overstimulating
- Recruiters, interviewers, and hiring managers rarely aware of affirmative hiring and trained to address interaction needs

(Bruyere et al., 2020)

ILR School

Barriers for Autistic Job Seekers

- Little prior experience in job interviews
- Perhaps little prior work experience
- Lack of familiarity with workplace setting
- Challenged in addressing what was perceived to be ambiguous questions
  - (E.g., What would you do if …?)
- Difficulty explaining how skills address job requirements
- Perhaps awkward with expected social interaction
- Anxiety due to "camouflaging" or "faking" socially-appropriate responses

(Bruyere et al., 2020)

How Employers Can Assist

- Employer strategies for more inclusive practice
  - o Autism-awareness and sensitivity training for HR and hiring professionals prior to interviews
  - o Modifying or replacing existing interview protocols

(Bruyere et al., 2020)

How Employers Can Assist (cont.)

- Examples of possible interview changes included:
  - o Providing interview questions to interviewee in advance
  - o Introduce applicants to the work environment prior to starting the interview as an "ice breaker"
  - o Consider replacing interview panels with shorter, 1:1 or 2:1 interview settings
  - o Avoid "rapid-fire" questioning strategies
  - o Eliminate "open-ended" and "vague" interview questions
  - o Allow opportunities to show technical skills by solving a specific, work-relevant problem

(Bruyere et al., 2020)

How Career Counselors/Community Service Providers Can Assist

- Work with employers/recruiters to build their knowledge of neurodiversity and explore willingness to alter the traditional interview process
- Get access to typical questions being asked to help students prepare
- Explore portfolio and demonstrated skills presentations with students (and employers)
- Encourage internships and work experience

ILR School

How Applicants Can Better Prepare

- Pre-interview preparation
- Preparation on how to present skills in interview process
- Preparation in how to demonstrate skills or build a portfolio of examples of demonstrated expertise
- Prepare for select social interface expectations
- Build self-advocacy skills

(Bruyere et al., 2020)

Designing for Neurodiversity Inclusion Across the Employment Process
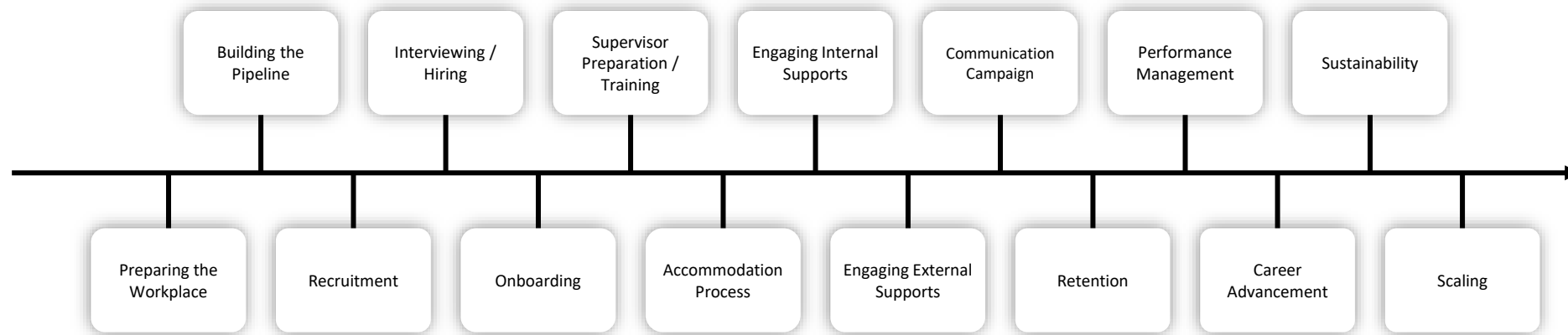
S. Bruyere, Yang-Tan Institute on Employment and Disability, Cornell University, 2024

Assessing Progress Across the Employment Process

- Readying the workplace

- Recruitment, interviewing, hiring, orientation, training

- Supervisor role, preparation, and support

- Retention, career development, progression

- Workplace neurodiversity and inclusion

- Use of external community resources

- Use of internal organizational resources

- Internal and external communication

- Sustainability and scalability decisions

S. Bruyere, Yang Tan Institute, Cornell University, 2024

Workplace Disability Inclusion and Autism at Work eCornell courses

Workplace Disability Inclusion provides a broad overview of the role HR professionals play in addressing this issue by maximizing workplace disability inclusion and minimizing disability discrimination across the employment process. The implications for effective HR policies and practices in recruitment and hiring, career development and retention, diversity and inclusion, accessibility and accommodation, compensation and benefits, and metrics and analytics will be covered across the course modules.

Autism at Work provides an overview of emerging Autism at Work employment programs and outlines the implications for HR policies and practices. Course topics include background information about autism and neurodiversity; models of effective recruitment, screening, and onboarding; supervisor training and support; best practices for career progression, advancement, and retention; and strategies for building a broad array of internal and external support systems.

https://www.ecornell.com/custom/yti/

Neurodiversity Related Resources

- Bruyere, S., & Colella, A. (Eds.) (2022). *Neurodiversity in the Workplace: Interests, Issues, and Opportunities*. Neurodiversity in the Workplace, Society for Industrial Organizational Psychology Frontiers of Research Series. Oxfordshire, UK: Francis Group Publishers.

- Gregory, J. (Host), Bruyere, S. (Guest). (2022, September 8). Neurodiversity in the workplace: A competitive DEI advantage. [Audio podcast]. *Project HR.* https://projectionsinc.com/neurodiversity-in-the-workplace/

- Saleh, M., Chang, H-Y., Bruyère, S. & Vogus, T. (2022). Neurodiverse applicant screening, interviewing and selection, in S. Bruyere & A. Colella, Neurodiversity in the Workplace, Society for Industrial Organizational Psychology Frontiers of Research Series. Oxfordshire, UK: Francis Group Publishers.

- Bruyere, S., Chang. H-Y, Saleh, M. (2020). Empowering Neurodiverse Populations for Employment Through Inclusion AI and Innovation Science: Policy and Practice Brief. Ithaca, NY: Cornell University, ILR School, Yang-Tan Institute. Available from https://ecommons.cornell.edu/handle/1813/104223

- DXC Technology Dandelion Program Online Information at Cornell University eCommons, available from https://ecommons.cornell.edu/handle/1813/72826.

- Neurodiversity in the Workplace Tool Kit. Employer Assistance and Resource Network on Disability Inclusion. Available from https://askearn.org/page/neurodiversity-in-the-workplace.

- Neurodiversity@Work Employer Roundtable, Disability:IN. Available from https://askearn.org/page/neurodiversity-work-employer-roundtable
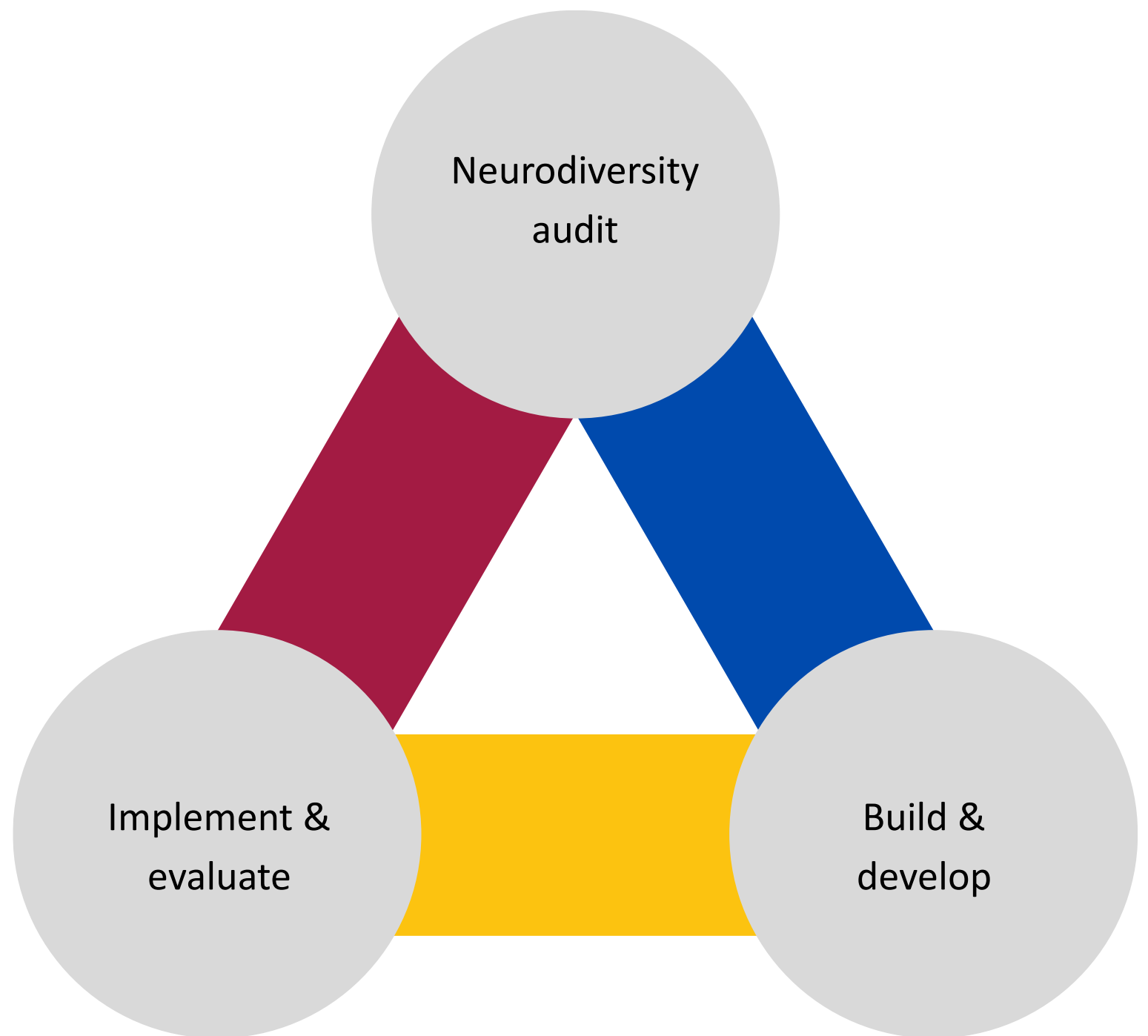
PROJECT AIMS

Improve inclusivity for neurodiverse and disabled staff and students at the Lab

Create a toolkit that can be used by other departments at Cornell and other organizations
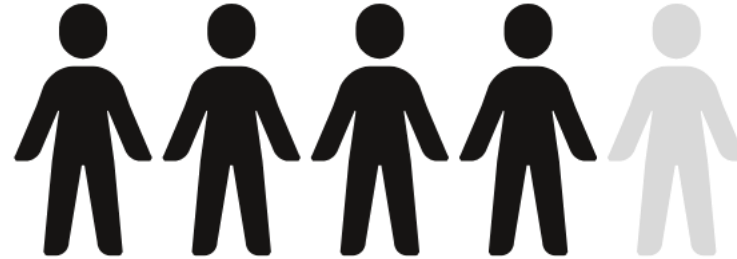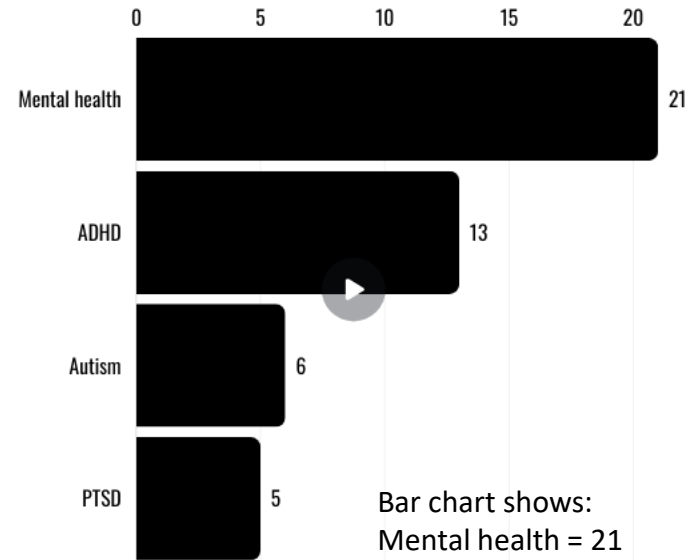
PROJECT PHASES

GUIDED BY PARTICIPATORY PRINCIPLES

Neurodiversity audit

Build & develop

Implement & evaluate

CONTEXT

4 out of 5 people

79% experienced
related challenges at work

20% dial

20% identified

as neurodiverse

Bar chart shows:
Mental health = 21
ADHD = 13
Autism = 6
PTSD = 5

AUDIT FINDINGS

PHYSICAL WORKSPACE

The physical workspace was a barrier to productivity and wellness- lighting, sound, lack of variety in types of spaces (meeting, social)

LACK OF KNOWLEDGE

Lack of knowledge about neurodiversity and accommodations, especially among managers

LOWER WELLBEING & BELONGING

Lower levels of wellbeing and belonging for neurodiverse students and staff

BUILD AND DEVELOP

1 **INCLUSIVE RESEARCH**

- Participatory approach
- Creating a partnership
- Surveys, interviews, focus groups
- Communications
- Data analysis

BUILD AND DEVELOP

② COMMUNITY

- Leadership commitment
- Affinity group
- Advisory group:
  - 20 students and staff with lived experience
  - Inform-
    - research
    - training
    - environment recommendations

BUILD AND DEVELOP

3 KNOWLEDGE

Awareness trainings
- Understanding neurodiversity
- Interactive
- Providing tools, scenarios, glossary

Workshop for managers
- Information on accommodations
- Interactive & applied
- Providing tools, scenarios, resources

Community discussions/Town halls

Guest speakers

BUILD AND DEVELOP

4 BEST PRACTICES

- Meetings
- Events
- Hiring & recruitment
- Onboarding
- Performance assessment

BUILD AND DEVELOP

5 ENVIRONMENT

Image of recharge room at the Lab of Ornithology

Space mix ←

Community
Collaboration
Communication
Concentration
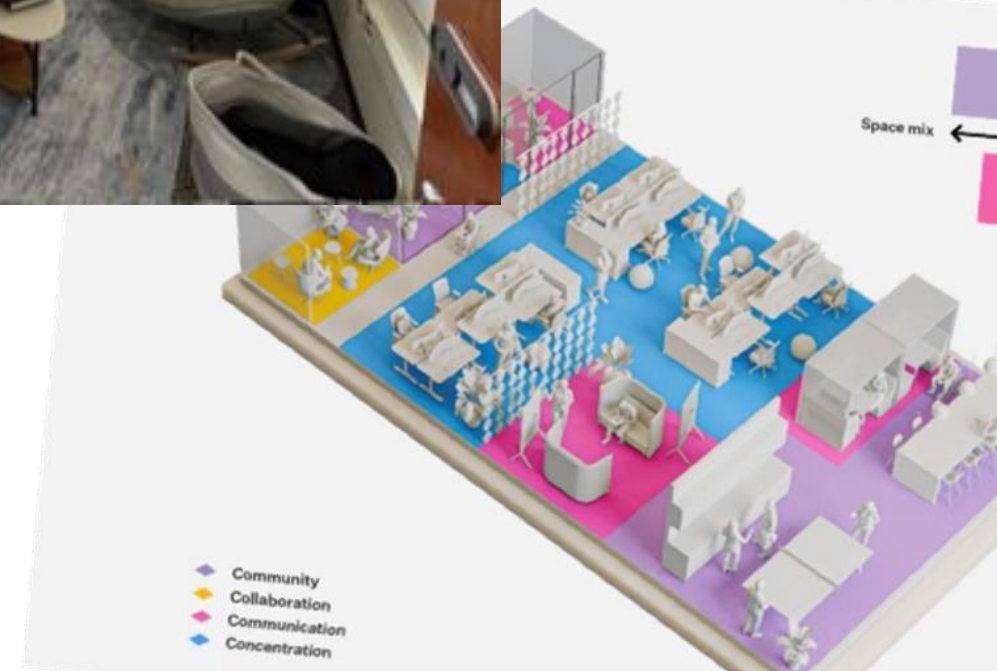
IMPLEMENT AND EVALUATE

ACHIEVEMENTS SO FAR

- 197 Cornell staff have attended at least one of the training or workshops
- 43% of People Leaders at the Lab have attended a workshop
- Tactile boxes in each meeting room along with meeting guidelines
- Recharge room designed and ready for use
- Affinity group created
- **Feelings of belonging have increased for neurodivergent staff**
- **Knowledge and familiarity with neurodiversity has increased across the organization**
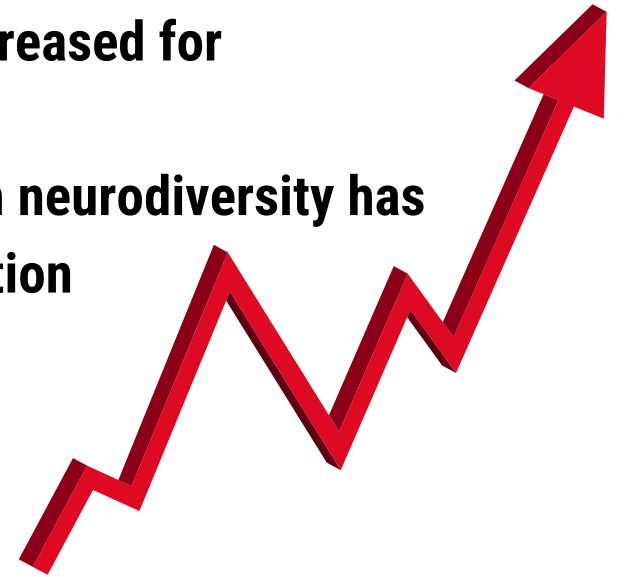
KEY LEARNINGS

COMMUNITY

COMMITMENT
TO LEARNING

FLEXIBILITY
AND
AUTONOMY

CONTINUOUSLY
EVALUATE

NEXT STEPS

- Continued implementation and evaluation
- Changes to physical space
- Training and workshops- offer online options, build on community discussions, continue to improve
- Build resources as part of the toolkit

Work with the Lab's DEIJ team on:

- Mentoring/coaching program
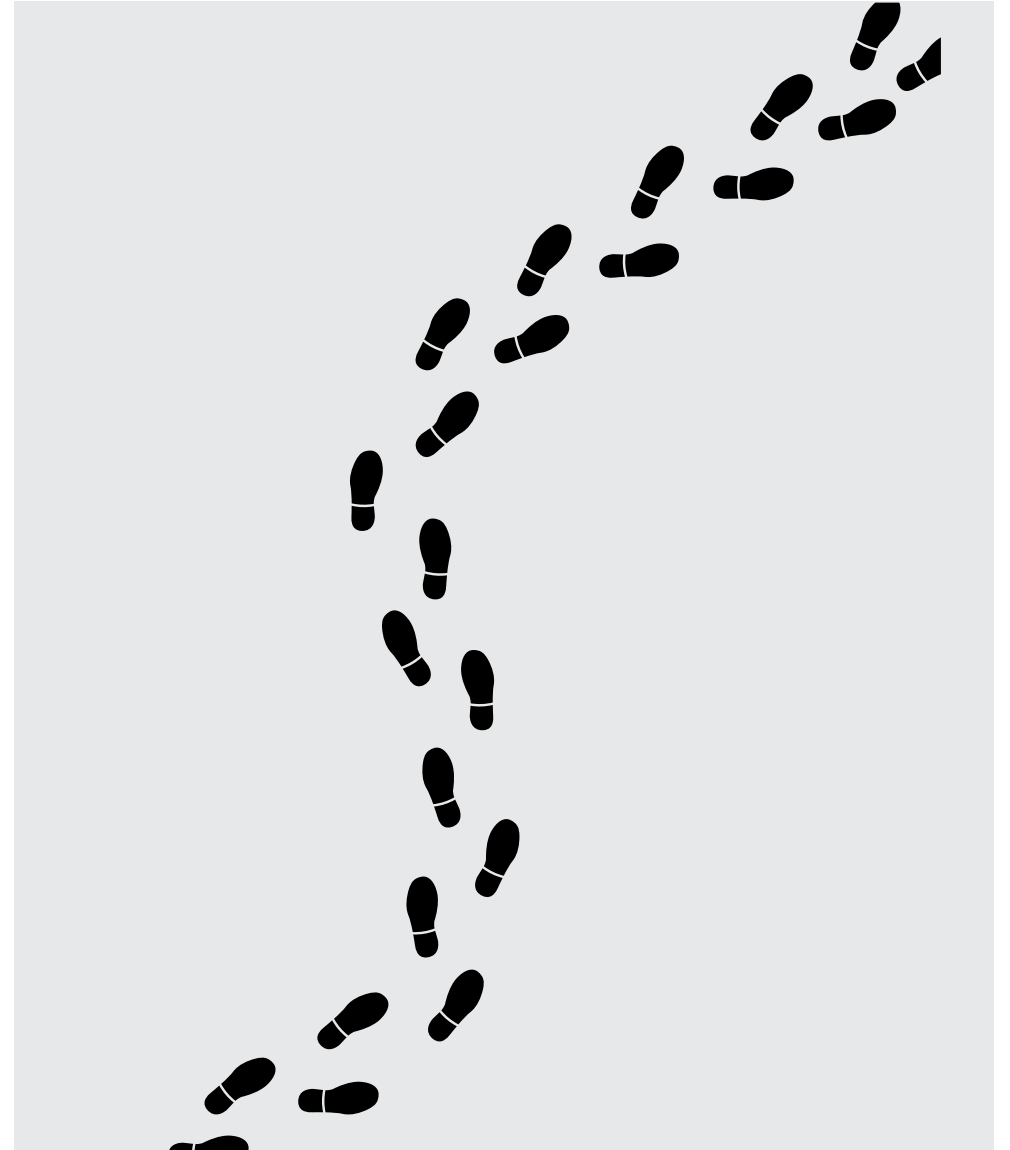
PRACTICAL TAKEAWAYS

Neuroinclusive workplace practices that are helpful:
- Focus on flexibility and autonomy
- Learning about inclusion, intersectionality, neurodiversity
- Accommodation toolkits and resources
- Best practice guidelines that span the employee life-cycle

Other evidence-based practices:
- Coaching/mentoring

And lastly, everything you do should involve the neurodivergent community

THANKS TO THE PROJECT LIFE CORE TEAM,
THE ADVISORY GROUP,
AND YTI INSTITUTE FOR FUNDING THE PROJECT

Core team: Jennifer Harris, Jenn Fonseca, Tina Phillips, Deb Cipolla-Dennis, Jenny Smith

Who We Are

Neurodiversity in the Workplace^{TM} is a non-profit consultancy that partners with inclusive organizations to design and implement equitable neurodinclusive programming.

Our Mission: to design and implement a system where neurodivergent inclusion is a key component of workplace

Company Partners

What is **neurodiversity**?

Definition

Neurodiversity refers to natural variances in the brain which result in different ways of thinking, learning, and socializing.

What is a **neurotype**?

Definition

A **neurotype** refers to a type of brain that aligns with–but is not limited to–a set of characteristics.

What is **neurodivergence**?

Definition

Neurodivergence refers to neurologic functioning that diverges from the neurotype societally understood as "normal."

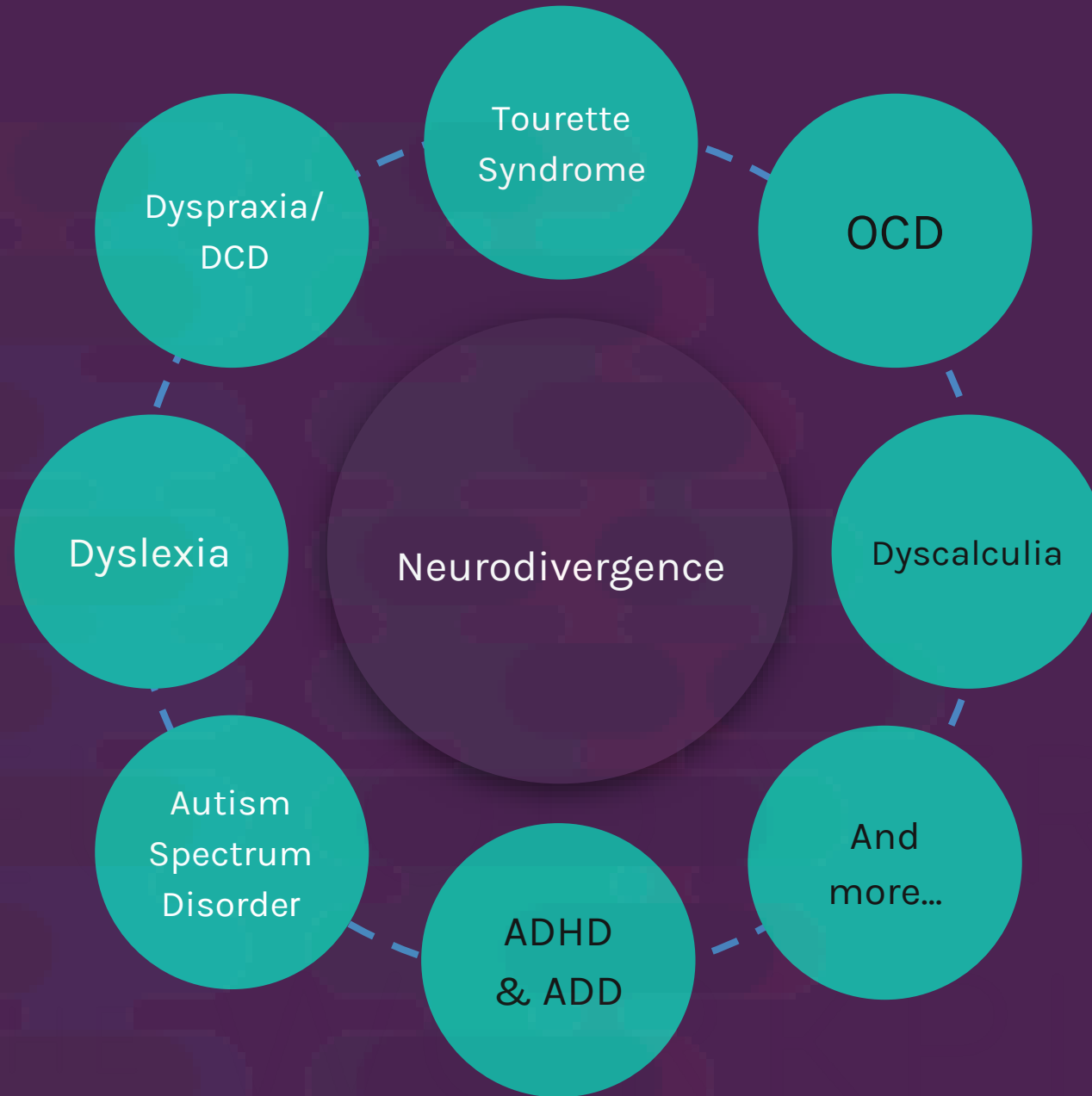*E.g. ADHD, autism, Tourette syndrome, dyslexia, dyspraxia*

Neurotypes

Neurotypes

How to start now.

JOE RIDDLE
NITW

nitw.org
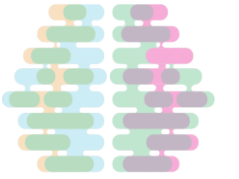
Hidden Curriculum

What is "hidden curriculum"? 1

Every company has its own culture, style, expectations that employees are usually *left to pick up on* without direct explanation.

What is "hidden curriculum"? 3

Every company has its own culture, style, expectations that employees are usually *left to pick up on* without direct explanation.

We call this the "hidden curriculum," and it is helpful to demystify these expectations surrounding company/team culture & behavioral assumptions.

What is "hidden curriculum"? 4

Every company has its own culture, style, expectations that employees are usually *left to pick up on* without direct explanation.

We call this the "hidden curriculum," and it is helpful to demystify these expectations surrounding company/team culture & behavioral assumptions.

Examples of expectations that may need clarifying:

✓ How to notify team of lunch breaks

✓ Arrival and departure protocols

✓ Arriving late or taking days off

✓ Scheduling meetings on Friday afternoons

✓ Documenting/changing processes

✓ ...and much more!

Instead of…

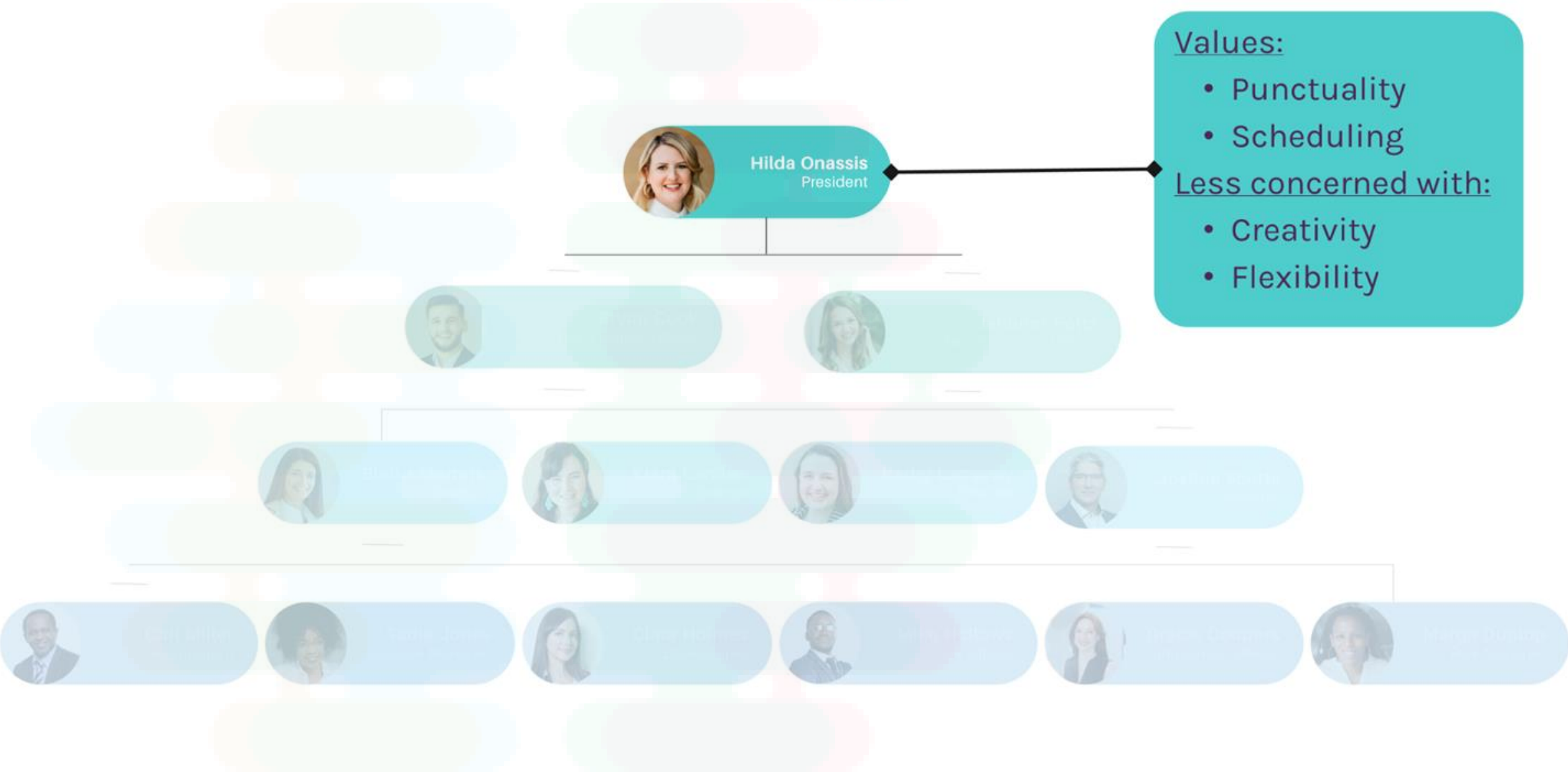*"Please prepare for the meeting today."*

Try…

*"To prepare for today's meeting, please write down a **two-minute update** including:*

- *What you worked on this week*

- *What tasks still need to be completed*

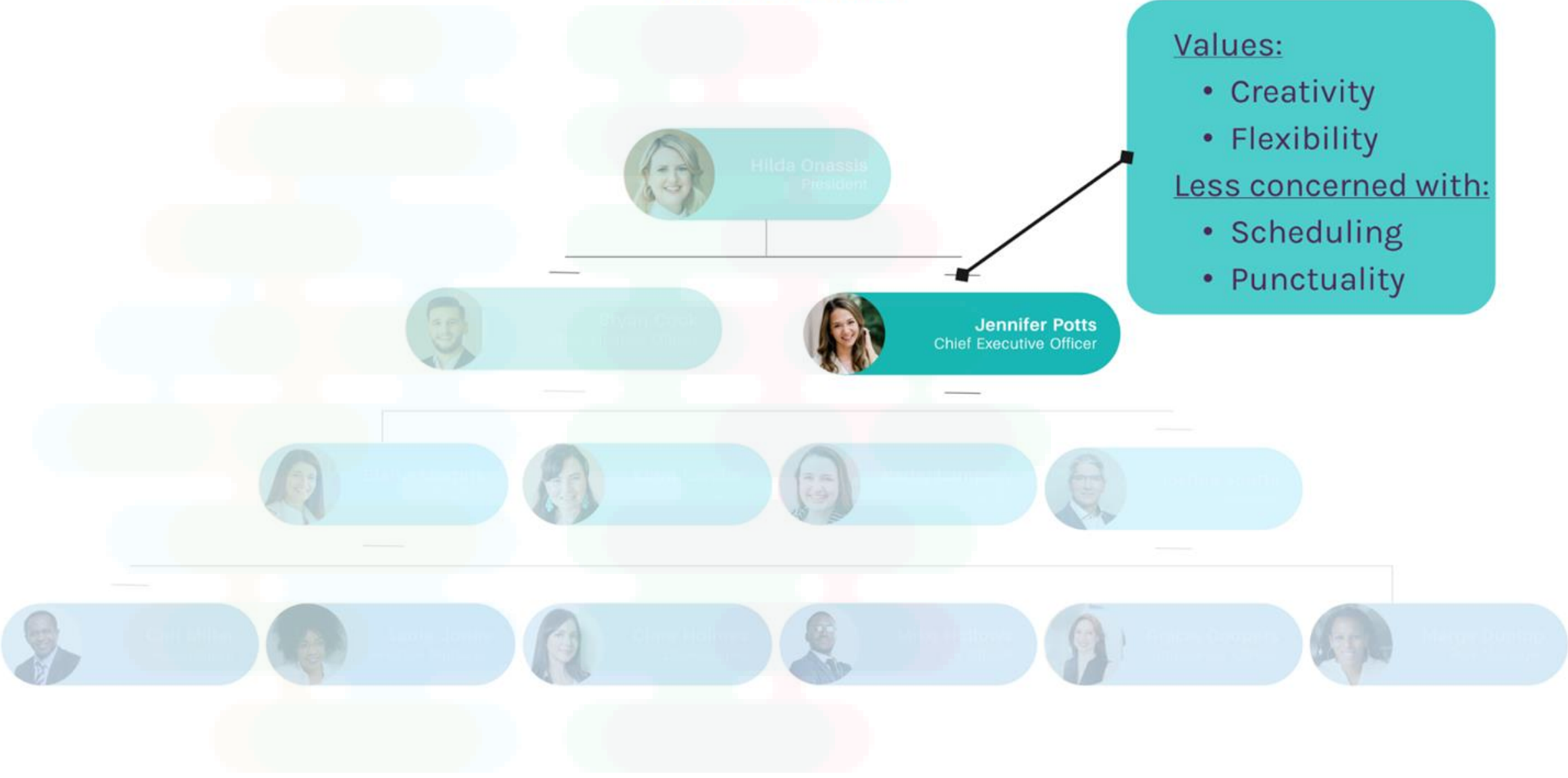- *What you plan to complete next week"*

ORG CHART

Hilda Onassis
President

Bryan Cook
Chief Finance Officer

Jennifer Potts
Chief Executive Officer

Blaise Martins
Director

Kiera Landon
Director

Kathy Lamprey
Director

Joshua Scotts
Director

Carl Miller
Accountant

Sadie Jones
Finance Manager

Clara Holmes
Bookkeeper

Mike Hollows
Tax Officer

Gracie Coopers
Compliance Officer

Marga Dunlop
Risk Manager

ORG CHART

Hilda Onassis
President

Values:
- Punctuality
- Scheduling

Less concerned with:
- Creativity
- Flexibility

ORG CHART

Hilda Onassis
President

Jennifer Potts
Chief Executive Officer

Values:
- Creativity
- Flexibility

Less concerned with:
- Scheduling
- Punctuality

Next Team Meeting Topic 1

10-15 minutes

→ What is the hidden curriculum of your workplace and/or team?

Next Team Meeting Topic 2

10-15 minutes

→ What is the hidden curriculum of your workplace and/or team?

- ◆ *Consider what is conveyed <u>indirectly</u> through inferences & assumptions*

- ◆ *Consider expectations, guidelines, attitudes, behavior, & terminology*

Next Team Meeting Topic 3

10-15 minutes

→ What is the hidden curriculum of your workplace and/or team?

- ◆ *Consider what is conveyed <u>indirectly</u> through inferences & assumptions*

- ◆ *Consider expectations, guidelines, attitudes, behavior, & terminology*

- ◆ *What is each person's preferred style of communication/ learning?*

  - ■ *For project updates*

  - ■ *For important notes*

  - ■ *For instructions*

What are companies doing?

What companies are doing:

Hiring

Altered interviews/ skill based evaluations and targeted recruitment

Training

Learn more about how we all think, learn, socialize differently

Strategy

Make changes to mainstream practices to allow for natural inclusion: Interviews, evaluation, etc.

Coaching/ Support

Providing executive function coaching, communication guidance, and clarify expectations

THANK YOU!

NITW is your resource.

Contact us!

jriddle@nitw.org
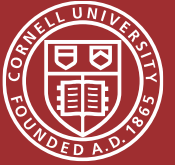
Q&A

KEY TAKEAWAYS

- Transition education, services, and programs should be grounded in high-quality research—especially on predictors of success and effective practices.

- Traditional interview processes can pose barriers for people with autism. Employers, service providers, and job applicants can all play a role in reducing barriers.

- All attempts to create neuroinclusive workplaces should involve the neurodivergent community in some way. Flexibility, autonomy, and continued learning are key.

- Get started in neuroinclusion now, at any organization, by clarifying the expectations you have in your working dynamics.

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THANK YOU

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