From Theory to Practice: vocational intervention programs for young adults with ASD

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ASD at work

- Employment range 10%-50%
- Part-time, menial, low skilled
- Come short of meeting abilities and preferences

Hendricks, 2010; Levy & Perry, 2011; Shattuck et al., 2012; Taylor & Seltzer, 2011; Muller, Schuler Burton, & Yates, 2003; Nicholas, Attridge, Zwaigenbaum, & Clarke, 2015.
Challenges at work

- Admission process (e.g. Interview)
- Social relationships with colleagues
- Request help from others
- Work collaborations
- Behaving with authority figures
- Unique sensory needs

Work-related assets

- High levels of concentration
- Excel at repetitive tasks
- Preference for routine - persisting at jobs
- Reliability and low levels of absenteeism
- Loyalty and commitment to work
- Punctuality, honesty and integrity

Hillier et al., 2007; Richards, 2012
Vocational program

Roim – Rachok

Training young adults with ASD for military service in core professions
RR Professions

- Aerial Photos Interpretation
- Quality assurance for Software
- Information Analysis
- Electrician
Stages

Locate & Sort → Training Course → Trial Period → Military Service → Work

Professional Support
RR After 5 Years

- **Air-Force**: 110
- **Intelligence corps**: 30
- **C4I corps**: 15
- **Ordnance corps**: 15

(C4I corps includes Command & Control, Communications, Computers and Information corps)

Integration in the Vocational World: How Does It Affect Quality of Life and Subjective Well-Being of Young Adults with ASD. *Int. J. Environ. Res. Public Health*, 12, 10820-10832.

Selanikyo, Katz, and Gal, (submitted for publication).

Vocational Program for young Adults with ASD: Effect on Work Skills and Quality of Life.
Research

Participants

N=28 ASD

Tools

- Autism work skills questionnaire (Ben-Meir, Katz, Gal, 2012)
- QoLQ (Shallock, 2006)

Procedure

Preliminary | Course Initiation | Course completion | Year after m. service

Data analysis

Wilcoxon; Spearman
## Autism Work Skills Questionnaire

### Differences between the Three Data Collection Points

<table>
<thead>
<tr>
<th>AWSQ Domains</th>
<th>Course initiation Mean (SD)</th>
<th>Course completion Mean (SD)</th>
<th>Year after military service Mean (SD)</th>
<th>Wilcoxon value</th>
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</thead>
<tbody>
<tr>
<td>Work Habits</td>
<td>4.3 (0.3)</td>
<td>4.4 (0.3)</td>
<td>4.3 (0.6)</td>
<td>-1.43</td>
</tr>
<tr>
<td>Work style</td>
<td>3.4 (0.5)</td>
<td>3.5 (0.6)</td>
<td>3.7 (0.5)</td>
<td>-2.24*</td>
</tr>
<tr>
<td>Independence</td>
<td>3.5 (0.6)</td>
<td>3.4 (0.6)</td>
<td>3.4 (0.6)</td>
<td>-0.97</td>
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<tr>
<td>Daily routine</td>
<td>3.8 (0.5)</td>
<td>3.9 (0.5)</td>
<td>4.1 (0.6)</td>
<td>-2.98**</td>
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<tr>
<td>Interpersonal skills</td>
<td>3.8 (0.4)</td>
<td>3.9 (0.3)</td>
<td>3.8 (0.4)</td>
<td>-0.80</td>
</tr>
</tbody>
</table>

* p<.05  ** p<.001
Quality of life Questionnaire

Differences between the two Data Collection Points  ** p<.01  *** p<.001

<table>
<thead>
<tr>
<th>QOL-Q domains</th>
<th>Course initiation Mean (SD)</th>
<th>Course completion Mean (SD)</th>
<th>Paired t test</th>
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</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>22.9 (2.6)</td>
<td>24.2 (2.9)</td>
<td>-2.73**</td>
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<tr>
<td>Competency/Productivity</td>
<td>20.3 (5.5)</td>
<td>25.6 (2.8)</td>
<td>-5.08***</td>
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<tr>
<td>Empowerment/Independence</td>
<td>24.9 (2.5)</td>
<td>25.6 (2.7)</td>
<td>-1.49</td>
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<tr>
<td>Social belonging/Community integration</td>
<td>19.7 (3.8)</td>
<td>19.2 (3.5)</td>
<td>.80</td>
</tr>
<tr>
<td>Total Score</td>
<td>87.9 (9.2)</td>
<td>94.6 (8.1)</td>
<td>-3.93***</td>
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</table>
## Correlations between AWSQ and QoLQ

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<tr>
<th></th>
<th>Satisfac.</th>
<th>Competence Productivity</th>
<th>Empowerment. Independence</th>
<th>Social belonging</th>
<th>Total</th>
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<td>.51**</td>
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<td>.53**</td>
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<td>Interpersonal relations</td>
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<td>.51**</td>
<td>.17</td>
<td>.20</td>
<td>.41*</td>
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Discussion

Good initial working skills:

Following course and 1 year of service:

- **Improvement in work style** (e.g. prefers challenging work, aware of mistakes)

- **Improvement daily routine** (e.g. improvement in ADL (dressing code) and IADL (financial management))
Improvement in quality of life

- **satisfaction** (was related to work habits and daily routine)

- **Competence/productivity** (was related to work habits and interpersonal relationships)
Thank You

Israel from above