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

Kreiger, Kinebanian, Prodinger, & Heigel., 2012; Richards, 2012; Van Wieren, Armstrong, & McMahon, 2012

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
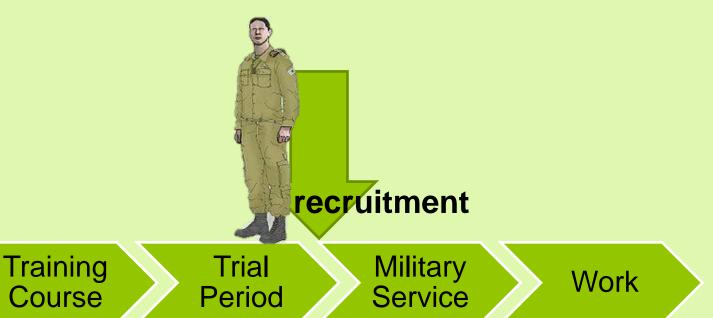
Stages

recruitment

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

Professional Support

RR After 5 Years

Air-Force

110

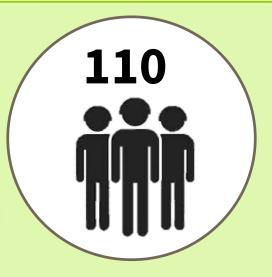**Intelligence corps**

ordnance corps

C4I corps

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

15

30

Research

Gal, Selanikyo, Bar-Haim Erez, and Katz, (2015).

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

AWSQ Domains	Course initiation Mean (SD)	Course completion Mean (SD)	Year after military service Mean (SD)	Wilcoxon value
Work Habits	4.3 (0.3)	4.4 (0.3)	4.3 (0.6)	-1.43
Work style	3.4 (0.5)	3.5 (0.6)	3.7 (0.5)	-2.24*
Independence	3.5 (0.6)	3.4 (0.6)	3.4 (0.6)	-.97
Daily routine	3.8 (0.5)	3.9 (0.5)	4.1 (0.6)	-2.98**
Interpersonal skills	3.8 (0.4)	3.9 (0.3)	3.8 (0.4)	-.80

$* p<.05$ $** p<.001$

Quality of life Questionnaire

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

QOL-Q domains	Course initiation Mean	(SD)	Course completion Mean	(SD)	Paired t test
Satisfaction	22.9	2.6	24.2	2.9	-2.73**
Competency/Productivity	20.3	5.5	25.6	2.8	-5.08***
Empowerment/Independence	24.9	2.5	25.6	2.7	-1.49
Social belonging/ Community integration	19.7	3.8	19.2	3.5	.80
Total Score	87.9	9.2	94.6	8.1	-3.93***

Correlations between AWSQ and QoLQ

	Satisfac.	Competence Productivity	Empowerment. Independence	Social belonging	Total
Work habits	.53**	.50**	.21	.12	.44*
Work style	.25	.47*	.29	.18	.39*
Independence	.14	.27	.02	.16	.12
Daily routine	.58***	.26	.51**	.26	.53**
Interpersonal relations	.27	.49**	.10	.16	.37
Total Scores	.36	.51**	.17	.20	.41*

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)

Discussion

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