ABA to Build Skills for Employment

California Association for Behavior Analysis

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About CalABA

Mission:
Advance, promote and protect the science of behavior analysis

Core Values:
Ethical Behavior
Evidence-based Practice
Collaborative Membership
CalABA Activities

Regional Conference
Monthly Webinars
Special Interest Groups
Public Policy Initiatives
Stakeholders Advisory Committee
Professional and Student Resources
Community Outreach
Research Awards
Career Center

CalABA.org
ABA and Functional Living Skills Required for Employment

Alissa Greenberg, PhD, BCBA-D
What are Functional Living Skills?
Functional Living Skills

Age-appropriate skills that are used everyday for typical activities and routines and are essential for independence.

HOW DO YOU DEFINE A CRITICAL SKILL?
Critical Skill

• Can the skill be used across multiple environments?
• Will this skill allow the individual to engage in desired activities?
• Will this skill be used frequently enough to remain in the individual’s repertoire?
• Can the skill be acquired within a reasonable time frame?
• Will this skill still be useful in 3-5 years?
• Does the skill ultimately promote independence?

Gerhardt, P. “Identification and Intervention in Skills that Support Adulthood ABA and ASD from Preschool to Post-School”. Presentation delivered on Sep 27, 2019 at Juvo, Autism and Behavioral Health Services.
How does ABA come into this?
CASE REVIEW
Initial Goals

Getting out of Bed
Initial Goals

Getting out

Showering
Initial Goals

Get out
Shower
Medication Management
Planning Outings
Initial Goals

- Get out
- Medical Management
- Planning Outings
- Showering

Securing Property
Initial Goals

Get out

Medical Management

Securing Property

Shower

Plant Outings

Filling Out Applications
Initial Goals

- Get out
- Medical Management
- Securing Prop
- Plant Outings
- Filling Applications

Volunteering

juvo™
AUTISM + BEHAVIORAL HEALTH SERVICES
Current Goals

Complete Daily Routine
Current Goals

Complete Daily Routine

Budget Finances
Current Goals

Complete Daily Routin
Develop Fade Out Plan
Budget Finance
THANK YOU

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ABA to Promote Social-Emotional Development & Executive Functioning Skills

Jocelyn Thompson, LCSW, BCBA

Autism Spectrum Therapies

[Image of a boy lying on grass]
Overview
Overview of Social-Emotional Development
Overview of Executive Functioning Skills
How does all of this impact employability?
How can ABA promote the development of these skills?
When should we start addressing these skills?
Social-Emotional Development

- Understand & manage emotions
- Control feelings and behaviors
- Establish positive & rewarding relationships with others
- Gradual process that develops over time
Social-Emotional Development

**Infancy - Childhood**
- Emotional Expression & Regulation
- Joint Attention
- Social Referencing
- Empathy
- Social Interactions

**Adolescence - Young Adulthood**
- Identity Development
- Friendships
- Peer Groups
- Perspective Taking
- Seeking Independence
Soft-Skills and Employability

• Integrity
• Communication
• Courtesy
• Responsibility
• Social Skills
• Positive attitude
• Professionalism
• Flexibility
• Teamwork
• Work ethic

Executive Functioning Skills

Various mental processes that enable us to:

• Plan
• Organize
• Focus attention
• Remember instruction

The brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.
## Executive Functioning Skills

<table>
<thead>
<tr>
<th>Childhood</th>
<th>Adolescence- Young Adulthood</th>
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<tbody>
<tr>
<td>• Impulse Control</td>
<td>• Attentional Control</td>
</tr>
<tr>
<td>• Emotional Regulation</td>
<td>• Cognitive Inhibition</td>
</tr>
<tr>
<td>• Self-Monitor</td>
<td>• Cognitive Flexibility</td>
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<tr>
<td>• Working Memory</td>
<td>• Time Management</td>
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<tr>
<td>• Planning</td>
<td>• Organization</td>
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<td>• Planning and Problem Solving</td>
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Executive Functioning and Employability

- Prioritizing tasks at work
- Multi-tasking
- Remembering job duties
- Longer to learn new tasks
- Use of daily, weekly and/or monthly chart
- Organization systems
What can parents/caregivers do to promote these skills?

- Patience
- Guidance
- Short-term and Long-term Goals
- Creating Opportunities for Building Independence
- Allowing for Mistakes
### How can ABA Services Promote these Skills?

<table>
<thead>
<tr>
<th>Social-Emotional</th>
<th>Executive Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-Management Programs</td>
<td>• Attending to Tasks</td>
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<tr>
<td>• Coping Strategies</td>
<td>• Completing Non-Preferred Tasks</td>
</tr>
<tr>
<td>• Social Skills</td>
<td>• Multi-Step Instructions/Routines</td>
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<tr>
<td>• Perspective Taking</td>
<td>• Visual Supports</td>
</tr>
<tr>
<td>• Flexibility</td>
<td>• Help Seeking Behaviors</td>
</tr>
<tr>
<td>• Functional Communication Training</td>
<td>• Problem Solving</td>
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</tbody>
</table>
Andrea Dimidik, BA
Employment Specialist-
DreamCatchers
Who are we:

Non-profit organization that specializes in job assessment, preparation, placement and coaching for individuals with disabilities
Barriers in Finding Viable Employment

- Communication and Interpersonal Skills
- Appearance (hygiene, clothing)
- Transportation
- Schedule Flexibility
- Accommodations
Communication and Interpersonal Skills

Common Concerns:

- Lack of eye contact
- Anxiety, fidgeting, nervous movements
- Understanding context and staying on topic, focus
- One-word answers and trouble elaborating
- Self-awareness
How to develop these skills:

- Early intervention
- Relationship building outside of immediate circle
- Volunteer work
- Participating in a team or club
- Mock interview practice, specific to job description
- Guidance from a mentor when encountering interpersonal issues prior to employment and during employment
Appearance
First impressions matter to employers

• Appearance and hygiene should not be distracting to the employer, nor outshining the skills the client has to offer

• Teaching how to care for appearance and dress appropriately for varied settings is helpful to prepare for future employment.
Limited confidence and control over transportation creates barriers

• Lack of experience and practice creates anxiety around transportation, whether it is walking, biking, public transport or driving.

• Clients prefer to find work near home, which limits job options and can slow the job search process down.

• Skills to master are how to buy a bus pass, map a bus route, drive to new locations safely, ask for directions, handle transportation emergencies, time management and more.
Schedule Flexibility

Schedules are frequently interrupted by employers

• Tendencies to prefer routine and sticking to a schedule make it difficult to adjust to job searching and interruptions presented by employers

• Practice breaking from routine through sudden appointment changes, introduction of new daily activities, varied scheduling, volunteer work and more
Accommodations

What are the needs? How will they impact work? How can they be addressed?

• Identify necessary accommodations through client observation, speaking with client and getting information from family members and friends

• Decide whether accommodations will be needed in the workplace

• Write up the accommodations to present to employer, along with a solution

• Learn to advocated for self
Thank You

California Association for Behavior Analysis