

AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT

**Autism on the Job:
Unpacking
Neurodiversity at Work**

Presented by
Haley Moss

The Autism Training and Technical Assistance Project

The Autism Training and Technical Assistance Project (ATTA) develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment.

ATTA provides training and support to important stakeholders as they work to provide an equitable experience for individuals on the spectrum.

The Illinois Center for Specialized Professional Support

The Illinois Center for Specialized Professional Support (ICSPPS) creates, supports, and delivers professional development for education professionals across Illinois. ICSPPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners. ICSPPS was founded in 1977 at Illinois State University and is housed in the Educational Administration and Foundations department in the College of Education.





Autism Training and Technical Assistance Project (ATTA)

<https://autismcollegeandcareer.com>

icsps impacting
educational
equity



Illinois State Board of Education

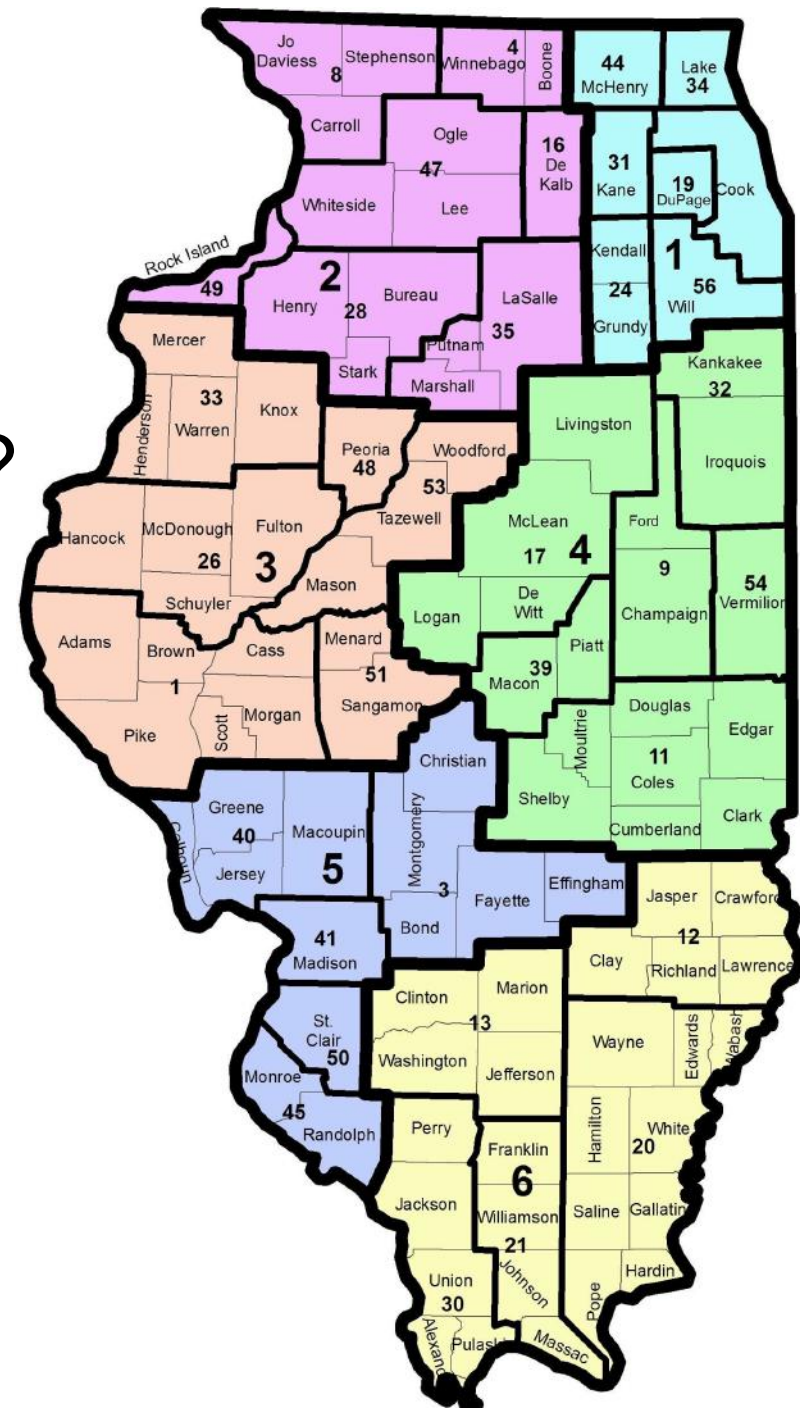




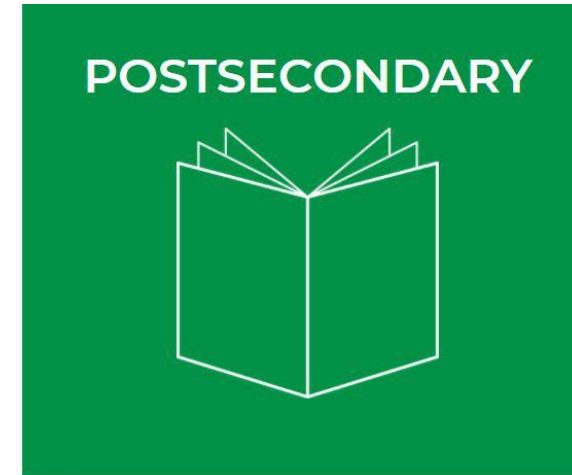
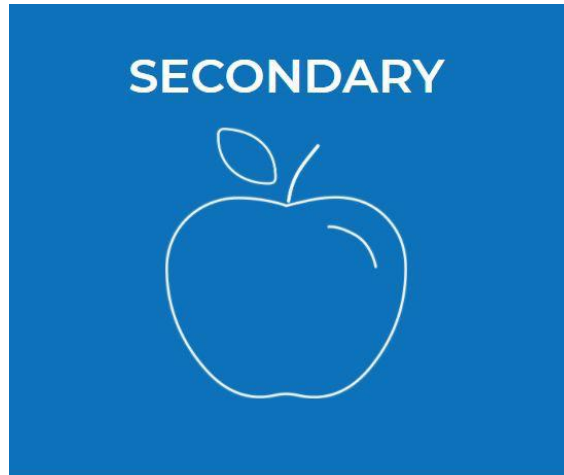
AUTISM TRAINING AND TECHNICAL
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Which Region are you Located in?

1. Chicago
2. Northeast
3. Northwest
4. East Central
5. Southwest
6. Southeast



Which ATTA Stakeholder do you Represent?



Moderator Information



Kiersten Baer

- Digital Communications Manager
- Illinois Center for Specialized Professional Support
- kmbaer@ilstu.edu
- 309-438-1838

Presenter Information



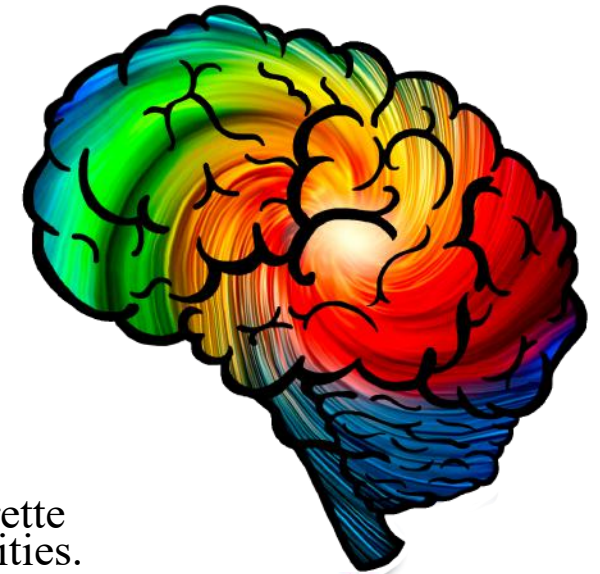
Haley Moss

- Autistic Attorney, Author, Advocate
- haley@haleymoss.com
- Twitter and Facebook: @haleymossart
- Instagram: @haley.moss

What is Neurodiversity?

Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation

- All brains work differently – whether you are **neurotypical** or **neurodivergent**
- Many forms of neurodivergence include differences in communication & thinking
- 1 in 7 people can be considered neurodivergent



Neurodivergent individuals include those with Autism, ADHD, learning disabilities, Tourette Syndrome, intellectual disabilities, psychiatric disabilities, and acquired cognitive disabilities.

Benefits of Neurodiversity at Work

- Neurodiverse teams at SAP created a fix that saved the company nearly \$40 million
- 28% **higher revenues** than companies that do not employ people with disabilities (Accenture, 2019)
- **Favorable public opinion** of a business
- We benefit from working with all kinds of minds



Autistic Unemployment Statistics

- Autistic adults have the lowest employment rate amongst all disabled people
- Likely to be unemployed or underemployed
- **85%** of autistic college graduates are unemployed
- **36%** of people with intellectual & developmental disabilities are paid employees (The Arc, 2017)
- Young autistic adults are less likely to have work experience

Why the Employment Disparity?

- Despite the benefits of neurodiversity at work...
 - Traditional hiring practices are biased against autistic candidates
 - Neurotypical people misinterpret autistic communication
 - Body language, eye contact
 - Gaps in employment
 - Disclosure and discrimination
 - Fear of the unknown

Disclosure on the Job

- When is the right time to disclose autism or neurodivergence?
- It depends on the person!
 - The cover letter
 - The interview
 - When you have an offer
 - When you need an accommodation



Disclosure: How Can We Prepare Young People?

Promote self-advocacy by discussing and providing self-advocacy and disclosure resources!

http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf

Information about ODEP can be found at <http://www.dol.gov/odep/>

THE
411 ON
DISABILITY
DISCLOSURE

A WORKBOOK FOR YOUTH WITH DISABILITIES



Disclosure Decisions

Disclosure Decisions TO GET THE JOB

Every individual with a disability must choose whether to disclose (share) his or her disability with an employer. Primary factors to consider include whether accommodations will be needed on the job or whether a disability is visible or hidden. Other aspects related to the employer and the company may also influence your decision. Follow this disclosure decision guide to determine what will work best for you. Remember, if you choose to disclose your disability, you are protected from discrimination by federal laws.

First, identify a NEED for disclosure, such as determining accessibility, necessary accommodations, or potential job match. Consider your answers to questions in Chart 1 and decide if you have a reason to disclose.

If you decide that disclosure will help you be successful, look at the pros and cons of WHEN you disclose in Chart 2. Then, follow the general guidelines in Chart 3 to decide HOW to disclose.

Effective disclosure can establish a positive working relationship with your employer. Practicing with a close friend, family member, or career counselor can help to increase your comfort level and skills.

Three Steps to Disclosing a Disability

3. Choose HOW to Disclose

2. Decide WHEN to Disclose

1. Determine NEED for Disclosure



Virginia Commonwealth University 

2. Decide WHEN to Disclose: Consider Pros and Cons

When	Potential Gains	Potential Setbacks
In a cover letter	Advance time to prepare positive written disclosure and to tailor your abilities to duties of job description.	Employer's preconceptions may hinder opportunity for an interview. Unable to read employer's body language and mood.
In a resume or on a job application	Establishes "up front" relationship and communication.	Employer may have stereotypes about disabilities and may not offer you an interview.
When employer calls for an interview	Establishes open communication and gives an employer time to review Americans with Disabilities Act of 1990 compliance information.	May not get serious consideration during interview.
Before the interview	Shows respect to employer, gives employer advance notice to secure any accommodations that may be needed during the interview, and time to research proper etiquette or refresh knowledge on ADA.	Employer has advance time to yield to his or her stereotypes about disabilities.
During the interview	Opportunity to read employer body language, to time the disclosure, and to disclose in a brief, positive manner.	Employer may feel uneasy and ill prepared to respond with appropriate and legal questions.
After the job offer	May have legal recourse if disclosing disability negatively affects the hiring decision. There is time to get accommodations in place before the job starts. Positive relationship has already been established with employer.	Employer may feel that you have been dishonest in the application process, which may erode trust.
After the job begins	Gives opportunity to establish credibility before disclosure. Gives freedom to talk with co-workers about disability related issues.	May take time to secure requested accommodations. Employer may believe you have not been honest which may negatively affect your relationship.
When performance difficulties arise	Difficulties may not arise (i.e. you may never need to disclose).	Employer may have difficulty changing his or her perceptions of your work performance, feel betrayed or wonder why you waited so long.
Never	Disability information is kept private.	Not protected from discrimination under the ADA.

3. Choose HOW to Disclose: General Guidelines

How	Examples
Stress current involvement in a positive activity that shows your ability to manage your disability.	Resume -- Member of the American Blind Skiing Foundation
Be optimistic; focus on your abilities and job qualifications.	Cover Letter -- As an individual with a life long physical and speech disability, I learned early on to focus on my intellectual abilities and to develop strengths within my limits. For example, I received my first computer when I was 5 years old and learned to operate it independently. Today I am proficient in many software applications, operating systems, and system troubleshooting.
Give the employer information on what he or she needs to do or provide regarding communication, directions, or supervision.	Telephone Call Prior to the Interview -- "I am calling to confirm my interview scheduled at your company in 2 days. Could you please tell me where to find your office's accessible entrance?"
Educate the employer by articulating or demonstrating how you can perform the essential functions of the job. Have resource information available for the employer.	During the Interview -- Have you ever heard of a screen reader? I have a learning disability and have difficulty reading in the traditional way. My screen reader, which reads electronic information aloud using a computerized voice, has enabled me to succeed at college and I know it will be useful on this job."
Explain the benefits of your disability regarding your personal growth or perseverance.	During the Interview -- "Through my disability, I have learned the value of connecting with professionals. I can be resourceful and creative to get the job done."
Face employer concerns by talking about your compensatory strategies or accommodation solutions.	During the Interview -- "You may be wondering how I can type letters with my physical disability. I have a great software program that allows the computer to type as I speak words. It can be loaded on most computers. I would be happy to show it to you sometime."
Use general, functional terms to briefly explain the impact of your disability on the job; avoid technical, medical diagnoses.	After the Job Offer -- "During the interview, you explained that work was verbally assigned at a staff meeting. I find that I work best when instructions are both written and verbal. I have a disability that makes processing verbal information a challenge. Could you accommodate me in this way?"
In a private setting, remind your employer about your right to confidentiality.	After the Job is Accepted -- After disclosing your disability in your employer's office: "Thank you in advance for keeping this information confidential."
Frame the disclosure around how you work best.	A Few Weeks on the Job -- "I have noticed that I am having a difficult time completing my work assignments. I have a medical condition that requires frequent breaks in order to do my work. Would you allow me to work later to enable me to take more breaks? I always get the job done when I manage my schedule in this way."

Virginia Commonwealth University

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Do's and Don'ts of Disclosure

Job Accommodation Network

JAN
Job Accommodation Network
Practical Solutions • Workplace Success

**Effective Accommodation Practices
(EAP) Series**

Dos and Don'ts of Disclosure

Job Accommodation Network
PO Box 6080
Morgantown, WV 26506-6080
(800)526-7234 (V)
(877)781-9403 (TTY)
jan@askjan.org
askjan.org

ODEP
Office of Disability
Employment Policy

A service of the U.S. Department of Labor's Office of Disability Employment Policy

icsps impacting
educational
equity

INTERVIEWING TIPS FOR APPLICANTS WITH AUTISM SPECTRUM DISORDERS (ASD)

Home / Publications / Consultant

Consultants' Corner: Volume 10, Issue 01

From the desk of **Melanie Whetzel, M.A., CBIS**, Lead Consultant –
Cognitive/Neurological Team

Interviewing

Interviewing for a job can be a very stressful experience for anyone looking for employment, but for job applicants with Autism Spectrum Disorders (ASD) who may have social difficulties, the experience can be paralyzing. This kind of social anxiety could cause individuals to freeze up and be unable to think on the spot, and ultimately be unable to respond in ways that communicate their knowledge and experience.

This article is intended to assist job applicants with ASD in positively representing themselves and their abilities, and to help employers understand the kinds of accommodations that can be made during the job interview process so that individuals with ASD can do their best to represent themselves and their skills. The information and tips included here will also be useful to employment specialists, job coaches, parents, and anyone else who is involved in assisting individuals with ASD do their best when it comes to job interviewing skills and practices.

Disclosure

One interviewing question that job applicants with ASD have relates to disclosure. Disclosure is the divulging or giving out of specific, personal information about a disability. When disclosing as part of an accommodation request, it is important to provide information about the nature of the disability, the limitations involved, and how the disability affects the ability to participate in the interview process.

It is a good idea for job seekers to have a strategy, which simply means that they will want to think about disclosure ahead of time and have a plan about when and how much information they are willing to disclose. This strategy could also include having the medical information from their doctors or health care providers so that the accommodation request and disclosure can be substantiated with the facts. Applicants should provide any accommodation suggestions that they have as well.



On This Page

- Interviewing
- Disclosure
- Accommodation
- Knowledge
- Preparation
- Restraint
- Confidence



<http://askjan.org>

Preparing Autistic People for Job Interviews

- Interviewers have a very specific set of things they look for and judge candidates on.
- Autistic behaviors can be misinterpreted as not trustworthy or distracting
- Open-ended questions are difficult to gauge
- Skills-based interviews vs. question-based interviews

Preparing Autistic People for Job Interviews

Job Accommodation Network Accommodation Ideas:

- Requesting fewer interviewers
- Requesting that the first interview be conducted by phone
- Requesting a copy of the interview questions to be provided in advance
- Requesting that the interview occur at a specific time of day can also be an accommodation.

Unpacking “Openly Autistic”

“To me, being ‘**openly autistic**’ means not having to hide or mask my autism; it is the **freedom** to be exactly who I am.”

The Americans with Disabilities Act

“Title I of the Americans with Disabilities Act of 1990 prohibits private employers, State and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including State and local governments.”

Bridging the Legal Gap Between Disclosure and Accommodation

The Americans with Disabilities Act forbids employers from discriminating against applicants or employees on the basis of disability.

- Under the ADA, the general rule is you don't have to disclose until an accommodation is needed.
- Title I of the ADA requires employers provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants, except when it would cause an undue hardship.

Accessibility and Accommodations

- Employers think a lot of accommodations would cause undue hardship
- Accommodations generally cost **\$500 or less** (Job Accommodation Network)
 - Many cost nothing
- What do accommodations look like for autistic people?



Accommodating Self-Employed Individuals

- Neurodivergent people are often freelancers, gig workers, and business owners
- What happens when you don't have a boss?
- Self-accommodation and accountability
- Resources on entrepreneurship



Breaking Stereotypes

- STEM genius stereotypes
 - Assumptions that all of us must be computer geniuses
- Disabled people do not have to work in the field of disability
 - The calls and emails I get show this stereotype in full effect
 - (I am not a special education or disability rights attorney!)



The Workplace Shift Towards Self-Advocacy

What is Self-Advocacy?

Self-advocacy is both a **set of skills** and **a movement**.

- Self-advocacy skills empower people with disabilities to make choices that affect their daily lives and allow for greater independence.
- “Self-advocacy – as a personal and political philosophy – is a movement primarily of and by [people with disabilities] who are **making their own decisions**, **speaking** for themselves and for others with disabilities, and **taking control over their lives**.

I'm Not a Self-Advocate. What Can I Do?

- Caregivers or trusted adults can teach self-advocacy skills at home, school, or in transition services
- Teachers, professionals, and employers can also encourage self-advocacy in respective settings
- Can be as simple as someone saying, “I don’t feel comfortable” and respecting boundaries
- At work, it can be learning someone’s needs: “I need to take a break.”
- In school, can apply to all students
 - “I Wish My Teacher Knew...” hashtag and conversation

Disclosing and Requesting Accommodations as Self-Advocacy

- Frame accommodations as a conversation to empower both employers and employees
 - “I work best when...”
- Deciding who needs to know
- Pros and cons
- Advocating for accommodation solutions and workplace policies

The Future of Neurodiversity at Work

What Does the Future Look Like?

- Neurodiverse **leadership**
- Further **collaboration**
- Inclusive **culture**
- Aligning people to strengths



Neurodiverse Leadership

- Autistic people want **careers, not just jobs**
- Provide **mentorship and professional development opportunities** to allow employees to **grow**
- Should be part of executive teams and leadership
- Paying it forward - what if we have neurodiverse hiring teams and interviewers?

A Culture of Acceptance and Inclusion

- Start from the top down with **openness** and **vulnerability**
- Employee resource/interest groups
- Aligning people to their **strengths**
- Open **communication**
- Shifting the autism training focuses from autistic employees to company-wide trainings
 - Best: having autistic people lead these conversations

Focus on the Strengths



Attention to Detail

- Thoroughness
- Accuracy



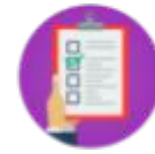
Deep Focus

- Concentration
- Freedom from distraction



Absorb & Retain Facts

- Excellent long term memory and recall



Expertise

- In-depth knowledge
- High level of skills



Integrity

- Honesty, loyalty
- Commitment



Creativity

- Distinctive Imagination
- Expression of ideas

Source:  UNIVERSITY OF LEEDS

Final Reflections

How can we do better, across all professions, to make sure autistic and neurodivergent people are being recruited, hired, accepted, and supported at work?

How can we make sure autistics succeeding in the workplace is a norm and not an exception?

How should we be making sure to encourage self-advocacy and teach those skills to people with disabilities?



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Questions and Discussion