

Meaningful Jobs Initiative



Careers in Security
Keeping the World Safe

Kessler Foundation

- The May Institute, National Autism Center and Work Inc. were awarded a \$250,000 grant from the Kessler Foundation to employ individuals with HF-ASD in the security field on January 1, 2016.

Goals of the Grant

- To screen 100 applicants
- To place 10 individuals in full-time employment with ASD in the security field
- To place 10 individuals in part-time employment with ASD in the security field.
- To develop a toolkit that could be used by other vocational organizations to enhance the employment of individuals with ASD.

Some Interesting Facts

The Security Industry is one of the fastest-growing professional careers worldwide!

The US Bureau of Labor Statistics reports a 20% growth through 2020 creating a labor demand

The Unemployment Rate of Individuals with ASD

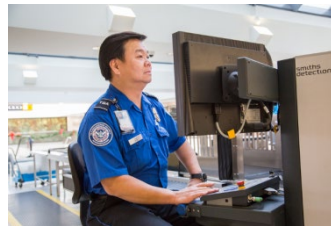
- **32.5%** of young adults with autism spectrum disorders currently worked for pay versus an average of **59.0%** for other disability groups.
- Source: www.nlts2.org

What Types of Security Are there?

- Physical Security- *focuses on the protection of people, property and facilities*
- Information Security- *Involves safeguarding sensitive information*
- Personnel Security- *Pre-employment screening, background investigations*
- Information Systems Security- *Protecting confidentiality and reliability of data stored or processes via automated information systems*
- Critical Infrastructure Security- *Protecting information systems from terrorist attacks*

Airport Security Officer

- Work at the checkpoints
 - Checking Boarding Pass/ID
 - Announcing what to remove for body scanner
 - Xray screen checks
 - Pat downs
 - Keeping the line moving and keeping travelers feeling comfortable



- Chances for promotions after periods of time
 - Plane inspection
 - K9 officer
 - Supervisor



Other Security Officer Jobs

Security Officer at Public Buildings, Public Events, Private Businesses, Hotels and Colleges

Some Responsibilities:

Greets guests and employees in a cheerful and welcoming manner

Answers questions and assists guests and employees

Patrols the facility on foot or in a vehicle

Answers phones

Monitors closed circuit television systems and alarms

Reports safety concerns, security breaches and unusual circumstances both verbally and in writing

MJI Eligibility

- Screening to determine whether the candidate
 - has HF-ASD
 - is interested in the security field
 - has a high school diploma
 - Able to travel independently

MJI Training

- Integrated teamwork between Clinical Services (Psychologist) and Employment Services (Career Navigator) (CN)
 - Contact on almost daily basis in which Psychologist
 - Provides psychoeducation on HF-ASD and its associated psychiatric disorders to the CN
 - Directly teaches coping, social, and behavioral interviewing skills to participants

Training Format

- Classroom Instruction
 - Mon/Wed or Tues/Thurs afternoon classes
- Practice at Home
 - Job Test Prep
- Personal Instruction

Clinical Services

- Participants attend groups lead by the psychologist three times per week
 - Two sessions per week focusing on behavior skills training around improving interpersonal skills needed for
 - Successful interviewing
 - Successful on the job performance
 - One session per week focusing on preventing and reducing anxiety

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Interview Practice/Social Skills



- Learn to tell a story
- Learn to answer questions clearly, precisely and sell who you are
- Understand what makes you a valuable employee, as well as what skills and contributions you can bring to a company.

Behavioral Skills Training

- Activity 1
 - Participants are asked to complete a form “About Me” in which they fill in 3 characteristics for each of several categories (e.g., compliments I’ve received, challenges I’ve overcome, interests).
 - They are then guided through a group “get to know you” discussion, during which the Psychologist and/or Career Navigator models how to talk about oneself and how to interact with others when they have disclosed information about themselves, using it to build interpersonal connections.

Behavioral Skills Training

- Activity 2
 - Participants learn about the concept of personality and define several facets of personality, and are then asked to describe their own personality characteristics.
- Activity 3
 - Participants sort several dozen values into groups. They then focus on the ones they sorted as “Very Important to Me” and compile lists of the 6 values that are most important to them across different domains (self, relationships, works and interests).

Behavioral Skills Training

- Activity 4
- Behavioral Interviewing
 - Participants become familiar with a STORY template
 - learn how to format their answers to behavioral interview questions,
 - complete a template for each question
 - identify the values that their answers demonstrate.
 - Usually participants are able to complete STORY templates without much assistance after 3-5 iterations. These are then kept in a binder with their other MJJ materials so that they may refer back to them before future job interviews.

Behavioral Skills Training

- Activity 5
- Social Skills Training
 - Participants are encouraged to discuss their own experiences, respond to hypothetical situations, engage in roleplay and rehearsal of both inappropriate/awkward and appropriate/adept social behaviors and engage in compare-and-contrast analyses.
 - This helps strengthen their observational skills, build self-knowledge and self-observation skills, encourage cognitive development (e.g., theory of mind, perspective taking) and learn about the contingencies of a range of social behaviors.

Jobtest Prep

- All candidates are assigned a personal log-in at no cost
- Expectation of home practice to achieve proficiency
- Written communication, vocabulary, and X-ray images tests
 - 31 in all, and must meet score expectations before applying
 - Step by step and timed tests required
 - Allowed outside support(Family, Friends, another job coach)
 - Allowed coping skills while testing(stress ball, music with headphones, breaks when needed)

Employment Services

- The Career Navigator
 - Provides full range of job development services
 - Engages prospective employers
 - Maintains positive supportive relationships with current employers
 - Provides a resource for participants
 - In finding prospective employment
 - Sustaining employment once hired

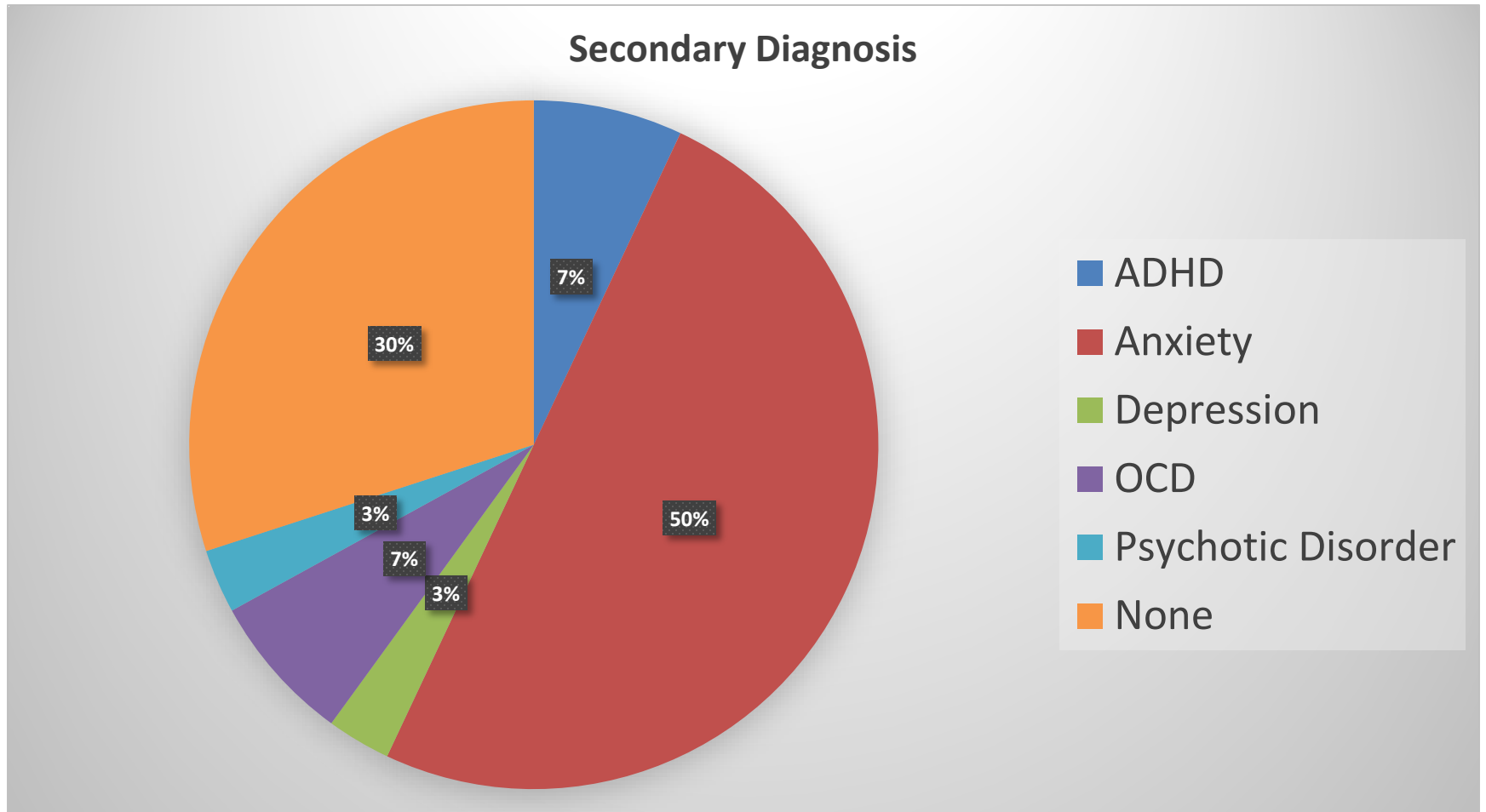
Sustaining Employment

- Most of the participants who have gained employment through the MJI have required intervention by the Career Navigator at the job site for them to maintain employment.
- The focus
 - has been with the participants to
 - help reduce avoidance behaviors,
 - engage in social skills instruction,
 - maintain demands and set limits with participants
 - has been to help employers
 - understand their new employees with ASD
 - learn how to set limits
 - set up contingencies to improve job performance

Job Placement Demographics of Participants Working

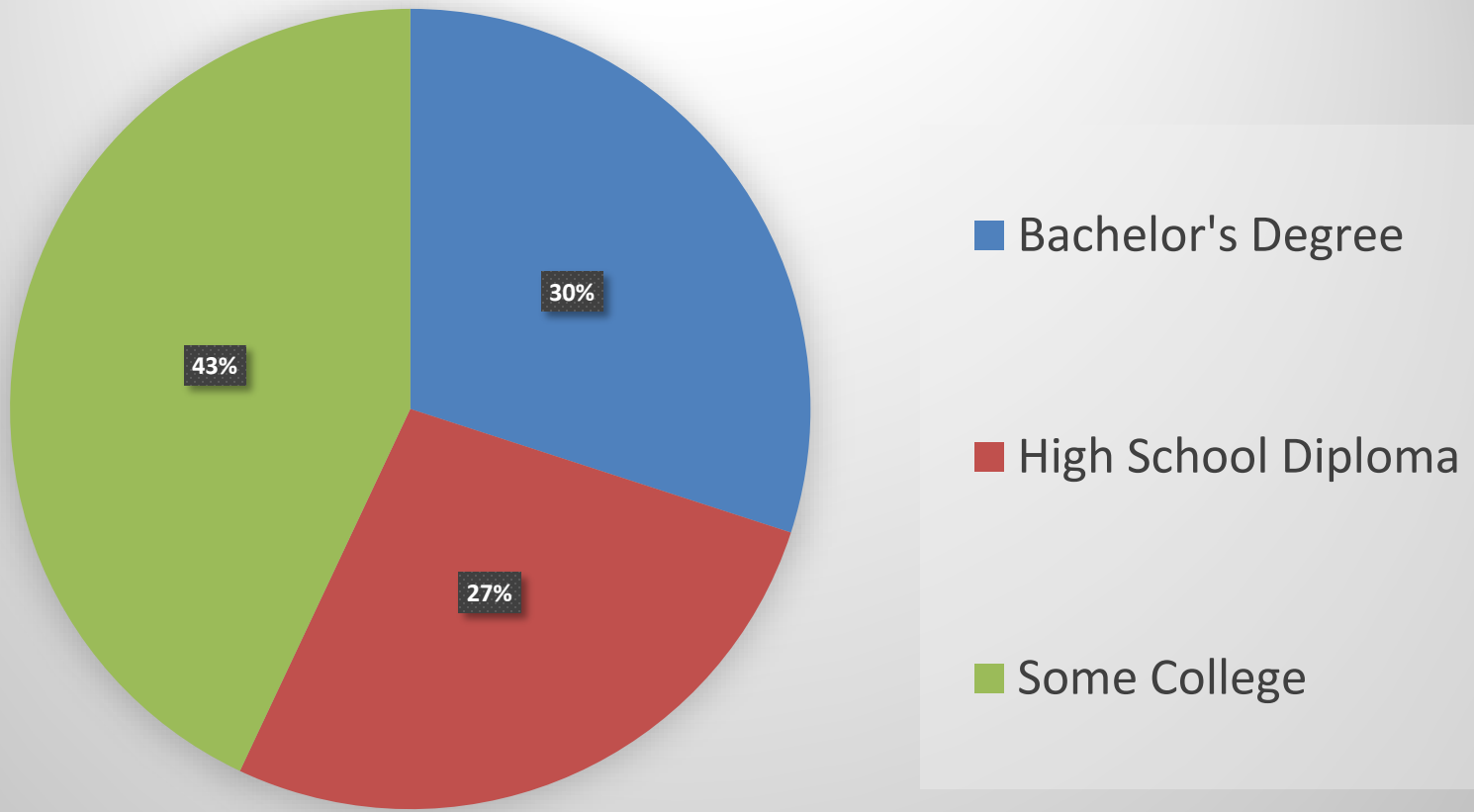
- Average age 24.8
- 100% Male
- 72% have a secondary diagnosis
- Average retention 6.5 months

Secondary Diagnoses of Working Participants



Education of Working Participants

Previous Education of Working Participants



MJI Data Highlights

2/1/2017-6/11/2019

- 104 candidates have been screened
- 48 participants attended training
- 39 participants completed training
 - Average classes attended = 14
- 27 candidates worked in 41 jobs
 - 5 candidate's had 3 job placements
 - 4 candidates had 2 jobs placements
 - 21 candidates are still working
- Job Placements
 - 18 -full-time jobs
 - 23-part-time jobs
 - 11 jobs are in the Security Industry
- Average wage rate: 16.64 (low \$12:00 Highest \$20.00)