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.
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](http://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 MJI 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

- ADHD: 7%
- Anxiety: 50%
- Depression: 30%
- OCD: 7%
- Psychotic Disorder: 3%
- None: 3%

Legend:
- ADHD
- Anxiety
- Depression
- OCD
- Psychotic Disorder
- None
Education of Working Participants

Previous Education of Working Participants

- Bachelor's Degree: 30%
- High School Diploma: 27%
- Some College: 43%
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)