



MY WAY EMPLOYABILITY

**Supporting autistic people to
plan and prepare for employment**



1 in 59 people in Australia are on the autism spectrum.

1 in 3 young autistic people unemployed or underemployed.

Less than half engage in post-school education or training.

6 -10 x more likely to attempt suicide or self-harm.

\$412K per person loss of economic productivity.

5 Employability principles

Start early

Keep the young person at the centre

Encourage them to dream BIG

Focus on the big picture

Have a champion on the team



Our Team



**Marina
Ciccarelli**
Co-Lead

**Curtin
University**



**Cheryl
Mangan**
Co-Lead

Autism CRC



**Brendan
James**
Digital
Product
Manager

Autism CRC



**Adie
Wilmot**
RA

**Curtin
University**

Market Validation

46

Autistic Young
People

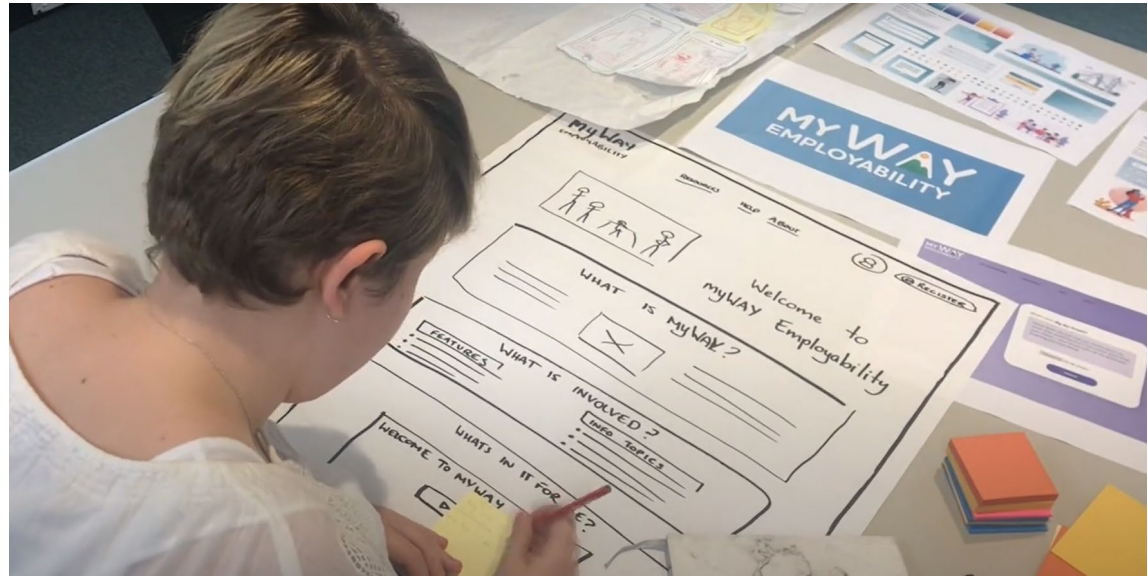
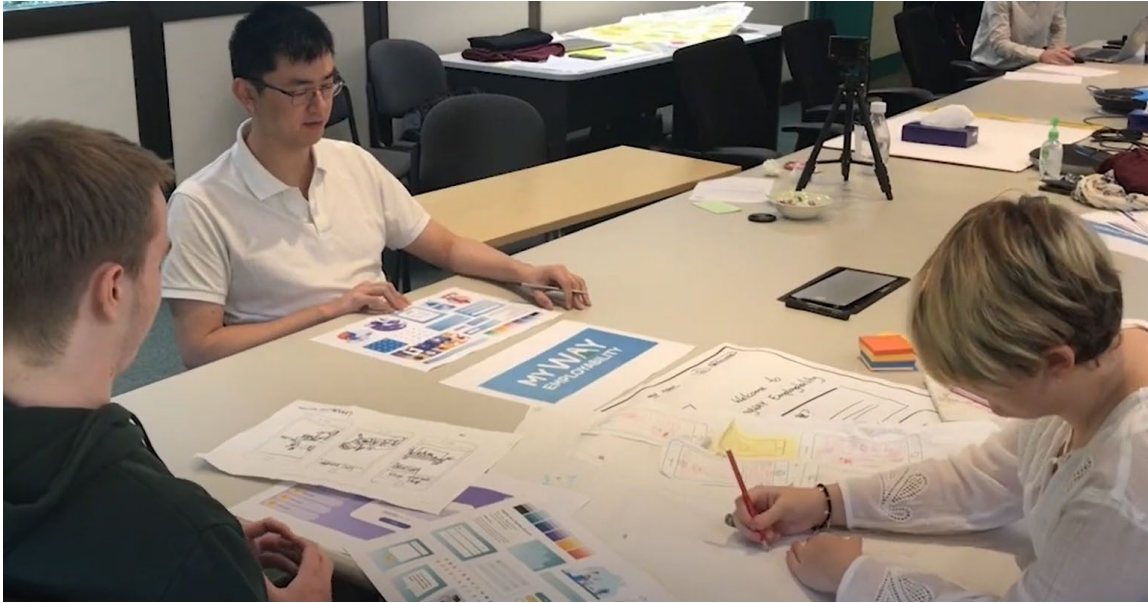
157

Parents and
Supporters

Clear and literal language
Uncluttered visual designs
Non-patronising
Recognise capabilities
Authentic and relevant
Autistic perspective

90+

Autistic
Young People






Welcome to myWAY Employability

- Explore interests and strengths
- Create a big sky dream
- Create goals
- Build a team to help work towards the goals
- Schedule regular meetings to review progress




My Dashboard

About Me

Career Exploration 

My Strengths 

Sensory Preferences 



Post-school Pathways 

Life Skills 




SEE RESULTS

My Goals and Progress


 Explore jobs listed on SEEK.com


 Attend Curtin University Open Day


 Get work experience with a VR developer

My Support Network

Your next team meeting is on:

You currently don't have a meeting booked.

Make sure to complete your 'About Me' section before adding a team.

My Team



ADD TEAM / MEETING

Question 1/15

Indicate how much you like or dislike (or think you would like or dislike) all of the following activities by dragging and dropping them onto the activity line:

A Researching a new subject of interest

B Packing for a holiday

C Helping a friend with a problem

D Listening to music



PREVIOUS



SAVE & EXIT



NEXT



My Strengths

Remembering details

You are likely to be someone who remembers things from memory – such as shopping lists, dates or facts.

[Read *Remembering details* article](#)

Understanding and following rules

You are likely to enjoy navigating procedures and rules.

[Read *Understanding and following rules* article](#)

Using maths to solve problems

You are likely to have excellent numeracy skills.

[Read *Using maths to solve problems* article](#)



UPDATE MY ANSWERS



BACK TO DASHBOARD

Life Skills

Read each statement, and then choose how much this is like you

Question 1/16

Getting around by driving myself or catching public transport

I can do this by myself

I don't want to do this

I want to start working
on this

I've started working on
this

PREVIOUS

SAVE & EXIT

NEXT



Your Sensory Preferences

Here are your sensory preferences

Your sensory needs at work are...

- Indoors (most of the time)
- Quiet (most of the time)

Your social needs at work are...

- Team work (work with others)

Your work routine needs are...

- Work at same time each day

Your movement needs at work are...

- N/A



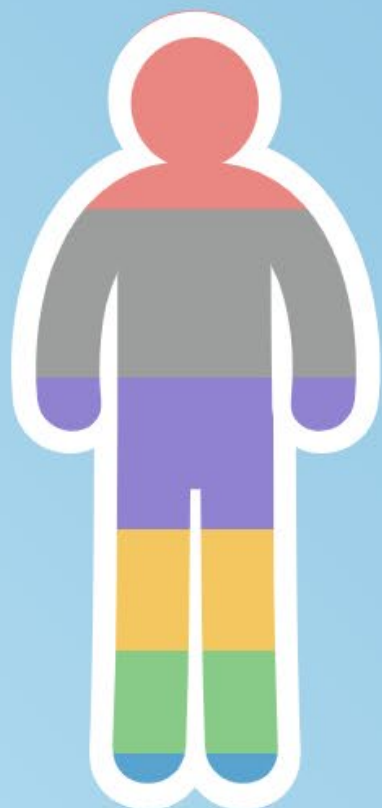
UPDATE MY ANSWERS



BACK TO DASHBOARD



Your top career areas



Helping

25%

Results suggest that you enjoy helping, guiding or teaching people. You may also enjoy training or caring for animals. A few examples of jobs that match these interests are: Social Worker, Veterinary Nurse, Teacher or Child Carer.

[Read more](#)

Organised

21%

Results suggest that you like to set up systems, follow rules and keep things organised. A few examples of jobs that match these interests are: Librarian, Archivist, Bookkeeper, and Payroll Clerk.

[Read more](#)

Investigative

19%

Results suggest that you like to research, analyse and solve problems. A few examples of jobs that match these interests are: Scientist, Engineer, Software Programmer, and Economist.

[Read more](#)

Artistic

15%

Enterprising

13%


Practical

8%




Goals ?


It's important to have goals. With career goals in place and the right kind of support you can achieve success!


 **Get job ready**


 **Get work experience with a VR developer**


 **Attend TAFE Open day** Ma 

 **Add a goal**

 **Add a goal**

Explore courses available related to VR  Ma

Find out how much the courses cost  Ma

Find out when courses start and end  Ma

ADD USER GOAL TASK

Notify Team Members

REMOVE GOAL **SAVE GOAL**

VR developer



 **EDIT**

My Progress

- People benefit from seeing tangible progress towards goals.
- Visual progress can be seen in the program – but you can do this using visuals, or any other way you like.
- The involvement of the team is vital for discussing progress and the next steps.
- It is also VERY important to frame any difficulties not as failures but as learning experiences. This promotes a ‘growth’ mindset.





Resources

Refine by Category

Extracurricular training

On the job

Study after school

Preparing for work

Life skills



CLEAR ALL



Developing a resume



Open universities and
online courses



Workplace stress



Addressing the key selection
criteria



Studying at university and
TAFE



Being LGBTIQA+ autistic





BACK

Harnessing your interests

Extracurricular training

Preparing for work



Key points

- Some people turn their deep interests into a career path.
- Depending on their interests, transforming a passion into a career can be easier for some people than others.
- If you need help, there are a number of things you can do: talk to a trusted friend or family member, talk to your workplace supervisor or seek professional help, including contacting a confidential support helpline.

Turning interests into a career



How to use myWAY as part of a team

Life skills



How to be a great team member

Congratulations! You have been invited to be part of an amazing person's career planning journey using myWAY Employability. We refer to them as a 'myWAYer' - because they have an active role in planning for their future career and can do it in their own way.

Please consider this request carefully: Do you have the time and commitment to accept the challenge? If yes, you are now part of a team that can make a positive difference to a myWAYer's life. What a privilege!

What's involved?

Being a team member is an important role. You might consider how you can support a myWAYer with:

myWAY Employability Educator

Co-designed with teachers
Term 2-3 2021 trial and
evaluation



Associate Professor Marina Ciccarelli



Dr Keely Harper-Hill



inclusion ED
supporting diverse learners



Welcome to inclusionED



inclusion ED
supporting diverse learners

Transition planning

Help your students design their career path with these research-informed practices, specifically designed to support high school students on the autism spectrum who may find the transition planning process challenging and overwhelming



Practice

Focus on the big picture in transition planning: Work experiences



Middle years



Senior years

Complement external work experience opportunities your school offers with internal work experience to provide



Year 9 -10 Work Studies / Career and life design / Career development and management

Curriculum content descriptions

Recognise the importance of self-awareness in career and life design ([ACWSCL013](#))

Link personal profiles with potential work opportunities ([ACWSCL021](#))

Elaborations

- developing an understanding of personal talents, interests and opportunities
- reflecting on the meaning of their growing self-awareness for their aspirations and career directions and life design
- appraising their academic achievement and comparing this with their post-school aspirations
- using their personal profile to identify potential careers



Year 11 and 12 VET studies

Foundation Skills Certificate I in Skills for Vocational Pathways

FSKLRG007 - Use strategies to identify job opportunities

- 1.2 Identify own skills relevant to need of specific job or training pathway
- 2.1 Identify a range of employment opportunities
- 2.2 Identify roles, responsibilities, requirements and environment of identified opportunities
- 2.3 Match own skills and capacity to requirements of preferred job
- 2.4 Identify skills gaps and training options for preferred job
- 3.3 Identify options to progress identified job pathway



inclusion ED
supporting diverse learners

myWAY Employability Educator

Practice

1. myWAY Employability: Introduction



Middle years



Senior years



inclusion ED
supporting diverse learners



Lesson plan: Career interests

Duration of lesson

60 minutes approx.

Write Australian Curriculum targets here _____

This practice uses the career interests quiz on the *myWAY Employability* website dashboard. This quiz is a variation of the well-known parlour game **20 questions** and is a fun way to introduce the topic of exploring career interests.

- Career interests quiz

[myWAY Employability website](#)



AutismCRC

- Career interests quiz
- Article: Harnessing your interests

[myWAY Employability website](#)
[myWAY Employability article](#)

inclusionED hosts video content that students may find helpful to view.

- Selfie videos of people talking about their career journeys
- Demonstrations on how to complete the quiz

View in [Section A. Plan](#)
 View in [Section C. Apply the Practice](#)

Resources needed prior to delivery of lesson

Glossary:	Career interests (If using)	Download from Plan section
Student worksheet:	Career interests (If using)	Download from Plan section
Video note-taking chart:	Career interests (If using videos)	Download from Plan section
Individual student access to the <i>myWAY Employability</i> website and a login		

Lesson objectives

Students will consider factors which contribute to career decisions.

Students will appreciate the importance of exploring career interests.

Teaching and learning materials

Choose from several resource materials provided in this practice to use or adapt ahead of the lesson.

Decide which version (1 Hand, 2 Hand or 3 Hand) of the resources will meet the needs of each of your students.

Remember:

Scaffolding

Most of our student worksheets have at least two versions.

Each version is differentiated according to the level of scaffolding it provides.



1 Hand = least amount of scaffolding



2 Hand = moderate scaffolding



3 Hand = greatest amount of scaffolding

Scaffolding may refer to:

- Level of language used on the sheet
- Use of visual supports
- Structure by way of tick boxes etc.
- Or a combination of these.

Work experience

Role plays

Steps	Role play elements
1. Watch video	inclusionED hosts two peer-modelled videos depicting different work experience situations: on arrival the first day and a workplace orientation.
2. Role playing	Read the script for the video(s) you watched. You can take turns to choose who will take the role of the student and who will take the role of the workplace key contact person.
3. Feedback	For the following statements give the work experience student in a score out of 5: 0 being very poor and 5 being excellent. Put the score in the box provided and then write one sentence explanation for your rating.
4. Scriptwriting <i>Optional</i>	Choose one of the situations provided and write a short script.

Role playing

SITUATION.1: Your first day of work experience.

Role	Script
Student:	Good morning.
Workplace key contact person:	Hi (insert name). Good to see you. Did you find the place OK?
Student:	Yes, I practiced the trip last week. It's pretty straightforward, just 20 minutes on the bus.
Workplace key contact person:	That's great, and it's good that you made it on time. I'm going to show you around the worksite if that's OK.
Student:	That would be great, thanks.

Feedback

The student demonstrated good work experience preparedness.

Score out of 5

Please explain your rating here:

Work experience Role plays

After watching the video
Tick the boxes that show what the student did well.

VIDEO 1:
The first day of work experience

I saw the student...

Smile



Say 'good morning'



Answer questions



Ask questions



Listen

VIDEO 2:
Workplace orientation

I saw the student...

Smile



Say 'good morning'



Answer questions



Ask questions



Listen

Work experience

Glossary of terms

Use this list to pre-teach words and terms that appear in this practice

- transition** – moving from school to work, or
– moving from school to further study
- workplace** – the place *where* you do your job
- work experience** – you go to a workplace and learn about a job. Most of the time, work experience is:
 - short term, and
 - unpaid
- internship** – work experience that's part of a University or College course
- orientation** – training or a tour so you get to know:
 - the workplace, and
 - types of jobs you will do

People in the workplace

- supervisor** – the person who gives you jobs and manages you
- key contact person** – the person who you go to for information or advice
- buddy/mentor** – the person who gives you support or information
- colleague** – a person who you work with

Write your own...

NOTES



Trial and Evaluation of the Educator Resources

We invite Queensland educators to **indicate their interest in being part of a study to trial any of the resources in Term 2 or Term 3 2021 and provide feedback** via a pre-post survey (15 minutes each) and a short online interview (about 20-30 minutes).

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Thank you

Questions?

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AutismCRC

Autism CRC is the world's first national, cooperative research centre focused on autism. We are taking a whole-of-life approach to autism focusing on early years, school years and adulthood.