



Handouts for the Passages Program Orientation Class:

Introduction to Autism In Adulthood



U T A H V A L L E Y U N I V E R S I T Y

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Week 1: What is Autism Spectrum Disorder (ASD)?

Official Definition = DSM-5 criteria:

Currently, or by history, must meet criteria A, B, C, and D:

A. Persistent deficits in social communication and social interaction across contexts, not accounted for by general developmental delays, and manifest by all 3 of the following:

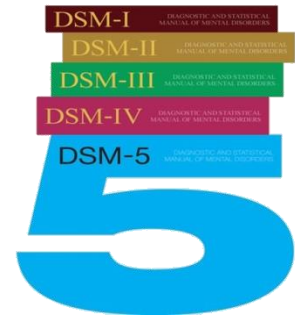
1. Deficits in social-emotional reciprocity
2. Deficits in nonverbal communicative behaviors used for social interaction
3. Deficits in developing and maintaining relationships

B. Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least two of the following:

1. Stereotyped or repetitive speech, motor movements, or use of objects
2. Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change
3. Highly restricted, fixated interests that are abnormal in intensity or focus
4. Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment;

C. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)

D. Symptoms together limit and impair everyday functioning.



Current Research: Autism in Adults

(These are my personal take on some of the most significant and interesting findings.)

1. Autism is a developmental delay—symptoms usually improve with age.

- ❖ **Rule of 2/3:** Developmentally, individuals with ASD are apx. 2/3 of their chronological age.
- ❖ **Mirror Neuron Function:** Not broken, just slowly developing; catch up to NT's around age 30, and may pass them after that! (Dinstein et al, 2010) (Jojanneke et al, 2011)
- ❖ **Symptoms get better with age:** (Mayes and Calhoun, 2010)
 - Restrictive, Repetitive Behaviors (Esbensen et al, 2008)
 - Communication and Maladaptive Behaviors (Shattuck et al, 2007)
 - Executive function/goal achievement (Attwood 2007)
 - **No longer a “disability” in apx. 15%! (Fein, 2009)**

“Their development is not frozen in time and forever the same. That’s just not the case.” ~Dr. Paul Shattuck

2. Autism is very context-specific—symptoms generally improve once the individual is out of the k-12 school system.

- ❖ Different rules and societal expectations of adults than public school students.
 - ❖ Many adults with ASD find success in college or technical programs.
- “Recent data...suggest it’s time to start thinking of autism as an ADVANTAGE in some spheres, not a cross to bear.” ~Dr. Laurent Mottron, University of Montreal*

3. Autism in adulthood has vastly improved Social Potentials.

- ❖ Adults can put on better “Masks” and are better at controlling their focus/symptoms
 - ❖ Adults’ fixations/“Special Interests” are broader, so it is more likely to find common ground
 - ❖ Adults usually have at least some social circle (often online or at work...)
 - ❖ Many adults with autism (roughly 17% or 1/6) actually get married! (Farley, 2009)
- “Sometimes parents and professionals worry too much about the social life of an adult with autism. I make social contacts via my work. If a person develops her talents, she will have contacts with people who share her interests.” ~Temple Grandin*

4. Adults with autism can find career success—but generally not in “standard” careers.

(Those with ASD may be best thought of as “Outliers” who do the jobs that no one else wants to do, or else the jobs that everyone wishes they could do!)

- ❖ **The W.A.L.M.A.R.T. Cluster:**
 - **W**riters (Tim Page, Liane Holliday Willey, Orson Scott Card, etc)
 - **A**ctors (Anthony Hopkins, Daryl Hannah, Dan Aykrod, etc)
 - **L**eisure/**R**ecreational (surfer Clay Marzo, gamer Satoshi Tajiri, etc)
 - **M**usicians (Eminem, Marty Balin, Derek Paravacini, Ladyhawke, etc)
 - **A**rtists (Stephen Wiltshire, Richard Wawro, Alonzo Clemons, etc)
 - **R**esearch/**E**ducational (Vernon Smith, Dawn Prince-Hughes, etc)
 - **T**echnical (TONS of programmers, engineers, accountants, doctors, etc)

ASD is much higher in regions with more tech-type jobs! (Baron-Cohen et al, 2011)



5. Successful Independence is possible—but only with powerful expectations, skills-training, and support.

- ❖ **Roughly 25% of individuals achieve positive adaptive outcomes!**
(Cederlund, et al 2008; Marriage, et al 2009; etc)
- ❖ **Focus on independence if you want to be part of this 25%! ☺**



What Causes Autism?

The short answer is, nobody really knows.

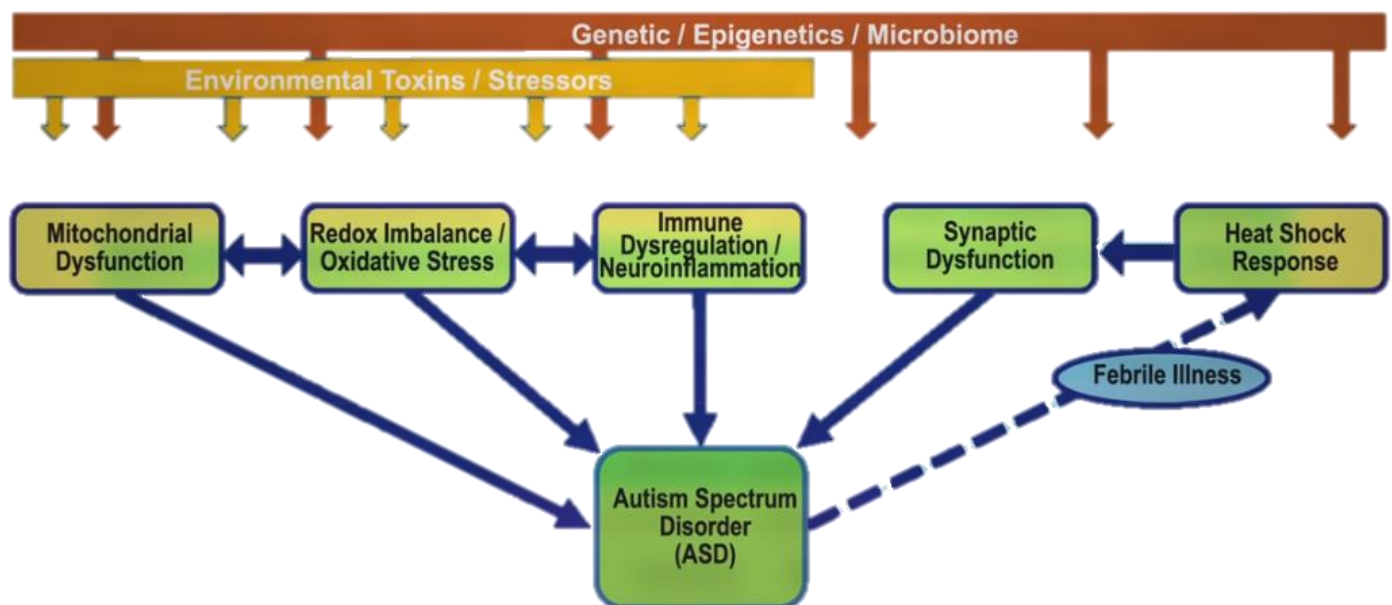
The long answer is, it's a complicated combination of a host of **genetic** AND **environmental** factors.

There is no known single cause for autism, but it is generally accepted that it is caused by abnormalities in brain structure or function. Researchers are investigating a number of theories as to how these abnormalities occur, including the links among heredity, genetics, problems during pregnancy or delivery, and environmental factors such as viral infections, metabolic imbalances and exposure to environmental chemicals and toxins.

Though it is clear that some children are born with a susceptibility to autism, researchers have not yet identified a single “trigger” that causes autism to develop. The strongest evidence indicates that autism is a result of genetic predisposition PLUS exposure to environmental toxins during pregnancy (such as air pollution, stress hormones, or even some cosmetics), and/or exposure to some environmental factors in infancy. (Probably not vaccines, despite what you may have heard.) There are definite signs that the age and health (physical AND mental) of the parents can increase the chances of having a child with autism. Some of the recently discovered possible risk factors include such seemingly diverse and unrelated things as:

- Obese Father
<http://www.sciencedaily.com/releases/2014/04/140407090401.htm>
- Sexually Abused Mother
<http://www.hsph.harvard.edu/news/press-releases/women-abused-as-children-more-likely-to-have-children-with-autism/>
- Age of Father and Mother
<http://www.sciencedaily.com/releases/2013/12/131209105348.htm>
<http://www.sciencedaily.com/releases/2012/04/120426104959.htm>

Here is a helpful summary diagram from NutritionFacts.org:



The thing is, you already have an Autism Spectrum Disorder, or you wouldn't be going through this packet. Don't worry much about WHY you have ASD. **You're not going to “cure” your Autism!**

(Although, hopefully, by the end of this course, you won't even want to! ☺)

Instead, do your best to focus on **WHAT TO DO** to successfully live as an adult with autism. The difference between “disabled” and “eccentric” is successful independence. You are a unique and talented individual, and ASD is your ticket to a unique and amazing life!!!

Autism Strengths Inventory

Autism is NOT just about challenges—take some time to consider your individual strengths too!

Look over the following list of research-based ASD strengths and use it (along with your own experience) to describe your own strengths in the areas noted. Be honest and BE CREATIVE. **YOU HAVE STRENGTHS!**

- Powerful **learning** style strengths (implicit; vis/spat.; log/math; naturalistic; etc)
- Exceptional rote **memory** (often vast stores of facts and figures)
- Exceptional **visual** abilities (static spatial, illusions, patterns, colors, etc)
- Exceptional **auditory** abilities (hyperconnected auditory brain centers)
- Superior ability to **process/locate information**
- **Laser-like focus** of energies/attention on topic of interest
- Highly **deductive/analytic**
- Strongly **logical**—able to make **more rational decisions** than NT's
- Ability to put ideas together in a unique manner—highly **creative**
- Exceptional ability with **puzzles**, mazes, and word games
- Ability to **thrive on routines** and clear expectations
- Five times more likely than “neurotypicals” to have **perfect pitch**
- Ten times more likely to have **savant skills** (music, art, calculation, etc)
- Great **honesty** and respect for rules
- **Deep concern, caring, and love** for “safe” beings
- **Deep curiosity** and desire to learn (usually prefer independent learning)
- **Idealism** and a strong sense of right and wrong/social justice
- Often natural **leaders**
- **Perfectionism**
- Exceptional ability to **systematize**



Sources:

Attwood (2007)
 Baron-Cohen (2008)
 Dolan et al (2008)
 Happe (1999)
 Heaton et al (2008)
 Grandin (2008)
 Remington et al (2012)
 Reser (2011)
 Samson, et al (2011)
 Stewart (2007)
 Xiong (2012)

1. Cognitive Strengths (Thinking and learning, school and academic subjects, focus, decision making, pattern recognition, goal setting, information processing, etc)

2. Communication and Social Strengths (Vocabulary, conversational, non-verbal, etc)

3. Emotional Strengths (What positive emotions do you experience or help others experience on a regular basis? How well do you deal with setbacks and changes? etc)

4. Independence Strengths (Self-care skills, safety, transportation, shopping, laundry, budgeting, “paperwork” and applications, cleaning, repair, dress and grooming, etc)

5. Interests & Activities Strengths (Hobbies, Clubs, Community Involvement, Church, etc)
6. Motor (Movement/Physical) Strengths (Sports, drawing, writing, typing, etc)
7. Sensory Strengths (Vision/hearing/taste/smell/touch, ability to control stimming, etc)
8. Other Strengths (Personality strengths, Spiritual strengths, Positive Habits, etc)
Adapted from <u>Character Strengths and Virtues: A Handbook and Classification</u> by Peterson and Seligman (2004)
Wisdom Strengths: Creativity, Curiosity, Open-Mindedness, Love of Learning, Perspective, etc
Courage Strengths: Bravery, Persistence, Integrity, Vitality, etc
Human Strengths: Love, Kindness, Empathy, Humor, etc
Justice Strengths: Citizenship, Fairness, Loyalty, Leadership, etc
Temperance Strengths: Forgiveness, Humility, Prudence, Self-Control, etc
Transcendence Strengths: Appreciation of Beauty, Gratitude, Hope, Spirituality, etc
Other Strengths:

Now go back and **circle your top three strengths**—the strengths that you feel are the ones that will be the biggest help in empowering you to accomplish your dreams and goals. Record these below, transfer them to a card you can carry, and maybe even post them somewhere that you can review them frequently. 😊

My Top Three Strengths Are:

1. _____
2. _____
3. _____

Week 2: Systems for Success

A System for Systems

1. What ~ Title/Desired Result
2. Why ~ Purpose
3. When/Where ~ Situational Cues
4. How ~ Process/Application
5. If ~ Sensory/Contingencies



When and How to replace a Routine with a System: (adapted from www.autism.org.uk/18352)


1. Ask yourself if the fixation, behavior, or routine restricts opportunities, causes distress or discomfort, or negatively impacts learning or relationships. If not, **is it really necessary to intervene or change it?**
2. Think about the function of the repetitive behavior, routine or fixation. What do you get out of it? What could you replace the behavior with that would **meet the same need(s)**?
3. **Add structure and predictability.** Try using visual supports (such as daily timetables, planners, etc), social stories, or other pre-planning strategies to prepare for change or events that might be stressful. Create a SYSTEM! This may limit reliance on routines or repetitive behavior.
4. **Develop skills** where possible, for example social skills training, learning relaxation techniques or learning to identify emotions. These can all be ways of managing stress or uncertainty (which may otherwise lead to unwanted repetitive behaviors or unnecessarily rigid routines).
5. **Look at substitutes--** things that can be done instead of a repetitive behavior or obsessive routine—things that will lead to the same reward, using more appropriate (more helpful) behaviors/systems.
6. **Set clear, consistent limits.** Ration an object/activity (or have someone else help you to), the time allowed to spend talking about it, or the places/settings where a behavior can be engaged in.
7. **Make gradual changes.** Remember that routines and repetitive behavior can be therapeutic and help you to relax or calm down if agitated. In general, don't take away all access to a fixation or try to change behavior overnight - this could be extremely distressing and counterproductive.
8. **Make use of your fixations!** They could be a way to socialize, learn a new skill or improve self-esteem. People may eventually be able to study or work in related areas. As Temple Grandin has said: **"Today I have a successful career designing livestock equipment because my high school science teacher, Mr. Carlock, used my fixation on cattle chutes to motivate me to study psychology and science... some of the most successful high-functioning autistics have directed their childhood fixations into careers."**

Systems Self-Assessment


Issue (Independence Area)	Current System(s) (How do I take care of these issues now?)	Is it working? (Am I getting results I want?)	Future Forecast (Will this system work when I'm on my own?)	Do I need a better system? (And, if so, how might I go about finding/creating/developing one?)
1. Cleaning and Hygiene (Living space, Self, Hair, etc.)		Yes / No	Yes / No	
2. Communication (Verbal) (Talking to people, starting conversations, etc)		Yes / No	Yes / No	
3. Comm. (Non-Verbal) (Body language, listening, eye-contact, etc)		Yes / No	Yes / No	
4. Community Involvement (Recreation, Clubs, Religion, Volunteer, etc)		Yes / No	Yes / No	
5. Dress/Clothing (Laundry, shopping, sizing, ironing, etc)		Yes / No	Yes / No	
6. Emotional Regulation (Anger, Anxiety, Depression, etc)		Yes / No	Yes / No	
7. Employment (Finding a job, getting hired, keeping a job, etc)		Yes / No	Yes / No	
8. Food (Shopping, cooking, recipes, storing, etc.)		Yes / No	Yes / No	
9. Goal Setting (Creating DUMB and SMART vision/steps, etc)		Yes / No	Yes / No	
10. Housing (Finding and securing a place to live, etc)		Yes / No	Yes / No	
11. Medical Needs (Doctors/Dentists/Medication, etc)		Yes / No	Yes / No	
12. Money Management (Budgeting, Bills, Needs/Wants, Savings, etc)		Yes / No	Yes / No	
13. Motivation (Understanding, getting yourself to take action, etc)		Yes / No	Yes / No	
14. Problem Solving (Identifying challenges & solutions, etc)		Yes / No	Yes / No	
15. Relationships (Making friends, keeping friends, dating, etc)		Yes / No	Yes / No	
16. Safety (Protection, Emergencies, First Aid, etc)		Yes / No	Yes / No	
17. Schooling/Training (Classes, tests, homework, studying, etc)		Yes / No	Yes / No	
18. Self-Advocacy (Getting needs met appropriately by others)		Yes / No	Yes / No	
19. Time Management (Creating/Running a productive schedule, etc)		Yes / No	Yes / No	
20. Transportation (Bike, Bus, Car, Getting where you need to go, etc)		Yes / No	Yes / No	

Summary of Success Systems Theory:

- Autism is not a death sentence (though it is life-long)
- Autism can (and usually does) improve over time
- Autism has strengths in systemization!
- Systems are going to be created ANYWAY, so...
- Create, utilize, and reinforce systems that will empower you to be independently successful!
- Create systems with the future in mind
- Start with concrete, then move to more abstract systems
- Focus on reinforcing/habitualizing 1 system per context so that additional systems can be layered on top of them
- The ultimate Systems goal is **Personal Empowerment**—Put yourself in charge of your life with Systems in every area of need!
- Be patient. Change takes time. Never give up hope!



Systems for Success ~ Jared Stewart © 2013



Routine	Vs	System
Hard Hat		Tool Box
Rigid/Restrictive/Narrow		Flexible/Broad/Adaptable to change
Static/Reactive—Straight Line—Black & White		Dynamic/Proactive—Flow Chart—Allows for Grey
Mainly External Locus of Control		Mainly Internal Locus of Control
One Program to run—one outcome required		Many Programs to run—range of outcomes tolerated
Separate, unrelated parts—often no goal		Interdependent, holistic parts—goal oriented
Imposing and forcing order on the world		Accepting, anticipating, and utilizing disorder
Everything must go as expected (no backup)		Plans for both the expected and unexpected
Ritualized		Habitualized

Checklist—Does the Success System:

- ☐ Match the level you are at? (*your skills—your goals!*)
- ☐ Focus on a priority desired outcome?
- ☐ Focus on addressing the underlying symptoms?
- ☐ Hook to avoiding/taking away pain?
- ☐ Build in a reward (pleasure) for success? (*tied to “work”*)
- ☐ Have a clear cue? (*concrete at first...*)
- ☐ Have a visual display?
- ☐ Have a predictable, systematic order? (*w/right-sized steps?*)
- ☐ Take sensory/biological issues into account?
- ☐ Have a built-in backup plan?



Tips for Avoiding Common Mistakes:

- The “right” system is the one that gets the results for you!
- Gradually move from same *methods* to same *outcomes*.
- Build systems around strengths—not just weaknesses.
- Try to focus on one system per context at a time.
- Focus on systems for the biggest outcome concerns: transitions and independence.
- Remember that **“Routines are OK if they don’t get in the way.”**
- It is absolutely fine to include independent accommodations as a part of the system.
- Learn to rapidly create and adapt your own systems to deal with immediate challenges.
- Keep systems as simple as possible. You can always add another layer/system once the first system has become habitualized through practice and reinforcement.
- Don’t reinvent the wheel—take advantage of existing systems and research.
- Remember that autism is a delay—“rule of 2/3”—and be consistent and patient!



**“Things will work out.
Keep trying!
Be believing.
Be happy.
Don’t get discouraged.
Things will work out!”**
~Gordon B. Hinckley

**“There is no chance, no fate, no destiny
That can circumvent, or hinder, or control
The firm resolve of a determined soul.”**
~Ella Wheeler Wilcox



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Week 3:

Systems for Successful Self Determination!

Life Design is The Power To:

1. Map out an exciting, ideal future in light of your **BEST SELF**;
2. Take **productive, relevant action** toward **that future**; and
3. **Keep adjusting resiliently until you reach that future!** (Until that future becomes reality!)

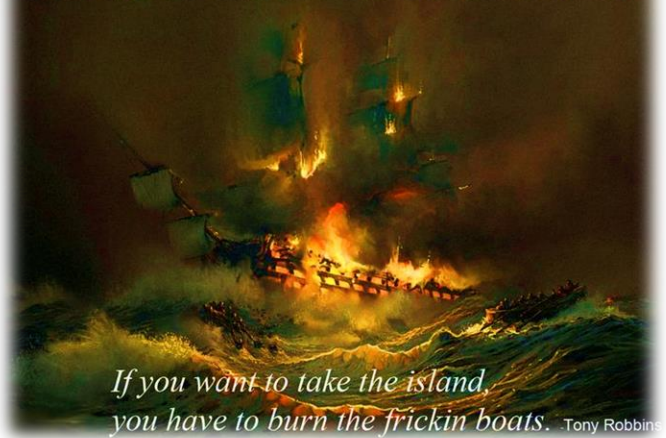
Three decisions that you make every moment of your life control your destiny.

If you don't control these three decisions, you simply aren't in control of your life. These three most powerful decisions are:

1. ***What you focus on (the questions you ask)***
2. ***What things mean to you (the story you tell)***
3. ***What actions you take (to act or react to #2)***

These three decisions determine what you'll notice, how you'll feel, what you'll do, and ultimately what you will contribute and who you become. It is in your moments of decision that your destiny is shaped.

Great Success Comes From Total Commitment



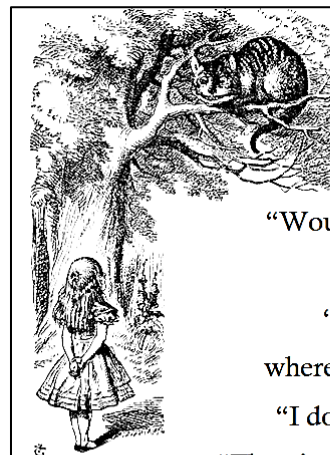
If you want to take the island, you have to burn the frickin boats. Tony Robbins

DESIRE

If you want a thing bad enough to go out and fight for it,
 Work day and night for it,
 Give up your time and your peace and your sleep for it,
 If only desire of it
 Makes you mad enough
 Never to tire of it;
 If life seems all empty and useless without it,
 If all that you scheme and you dream is about it,
 If gladly you'll sweat for it,
 Fret for it
 Plan for it,
 Lose all your terror of demon or man for it;
 If you simply go after that thing you want,
 With all your capacity,
 Strength and sagacity,
 Faith, hope and confidence,
 Stern pertinacity;
 If neither cold poverty, famished and gaunt,
 Nor sickness nor pain, of body and brain,
 Can turn you away from the thing that you want;
 If dogged and grim you besiege and beset it,
YOU'LL GET IT! ☺

~Les Brown

~Anthony Robbins



GET CLEAR ON WHAT YOU WANT!!!

"Would you tell me, please, which way
 I ought to go from here?"

"That depends a good deal on
 where you want to get to," said the Cat.

"I don't much care where" said Alice.

"Then it doesn't matter which way you go" said
 the Cat.

~From Alice's Adventures in Wonderland, by Lewis Carroll

Week 3: Self Determination Reflection Exercise

Part I. Think of one of your **favorite fictional characters** = _____

1. What interests you about them and their story? (Why do you care?)

2. What do they want? What motivates them?

3. What actions do they take to get what they want?

4. What challenges and conflicts do they face along the way?

5. How do they deal with these challenges and conflicts?

Now reflect on this character and their story for a moment:

- *What is it about their story that resonates with you?*
- *How would different choices have changed them and/or their story?*
- *What if all of their challenges and conflicts just went away? (or if they chose to avoid them all?)*
- *How do you want the story of YOUR LIFE to go?*
- *What are you willing to do to achieve that? (How will you face challenges and conflicts along the way?)*

Part II. Self-Determination Reflection Exercise

Think back at your life 5 years ago... (You can do 3 years ago or 10 years ago—your choice! ☺)

1. What year was it?

2. What were you doing that year? (just the main things, like what year of school you were in)

3. What was *important* in your life? What was *new or exciting*?

4. What are some of the *biggest differences* between your life then and your life now?

5. Back then, when you pictured yourself today, *what did you think your life would be like?*
How is your current situation similar to what you imagined? How is it different?

Decisions Reflection Exercise (Locus of Control)

Think of this day, this week, this month, this past year or so...

What decisions were made? (especially ones that will affect your future– what you might be able to accomplish or become). Write down 3-5 of the biggest ones. Who was primarily responsible for those decisions? You, or somebody else????

Decision	Who was primarily Responsible?	What was/are the Results?
1.		
2.		
3.		
4.		
5.		

3 Pieces of Purposeful Action:

1. **What?** (What is it you really want to accomplish?)
2. **Why?** (Why do you want that? Where's your Motivation?)
3. **How?** (How will you accomplish that? What steps will you take to get there? What resources will you need?)

There are only 2 buttons on the human “controller”:

Pleasure and **PAIN**

These determine “What” and “Why”

“HOW” will usually take care of itself... ☺



Redefine Failure!

- If you're afraid to fail, you won't try
- “Failure” may be painful, but what is Failure?
- Try this new definition:

Failure is when I give up on something that I still really, truly want in my life!

Everything else is just “data points” and temporary setbacks... ☺

Part 2: D.U.M.B. Goals and S.M.A.R.T. Goals

2 Kinds of Goals:

Successfully designing your life will require two kinds of goals: **D.U.M.B.** and **S.M.A.R.T.** 😊

You will need both in order to figure out:

1. your personal **Vision** and
2. the Long and Short-term **steps** that will be required to reach it.

They will also help you stay motivated to take the necessary actions and face the fears and obstacles you will inevitably encounter along the way.



D.U.M.B. goals are the **Big Picture**—the dreams we create when we dare to imagine what we would do if we knew we **COULD NOT FAIL**; if we knew that we could have life exactly the way we want it! 😊 (They are “dumb” because they are often seen as foolish by the world.)

D = Dream Driven (What is YOUR dream? Your fondest wish? What really drives you?)

U = Ultimately Uplifting (How will this dream lead you to be your best self, and to help the world?)

M= Massively Motivating (Does this dream give you tremendous excitement when you imagine it?)

B = Behavior Based (Can you define this dream in terms that describe observable behaviors?)

S.M.A.R.T. goals are the **Day-To-Day** key to holding ourselves accountable and making measurable progress towards our ultimate (D.U.M.B.) Vision; the “HOW” behind our dreams that guides our actions. (They are “smart” because they solve problems and create value.)

S = Specific (get clear on what you want to accomplish—what the next step is)

M= Motivational (make sure it **EXCITES** you as much as possible)

A = Attainable (make sure you have picked something realistically possible in the near future)

R = Relevant (make sure that the step will move you **TOWARD** your Vision)

T = Trackable (create a way to keep score—make sure it’s observable, measurable, and deadlined)

Dare to be D.U.M.B. – then Strive to be S.M.A.R.T.!!!!!! 😊

S.M.A.R.T. Goal Planning Form

Answer these questions to help ensure that you are creating a truly SMART goal.

Specific – WHAT exactly will you do to demonstrate progress?

Motivational – WHY should you care enough to do this?

Attainable – What makes this outcome REASONABLE to achieve in this time period?

Relevant – HOW does it tie in to your overall Vision of success? Your Best Self?

Trackable – HOW will you know you have accomplished this? By WHEN?

Using your answers above, write one or two sentences summarizing and specifying exactly what observable, measurable action you will take— and you’ve got yourself a S.M.A.R.T. goal! Don’t worry about being perfect, and don’t forget to monitor and adjust your goal as necessary so that progress can be recognized and your motivation stays strong! ☺

Part 3: Creating a Vision of Success:

Use your Autistic superpower of intense focus and GET CURIOUS ABOUT YOUR LIFE! Take control of your future by setting compelling goals. Create a Vision of your future and make it REAL! If your goals don't excite you, you'll never get yourself to achieve them. As you design your future life, some of the most powerful questions you can ask yourself are:

- 1. How do I want my life to be?**
- 2. What would I dare to do, what would I dare to be, if I knew I COULD NOT fail?**
- 3. How do I picture my ideal self and my ideal environment?**
- 4. What kind of a person do I want to become?**
- 5. How will my life look when I am achieving my dreams?**

Don't stop asking until you get your real answer—the one you truly feel and wish and hope for deep down in your heart of hearts. For the time being, don't worry about how realistic your dreams are. Then write down all your brainstormed answers as fast as you can (the questions on the follow page may help you). Finally, group your brainstorms into related concepts and translate them into powerful sentences that can guide you and provide motivation and focus! ☺

(Not So) Secret System For Success:

- 1. Know Yourself (find your STRENGTHS!)**
- 2. Know Your Outcome (what is your VISION/goal?)**
- 3. Take Action! (borrow or make a system, if needed)**
- 4. Look at your Results (and ADJUST as necessary!)**
- 5. Keep Adjusting (and NEVER GIVE UP) till you get what you want!**



VISION
IS A PICTURE OF
THE FUTURE,
THAT CREATES
PASSION
WITHIN YOU
TODAY

“The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it *is* a calamity not to dream. It is not a disgrace not to reach the stars, but it *is* a disgrace to have no stars to reach for. Failure is no sin, only aiming low.”

~Benjamin Franklin

Personal Vision Questions

Name: _____ Date: _____

Imagine that you are looking at your life several years from now, and that you have achieved all that you most wanted. *Ignore how possible or impossible this vision seems.* Imagine yourself accepting, into your life, the full manifestation of this result. Imagine that you can transport yourself, magically, into that vision, to make it present-day reality. Describe on paper (writing or sketch) the experience you have imagined, using the present tense, as if it is happening now. Take the time to consider each of these questions. Just write, or draw, or scribble your thoughts. If your ultimate life seems too far away, or too unclear, please answer these questions as if it is New Year's Day of NEXT YEAR. Use additional paper if you need more space. Go a little wild, let yourself really dream and above all, have fun with this!!! ☺

1. Home/Residence: Where do you live? What is it like? What's the surrounding community like?

2. Work: What do you do for a living? What impacts do your efforts have? What do you contribute to the good of the world through your work?

3. Tangibles: What are the material things you own that bring you the most pleasure?

4. Physical: How is your health, fitness level, athletic ability, and anything to do with your body?

5. Learning and Leisure: What knowledge have you gained/discovered? What hobbies do you pursue in your spare time? What degrees/certifications have you earned? Where have you traveled? What have you learned to do? What new skills have you developed or refined?

6. Social: What types of relationships do you have with friends, family, God, and others? How do others see you? Are you married, single, what?

7. Self Image: How do you see yourself? What kind of a person are you? What values do you live by? How do you feel about yourself deep down? What emotions do you regularly experience?

8. Other: What changes/results have you created in any area of your life not yet mentioned?

Extra Credit-- Life purpose: Your life has a unique purpose fulfilled through what you do, your relationships, and the way you live. Describe that purpose. What is greater good is being accomplished through your success? What do you want to die trying to do?

Now take your answers and write a description of your life as it will be! This is your personal Vision Statement. Use it to motivate you and guide your decisions and actions.

What will my life look like when I have achieved my goals and dreams? What job and education/training will I have? Where will I live? What emotions will I experience on a regular basis? What will I do in my spare time? What kinds of relationships will I enjoy, and with whom? How will I be physically, spiritually, financially, etc?!

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Changing My Life Exercise

Write each of these paragraphs for one change at a time! Make it real so you can feel your mind and body become driven to respond!

What is keeping me from reaching my goals? (Having the life I want to have, being the person I want to be, etc) ***This must change!***

If it doesn't change, **what will it cost me** (\$, emotional, etc)? What will I lose? What will I miss out on? What will I have to give up? What will it do to those people who I care about and who care about me? How will my future self pay? Be specific! Feel the ***PAIN!***

What action can I start taking **RIGHT NOW** to reach my goals? (What new, empowering action represents reaching my goals?)

I will take this action! As I do, **what will I gain?** What will it feel like to get what I want? What pain will go away? What new strengths will I develop? How will it benefit me and those I care about? How will my future life improve? Be specific! Feel the ***Pleasure!***

Cost-Benefit Analysis: Clarifying Your Choices

Write each of these paragraphs for 1 option at a time (use an additional worksheet for each possible choice you are considering).

What is the **decision** I'm facing? Phrase your issue as a question: _____

What are my **options**? State one possible choice you could make: _____

If I make this choice, **what will it cost me** (in terms of \$, emotional, etc)? What will I lose? What will I miss out on? What will I have to give up? Will I violate my values and beliefs? What will it do to those people who I care about and who care about me? How will my future self pay because of it? Be specific! Feel the **PAIN!** _____

If I make this choice, **what will I gain**? What desired result might I get? What pain will go away? What negative outcome will I avoid? What new strengths will I develop? How will it benefit me and those I care about? What will I be able to contribute because of it? How will my future life improve? Be specific! Feel the **Pleasure!** _____

Week 4: Success Systems for Time Management and Higher Education

Time Management = Self Management

It's not "Do as much as possible"

It's "Make as much progress as possible!"

(Progress towards what you want!)

"How can I use the minutes in my day to accomplish the most PROGRESS towards what I REALLY, actually, truly, WANT?"

Bottom Line:

- Ability to Set Goals,
- Prioritize those Goals, and
- Efficiently achieve those goals in order of priority

Time management is difficult in the **Age of Distraction!**

Autism often makes it FAR more difficult:

Fixations

Anxiety

Rigid Routines

Autism can also make you FAR more effective:

Focus

Attention to detail

Routine Oriented



One Minute

—by Dr. Benjamin E. Mays

I have only just a minute,

Only sixty seconds in it.

Forced upon me, can't refuse it.

Didn't seek it, didn't choose it.

But it's up to me to use it.

I must suffer if I lose it.

Give account if I abuse it.

Just a tiny little minute,

but **ETERNITY** is in it.



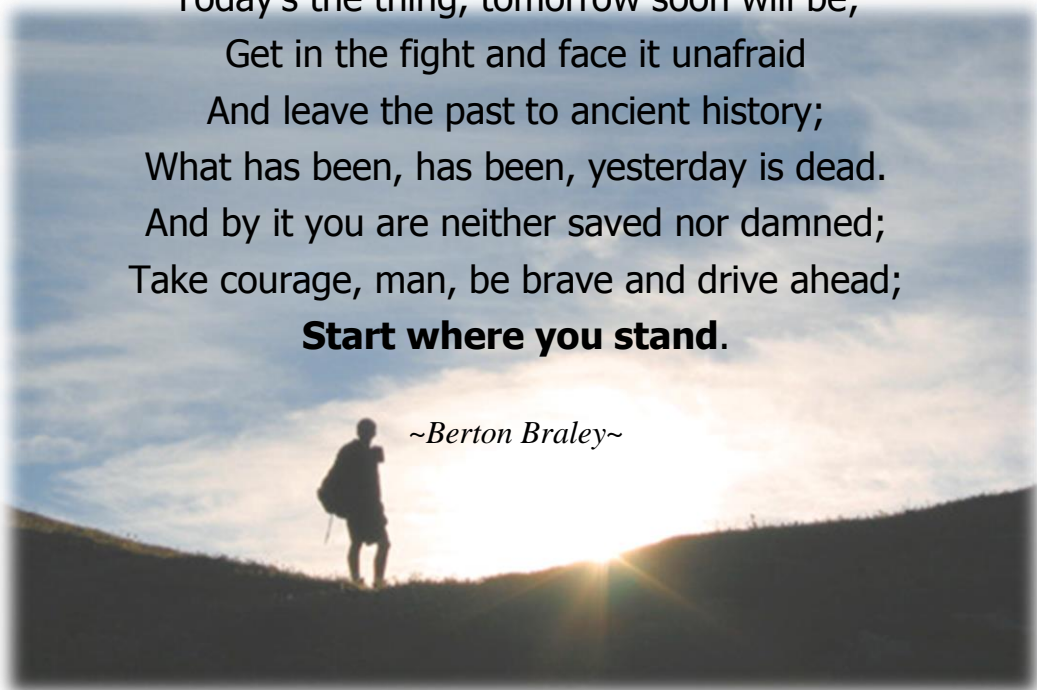
Start Where You Stand

Start where you stand and never mind the past;
The past won't help you in beginning new;
If you have left it all behind at last
Why, that's enough, you're done with it, you're through;
This is another chapter in the book;
This is another race that you have planned;
Don't give the vanished days a backward look;
Start where you stand.

The world won't care about your old defeats
If you can start anew and win success;
The future is your time, and time is fleet
And there is much of work and strain and stress;
forget the buried woes and dead despairs;
Here is a brand new trial right at hand;
The future is for him who does and dares;
Start where you stand.

Old failures will not halt, old triumphs aid;
Today's the thing, tomorrow soon will be;
Get in the fight and face it unafraid
And leave the past to ancient history;
What has been, has been, yesterday is dead.
And by it you are neither saved nor damned;
Take courage, man, be brave and drive ahead;
Start where you stand.

~Berton Braley~



Part 2: Time Management Tips:

Tip #1: Kaizen

- How to get yourself to take that first step
- Just pick a priority action and **DO IT FOR ONE MINUTE EVERY SINGLE DAY**
- Eventually your brain will pick it up as a habit and expand the time you spend on it
- Works on Ability AND Motivation!
- Helps you Cultivate a MARATHON MINDSET



Tip #2: Pomodoro

- Get a timer and set it for 25 minutes (adjust as necessary for you and your task)
- Do **ONLY** the set task for that time period (if you get interrupted, start it over)
- When the timer ends, take a brief break/reward, then set it again if the task isn't done yet
- **Works well with tasks that you HAVE to do (like schoolwork)**
- Turns “Not Now” into “NOW”! 😊

Tip #3: Develop a better Sense of Time

- So much of Time Management revolves around scheduling...Use a COUNT UP Timer!
- Before you can create a schedule that will work, you have to know how long a task is realistically going to take!
- Pick a task that you know you want to do
- Predict how long the task will take
- Start your timer, Do the task, then Write down how long it actually took 😊

Tip #4

KNOW THE ROPES



- **R**emain Flexible and Focused— Don't get so caught up in your lists and priorities that you no longer enjoy life. Don't get stuck on trying to do things “perfect”. Do try to do **ONE** thing at a time—especially the one thing that will bring you the most progress towards your real goals.
- **O**rganize – Create lists and schedules and ways to track tasks/priorities.
- **P**rioritize - Your time and define your life by goals—what do you really want? Use a “task capture” system to identify your real priorities if needed.
- **E**conomize – Reduce to a minimum the things you should do or may even like to do, but which are not pressingly urgent.
- **S**streamline – Cut out or speed up things you may not like to do, but must do. Is there an app? A better system? A person who can help you? Things you can drop or say no to?

Remember:

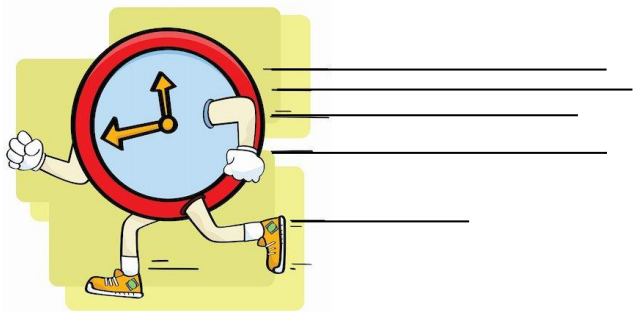
***You can do ANYTHING!
But you can't do EVERYTHING!***

Tip #5: 25 More General Time Tips for LIFE

1. Keep a Planner/Calendar (see next page)
2. Wake up early—at the same time every day!
3. Eat 3 meals a day
4. Plan your day and set goals
5. Make good choices
6. Exercise!
7. Take time to relax—but not too much
8. Use your “dead time” effectively
9. Get plenty of sleep
10. Say “NO” to unnecessary commitments
11. Don’t “surf”! Make sure you have a clear purpose when you go online!
12. Keep a planner/calendar
13. Organize effectively (use a System!)
14. Do several errands in one trip
15. USE A PLANNER!!! (Repetition)
16. Make and use lists
17. Start you day with a review of schedule.
18. Schedule appointments with yourself for Purposeful Activities.
19. Build in Reminders/Leverage for those appointments!
20. Limit distractions (and/or use them as rewards and motivations for yourself).
21. Use the Rule of “2” ...
22. Never let “Perfect” get in the way of “Good Enough”!
23. Remember: good Time Management should DECREASE your stress!
24. USE A PLANNER!!! (Repetition)
25. Don’t go to extremes. You can take control of your time without becoming obsessive.

Stephen Covey’s “First Things First” method for identifying your priorities:

****Try to avoid Quadrants 3 and 4, finish off Quadrant 1 tasks quickly, and spend as much time as you can in Quadrant 2!!!*** 😊



		URGENT	NOT URGENT
IMPORTANT	QUADRANT 1	<ul style="list-style-type: none"> ■ Crises ■ Deadline driven projects ■ Fire-fighting 	QUADRANT 2 <ul style="list-style-type: none"> ■ Building capabilities ■ Maximising opportunities ■ Risk management
	QUADRANT 3	<ul style="list-style-type: none"> ■ Interruptions ■ Most meetings and email 	QUADRANT 4 <ul style="list-style-type: none"> ■ Trivia ■ Busy work ■ Time wasters
NOT IMPORTANT			

Other Helpful Links:

- **Best Time Management Tools from Mindtools:**
http://www.mindtools.com/pages/main/newMN_HTE.htm
- **Tony Robbins’ 5 Steps to Control Your Life:**
<http://youtu.be/ZQxeYuf4grE>



Sample Planner Page... (Make more copies if you need them, or create your own! ☺)

Daily Planner

Today's Date: _____

Schedule

Goal for Today:

6:30 AM		
7:00 AM		
7:30 AM		
8:00 AM		
8:30 AM		
9:00 AM		
9:30 AM		
10:00 AM		To-Do's
10:30 AM		
11:00 AM		
11:30 AM		
12:00 PM		
12:30 PM		
1:00 PM		
1:30 PM		
2:00 PM		
2:30 PM		
3:00 PM		
3:30 PM		
4:00 PM		
4:30 PM		
5:00 PM		Daily Expenses
5:30 PM		
6:00 PM		
6:30 PM		
7:00 PM		
7:30 PM		
8:00 PM		
8:30 PM		
9:00 PM		
9:30 PM		

Part 3. Sleep Tips:

- Sleep **STRONGLY** impacts every area of cognition!!!
- Sleep deprived person is 7 **TIMES** more likely to have an accident than a drunk one!
- Sleep loss hurts attention, executive function, working memory, mood, information processing, quantitative skills, metabolism, logical reasoning, and even motor dexterity!
- The severity of Autistic symptoms are directly correlated with sleep issues! (In other words, the worse you are sleeping, the worse your autism challenges will be!)

Assessments for Energy Cycles—Are you a Morning Lark or a Night Owl?

- ♦ http://www.quiztron.com/tests/morning_person_or_a_n_quiz_82382.htm
- ♦ <http://www.realsimple.com/work-life/life-strategies/time-management/early-bird-night-owl-00000000020708/print-index.html>

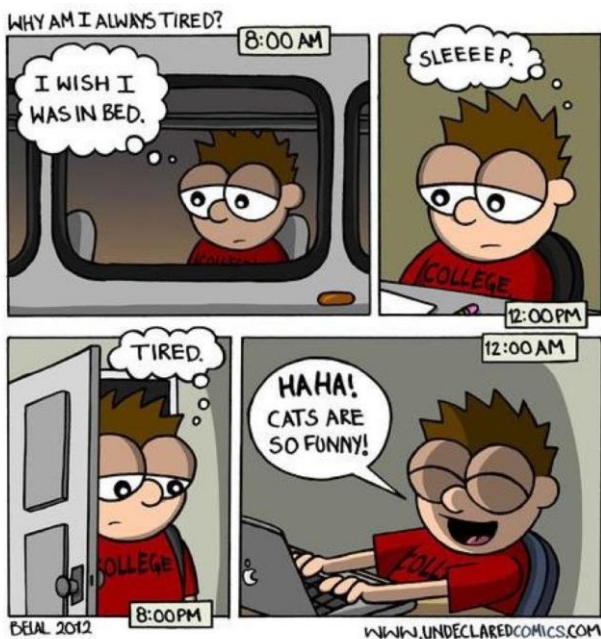
Maximizing Sleep:

- Plan for 7-9 hours a night
- Take an early-afternoon Nap! ☺
 - 26-45 minute nap after learning improves:
 - productivity + 34%!
 - memory + 500%!
 - *Do not nap if there's less than 5 hours before sleep*

Develop good “Sleep Hygiene”

- Have a Sleep routine (system)
- Use “white noise” to help minimize sensory issues
- Make sure your sleep area is dark and cool
- Avoid caffeine 6 hours prior to sleep
- Avoid backlit screens (TV, computer, etc) for at least **TWO HOURS** prior to sleep
- Get up early to study, rather than staying up all night (Know your sleep cycle and whether you are a “night owl” or “morning lark”, and study when you are most alert)
- Review the things you most want to remember right before going to sleep (Deep sleep is required for learning, and sleeping after learning grows **TWICE** as many neural dendrites as just learning the material)

- Exercise! (But not too close to bedtime.)
- If all else fails, talk to your doctor about **using Melatonin** to help with sleep transitions or difficulty becoming drowsy (start with a low dose, then increase each night until it works for you).



Sleep Well
Think Well
Live Well



Part 4: The Autism Crash

Don't be a victim of the Autism Crash! Know the signs and take the necessary actions!

Stage I:

Overconfidence, Ignorance, and/or Refusing to Acknowledge _____

Does not ask for or receive needed help in _____

Takes on _____

Does not ask for or receive _____

Begins to _____

Stage II:

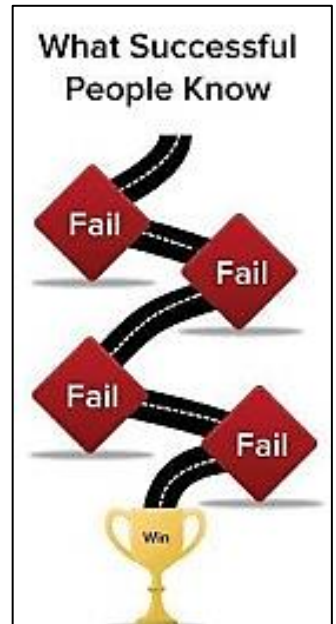
Becomes _____

Begins to _____

Begins to _____

Becomes highly _____

_____ from classes, work, life, etc



RESULT = CRASH!

Stage III:

Cleaning up _____

Loss of _____

_____ scarring and psychological _____

Make the Choice: _____

—OR—

Make _____ and Seek Help! ☺



Part 5: College Accommodations

Some of the common adjustments and accommodations accessibility offices authorize to students with ASD noted by Bedrossian & Pennamon (2007) and Wolf, Thierford Brown & Bork (2009). Please not that just because an accommodation is listed below DOES NOT guarantee that a post-secondary educational institution will necessarily provide them. They are just possibilities, and you will need to request the ones that will be most useful to you.

Testing Accommodations:

- Extended time for test taking
- Distraction-reduced/private testing environment
- Use of a computer with word-processing software for essay tests
- Use of noise-reducing devices such as white noise machines or ear plugs
- Ability to provide answers directly on test, no scantron forms

Classroom Accommodations:

- Note-taking services
- Audio recording device
- Preferential seating
- Breaks as needed
- Laptop for note-taking
- Copies of class PowerPoint presentations
- Priority registration
- Behavioral contracts for guidance (not code of conduct issues)
- Permission to bring sensory objects
- No cold-calling in class (call on student and return for response later)
- Clarification of information particularly with assignments, test questions or paper topics



Oral Presentation Accommodations:

- Webcast or videotape presentation
- Present to professor only
- Alternate assignment (if allowable and acceptable)

Other Support Services:

- Disability-management counseling
- Liaison services with college faculty/staff
- Student support group
- College success course designed for students with AS
- Individual tutoring services

For details specific to accommodation at UVU, please visit <http://www.uvu.edu/asd/>
For tips on Studying and Test Taking, contact me at jareds@svacademy.org

Accessibility Services Made Simple

Accessibility Services is an on-campus resource that can help you get the accommodations you need to succeed academically at UVU!

Step 1--Make an appointment with Accessibility Services

In person: Losee Center, LC312

By phone: 801.863.8747

Hours: M-F 8:00 am - 5:00 pm

Step 2--Fill out the Accessibility Services Intake Form, including any medical documentation.

Medical documentation is not required, but it can help accessibility services understand what you need. A diagnosis is not required.

Step 3--Meet with an Accessibility Services Counselor

Take your completed Intake Form and Medical Documentation with you to your appointment. The counselor will want to get to know you and your functional limitations. They will advise you of how your instructors can help you, and of services and support available to you.

If you feel uncomfortable speaking to the counselor alone, you may take a parent, friend, or ally with you. Please keep in mind that you will be discussing personal information. Your guest will hear this information, and *must* have your approval to attend the meeting.

Step 4--Take the letter provided by Accessibility Services to your instructors.

After your meeting with your counselor, the counselor will provide you with a letter that you can take to each of your instructors. This is most commonly done for a brief moment after class. Again, if you feel you need support when talking to your instructor, you may ask a friend or ally for help--keeping confidentiality in mind. It is generally not appropriate to have your parents speak with your instructor.

College Advice for Autistic Adults from Those Who Have Been There

From a 2016 Passages Workshop Panel

Advice for students:

Have a vision

Whether it's a requirement for the job you want, or simply because you want to learn everything you can about a subject, have a reason for why YOU are there (in school) and an understanding of what you need to accomplish (a degree? a certificate? a few classes?). Picture yourself as that Scientist, Doctor, Teacher, Programmer, Mechanic. Your vision can motivate you when things get rough. Going to school for other reasons (because your parents want you to, because your brother/sister did, because you don't know what else to do) can be expensive, frustrating, and/or discouraging.

Take care of your body

Familiarize yourself with the programs offered at the wellness center. Have a regular sleeping schedule. Take any prescribed medications correctly. Eat healthy food. Keeping your body healthy will help to keep your moods in check, and your brain and body functioning at their best.



Learn from your failures

School is challenging, and you won't always be successful. Mistakes are okay if you learn from them. At times you may feel like you are wasting time, money, or energy, but you are only "wasting" resources if you are not learning. Remember, you are here to LEARN, and classrooms aren't the only places where learning takes place.

Find a mentor

You won't always see the connection between the information you are learning in class, and how you will use it in "real life." Find a peer, an instructor, or a professional in your field that can help you connect the dots OUTSIDE of class. Ask them how they handled certain challenges, ask them to help you with application, or ask them to supervise you on a project to ensure that it is done correctly.

Learn what works for YOU.

Are you most alert in the mornings or at night? Do you study best when it is quiet or when there is background noise? Do you learn better from instructors or from text? Do you read better from a book or from a screen? Try to be aware of your learning style and of conditions that improve your performance, and create success systems for yourself based on that awareness.

Remember, people don't know you need help until you ASK.

You are working within a system that was not designed for you, so you WILL face challenges. The good news is, there are resources all over campus that can help with what you need, usually for free, *but you have to ask*. Not sure when your assignment is due? Ask your instructor. Need help with your math homework? There's a Math Lab full of tutors. Struggle with writing assignments? Visit the Writing Center. Not sure who to ask? Ask a classmate or an instructor who you should ask.

Find people who understand you.

There are clubs on campus for just about everything: science, video games, creative writing, psychology, cooking, dancing, theater, etc. Spending time with people who share your interests will give you things to talk about, and will help you make friends. For a list of clubs what available at UVU, click here: <http://uvu.orgsync.com/org/clubs/alphabetical>

Expect to have good days and bad days.

Everyone has good days and bad days. That's just life. Just be sure that bad days don't turn in to bad weeks or a bad semester. Learn from the bad days and get back to work. You can do this!

Expect to make mistakes

Mistakes are normal. They're how we learn. Don't let mistakes discourage or derail you.

Make it fun

School doesn't have to be boring. Find creative ways to keep yourself engaged with the material. Take notes in different colored pens, draw comic strips that explain class concepts, take notes in code, draw diagrams, take statistics on how many times your teacher blinks. Just be sure that you are not disrupting others or distracting yourself from learning.

Just turn something in!

Your work is important to you, and you don't want to hand in an assignment until it is perfect. Sometimes that gets in your way. Don't NOT turn something in because it's not perfect. Even if you are only half way finished, or you know you can do better, TURN IT IN! 80, 60, 30, or even 10 points are better than no points at all.

Work first, play later

All work and no play is no fun, but work needs to come first. Reward yourself AFTER you finish your work. That way you can enjoy yourself without the stress of unfinished tasks looming over your head.

Make studying part of your routines

You already have rigid routines, so make studying part of them. "I had a class that required memorizing long lists of vocabulary words, and I am not great at memorization, so I would memorize 3 flashcards every night while I brushed my teeth. Soon I could not brush my teeth without flashcards. I aced my final! For another class, I read 3 pages of my textbook every morning while I eat breakfast, it made long reading assignments much more manageable."

Abuse your hyperfocus

"Autism gives me the ability to focus intently for hours on end. So when I want to focus on something less exciting, like reading a textbook or writing a paper, I will play the music from my video games. It motivates me because it makes me feel like my homework is now just part of my quest in the game. I can study FOREVER!"



Resistance and Challenge are good things

School often requires you to do things that are out of your comfort zone. It's difficult, but it's good for you. Challenges help you learn more, expand your experiences, and grow as a person.

Have a Plan B. Be adaptable and learn to adapt your adaptations

School is about growing and learning and changing, and not just academically. Try to be flexible, and come up with back-up plans. Make adaptations. As you progress in school, you will find that you will also need to adapt your adaptations. You may find that accommodations you needed your Freshman year are no longer needed during your Junior or Senior year.

Do the dishes!

Living with others can be a challenge. Make sure you are regularly taking the time to think of those around you. People are often willing to overlook personal quirks if you are helpful. So do the dishes, or take out the trash. :)

You are not broken.

You do have weaknesses, but you are not "broken" and you do not need to be "fixed." Overcoming Autism is not about changing your situation, it's about learning how to change.

Advice for going from School to the Workplace:

Expect to make mistakes

Mistakes are normal when you are learning something new, or are in new surroundings. Don't let mistakes discourage you, and try not to be angry if someone corrects you. They are trying to help.

Ask questions

If you are unsure about what to do, ASK. Your supervisor is there to help you.

Look for internships or trial opportunities first-especially when working with people.

Before you get a degree as a teacher, nurse, performer, or businessman, you should try it out first to see if you like it. Volunteer or intern. That will give you a good picture of what the job is like, and if it's right for you.

KNOW YOUR RIGHTS! Comparison of IDEA and ADA

Questions? Call UVU Accessibility Services: **801-863-8747**

I.D.E.A.	A.D.A./Section 504
Type of Statute	
Provides funding to states to ensure provision of free appropriate public education for children with disabilities	Civil Rights statute protecting persons with disabilities from discrimination
Main Provisions	
Establishes procedural safeguards and the right to free appropriate public education in the least restrictive environment	Because of a disability, a qualified person can't be: excluded from participation in, denied benefits of or be subject to discrimination by any service, program or activity
Who is Protected	
Children falling into the 13 categories listed in the IDEA and requiring special educational services to benefit from an education	Any person with a physical or mental impairment that substantially limits a major life activity
Extent of Obligation	
Free appropriate public education ensuring a meaningful benefit from education	Equivalent access to educational and extracurricular programs
Delivery Method	
Individualized Education Plan (IEP)	No formal plan. Worked out on a case-by-case basis with the institution's Disabled Student Services Office
Services Available	
Supplemental Aides and Services, Occupational Therapy, Speech and Language Therapy, Notetakers, Counseling, Tutoring, Resource Room, Paraprofessional Aides, Testing Modifications, Adaptive Equipment, etc	Reasonable Accommodations and Academic Adjustments: Interpreters, Notetakers, Testing Modifications, Priority Registration, Real Time Reporting, etc. Note: Counseling, tutoring and personal aides are NOT required by 504
Student's Responsibility	
Do one's best	Disclose disability, Provide documentation, Facilitate the provision of reasonable accommodations, Show up to class, Use accommodations appropriately, Speak up if trouble arises. <i>There is no statutory mechanism requiring parental involvement and such involvement is discouraged in college</i>
Enforcement/Grievance	
Due Process: (1) impartial hearing; (2) state review (appeal); then (3) federal court	Internal grievance procedure and/or complaint to the Office of Civil Rights and/or go directly to federal courts
Funding	
Federal funds to states to support special education programs	No funding attached. Costs are incurred by the institution
Things to Keep in Mind	
If it's not on the IEP you won't receive it	Accommodations must be reasonable. As circumstances warrant, accommodations may change over time. There is no "plan" to be set up and trial and error may be a necessary part of the process. <i>Colleges are not required to "fundamentally alter" their programs or incur "undue hardship", which means you may not get all you ask!</i>

Week 5: Systems for Independent Living Success

Anxiety, Life Skills, & Employment

Autism and Independent Living Skills:

Counterproductive Behaviors

- Cycling through the Autism Crash in many contexts
- Correcting others (boss, peers, professor, etc)
- Mannerisms or noises (non-verbals)
- Interruptions or over-talkative
- Difficulty sitting/fidgety (focus)
- Peer attitudes or reactions
- Hygiene, dress, and grooming
- Meltdowns, shutdowns, or outbursts
- Hyperfocus on non-productive things
- Sensory integration issues (“stimming”)



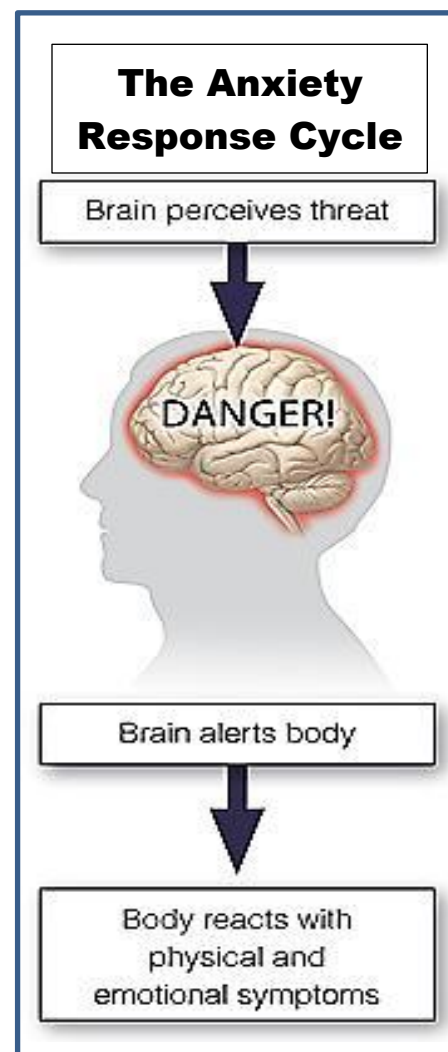
Emotional Challenges/Overload

Autistic Behaviors are definitely a challenge, but many of them stem from (or create or exacerbate) underlying Emotional Challenges:

- Young adulthood is one of the most emotionally challenging times of life for anyone
- Even more so for those with ASD...
- Developmental delays are emotional too!
- Emotions ← Stories ← Interpretation of needs fulfillment
- Personal needs fulfillment often appears impossible
- MASSIVE anxiety (related to sensory overload and unpredictability)
- Frequent stress and depression... ☹

Dealing with Stress...

- Meditation, quiet, “Down Time”
- Seek Help! (Family, Friends, Therapies, Etc)
- Coping strategies:
 - Relaxation, Imagery, Bio-Feedback, Music, Yoga, deep breathing, walking, etc!
- Diet/food management
- Humor! ☺ (the best medicine)
- Preparation and Flexibility
- **EXERCISE!**



Independent Living Self-Assessment

©Jared Stewart, M.Ed.

Instructions: Think about each category, and list tasks accordingly.

Independence Area	What I do for myself	What others do for me
1. Goals/Time Management		
2. Personal Hygiene		
3. Dress /Clothing (Laundry, etc)		
4. Cooking		
5. Housing		
6. Cleaning		
7. Shopping		
8. Transportation		
9. Safety		
10. Money Management		
11. Resource Management		
12. Medical Needs		

Now circle the top 3 areas where you want to focus your goals for independence skill-mastery!

Part 2: Stimming in Autism Spectrum Conditions

What is stimming?

“Stimming” is short for self-stimulation. The technical name is “autistic stereopathy” or “stereotypy”. It is associated most commonly with autism but not unique to it.

Why do those with ASD stim?

1. Stimming can help BLOCK OUT excess sensory input.
2. Stimming can help provide EXTRA needed sensory input.
3. Stimming may help manage EMOTIONAL stimulation—either positive or negative; too much or too little.
4. Stimming may sooth the person by helping to focus or “ground” them—through sensory distraction or pleasure.



Simply put, people with ASD stim because it feels good!

Temple Grandin has said that stimming “may counteract an overwhelming sensory environment, or alleviate the high levels of internal anxiety these kids typically feel every day”.

What are some examples of stimming?

- **Visual:** Staring at lights or ceiling fans; repetitive blinking; moving fingers in front of the eyes; hand-flapping, gazing at nothing in particular; tracking eyes; rolling eyes; peering out of the corners of eyes; lining up objects; turning on and off light switches; squinting; doodling; watching videos; etc!
- **Auditory:** Vocalizing in the form of humming, grunting, or high-pitched shrieking; tapping ears or objects; covering and uncovering ears; singing or talking to oneself; dropping objects to hear the sound; constantly having headphones on/in; coughing; smacking lips; repeating vocal sequences; repeating portions of videos, books or songs (often at inappropriate times); etc!
- **Tactile:** Scratching, picking, stroking or rubbing the skin with one’s hands or with another object; opening and closing fists; tapping surfaces with fingers; snapping fingers or clapping hands (these are auditory too); touching fabrics; rubbing face on surface; etc!
- **Vestibular/Kinesthetic:** Rocking front to back; rocking side-to-side; spinning; jumping; pacing; wriggling fingers; bouncing leg; swinging; doodling/drawing; texting/playing with phone; etc!
- **Taste:** Placing body parts or objects in one’s mouth; licking objects; chewing gum; etc!
- **Smell:** Sniffing or smelling people or objects; constant sniffing; plugging nose; etc!

Not all noises and movement are stims - **STIMS HAVE A PURPOSE**. Tics, for instance, are purposeless.

Is it just people on the autism spectrum who stim?

No. ☺

Neurotypicals, or people without autism also self-stimulate; nail biting, hair twirling and foot tapping all count as stims. The main difference is that NTs, (as they're known for short), can usually control their stims and tend to do ones that are considered more acceptable in public than those done by people with autism.

There are blogs and web forums where people on the spectrum discuss stimming, compare stims and discuss public reactions.

Some material adapted from the following online articles:

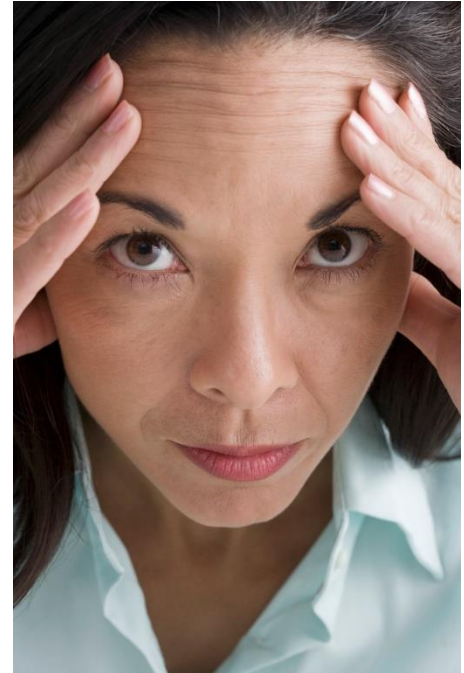
<http://www.emaxhealth.com/1506/stimming-autism-what-it-and-how-treat-it>

<http://www.bbc.co.uk/news/blogs-ouch-22771894>

Part 3: Understanding Anxiety

Adapted from www.anxiety.com

1. Our body properly responds to the messages sent to it by the mind. If we label a situation as dangerous, and then begin to approach that situation, the body will secrete hormones that prepare us physically for crisis. Even if the situation appears relatively safe, if the mind interprets it as unsafe, the body responds to that message.



2. If we become mentally involved with thoughts of a past event, the body may respond as though that event were taking place now.

3. When we question whether we can handle a fearful situation, we tend to unconsciously predict failure. Our body responds to our fearful thought by becoming tense and on guard.

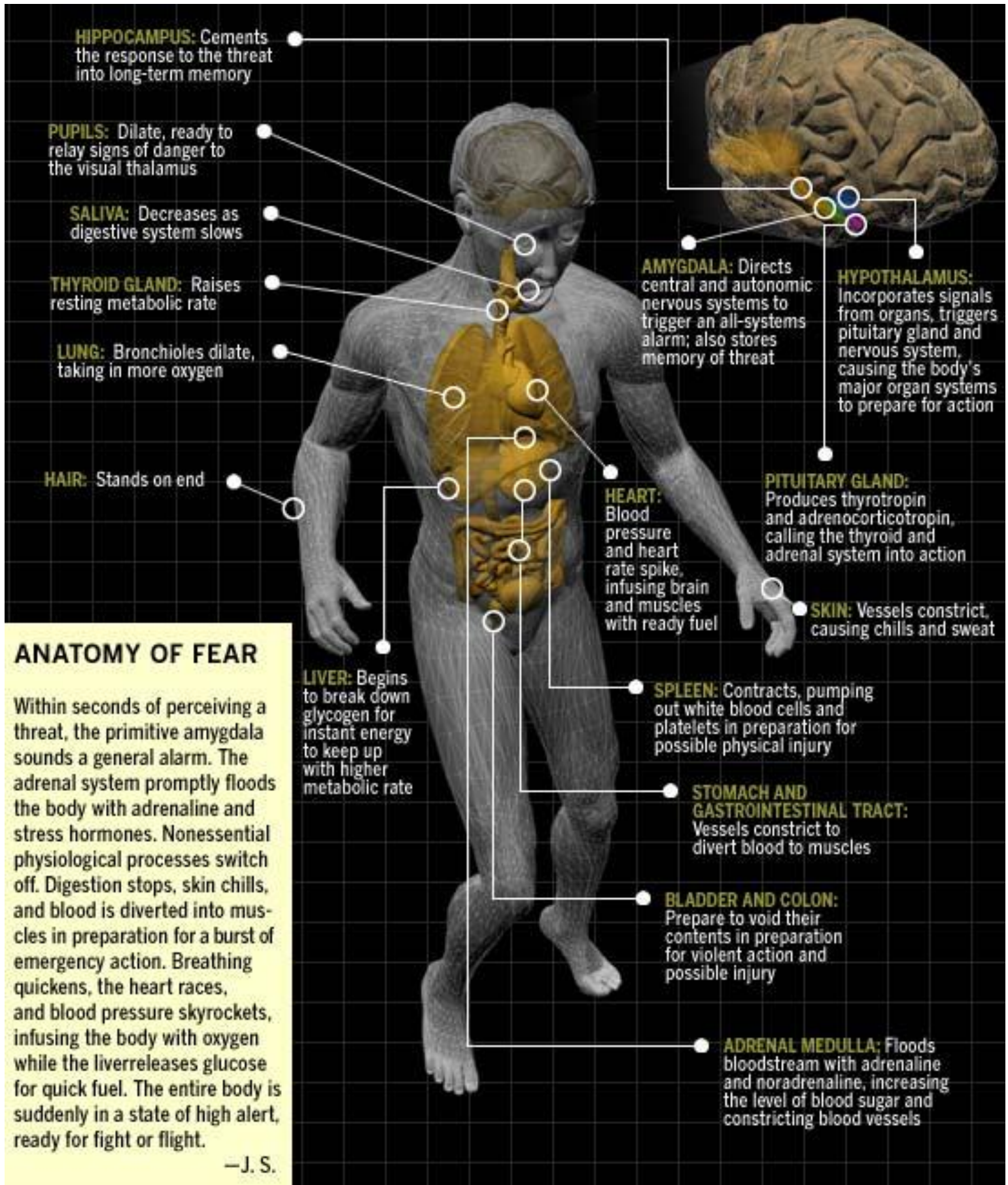
4. If we visualize ourselves failing to cope with a future event, our body will tend to respond as though we are currently in that event.

5. **Truth 1:** Within the panic cycle, the body is responding appropriately to unnecessarily alarming messages sent by the mind.

6. **Truth 2:** By changing our images, our thoughts and our predictions about our ability to cope, we can change/control our physical symptoms.

7. **Truth 3:** When we become anxious, our rate and pattern of breathing change. These changes can produce hyperventilation that may cause many of the uncomfortable physical symptoms during panic. By changing the way we breathe we can reduce all of those uncomfortable symptoms. (See “Float with Your Anxiety” elsewhere in this packet).

Anxiety Response Diagram



12 Tips for Alleviating And Overcoming Anxiety

- 1.** Lack of control over your thoughts strengthens your anxiety. As negative thoughts get stronger and stronger, your anxiety gets stronger. You need to learn to control your thoughts and “untwist” your thinking. (See “irrational thoughts” & “cognitive distortions” below).
- 2.** Feelings and emotions fuel and strengthen anxiety. You need to learn some self-discipline and control over your feelings, and you also need to develop emotional and mental detachment. This is done through questioning. Try using the “Power Questions” listed at the end of these 12 Tips, and make up your own!
- 3.** Caffeine and other stimulants (like sugar) create chemical changes in your body that can mimic anxiety and thus begin a panic episode. Try cutting them down or completely out of your diet, and try adding vitamins and minerals stress depletes, like magnesium, L-Theanine, calcium, etc. Your dietary triggers may vary, so pay attention to what food/drink does to you.
- 4.** Start the day with several minutes of positive affirmations and/or questions. Tell yourself how would like your day to be. Use positive, cheering and motivating words.
- 5.** Be busy! Do something! By doing something you keep your mind off your anxiety. When you wake up in the morning start doing something right away, and keep busy all day. Cleaning the house, washing the dishes or working in your garden, reading, studying, meditating or exercising your body can help you keep your mind away from anxiety. Just sitting around and thinking about your problems and worries only makes them worse.
- 6.** Set a goal and work every day to achieve it. This action will direct your thoughts and feelings away from worries and anxieties, toward something more positive. A goal for serving others can be particularly helpful.
- 7.** Talk about your anxieties to someone you trust. Talking about your anxieties and feelings often alleviate them and put them in the right proportions, provided you talk objectively, and with a real desire to reduce or get rid of your anxiety. A therapist or a good friend can be especially helpful.
- 8.** Exercising is a good way to keep from letting your fears overwhelm you. You can walk, do yoga or aerobics, or pretty much anything you like. Breathe deeply, and keep moving!
- 9.** Find reasons to laugh. This will bring light and happiness into your life and drive anxiety away. Watch comedies, be with happy and amusing friends or read something that makes you laugh.
- 10.** Use positive words in your conversation and in your inner talk. Forgive others and yourself. Be gentle! Talk to yourself the way you would talk to a good friend if they were going through a hard time.

11. Affirm and visualize positive situations and events. Visualize a happy and positive solution to your problems. Picture things working out for you in good ways!

12. If watching the news fills you with anxiety - turn off the TV! Limit the time you watch or read the news, and don't watch or read anything that may upset you before you go to bed. This goes for movies, music— any media that may be causing extra stress or negativity right now. Unplug for a bit!

NOTE: This information does not (and is not intended to) replace professional advice!

POWER QUESTIONS

A genuine quality of life comes from consistently asking quality questions. What we experience in life is determined by what we focus on, and what we focus on is determined by the questions we ask. These questions are designed to help you experience more excitement, gratitude, happiness, love, etc each and every day!

(These particular Power Questions were adapted from a list created by Anthony Robbins—a world famous success coach—who gives the following advice on how to use them: “Come up with two or three answers to all of these questions and . . . if you have difficulty discovering an answer simply add the word ‘could.’” Example: “What *could* I be excited about in my life right now?”)

Make your own Morning/Evening questions list, and post it where you will see it every day! Ask yourself with Intensity (really feel the emotional power of the question) and with Expectation (don't let your brain off the hook—make it give you a real, sincere answer)! If you have difficulty, remember to try adding the word “could” somewhere...

Morning Power Questions

- 1. What am I excited about in my life today?**
(What about that makes me excited? How does that make me feel?)
- 2. What am I grateful about in my life today?**
(What about that makes me thankful? How does that make me feel?)
- 3. What am I happy about in my life today?**
(What about that makes me happy? How does that make me feel?)
- 4. What am I proud of in my life today?**
(What about that makes me proud? How does that make me feel?)
- 5. What am I enjoying most about my life right now?**
(What about that do I enjoy? How does that make me feel?)
- 6. What am I committed to doing/being in my life right now?**
(How does that commitment make me feel?)
- 7. Who do I love? Who loves me?**
(What about that makes me loving? How does that make me feel?)

Additional Evening Power Questions

- 1. What have I given today?**
(In what ways have I contributed? How does that make me feel?)
- 2. What did I learn today?**
(How will that knowledge enrich my life? How does that make me feel?)
- 3. How has today added to the quality of my life?**
(How can I use today as an investment in my future?)

Even More Power Questions—

Learning to ask effective, empowering questions like these will reduce anxiety, increase confidence, and improve the chances of attaining positive outcomes!

The Five Problem Solving Questions:

(these 5 also courtesy of Anthony Robbins)

1. What is great about this situation?
2. What is not perfect yet?
3. What am I willing to do to make things the way I want them to be?
4. What am I willing to *stop* doing to make things the way I want them to be?
5. How can I enjoy the process?



Other Great Problem-Solving Questions: (add a few of your own!)

1. How can I use this?
2. What do I want to get out of this situation? (What's my desired outcome?)
3. Because of this, what will I be able to contribute to others?
4. What could I be at peace about right now if I wanted to?
5. What would be the most empowering thing to focus on right now?
6. Which of my strengths and my tools will I use to overcome this problem?
7. What steps can I take so that this never happens again?
8. What is funny about this situation that I haven't noticed yet?
9. What could I do right now that would take me closer to achieving my goals?

Questions you can use to help others resolve their problems:

- That's awful. What are you going to do about it?
- How do you feel about _____?
- So what you're saying is _____?
- Who could you talk to about this?
- Where do you think you might find the answer to that?
- What are some suggestions you have for _____?
- What might be the result of that action?
- How can I help support you in that decision?
- ETC!



REMEMBER: *QUESTIONS ARE THE ANSWER!* ☺

The DSM-5 criteria for Generalized Anxiety Disorder (GAD) are as follows:

- The presence of excessive anxiety and worry about a variety of topics, events, or activities. Worry occurs more often than not for at least 6 months, and is clearly excessive.
- The worry is experienced as very challenging to control.
- The anxiety and worry is associated with **at least 3** of the following physical or cognitive symptoms (In children, only 1 symptom is necessary for a diagnosis of GAD.):
 1. Edginess or restlessness.
 2. Tiring easily; more fatigued than usual.
 3. Impaired concentration or feeling as though the mind goes blank.
 4. Irritability (which may or may not be observable to others).
 5. Increased muscle aches or soreness.
 6. Difficulty sleeping (due to trouble falling asleep or staying asleep, restlessness at night, or unsatisfying sleep).

Float with your Anxiety! ☺

1. **Accept the anxious feelings**—Float, don't fight
2. **Give yourself permission to feel anxious**—It's normal, you know this won't kill you or last forever.
3. **BREATHE**—inhale 5, hold 5 more, exhale 10
 - Long, slow, deep breath *In Through Your Nose* (“*Belly Breathe*”; *Your stomach should rise!* ☺)
 - Hold while picturing something calming (waves, waterfall, mountain, etc)
 - Release slowly through pursed lips, while relaxing the muscles in your face, jaw, shoulders, and stomach. As you exhale, go to Step 4 (Use Self Talk).
4. **Use Self Talk**—e.g. “*There’s no danger here—I’m just practicing skills.*”
5. **Distract and let Time Pass**—Get focused doing something else mentally and physically, and remind yourself that the discomfort always passes. “*Hurry up and finish getting anxious, brain—I’ve got more important things to do!*”



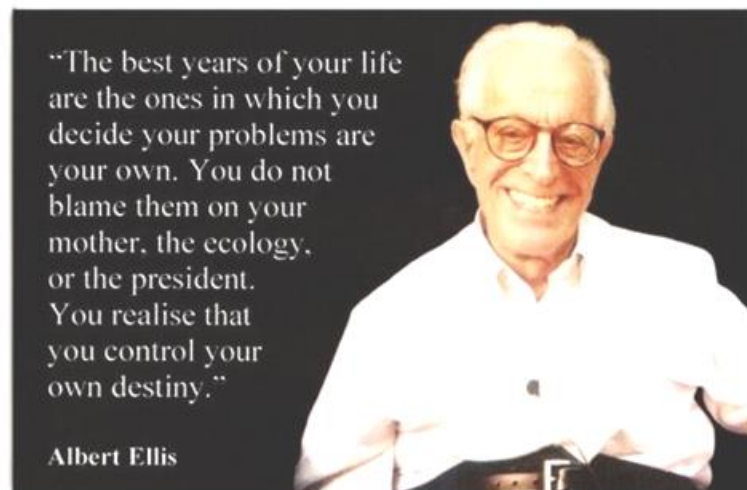
Albert Ellis's 12 Irrational Ideas/Beliefs:

According to Dr. Albert Ellis, an idea is irrational if:

- It distorts reality.
- It is illogical.
- It prevents you from reaching your goals.
- It leads to unhealthy emotions.
- It leads to self-defeating behavior.

In his work as a psychologist, Dr. Ellis saw that practically all of his clients held variations of a dozen irrational beliefs. These beliefs/ideas were the major source of their anxiety, depression, and anger.

Irrational Idea 1: *It is a dire necessity for you to be loved or approved by virtually every significant other person in your community.*



Irrational Idea 2: *You should be thoroughly competent, adequate, and achieving in all possible respects if you are to consider yourself worthwhile.*

Irrational Idea 3: *Certain people are bad, wicked, or villainous and they should be severely blamed and punished for their villainy.*

Irrational Idea 4: *It is awful and catastrophic when things are not the way you would very much like them to be.*

Irrational Idea 5: *Human unhappiness is externally caused and you have little or no ability to control your sorrows and disturbances.*

Irrational Idea 6: *If something is or may be dangerous or fearsome, you should be terribly concerned about it and should keep dwelling on the possibility of its occurring.*

Irrational Idea 7: *It is easier to avoid than to face certain life difficulties and self-responsibilities.*

Irrational Idea 8: *You should be dependent on others, and you always need someone stronger than you on whom to rely.*

Irrational Idea 9: *Your past history is an all-important determiner of your present behavior. Because something once strongly affected your life, it should always have a similar effect on you.*

Irrational Idea 10: *You should become quite upset over other people's problems and disturbances.*

Irrational Idea 11: *There is invariably a right, precise, and perfect solution to human problems, and it is catastrophic if this perfect solution is not found.*

Irrational Idea 12: *You can give people (including yourself) a global rating as a human and that their general worth depends upon the "goodness" of their performances.*



The 10 Cognitive Distortions

by David D. Burns, M.D.
From *The Feeling Good Handbook*



These are Dr. Burns' ideas about the habits of thinking that cause anxiety and depression.
Make a habit of noticing them in yourself and calling them out for what they are.

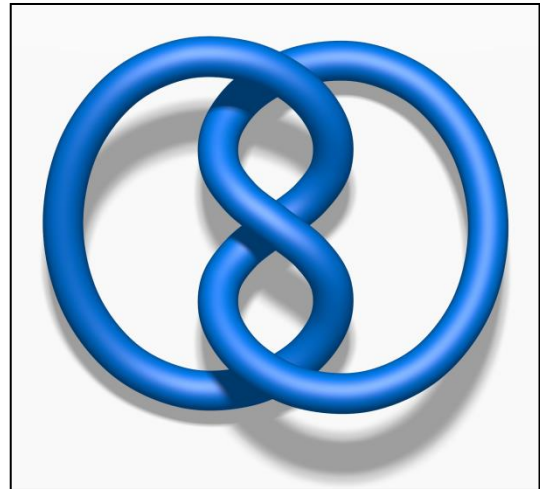
- 1. All-Or-Nothing Thinking** – You see things in black-and-white categories. If your performance falls short of perfect, you see yourself as a total failure.
- 2. Overgeneralization** – You see a single negative event as a never-ending pattern of defeat.
- 3. Mental Filter** – You pick out a single negative defeat and dwell on it exclusively so that your vision of reality becomes darkened, like the drop of ink that colors the entire beaker of water.
- 4. Disqualifying the positive** – You dismiss positive experiences by insisting they “don’t count” for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences.
- 5. Jumping to conclusions** – You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.
 - A. Mind reading.** You arbitrarily conclude that someone is reacting negatively to you, and you don’t bother to check this out.
 - B. The fortune teller error.** You anticipate that things will turn out badly, and you feel convinced that your prediction is an already-established fact.
- 6. Magnification (Catastrophizing) or Minimization**– You exaggerate the importance of things (such as your goof-up or someone else’s achievement), or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow’s imperfections). This is also called the “binocular trick.”
- 7. Emotional Reasoning** – You assume that your negative emotions necessarily reflect the way things really are: “I feel it, therefore it must be true.”
- 8. Should Statements** – You try to motivate yourself with shoulds and shouldn’ts, as if you had to be whipped and punished before you could be expected to do anything. “Musts” and “oughts” are also offenders. The emotional consequence is guilt. When you direct should statements toward others, you feel anger, frustration, and resentment.
- 9. Labeling and Mislabeling** – This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: “I’m a loser.” When someone else’s behavior rubs you the wrong way, you attach a negative label to him: “He’s a goddam louse.” Mislabeling involves describing an event with language that is highly colored and emotionally loaded.
- 10. Personalization** – You see yourself as the cause of some negative external event which in fact you were not primarily responsible for.

Ten Ways to Untwist Your Thinking

by David D. Burns, M.D.

From *The Feeling Good Handbook*

Try out these 10 techniques (by yourself or with a therapist or trusted friend), and see how quickly you can start replacing your anxious/depressing beliefs ("Cognitive Distortions" and "Irrational Ideas") with new, more empowering ones. 😊



1. Identify The Distortion: Write down your negative thoughts so you can see which of the ten cognitive distortions you're involved in. This will make it easier to think about the problem in a more positive and realistic way.

2. Examine The Evidence: Instead of assuming that your negative thought is true, examine the actual evidence for it. For example, if you feel that you never do anything right, you could list several things you have done successfully.

3. The Double-Standard Method: Instead of putting yourself down in a harsh, condemning way, talk to yourself in the same compassionate way you would talk to a friend with a similar problem.

4. The Experimental Technique: Do an experiment to test the validity of your negative thought. For example, if during an episode of panic, you become terrified that you're about to die of a heart attack, you could jog or run up and down several flights of stairs. This will prove that your heart is healthy and strong.

5. Thinking In Shades Of Grey: Although this method may sound drab, the effects can be illuminating. Instead of thinking about your problems in all-or-nothing extremes, evaluate things on a scale of 0 to 100. When things don't work out as well as you hoped, think about the experience as a partial success rather than a complete failure. See what you can learn from the situation.

6. The Survey Method: Ask people questions to find out if your thoughts and attitudes are realistic. For example, if you feel that public speaking anxiety is abnormal and shameful, ask several friends if they ever felt nervous before they gave a talk.

7. Define Terms: When you label yourself 'inferior' or 'a fool' or 'a loser,' ask, "What is the definition of 'a fool'?" You will feel better when you realize that there is no such thing as 'a fool' or 'a loser.'

8. The Semantic Method: Simply substitute language that is less colorful and emotionally loaded. This method is helpful for 'should statements.' Instead of telling yourself, "I shouldn't have made that mistake," you can say, "It would be better if I hadn't made that mistake."

9. Re-attribution: Instead of automatically assuming that you are "bad" and blaming yourself entirely for a problem, think about the many factors that may have contributed to it. Focus on solving the problem instead of using up all your energy blaming yourself and feeling guilty.

10. Cost-Benefit Analysis: List the advantages and disadvantages of a feeling (like getting angry when your plane is late), a negative thought (like "No matter how hard I try, I always screw up"), or a behavior pattern (like overeating and lying around in bed when you're depressed). You can also use the cost benefit analysis to modify a self-defeating belief such as, "I must always try to be perfect." Try the "Changing My Life" exercise worksheet handed out earlier in the class (and found in miniature on the next page). 😊

Final Tips and Thoughts on Anxiety:

4 R's Method of Thought/Behavior Intervention

(Jeffrey Schwartz, M.D., Brainlock, 1996)

1. **Relabel** the thoughts/behavior but don't punish or overreact (**NO SHAME!**)
2. **Reattribute** the thoughts to the brain glitch (anxiety)
3. **Refocus** yourself on:
 - An activity that requires use of hands
 - A physically engaging activity
 - An activity that requires intense focus
4. **Revalue** the thoughts/urges as something that you no longer want to have as a part of yourself –gradually over time you will find that their power over you will fade!



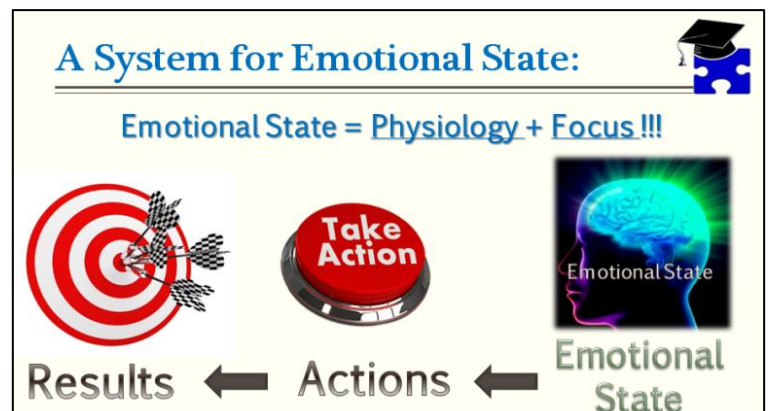
**“Things will work out.
Keep trying!
Be believing.
Be happy.
Don't get discouraged.
Things will work out!”**

~Gordon B. Hinckley

ME: What could
possibly go wrong?

ANXIETY: I'm so
glad you asked!

ANXIETY—THIS TOO SHALL PASS! 😊



Part 4: Autism and Employment

The Hard Facts:

- It is estimated that only 30-37% of young adults with ASD are employed (roughly 1 in 3)
 - Majority part-time
 - Majority receive no benefits
- Only about one in five of those work full-time.
- ASD + ID *more* likely to be employed than those without ID!
- College enrollment for individuals with autism is the third lowest when compared to other disability categories,
- Overall employment rates are lower for ASD than any other type of disability!
- Just over half (53.4 percent) of ASD adults work outside the home within the first eight years after leaving high school, and most of these jobs do not last more than a year.
- Average pay is \$8.10/hour (national average for Neurotypicals is \$24.57, 3 TIMES HIGHER!)
- Underemployment is common (i.e. having a job that is below your actual qualifications and ability)
- **However, having employment (especially in independent placements where the person is part of a Neurotypical workforce) improves nearly ALL ASD symptoms!**
(Fleury et al., 2014; Taylor & Seltzer, 2011; Roux, et al., 2013; Taylor, Smith, & Mailick, 2013)



Tips for keeping your job!

1. Learn how to make (& tolerate) small-talk
2. Learn to be indirect and curb bluntness
3. Avoid correcting others or “talking down”
4. “When in doubt, LEAVE IT OUT” (detail, topics)
5. “Oops! Sorry—I know what I can be like...”
6. Get a mask (or at least a better screen-saver)
7. Be prepared sensorially (and stimming-ly)
8. “A little R&R goes a long way” (ritual & routines)
9. Learn to advocate and communicate w/boss
10. GET A MENTOR! 😊

Mostly compiled from Asperger's on the Job (Simone, 2010)

Recommended Books:

- **Different . . . Not Less: Inspiring Stories of Achievement and Successful Employment from Adults with Autism, Asperger's, and ADHD** –2012; by Temple Grandin
- **Asperger's Syndrome Workplace Survival Guide: A Neurotypical's Secrets for Success** –2013, by Barbara Bissonnette
- **Asperger's on the Job: Must-Have Advice for People with Asperger's or High Functioning Autism and their Employers, Educators, and Advocates** –2010, by Rudy Simone

Interview Tips:

- ▶ Use your anti-anxiety systems
- ▶ Picture yourself succeeding and use **POWER POSES**
- ▶ **Video Model and Role-Play-** Practice with partner/mirror/video
- ▶ **Master the dos and don'ts** (dress and grooming, etiquette, etc)
- ▶ **Identify your selling points and WORK THEM IN** to your answers
- ▶ **Know when and how to Disclose or Not**
- ▶ One last suggestion: **Try to turn the interview the way you want it to go!**
 1. Decide the examples/anedotes/stories that put you and your skills in the best light,
 2. Come up with a memorized, powerful, fairly brief way of talking about/sharing those, and
 3. No matter what question they ask, try to work the most relevant of those into your answer!



Voc Rehab— Your Primary Employment Services Resource

From a presentation by Aimee Langone, MEd, CRC, LVRC and Annemarie Smith, MRC, CRC, LVRC; 2018

Purpose:

To assist eligible individuals to overcome barriers to getting and keeping a job, to prepare for and obtain employment, and to increase independence. VR seeks to empower those with disabilities to achieve high-quality employment outcomes aligned with their unique capabilities and interests.

Voc Rehab Services include:

- Vocational Counseling and Guidance
- Restoration and Disability Adjustment Services
- Attend IEP and 504 Meetings
- Training and Education
- Disability Mentoring Day
- Job Placement / Job Coaching
- Assistive Technology
- Temporary Work Placements
- Summer Work Experiences
- Pre-Employment Transition Services
- Information and Education
- Referral Services

Ages 14-21 can receive extra Pre-Employment Transition Services (Pre-ETS):

1. Job Exploration Counseling
2. Work Based Training
3. Counseling on Post Secondary Opportunities
4. Workplace Readiness Training
5. Self-Advocacy

1. Job Exploration Counseling:

- Job Exploration Counseling refers to activities intended to provide the student with information about in-demand occupations, career pathways, and local labor market information that applies to the student's skills, abilities and interests.

Examples: *completing an interest survey, researching local labor market*

2. Work Based Learning (WBL):

- Using the workplace or “real work” to gain skills
- WBL can be performed in school, after school or outside the traditional school setting

Examples: *job shadowing, work-based training, summer work experiences*

3. Counseling on Post Secondary:

- Include counseling on opportunities in comprehensive transition or postsecondary educational programs at institutions of higher education

Examples: *assistance developing a course schedule, assistance with financial aid forms, helping a student access scholarship opportunities, exploring the education needed to succeed in a career pathway*

4. Job Readiness Training:

- Activities which promote the development of job readiness, social skills and independent living skills necessary to prepare for employment

Examples: *Job Readiness Workshops, Life Skills, Peer Connection, Why Try?, Financial Literacy classes*

5. Instruction in Self Advocacy:

- Assisting a student in effectively communicating/conveying his/her own interests and desires.

Examples: *independent living skills instruction, learning how to request accommodations, participation in youth leadership opportunities, learning how to conduct informational interviews*



Vocational Rehabilitation (Voc Rehab or VR for short):

<https://www.usor.utah.gov/vr>

Ability First Utah (they'll help you apply!): <https://ability1stutah.org>

Website for Parents & Teachers: <https://www.usor.utah.gov/parents-and-teachers>

Student Transition Services: <https://www.usor.utah.gov/vr/student>

Other Employment Resources and Programs:

- ▶ **Soft Skills Guide/Curriculum:** <https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- ▶ **Work Ability Utah** (all kinds of transition and employment helps): <http://www.workabilityutah.org>
- ▶ **Utah Neurodiversity Workforce Program** (check out resources): <https://unwp.utah.edu>
Request trainings to orient local businesses to hire ASD employees: valerie.dastous@fcs.utah.edu
- ▶ **Career Interest Assessments:**
 - <https://utahfutures.org/student>
 - www.bls.gov/ooh/
- ▶ **O*Net Career Exploration and Analysis:** <https://www.onetonline.org>
- ▶ **Autism Speaks Employment Toolkit** (*Actually pretty good free workbook!*): <https://www.dropbox.com/sh/dkzkvpc5cbru1w3/AADuxwBEEE65BGPQu1qgumy2a?dl=0>
- ▶ **J.A.N. Accommodating Autism Spectrum on the Job Guide for Employers:** <https://unwp.utah.edu/documents/Accommodations-and-autism.pdf>
- ▶ **Disability Resources in Utah:** <https://www.utahddcouncil.org/resources>
- ▶ **ScenicView Academy** (Private, Affordable, Transitional Residential school that places 15+ individuals with ASD in permanent employment situations each year!): www.svacademy.org

Dr. Peter Gerhardt's Question:

"Is this outcome more the result of his/her Autism diagnosis, or more the result of never having been taught a reasonable cohort of actual living skills?"

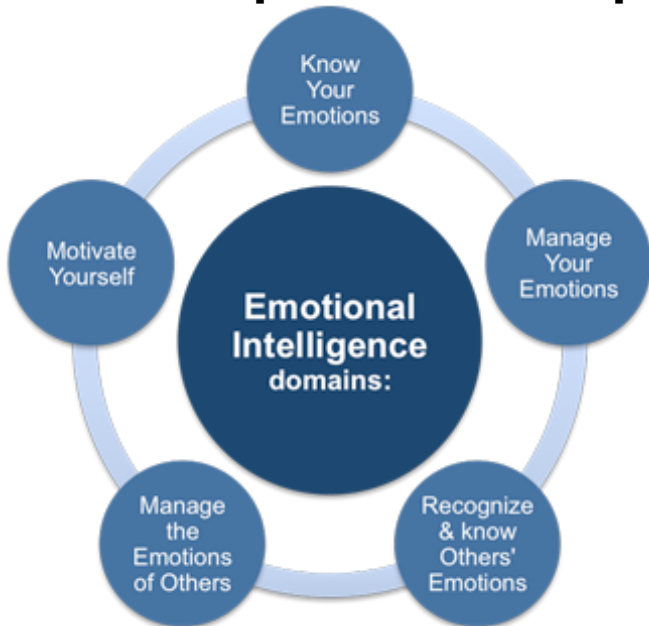


"You may want to make a considered decision to ignore challenges. Find ways to communicate, then focus on STRENGTHS!" ~Dr. Stephen Shore,

Unique employment Examples:

- ▶ **"Rising Tide Carwash"** <http://youtu.be/VULKzVZCso0>
- ▶ **Children's Lit Major:** <http://youtu.be/S5x04FKuLHk>
- ▶ **Recruiting ASD for Skilled Jobs:** https://youtu.be/c_o5shDrPiM
- ▶ **Daryl Hannah (acting):** <https://youtu.be/UBY2kc56URg>

Pro Tip: Work to Develop Your Emotional Intelligence (EI)!



WHY is EI Important?

High EI individuals compared to those low on EI are:

- Less aggressive
- More empathic
- Happier
- Have fewer unauthorised absences and exclusions from school
- Less depressed
- Less stressed
- Higher self-esteem
- Less lonely
- Better quality friendships and relationships

Example: Giving Feedback



1. Directness can be your enemy on the job! 😊
2. Are you shooting your words, or giftwrapping them?
3. How will your feedback be likely received?
4. Which would you prefer people used with you?
5. Handle feedback with care– use indirect, tentative, tactful language! (Ask your mentor if you aren't sure.)



“Recent data...suggest it’s time to start thinking of autism as an ADVANTAGE in some spheres, not a cross to bear.”

~Dr. Laurent Mottron, University of Montreal

The “4 F’s”:

Food— kitchens, bakeries, busboys, fast food, cafeterias, grocery stocking, bagging, etc

Filth— waste processing, recycling, custodial, child care, and other “dirty jobs”

Flowers— landscaping, greenhouse, etc

Filing – data entry, warehousing, basic secretarial, and other organizational jobs

***There's nothing wrong with these, but
don't limit your job search to them
either! 😊***



The Top Ten Soft Skills Employers Look For:

(courtesy of human resources expert Lori Kocon)

- 1. Strong Work Ethic:** Are you motivated and dedicated to getting the job done, no matter what? Will you be conscientious and do your best work?
- 2. Positive Attitude:** Are you optimistic and upbeat? Will you generate good energy and good will?
- 3. Good Communication Skills:** Are you both verbally articulate and a good listener? Can you make your case and express your needs in a way that builds bridges with colleagues, customers and vendors?
- 4. Time Management Abilities:** Do you know how to prioritize tasks and work on a number of different projects at once? Will you use your time on the job wisely?
- 5. Problem-Solving Skills:** Are you resourceful and able to creatively solve problems that will inevitably arise? Will you take ownership of problems or leave them for someone else?
- 6. Acting as a Team Player:** Will you work well in groups and teams? Will you be cooperative and take a leadership role when appropriate?
- 7. Self-Confidence:** Will you project a sense of calm and inspire confidence in others? Will you have the courage to ask questions that need to be asked and to freely contribute your ideas?
- 8. Ability to Accept and Learn From Criticism:** Will you be able to handle criticism? Are you coachable and open to learning and growing as a person and as a professional?
- 9. Flexibility/Adaptability:** Are you able to adapt to new situations and challenges? Will you embrace change and be open to new ideas?
- 10. Working Well Under Pressure:** Can you handle the stress that accompanies deadlines and crises? Will you be able to do your best work and come through in a pinch?

Autism Employment Strengths

1. Focus and Diligence
2. Pride in the quality
3. Desire to please
4. Independent, unique thinking
5. Higher fluid intelligence in areas of interest
6. Visual, 3-Dimensional thinking
7. Attention to detail
8. Honesty and Reliability (routine-oriented)
9. Rational decision making and Logic



Asperger's on the Job (Simone, 2010)

"Unfortunately in autism, there is often too much emphasis on the deficits, and not enough on the strengths." ~Temple Grandin

Employment dilemma for individuals with autism spectrum disorder

Obstacles

- ☐ Verbal & non verbal communication
- ☐ Social relationships
- ☐ Social behaviors
- ☐ Special interests
- ☐ Heightened or subdued response to sensory stimulation

Assets

- ☐ Accuracy in visual perception
- ☐ Concentration
- ☐ Long term memory
- ☐ Special interests
- ☐ Tolerance for repetitive activities

Madeline Rosenshein
8/06

(Hagner & Cooney, 2005)

EMPLOYMENT Opportunities

Interviews and Disclosure are often the **BIGGEST OBSTACLES** to getting a job, but once you do **GET** a job, it's the combination of productivity, dependability, and communication that allows you to **KEEP** a job! Self-monitoring and clear work objectives/tasks will help with the productivity and dependability, but the primary focus needs to be on Social skills: hygiene, dress, grooming, eye-contact, giving/receiving feedback, etc!

Make the skills Explicit and Visual, then Practice, (film if you can), Evaluate, Repractice!

Checklist of Common Workplace Challenges (Self-Assessment)

Copyright © Barbara Bissonnette 2013; included as one of several free resources with her book

Asperger's Syndrome Workplace Survival Guide: A Neurotypical's Secrets for Success



1. Communication Challenges:

- Take instructions literally and miss implied meanings
- Unintentionally offend others with blunt/inappropriate statements
- Unable to maintain adequate eye contact
- Speak too rapidly, loudly or softly
- Talk too much
- Interrupt others often
- Difficulty initiating or sustaining conversations with co-workers
- Don't notice, or misinterpret, nonverbal signals, causing misunderstandings
- Unaware of own facial expressions and body language (forget to smile; look angry when you are not, etc)
- Afraid or unsure of how to ask for help
- Other communication challenges: _____

2. Executive Function Challenges:

- Unsure of how to begin tasks or projects
- Underestimate how long a task will or should take
- Become lost in details, losing sight of the purpose of a task
- Don't see options (continue to do what isn't working)
- Easily distracted
- Forget what needs to be done, or the sequence of steps in a process
- Forget verbal instructions
- Work too slowly
- Unsure of how to prioritize projects
- Difficulty multitasking (rapid attention-shifting)
- Unsure of expectations, or what a finished product should look like
- Appear not to take initiative because next steps are not clear
- Ask too many questions
- Act impulsively, based on too little information
- Resist change or the ideas of others
- Insist on doing things a certain way
- Other executive function challenges: _____

3. Sensory and Motor Challenges:

- Visual sensitivity: _____
- Auditory sensitivity: _____
- Olfactory sensitivity: _____
- Tactile sensitivity: _____
- Auditory processing problems
- Fine motor problems (difficulty writing, stuffing envelopes)
- Gross motor problems (difficulty coordinating movements)
- Other sensory/motor challenges: _____

4. Emotional Challenges:

- Difficulty controlling anger or frustration
- Cry too often, or over minor difficulties
- Highly anxious
- React defensively to criticism
- Other emotional challenges: _____

Once you've identified your challenge areas, you can focus on creating and applying Systems that will help you to accommodate, overcome, or just get around that area so you can succeed at finding and keeping a job! 😊

Basic Job Skills- The successful employee (with or without ASD):



1. **Exhibits on-time attendance in Employment settings** (comes to appointments, shifts, and classes on time; follows schedule; is rarely absent or tardy; has absences and tardies excused or explained, etc)
2. **Exhibits appropriate preparation, dress, and grooming in Employment settings** (plans ahead to be physically and emotionally prepared for work; maintains daily regimen of sufficient sleep and proper nutrition needed to function adequately at work; shows understanding of “cause & effect” in regards to decisions that would affect next day’s work performance [i.e. not staying up late to watch movie, play games or read book, etc]; accepts ownership for choices that affect work preparation and performance; comes with right materials, clothing, equipment, hygiene, etc)
3. **Follows instructions in Employment settings** (accepts instructions, comprehends expectations, willingly follows the steps outlined, asks clarifying questions as needed, etc)
4. **Initiates and sustains required actions in Employment settings** (proactively begins working, continues to work for the duration of the entire shift or until task is complete, etc)
5. **Adjusts actions as necessary to accomplish tasks in Employment settings** (demonstrates awareness of flexibility, shifts attention back to task when interrupted, etc)
6. **Exhibits effective communication skills in Employment settings** (appropriately seeks task assistance, gives and accepts feedback, asks clarifying questions, requests time off, reports back to supervisor to verify completion of task, notifies supervisor when unable to work, communicates clearly with coworkers, turns off cellphone, avoids talking too much or too little, etc)
7. **Creates a safe environment for self and others in Employment settings** (observes safety rules and procedures, avoids emotional or verbal outbursts or shutdowns, gets along with coworkers, avoids actions that could be viewed as workplace harassment (sexual or otherwise), etc)
8. **Demonstrates consistent, correct task performance on the job** (knows how to do the task assigned in the particular work area; understands all steps; understands the use of appropriate equipment, chemicals, tools, etc; follows simple task sequences once explained and demonstrated; shows attention to detail; does the job task correctly at least 8 out of 10 times with limited oversight or cuing; etc)
9. **Meets supervisor expectations for speed and productivity on the job** (results meet established quotas; student performs tasks quickly and efficiently, moves purposefully, keeps up with coworkers; etc)
10. **Meets supervisor expectations for quality and outcomes on the job** (results satisfy supervisor and established criteria for task; changes behavior based on supervisor feedback and requests; etc)
11. **Identifies vocational interests and career options** (identifies career aptitudes; explores job options and settings; identifies strengths and weaknesses vocationally and understands how they affect job choice; etc)
12. **Completes required employment documentation in a correct and timely manner** (timesheets, applications, time-off requests, etc)
13. **Creates and maintains a resume** (identifies work history, obtains contact information and references, organizes information into succinct and effective resume format, etc)
14. **Practices effective job-seeking techniques** (shows ability to network; maintains physical copy of resume; reads and understands “help wanted” ads; has completed Vocational Preparation class; etc)
15. **Applies for desired position(s)** (fills out needed forms to apply for work; meets application deadlines; understands requirements; adjusts resume for job; follows through on applications; etc)
16. **Demonstrates effective interviewing techniques** (prepares for questions; does homework about company before going to interview; dresses appropriately; practices effective verbal/ non-verbal communication skills)
17. **Participates in work environments related to chosen career** (internships, volunteer, etc)

**Your Unique Employment will require Unique Skills & Approaches—
keep looking, keep trying, keep adjusting, and NEVER give up! 😊**

Part 5: Autism and Transition

Dr. Peter Gerhardt's Question:

"Is this outcome more the result of his/her Autism diagnosis, or more the result of never having been taught a reasonable cohort of actual living skills?"



Transition Planning Priorities!

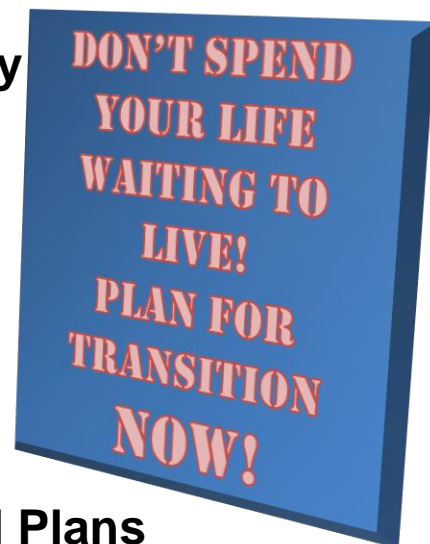
- What future do you picture for yourself?
- What will you need to be able to do?
(If you can't do it, who will do it for you?)
- Prioritize ADAPTIVE skills over ACADEMIC skills as age increases
- Vocational, Social, and Navigational skills
- Prioritize multiple-environment skills
- Prioritize safety/survival skills
- Prioritize skills that REDUCE dependence
- Address ALL areas of Transition

Adapted from Wehman, 2012

Top 7 Areas of Transition:

<http://www.autismspeaks.org/sites/default/files/documents/family-services/wehman.pdf>

1. Employment/Education
2. Living and Participating in the Community
3. Getting Around (Transportation)
4. Money Management/Financial Literacy
5. Friendships/Social Skills
6. Sexuality/Self Esteem/Personal Identity
7. Fun! (what to do in your leisure time)



5 Competencies to Cultivate:

1. Ability to Develop & Implement Individual Plans
2. Increase Independence
3. Task Analysis & Applied Behavior Analysis
4. Build Networks
5. Affirm Autonomy (email me if you need more tips! ☺)

Need Help with Independence? Try Ability 1st Utah: <https://ability1stutah.org> They're Free! ☺

Part 6: Budgeting And Money Management Tips

I. Overall Tips

1. **Make smart choices about spending and saving!!!**
2. **Develop a financial plan – Set realistic goals for financing and completing your education.**
3. **Make a budget and stick to it.**
4. **Borrow only what you need.**
5. **Create and keep good credit.**



II. Budgeting Tips

1. **Write down how much money you make in a month (all income sources)**
2. **Subtract out all fixed expenses (“have to’s” like rent, bills, transportation, etc)**
3. **Take what’s left and assign some to the rest of your needs (food, gas, medical, etc)**
4. **Save a little for a rainy day (shoot for at least 5%)**
5. **IF there’s any leftover (IF!!!) assign it to wants (dates, entertainment, eating out, etc)**
 - **If you don’t have enough for needs—make drastic changes!**
 - Drop your phone/cable/internet (or go cheap)
 - Sell your car and take the bus (or bike)
 - Find a less expensive place to live
 - **If you don’t have enough for wants— get additional income sources! (or reduce needs)**

III. Grocery Shopping Tips

- Divvy up your food and miscellaneous budget according to how often you’re going
- **STICK TO YOUR BUDGETED AMOUNT.**

Before you go:

1. Eat something small (you don’t want to be starving or full)
2. Make a Meal Plan (Breakfasts, Lunches, and Dinners)
3. HINT—Plan for Leftovers too!
4. Write a list (STICK TO IT—and estimate total costs)
5. Look for COUPONS and SALES (and build your plan around them)
6. Set a time limit (get in and get out)
7. Bring a friend who will help you stick to your budget/list/diet

While you’re there:

1. Stay away from “junk” isles (candy, chips, ice-cream) if you can
2. Think frozen, dried, or canned
3. Buy generics
4. Avoid prepackaged meals/foods
5. Check dates, damage, mold, etc
6. Stick to your list and plan (unless there is a GREAT deal)
7. Don’t buy anything in the checkout line!
8. Check your receipt before you leave

When you get home:

1. Put away freezer and fridge items first
2. Record your receipt in your budget
3. Eat produce (fruits and vegetables) first





(© 2013, Jared A. Stewart, M.Ed.)

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Week 6: Social Success Systems

Part 1: Some Basic Communication Systems

When results are the goal, here's the S.E.C.R.E.T.:

- **S**mile and greet
- **E**ye contact
- **C**ontext
- **R**equest/Input
- **E**xpectations
- **T**hank and leave



When relationship is the goal, be W.I.T.H. them...

Remember to:

- **W**atch yourself!
- **I**f you think you might offend, **DON'T DO IT!**
- **T**reat them at least as well as you want to be!
- **H**ave a positive attitude/affect!

BRT; Build Relationships of Trust (©LDS Church)

1. **Become Acquainted**
2. **Build on Common Beliefs/Interests/Purposes**
3. **Show Empathy**
4. **Be Dependable/Trustworthy**
5. **Listen to others Actively**
6. **Show Unconditional Positive Regard**
7. **BE NEEDS FULFILLING**

(The “Master Your Stories” technique is ©Vital Smarts Inc., and used with permission)

Tip #1 Master Your Stories! ☺

1. Separate “fact” from “story”

(observations vs. judgments)

2. Watch out for the “clever stories”

Victim: *It’s not my fault...*

Villain: *It’s all their fault...*

Helpless: *There’s nothing I can do...*

3. Tell the Rest of the Story –

Use questions to change your focus and interpretation and thus diffuse your emotions so you can be at your best!

Victim into Actor:

What am I pretending not to notice about my role in the problem?

Villain into Human:

Why would a reasonable, rational, decent person do this?

Helpless into Able:

What can I do right now to move toward the outcome I really want?



Tip #2: Know your “Style Under Stress” (also a Vital Smarts skill, as are #3-5).

- Do you go to “Silence” or “Violence” when a conversation becomes tense?
- Take the self test at: <https://www.vital-smarts.com/styleunderstress/>

Tip #3: Know when a conversation is starting to go bad and ADJUST!

Tip #4: Talk Tentatively!

- Avoid stating strong or controversial opinions, or giving orders to others
- Soften your approach, especially when other people’s ideas/opinions/choices are involved

Tip #5: Use Contrast Statements

- Support Autonomy by keeping expectations clear and clarifying the story/context
- Contrast helps others tell the RIGHT story
- Don’t-Do statement :
- *I Don’t want you to think AND I DO want you to know...*
- Contrast rebuilds safety and autonomy (First-Aid)

Tip #6: Get Interested, Not Defensive (Curious, not Furious)

“That’s interesting—

- tell me more...”
- what makes you say that?”
- why would you ask that?”
- why would you do that?”

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Part 2: Some Additional Social Skills Concepts

"Friend"

(the fourth level—a real friend)

How do you know that someone is your friend?

- Both people must want to be friends!
- Both people must share interests
- Both people must initiate contact
- Must share time together outside of structured settings (class, work, church, club, etc)
- More time together = stronger friendship
- Age, gender, and location matter
- Professional relationship ≠ Friends



God gave us 1 mouth that *could* close and 2 ears that couldn't. That should tell us something about talking and listening...



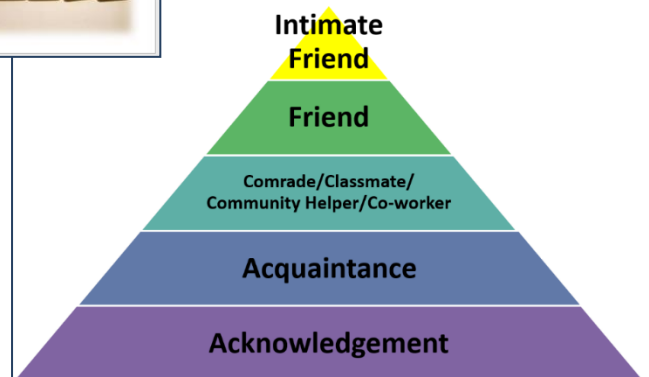
It is a
S'IMPLE"
M"IND TOUCHING"
I"NTERACTIVE"
L"ONG LASTING"
E"FFECT WHICH WINS THE HEARTS

Before you speak

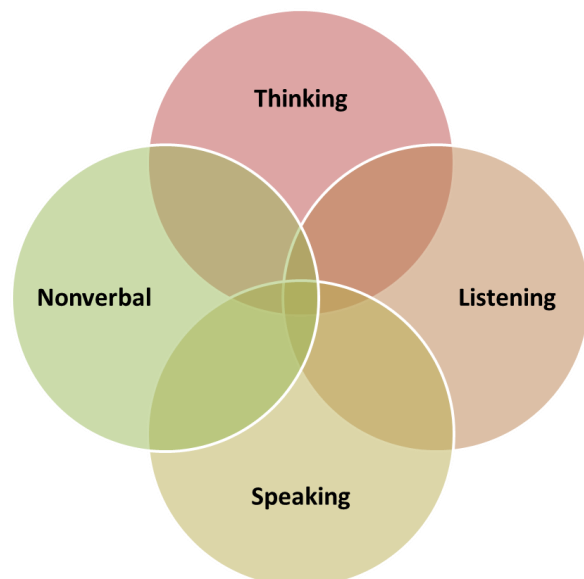
THINK

T is it TRUE?
H is it HELPFUL?
I is it INSPIRING?
N is it NECESSARY?
K is it KIND?

System for "Friends":
Friendship Hierarchy



The Four Communication Skills



Social Skills

Accepting differences
Asking for help
Communicating clearly
Complimenting others
Disagreeing politely
Encouraging others
Following directions
Listening actively
Participating equally
Resolving conflicts
Sharing materials
Staying on task
Taking turns
Taking risks
Using quiet voices
Waiting patiently

Part 3: Elements of Non Verbal Communication



Roughly 90% of All Communication is Non-Verbal!!!

There are four main components of nonverbal (non-word) communication:

I. Clothing and bodily characteristics (factors of presentation—*how you look* while communicating)

1. **Artifacts** (uniforms, clothes, jewelry, pictures, trinkets, gadgets, tattoos, etc)
2. **Grooming** (hygiene and neatness, personal odor, tooth and skin care, etc)
3. **Body Type** (fat or fit, tall or short, young or old, race or ethnicity, “attractiveness”, etc)

II. Physical environment (factors of “place” and context—*where* communication occurs)

1. **Proxemics** (where in space)
2. **Chronemics** (where in time)
3. **Surroundings** (situation, weather, furnishings, etc)

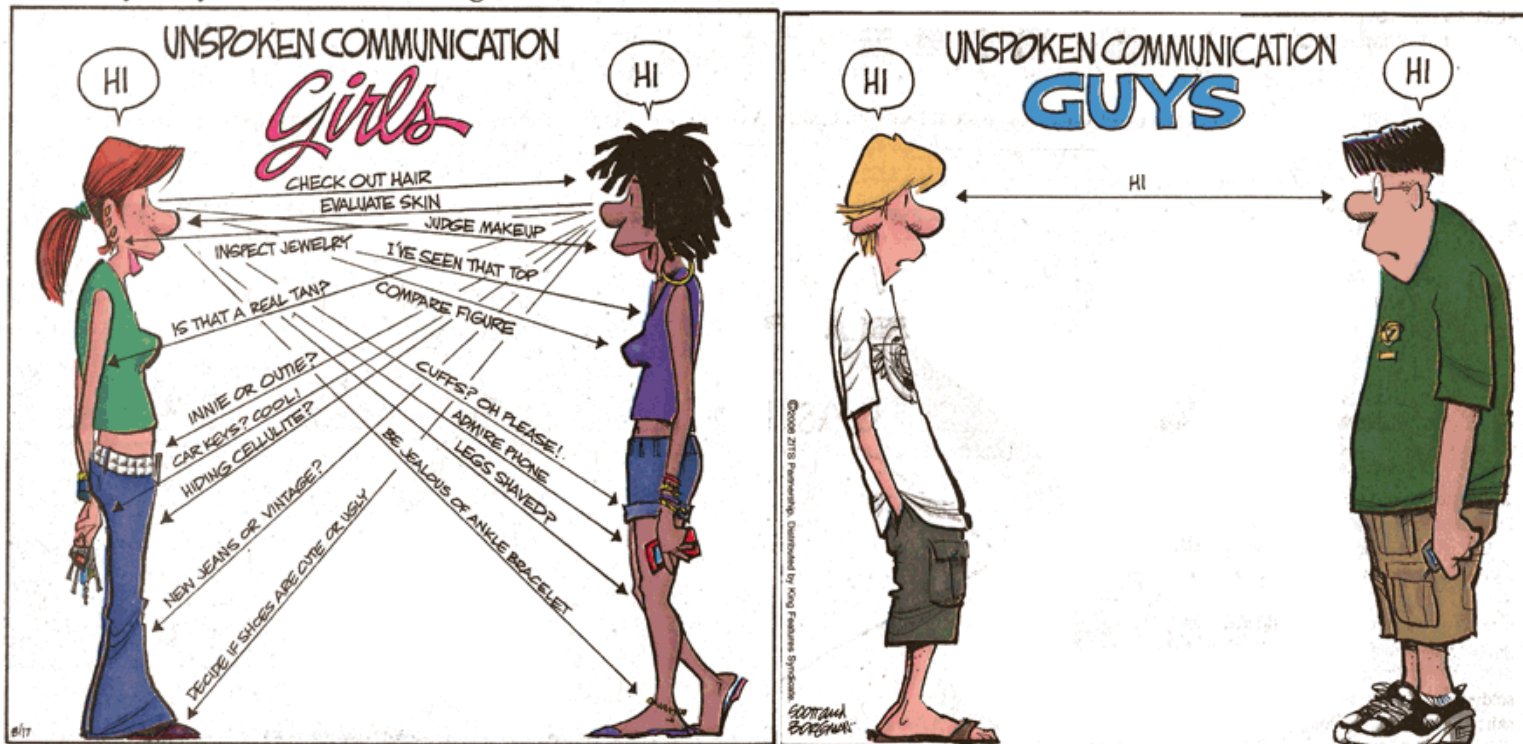
III. Movement and body position (factors of physiology—*what* you do during communication)

1. **Kinesics** (how you move your body—including facial expression)
2. **Posture** (how you stand)
3. **Gesture** (how you use your hands)
4. **Haptics** (how you touch)
5. **Eye gaze** (how/where/how long you look)

IV. Vocalics/Paralinguistics (factors of voice cues—*how you sound* while communicating)

1. **Prosody** (pitch, tempo, intonation, rhythm, stress, articulation, nasality, and accent)
2. **Characterizers** (emotions expressed while speaking—like laughing or crying or yawning)
3. **Qualifiers** (your style of delivery—like volume, shrugs, vocabulary choice, etc)
4. **Segregates** (uh-huh, etc—lets the speaker know you are listening)

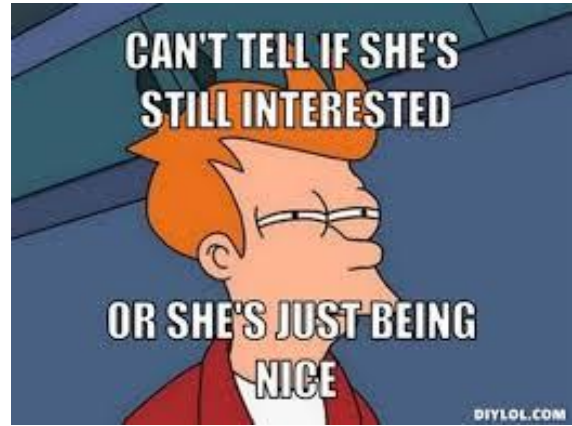
ZITS/ by Jerry Scott and Jim Borgman



Nonverbal- Body Language Tips

5 Signs She's Interested

Look for variations of these five signals. If you are getting AT LEAST 3, you may want to consider asking her on a very simple date—just some opportunity to spend a bit of time together (1-2 hours, generally). Getting 4-5 of the signs is better, of course. ☺



1. Initiation—If she likes you, she's going to find excuses to talk to you, text you, spend time with you, ask you questions, and keep conversations going. If she's putting in effort, (like if there's a natural lull in your communication, and she makes the effort to restart things), that's a pretty good signal that she wants a relationship with you. If you are always the one initiating and putting in effort, however, that's a bad sign.

2. Positive Attention—Does she laugh, giggle, or at least smile, at pretty much everything you say? Does she turn her body to face you? If so, she may be telling you that you have her full attention. If you're getting crossed arms, neutral/flat expressions, or you're talking to her side, however, you need to adjust.

3. Touch—Does she find excuses to make physical contact? Does she slug you or slap you playfully? Does she rest a hand on your shoulder, or brush your hand with hers? Does she hug you? Does she stand or sit close to you (within touching distance)? The big key with this one is to watch to see how much she touches you vs. how much she touches others. If she touches you about the same as everyone else, she's probably just friendly. If you notice she's touching you more than everyone else though, that's a good sign she's into you.

4. Eye Contact—Is she making frequent eye-contact? Even if it's a sideways glance, eye contact is a good sign she likes you if it lasts for 2-3 seconds a time. She may even look away, then reinitiate eye contact, or keep eye contact during moments of silence. Especially if there's a smile, a blush, or playing with the hair going along with it, eye contact can be a clear signal of interest.

5. Positive Comments—Does she bring up her plans for the future, and are you in them? Does she tell you she thinks it's strange you don't have a girlfriend? Does she introduce friends and family enthusiastically, or talk about how you should meet them? Does she mention things you ought to do together "sometime"? This means she wants you in her life! On the other hand, if she makes a lot of comments indicating she will be doing things without you, or talking about her boyfriend (or some guy she likes), she's probably hinting that you should find someone else to spend time with.

There are no guarantees, but if you like the girl at all and you're getting these signals, then don't miss out on the chance to ASK HER OUT! You can always break up if it doesn't work. Good luck!

More Tips on Reading Body Language:

Words are nice, and who doesn't love flowers? But, that said, if you really, really want to know how someone feels about you, the answer lies in body language. Learning how to read someone's body language is one of the best ways to find a possible match. Everyone is sending thousands of non-verbal messages every single minute! This makes it a bit complicated, but here are some sure signs of attraction to look for, courtesy of www.Pattiwood.net.

Body-language clue #1: The Reach

The first universal sign of interest is something called symbolic reaching: "It's when your hand is subtly reaching toward the other person," says Wood. An example of this, on a dinner date, is resting one's arm and hand on the table, rather than close to the body, with fingers pointing to the other person—as though you're ready to reach out and touch them. (And if your date does reach out and touch, so much the better: That's an iron-clad sign of affection.) On the other hand, if someone sits on their hands or conceals them, that indicates a lack of interest.



Body-language clue #2: The Mimic

Another sign of interest involves the hands and then some—it's something called "matching and mirroring." What's that? It's when your date mimics your gestures, voice inflections and patterns of communication. And it's a good thing. "Their voice will speed up if yours does, or slow down with yours," says Wood. "It happens subconsciously—when we're attracted, we tend to merge into one another in this way." If you're noticing that this happens on the first date—your date is shrugging the way you do when sharing a story, or places his complicated dinner order in the same joking way you do—well, chances are there will be a second date.

"People like people who are LIKE themselves, OR who are how they would LIKE TO BE. People DON'T like people who are NOT like them, or NOT like how they would like to be." ~ Anthony Robbins

Body-language clue #3: The Blink

While some people give you full-on eye contact when they're interested, here's another little-known sign that your date is way into you: Frequent blinking. "When you're highly attracted to someone," says Wood, "one of the natural responses is to get nervous and blink a lot." So if that cutie across the table seems a little flustered and is batting his or her lashes a lot, congratulations—someone's interested in you.

Body-language clue #4: The Distance

Part of body language is not just what you do with your body, but how close you position it to the person you're dating. "If someone's not interested in you," says Wood, "they'll leave a lot of space between your body and theirs...two feet or so. But if a person sits or stands right next to you, or even 16 inches away, that reveals physical intimacy—and real romantic interest."

Body-language clue #5: The Stance

Compatibility clues are even located in an area that's ordinarily overlooked: The feet. "Where the feet go, the heart follows," says Wood. "The lower portion of the body is under the least control, and the feet are the most telling of how someone feels." So if your date is thinking, "Hey, I really like this person," his feet will move towards you—say, they'll stretch their legs out under the table at dinner. That's a very clear declaration of "Let's get closer."

FBI Tips for Creating Instant Trust and Positive Relationships:

Robin Dreeke, former head of the FBI's Behavioral Analysis Program, wrote the book It's Not All About "Me": The Top Ten Techniques for Building Quick Rapport with Anyone. He spent 30 years studying how to get people to like you as quickly and easily as possible. Here are his personal tips (adapted from <http://theweek.com/articles/566205/7-ways-make-people-like-courtesy-fbi-behavior-expert> and <https://www.bakadesuyo.com/2013/11/rapport-building-skills/>):

Bottom Line: Make sure the other person walks away feeling better for having met you!

1) Establish artificial time constraints

Nobody wants to feel trapped in an awkward conversation with a stranger. Set their expectation that you are not going to take much of their time. Robin often begins a conversation with something along the lines of "I'm on my way out but before I left I wanted to ask you..."

2) Make Sure Your Body Language is In Sync

Make sure your words and body language are aligned and both are non-threatening. Robin says:

- **Smile:** "The number one thing is you've gotta smile. You absolutely have to smile. A smile is a great way to engender trust."
- **Tuck and Tilt:** "Keep that chin angle down so it doesn't appear like you're looking down your nose at anyone. And if you can show a little bit of a head tilt, that's always wonderful."
- **Avoid head-on approaches:** "You don't want to give a full frontal, full body display. That could be very offensive to someone. Give a little bit of an angle."
- **Hands visible, palms up:** "Keep your palms up as you're talking, as opposed to palms down. That says, 'I'm hearing what you're saying. I'm open to what your ideas are.'"
- **Keep your facial expression Open:** "Try to use high eyebrow elevations. Basically, anything going up and elevating is very open and comforting. Anything that is compressing: lip compression, eyebrow compression, where you're squishing down, that's conveying stress."

Build instant trust and rapport like an FBI hostage negotiator!



3) Speak Slowly and Purposefully

When individuals speak slowly and clearly, they tend to sound more credible than those who speak quickly. Nervous/Insecure/Crazy people tend to speak quickly. Speaking a little slowly makes you seem less anxious and more sure of yourself. Remember to vary tone and pace though, or your audience may get bored.

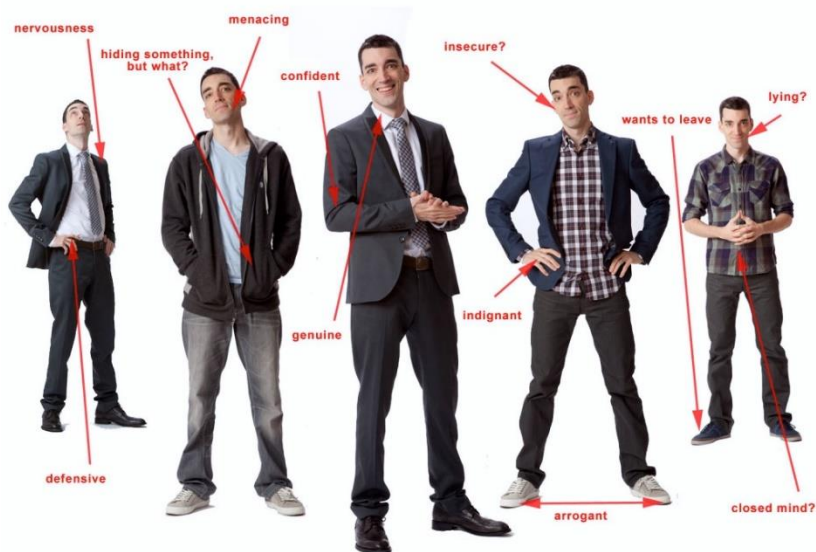
4) Ask For Help or Advice

When a request is small, we naturally feel a connection to those who ask us for help. When someone asks for advice, we feel like they value our intelligence and experience. Either way, the request instantly creates connection and is a great technique. Like all techniques, however, the request has to be sincere.

5) Suspend Your Ego

You don't need to tell your story; just encourage them to keep telling theirs. Suspending ego is nothing more complex than putting other individuals' wants, needs, and perceptions of reality ahead of your own. When you are first building relationships, it is critical that people feel that the conversation is sincerely about them and makes them feel valued and important. It's not about you! People who allow others to continue talking without interrupting or turning the conversation to themselves are generally regarded as the best conversationalists and the most enjoyable to talk to. Dare to be "out there" – let yourself be vulnerable. Vulnerability is your greatest strength!

What Is Your Hidden Language Saying?



6) Validate Others

The single most important thing is non-judgmental validation. Seek someone else's thoughts and opinions without judging them. Really listen, don't just wait to talk.

- Listen to what they say. Don't interrupt, disagree or "evaluate."
- Nod your head, and make brief acknowledging comments/sounds like "yes" and "uh-huh."
- Without being awkward, repeat back the gist of what they just said, from their frame of reference.

7) Ask: How? When? What?

Ask open-ended questions. Don't try to come up with stories to impress. Ask people about what's been challenging them.

Find out about what matters to them and validate that. Their answers are your ticket to build even stronger rapport with them as the relationship progresses. See pages 67-68 for a long list of examples of effective open-ended questions.

8) Quid Pro Quo

It's good to give a piece of personal information for every one they reveal to get a flow going. Reciprocity is key, and if they are not very talkative you will definitely need to share more. Aim for them doing 60% of the talking.

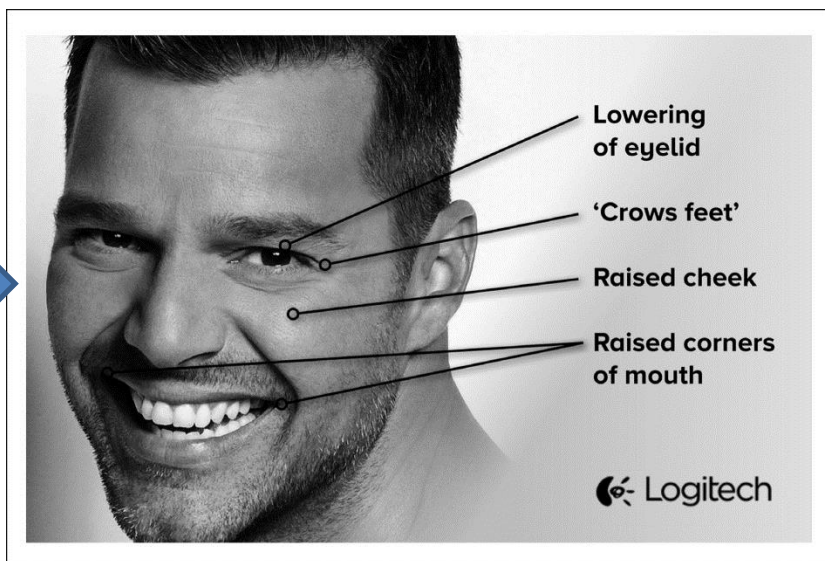
9) Give A Gift/Compliment

When you give someone a sincere compliment, they are going to like you more. Be generous, specific, honest, and respectful with your compliments. When people get something, they automatically want to give something in return. It doesn't have to be something that people can taste/touch/smell/see either—it can be a laugh, a smile, a kind word.

10) Manage Expectations

Focus on the other person's needs and expectations and keep your own expectations very low. Violating expectations is a sure way to create anger and conflict, which won't help build rapport or any kind of meaningful relationship.

Pro Tip: Always strive to give people a Genuine Smile (aka a "Duchenne Smile")



For lots of additional pointers on honing your non-verbal communication, visit:

<http://bodylanguageproject.com>

Part 4: Open-Ended Questions for Getting to Know Someone

Adapted from Scott Ginsburg (author of “Hello, my name is Scott” <http://www.hellomynameisscott.com/1mayt.pdf>)

Questions are the PRIMARY tool of ALL communication (including with yourself!). The first thing you need to know about questioning though is to avoid throwing one question right after another at someone.

Wait for the other person to respond with their answer, and then wait for about ten more seconds (by playing with your papers or looking at a menu or poster or whatever) to see if they’re ready to ask you a few questions in return. If not, look at them warmly, SMILE and ask another question. Hopefully, they will try to reciprocate soon. *(If you find yourself doing all the questioning, the relationship may be doomed.)*

CAUTION: 3 things to remember before using this list

#1 Mix your questions. The questions provided here are a good mix of open ended questions that can lead to more questions, as well as a few easy ‘yes or no’ questions. Start with the simple questions to see how much of a talker the other person really is. And then use the open ended questions to deepen the relationship and help them see you as a great communicator/conversationalist.

#2 Don’t stick to the list. Use a few of these first questions to get things warmed up and then, forget all about these questions. The more you try to stick to a list of questions, the less your chances of connecting with the other person because you’ll be so focused on jumping from one question to the next that you’ll actually forget to see any chances to extend a perfect question into an exciting conversation.

#3 Don’t memorize the list. That’s the worst thing you can do. If you sit in front of a person and recite one question after another, you’ll make the interaction feel like a job interview. If you throw close-ended questions at them, you’ll make it sound like an interrogation. Learn these questions, keep a few in your mind or store them on your cell phone, and use this list for ice breakers when the conversation starts to run dry.

I. GETTING TO KNOW YOU

1. Do you go by a nickname?
2. Who is the most famous person you’ve ever met?
3. What’s the one sound that drives you crazy?
4. What book has had the biggest impact on you?
5. What’s your preferred method of getting the news?
6. When driving, do you listen to CD’s, tapes, the radio or nothing?
7. Are you a window person or an aisle person?
8. Are you a dog person or a cat person?
9. Do you prefer Coke or Pepsi?
10. Do you watch Letterman, Conan or Jay?
11. How do you relieve stress?
12. Who would you consider to be your hero?
13. Where do you most often find yourself singing?



II. WHAT'S YOUR FAVORITE...

14. What's your favorite thing to do on a rainy day?
15. What's your favorite holiday?
16. What's your favorite smell?
17. What's your favorite cereal?
18. What's your favorite restaurant?
19. What's your favorite part of your job?
20. What's your favorite childhood TV show?
21. What is your favorite daily ritual?
22. What is your favorite quotation?
23. What's your favorite food to cook?
24. What's your favorite movie to watch over and over again?

Many of these questions courtesy of
Front Porch Productions
www.hellomynameisscott.com

III. BACK IN THE DAY (Memories/Experiences)

25. What was the first job you ever had?
26. What color was your refrigerator growing up?
27. When you were a kid, what did you want to be when you grew up?
28. When was the last time you played hooky from school or work?
29. What was the best prank you ever pulled off?
30. What was the last song you bought? Why did you pick that song?
31. What was the last movie you saw? What did you think of it?
32. What was the best prank someone ever pulled on you?
33. What was the last concert you attended?
34. Who was your worst roommate?
35. What was the best concert you ever attended?
36. What is the best book you've read (about your field)?
37. What was the highlight of your (insert holiday here)?



IV. IF YOU COULD...

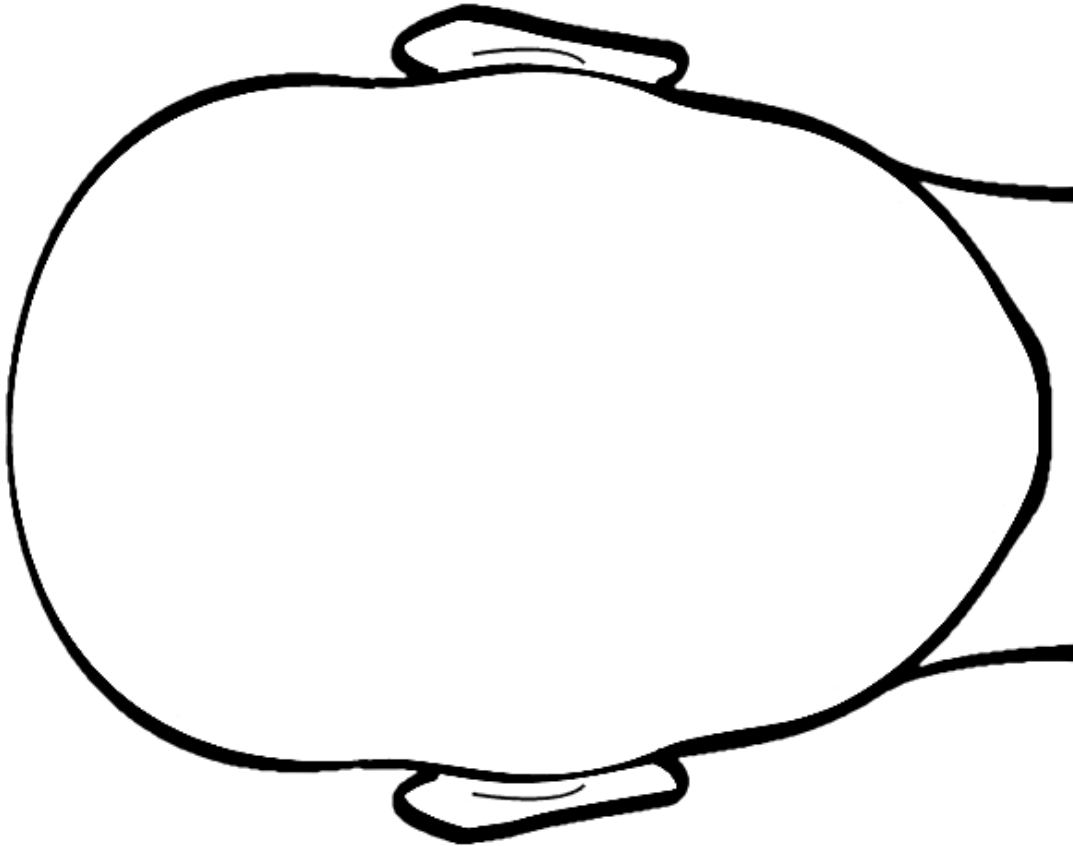
38. If you could pick any celebrity to be the president, whom would you choose?
39. If you could add a single option to your car, what would you add?
40. If you could only subscribe to one magazine for the rest of your life, which one would it be?
41. If you could have dinner with any three people, whom would you choose?
42. If you could write a book about anything, what would it be?
43. If you could get back any article of clothing you once wore, what would it be?
44. If you could hire any actor to portray you in a movie, who would you choose?
45. If you could play any instrument, which would you play?
46. If you could memorize any book cover to cover, which one would it be?
47. If you could hear anyone in history give a speech, whom would you hear?
48. If you could possess any superpower, what would it be?
49. If you could own your own retail store, what would you sell?
50. If you could live in one city for the rest of your life, where would you live?
51. If you had an unlimited shopping spree at one store, which store would it be?
52. If you could be any cartoon character, who would you be?
53. If you could make any fictional character come to life, which would it be?
54. If you could start your own restaurant, what would it be?
55. If you could own one article of clothing from any movie, which would it be?

ETC!!! The more you get into the habit of asking open-ended questions, the better you'll get at it and the more success you'll have with relationships of all kinds. Get interested in people! ☺

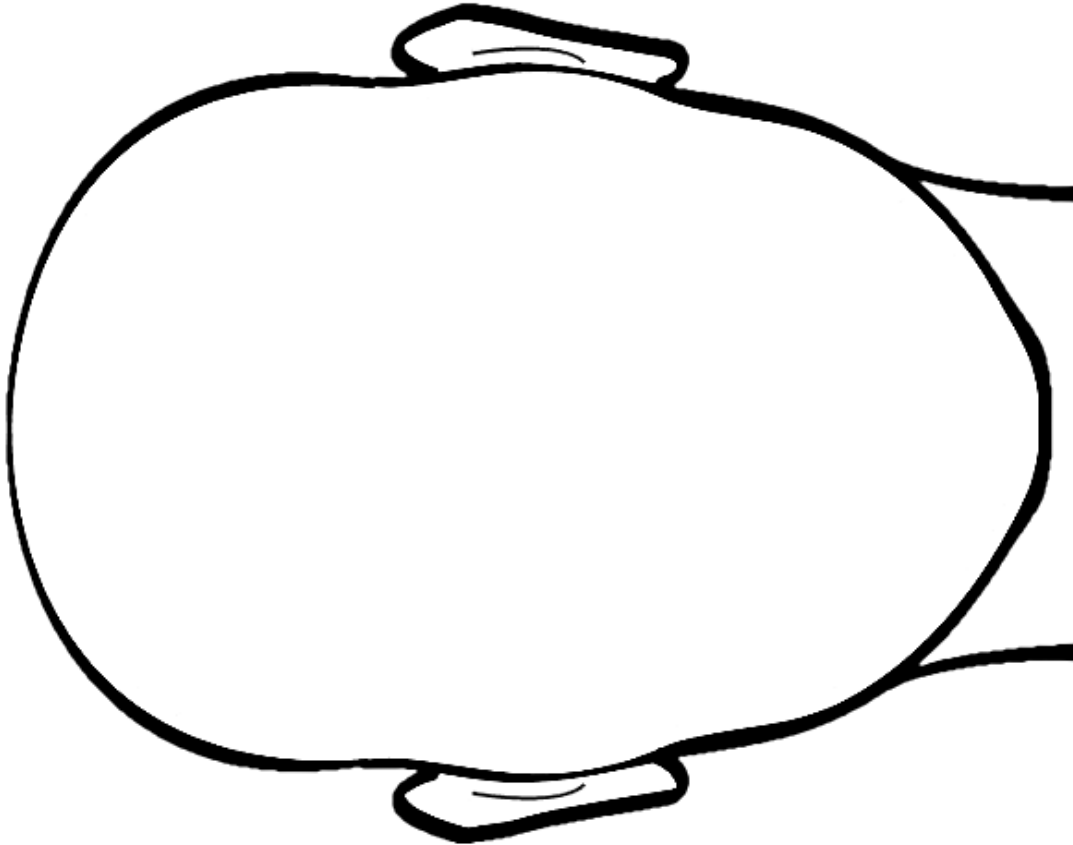
Part 5: “Masking” (Nonverbal Self-Assessment)

Masking

How I really am (How I would describe me)



What my “Mask” is saying (How others see me)



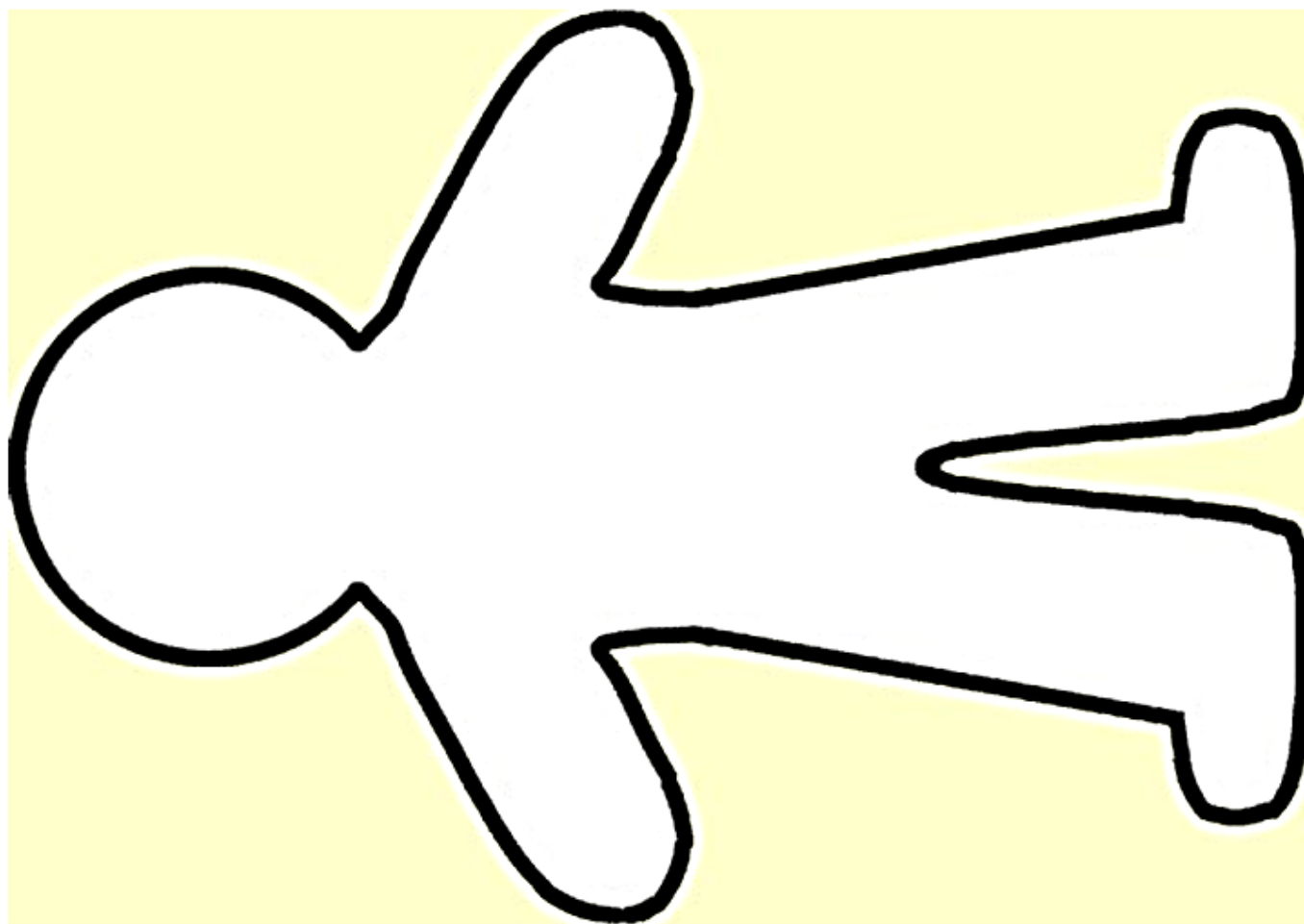
The point isn't to make them identical, (although that is an ultimate ideal). The point is to be **INTENTIONAL** about what “Mask” you choose for yourself and the messages you want to send. Put your best “face” forward!

Public Perception vs. Private Perception

How do others see me? How do I see myself?

1. Around the outside of the figure, list the things that people can see or know about you the first time meet you, based on how you look, dress, talk (or don't), etc. List things like race, gender, age, hair, height, and other physical characteristics. What assumptions do people make about your life just by looking at you or talking to you? What would you guess most people think your general mood or primary emotions are? Are you seen as friendly or unfriendly? Rich or poor? ETC! Write these words/phrases around the outside of the figure.
2. On the inside, list words that you feel actually define who you are— your own personal perception of yourself. Feel free to list any trait you feel is important to you. What words describe your personal, inner identity? What labels would you use to explain who you are in your own mind? Include emotions too!
3. Look at the two lists. If there are things that you don't like, or that you feel should match better, what can you do about them? What things are under your control, and what things will you just have to be content to have influence on? (And what would be the best way to influence them?) What are some essential pieces of COMMUNICATION (verbal and non-verbal) that would be good to have in place based on your lists?

Bonus Self Awareness Activity: Show your diagram to a parent or trusted friend and check the accuracy of your answers. What are you missing about the way people perceive you?



Week 7: Relationships, Sexuality, & Personal Safety

Objectives of Comprehensive Sexuality Instruction

(Dr. Peter Gerhardt, 2009)

1. Obtain accurate **information**
2. Develop personal **values**
3. Cultivate **social competence**



4 R's Method of Thought/Behavior Intervention

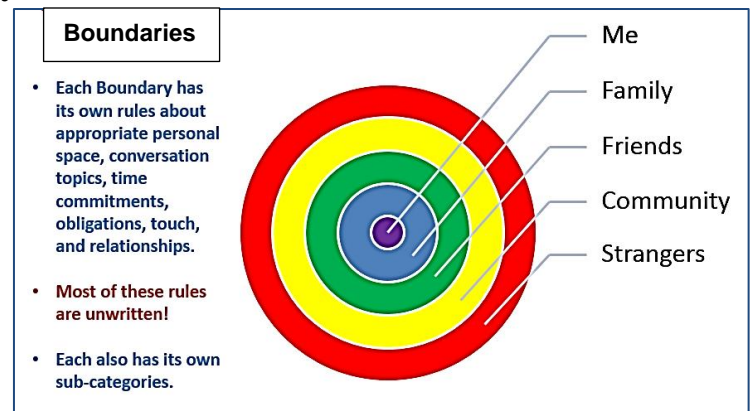
(Jeffrey Schwartz, M.D., Brainlock, 1996)

5. **Relabel** the thoughts/behavior but don't punish or overreact (**NO SHAME!**)
6. **Reattribute** the thoughts to the brain glitch
7. **Refocus** yourself on:
 1. An activity that requires use of hands
 2. A physically engaging activity
 3. An activity that requires intense focus
8. **Revalue** the thoughts/urges as something that you no longer want to have as a part of yourself



What to Know:

1. Proper (and slang) names of body parts
2. Puberty, Menstruation, and Development
3. Public versus private behavior
4. Personal boundaries/personal space
5. Good touch vs. Bad touch ("secrets")
6. Avoidance of danger/Abuse prevention
7. Birth Control and Pregnancy
8. Harassment and Legal Issues
9. Masturbation ("Private Touching")
10. Social skills and relationship building
11. Dating skills and relationship repair
12. Personal Responsibility and Values
13. Personal advocacy/Peer refusal skills



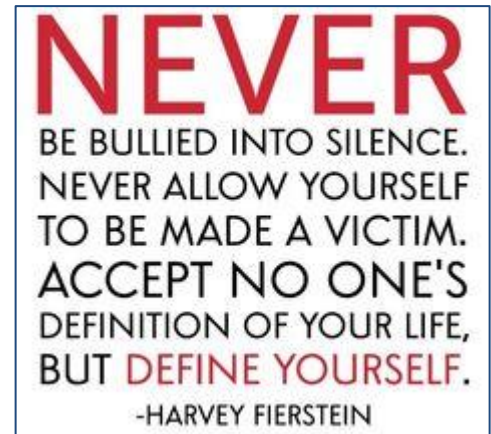
Sexual Abuse/Assault Is:

- When a person tries to kiss you, touch you and/or your genitals without permission
- Being forced to touch the sexual parts of someone else—even through clothing
- Being pressured into sex when you do not want to
- Any sex with a family member or relative (incest)
- Being forced to participate in sexual activities in front of others (including cameras)
- Not always accompanied by physical violence/threats
- **ALWAYS A CRIME!**

If you have been sexually abused, it is NEVER too late to report it to a trusted authority.

What is harassment?

- Unwelcome sexual advances and/or requests for sexual favors
- Other verbal or physical conduct that affects an individuals' employment and work performance,
- Or creates an intimidating, hostile, or offensive work environment
- Also covers explicit or suggestive items displayed in shared space that interfere with job performance or that create an abusive or hostile work environment (i.e. posters, calendars, computers, etc)



What is stalking?

- *You are being stalked when a person repeatedly watches, follows or harasses you, making you feel afraid or unsafe. (You are a stalker if you do this...)*
- A stalker can be someone you know, a past boyfriend/girlfriend, or a stranger
- A stalker may:
 - Use social networking sites and technology to track you or investigate you
 - Show up at your home or place of work unannounced or uninvited
 - Send you unwanted text messages, letters, emails and voicemails
 - Leave you unwanted items, gifts, or flowers
 - Constantly call you and hang up
 - Try to take pictures/video of you
 - Call your employer or professor
 - Wait at places you hang out
- Stalking is illegal, dangerous, and creepy
- If you think you're stalking—BACK OFF!

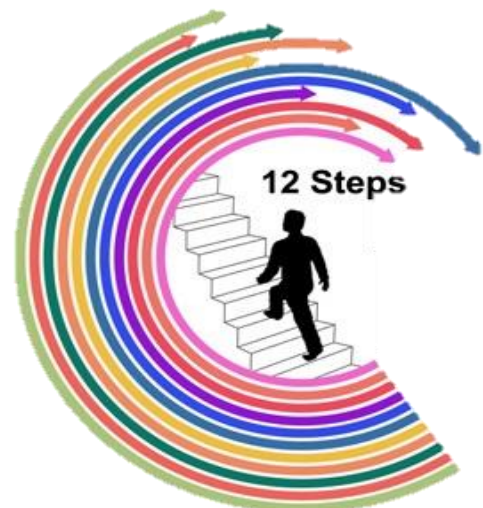


Preventing Sexually Transmitted Disease:

1. Chastity and Monogamy!
2. Use latex condoms every time you have sex (and if you use a lubricant, make sure it's water-based)
3. Avoid sharing towels or underclothing
4. Wash before and after intercourse
5. Get all 3 vaccinations for hepatitis B (and HPV)
6. Get tested for STD's regularly
7. Avoid drugs or alcohol
8. Avoid high-risk sex

If you struggle with a Pornography Addiction:

- Find a 12-Step Recovery Program!
- See the resources on the next page...



Pornography Addiction Resources

LDS Resources:

Overcoming Pornography Addiction through Jesus Christ
<http://overcomingpornography.org/individuals?lang=eng>

LDS 12 Step Guide:
<http://addictionrecovery.lds.org/addiction-recovery-program-guide?lang=eng>

The 12 Steps Online
<http://addictionrecovery.lds.org/>

LDS Addiction Recovery Meeting Finder
<http://addictionrecovery.lds.org/find-a-meeting?lang=eng>

LDS Family Services Individual Counseling Services
<http://www.providentliving.org/lds-family-services/counseling-services/pornography?lang=eng>

Non LDS Resources:

Utah Addiction Centers 24 Hour Help Line: (801) 766-2233
<http://www.utahaddictioncenters.com/>

Porn Harms (national anti-pornography group)
<http://pornharms.com/#resources>

Fight the New Drug
<http://www.fightthenewdrug.org/>

Some Quotes of Encouragement for Addictions:

**“Happiness is that state of consciousness
 which proceeds from the achievement of one’s values.”**
 ~Ayn Rand

“If you’re going through hell—keep going!”
“Success is the ability to go from failure to failure without losing your enthusiasm”
“Success is not final...Failure is not fatal...it's the courage to continue that counts”
“Never, never, never give up!”
 ~Winston Churchill



Part 2: Relationship Tips!

Tips for Dating and Healthy Relationships:

- Avoid “Centerfold Syndrome!”
- Take things slowly and respectfully
- Share *positive* experiences
- Model and expect Reciprocity
- Trust comes before Touch!
- Don’t smother, but Don’t ignore
 - No one likes needy people
 - No one likes controlling people
 - No one likes to feel unimportant
- Watch for “Red Flags” (and check your assumptions)

Tips for asking someone out:

Dating Steps:

1. Go Where the (Right) People Are
2. Have a Plan and a Backup
3. Approach with Confidence
4. Manage the Butterflies
5. Continue the Conversation (60/40)
6. Invite with Confidence
7. Relax, Enjoy Yourself, and Have Fun!
8. Decide whether you want a Second Date



What to do if someone asks you out:

- Ask yourself—Am I excited about it?
- ...Do I want to be in a relationship?
 - What kind/degree?
 - Do I want that with this person?
 - Do I have the time/skills/supports?
- ...Do I know enough about them?
- ...Is this an appropriate 1st Date?
 - Group date and/or public place?
 - Clear plan of what/where/when?
 - Duration seems appropriate?
- If the answers are positive, agree and clarify (take safety steps)
- If the answers are negative, politely say NO THANK YOU.



How to Politely Decline (BE SINCERE):

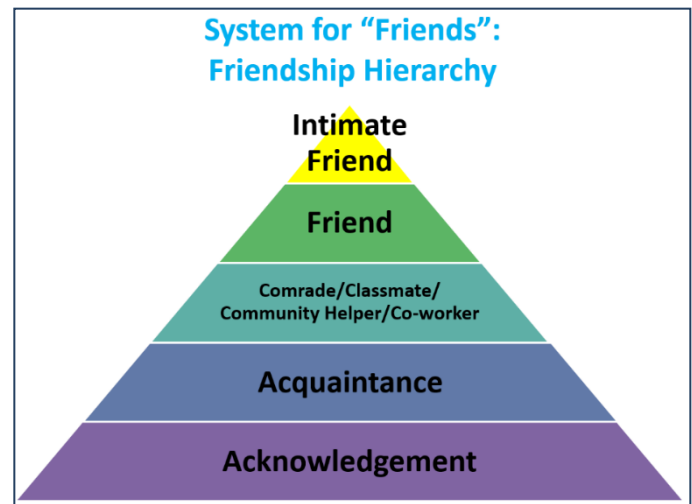
- “Thanks for asking; but no thank you.”
- “I really don’t want to be more than friends.”
- “Thanks, but I don’t think we’re a match.”
- “Thanks, but I don’t like you that way.”
- “I’m flattered, but I don’t want to lead you on. Sorry.”
- “I’m not interested in dating anyone right now.”
- “You’re really nice, but I’m just not into you in that way.”

You are NOT obligated to provide a long explanation of why you do not want to date someone! If the person persists, be very clear that this is your decision, that you are moving on, and that they should move on as well.

How to Decide if Sex is Appropriate:

(NOTE: This also works with kissing or hand holding or ANY physical contact in a relationship!)

1. What pyramid level is this relationship?
2. How long have I known this person? In what contexts? How old are they? Is this relationship a H.E.A.L.T.H.Y. one? (see below)
3. Is a sexual relationship in line with my values? (theirs?)
4. Am I looking for real commitment or a “hookup?”
5. Is the other person interested in having sex? Are they pressuring me? (or am I pressuring them?)
6. What’s their motive? (How do I know for sure?)
7. Do I understand the physical and psychological consequences of sex at this time with this person?
8. Am I prepared to deal with those consequences?



Characteristics of a H.E.A.L.T.H.Y. Relationship:

H = Honesty (both parties are truthful – Always!)

E = Equality and Fairness (both people’s needs are considered and met; things are even)

A = Adequate/Appropriate Time (Too little? Too much? Either extreme is bad for relationships)

L = Loving Support (Helping others help themselves without crippling co-dependency)

T = Two-Sided Respect/Initiation (Reciprocity and mutual respect for values/worth is critical!)

H = Hard-Core COMMUNICATION (Openness and skills to handle the hard subjects)

Y = Your Total Trust (Are they dependable? Are they loyal? Are you always safe with them?)

Non-Verbal R.O.L.E.S.:

Don’t be a robot! If you want to succeed at communication, don’t forget to play your ROLES! ☺

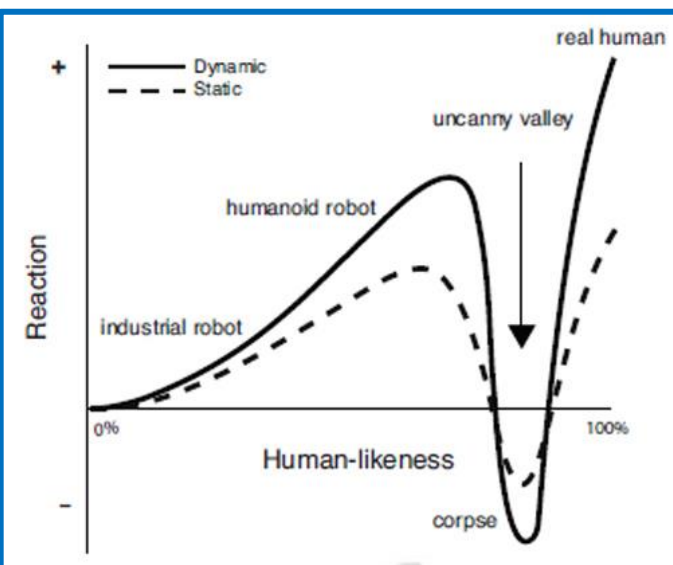
R—Relaxed

O—Open Posture

L—Listen Actively

E—Eye Contact (and keep up a positive Energy)

S—Sincere! (and Smile, where appropriate)



← **TIP: Avoid the Uncanny Valley by working on your Non-Verbal skills!!! ☺**

Part 3: Taking **CONTROL** of Your Values and Rules

(Some of these ideas are adapted from the book Awaken the Giant Within by Anthony Robbins)

1. What are some of the emotions that you would *most* like to feel on a regular basis? (mark them)

Love? Success? Security? Freedom? Adventure? Fun? Power? Health? Peace? Joy? Holiness? Humility? Learning? Growth? Creativity? Competence? Contribution? Achievement? Honesty? Strength? Significance? Predictability? Challenge? Excitement? Passion? Validation? Belonging? Acceptance? Meaning? Purpose? Being Needed? Truth? Courage? Family Unity? Confidence? Integrity? Respect? Progress? Happiness? ETC!

- Write your answers in the spaces below:

2. Now **pick the Top 3**; the emotions that you really think will bring you the most pleasure:

1. _____ 2. _____ 3. _____

These are the emotional states of Ultimate Pleasure! These are your **Positive Values**.

3. Now, for each of the three, ask yourself, “What has to happen for me to feel this emotion?” and write down the answer. These are your **Rules**.

Positive Value:	Rule: “What has to happen in order for me to feel _____?”

4. What are some of the emotions that you would *most* like to *avoid* on a regular basis? (mark them)

Rejection? Failure? Guilt? Embarrassment? Loneliness? Shame? Lack of control? Anger? Fear? Hatred? Betrayal? Abandonment? Procrastination? Mistrust? Incompetency? Weakness? Boredom? Missing Out? Anxiety? Sadness? Dependency? Sinful? Being Forced? Uncertainty? Disrespect? Being Used? ETC!

- Write your answers in the spaces below:

5. Now **pick the Top 3**; the emotions you want to avoid at all cost!

1. _____ 2. _____ 3. _____

These are the emotional states you perceive as Ultimate Pain—these are your **Negative Values**. According to research, these control your life even more strongly than your Positive Values!

6. Now, for each of the three, ask yourself, “**What has to happen for me to feel this emotion?**” and write down the answer. These are your **Rules**.

Negative Value:	Rule: “What has to happen in order for me to feel _____?”

7. Take a look at your Values (Positive and Negative) and Rules and ponder these questions:

1. What are the potential conflicts?
2. Where are you likely to sabotage yourself?
3. Who is in control of your emotions?
4. Have you set up your Rules so that you can win the game of life by feeling the way you want to feel on a consistent basis? Can you change your rules to be more in your control?
5. Is it easy to feel good, and hard to feel bad?
6. How can you make your Values and Rules even more empowering?
7. What would be the effect of changing your Values or Rules—adding, subtracting, or altering the order?
8. What do your values need to be in order to create your ultimate destiny?

8. Use this exercise to come up with a final list of your Positive and Negative values. Then come up with the most empowering definitions (Rules) for them that you can think of. Write this down and post it somewhere that you will see it frequently. Review your Values and Rules often, until they become part of you!

“As you live your values, your sense of identity, integrity, control, and inner-directedness will infuse you with both exhilaration and peace. You will define yourself from within, rather than by people’s opinions or by comparisons to others.”
— Stephen R. Covey

Part 4: How to be safe....When you are living independently

By Sue Chamberlain, for the Healthy Sexuality class at ScenicView Academy

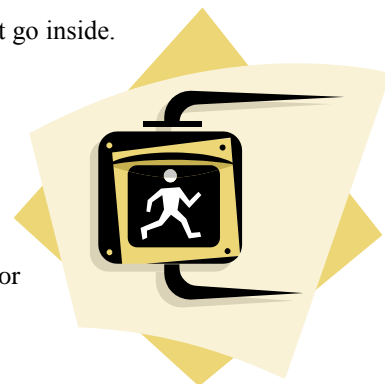
At home...

- 1...Keep all doors and windows locked, put dowels in sliding doors or windows, put knick knacks in window sills, and try to have a dead bolt lock on all doors.
- 2...Keep entrances well lit. Keep front and back lights on even when home.
- 3...List only first initial and last name on mailbox (if anything).
- 4... Put curtains or blinds on every window, and keep them drawn at night.
- 5... Never give personal information to strangers at the door, on the internet, or on the phone.
- 6...Even if you expect your roommate to be back any minute, lock your door.
- 7...Put a "No Soliciting" sign on your front door.
- 8...Do not open the door to a stranger or strange sounds. Call the police if you are concerned.
- 9...If you come home and find a door or window open or if you think someone has broken in, don't go inside. Call the police.
- 10...Get to know your neighbors, you may need each other.



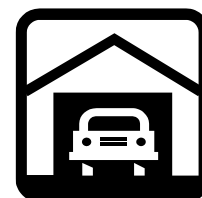
When walking alone... (Or in the dark if you have to)

- 1...Walk confidently!!!! Have a don't-mess-with-me attitude.
- 2...Stay in well-lit area when possible. Be with a friend or group of friends.
- 3... Wear clothing that will allow you freedom to move. Leave your hands free.
- 4...Plan your route in advance, staying away from parked cars, dark doorways, unpopulated trails, or unlit parking lots.
- 5...Do not accept rides from strangers or people you may feel uncomfortable with. (Follow your intuitions...they are a gift!)
- 6...Have your keys ready when your approach your car or home and enter immediately.
- 7...If you are followed by a car, find a well-lit, populated area. Go in the opposite direction (walk against traffic when possible). Stay away from any cars asking for directions, looking for help to find a lost pet, etc!
- 8...Carry a whistle or other noise maker with you, and always have a cell phone handy.
- 9...If you feel you are in danger scream: "fire!" "help!" or "call 911!"
- 10...If you are grabbed: FIGHT, SCREAM, and get away to a public place ASAP!



When driving...

- 1...Lock your car, and have your windows rolled up before you leave it and after you enter it.
- 2...When you are driving and feel someone is following you, take it seriously and drive to the nearest police station or fire station. Never drive to your home, or get out of your car to confront the person or persons following.
- 3...If your car breaks down, stay in the car until help arrives. Be selective with whom you let help you, (as a general rule: only ride with older couples, families with children, or women). Sit next to door and be very observant.
- 4... Have your keys ready when approach your car. (To get in quickly or to fight if necessary).
- 5...Check the back seat every time before you get in the car.
- 6...Park in well-lit areas as close to an open business (or station, etc) as possible.
- 7...Stay alert on buses or trains. Take time to notice people around you and what is going on. If someone gets off with you, be aware. Stay in well-lit, populated areas as you go to your next destination.
- 8... Always follow your feelings...fear is a gift! If someone or something feels wrong...get away. It is usually someone you know that will endanger you the most.



First date Safety....

- 1...Check out your date—find out what you can about their reputation. Use the internet too.
- 2... Notice verbal and non-verbal behavior. Are they controlling, trying to make all the decisions, and always interrupting you? Do they get in your personal body space? Do they want you to do something even when you say no?
- 3...If possible date in groups or with a trusted other couple.
- 4...Date in public. It is safer to go to movies, a party, or out to eat, than somewhere alone. Bring a cell phone.
- 5... Give a friend/family member your timetable, where you are going, the names of person you are going with and any others that go. Be sure to have last names.
- 6... Take separate cars, meet them at the restaurant. If the person drives you have to go where they take you. If you drive you have more control to leave or stay.
- 7...Pay for your own date. It may obligate you if they pay, and in the beginning you need to be in control of your relationship.
- 8...Do not give in to pressure to kiss or any other contact, until YOU are ready to do so. Do not give in to pressure to go anywhere YOU do not want to go. **Remember: talk and trust must come before any touch.**
- 9...Have fun! But remember the goal of first dates is to build FRIENDSHIP as the foundation of any future relationship.



Week 8: Wrap-Up, Disclosure, Transformation, and DAT

What we've covered in this class:

1. What does it mean to me to be an autistic adult?
2. What SYSTEMS can I develop to help me reach my dreams?
3. How can I take charge of my life, my decisions, and my future?
4. How can I deal with the challenges will I likely face in college?
5. How will I manage my time and provide for my living needs?
6. How can I improve my chances of having positive relationships (with peers, professors, etc)?
7. How can I protect myself and enjoy healthy sexuality and close relationships?
8. How do I effectively disclose and advocate for my needs, and keep moving forward?



HOW CAN I SEE MY AUTISM AS A POSITIVE??!!!

“The thing about being autistic is that you gradually get less and less autistic, because you keep learning, and you keep learning how to behave. It's like being in a play— I'm always in a play... Work to develop optimism, find hope through struggle, and use Mentors...”
~Temple Grandin

Checklist—Does the System:

- ☐ Match the level you're on? (degree & destination)
- ☐ Focus on a priority desired outcome?
- ☐ Focus on addressing the underlying symptoms?
- ☐ Hook to avoiding/taking away pain?
- ☐ Build in a reward (pleasure) for success? (tied to “work”—different for ASD)
- ☐ Have a clear cue? (concrete at first...)
- ☐ Have a visual display?
- ☐ Have a predictable, systematic order?
- ☐ Take sensory/biological issues into account?
- ☐ Have a built-in backup plan?



WHAT GOOD IS GRATITUDE?

1. GRATITUDE ALLOWS CELEBRATION OF THE PRESENT
2. GRATITUDE BLOCKS TOXIC EMOTIONS (ENVY, RESENTMENT, REGRET, DEPRESSION)
3. GRATEFUL PEOPLE ARE MORE STRESS-RESILIENT
4. GRATITUDE STRENGTHENS SOCIAL TIES AND SELF-WORTH

Conclusions:

1. Autism—it has challenges and strengths!
2. Know and accept your challenges!
3. Know that the challenges will GET BETTER!
4. Know what you (really) want, and use your strengths to dare to GO FOR IT!
5. Master SYSTEMS that will allow you to achieve the life you REALLY WANT! (and keep adjusting until you get it!)

Thank You for all your time and effort! Now go APPLY things!!! ☺

NOTHING in this class will “fix” your Autism or change your life. Only what you choose to DO with this information will matter.

Part 2: Deciding When to Disclose Your Disability

To disclose or not to disclose? This is a question every person with a disability eventually asks.

Tips for Disclosing Your Disability

Whether it is a close friend or a potential date, a school teacher or a supervisor at work, it is not easy to know how much to say or when to say it. **THERE IS NO SINGLE “RIGHT” ANSWER.** When you do decide to disclose, however, here are some tips:



1. Know what you want to say and what your desired outcome is

- **Know your “label” and what it means!** It is hard to explain to others something that you do not understand yourself. It is up to you to educate yourself so that you can educate others. (And be able to explain your autism—or whatever—simply and clearly.)
- **Know what you hope to accomplish** through this disclosure. What outcome are you aiming for?
- **Know your strengths.** We all have talents and abilities. Know what yours are and feel good about them.
- **Know your weaknesses.** We all have weaknesses we must work around. Be realistic and know your limitations and challenges.
- **Know what accommodations help you to do your best.** Others can better accommodate you when you know exactly what to ask for.
- **Know what situations to stay away from.** There are some situations that no accommodations overcome. Know what they are for you.

2. Be specific and deliberate

- **Only tell what is necessary** to only those who need to hear it. Be discreet and selective about disclosing; many people are not ready to hear what you have to say.
- **Say what you need to succeed, not why you can’t do it.** Everybody loves a winner. Nobody loves a whiner.
- **Talk about a specific task or activity.** People can learn better if you relate it to something they already know and understand.
- **Know the Problem, the Cause, and the Solution.** Give the complete picture and have the answer on how you can succeed.
- It is sometimes helpful to present the information in **both spoken and written form.** Also, having handouts, articles, or books about the disability and/or needed accommodations can give credibility to what you are saying.
- **Determine your own personal privacy boundaries** concerning the amount/ type of information you want to share with others.
- **Pick a good time.** Disclose when you are not rushed and can thoughtfully explain your needs to others.
- Remember to keep the disclosure conversation **focused on your abilities** and be self-determined and practical. It is also a good idea to practice talking about your disability with someone you trust.

★ *The greatest understanding and cooperation comes from working together with others to find a common solution. Once you choose to disclose, let them help you find a way to work around your weaknesses and accomplish the thing they’re asking you to do.*

★ *The hallmark of a successful disclosure is a positive transformation in the relationship with another person. More successful disclosures will enable the public to construct positive ways of relating to people with your “labels”. This, in turn, will aid in eliminating the stigma that still surrounds people with disabilities.*

★ **Bottom Line: Aim for Improved Relations and Clear Solutions!**

Tips and Considerations for Disclosing in School Settings:

After high school, accommodations are usually provided by the program's disability support service only if you disclose your disability and request accommodations. Some reasons for disclosing your disability in a postsecondary setting include:

1. obtaining information about available supports and services at your school
2. ensuring that faculty members implement the reasonable accommodations you require in order for you to be successful in your courses.

Tips and Considerations for Disclosing in Employment Settings:

Should I tell someone in advance of an interview about my "label"? There is no easy answer. There is no right or wrong answer. It is a matter of personal preference. In other words, only you can decide! However, to help you make an informed decision, the following list of possible consequences is provided as food for thought.

Disclosure—Rules of Thumb

Disclose IF:	Do NOT Disclose IF:
You are dating someone seriously (usually the 3 rd date or so)	You don't have a good prediction of the impact it will have
You need help/accommodations (in classes or other settings)	You can perform adequately without accommodations
You can't "mask" your challenges	You are successfully appearing "normal"
Your challenges are negatively impacting your relationship	You know disclosure would likely be more negative than nondisclosure (e.g. make others underestimate you)

If I tell someone about my disability in advance—whether on the telephone or in a cover letter—will they still consider me for the job or simply make a polite excuse for not interviewing me?

Possible positive consequences:

- The employer will think you are comfortable with who you are and well-adjusted to your disability.
- The employer will consider you assertive.
- The employer believes that a disabled person can do the job and is not off-put by your revelation.
- The employer knows competent learning-disabled or autistic adults and looks forward to meeting you.

Possible negative consequences:

- The employer will be intimidated and find an excuse to not interview you—any excuse will do.
- The employer will be afraid that you might sue under ADA and will interview you, but plan not to hire you—any excuse will do.
- The employer worries about possible difficulties with other staff or the price of potential accommodations and will not interview you.
- The employer has mistaken ideas about your "label" and will not hire you due to concerns about your ability to produce results and actually do the job.
- The employer has had a bad experience with another person with a similar diagnosis and assumes that you are the same—no interview.

If I wait until I get to the interview to reveal my visual impairment, will I still get the job?

Possible positive consequences:

- Some employers don't mind the surprise and you can allay their concerns, if they have any, in person.
- The evidence on your paperwork (application and resume, if you have one) has proven you are qualified and should be interviewed. Now you can demonstrate your competence in person.
- There are no preconceived notions of who you are—old, deaf-dumb-blind, other.

Possible negative consequences:

- Some employers definitely DO mind being surprised and will wonder what else you've failed to mention or share with them.
- Some employers may feel as if you have "sprung" this on them to threaten a lawsuit if you're not hired.

- Some employers may be so distracted by your disability that they don't pay attention to who you are and what you have to offer.
- You could end up making another person feel very uncomfortable and out-of-sorts with you.

I have a pretty good “mask”. If no one can tell I have a disability, can't I get away with not revealing it and have a better chance of getting the job?

Possible positive consequences:

- Maybe the boss won't notice and will hire you, assuming you have no disability.
- Maybe your co-workers won't notice once you're on the job and you won't get caught in an omission of the truth. Can you maintain the appearance of “normal”? What will happen if you are found out?

Possible negative consequences:

- The boss will notice and think you are lying or trying to “pull one over” and then assume that you a) can't cope well enough to do the job and, hence, the lie; b) you are not well-adjusted to your disability and may be difficult to work with; c) think the boss is too stupid to notice; d) fill-in-the-blank...bad vibes.
- Your protection under the Americans with Disabilities Act (ADA) may be jeopardized—the employer is not required to make any accommodations for a disability he or she is unaware an employee has.
- The boss and/or your co-workers will notice that you have trouble with some areas and make incorrect assumptions about why you are so odd. Some will choose not to associate with you.
- The boss and/or your co-workers will discover that you have a disability and assume a) it must be a big problem and that's why you didn't discuss it, b) it must be shameful, c) it must be part of deeper-seated problems—maybe you are psychotic or sociopathic and they should be concerned about their safety around you, d) it must bother you so much that you won't talk about it, e) etc.

So, what to do? Think long and hard before you decide. Consider the listing above and add to it other consequences you can think of, because you know how people react to you and how you want to handle their reactions so that things work out best for you. You decide. Take care of yourself and do what feels right in your heart as well as your head!

PRO TIP! Partial Disclosure

Partial Disclosure means sharing your challenges **WITHOUT** mentioning the official name of the diagnostic “label”. It is often the best choice when trying to ask for accommodations and help. Most people find that it is easier to talk about the specific impact of having a disability rather than offering a formal or clinical definition. Research shows that having a disclosure “script” and practicing it with friends, teachers, relatives, and mentors can be of great benefit to you when the time actually comes to disclose. You may have to write a few drafts before your script truly describes what you want to say, in a way that someone who knows very little about disabilities will understand. **Here are the 5 basic parts of an effective disclosure script:**

Example— someone explaining an aspect of Autism or SPD to an employer could say:

1. “This is a great company and I’m really happy to be here. I finished the last coding job early!” (share positives)
2. “My cubicle is right in the open though, and sometimes it gets so noisy it’s hard to concentrate.” (share challenges)
3. “Would it be OK if I brought headphones and listened to music while I work?” (share solutions)
4. “I would be able to focus even better and get my assigned jobs coded even quicker.” (share forecast)
5. “Anything I should be aware of? Thanks—I really appreciate your flexibility.” (ask for questions and thank)

Now think of a situation where you might need to disclose a challenge you’re having. On the next page, use the SNOW method and the 5 Steps to write your own sample disclosure script. Use more paper if necessary, and be sure to practice with someone you trust and get their feedback before you finalize your script.



Partial Disclosure Script: SNOW



Situation (what is the setting and the specific challenge I'm encountering?)

Need (what aspect of my disability is relevant—what do I need to disclose and how much detail is required?)

Outcome (what do I want to have happen because of this partial disclosure?)

Who/When (who do I need to disclose to, and when would be the best time to do it?)

What/How (what will be the best way to share what I need to share in order to get the outcome I want?)

Share Positives (What's going well? Remind them about your attributes, experiences, & strengths.)	
Share Challenges (Identify the limitations or challenges you are facing and the specific circumstances.)	
Share Solutions (Identify the solutions and accommodations that you are proposing—talk tentatively.)	
Share Forecast (What will be better going forward because of this disclosure & discussion?)	
Ask For Questions & Thank For Time (resolve concerns, reschedule as necessary, & be grateful!)	

Keep practicing your script with a friend, with your video recorder, or in a mirror until you feel confident! ☺
Remember: the 2 outcomes you're looking for from any disclosure are Improved Relations and Clear Solutions.

Part 3: The Five Stages of Effectively Dealing with a Label

As concluded from a 20-year study conducted by Higgins, Raskind, Goldberg, and Herman (2002)

Stage 1: Awareness of a Difference

All participants described a time when, although the problem had not yet been pinpointed, they were aware of being different from others.

“I think something is wrong...” (or not making sense)



Stage 2: The Labeling Event

After being officially “labeled,” individuals needed to not only identify which labels actually reflected their difficulties, but also to settle on their own terms to describe them.

“What you have is _____, which is defined as...”

Stage 3: Understanding/Negotiating the Label

Following the labeling event, individuals (and their parents) struggled with two main issues: (a) to understand exactly what having this label meant in terms of strengths and challenges, and (b) to resolve confusion as to what kind of help and accommodations would be needed.

“OK, so I have _____; and that means that I need to do _____”



Stage 4: Compartmentalization

Once the extent and nature of the disability was clear, the next step successful individuals took was to place the disability in perspective relative to their other attributes, that is, to *minimize* its importance. In brief, the task of this stage is to *minimize weaknesses* and *maximize strengths*—realizing that any label is only one small part of a person’s identity.

“This is a part of me; but it is definitely NOT all of me...”



Stage 5: Transformation

The most successful individuals reached a final stage of acceptance of their label in which they came to see the disability as a *positive* force in their lives—one they were actually glad to have had to deal with.

“I am thankful that I have had to deal with _____, because my life is now better for it!” ☺

Part 4: Instructions For A Bad Day

by Shane Koyczan <https://youtu.be/V7OGY1Jxp3o>

There will be bad days.

Be calm.

Loosen your grip, opening each palm slowly now.

Let go.

Be confident.

**Know that now is only a moment,
and that if today is as bad as it gets,
understand that by tomorrow,
today will have ended.**

Be gracious.

Accept each extended hand offered to pull you back from the somewhere you cannot escape.

Be diligent.

Scrape the gray sky clean.

**Realize every dark cloud is a smoke screen meant to blind us from the truth,
And the truth is whether we see them or not,
the sun and moon are still there, and *always* there is light.**

Be forthright.

**Despite your instinct to say
"It's alright, I'm okay"**

Be honest.

Say how you feel without fear or guilt, without remorse or complexity.

Be lucid in your explanation, be sterling in your repose.

If you think for one second no one knows what you've been going through,

**be accepting of the fact that you are wrong—
that the long drawn and heavy breaths of despair have at times been felt by everyone—
that pain is part of the human condition, and that alone makes you a legion.**

**We hungry underdogs,
we risers with dawn,
we dissmisssers of odds,
we pressers of on.**

**We will station ourselves to the calm,
we will hold ourselves to the steady.**

Be ready, Player One.

Life is going to come at you armed with hard times and tough choices.

Your voice is your weapon, your thoughts ammunition

There are no free extra men;

Be aware that in the instant now passes, it exists now as then.

**So be a mirror reflecting yourself back, and remembering the times when you thought
all of this was too hard and you'd never make it through.**

Remember the times you could have pressed QUIT,

But you hit CONTINUE.

Be forgiving.

Living with the burden of anger is not living.

Giving your focus to wrath will leave your entire self absent of what you need.

Love and hate are beasts

and the one that grows is the one you feed.

Be persistent.

Be the weed growing through the cracks in the cement.

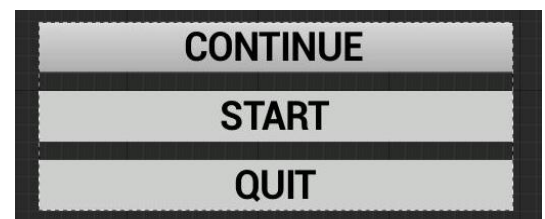
Beautiful

—Because it doesn't know

It's not supposed to grow there.



Japanese for
"Hang In
There"



Be resolute.

Declare what you accept as true in a way that envisions the resolve with which you accept it.

If you are having a good day,

Be considerate.

A simple smile could be the first-aid kit that someone has been looking for.

If you believe with absolute honesty that you're doing everything you can,

Do more.

There will be bad days.

Times when the world weighs on you for so long

it leaves you looking for an easy way out.

There will be moments when the drought of joy seems unending.

Instances spent pretending that everything is alright when it so clearly is not.

Check your blind spot.

See that love is still there.

Be patient.

Every nightmare has a beginning, but every bad day has an end.

Ignore what others have called you.

I am calling you Friend.

Make us comprehend the urgency of your crisis.

Silence left to its own devices breeds silence,

So speak and be heard.

One word after the next, express yourself and put your life in the context—

If you find that no one is listening,

Be loud.

Make noise.

Stand in poise and be open.

Hope in these situations is not enough, and you will need someone to lean on.

In the unlikely event that you have no one,

Look Again.

Everyone is blessed with the ability to listen.

The deaf will hear you with their eyes.

The blind will see you with their hands.

Let your heart fill their news-stands,

Let them read all about it.

Admit to the bad days, the impossible nights.

Listen to the insights of those who have been there, but come back.

They will tell you;

You can stack misery,

You can pack despair,

You can even wear your sorrow

– but come tomorrow, you must change your clothes.

Everyone knows pain.

We are not meant to carry it forever.

We were never meant to hold it so closely,

So be certain in the belief that what pain belongs to now

Will belong soon to then.

That when someone asks you how was your day,

Realize that for some of us, it's the only way we know how to say—

Be calm.

Loosen your grip, opening each palm slowly now.

Let go.

*You will have to
fight through some
bad days in order to
earn the best days!*

What to do when nothing seems to be working:

1. Just Do SOMETHING—anything! (small is OK!)
2. Listen to/Read something inspiring/healing
3. Connect with SOMEONE (seek help/support)
4. Exercise—get moving!
5. Make a change (big or small) that moves you toward simplicity and away from pain

Take a deep breath

It's
Just a BAD DAY ,
Not a
BAD LIFE

– Author Unknown

Part 5 (Bonus Materials): Dialectic Actualization Theory— DAT

A system for understanding human motivation!

Everyone has 2 Motivational Buttons: Pleasure and Pain! (in a tie, Pain trumps Pleasure)

Everyone has 5 Universal Needs:

1. **Autonomy**—The strongest need and foundation of all needs fulfillment is the agency to choose!
2. **Competency**—We need to feel we are “good at something” and love to pursue “optimal challenge”
3. **Relatedness**— We all need relationships that are “Communal”, “Equal” exchanges free from obligation.
4. **Contribution**—We all need to find personal meaning— a greater purpose that we can serve.
5. **Actualization**—This is the second strongest need; all life comes with the drive to fulfill its potential!

These needs are complicated balances of 8 additional Dialectic Needs:

1 & 2: Inhibition Vs. Disinhibition

We all need some hard-and-fast checks on our agency, some clear-cut standards and guidelines as to how self-actualizing people should choose to think, feel, and act. We all also need to feel genuinely free to take action within that imposed framework, even free to ignore such external considerations on occasion and make our own decisions. Only when these needs are balanced do we feel true Autonomy.

3 & 4: Certainty Vs. Uncertainty

We must be confident that our choices will allow us to avoid pain and achieve pleasure. However, total certainty is boring! We also need choices which add the spice of new experience and adventure to our lives! Balancing these extremes makes us experience Competency.

5 & 6: Dissimilarity Vs. Similarity

Our choices must make us feel separate, special, powerful, and important. On the other hand, our choices must also make us feel that we are an integral, unified part of something or someone else. Together they create Relatedness.

7 & 8: Self-Interest Vs. Other-Interest

There is a divine drive in all of us to make decisions based primarily on our own needs and desires. But there is also a drive in all actualizing people to put the needs of others ahead of their own; to make choices based on what’s best for others. The balance of these drives gives us the feeling of Contribution.



If these needs are met, you feel Pleasure. If not, you feel Pain.

Needs “stack” and higher needs require lower needs to be met first. Needs are circular, because the extremes always violate needs. Strive to balance your Dialectic Needs and keep striving for Actualization! You will find that you are incredibly motivated and feel great! If you are feeling out of balance, take steps to get back into the flow. Use the diagrams and worksheets on the following pages to analyze your current motivation (and the motivations of others) and to use your motivation/needs to get yourself to take the actions you really want!

Conclusion:

In all we choose to do, we are trying to meet as many of our needs as possible, in the best way we perceive as possible. So is everybody else! People *always* do the most needs-fulfilling thing they can think of at the time. This model can be used for understanding their motivation too! Even the most seemingly inexplicable human behaviors, like hatred, addiction, suicide, etc can be explained by an attempt to meet these 13 needs. Patterns of frequent choices make up our “**Choice Vehicles**”—pick the very best ones you can!

Final Tip: If (and only if) you can become a source of needs fulfillment for others, **they will choose you!**

Did You See DAT Car?

Recognizing and Analyzing Choice Vehicles



1. What is the Vehicle? What choices are being made, or what actions are being taken by the individual (or by you)? (What are they deciding to do, or doing— even if it's not effective?)

Example: Playing Video Games



2. What is the Target? What Needs are they (or you) trying to meet through these actions? What result is hoped for? (Even if the approach is ineffective?) As you consider the 13 needs, just check the box for the top 1-3ish from the lists below:

Dialectic Needs:

- ☐ **Inhibition**—Are they trying to express their beliefs and values—or to impose them?
- ☐ **Disinhibition**—Are they trying to express their freedom, or to free others?
- ☐ **Certainty**—Are they trying to make their lives more safe and predictable?
- ☐ **Uncertainty**—Are they looking for entertainment, excitement, and fun?
- ☐ **Dissimilarity**—Are they trying to express their personal significance and importance?
- ☐ **Similarity**—Are they trying to connect with other people?
- ☐ **Self-Interest**—Are they acting out of a desire for their own positive gain?
- ☐ **Other-Interest**—Are they acting out of a desire for someone else's positive gain?

Actualizing Needs:

- ☐ **Autonomy**—Are they trying to express the importance of their power and ability to choose?
- ☐ **Competency**—Are they trying to achieve an optimal challenge?
- ☐ **Relatedness**—Are they trying to achieve a reciprocal, equal social relationship?
- ☐ **Contribution**—Are they trying to render service, or be a part of something big?
- ☐ **Actualization**—Are they trying to learn and grow towards their best self?

3. What Class is this Vehicle? Think about “Now, Later, and Greater” and circle the appropriate class below:

1st Class

Feels good Now! Will keep feeling good in the future!
Serves the greater good!

2nd Class

Doesn't feel good now.
Will feel good in the future.
Serves the greater good.

3rd Class

Doesn't feel good now,
won't feel good in the future,
but serves the greater good.

4th Class

Feels good Now!
Won't feel good in the future.
Hurts the greater good.



4. Is there a better Vehicle? Could another set of actions/choices achieve the same Target Need, but do it with a more effective Vehicle? One that feels good now, will feel good in the long term, and serves the ultimate good? Write these down, and pick the best one!

Synthesis Model of Human Motivation: Dialectic Actualization Theory

© Jared Stewart, 2000; Special Thanks to Connell, Deci & Ryan, Doyal & Gough, Frankl, Glasser, Maslow, Robbins, Rock, Rogers, Thomas, and Plato & Aristotle

Meeting Needs (Reward/Pleasure)

Thwarting Needs (Threat/Pain)

Disequilibrium

Disequilibrium

Need for Actualization [ideal = Perfection]

Progress, Learning, Growth, "Authenticity," Improvement, etc.
Our quest for completeness; the need for reaching our full potential!

Need for Actualizing Contribution [ideal = true Charity]

Surrender, Purpose, Meaning, Direction, *true Service*, etc. We ultimately must choose to submit the "self" to a higher cause in order to find true fulfillment.

7: Dialectic Need for *Self-Interested* Action

(Self-Love, etc.) There is a strong drive in all of us to make decisions based primarily on our own needs; to do things for our own gain; to take care of ourselves and our desires.

8: Dialectic Need for *Other-Interested* Action

(Sacrifice, Helping, etc.) There is also a drive in all self-actualizing people to put the needs of others ahead of their own; to make choices based on what will benefit others.

Balance

Equilibrium

← Extreme = Selfishness and Greed

Extreme = Self-Neglect and Being Used →

Need for Actualizing Relatedness [ideal = true Love]

Interdependence, Reciprocity, *true Friendship*, *true Love*, etc. Many of life's greatest joys come from sharing our experiences with supportive, respectful, and equal partners.

5: Dialectic Need for *Dissimilarity*

(Uniqueness, Significance, Difference, Validation, Status, Recognition, Esteem, Independence, etc.) Our choices must make us feel separate, special, powerful, and important.

6: Dialectic Need for *Similarity*

(Sameness, Connection, Belonging, Intimacy, Socialization, Acceptance, Love, etc.) Our choices must also make us feel that we are an integral, unified part of something/one else.

Balance

Equilibrium

← Extreme = Loneliness and Anti-Social Behavior

Extreme = Co-Dependency and Unhealthy Attachment →

Need for Actualizing Competency [ideal = true Hope]

Accomplishment, Mastery, Self-efficacy, Proficiency, Success, etc. We all need to feel that we are "good" at something; to believe that we can achieve a desired, optimally-challenging outcome.

3: Dialectic Need for *Certainty*

(Comfort, Security, Familiarity, Survival, Validation, Safety, Ease, Consistency, etc.) We must be certain: confident that our choices will allow us to avoid pain and achieve pleasure.

4: Dialectic Need for *Uncertainty*

(Challenge, Excitement, Fun, Change, Doubt, Variety etc.) Total certainty is boring! We also need choices which add the spice of new experience and adventure to our lives.

Balance

Equilibrium

← Extreme = Boredom and Entitlement

Extreme = Overwhelm and Fear →

Need for Actualizing Autonomy [ideal = true Faith]

Self-Determination, Self-Initiation, Choice, Agency; etc. If a person does not feel free to make volitional choices; to originate, initiate, and regulate their own actions; then *no other need matters*. If an individual perceives that their autonomy is threatened, they will take immediate action to reassert, maintain, and preserve their agency.

1: Dialectic Need for *Inhibition*

(Law, Consequences, Values, Rules, Structure, Boundaries, Schema, Beliefs, Expectations, Stories, Input, Feedback, TRUTH, etc.) Above all else, we need checks on our agency; clear context, information, standards, & guidelines regarding the probable results of our choices which we *accept as true*.

2: Dialectic Need for *Disinhibition*

(Personal Liberty, Free Expression, Rights, Disorder, Internal Direction/Control, etc.) We also all need to feel genuinely free to take action within the imposed framework defined by our Inhibition, even free to ignore such external considerations on occasion and freely make our own decisions.

Balance

Equilibrium

← Extreme = Totalitarianism and Captivity

Extreme = Anarchy and Chaos →

Amotivation

(Depression, Despair, Damnation, etc. When our needs are constantly thwarted or extremely out of balance, we drift downwards towards a state of total "non-agency.")



Using Personal Motivation to Influence Behavior



1. Stopping a counterproductive behavior:

What is the current behavior? _____ What “class” (1-4) is it? _____
Autonomy—How (does) will this behavior decrease choice and agency? How can I make it harder to engage in? How is it violating values/stories?

Competency—How can I make it LESS certain that engaging in the behavior will bring pleasure? What will happen if it DOESN'T change?

Relatedness—What will this behavior cost in terms of relationships? Reputation? Status? How will it hurt self/other? How can others help change?

Contribution—How can I make it obvious that it is NOT serving long-term good? What chances to help self/others will be lost if it doesn't change?

Actualization—How does this behavior fail to measure up to the “best self”? What will it cost in terms of opportunities for learning and growth?

2. Starting an actualizing behavior:

What is the desired behavior? _____ What “class” (1-4) is it? _____
Autonomy—How (does) will this behavior increase choice and agency? How can I make it easier to engage in? How does it fit with values/stories?

Competency—How can I make it MORE certain that engaging in the behavior will bring pleasure? What fun can be added? What preparations?

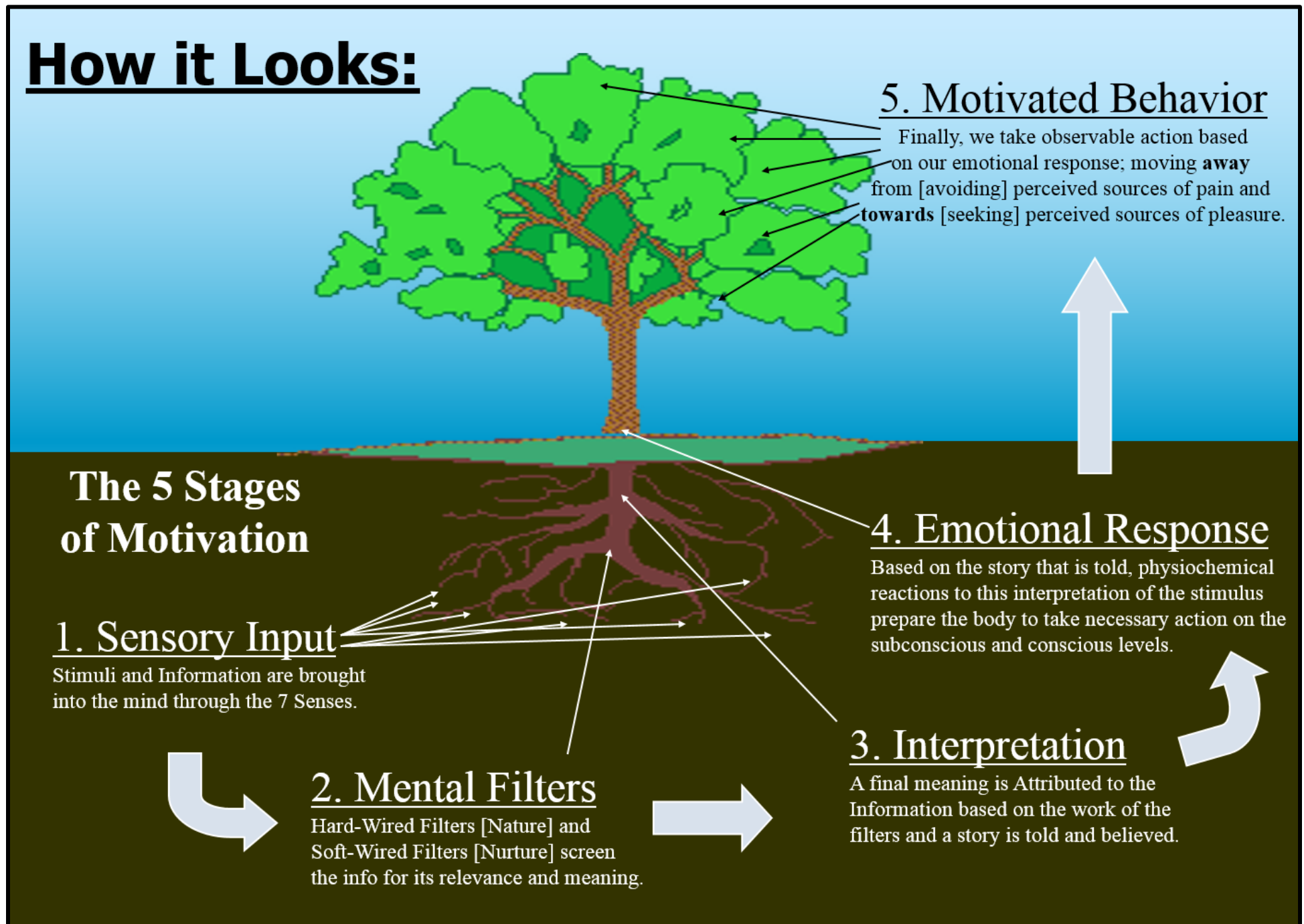
Relatedness—What will this behavior gain in terms of relationships? Reputation? Status? How will it help self/other? How can others help change?

Contribution—How can I make it obvious that it IS serving long-term good? What chances to help self/others will be gained through this change?

Actualization—How does this behavior help to measure up to the “best self”? What new opportunities for learning and growth will come?

The Cycle of Motivation: 5 Stages of Motivated Action

How it Looks:



What are my Ideal Vehicles?

Certain “Choice Vehicles” (patterns of behavior designed to fulfill needs) are better than others. These are First Class Vehicles that meet our needs at the highest levels. **So what are your Ideal Vehicles? Perhaps more importantly, what COULD they be?** Map your Goals and Vision “Vehicles” using the chart below. Then notice where and how they are not yet meeting all your needs by ranking each of them from 1-10 (ten being total fulfillment). Now ask yourself how you could transform them to First Class Vehicles (if they aren’t) by adding bits of the missing needs.



Choice Vehicle How are/will you spend your time? <small>Describe the new behaviors (1 AT A TIME) you will be employing to become the person you want to be and have the life and abilities you picture for yourself.</small>	Autonomy		Competency		Relatedness		Contribution		Actualization	Adjustment Notes: <i>How can I tweak this new behavior/goal to make it feel good now? What Pleasure can I add? What Pain can I minimize? How can I alter/utilize people and environment to help?</i>
	Inhibition	Disinhibition	Certainty	Uncertainty	Dissimilarity	Similarity	Self Interest	Other Interest	How well does this Vehicle represent real learning and growth for me personally?	
	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	
	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	
	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	1-10?	

Take Charge of Your Motivation! If you have further questions or need information or copies of Dialectic Actualization Theory worksheets or PowerPoints, please contact Jared Stewart, at jareds@svacademy.org.

Time Management Questionnaire

Name _____ Date _____ Instructions: check “Yes” or “No for each question, then circle **Ability**, **Motivation**, or **Both**

#	Question	Yes	No
1.	Do you often find yourself doing things simply because you hate to say no to people?		
	(If you answered Yes, <u>WHY</u> aren't you saying 'no'?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
2.	Do you often feel overwhelmed by all the things you “should” be doing?		
	(If you answered Yes, <u>WHY</u> aren't you doing them?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
3.	As you head to bed, is it difficult to remember what you did all day?		
	(If you answered Yes, <u>WHY</u> didn't you do anything memorable?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
4.	Do you experience difficulty sleeping (or going to bed) because of unfinished tasks?		
	(If you answered Yes, <u>WHY</u> are they unfinished?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
5.	Are you terribly busy, but still feel frustrated with what you're accomplishing (or not accomplishing)?		
	(If you answered Yes, <u>WHY</u> ? What are you frustrated at?) Is it more your <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
6.	Do you know how to make a schedule and/or fill out a planner?		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
7.	(if yes) Do you create a schedule for yourself every day? (or at least a to-do list?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
8.	(if yes) Do you follow the schedule you make daily? (or at least check off your to-do's?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
9.	Do you write your goals as SMART goals? (specific, motivational, attainable, relevant, and trackable?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
10.	Do you write down your goals for at least the current semester? (next 3 months?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		

#	Question	Yes	No
11.	Do you know how to break down goals into manageable steps?		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
12.	Do you struggle to follow through on your goals, even if you know what they are?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
13.	Do you struggle to remember assignments and appointments?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
14.	Do you have clear priorities? (Do you know WHAT is most important to do first?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
15.	Do you honor the priorities you set for yourself? (Do you do first things first?)		
	(If you answered No, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
16.	Do you spend more time with personal projects than with (school) work?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
17.	Do you spend more time with entertainment than with (school) work?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
18.	Do you struggle to feel “motivated”? Do you have a difficult time getting yourself to take needed action?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
19.	Do you regularly miss (or almost miss) deadlines? (Do you find yourself pulling “all-nighters”?)		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
20.	Do you beat yourself up when you fail to meet a goal or deadline?		
	(If you answered Yes, <u>WHY</u> ?) Is it more because of <u>Ability</u> <u>Motivation</u> or <u>Both</u> ? (circle one)		
Count up all your circles to get your Grand Totals: Ability = _____ /20 Motivation = _____ /20 Both = _____ /20			

If you found yourself mainly answering **Ability**, your Time Management will improve as you learn Goal Setting, Scheduling, Planning, Prioritizing, and other so-called “Executive Functioning” skills. If you mainly answered **Motivation**, your Time Management will improve as you learn how to understand your Vision and Universal Needs, use better Systems, and leverage Pain and Pleasure. If it was **Both**, then you’ll obviously need both! ☺

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Class Summary: The Last Page!

My Personal Definition of Autism: If someone asks me what ASD is, what simple explanation would I give?

My strengths and challenges: What can I do well? What's great about being this way? What advantages do I gain from ASD? On the other hand, what makes ASD a "disability"? What stops me or makes things difficult? Be honest about both and be creative with your strengths. Understand how ASD affects your life!

Top ASD Strengths
1.
2.
3.
4.
5.

Top ASD Challenges
1.
2.
3.
4.
5.

My Systems for Success: What **Systems** will I need to create/tweak in order to take necessary actions consistently, maximize my strengths, deal with my challenges, and achieve my ultimate Vision of personal success?

1. _____
2. _____
3. _____

Transformation: What do I choose to have Autism mean to me? What is the most positive, empowering, and self-affirming meaning that I can give to it? How can I use autism to help myself achieve my fullest potential and achieve my goals and Vision? How can I be grateful about autism—the good and the bad?

Action: What will I choose to “do” because of this class? How will taking that action help me in my life now and in the future? What will I gain from acting? What will I contribute to others with similar challenges?

Thank You for being a part of this class! Now go apply your new skills, and be sure to share your successes! ☺ jareds@svacademy.org