

*Establishing
VOCATIONAL GOALS
with clients with ASD*

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Agenda

1. Review ASD information
2. Establishing goals for our clients with ASD – what are the unique factors?
3. Looking at things differently
4. How the VRC can utilize assessment tools to assist in goal establishment
5. When “a little” information isn’t enough – the referral for a Vocational Evaluation
6. Wrap-up

Review of ASD

- What knowledge was gained from ASD workshops you have attended?
- What most surprised you?
- What was the biggest thing you took away from that training day?
- What new learning about ASD has occurred since your ASD training?
- What do you think employers’ biggest misconceptions about persons with ASD?

Unique factors with clients with ASD

- What are the unique factors present with our clients with ASD?

What makes it difficult to establish goals?

- What do we do when we cannot establish goals for clients with diagnoses other than ASD?
- What MORE would we like to know before establishing a goal?
- What are the biggest fears in writing up a goal & then referring a client for job placement?
- What about the use of job coaching/social coaches?

Looking at things differently

1. In the “Vocational World”, especially for STUDENTS, it is our job to look at the client DIFFERENTLY than the school staff
2. What is the reasoning behind our heightened awareness?

To be used by the VRC = INTEREST

To be used by the VRC = “other”

- Some cautions to keep in mind
- WHAT other information is most helpful?

**When “a little” information is not enough –
referring for a Vocational Evaluation**

- Academic
- Aptitude
- Work Samples
- Dexterity
- Interest
- Social Communication

**Referring for a VE part 2
The report & recommendations**

Some specifics that should be included:

- Prompt dependency
- Don't understand/help/break/done
- Response/wait time
- How to seek help appropriately
- Shifting attention
- Motivators
- Recognition of informal rules

Wrap up & Case Studies