

OPENING DOORS FOR EMPLOYMENT

Observation on Promoting Success for
Individuals on the Autism Spectrum

An Inside View Towards Success

From Challenges to Strengths

25 November 2016

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ala @A.COM

www.ti...Aspinger.net



ISRAEL



Preparing for Employment Success

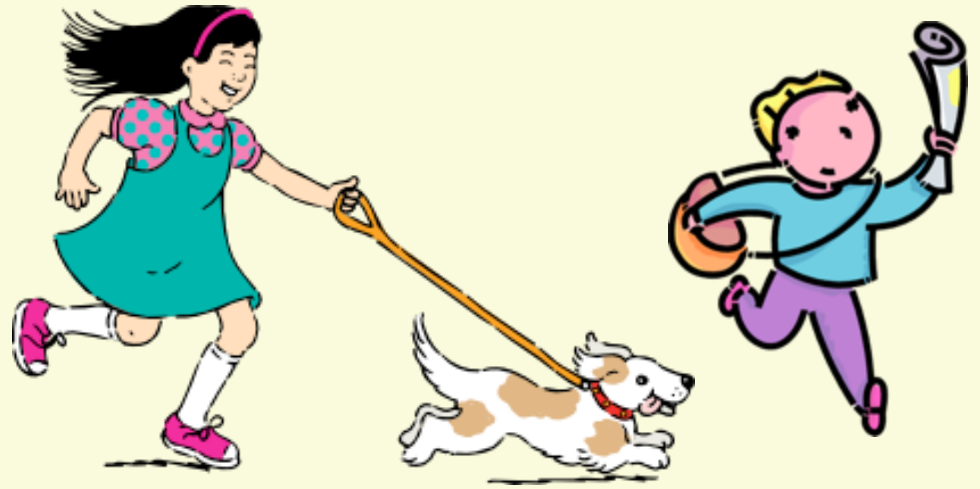
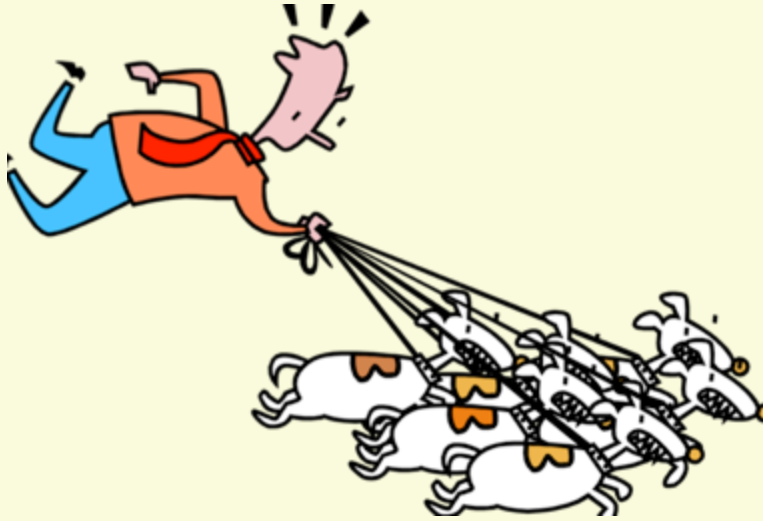
INITIAL PREPARATION FOR EMPLOYMENT

Possible “Jobs” Around the House



FURTHER PREPARATION FOR EMPLOYMENT

Repetitive, Do Whether You Want to or Not, Customer Service



SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning¹.

SOME SPECIAL INTERESTS²

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

**USING YOUR
STRENGTHS
AT SCHOOL**

FINDING YOUR OWN PREFERENCES

Likes & Dislikes

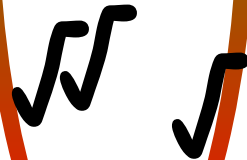
Strengths



Math

Gym

Read-
ing



Math

Gym

Read-
ing

Challenges

FINDING YOUR OWN COGNITIVE PREFERENCES

Likes & Dislikes

What types of topics, subjects in school, or tasks at work do you **LIKE** and find **easy** and **enjoyable** to do?

What types of topics, subjects in school, or tasks at work do you **DISLIKE** find **difficult** to do?

FINDING YOUR OWN SOCIO-EMOTIONAL PREFERENCES

Likes & Dislikes

What social and leisure activities do you **like** and find **easy** to do?

What social and leisure activities do you **dislike** and find **harder** to do?



KEEPING IT STRONG

Reframing Characteristics — Looking for Strengths

Max – High School student at PS XXX

Strengths

What can he use them for in school?

**Artistic- sketching
& drawing**

Reading/creating graphic novels in Language Arts class (reading and writing periods)

**Works well with
one other person**

Can be an excellent lab partner in science

**Great at computer
games**

Is there a computer/gaming club at the school? Share your expertise with others!

Because of *Max's* characteristics...

He was successful academically and socially!

Reframing Characteristics — Looking for Strengths

Let's think about High School...

Strengths

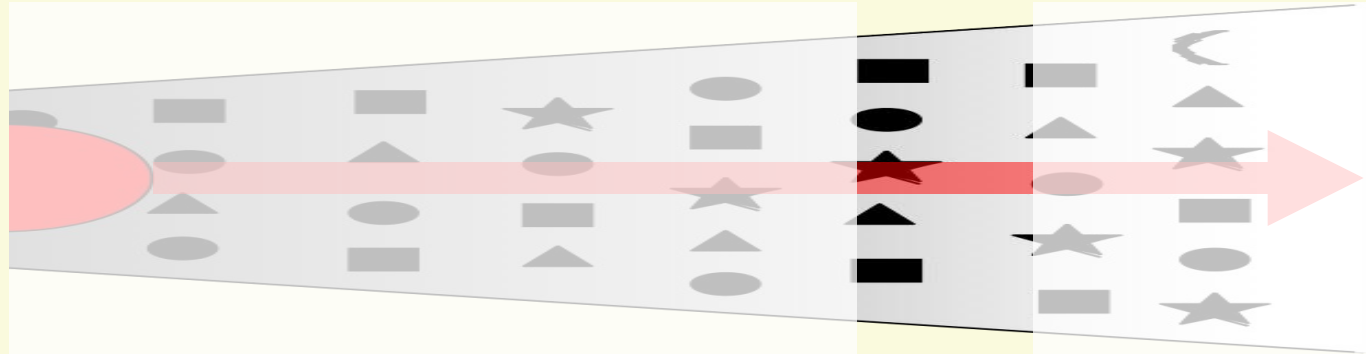
What can you use them for?

Let's think about the strengths you have identified. How could they could help you in school?

Your characteristics can help you!

(YOU might even outperform others!)

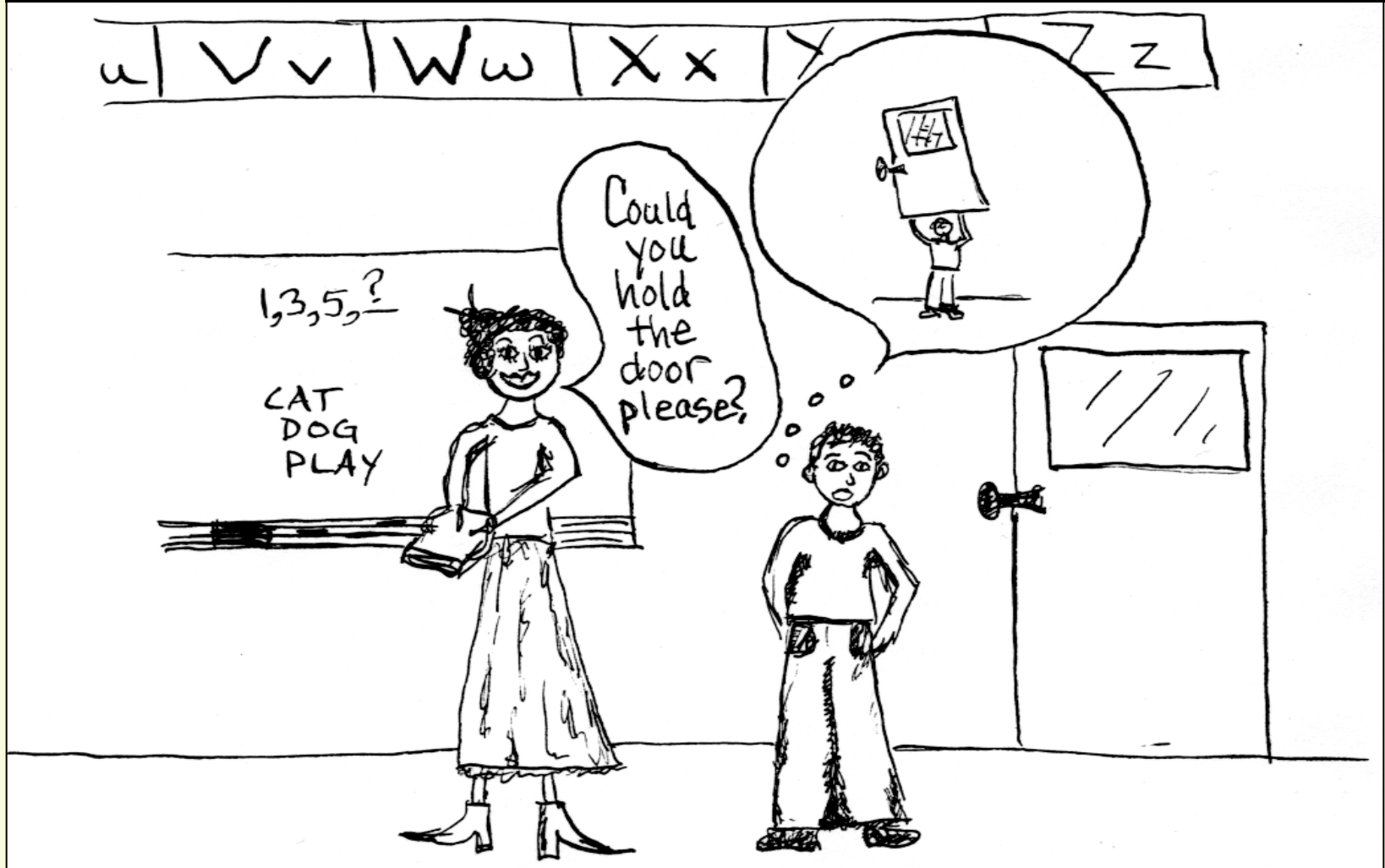
A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter "e."		
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal from home	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather	My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either		
E	Rapid physical and motor development	Tantrums		The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken	Teacher concerns for reading and math difficulties			
N				Echolalia and return					
T									
S									

Literal Thought

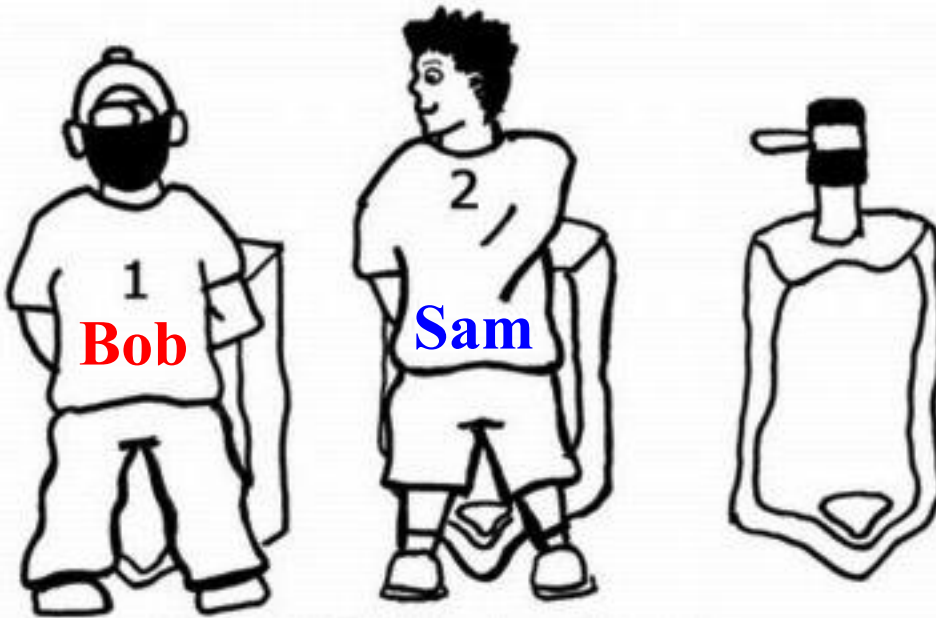
HOLD THE DOOR PLEASE?



Laura Jekel, 12/2000

THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)



http://www.esoterically.net/log/archives/2003_01.html

THE HIDDEN CURRICULUM

*Practical Solutions for Understanding
Unstated Rules in Social Situations*

*Brenda Myles
Melissa Trautman
Ronda Schelvan*

Autism Asperger Publishing Company

Sam arrives after **Bob**. What two rules did he break?

WHAT IS THE HIDDEN CURRICULUM?

Explanations

- Set of assumed knowledge not directly taught... considered as universally known and understood.
- Often remains hidden until a social blunder occurs.

Implications

- Usually not found in written material such as a student code of conduct, employee handbook, etc.

THE HIDDEN CURRICULUM - WORKPLACE

Official/ unofficial
organization
chart

Lunch hour

Casual dress

The customer is
always right

Use of business
resources such
as e-mail

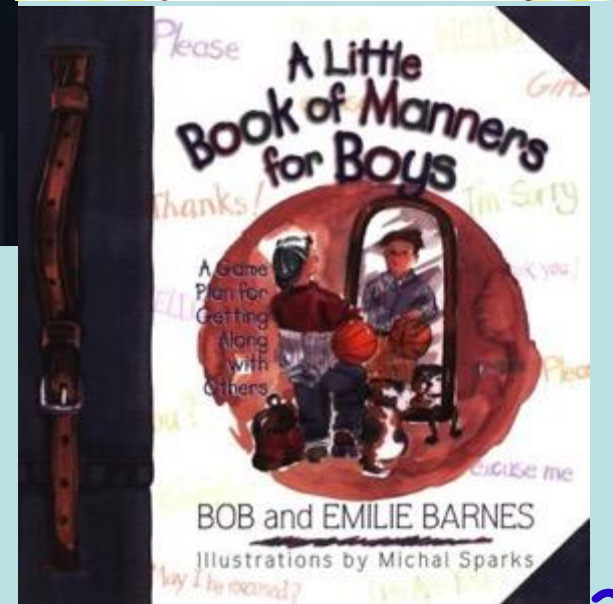
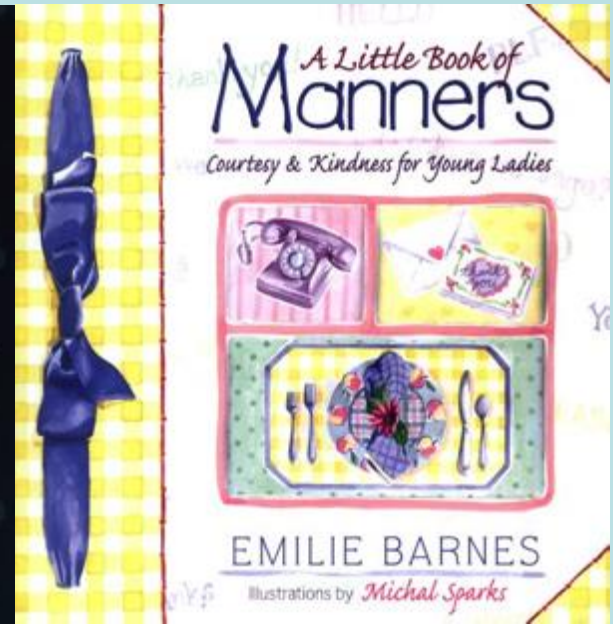
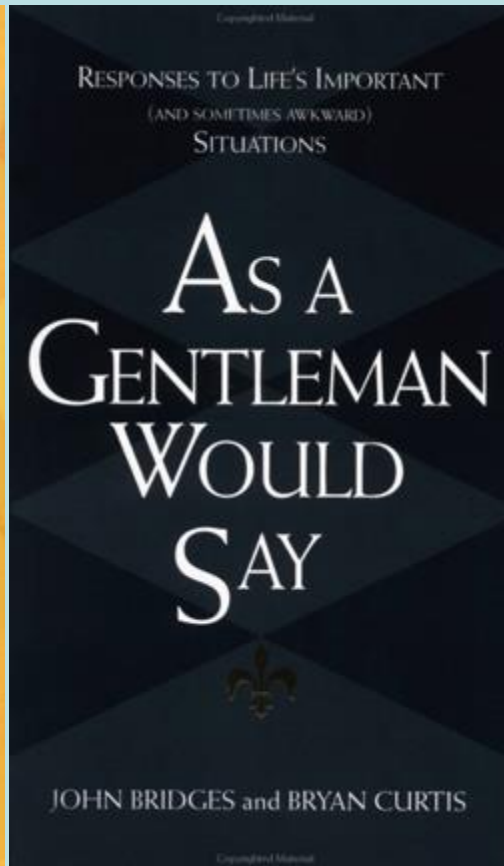
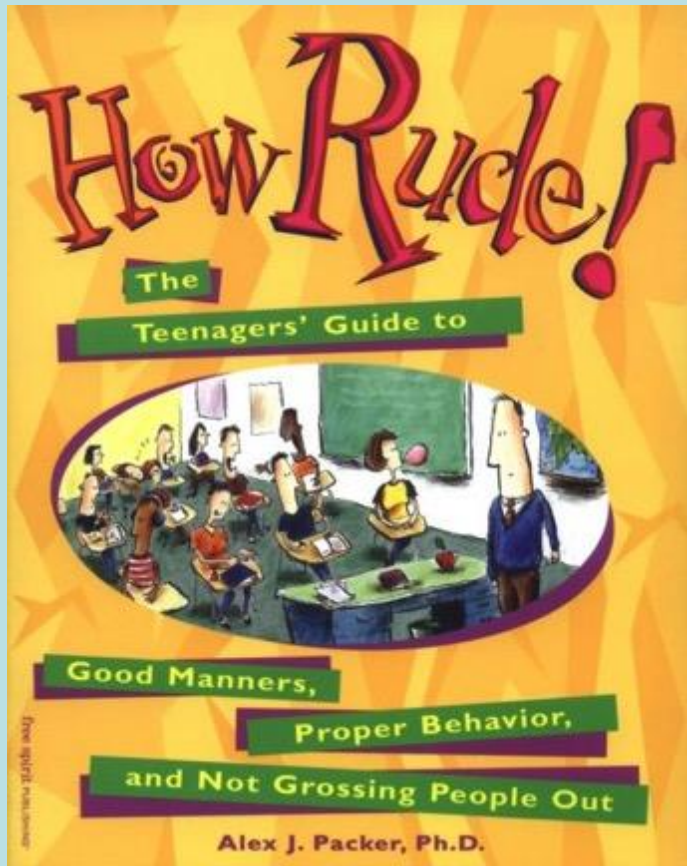
Disagreements
with superiors

Who should be
avoided?



Adapted from Myles, B., Trautman, M., & Schelvan, R. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Shawnee Mission, KS: Autism Asperger Publishing Company.

INCIDENTAL HIDDEN CURRICULUM BOOKS



"Soft" Skills for Employment

Hidden Curriculum

Relationship Management

Supervisors, Coworkers, Friendships

Scheduling

Executive Functioning

Seek... to understand all aspects of the hidden curriculum

Observe... what people are doing and NOT doing

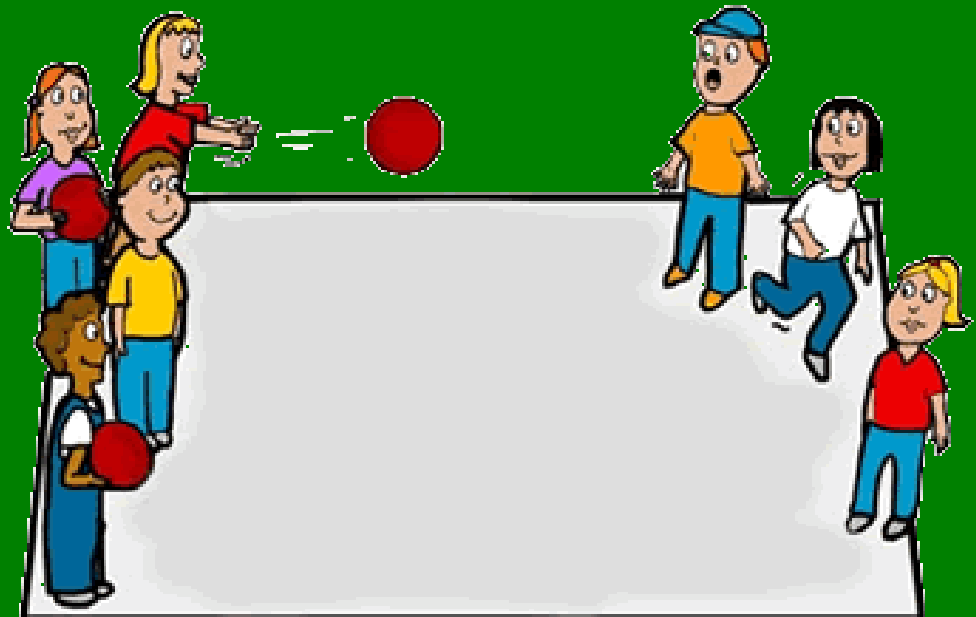
Listen... to what people are saying and NOT saying

Vocalize... questions and check for understanding

Educate... teach and learn... knowledge is power

Planning for Success

TODAY, TOMORROW, AND BEYOND



SOCIAL STORIES – by Carol Gray

Using vignettes to describe how social interactions work employing...

Descriptive Sentences: Background of situation

Directive Sentences: Suggests action and decode meanings

Affirmative Sentences: Suggests commonly shared values or opinions

- In order to keep your teeth healthy people need to visit the dentist every 6 months. *Descriptive*
- It can be hard for the dentist to do his or her work if you move around too much in the chair. *Descriptive*
- Having clean teeth is important for having a good smile. *Affirmative*
- When it hurts too much or gets too loud I will give the dentist a “cut” sign indicating I need a short break. *Directive*
- The dentists may talk to me or ask me questions during the cleaning but I only have to answer with an “uh huh” or “uh uh”. *Descriptive*
- Getting my teeth cleaned may be uncomfortable but hopefully it will become easier with each passing visit. *Descriptive*

Adapted from Gray, C. *The new social story book*. Future Horizons

POWER CARDS - Gagnon, E. (2001). AAPC

Strategizing using these characteristics

1. The hero or role model: Motivating, build on relationship
2. Special interest: Motivating, nonthreatening

Components of these strategies

1. Brief scenario using hero or special interest and the behavior or situation that is presenting difficulty plus a relevant picture or graphic.
 - A. ¶ 1 — Attempts solution to problem and succeeds.
 - B. ¶ 2 — Solution presented in 3-5 manageable steps for the student to try.
2. The Power Card (size of a trading card, bookmark, or business card.
 - Aids in generalization.

Preparing David to Remain Calm

Power Card

Scenario: Before pulling into the dentist office, 7 year-old David starts whimpering and banging the doll of Chuck Yeager into the car door. His mother drags him into the waiting room. However, upon hearing the sound of the dentist drill from down the hall, he throws himself onto the floor and has a meltdown rivaling the explosion of Mt. Vesuvius. The appointment is rescheduled... again.

Task: Develop a Power Card to address David's tantrum.

Analysis: Behavior

“Rumbling” behaviors in car followed by meltdown.

Possible cause

Anticipation of discomfort in the dentist's office.

Motivator: Special Interest/Hero

Chuck Yeager

Adapted from Gagnon, E. (2001) *Powercards*.
Autism Asperger Publishing Company

Preparing David to Remain Calm

Power Card

Pilot Chuck Yeager wants you to remember to choose one of the following ways to help calm yourself when you start getting nervous about your visit to the dentist.

1. Take 5 deep breaths exhaling slowly after each breath.
2. Close your eyes and slowly count from 1 to 20.
3. Play a round of "Mario" on your Gameboy.
4. Ask to take a short break.



Adapted from Gagnon, E. (2001) *Powercards*.
Autism Asperger Publishing Company

"Brings unusual clarity to some of the most confusing issues surrounding neurotypic disorder and its treatment."

Understanding Neurotypicals FOR DUMMIES

- Learn to decode nonspectrum behavior
- Educate children on radical acceptance of differences
- Successfully communicate without eye contact



A Reference for the Rest of Us!

SETTING THE STAGE FOR
EMPLOYMENT SUCCESS
THROUGH
AWARENESS OF
STRENGTHS AND CHALLENGES

**USING YOUR
STRENGTHS
TO DO A BETTER JOB**

Reframing Characteristics — Looking for Strengths

José – Accurate sorting of passenger baggage to correct locations

Characteristics

Employment Implications

Communication

Receptive > Expressive, 2-3 word commands rather than conversation, literal

Social Interaction

Limited and predictable

Restricted Interests

All airport code information is memorized – his coworkers need references

Because this individual has autism...

He outperforms his typical coworkers

Reframing Characteristics — Looking for Strengths

Name _____ School Task/Activity _____

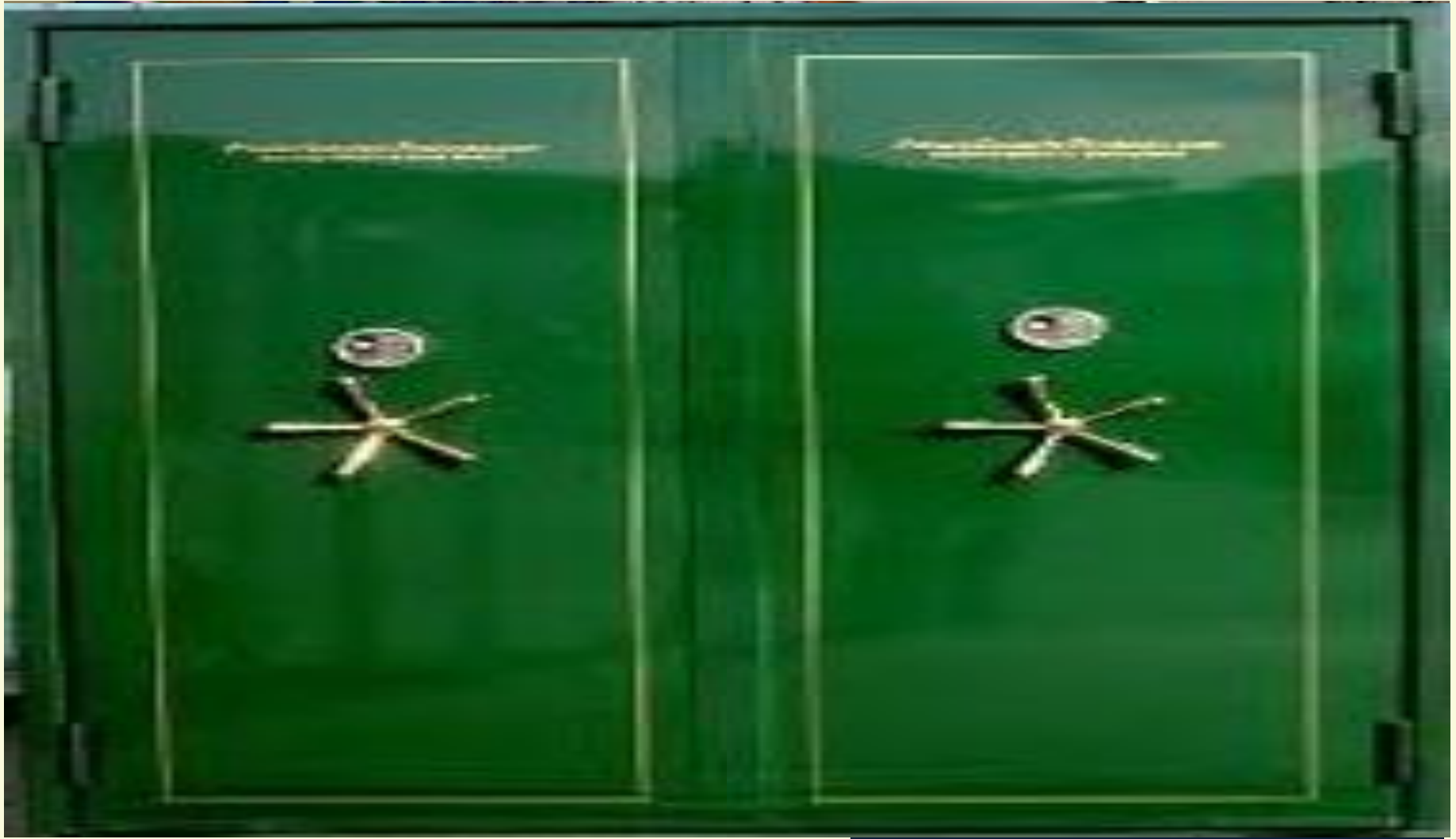
Strengths

What can you use them for?

Because of *your* characteristics...

YOU might even outperform others!

SOMETIMES AN ENDEAVOR DOES NOT WORK OUT



AND A CHANGE IN PLANS IS REQUIRED



Reframing Characteristics — Looking for Strengths

Burton – Professor of Mathematics

Characteristics

Employment Implications

Communication

Detailed, factual, data-driven, truthful, preview, subject, review

Social Interaction

Limited and predictable

Restricted Interests

Area of focused interest

Because Burton has autism...

He outperforms his typical coworkers

ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

<u>Personal Characteristics</u>	<u>Preferred Job Attributes</u>	<u>Possible Positions</u>
Challenges in verbal and nonverbal communication	Few communication requirements	Stock shelves
Challenges in socialization	Limited contact with public, more solitary job duties	Filing, sorting, stapling paper shredding, after-hours cleaning
Unusual response to sensory stimulation	Provider of preferred sensory input, ability to avoid noxious sensory stimulation	Hanging clothes, washing cars (for those enjoying that type of tactile input)
Difficulty with change and transition	Few changes, stable work environment, little staff turnover, same work task all day	Small business, family business, assembly line

ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

<u>Personal Characteristics</u>	<u>Preferred Job Attributes</u>	<u>Possible Positions</u>
Strong visual-motor skills	Requires good visual-motor skills	Small-parts assembly, manufacturing, printing
Behavior challenges	Few antecedents to challenging behaviors, with situations where possible problems don't endanger others	Situations where behavior doesn't cause dangerous situations; avoid factories or jobs using heavy machinery
Savant skills	Responsibilities capitalizing on these strengths	Matching stock numbers to packing lists, mathematically oriented positions for those with good math skills

ACHIEVING EMPLOYMENT SUCCESS

Matching Needs to Possible Positions

Personal Characteristics

Preferred Job Attributes

Possible Positions

Rituals and compulsions

Attention to detail and order

Positions with repetitive tasks that must be done with high accuracy, such as counting items to be placed into packages or looking over products for defects

**Asperger Syndrome at work:
Success strategies for employees
and employers**

Coulter Video

www.coultervideo.com

SELF-ADVOCACY

You're Lost... And you ask someone for directions...

“After the 6th light you look for the big tree on the left and take the third right. Then after the second church you see a fire station and go left. After going left you take a right at Tom Street. Drive for 4 blocks and keep bearing right until you see a stream on left which tells you to take a bridge on the right headed towards the water tower. When you pass the water tower take the second left and pull into a parking space in front of International Bicycle Shop and you are there!

Wow!!! Too much to remember!
What are you going to do?

1. You suddenly realize there's way too much information for you to remember
2. Hold on a moment! Can you wait a moment while I get something to take this down?
3. I won't remember it all!
Thanks for waiting...

SCANNED

ADVOCATED

DISCLOSED

Disclosure – Telling another one has autism

—Help George plan how to tell another he has autism—

The best teller in the bank, George never uses a calculator and has cashed out to the penny for the past 15 months. He is also the first to help others having difficulties balancing their books, much to his coworkers' gratitude – especially to Jane who is the bank's star person to go to when there is a customer dispute.

However George has dozens of notes stuck chaotically all over teller window and workspace. Conversations with his supervisor about an orderly workspace result in George indicating the necessity of these notes for remembering complicated bank procedures. Given his great efficiency and good nature, the branch supervisor leaves George to his work, albeit mystified.

A manager from corporate headquarters is coming next week. As a result, the supervisor has asked George to make an appointment with him to discuss the necessity of a clean, organized work space.

Until now, George has never felt a need to disclose having autism and advocating for himself to anyone. Given the recent turn of events, George now realizes perhaps this time has come.

Help George...

- Advocate for his needs using the 3 step model for self-advocacy.

Self-Advocacy

1. Scan
2. Advocacy
3. Disclosure a. full **or...**
b. partial

ACHIEVING EMPLOYMENT SUCCESS

Determining Career Matches – Possible Employment Structures

- **Competitive employment**
- **Full-time employment**
- **Part-time employment**
- **Permanent employment**
- **Short-term jobs**
- **Seasonal jobs**
- **Self-employment / Micro-enterprise**

ACHIEVING EMPLOYMENT SUCCESS

Other Things to Keep in Mind

- Use state vocational rehabilitation counselors
- Find jobs with consistent routine, social interactions, and well-defined tasks to increase chances for success.
- Create accessible work environments
Small adaptations can make a huge difference and improve employment opportunities.

Example: Written instructions are often processed better than verbal instructions. Ask for typed directions. Employers can provide written instructions rather than just saying them.

Self-advocacy

1. Scan
2. Advocacy
3. Disclosure

University of Missouri-Columbia (2011, October 12). Researcher identifies autism employment resources, tips for people with autism spectrum disorders. ScienceDaily. Retrieved October 13, 2011, from <http://www.sciencedaily.com/releases/2011/10/111012113758.htm>

WHAT IS BEING DONE?

<http://www.icare4autism.org/>

[global-autism-center/comprehensive-autism-workforce-development-initiative/](http://www.icare4autism.org/global-autism-center/comprehensive-autism-workforce-development-initiative/)



The screenshot shows the homepage of the International Center for Autism Research & Education (Icare4Autism). The header features the organization's logo, a search bar, and buttons for 'Donate Now' and 'Get Email Updates'. A navigation menu includes links for HOME, ABOUT US, EVENTS, INITIATIVES, WHAT IS AUTISM?, NEWS, and CAREER. A 'DONATE' link is also present. The main content area is dominated by a large blue banner with a world map and the text 'GLOBAL AUTISM INITIATIVES'. Below this banner, the text 'ICare4Autism's Global Autism Workforce Initiative' is displayed. To the right, there is a section titled 'MORE AUTISM NEWS' featuring a news item about a mice study on Angelman Syndrome, dated May 2nd, 2016, accompanied by a small photo of a young girl.

INTERNATIONAL CENTER for
AUTISM RESEARCH & EDUCATION

icare
4autism

Go

Donate Now Get Email Updates

HOME ABOUT US EVENTS INITIATIVES WHAT IS AUTISM? NEWS CAREER

DONATE

GLOBAL AUTISM INITIATIVES

ICare4Autism's Global Autism Workforce Initiative

MORE AUTISM NEWS

 Mice Study Sheds Light on Angelman Syndrome
May 2nd, 2016

WHAT IS BEING DONE?

<http://asperger-employment.org/>



ASTEP
ASPERGER SYNDROME TRAINING & EMPLOYMENT PARTNERSHIP
promoting employment for adults with Asperger Syndrome and high functioning autism

HOME ABOUT US ASSISTANCE FOR INDIVIDUALS EMPLOYER RESOURCES LINKS DONATE CONTACT US CALENDAR

We create and support programs for employers that promote long-term employment of individuals with Asperger Syndrome (AS) and similar autism spectrum profiles by:

- Educating employers about the benefits of employing individuals with AS or similar autism spectrum profiles and the accommodations they may require.
- Working with employers to recruit and transition to work individuals with AS or similar autism spectrum profiles.
- Supporting companies in their quest to be autism-friendly employers.

Your donation can help ASTEP take workplace diversity to the next level.

[DONATE](#)

Shop at AmazonSmile
and Amazon will make a donation to:

WHAT IS BEING DONE?

<https://www.autismspeaks.org/family-services/tool-kits/employment>

The Employment Tool Kit is divided into the following sections:

[Introduction](#)

[Self-Advocacy](#)

[What Job is Right For You?](#)

[Benefits and Funding](#)

[Employment Models: What Option is Best For You?](#)

[Your Job Search](#)

[Transportation Options](#)

[Resumes, Cover Letters and Applications](#)

[The Job Interview](#)

[Accommodations and Disclosure](#)

[Soft Skills: Understanding the Social Elements of Your Job](#)

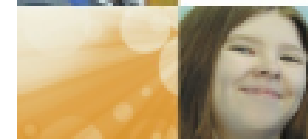
[Success Stories and Lessons Learned](#)

[My Employment Rights](#)

[Glossary of Terms](#)

[Employment Resources](#)

[Step-by-Step Guide to Your Employment Search](#)



WHAT IS BEING DONE?

www.thespectrumcareers.com

THE SPECTRUM CAREERS

Championed by Autism Speaks 

Job Search Search by Employer Search by Service Provider



Our top 6966 positions

Keywords

manager

Country

United States of America

City

State

Zip Code

Within miles



> 1 / 1161 Page #:

Search Result:Job



Job Title :
HIE Project Manager /
Health Information
Exchange PM (Remote,
USA)

Job Location :
Wyoming, United States of
America 82003

Job Announced :
5/1/2016

Job Closed :
5/4/2016

Job Duration :
-



Job Title :
IT Technician

Job Location :
Wisconsin, United States
of America 54456

Job Announced :
5/1/2016

Job Closed :
5/4/2016

Job Duration :
-

Job Code :
AWM-9766-IT Technician

WHAT IS BEING DONE?

<http://usa.specialisterne.com/>

USA
SPECIALISTERNE 



Welcome to Specialisterne USA



The New York Times



Read the article "The Autism Advantage" where Thorkil Sonne is betting that, given the right environment, an autistic adult could not just hold down a job but also be the best for it.

WHAT IS BEING DONE?

<http://go.sap.com/index.html>

On **May 21, 2013**,
SAP announced we will
work globally to employ
people with Autism.



WHAT IS BEING DONE?

http://www.theregister.co.uk/2016/02/09/microsoft_recruiting_autistic_techies/



The screenshot shows a news article from The Register. The site's logo is at the top, with the tagline 'Biting the hand that feeds IT'. Below the logo is a navigation menu with categories: DATA CENTER, SOFTWARE, NETWORKS, SECURITY, INFRASTRUCTURE, DEVOPS, BUSINESS, and HA. The article is categorized under 'Business'. The main headline is 'Microsoft hits the gas in drive to recruit autistic techies', with a sub-headline 'Redmond wants unique minds'. Below the text is a photograph of Kyle Schwaneke, a man with a beard and glasses, wearing a cap. Under the photo is a caption: 'Kyle Schwaneke, one of Microsoft's first hires for the program, is now a mentor'. At the bottom of the article, there is a timestamp '9 Feb 2016 at 20:48, Iain Thomson' and social media sharing icons for Facebook (183 likes) and LinkedIn (172 shares). A short paragraph at the bottom reads: 'Getting a job if you're on the autistic spectrum can be hard, but Microsoft is keen to hire people with the disorder for its workforce.'

WHAT IS BEING DONE?

<http://www.autismworksnow.org/>



Autism Works Now!
Employment in the Autism Community

[Home](#)

[Job Seekers](#)

[Employers](#)

[About Us](#)

[Media](#)

[Classes](#)



Our Mission

Autism Works Now educates employers and places individuals on the spectrum in meaningful jobs.

Resources and Materials for High Schools

Preparing Transition Age Youth with Autism for Employment

Modules

- 400- Evaluation Questions
- 401- Overview
- 450- Telling My Story
- 451- Senses and Sensibilities
- 452- Social Skills for the Workplace
- 453- Stress Busters
- 454- The Hidden Curriculum
- 455- Self-Advocacy and Disclosure
- 456- Do's and Don'ts of Social Media
- 457- Staying Focused





9 Modules

What is a module?

- 400- Evaluation Questions
- 401- Overview
- 450- Telling My Story
- 451- Senses and Sensibilities
- 452- Social Skills for the Workplace
- 453- Stress Busters
- 454- The Hidden Curriculum
- 455- Self-Advocacy and Disclosure
- 456- Do's and Don'ts of Social Media
- 457- Staying Focused



-  451.Senses.booklet
-  451.Senses

PowerPoint Presentations

Senses and Sensibilities


Preparing Transition Age Youth with Autism for Employment




1


Agenda

- Experiencing Sensory Issues: Proving or Inside View
- Making the World a More Sensorially Friendly Place
- Inner and Outer Senses
- Transmission of Sensory Information
- Case Studies
- Assessment
- Transitioning into Adulthood: Sensory Issues in the Workplace and Social Relationships



2

Sensory Overload




3

Work in a group of 5

- Person 1:** Play the role of a person with autism. Your job is to learn to what Person #4 is hearing so you can take a bite on the material. Try to ignore everyone else.
- Person 2:** Stand behind the student playing the part of someone with autism. Run the edge of an index card (or piece of cardboard) against the back of their neck. You do not need to rub hard, but keep going longer and over.
- Person 3:** Grab a book (any book will do). Get close to Person #1 and read it a loud voice the entire time.
- Person 4:** Put Person #1 on the head and shoulder the entire time.
- Person 5:** Using a normal voice, read a paragraph to Person #1 then ask them questions about what you read. Do NOT try to drown out the other noises.

Adapted from: O'Neil, J. (2008). Don't like your work? You'll love it! The Arc of Philadelphia. Retrieved from: http://www.thearc.org/philadelphia/2008/08/15/08-15-08-dont-like-your-work-youll-love-it/



4

Reflection

- How did it feel to have so much connection going on?
- Did it make you want to scream and run away?
- Was Person #4 able to concentrate on the paragraph being read?
- What might have helped?



5

Making the World a More Sensorially Friendly Place

"Sensory integration is the neurological process of organizing the information we get from our bodies and from the world around us for use in daily life" (Kover, 1998, p. 42)

According to Dr. Ayres, "Over 92% of the nervous system is involved in processing or organizing sensory input, and thus the brain is primarily a sensory processing "machine" (Kover, 1998, p. 42)

The brain modulates this input which in turn guides our activity level. Activity may be mental, physical, or emotional.



6

Making the World a More Sensorially Friendly Place cont.

"Sensory integration dysfunction is the inability to process information received through the senses" (Kover, 1998, p. 8)

... inefficient neurological processing. "The brain cannot analyze, organize, and connect – or integrate – sensory messages" (Kover, 1998, p. 8)

Not brain damage but rather "indigestion" or a "traffic jam" of the brain.

Child may be hyper, hypo, or alternate between the sensitivities at any given time.



7

Inner and Outer Senses


What do you think is meant by Outer Senses? What do you think is meant by Inner Senses?

- + Tactile
- + Vestibular
- + Sight
- + Proprioception
- + Smell
- + Taste
- + Hearing




8

Inner and Outer Senses cont.




Fluorescent lights
Highly Sensitive Disorder
Tactile
Hearing
Taste
Tactile
Vestibular
Proprioception
Smell
Taste
Hand Tools
Clothing (collar and seams)
Deep pressure, undergarments, weighted blankets (some children do not need or enjoy deep pressure)



9

Characteristics of Children with Autism Spectrum Conditions

Outer Senses	Inner Senses
<ul style="list-style-type: none"> Tactile Difficulty paying attention Difficulty with hair washing and brushing Problems with handwriting Only likes certain types of clothing 	<ul style="list-style-type: none"> Vestibular Curtis Bumps into people in the Always "on the go"
<ul style="list-style-type: none"> Hearing Often sensitive to loud noises 	



10


Sensory Processing: The Basics

All sensory information (except smell), first enters the brain through the **Vestibular-Activating System (VAS)** (bundle of nerves along the brain) stem, including the:

- Muscle Otoliths, the
- Vestibular nuclei, and the
- Midbrain

Here information is sifted and decisions made whether a response is necessary and which information will be sent higher up (later) for further processing.

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11

Sensory Processing: What is discarded?

Approximately 75% of sensory information is discarded.



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Booklets

Soft Skills Training for the Workplace

451: Senses and Sensibilities



Sensory Overload: Reflection

1. How did it feel to have so much commotion going on?

2. Did it make you want to scream and run away?

3. Was Person #1 able to concentrate on the paragraph being read?

4. What might have helped?

Inner and Outer Senses

Which of your outer senses is/are most sensitive? What about your inner senses?

Inner

A large, empty rectangular box for reflecting on inner senses.

Outer

A large, empty rectangular box for reflecting on outer senses.

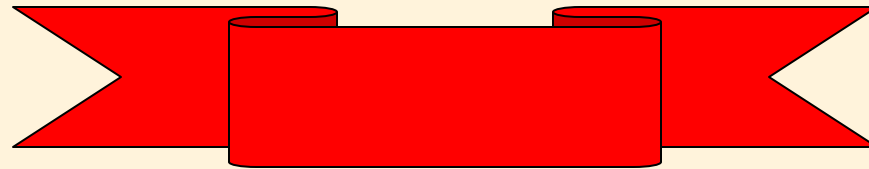
Sensory Processing

Case Study I: The Light Switcher

While at work, Keith would often turn off the lights. Even after frequent questioning from his supervisor, Keith's responses are the same... "I don't like those lights!"

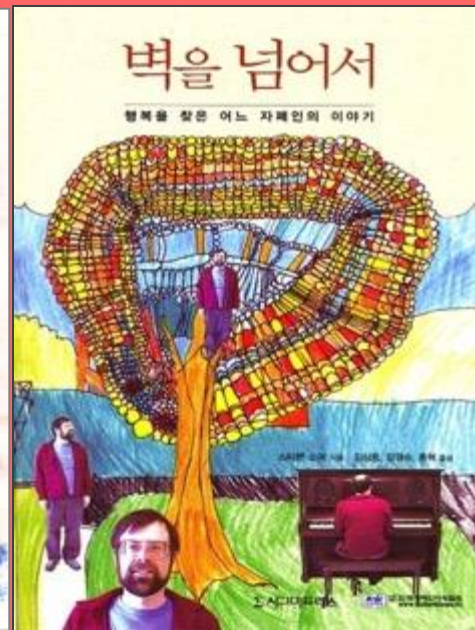
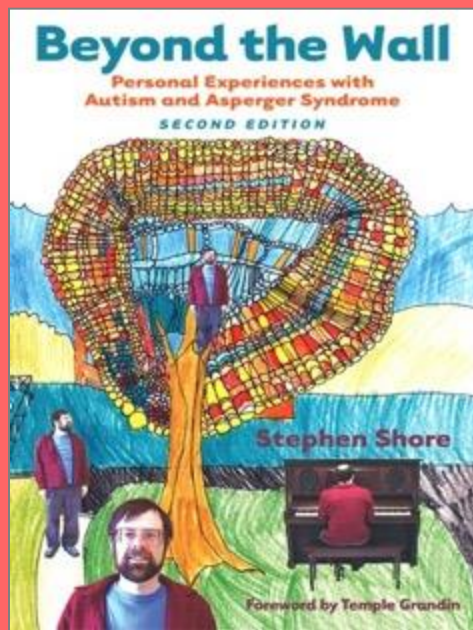
Arrive at a possible explanation of Keith's behavior, and suggest a possible solution.

Thanks for your participation!



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