

Employment

Barkley's Recommendations for Employers of Adults With AD/HD



Barkley's Recommendations for Employers of Adults With AD/HD

1. Understand AD/HD is a neurobiological disorder
2. AD/HD Adults have a deficit in self-regulation compared to others
3. AD/HD employees need directions spoken and written for them
4. AD/HD employees have *time blindness* and need external time reminders
5. Long-term projects need to be broken down into many short-term projects
6. AD/HD employees need to check in with bosses much more than others
7. Working in teams can help them stay on task
8. AD/HD adults may do better with self-employment, commission work, and hourly wages
9. The AD/HD adult can set up their own *self-reinforcement* system
10. AD/HD adults tend to do better with physical work and work with social interaction

Barkley's Recommendations for Employers of Adults With AD/HD

- 11. AD/HD adults do poorly at tedious, boring and repetitive work. They do better with variety.**
- 12. Often they do not do well in team leadership positions due to their impulsivity**
- 13. Some AD/HD adults may need vocational assessment and counseling**
- 14. Some may need an AD/HD coach and/or professional organizer**
- 15. Research has shown many with AD/HD are more alert in the mid-afternoon and evening; second shift work may work better**
- 16. Frequent short breaks and having a non-distracting work environment may be helpful**
- 17. Using sound suppression and/or music to block out distracting noise can help**
- 18. Encourage them to take medication if it has been found to be helpful for them**
- 19. Give reasonable accommodations under ADAAA**

Barkley, R.A. (March, 2013). Recommendations for Employers Concerning the Management of Employees with ADHD. ADHD Report, 21(2), 6-7, 13.

Work & AD/HD



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Work, AD/HD, & EF

- **AD/HD symptoms are often more damaging in work environments than school**
 - Particularly for those with significant hyperactive symptoms
 - If you have hyperactivity stay away from desk jobs; move!
 - Medication
- **Accept your AD/HD and seek “outside help”**
 - Life Coach, Vocational Counselor with knowledge of AD/HD
- **Hyper-organize your day:**
 - Time-management in small chunks
 - Keep all distractions to a minimum: Sight, Sound, Touch, Smell, Temperature, etc.
 - Publically display in bright colors your to do list
 - Keep social distractions to a minimum: Close door, Block people from coming in, check texts, voicemail, e-mail three times a day for 5 minutes.

Barkley, R.A. (2010). Taking Charge of Adult ADHD. New York, NY: Guilford.

Work, AD/HD, & EF

- **Organize materials for work so they are easily found:**
 - Everything has a home
 - Everything so it can be seen (e.g., clear files, etc.)
 - Consult with a professional organizer; periodically
- **Externalize time for time blindness**
 - Clock on wall (chime?)
 - Smart devices
 - Have someone check on you
 - Journal time

- **Questions for job interview:**
 - “How long should it take me to finish X Task?”
 - “How much advanced notice will I get regarding deadlines?”
 - “How often will I check in with supervisor?”
 - “How do you want reports?”
 - “Will I be on a team, or by myself?”
- **A job with built in rewards for merit will work best.**

Barkley, R.A. (2010). Taking Charge of Adult ADHD. New York, NY: Guilford.

Work, AD/HD, & EF

- **During interview learn:**
 - **As much as possible about your supervision on the job:**
 - **Face to face?**
 - **Every day?**
 - **Phone/e-mail/text**
 - **How often will see supervisor?**

Barkley, R.A. (2010). Taking Charge of Adult ADHD. New York, NY: Guilford.

- **Should I disclose my disability, or not?**
 - **Will I need accomodations on the job, or not?**

If yes, learn as much about the Americans with Disabilities Act, Amendment Act Of 2009 as possible:

- **National Disability Rights Network (How to find Disability Law Centers in Your State):**
www.ndrn.org
- **Contact Company's Disability expert in HR?**

Work, AD/HD, & EF

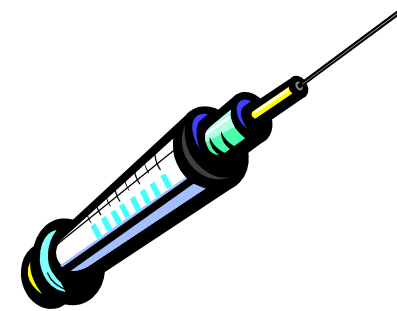
- **Ask for help from a coworker when new learning is needed**
- **Find someone who is good at what you are bad at and offer to help them with something you are good at.**
- **Volunteer to learn more about your job:**
 - **Helps you with job**
 - **Shows boss you want to do well**

- **If you have long meeting take long walk before and take notes during meeting**
- **Schedule performance reviews every 3 to 6 weeks**

Barkley, R.A. (2010). Taking Charge of Adult ADHD. New York, NY: Guilford.

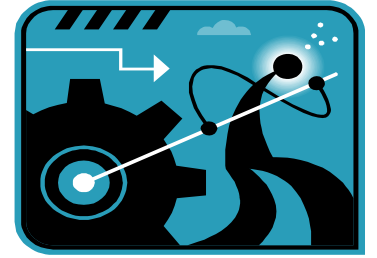
Workplace Accommodations

1. More accountability to others
2. Shorter term goals
3. Externalize time
4. Report many times a day on tasks
5. Medication (drug screening issue, too)

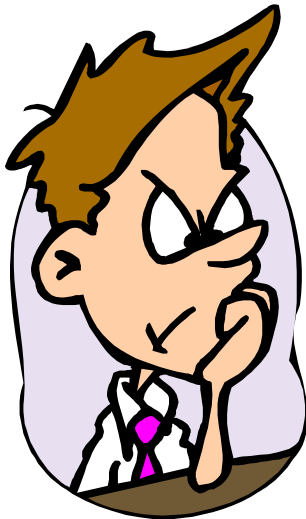


Barkley, R. A. (2002A - Tape 1). ADHD Symposium: Nature, Diagnosis and Assessment - Nature and Comorbidity and Developmental Course of ADHD. University of Massachusetts, January, Westborough, MA: Stonebridge Seminars.

AD/HD and Employment



Difficulty with others is one of the main reasons AD/HD adults loose their jobs.

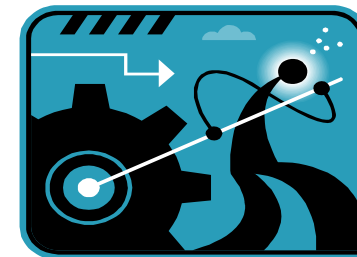


Ratey, N., and Griffith - Haynie, M. (1998). Coaching to Improve Workplace Performance. Paper presented at the Fourth Annual ADDA Adult ADD Conference, March 26-28, Washington, DC.

One-half of AD/HD adults are unemployed.

Biederman, J. (October 27, 2006). Advances in the Neurobiology of AD/HD. Paper presented at the 18th Annual CHADD International Conference, Chicago, IL.





Employment & ADHD

- ADHD workers have significantly lower salaries.
- They are absent from the job more and significantly more underproductive than non-ADHD workers.
- They have more on the job accidents.
- On average ADHD costs the household \$10,000 per year of income.

A 33 year follow-up study of boys diagnosed with AD/HD, now adults found they were 6 times more likely to be homeless than their non-impaired peers. Approximately, 24% of these AD/HD men were homeless.

Murillo, L.G., et al. (November, 2016). Childhood Attention-Deficit/Hyperactivity Disorder and Homelessness: A 33-Year Follow-Up Study. Journal of the American Academy of Child and Adolescent Psychiatry, 55(11), 931-936.

Ramsay, R. (2010). Nonmedication Treatments for Adult ADHD. Washington, DC: American Psychological Association Press.

Vocational Counseling and AD/HD



Vocational Counseling and AD/HD

“As ADHD children enter adulthood and take on full-time jobs that require skilled labor, independence of supervision, acceptance of responsibility, and periodic training in new knowledge or skills, their deficits in attention, impulse control, and regulating activity level as well as their poor organizational and self-control skills could begin to handicap them. The findings from the few outcome studies that have examined job functioning suggests this may be the case.” (p. 208)

Barkley, R.A. (1998). Developmental Course, Adult Outcome, and Clinic Referred ADHD Adults. In R.A. Barkley (Ed.), Attention-Deficit Hyperactivity Disorder, Second Edition. New York, NY: Guilford, p. 208.

Vocational Counseling and AD/HD



Roadblocks AD/HD Adults Have with Work:

- Pervasive feeling of underachievement
- Feeling lazy, stupid, irresponsible
- Feel overwhelmed with life
- Always feeling like a misfit
- Lack of self-esteem

Sterns, S. (1995). Career Planning for Adults with Learning Disabilities and Attention Deficit Disorders. The Rebus Institute Report. 4(1), pp. 1-2.

“Sometimes the difficulty lies with the lack of organizational and communication skills of many people with ADD. In other cases, the need for constant stimulation leads those with ADD to feel bored and frustrated at work, and hence more likely to quit or fail to flourish in their position” (p. 115).

Brown, T.E. (2013). A New Understanding of ADHD in Children and Adults: Executive Function Impairments. New York, NY: Routledge.

Vocational Counseling and AD/HD

“...the most important functions in career counseling with ADD/LD adults is to rebuild self confidence and self-esteem following their prolonged academic struggles and years of facing the prejudices of educators and employers.” (p. 312)

Nadeau, K. (1995). A Comprehensive Guide to Attention Deficit Disorder in Adults: Research, Diagnosis, and Treatment. New York, NY: Routledge.

Lack of education gets in the way of ADHD adults career wise. Usually the more *exciting* jobs require a better education.

Brown, T.E. (2013). A New Understanding of ADHD in Children and Adults: Executive Function Impairments. New York, NY: Routledge.



Vocational Counseling and AD/HD

AD/HD Adults:

- Have lower job ratings
- Have lower socioeconomic status
- Change jobs more frequently

Barkley, R.A. (1998). Developmental Course, Adult Outcome, and Clinic Referred ADHD Adults. In R.A. Barkley (Ed.), Attention-Deficit Hyperactivity Disorder, Second Edition. New York, NY: Guilford, p. 208.

“The manifestations of attention deficits in adults are most noticeable in the workplace environment, for it is at work that the greatest demands for planning, memory, organization, teamwork, and precision are placed on us.” (p. 308).

Nadeau, K. (1995). A Comprehensive Guide to Attention Deficit Disorder in Adults: Research, Diagnosis, and Treatment. New York, NY: Routledge.

Vocational Counseling and AD/HD

Things to Consider in AD/HD Career Evaluation:

1. Difficulty with transitions
2. Difficulty with time management
3. Difficulty with disorganization
4. Difficulty with self-image
5. Difficulty with others
6. Lack of understanding of AD/HD
7. Inconsistency
8. Lack of self-management
9. Lack of self-advocacy
10. Lack of job life skills



Ratey, N., and Griffith - Haynie, M. (1998). Coaching to Improve Workplace Performance. Paper presented at the Fourth Annual ADDA Adult ADD Conference, March 26-28, Washington, DC.

How to Connect Accommodations

- **Use Gordon, Lewandowski, and Lovett's (2015) "ADHD Accommodations Matrix" when suggesting academic/work accommodations given how the person with AD/HD is impaired compared to the "Average American" under the American's with Disabilities Act, Amendments Act of 2008.**

Gordon, M., Lewandowski, L., and Lovett, B. (2015). Assessment and Management of ADHD in Educational and Workplace Settings in the Context of ADA Accommodations. In R.A. Barkley (Ed.), Attention-Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment. New York, NY: Guilford, p. 785.

Workplace Accommodations

Job Accommodations Network

P. O. Box 6080

Morgantown, WV 26506-6080

Voice/TTY (in US): 1-800-526-7234

Voice/TTY (Worldwide): 1-304-293-7186

Fax: 1-304-293-5407

E-mail: jan@jan.icdi.wvu.edu

Web: www.jan.wvu.edu/english/

➤ **U.S. Equal Employment Opportunity Commission**

1801 L Street, NW

Washington, DC 20507

www.eeoc.gov

➤ **Office of Civil Rights**

Department of Health and Human Services

200 Independence Avenue Southwest

Washington, DC 20201

www.hhs.gov/ocr/office/index.html

Vocational Counseling and AD/HD

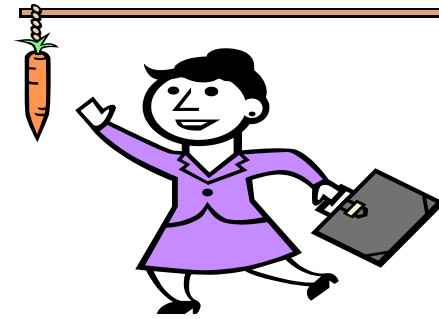
High-Risk, Fast-Paced Jobs:

- Sales
- Advertising
- Creative arts
- Entrepreneurship



Brown, T.E. (2013). A New Understanding of ADHD in Children and Adults: Executive Function Impairments. New York, NY: Routledge.

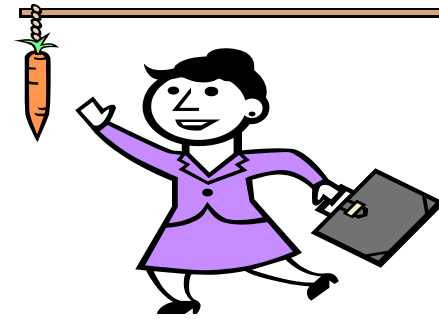
Motivation



- Hiring a “professional nag” may be the solution; the “Life Coach”:
 - The, “...partnership between a client and a coach that helps the client move toward goals and take actions that will enable them to become the person they want to be in a more focused and rapid way than they would be able to do on their own.” (p. 167)

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

Motivation



- Life coaches change negative self-talk that gets in the way of success.
- The life coach enters into a relationship where client accountability is paramount. “When clients agree to take action and move forward with a coach, they are more likely to actually follow through because they have to report back to the coach in their next session.” (p.170)

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

How to Find a Life Coach

- **International Coach Federation:** www.coachfederation.org
 - **Suggestion:** try to get one with at least a Masters degree in a mental health field.
 - **DeAngelis, T. (2010). First-Class Coaching. Monitor On Psychology, 41 (10), 48:** <http://www.apa.org/monitor/2010/11/life-coaches.aspx>

One Stop Career Centers

Now Known as “CareerOneStop”, it is a partnership between the individual states and the U.S. Department of Labor that provides a whole menu of services, including career exploration and counseling, job training and listings, resume services, job interview training, and information on various careers Available at:
www.careeronestop.org/.

Vocational Rehabilitation

- **When you cannot do your job due to a disability you can receive services for free from your state's Vocational Rehabilitation Center.**
- **One works with a “VR Counselor” who helps you learn ways to work around your disability.**

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

Vocational Rehabilitation

- One needs documentation of having a disability written by a physician and/or mental health professional.
- The VR Counselor will interview the client to determine how they are doing in one of seven areas:
 - Getting to work, etc.
 - Listening and talking to others
 - Self-care
 - Work skills

- Cooperating with others
- Making and carrying out plans
- Needed job accommodations

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.



Vocational Rehabilitation

- The VR counselor will help the client create an “employment plan” which meets their needs, will lead to a job, and is complete.
- The VR counselor will determine if the client needs additional training and will help them get it.
- The VR counselor will give them advice on what the right job for them is given their interests, abilities, skills and disability/needs.

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

Volunteer Work



- **If all else fails consider volunteer work:**
 - **It gets the disabled adult child “off the couch”**
 - **May help them to develop some self-esteem**
 - **May help them develop some job skills**
 - **May help them get a job eventually through their volunteerism.**

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

Career Counseling

- **Most community colleges offer extensive career counseling for young people, even those with disabilities:**
- **This would include:**
 - **An interview, an interest inventory, a career search, job shadowing and possible internships, volunteering, college majors and votech/trade schools training**
 - **What the person is not interested in is just as important as what they are interested in.**
 - **Also check out the National Career Development Association:**
http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page

Skilled Trade Schools



“Trade schools can prepare you for a satisfying career that lets you use your hands to make a noticeable impact in the world. In fact, the skilled trades represent some of the smartest and most fulfilling job choices available today. If you enjoy building stuff, fixing problems, and doing work that is truly useful, then selecting a good trade school is one of the best ways to get closer to a life you can really be proud of.”

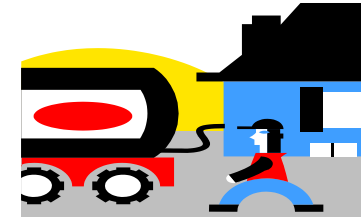
Author (No Date). Trade Schools, Colleges and Universities: Vocational and Skilled Trades. From website:

<http://www.trade-schools.net/directory/trade-schools-directory.asp>.

➤ Where to find Skilled Trade Schools:

➤ <http://www.trade-schools.net/directory/trade-schools-directory.asp>

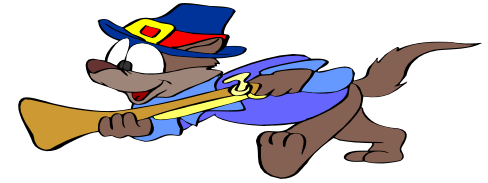
Types of Jobs



Often working a job at a large company doing a monotonous task works better. Adults with disabilities often thrive with repetition and are adverse to change. When you work for a small employer you often must do more things on the job.

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

Career Counseling & Job Hunting



- **Resume and cover letter: Use a resume/social media service**
- **Interview: be on time, dress appropriately, bring a pen and paper, no gum, soda, smoking, etc., be polite and smile. Practice, practice, practice for the job interview! A career counselor can help with all of the above, too.**

Ford, A. (2007). On Their Own: Creating an Independent Future for Your Adult Child with Learning Disabilities and ADHD. New York, NY: New Market.

- **Where to find a career counselor:**
 - **National Career Development Association:**
http://associationdatabase.com/aws/NCDA/pt/sp/Home_Page

Work Portfolio

- **One can use their special Interests in getting a job (i.e., interest in video games = job creating video games, etc.).**
- **One can create a professional portfolio of examples of their special interests as part of their resume.**

Attwood, T. (2007). The Complete Guide to Asperger's Syndrome. Philadelphia, PA: Jessica Kingsley, p. 195.

Disclosing of One's Disability

- **This is an important life skill for anyone with a disability.**
- **It is also fraught with “landmines”.**
- **A person with a disability needs to learn how the law applies to this, how to inform a teacher, professor, and/or employer about their disability confidently and knowledgeably as well as when it is safe and not safe to disclose.**
- **National Disability Rights Network (How to find Disability Law Centers in Your State): www.ndrn.org**

Work Support for ASD

“Findings suggested that support throughout the first few weeks is crucial. However, there remains a need for flexibility with support as several clients went through periods of change at work or had other problems which meant they had a temporary need for a boost in their support hours.” (p. 367)

Nesbitt, S. (2000). Why and Why Not? Factors Influencing Employment for Individuals with Asperger’s Syndrome. Autism, 4(4), 357-369.

Workplace Social Rules

“Where are the rules of the workplace written and how come it seems not everyone got the memo? The ‘memo’ it turns out, is something most people are born with – an intuitive sense that allows them to be naturally aware of social expectations and feeds them the information they need to follow the social code.” (p. vii)

“In most companies, each promotion requires not only advanced knowledge or abilities, but a higher level of social and organizational skills as well.” (p. 127)

Garcia Winner, M., and Crooke, P. (2011). Social Thinking At Work: Why Should I Care. San Jose, CA: Social Thinking.

Tony Attwood on Successful “Aspie” Employment Outcomes

“Where there is a successful outcome, common themes include the discovery of a mentor within the person’s family circle of friends and colleagues, who is able to provide guidance and encouragement, as well as the individual’s personal qualities of determination and perseverance...”

**“...Other keys to a successful outcome are employment during adolescence in the form of a part-time job and recognition that there is no career that should be avoided by someone with an autism spectrum disorder.”
(p. 3)**

Attwood, T. (2012). Forward; In Grandin, T. (2012). Different...Not Less: Inspiring Stories of Achievement and Successful Employment From Adults with Autism, Asperger’s and ADHD. Arlington, TX: Future Horizons, p . 3-4.

Temple Grandin, Ph.D. Says:

“I am what I do.”(p. 5)

Grandin, T. (2012). Different...Not Less: Inspiring Stories of Achievement and Successful Employment From Adults with Autism, Asperger's and ADHD. Arlington, TX: Future Horizons.

“I sold my work, not myself.” (p. 6)

Grandin, T. (2012). Different...Not Less: Inspiring Stories of Achievement and Successful Employment From Adults with Autism, Asperger's and ADHD. Arlington, TX: Future Horizons

Temple Grandin On Her Employment History

“I always found opportunities for work by locating the ‘back door.’ I never landed a job by filling out a job application or doing a formal interview. I got my freelance business started by showing potential clients a portfolio of my work.” (p. 381)

Grandin, T. (2012). Different...Not Less: Inspiring Stories of Achievement and Successful Employment From Adults with Autism, Asperger's and ADHD. Arlington, TX: Future Horizons

Temple Grandin's Employment Insights

- **Teens on the spectrum need a job.**
 - **Those on the spectrum need to learn how to do work that is assigned by others.**
 - **Those on the spectrum must learn to complete work in a timely fashion in a way the employer expects it.**
- Grandin, T. (2012). Different...Not Less: Inspiring Stories of Achievement and Successful Employment From Adults with Autism, Asperger's and ADHD. Arlington, TX: Future Horizons.
- **Develop connections and a portfolio**
 - **Find mentors**
 - **Know what your potential employer wants**
 - **Do one project at a time**
 - **Find a career niche that fits abilities & skills**
 - **Don't fixate on being on the spectrum**
 - **Find a business manager**
 - **People on the spectrum continue to grow throughout life**

Work & ASD

- **“Many of us are workaholics. Many working AS adults report that we ‘have no life’ outside work. When we say this to others, our statements appear to be exaggerations...We know differently.” (p. 12)**
- **“As young persons, many of us didn’t learn that play has an intrinsic value in our lives” (p. 12).**

Myer, R.N. (2001). Asperger Syndrome Employment Handbook. Philadelphia, PA: Jessica Kingsley.

“You feel so exhausted daily just from ‘hanging on’ or controlling yourself that you feel drained, virtually unable to function. You need a full recharge of your batteries just to face the next day. *Result: You don’t have time for family, intimate relationships, friendship and otherwise diverse interests to balance your life outside of work. You realize you are working just to work.*” (p. 13)

Work & ASD

“Like other non-AS working adults, we accept the fact that work is often unpleasant. We bitch and moan about it just like NT (neurotypical) folks. There’s one important difference: Somehow, they manage to break free of their ruminations and get on with their lives.” (p. 12)

Beware of the “Cassandra Syndrome” ...Those at work not believing the professional documentation of your disability.

Myer, R.N. (2001). Asperger Syndrome Employment Handbook. Philadelphia, PA: Jessica Kingsley.

Work & ASD

“Many employment counselors are not comfortable with the idea that persons with disabilities are entitled to equal consideration for competitive employment (real, market-rate work). Some of us may not be ready for that kind of work either, but ultimately that is our decision to make, not theirs.” (p. 39)

- **“Buying Help”** regarding when and how to disclose and other work issues:
 - Professional Counselor, Employment Specialist, Job Coach, Job Developer, Vocational Rehabilitation Counselor
 - Voc Rehab has funds for training
 - Get training in how and when to disclose and other work related issues.

Myer, R.N. (2001). Asperger Syndrome Employment Handbook. Philadelphia, PA: Jessica Kingsley.



Work & ASD



- **“Buying Help”**: High school students over 16 can “buy help” through the federal school transition program due to the special education laws. Voc Rehab is mandated to be part of your transition team.
- “A transition plan is geared towards assuring your success as an independent adult.”(p. 50)

Myer, R.N. (2001). Asperger Syndrome Employment Handbook. Philadelphia, PA: Jessica Kingsley.

- **“Horse Trade”** skills and talents for accommodations not typically given to other employees.
- Go for the lowest tech accommodation
- Help employer lower their liability exposure and increase your productivity.

Dr. Temple Grandin



- **Six things needed for a successful career transition:**

1. **Gradual transition from school to work**
2. **Work with supportive employers and teachers**
3. **Mentors**
4. **Educate employers and employees (your strengths and weaknesses)**
5. **Freelance**
6. **Make a skills portfolio**

Grandin, T. (1996). Making the Transition from the World of School into the World of Work. Bloomington, IN: University of Indiana Resource Center for Autism. From Website: <http://www.iidc.indiana.edu/index.php?pageId=599>