



The Netherlands

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Versie 1: 15 februari 2018

Year: 2017-2018

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Preface

The Netherlands was responsible for the following chapters, Chapter 2: Social Behavior and Chapter 5: Team Ability. Sharon van Mook was responsible for the theoretical framework of Team Ability and Yassine Abousalama for Social Behavior. Despite, through meetings, which Ino Cornel also attended, and feedback on each others work, we also gain expertise in each others chapters. This gave us the opportunity to be critical on the theoretical framework.

In this review we will give attention to the following components: the definition on Autism Spectrum Disorder (ASD), the definition on Social Behavior, Social Behavior in relation with ASD, ASD in relation with the workplace (how does JuniorCare give support to employees with ASD), clients with ASD in relation with JuniorCare, the definition on Team Ability and ASD in relation with Team Ability.

By following these components we want to give you a integrate view on how JuniorCare gives structure to these chapters in practice.

Definition of Autism Spectrum Disorder (DSM-5)

Autism spectrum disorder (ASD) is characterized by social and communication difficulties, repetitive behaviours, and high sensitivity to sensory stimulus (American Psychiatric Association 2013).

Children with ASD have difficulties in social interactions, such as turn taking in conversation, and deficits in non-verbal communication (American Psychiatric Association 2013).



Chapter 2. Definition of Social Behavior

Social behavior can be interpreted, in this review, as the behavior interaction between two individuals. It is based on the ability to properly communicate with others. Individuals must sense, process and interpret social cues, as well as respond with appropriate behaviors. ASD result in contrasting abnormalities in social behavior. ASD is characterized by social avoidance and lack of social interactions.

ASD is a group of heterogeneous neurodevelopmental disorders characterized according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) by deficits in social communication and social interaction and stereotyped, repetitive behavior (Barak & Feng, 2016; Rebholz, 2012). To provide care to clients and employees with ASD it is necessary for employers and professionals (such as social workers or psychologists) to gain knowledge on the strengths and attention points of this target audience.

ASD in context

ASD in context with social behavior is further examined in this review. We will focus on the following three components, namely: "in relation with the workplace and "in relation with client".

ASD in relation with the workplace

A percentage of people with ASD work in a high-paying professional environment, in industries such as computer technology and health care. Their intellectual capacities allow them to successfully perform the portions of their jobs that require deep technical knowledge. However, they struggle with the cognitive and social issues associated with the autism spectrum, such as: concrete thinking, contextual misunderstand, and social misunderstandings.

JuniorCare provides people with ASD workplaces. JuniorCare believes that people with a ASD are better able to get the perspective of a client with ASD, therefore children can feel more understood by social workers who also have ASD. JuniorCare provides currently one workplace to an employee with ASD. To give this employee the best care and coaching we have periodic meetings with her jobcoach.

In relation with the clients of JuniorCare.

JuniorCare provides health care to children, and their system¹, from the age of birth till 21-years-old. It is helpful to know that ASD is an heterogeneous developmental disorder. This means that children from different ages show different (social) behaviors.

¹ System: system can be, in this review, interpreted in caregivers, teachers and other involved health care organizations.



Infants with ASD demonstrate impaired joint attention, the ability to share eye gaze focus on an object following the alert of one individual to the other by pointing or gazing. Older children show difficulties in shared play and interaction with other children. These social behavior deficits continue in adults with ASDs.



Chapter 5. Definition of Team Ability

In this review Team Ability is defined as the ability to have skills to contribute in an corporate and coordinated effort on the part of a group of people / persons acting together as a team or interest of a common cause / goal.

ASD in context with Team Ability

ASD in context with team ability is also examined in this review. This is elaborated in three parts, namely "in relation with colleagues", "in relation with colleagues with special education needs" and "in relation with clients".

Starting from the new "Participatiewet", the responsibility has been placed at the municipalities to get young people with developmental disabilities, such as ASD, to work. In our opinion, people with ASD deserve a job to participate in society. Research has shown that being participating in work is related to a positive attitude and the support of both parents and environment, such as professionals at school, employers and colleagues at work (Wind, 2014). It is important that municipalities have knowledge about the local and regional workplaces, to find a suitable job for people with ASD.

People with ASD bring many strengths, bus also difficulties to employers. Therefore it is important to be, as a colleague or employer, aware of your expectation and the expectations you can have of people with ASD. Individuals with ASD excel in visual skills (Cohen, Dickerson, & Forbes, 2014). Beside this many people with ASD have high attention to detail and the ability to sustain intense concentration in their areas of interest, be reliable and have low absenteeism (Hensel, 2017). In our opinion, it could be helpful to give people with ASD chores where they excel in and work where they can fulfill their expectation and the expectation of the employer.

About the difficulties to employers, it is common for individuals with ASD to lack the ability to interpret social cues or to fully understand the thoughts and feeling of colleagues. Instead, people with ASD often misunderstand work assignments and nuances in verbal communication. They are often unaware of the unwritten social rules of the workplace, such as asking overly personal questions. Therefore, we highly recommend to be as clear and explicit in the communication to employees with ASD. Besides, people with ASD often struggle to maintain eye contact and to understand the subtleties of nonverbal signals and body language. The workplace is a social environment where unspoken rules can occur, even as changing allegiances. People with ASD experience a lot of difficulties in unspoken rules and a changing environment. They need clarity and structure in their workplace (Hensel, 2017). Colleagues and employers have to note this and support them.



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