Technology that Identifies Strengths and Supports Teens & Young Adults with Intellectual Disabilities

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Identifor Intersection

- Neuroscience
- Artificial Intelligence
- Computer Games
- Big Data Analytics
- Transition
- Neurodiverse Employment

ASD and other IDs
If you remember nothing else…

500,000 – 1 Million
Autistic children will become adults over the next decade

84% - 91%
Unemployed or Underemployed

Identifor transforms “lost lives” into fulfilling ones.
Students too often leave school completely unprepared for the demands of the real world

No hope. No future.

- TV - *The Price is Right*
- Texting
- Social Media
- X-Box, Minecraft, Pokémon
- Junk Food
- Worse...

...especially as parents are no longer around to supervise.
How did we get here?
In 1975 America made a commitment to provide an appropriate education for Every Child...
Transition added to law in 2004

Transition services are activities that prepare students with disabilities to move from school to post-school life. These activities must be based on the student's needs, preferences, and interests.
How do we measure Transition plan success?

- Relationships?
- Love of Life?
- Independent Life?
- ?

Every rubric to determine Transition effectiveness includes Meaningful Employment.

Meaningful Employment is a basic human right for ALL people regardless of their disability.
The Greatest Weakness of IDEA is Transition

Children with IDs are not being taught the skills they need to one day live independently, and are too quickly thrown — unprepared — into adulthood.

Sadly, too many graduate to the couch.
There’s honor in ALL work but what if the 5-F’s just aren’t enough?

Filing

Folding

Food

Flowers

Filth
Value Proposition NOT Mascot

• Too often people with Intellectual Disabilities are fit into existing openings because they’re funded and available.
• Every person with or without a disability has skills that are valuable.
• Make work jobs are disrespectful.
The encouraging news....
Of all disabilities, people with ASD are most in demand for employment
New Federal acts and pressures are motivating companies to hire individuals with ASD and IDs

7% Solution, Section 503, Rehabilitation Act

- Requires federal agencies to be “model employers” of individuals with disabilities.
- Must take specific steps “reasonably designed” to gradually increase the number of employees who have a disability.
Untapped reservoir of talent

- Screen and recruit the **best talent** without being blinded by neurological conditions, or labels, **not** relevant to a job’s requirements.

- Create **inclusive cultures** that encourage openness about how each person works best.

“The things I’m good at I’m really good at but the stuff I’m worst at means I’ll never fit into a standard competency framework”.

identifor™
Moral Imperative

“Don’t judge a civilization by its riches but how it treats its vulnerable.”

For Americans, work is the primary avenue of our social lives and a meaningful job isn’t only about the bottom line.
Career Direction

FREE

24/7 Support
Career Direction
Biggest Transition Obstacle for People with IDs

Career Direction
### What are my Learning Strengths?

Research shows that all human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences that you do not use as often. **INSTRUCTIONS:** Check all that apply to you in each category and put # of checks in the section below. Circle the three areas you scored the highest. Give this information to your advisor.

#### Verbal/Linguistic Intelligence
- I enjoy telling stories and jokes
- I have a good memory for trivia
- I enjoy word games (e.g. Scrabble & puzzles)
- I read books just for fun
- I am a good speller (most of the time)
- In an argument I tend to use put-downs or sarcasm
- I like talking and writing about my ideas
- If I have to memorize something I create a rhyme or saying to help me remember
- If something breaks and won’t work, I read the instruction book first
- For a group presentation I prefer to do the writing and library research

#### Logical/Mathematical Intelligence
- I really enjoy my math class
- I like logical math puzzles or brain teasers
- I find solving math problems to be fun
- If I have to memorize something I tend to place events in a logical order
- I like to find out how things work
- I enjoy computer and any math games
- I love playing chess, checkers or Monopoly
- In an argument, I try to find a fair and logical solution
- If something breaks and won’t work, I look at the pieces and try to figure out how it works
- For a group presentation I prefer to create the charts and graphs

#### Visual/Spatial Intelligence
- I prefer a map to written directions
- I daydream a lot
- I enjoy hobbies such as photography
- If I have to memorize something I draw a diagram to help me remember
- I like to doodle on paper whenever I can
- In a magazine, I prefer looking at the pictures rather than reading the text
- In an argument I try to keep my distance, keep silent or visualize some solution
- If something breaks and won’t work I tend to study the diagram of how it works
- For a group presentation I prefer to draw all the pictures

#### Bodily/Kinesthetic Intelligence
- My favorite class is gym since I like sports
- I enjoy activities such as woodworking, sewing and building models
- When looking at things, I like touching them
- I have trouble sitting still for any length of time
- I use a lot of body movements when talking
- If I have to memorize something I write it out a number of times until I know it
- I tend to tap my fingers or play with my pencil during class
- In a argument I tend to strike out and hit or run away
- If something breaks and won’t work I tend to play with the pieces to try to fit them together
- For a group presentation I prefer to move the props around, hold things up or build a model

#### Musical/Rhythmic Intelligence
- I enjoy listening to CD’s and the radio
- I tend to hum to myself when working
- I like to sing
- I play a musical instrument quite well
- I get along well with others
- I like to belong to clubs and organizations
- I have several very close friends
- I like helping teach other students

#### Interpersonal Intelligence
- I get along well with others
- I like to belong to clubs and organizations
- I have several very close friends
- I like helping teach other students
Other Challenges

- Sheltered Existence.
- Limited Experiences.
- Nonverbal or Communicate Differently.
- Unable to capture usual information such as test results, hobbies.
How does it work?
Using gaming technology, with artificial intelligence, *Identifor* makes it fun and easy for individuals at every level to participate.

Unlike other systems of testing and measurement — often tedious, difficult, or impossible to perform for someone with ASD — *Identifor* was built so individuals actually want to engage.
Career Direction – *IQ is merely a number*

**Executive Functions**

- Goals
- Planning
- Prioritizing
- Organizing
- Flexibility
- Reflection

**Multiple Intelligences**

- **Musical:** Music Smart
- **Body-Kinesthetic:** Body Smart
- **Visual-Spatial:** Picture Smart
- **Logical-Mathematical:** Word Smart
- **Linguistic:** Self Smart
- **Spatial:** Nature Smart
- **Interpersonal:** People Smart
- **Intrapersonal:** Logic Smart

**Holland Career Code RIASEC**

- **Realistic:** The “Do-ers”
- **Investigative:** The “Thinkers”
- **Artistic:** The “Creators”
- **Conventional:** The “Organizers”
- **Enterprising:** The “Persuaders”
- **Social:** The “Helpers”
EF—More important for employment than IQ

George McCloskey, PhD, Philadelphia College of Osteopathic Medicine
MI-Match person’s abilities, talents, skills to career

It’s not how smart you are but how you are smart.
Howard Gardner
Holland Career Code-RIASEC

Strongest career interest among six occupational themes:
As individuals play, Identifor’s Dashboard provides insights.

Filters

Please choose a group to compare with your selected player:

- Saved Filters
- Select an Age Group
- Select a Gender
- Select a Clinical Diagnosis
- How Does the Player Communicate?
- Motivational Challenges

Overall Executive Function

- Solution
- Efficiency
- Flexibility
- Attention
- Engagement
- Organization
- Memory

Job Interests

Your child is on round 16 of the job interest game. Your scoring results are based on your child’s progress in the game. If all 30 rounds have been completed, the final results are displayed.

- Linguistic
- Logical
- Social
- Spatial
- Interpersonal
- Musical

Suggested Careers

Career Preparation Needed

- Investigative
- Artistic
- Conventional
- Social
- Realistic
- Enterprising

Select a Person to View Insights

Job Interests

- Linguistic
- Logical
- Social
- Spatial
- Interpersonal
- Musical

Overall Multiple Intelligence

- Musical
- Logical
- Social
- Spatial
- Interpersonal
- Linguistic

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Specific career suggestions revealed
IEP-EF: Goals, Activities and Resources

Goals

• Student will improve ability to complete a visual brainstorming graphic organizer to generate at least 3 ideas of solutions to a given problem.
• Given training in and visual reminders of, self regulatory scripts student will manage unexpected events and violations of routine without disrupting classroom activities.
• Student will use a structured recipe or routine for generating new ideas, or brainstorming to respond successfully to open ended assignments.
• When faced with changes and/or transitions in activities or environments, student will initiate the new activity after (decreasing number of supports).
• Given concrete training, visual supports and fading adult cuing, student will appropriately label flexible and stuck behaviors in himself.
• Given training and practice with the concept of compromise, and in the presence of visual supports, student will accept and generate compromise solutions to conflicts when working cooperatively with others.

Activities

Positive Prompts

• “Let’s come up with two more possible solutions before you decide on the best answer.”
• “How many ideas do you think the group can come up with to solve the problem?”

Daily Implementation

• “How can you do more brainstorming around this to come up with some additional ideas of how to convince your mom the reasons you should go to a week night concert?”

Apps and Tools

Click here to learn more about Executive Functions.
360° Assessment

Teachers, Aid, Academic Coach, Vocational Coordinator, Clinician, Parent, Supervisor, and Student can provide additional information to increase Identifor’s effectiveness even further.

Select a Frequently Asked Question

Enter your question

Select Child

- Complete survey for your student
- Request your student to complete if he/she is able
- Request other to complete for your student

Submit

For each statement, think about your student and select the option that best describes your student. Use the key to determine your selections.

Select Child

1. Complete survey for your student

2. Request your student to complete if he/she is able

3. Request other to complete for your student

Submit

MEF Survey

McCloseyk Executive Function Survey

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Submit
Community Skills Assessment

First tool to assess community-based living needs: transportation, financial management, peer relationships and more.

3 levels based upon the age of the individual being assessed.

8 critical areas of functional life skills assessed:

- Career path and employment,
- Self-determination/advocacy,
- Health and safety,
- Peer relationships, socialization & social communication,
- Community participation and personal finance,
- Transportation,
- Leisure/recreation,
- Home living skills.
Meaningful Employment
How does it work?
Enhanced Career Discovery

Identifor’s Personal Dashboard Enhances the Job Seeker’s Portfolio Increasing Hiring Possibilities.
24/7 Support
Need for support INCREASES when Parents and Aids are no longer around

- 1½ years work with different institutions around the country.
- Clinical Trials: Dartmouth University, Florida International University, Pace University, et. al.
- Partnerships with Picasso-Einstein, etc.
How does it work?
Meet Abby, Identifor’s Companion

- 24/7 personalized Companion guides and assists user.
  - Real conversations through Natural Language;
  - Gets to know client, client’s needs and routines;
  - Listens and responds to questions;
  - Aide for simple needs (reminders, etc.)
  - Designed to answer real life questions: My roommate bothers me...?, How do I make pasta?, How do I ask someone out on a date?

- Advanced AI technology helps teens & adults with a wide range of life management needs in an innovative way.
Identifor Companion’s features

Abby answers questions similar to “video chat”

Different modules address needs throughout the day

A robust calendar unites all daily needs
Identifor was made possible by TII

- The world’s first human avatar
- Advanced NLP engine – “determine intent”
- Conversational
Key Takeaways

- **Watching Katrina**: A national crisis is occurring unnoticed.
- **Meaningful Employment**: A basic human right for ALL people.
- **Usable Roadmap**: Traditional assessment tools are inadequate.
- **½ the Job**: The best job, for many, is useless if no worker support.
- **Identifor**: Improves job matches and supports user at work, home, and in the community.
- **Free is the BEST price.**
Thank You

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