



Autism:
Spectrum of
Employment
Skills

Trainer's Guide

**Module 6: Tools for Supporting Staff with Autism throughout the
Employment Circle**

Using the ASES Trainer's Guide

The ASES Trainer's Guide has been designed specifically to support and streamline the delivery of the Vocational Education Curriculum developed in the context of the ASES project. The Curriculum constitutes a 3-day course, a total of 18 hours of training.

Slide no. 1: Introduction



Autism: Spectrum of Employment Skills



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Trainer's Notes:

Introduce yourself and dedicate some time to introduce learners to the ASES training course. Describe the learning objectives of the course as well as Module 6. Explain to learners that through this Module, they will be educated on:

1. Why tools can be useful when creating an inclusive work environment.
2. What the gain from the tools can be - an asset for both manager and employee.
3. How to check that the social and physical work environment is meeting the employee's needs (tool 1).
4. How to use tools before and during the job interview process (tool 2).
5. How to use tools to monitor the employee's well-being during their work life (tool 3)
6. How to provide the employee with a tool that they can use in their everyday work life (tool 4).

Suggestion: Give learners the opportunity to introduce themselves and ask about their expectations.

Slide no. 2: About the ASES Project



About the ASES Project

The ASES Project aims to train Managers of Small-Medium Enterprises in Interviewing, Managing and Developing Autistic Staff.

Project Results:

- Comprehensive Training Course and
- A Serious Game
- Tools for Interviewing, Managing and Developing Autistic Staff



Trainer's Notes (Optional):

Describe the ASES Project concept and describe the Project Results:

1. ASES Training Course: The ASES Training Course is aimed at the skills, knowledge and competences development of SME Managers, in order to support them in supporting staff with Autism throughout the entire employment cycle.
2. ASES Serious Game: The ASES Serious Game will act as Learning Tool for SME Managers. It will challenge players to go through simulated interview scenarios with autistic candidates.
3. ASES Toolkit: The Toolkit will provide SME Managers with a set of useful tools that will help them plan and implement the following:
 - Assess the Work Environment and ensure that it's autism-friendly
 - Perform Performance Appraisals for Staff with Autism
 - Enable staff with Autism to self-monitor
 - Interviews with Autistic Candidates

Slide no. 3: Module Content

Module #: <Module Title>

Module Aim

<Module Aim in a few sentences>

Learning Outcomes

1. <Outcome 1>
2. <Outcome 2>
3. <Outcome 3>



Module #: <Module Title>

Trainer's Notes: Describe the Aims and Learning Outcomes of Module 1.

Module 6 is about providing SME managers with a toolkit consisting of 4 tools, that will help the manager prepare the environment, prepare for the job interview and secure the well-being of the employee. This module will also provide general information about autism and how both autistic staff and the employer can benefit from using tools before and during the work process.

Module 6 aims to:

1. Provide practical guidance to SME Managers on how to use Tools that will support Staff with Autism throughout the entire employment cycle
2. Provide information on why tools can be useful when creating inclusion
3. Provide information on what the gain from the tools can be - for manager and employee both
4. Educate learners on how to use the toolkit in different settings and scenarios (step-by-step guides on how to use the tools in practice)

Through Module 6, learners will learn about:

1. Why tools can be useful when hiring and working with individuals with ASD
2. How to implement tools in the work process
3. Presentation of each tool - explanation of what managers gain from using the tool
4. How much time is required for each tool
5. Detailed guidance on how and when to use each tool
6. How the usage of the tools most likely will affect the employee, organisation structure and/or the environment in a positive way

Disclaimer: Even though it is important to bear in mind that all individuals are different, it is possible to use generic tools to support decision making when creating an inclusive and autism friendly organisation (Matusiak, 2023). Most people on the spectrum operate best when they are in a structured environment (Oesch, 2019). With the right tools in place, hiring employees with autism can provide multiple benefits like increasing diversity, filling skills gaps, and deploying an almost untapped yet competitive and talented group of individuals (Oesch, 2019).



Module #: <Module Title>

Module Content:

- <content 1>
- <content 2>
- <content 3>
-



Module #: <Module Title>



Trainer's Notes: Discuss the content of Module 6 and explain what will follow in the presentation.

Slide 5: Introduction to the toolkit

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Introduction to the toolkit

WHY? The tools will help the manager prepare the environment, prepare for the job interview and secure the well-being of the employee.

GAIN? Both organisations and individuals with ASD would benefit from employing individuals with ASD on the condition that their needs regarding the environmental and social aspects in the work environment have been taken into account.

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Trainer's Notes:

Why: The skills of an employee with autism won't be fully utilised unless you create a more inclusive work environment. The toolkit contains 4 tools applied for managers who already have or are about to hire individuals with Autism. The tools will help the manager prepare the environment, prepare for the job interview and secure the well-being of the employee. These guides should help the manager understand what the tool is for and how to use it. The guides include step-by-step guidance on the process of implementing the tools - from the first introduction to the evaluation stage.

Gain: Often, employees with autism are known for their high intellectual ability. They often display specific skills and interests that make them well suited to certain occupations and roles, and execute job tasks that interest them faster and more efficiently than their neurotypical co-workers. Research also suggests that individuals with autism are reliable, trustworthy and conscientious employees, and often complete work to a high standard. In conclusion, both organisations and individuals with autism would benefit from employing this specific type of profile on the condition that their needs regarding the environmental and social aspects in the work environment have been taken into account.

Slide 6: 'How can I support my employee with autism'?



Trainer's Notes:

'How can I support my employee with autism' is a question often asked by managers. The answer to this question is not clear-cut, but one way to support the employee is to use tools that help the manager frame the work environment in consideration to the employee's needs. The ASES project provides the manager with a toolkit consisting of 4 tools, that will help the manager prepare the environment, prepare for the job interview and secure the well-being of the employee.

Autistic employees are all individuals and will not fit within a stereotypical view of autism. They can be exceptional employees in a wide variety of industries. Studies show that employees on the spectrum thrive in many different fields based on their interests, and the managers report great satisfaction with their employees' competencies and effectiveness, in fields like technology, sciences, law, language, sociology, psychology, arts and many more.

Slide 7: Tool 1: Work Environmental Evaluation Tool - Physical factors

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Tool 1: Work Environmental Evaluation Tool

- Physical factors

Sight / Visual questions

Are the colours in the environment low arousal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Does the environment avoid patterns, shapes and surfaces that may be sensitive to the eye?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Does the environment avoid fluorescent or harsh lighting?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Are the fluorescent lights are regularly checked and changed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Does the effect of sunlight from windows or skylights could protect the eye at different times of the day??	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant

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Trainer's Notes:

Support like adjusting the scenery at the workspace or work processes around the employee can help to ensure that the nature of the job does not disadvantage the person with autism. This first tool consists of a checklist with factors in the work environment that a manager should consider before inviting an autistic employee into the workplace.

Studies show that most autistic employees request space and order, including sufficient storage space. Too many details or decorations in the autistic employee's workspace might provide irrelevant stimuli, drawing the attention away from the work tasks.

We suggest that you approach the employee before they start working at your company, but after you have decided they are the right candidate for the job. You could arrange a meeting shortly after hiring the employee, where you ask questions like: would you like to sit in a closed office space (if you lack space, you could ask if setting up half walls around the employee is okay) or does low noises from AC or people walking on the hallways disturb you (if so, you could offer them noise cancelling headphones). It is important to ask specific questions regarding preferences in their workspace as it will give you the best preconditions when filling out your checklist and making decisions on what has to be changed in some of the workspaces at the firm.

You can also use the list if you already have autistic employees at your company. Then the checklist will work as something you check off in retrospect. You still have time to make changes even though you already have a working employer with autism in your workspace, it is just crucial that you discuss


possible changes with the employee on forehand, and warn them before making any accommodations in the work environment.

Time consumption: The list with the environmental aspects is easier to fill out at one time. If you take a walk around your company with the checklist it will take about 20 minutes to fill out.

Information on why checking the environment is important (optinal)

Autistic people often have unique sensory difficulties which play an important role in their perception of the environment. They can both experience a lack or an overload of sensory stimuli which can cause overpressure or distraction. To address these sensory challenges, creating a neutral and consistent environment is often advised. The checklist is made to ensure that every measure in creating neutrality and consistency is taken into consideration. Creating the right environment for an autistic employee is essential for their work performance, progress and well-being.

Slide 8: Tool 1: Work Environmental Evaluation Tool - Social factors



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Tool 1: Work Environmental Evaluation Tool

- Social factors

Workforce

Do you provide a written document that outlines the person's tasks on a daily or weekly basis?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you provide a specific schedule, including breaks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you break down responsibilities into smaller parts?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you encourage remote work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you encourage working in flexible hours?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you require overtime?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Do you inform of changes ahead of time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant
Is the working environment competitive? <i>Working in a competitive environment might result in stress to autistic employees</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not relevant



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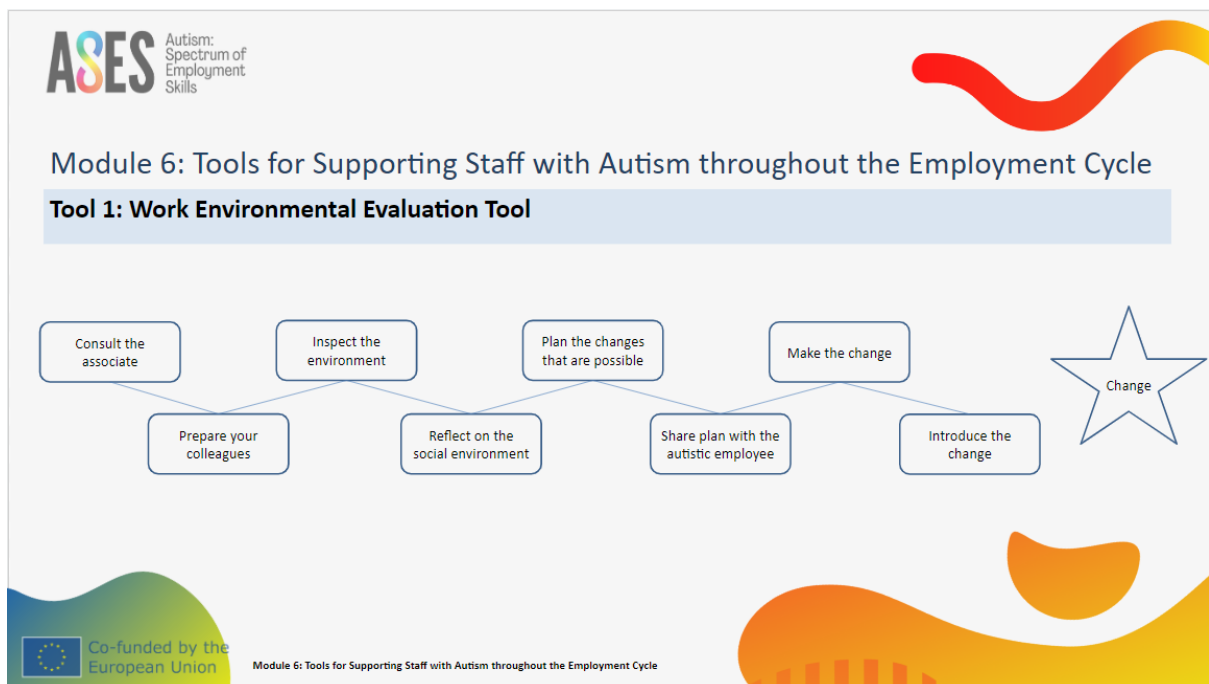
Trainer's Notes:

People with autism may have varied and unique communication requirements and may require flexibility, leading to difficulty maintaining continuous work if appropriate support is not available. Therefore, it is important to consider the social environment surrounding your employee as well. This checklist may leave room for curiosity. If you wonder whether your employee would like to work

remote or in flexible hours, then ask those specific questions. Maybe they won't know right away, then you have to try scheduling a work plan that you find most suitable for them. Over time you can follow up on the work process and revise it if necessary, this process of following up and making changes during the employment is explained further in tool 3 and 4.

Time consumption: The list with social aspects has some questions that could need a little more reflection. But, in case the manager is already aware of the social and environmental policies or values in their team or in the organisation in total, this checklist can be checked off in about 15-20 minutes as well.

Slide 9: Tool 1: Work Environmental Evaluation Tool



Trainer's Notes:

1. Consult the associate: Ask your employee if they have any specific needs that you should be aware of. Write down any need the employee might have, you might not be able to accommodate all of them, but later when you check off the list you will probably get a better look into which changes are possible to oblige.
2. Prepare your colleagues: Before inspecting the work environment, warn your co-workers that you will be walking around the place.

3. Inspect the environment: Take a look at the environmental aspects in the workplace while checking off the list. The architecture of the whole company doesn't necessarily have to be influenced by this process. Your focus should be on the office space that belongs to your employee with autism. If you are not sure if something particular could be a disturbance to the employee, you can always ask the associated whether or not they would like to have something specific removed. Remember to check off the list.
4. Reflect on the social environment: Go through the social aspects in the workplace. These questions do not require any physical inspection. But, you might need to consult with co-managers from other departments to gain the information you need to check off the list.
5. Plan the changes that are possible: Make a plan for the changes (if any) that are needed to make the work space autism friendly. Do you need to call an electrician or a painter, or do you need support from colleagues?
6. Share plan with the autistic employee: Share the specific changes you want to make - but only the ones that will make a seemingly difference or that the employee has pointed out. Sharing every last detail or changes in the environmental and social aspects will probably create more confusion than satisfaction.
7. Make the change: Initiate the changes. Make a timeline on the physical environmental changes. The social aspects are a process, which can take time, and some of the questions can be answered and changed while the employee with autism is working at the company.
8. Introduce the change: If you just recruited your employee with autism, you can preferably invite them on an introduction tour at the workplace. When the employee arrives, you should introduce the physical environment.

Ask the participants to give examples on which things in the work environment that could/should be introduced: You could tell them where they can sit, how to open/close their window, where to get coffee/tea/water, where the toilets are, what the name of their nearest co-workers are and who to ask, if you are not at the office.

If your employee was already working for you before making the changes, and has been in the company while the changes were made, they have probably been relocated while changes were made in their office space. In this case they still need an introduction, but probably to a less formal extent. Show them any significant change and let them ease into it - maybe they'll take more breaks than usual in the beginning, which is common, as change can be difficult. Be present and be aware of signs of distress (tool 3 and 4 can help you monitor your employee's well-being, and let your employee journal their own feelings in times of change as well).

Slide 10: Tool 2: Interview tool

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Tool 2: Interview Tool

CHECKLIST - ACCOMMODATIONS THAT CAN BE DONE DURING THE INTERVIEW

- ☐ Adapt physical environment (be aware of sensory sensitivities; use a quiet/less overwhelming space)
- ☐ Adapt socially
- ☐ Adapt your language (use straightforward and clear language)
- ☐ Plan for breaks
- ☐ Review the tips for an autism-friendly interview (see Best Practice Guide, page 5)
- ☐ Provide a printout of the interview questions
- ☐

INTERVIEW QUESTIONS SCRIPT

QUESTIONS	RESPONSE / COMMENTS
I'm going to ask you to give me a short introduction about yourself . Please tell me:	
- What are your best personal characteristics?	
- What are your educational qualifications?	
- What work experience do you have?	
I'm going to ask you about your strengths . Please tell me:	
- What do you consider to be the main things that you are good at?	
- How have you used these strengths at work or in education?	
- What makes you good at this work? (give three examples)	

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Trainer's Notes:

Here is what the template looks like. It consists of a checklist you can check off before the candidate arrives, and a script you can use while interviewing your job candidate.

Tool 2 will provide you with some techniques that will help you improve the preparation for interviews, ensuring a better experience for both you and the person being interviewed.

This tool will offer you an insight on how to develop and establish a more inclusive recruitment process, particularly inclusive towards people with autism. This tool will offer its users tips & tricks on recruitment advertising and preparations prior to the interview with people with autism. ‘

Slide 11: Tool 2: Interview tool - preparation for the interview

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Tool 2: Interview Tool



Trainer's Notes:

Time consumption: According to our predictions you might need some, but not a lot, of time to prepare for an autism-friendly interview. According to our calculations, you might need approximately 8 hours to prepare for the interview. This timeline depends on the level of experience in conducting interviews and the level of awareness for autism.

1. Educate yourself and hiring managers 🕒: 1-2 hrs

Organisations should educate themselves on autistic behaviours and interview tips to expand their criteria for what a good interview looks like.

Interviewers need to be aware of their own biases and be wary of hiring for fit. Subconsciously, managers tend to prefer candidates who are like them. This can put people with autism at a disadvantage. Interviewers must focus on skills relevant to the role to find the best candidate.

2. Make the job title clear 🕒: 1hr

Having a clear job title is key when recruiting. The titles you use can either widen or narrow the audience to whom it may appeal. To ensure candidates can find your job when searching, the title needs to be relevant and self-explanatory.

3. Be specific with the job description 🕒: 1hr

Keep things simple and remove complex descriptions, minimise abbreviations and technical terms avoiding the need for people to ‘decode’ in order to understand your job descriptions. Jargon, wordiness and awkward phrasing can all confuse job seekers.

Stick to a brief summary of the role and how it fits within the business, who they will be working with or reporting to and the top 2-3 areas of responsibility.

4. Consider the requirements and skills 🕒: 1hr

Just as with the job description, keep the requirements clear and simple. Limit this to real “must-haves”, ensuring they are directly related to the job role. Avoid the use of generic statements and over inflated expectations - make sure they accurately reflect the job title. Focus on performance objectives and describe the work, not the ‘ideal’ person, as this can show bias.

5. Give clear transport instructions 🕒: 0.5hr

Give them clear direction to the facilities. Cover public transport information, pictures, and exact location on google maps. Some of this information may include:

- The exact address;
- Ways to access the building;
- Ways to access the front desk (if any);
- Who to ask for at the front desk.

6. Give clear logistical instructions for accessing your premises 🕒: 0.5hr

Only giving clear instructions for getting to your facilities might not be sufficient. You have to be aware that the potential applicant with autism may have problems with social communication and interaction, and restricted or repetitive behaviours or interests. Therefore, it would be useful if you disclose information regarding:

- Waiting area (if any);
- Security validating people entering the facilities;
- Noise level or irregularities;
- Part of your code of conduct (such as dress code, chain of command, level of chatting allowed in the workplace etc.)

7. Offer a pre-interview visit 🕒: 0.5hrs

Pre-interview visit is an informal visit where the job applicant is given the possibility to visit the employer's facility. This is a good practice when you are about to have an interview with a person with autism. Offering a pre-interview visit to the place where they will be interviewed will help to put the interviewee's mind at ease and prepare for the interview so they are more relaxed on the day.

8. Disclose as many specific information as possible for the interview 🕒: 1hr

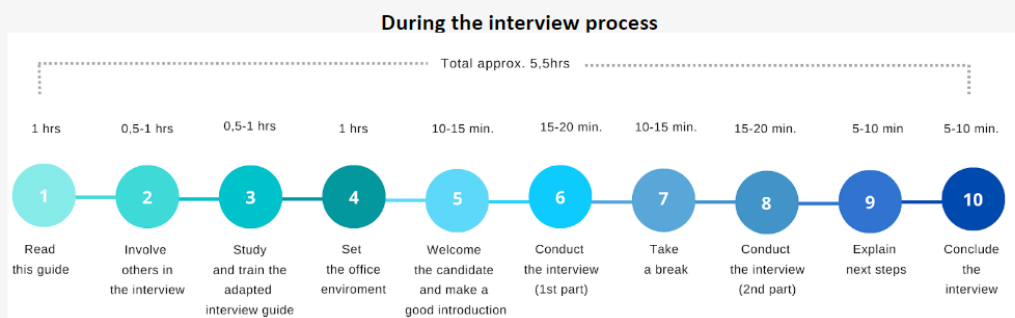
Research suggests autistic people are more prone to experiencing anxiety and estimates that up to half of all autistic people experience high levels of anxiety on a regular basis. Therefore, you should consider all the information you would've liked to have in your personal experience when you attended job interviews yourself, such as:

- How is the interview organised? If possible, disclose the questions asked in advance.
- Who is participating in the interview? Will there be many representatives from the staff or only the HR recruiter present?
- What are the next steps and the process going forward? When should the candidate expect an answer?

Slide 12: Tool 2: Interview tool - during the interview process

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Tool 2: Interview Tool



Trainer's Notes:

Interviews - particularly 'traditional' conversational type interviews - rely heavily on social and communication skills, so autistic candidates may well struggle to "sell themselves" in an interview, even if they have all the right skills.

Next slide will give you some advice on how to set the office environment and conduct the interview.

Time consumption: The time consumption preparing for the interview depends on your experience in recruitment. However, we estimate that it may take approximately 5.5hrs to complete this process as you can see in the timeline.

Slide 13: Tool 2: Interview tool - attention areas during the interview

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Tool 2: Interview Tool

1. During the interview keep in mind	2. Physical & Social Environment	4. Tips for an autism-friendly interview	5. Questions in an autism-friendly interview
<i>Be alert of small signs of discomfort</i>	<i>Physical: remove sensory distractions from the room</i>	<i>Use straightforward, clear language</i>	<i>Ask direct and simple questions</i>
<i>Focus on the candidate's strengths</i>	<i>Alternatively, Step out of the workplace and the usual interview space</i>	<i>Allow candidates to bring and refer to written notes</i>	<i>If the question has more than one part, ask each one in turn</i>
<i>All autistic people are different</i>	<i>Social: Be open-minded and aware of your own way of communicating</i>	<i>offer a work trial to see their skills in action</i>	<i>Avoid small talk and general questions (be literal and specific)</i>

Trainer's Notes:

Be alert of small signs of discomfort. This discomfort may be demonstrated by increased body agitation, concentration problems, not being able to provide a response to a simple query, etc. Ask if there is anything you can do to make the interview more comfortable or if there is something that is disturbing him/her.

Focus on the candidate's strengths. People on the autism spectrum often have traits that have strong applications in a workplace setting, such as the ability to deeply concentrate on a single task, reliability, punctuality, persistence, accuracy, attention to detail, error spotting, the ability to memorize or retain information, etc.

Physical environment: The interview must take place in a quiet/less overwhelming space. Be aware of the environment and potential distractions. For example, remove sensory distractions from the room: something as subtle as the scent of a permanent marker or bright lights is enough to cause discomfort and/or distraction due to their sensory sensitivity.

Social environment: Be aware of your body language and voice. Talk calmly in your natural voice, don't use arm gestures if possible, and try not to exaggerate your facial expression, it may help the candidate understand what is being said without being concerned with interpreting the interviewer's mood. Be open-minded when interviewing an autistic applicant. Be careful with first impressions and misinterpretations, and don't judge the person's body language and behaviour if, for example, they don't accept your handshake or avoid making eye contact when speaking.

Tips on an autism friendly interview: Keep the speech as simple and clear as possible. Only use the necessary words. But don't talk down to candidates or be condescending. People with autism are

perfectly capable of answering a direct question, their brain just processes language differently. Allow the person extra thinking time to respond to each question. People with autism often take longer to process information or to give a response. If there is no response at all try rephrasing the question.

Ask participants to find examples on questions you could ask in an autism-friendly interview

✗ Tell me a little bit about yourself.	<input checked="" type="checkbox"/> I'm going to ask you to give me a short introduction about yourself. Please tell me: <ul style="list-style-type: none"> - What are your best personal characteristics? - What are your educational qualifications? - What work experience do you have?
✗ What are some of your strengths?	<input checked="" type="checkbox"/> I'm going to ask you about your strengths. Please tell me: <ul style="list-style-type: none"> - What do you consider to be the main things that you are good at? - How have you used these strengths at work or in education? - What makes you good at this work? (give three examples.)
✗ What is your greatest weakness?	I'm going to ask you about your weaknesses. Please tell me: <ul style="list-style-type: none"> - What do you consider to be the main things that you're not so good at? - Tell me an example of what you have done (or are doing) to overcome this difficulty.
✗ Tell me about a time you've disagreed with a colleague - how did you handle it?	<input checked="" type="checkbox"/> Think of a time you've disagreed with a colleague. Please tell me: <ul style="list-style-type: none"> - What was the disagreement about? - How did you resolve it?

Here are some examples of questions you could ask at an interview (for reference).

Optional: alternatives to the traditional interview: Consider alternative ways to assess candidate competencies. Instead of just using a traditional interview, you can carry out: questionnaires, short tests based on skills they can complete independently, or work trials in a real context.

Slide 14: Tool 3: Employee performance appraisal and job satisfaction monitoring tool

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Tool 3: Employee Performance Appraisal and Job Satisfaction Monitoring Tool (HR Tool)

P.1.B.: Rate the frequency of the events in the following statements according to your observations, feedback from employees and colleagues:

P.1.A. General Comments regarding Employee Well-being
Notes on important observations and events that occurred during the employee's daily work:

	Never	Rarely	Often	Very Often
Employee appears to be excited/expresses excitement about the work				
Employee appears to be motivated				
Employee needs clearer directions on how to perform certain tasks				
Employee expresses dissatisfaction with the work-load				

P.3.A. Employee Goals

- Goal:

Resources/Support Available:
- Goal:

Resources/Support Available:

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Trainer's Notes:

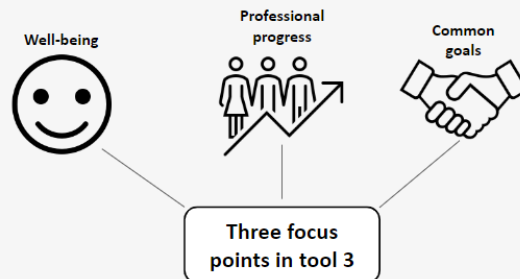
It is essential to create procedures to support and monitor the employees job performance the first months of their employment and continuously going forward. On this slide you see the template for tool 3. It has different tasks or elements you can use to write down what you see and hear when you observe and interact with your employee(s).

Time consumption: the manager should make it a regular process to fill out the monitoring table once a month, and use it as preparation for a check up meeting with your employee which preferably takes place once a month as well. It is challenging to put a specific time estimate on this tool as it is a process, which takes time to prepare, execute and evaluate. Filling out the table itself should take about 15 minutes, but if the one responsible for filling out the table sees something prominent we recommend writing it down right away (or whenever there is time in the work schedule) instead of waiting a month to write everything down at once.

Slide 15: Tool 3: Employee performance appraisal and job satisfaction monitoring tool

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Tool 3: Employee Performance Appraisal and Job Satisfaction Monitoring Tool (HR Tool)



Trainer's Notes:

The tool is parted into 3 sections or focus points: well-being, professional progress and common goals.

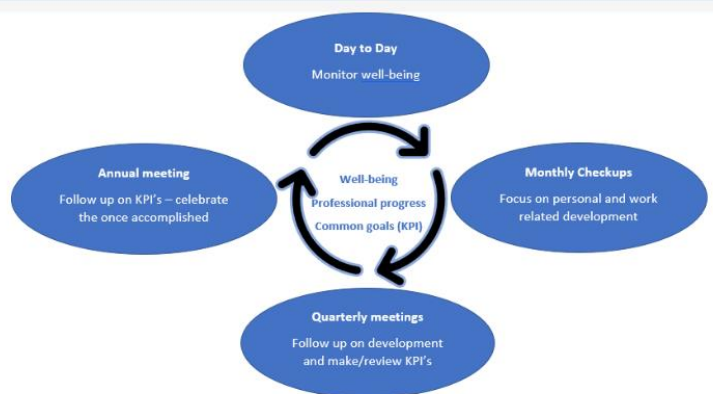
These three are (among others) supported and maintained by four factors: *responsive* and *fair* culture, *support* and *flexibility*, which can be found and supported through monitoring.

Although not all individuals with disabilities may require it, supported employment programs like employee performance appraisal and/or job satisfaction monitoring can help ensure that individuals with autism participate better in the work environment

Slide 16: Tool 3: Employee performance appraisal and job satisfaction monitoring tool

Module 6: Tools for Supporting Staff with Autism throughout the Employment Cycle

Tool 3: Employee Performance Appraisal and Job Satisfaction Monitoring Tool (HR Tool)



Trainer's Notes:

During a day

- Be present and open for guidance if asked upon
- Be aware of changes in employee behaviour
- Write it down if you see anything particular you want to discuss or share with your employee
 - Both negatives and positives

Once a month

- Make sure to fill out the relevant parts of the employee satisfaction journal.
- Make a checkup (prepare the employee for the interaction before engaging).
- Be open to make adjustments in the work processes or environment to meet the needs of your employee.
 - E.g.: Provide headsets, closed off workspace, regulate working hours or breaks, ect.

Every quarter

- Set up a meeting with your employee (prepare them in good time).
- Follow up on the previous months (use previous journals as reference).
 - How are their performance and satisfaction overall, and has it changed over time?
- Make KPI's and write them in the journal or follow up on previous made ones.

After a year/the fourth quarter

- Set up a meeting with your employee (prepare them in good time).

- Follow up on the previous year, mainly based on your quarterly meeting takeaways that you wrote down.
 - Have any of the possible adjustments you have made helped on the employee satisfaction and/or performance? Should you change any of the adjustments over time (make it a process, instead of making changes right away)?
- Follow up on the KPI's

Slide 17: Tool 3: Employee performance appraisal and job satisfaction monitoring tool

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Tool 3: Employee Performance Appraisal and Job Satisfaction Monitoring Tool (HR Tool)

Daily	Weekly	Monthly	Quarterly
P.1.A: Box for observations - Write down observations during a workday	P.1.B: Rate well-being based on observations - consider the degree to which your employee has experienced the different work scenarios	P.2.A: General performance – consider the employee's overall performance in different areas	P.3.A: Employee goals and KPI's - provide ideas on which goals you should set together
		P.2.B: Strengths and areas of improvement - reflect on how your employee is progressing	P.3.B: Evaluation on the goals - consider which goals are realistic and should thereby be acted upon

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Trainer's Notes:

Here you can see an overview of the different segments of the journal. The table gives you an indication of when and how you can fill out the journal. There is no right answer to how to approach the tasks, but we have provided some guidance that you can follow.

Part 1: Well-being

P.1.A. Day-to-day → Box for observations: Write down observations during a work day in the first box. There won't necessarily be something to write every day, but if there is an event (either positive or negative) that you want to follow up on, you have the possibility to write it down in this box.

P.1.B. Weekly → Rate well-being based on observations: Every week or so you can fill out the table with statements and consider the degree to which your employee has experienced the different

scenarios. This will provide you with an overview of how your employee's well-being is progressing from week to week. The monitored development in well-being should be evaluated with your employee at the quarterly meetings. This weekly task may only be crucial in the beginning states of the employment as the employee has to adapt to many changes. After a while you may find that filling the table monthly is more relevant - that is for you to judge.

Part 2. Performance and progress


P.2.A. Monthly → General performance: Every month you can consider the employee's overall performance in different areas. This part will give you an indication of how they are progressing in their work confidence and competencies. You use your observations as reference to the answers in this part, they will be a good indication of how confident the employee feels with different job tasks.

P.2.B. Monthly → strengths and areas of improvement: At least once a month you should reflect on how your employee is progressing. Writing down strengths and areas of improvement will give you an overview of which parts of the work the employee feels confident with, and which they need more guidance or support on.

Part 3. Common goals


P.3.A. Quarterly → Employee goals and KPIs: This part should be filled out with the employee at your quarterly meetings. Use the information from the other parts of the journal, to provide ideas on which goals you should set together. Base goals on the employee's strengths and only set goals that seem comprehensible to the employee.

P.3.B. Quarterly → evaluation on the goals: After the meeting you can consider which goals are realistic and should thereby be acted upon. Also you should consider how previous changes in the work process have affected the employee.



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Tool 4: Employee Self-Assessment Tool



Part 1: Evaluation of work life
Mark the box you think suits your mood the best

Your day in bits:

	Very Bad	Bad	Okay	Good	Great	I haven't noticed
How did you sleep last night?						
How was your trip to the office?						
How was your morning at the office?						

Part 2: Self-awareness and reflection
Mark the box you believe reflects your feelings the most


Rate the frequency of the events in the following statements according to your experience:

	1. No, I didn't (never)	2. Not that much (rarely)	3. At few points (sometimes)	4. Most of the day (often)	5. Almost all day (very often)
Did you like the work you were doing today in general?					
Did you do something you know you are good at today?					
Did you feel confident doing your work tasks?					

Part 3: Employee Goals
Reflect on the questions and write down your answers


You can choose yourself, whether your answers should be in bullets or in sentences. If you don't need any help implementing your goals, you don't have to answer the follow up question regarding who you need help from.

1.	<ul style="list-style-type: none"> Do you have any expectations for your work tomorrow?: <p>Do you need to ask anyone for help, if so who?:</p>
2.	<ul style="list-style-type: none"> Do you have a goal regarding your social interactions or communication at work?: <p>Do you need to ask anyone for help, if so who?:</p>



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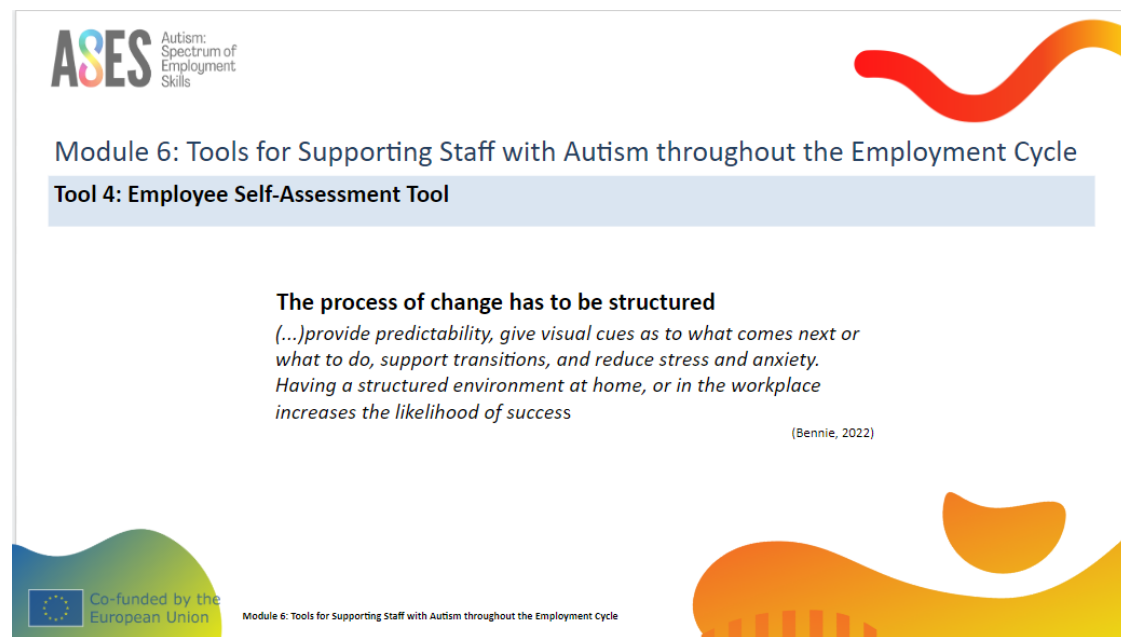
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Trainer's Notes:

This tool is made with a focus on letting the employee express their feelings, what triggered them and what made them feel better during a work day. It is designed as a useful way to help the employee understand themselves better and to help the manager do the same.

Time consumption: The time estimate for this tool is around 15 minutes depending on how thorough the employee is.



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Tool 4: Employee Self-Assessment Tool

The process of change has to be structured
*(...)provide predictability, give visual cues as to what comes next or what to do, support transitions, and reduce stress and anxiety.
 Having a structured environment at home, or in the workplace increases the likelihood of success*

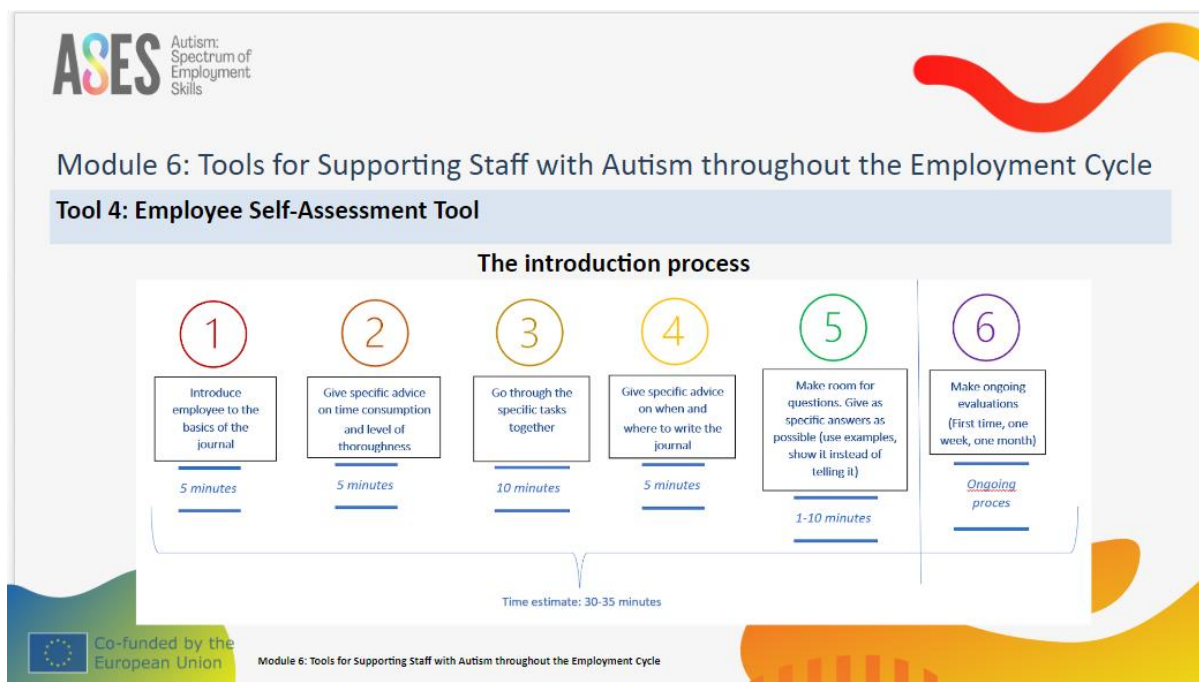
(Bennie, 2022)

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Trainer's Notes:

The main caption when introducing this tool is STRUCTURE. If the manager comes prepared and seems like they are familiar with the journaling tool, it will probably affect the employee's perception of the tool positively. Employees with autism benefit from regulated and predictable schedules. As Author and creator of Autism Awareness Centre, Maureen Bennie suggests, some employees also need help to overcome anxiety revolving around transition and change. This can be done by finding and highlighting areas of predictability within the change. These highlights could include writing a journal on a fixed time of the day or the week and thereby creating some structure.



Trainer's Notes:

1. The introduction should be short and specific: Answer the employee's "what" - what is a journal.
2. Be clear on time consumption and thoroughness: Make it clear that the employee has about 15 minutes to fill out the journal. This means there won't be time for long reflections and very elaborate written answers.
3. Go through every task together: This point is important to let your employee get familiar with the tool. All 5 parts of the journal have a small guide on how to approach the given part, which should make it more tangible for you to pass on to your employee.
4. Give advice and show examples on how to complete the tasks: You could make this a continuous thing while going through every task. You could also go through the tasks quickly and then give examples on each task or the tasks you find more difficult.
5. Make room for questions: The amount of questions and information overload will vary from individual to individual. Make room for questions, and if your employee seems interested in the tool but at the same time indicates that it seems incomprehensible, give them the opportunity to try it out for a week or a month.
6. Make ongoing evaluations: To make sure your employee is confident with the tool you have to follow up. The meetings could take place after the first time journaling, after the first week,

after the first month and then, if you find it necessary, you could make a quick evaluation every six months or so.

Slide 21: Tool 4: Employee Self-Assessment Tool - How to keep your employee motivated to write journals



Trainer's Notes:

The journal is an offer one can take if he or she has the sufficient mental resources to incorporate the process in their daily work. Nevertheless, experience tells us that autistic employees often keep journaling for several years as soon as it becomes a part of their work process. If they seem interested in the tool you can help them integrate it by supporting and encouraging your employee in the process of change. The more controlled and structured the process of change is, the greater the chances of a successful implementation will be - consistency is key

The figure: The circle shows the different factors that should be considered and carried out to frame the self awareness tool in a positive way. All 4 tasks are made to provide structure and guidance for the employee with autism. The tasks are independent and there is no correct answer to which one comes first or is more important - this is for the manager to decide.

Slide 22: Module 6 summary

Module 6: Tools for Supporting Staff with Autism throughout the Employment Cycle

Module 6 summary

Module 6 Covered:

- The use of tools to make an inclusive work environment
- The benefit of using tools in different settings and scenarios
- Introduction to how to check off that the social and physical work environment is meeting the employee's needs (tool 1)
- Introduction to how to use tools before and during the job interview process (tool 2)
- Introduction to how to use tools to monitor the employee's well-being during their work life (tool 3)
- Introduction to how to provide the employee with a tool that they can use in their everyday work life (tool 4)



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Module 6: Tools for Supporting Staff with Autism throughout the Employment Cycle

Trainer's Notes:

Summarise the Module 1 Content and Thank Learners for their participation in the training. Dedicate some time to Questions and Answers as well as discussion and feedback from learners.

Slide 23: Thank you



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Thank You