ASES Autism: Spectrum of Employment Skills

Tool 1: Work Environment Evaluation Tool

Template for Social Evaluation

Employee Information	
Employee Name	
Position/Title	
Department	
Date	

This tool aims to help SME management evaluate the suitability for autistic people in an SME work environment. It contains elements to consider, when making the social environment of the workplace autism-friendly, in the form of a checklist.

<u>Disclaimer</u>: The following elements cover the needs of a range of autistic people in general, while each autistic person is unique and should be asked about their specific needs before working in a company. Not all elements apply to all autistic people.

Need analysis

Mark the box that fits the current situation around the environmental aspects of the workplace

Before investigating the environment, please take a look at the tool guide for this tool (tool 1) which you find in Module 6.

	Yes	No	Not Relevant
Is the staff questioned whether they agree to have their personal info/ photo shared?			
Have you asked your autistic employees if they have any specific needs or requirements?			
Have you asked your autistic employees how they prefer to ask for help?			
Do you give the freedom to autistic people, to decide whether they would like to share or talk about their autism with coworkers? (Some autistic employees might not be comfortable talking about autism with their co-workers)			

Code of conduct/ Policies

	Yes	No	Not Relevant
Does your organization have a code of conduct?			
Is the code of code of conduct written in literal language and easy-to-read?			
Have you consulted a mentor for autistic people when developing the code of conduct?			
Does the code of conduct of your organization include GDPR compliance policies?			
Does the code of conduct include clear social rules?			
Is the code of conduct presented to all employees and available at any time?			
Does your organization have supportive HR policies?			
Does your organization have bullying policies?			

Workforce

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

Social Interaction

	Yes	No	Not Relevant
Have you asked what the best way to communicate is for your employee (phone, email, face to face)?			
Is each person assigned to one manager or supervisor?			
Do you arrange timetabled meetings with a supervisor in order to receive feedback and for them to ask any questions?			
Are you aware if a person is comfortable with social chit-chatting?			
Do you communicate in a direct and simple way?			
Are social events necessary in your organization? Obligatory social events might be stressful to autistic employees			
Is the person required to have many daily contacts? Most of autistic people prefer to have limited daily contacts			
Are too many people working in the same area? Most of autistic people are not productive when working with many people in the same area			

Autism awareness/ Diversity acceptance

	Yes	No	Not Relevant
Does your organization ensure openness to employees and co-workers to enforce workforce diversity?			
Does your organization ensure equal treatment of all employees?			
Is the staff of your organization aware of autism?			
Does your organization consult a mentor or support mechanisms that are familiar to the field of occupation and aware of disabilities? Including support organizations will be beneficial both for the company and the autistic employee			
Are you aware of potential incidents and what to do when employing autistic people?			

Tool 1: Work Environment Evaluation Tool

Template for Environmental Evaluation

Employee Information	
Employee Name	
Position/Title	
Department	
Date	

This tool aims to help SME evaluate the environmental suitability for autistic people. It contains elements to consider, when making the physical environment of the workplace autism-friendly, in the form of a checklist.

<u>Disclaimer</u>: The following elements cover the needs of a range of autistic people in general, while each autistic person is unique and should be asked about their specific needs before working in a company. Not all elements apply to all autistic people. If you don't find a question or scenario relevant for your specific employee, please mark the 'Not Relevant' box and proceed to the next question.

Sight / Visual Environment

Mark the box that fits the current situation around the environmental aspects of the workplace

Before investigating the environment, please take a look at the tool guide for this tool (tool 1) which you find in Module 6.

	Yes	No	Not Relevant
Are the colours in the environment low arousal?			
Does the environment avoid patterns, shapes and surfaces that may be sensitive to the eye?			
Does the environment avoid fluorescent or harsh lighting?			
Are the lights regularly checked and changed?			
Are there methods (blinds, curtains, etc.) to protect the eye from direct sunlight from windows or skylights at different times of the day?			
Is there a chance to regulate the intensity of the lightning at the environment?			
Does the environment have reflective surfaces?			
Are the exit marks easy to spot?			
Is the extent of environment low stimuli and safe?			
Are the staff wearing their uniform correctly and there is no extreme variation in their presentation?			
Does the staff avoid clothing or jewellery which could be sensitive to the eye?			
Uniform is not coloured in especially bold or vibrant shades			
Uniform is comfortable and it is possible not to use it			
The environment is spacious and is free of unnecessary obstructions.			
Do you provide visual checklists, rules, and reminders as much as possible in the environment?			

Smells In – and Around the Workplace

	Yes	No	Not Relevant
Is it prevented that smells drift around the building from room to room?			
Are the smells of individuals (including pets) considered in the environment? (e.g., deodorants, perfumes, and aftershaves)			
Are there considered the smells of cleaning materials used? (E.g., polish, air fresheners, bleach)			

Hearing/Auditory Environment

	Yes	No	Not Relevant
Have you considered the general noise level in the environment?			
Have you considered noise levels at different times of the day?			
Have you considered hypersensitive hearing and looked at specific noises that may irritate? (e.g., clocks ticking, ventilators, air conditioners, humming from lights)			
Constant background noises are reduced to a minimum. (e.g., like a radio or TV at workplace)			
There are specific quiet and louder areas that people can choose from to work and have a rest			
Floor surfaces are made from materials, such as carpet, which limit impact and movement noise			
The acoustics of rooms are checked and modified to lessen echoes			
Clear visual warnings are in place informing people of an alarm, and why and when it may go off.			
Audio systems, computers, lights, and visual displays are switched off when not in use to avoid a mass humming noise			
Loud voices and shouting are avoided			
There is a Sensory or 'Quiet' Room available for employees who feel overwhelmed.			

	Yes	No	Not Relevant
There is a warning before someone make loud noises purposely, which may be unexpected to co-workers			

Body Awareness / Proprioception Accessibilities

	Yes	No	Not Relevant
Is the environment free of unnecessary obstructions?			
Rooms have been made easier to navigate. (e.g., using colours to distinguish floors, walls, and furniture, as well as from room to room)			
Have you considered adjustments for those people who have fine motor difficulties? (e.g., locks, cutlery, door handles)			
Does the environment have clear signs to indicate the use of each room?			
Are there directional signs to each area?			
Have you considered to what extent are communication systems supported by the use of symbols, pictures, photos or objects?			
Are there photographs used to aid recognition of people (staff/unfamiliar) if needed?			
Is there a system to know when a person with autism needs to escape from an environment?			
Are there opportunities to move indoors and out?			
Is the environment orderly and not cluttered?			
Is there a possibility to regulate the temperature in the workplace environment?			
Is there a possibility to avoid an unexpected touch? (enough big workplace, meeting rooms, possibility for the remote meetings if necessary)			

Tool 2: Interview Tool During the Interview

Interview Tool

Employee Information	
Employee Name	
Position/Title	
Department	
Date	

ASES Autism: Spectrum of Employment Skills

Part 1: Checklist – Accommodations That Can Be Done During The Interview

<u>Tick off the check list to make sure, you have prepared well enough for your autism friendly job interview</u>

Before using this tool, please carefully read the Best Practice Guide - During the Interview. In there, you will find detailed information on what's important to do (or to have in mind) to create a more inclusive interview for people on the autism spectrum.

In this tool, you can find a brief checklist to confirm if it's all set for the interview, and a simple script with specific questions to make your interviews more autism friendly. Feel free to use the blank spaces for notes or comments, and to add more questions (more specific for the job).

	Covered
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 module 6, page 7)	
Provide a printout of the interview questions	

Interview Questions Script

The following part is meant as ideas for questions you could ask your autistic candidate at a job interview. You do not have to go through the questions in the suggested order, neither do you have to go through all the questions. Ask the things you find necessary while staying concrete and open minded throughout the interview.

You could initiate your questions like this:

*'I'm going to ask you to give me a short **introduction about yourself**. Please tell me….'*

Questions	Response/Comments
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…'*

Questions	Response/Comments
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)	

*'I'm going to ask you about your **weaknesses**. Please tell me…'*

Questions	Response/Comments
What do you consider to be the main things that you're not so good at?	
Can you give me an example of what you have done (or are doing) to overcome this difficulty?	

*'Think of an example of a time you've **solved a problem** at work. Please tell me…':*

Questions	Response/Comments
First of all, what was the problem?	
What did you do to resolve that problem?	
What was the final result?	

*'Think of an example of when you've had lots of tasks to complete in a **limited amount of time**. Please tell me…':*

Questions	Response/Comments
What was the situation?	
What management strategies did you use?	

Were these strategies effective?	

'Think of a time you've **disagreed with a colleague**. Please tell me…':

Questions	Response/Comments
What was the disagreement about?	
How did you resolve it?	

The last box, you can fill out yourself with questions concerning **job specific inquiries**.

Questions	Response/Comments

Part 2: Final Notes – after the interview

You can put your final notes about your general impression and expectations of the candidate going forward into the box below.

This is something you can do after you have finished the interview and walked the candidate out.

General notes/take out from the interview

Tool 3: Employee Performance Appraisal and Job Satisfaction Monitoring

Template for Performance Appraisal & Monitoring

Employee Information	
Employee Name	
Position/Title	
Department	
Date	

Part 1: Employee Job Satisfaction Monitoring

P.1.A. General Comments regarding Employee Well-being

Add notes regarding important or remarkable observations and events/episodes that has occurred during the employee's daily work:

P.1.B.: _Rate the frequency of the events in the following statements according to your observations and/or feedback from employees and colleagues_

We recommend that you fill out the following table every week or so:

	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				
Employee participates in team-building activities				
Employee feels/appears to be isolated				
Employee engages with management and provides feedback (department and general management)				
Employee expresses dissatisfaction with the work environment				
Employee experiences conflict with colleagues				

Employee experiences conflict with management				
Employee expresses difficulty in communicating with colleagues and management				

Part 2: Employee performance and progress

P.2.A.: Consider your employee's performance in different aspects. Mark the box that reflects the individuals work competencies based on your expectations.

We recommend that you fill out the following table once a month:

	Below Standard	Up to Standards	Exceeding Standards
Work Quality			
Consistency			
Job-related Knowledge			
New Knowledge Seeking			
Organisation			
Planning			

Critical Thinking			
Productivity			
Dependability			
Communication			
Teamwork			
Interpersonal Skills			

P.2.B. General Comments regarding Employee Performance

We recommend that you fill out the following table once a month:

Employee Strengths

Employee Areas of Improvement

Part 3: Goal setting and Action Planning

P.3.A. Write down the goals you and your employee have discussed at your quarterly meeting
This table should be filled during the meeting, and you may make some additions afterwards as well

1.	**Goal:** **Resources/Support Available:**
2.	**Goal:** **Resources/Support Available:**
3.	**Goal:** **Resources/Support Available:**

P.3.B. Evaluate on the previous quarterly meeting. Write down any new implementations and/or upcoming changes
Based on the results of the Appraisal, the following actions will be implemented:

Tool 4: Employee self-assessment Tool

Template for Employees

Employee Information	
Employee Name	
Position/Title	
Department	
Date	

Part 1: Evaluation of work life

Mark the box you think suits your mood the best

Each following sentence is supposed to let you reflect on 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?						
How was your lunch break?						
How was your afternoon at the office?						
How did you feel when you got off work						

The following questions refer to your general well-being during your work day. Keep marking the boxes that reflect your opinion on each question:

	😖 Very Bad	😔 Bad	😌 Okay	🙂 Good	😃 Great	I haven't noticed
How were your conversations with your co-workers if you had any?						
How were your conversations with your manager if you had any?						
How were your sufficient mental resources today in general?						
How were your sufficient physical resources today in general?						

Have you had any memorable conversations or interactions at work today?

Write down your reflections

This could be an informal conversation you had with your coworker during a break, or something you told someone at a meeting. It could also be a conversation with your manager about something important or maybe something fun.

Good (optional)	Bad (optional)

What was the best and worst thing that happened at work today?

Write down the best thing in the box called 'BEST' and the worst thing in 'WORST'

If you can't recall anything specific from your work today, you may write one thing you like the most at the moment during your work day and put it in the 'BEST' box – likewise, you can write what you find most challenging at the moment if you can't think of anything from today specifically to put in the 'WORST' box.

BEST	WORST

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 (sometime)	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?					
Did you feel lonely today?					

The next questions allow you to both mark the box and then you have the opportunity to reflect and elaborate on your experiences.

	1. No, I didn't (never)	2 Not that much (rarely)	3 At few points (sometime)	4 Most of the day (often)	5 Almost all day (very often)
Did you do something new today?					

If you did something new, what did you do (write a brief text, could be in bullets, or in notes)?

What I did	

Did you like the new thing you did?

Yes	No	I didn't do anything new

	1. No, I didn't (never)	2 Not that much (rarely)	3 At few points (sometime)	4 Most of the day (often)	5 Almost all day (very often)
Did you feel busy today?					

If you felt busy, did you feel busy in a good way or in a bad way?

Good way	Bad way	I didn't feel busy

	1. No, I didn't (never)	2 Not that much (rarely)	3 At few points (sometime)	4 Most of the day (often)	5 Almost all day (very often)
Did you laugh today at work?					

If you did laugh at something, what was it (write a brief text, could be in bullets, or in notes)?

I laughed when/of	

	1. No, I didn't (never)	2 Not that much (rarely)	3 At few points (sometime)	4 Most of the day (often)	5 Almost all day (very often)
Did you need help today?					

If you needed help, did you get it?

	I didn't get any help	I got some help, but not enough	I got the help I needed	I didn't want any help
How was the help?				

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.	**Do you have any expectations for your work tomorrow?:** **Do you need to ask anyone for help, if so who?:**
2.	**Do you have a goal regarding your social interactions or communication at work?** **Do you need to ask anyone for help, if so who?:**
3.	**Is there anything you want to accomplish in your future work:** **Do you need to ask anyone for help, if so who?:**