



OPPORTUNITIES 4  
**AUTISM**



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## VET trainer Handbook

Developed by

CESIE, Italy



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Cecilie La Monica Grus  
[cecilie.lamonica@cesie.org](mailto:cecilie.lamonica@cesie.org)  
Alessia Valenti  
[alessia.valenti@cesie.org](mailto:alessia.valenti@cesie.org)



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## OPPORTUNITIES 4 **AUTISM**

### Introduction

This Handbook is dedicated to all **VET trainers** who provide professionals in human resources, recruiters, diversity and inclusion managers, staff managers, team leaders and employers with training and education in the field of employment and work integration of people with autism spectrum disorder (ASD).

The purpose of the Handbook is to assist VET trainers' in practical application of the **Opportunities4autism curriculum** ([link here](#)) by offering a step-by-step guidance through the process of planning, organising and delivering of an effective training course.

Firstly, the Handbook introduces **autistic spectrum disorder** (ASD) and some of its characteristics affecting employment.

Since the Opportunities4autism training is intended especially for HR professionals and employers, the Handbook provides useful theoretical background on **adults' learning** in order to support VET trainers in the effective training delivery.

The **5E Model** is explained and proposed as a highly suitable tool for Opportunities4autism training programme. To facilitate the training planning and delivery, the Handbook uses the concept of the **training cycle**, guiding readers through the main steps including analysis, design and development, delivery and evaluation.

Additionally, **methodological approaches** suitable for the Opportunities4autism training are listed and explained.

Finally, the Handbook gives sample session plans for each of 6 Modules ([link here](#)), including duration, training and supporting materials required, suggested methodology and activities, learning objectives, and final competence assessment.

The material offers VET trainers practical examples of activities, reflective exercises and templates to be used during the delivery of the Opportunities4autism training as well as recommendations for sources of information and further reading.

Additionally, through the trainer's Handbook, VET trainers will familiarise themselves with the curriculum (IO1), Guide (IO3), and the e-learning platform (IO4), which are directly interconnected, in order to be able to apply them in their educational contexts when working with VET learners (employers and managers)

### **Autistic spectrum disorder: What do employers need to know?**

Autism spectrum disorder (ASD) is a lifelong developmental condition, typically affecting a person's communication and interaction with other people and the environment. All individuals with ASD share two main areas of difficulty: social communication and stereotypical and repetitive patterns of behavior, interests and activities. It is defined as a spectrum, because the expression and the severity of symptoms may vary significantly among individuals.



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### Challenges in the work environment

Starting a new job is somehow stressful for everyone. Nevertheless, people affected by ASD may be facing some additional challenges connected to the symptoms of their condition.

The **difficulties with social communication and interaction** are often the most visible barrier to the workplace integration. People with autism may be disturbed by close proximity to other workers, and stressed by the expectation to socialise. On this account, the awareness raising among the team members and managers seems necessary to ensure that the needs of the employee with ASD are understood and respected.

Some individuals may also have difficulties expressing themselves verbally and understanding others. **Literal thinking** and **misinterpreting non-verbal language** also hinder mutual understanding. To facilitate communication with the employee with ASD, clear, concrete and complete language should be preferred, avoiding double senses, irony, metaphors or unnecessary gestures. A tutor acting as an intermediary between the autistic person and their collaborators can strongly support the communication and promote the appreciation of diversity in the workplace.

Other challenges may be caused by **sensory hypersensitivity**. Noise, smells and visual stimuli of the workplace may be very disturbing and, in some cases, may lead to anxiety or even nervous meltdown.

Employers can help by providing the employee with headphones, table lamps instead of sharp central lighting or, where possible, a private office to minimise the stimuli. Employers can also create a calm safe space where the employee can spend their breaks or where they can find shelter when feeling overwhelmed.

The **inflexibility of thought** can also cause some troubles to employees with ASD when facing the changes in workday structure, unexpected tasks, or variations in work priorities. A person with autism may have difficulties switching their attention from one task to another upon request, feeling stressed and anxious.

To help cope with the employee's stress, the employer should provide as much flexibility and autonomy in work planning as possible.

### Benefits of employing individuals with ASD

And what are the **benefits** of employing a person with autism spectrum disorder? Well, mostly the same as getting on board any competent and loyal individual.

Autistic people have many skills to offer and have talents in various areas from art, music, crafts, mathematics, information technologies to gardening or pizza making. Typical strengths may include **strong memory**, **adherence to rules** and **attention to detail**, or the capacity to carry out **repetitive** tasks with great **precision**.



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Furthermore, the whole work team can benefit from major **neurodiversity** by learning from differences, exploring new viewpoints and evolving towards more open and inclusive community.

To be able to appreciate the employee's strengths and not to miss out on a great talent, employers need to gain a better understanding of the condition, learn to recognise its symptoms and respect the individual differences.

### **The role of Human Resources and Management in workplace integration of people with ASD**

Before starting planning and delivering the training course, the trainers need to have a clear understanding of the role of HR managers and staff managers in the process of recruiting and workplace integration of individuals with ASD.

Among others, employers', HR and staff managers' role include:

- ✓ Having good knowledge of relevant anti-discriminatory legal regulations and promoting their application;
- ✓ Ensuring equal opportunities to all candidates and employees;
- ✓ Appreciating and promoting diversity in workplace;
- ✓ Being aware of ASD, its traits and implications for the work;
- ✓ Being able to recognise and respect individual special needs;
- ✓ Being willing to learn more about the condition and consider individual specifics;
- ✓ Being able to adapt the organisational policies, processes and operation as well as the working environment in order to ensure equal opportunities for neurodiverse candidates and employees;
- ✓ Having useful contacts to professional support.

On the other hand, employers, HR and staff managers' role doesn't cover:

- ✓ Diagnosing or evaluation a candidate's or an employee's mental or physical state;
- ✓ Providing any treatment of therapy;
- ✓ Judging people based on their behavior and personal characteristics;
- ✓ Sharing information about a candidate's or an employee's health with other people, including colleagues and supervisors without the person's explicit permission.

### **Learning in adult age**

When planning a training, trainers need to consider the specific **principles of adult learning**. The understanding of how people learn is an essential stepping stone to an



effective transfer of knowledge, enhancing and building new competences during training.

Learning can be defined as a **transformative process** of taking in information that – when internalized and mixed with what we have experienced – changes what we know and builds on what we do. It's based on input, process, and reflection.<sup>1</sup>

The **objective of learning** is a change of behaviors, thoughts and feelings from the present state to the desired state defined as learning objectives. Change of **behaviors** (skills and competences), **thoughts** (knowledge), and **feelings** (attitudes).

**Learning is categorised in three domains** formulated by a group of researchers led by Benjamin Bloom in 1956.

- Cognitive domain refers to knowledge (thoughts)
- Behavioural domain refers to practical application (skills)
- Affective domain refers to attitudes and beliefs (feelings)

Effective learning activities should always promote all the three domains. To do so, different learning techniques should be applied to target the three domains<sup>2</sup>:

- **Cognitive:** lectures, brainstorming, discussions, presentation
- **Behavioural:** role playing, simulations, demonstration-observation-application approach
- **Affective:** values clarification exercises, consensus-seeking activities, case studies

**Learning styles** also influence the way we learn and retain new knowledge and skills. Three basic learning styles are:

- Visual
- Auditory
- Kinaesthetic

| Learning Style | Learning channels  | Learning means   |
|----------------|--|--|
| Visual         | <ul style="list-style-type: none"> <li>- Looking</li> <li>- Seeing</li> <li>- Viewing</li> <li>- Watching</li> </ul> | <ul style="list-style-type: none"> <li>- Video watching</li> <li>- Writing and drawing</li> <li>- Reading</li> </ul> |

<sup>1</sup> Bingham, T., Conner, M.L., & Pink, D.H. (2010). The New Social Learning: A Guide to Transforming Organizations Through Social Media.

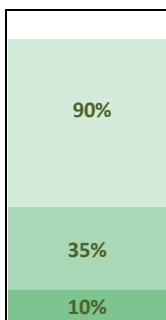
<sup>2</sup> National Highway Institute (2018): Principles of Adult Learning & Instructional Systems Design. NHI Instructor Development Course. [online]. [Accessed on 18-06-2021] Source: <https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf>





|                    |   |   |
|--------------------|---|---|
|                    | - Observing                               | - Observing practical demonstrations  |
| <b>Auditory</b>    | - Listening<br>- Hearing<br>- Speaking    | - Lectures<br>- Group discussions<br>- Brainstorming<br>- Informal conversations<br>- Narration of stories, case studies and practical examples |
| <b>Kinesthetic</b> | - Experience<br>- Execution<br>- Touching | - Role plays<br>- Simulation<br>- Practical demonstrations<br>- Writing<br>- Other practical activities   |

Table 1: Learning styles, channels and means  
Based on National Highway Institute (2018): Principles of Adult Learning & Instructional Systems Design.



**Remember:**

People retain approximately:

**10%** of what they see (visual)

**35%** of what they see and hear (combination of visual and auditory)

**90%** of what they see, hear and do (visual, auditory and kinaesthetic).



**Characteristics specific to adult learning** that affect motivation, engagement and impact of learning activities include<sup>3</sup>:

<sup>3</sup> Bransford, J. D., Brown, A. L., Rodney, R. C. (2000): How People Learn: Brain, Mind, Experience, and School. National Academy Press. Washington, D.C. ISBN 0-309-07036-8)



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1. Pre-existing knowledge
2. Responsibility and autonomy
3. Goal-oriented learning
4. Practice-oriented learning
5. Collaborative learning

### **1. Pre-existing knowledge**

Adult learners bring experience and self-awareness to learning and utilize pre-existing knowledge and life/work experience which significantly influences their ability to notice, interpret, remember and apply information. To support adults' learning, the trainer should recognise and exploit the pre-existing knowledge of the trainees and encourage them to reflect on their prior asset and connect it with new inputs.

If a learner's initial knowledge, experience and beliefs are ignored, the understanding that they develop can be very different from what the trainer intends.

### **2. Responsibility and autonomy**

Adult learners are in charge of their own lives, decisions as well as learning. To raise their interest in learning, and keep them motivated and engaged, their autonomy must be acknowledged and respected, while empowering their ability to take responsibility for their own learning process.

Adult trainees need to be offered opportunities for **self-assessment** and **reflecting** on their own learning to internalise and retain information.

### **3. Goal-oriented learning**

To encourage effective adults' learning, the trainees need to be convinced about the connection between the learning outcomes to their own professional and/or personal goals. Therefore, goal-oriented, task-oriented or problem-oriented learning is the best approach in adult work-based learning.

### **4. Practice-oriented learning**

Adults are motivated to learn if they know why they learn and see the practical impact of learning. For that reason, theoretical information should be connected to real-life and work situations. This approach also supports understanding rather than memorising, and the development of useful knowledge.

### **5. Collaborative learning**

In adults' learning, collaborative approach is a better choice since adults usually don't accept well authoritative directions. In a collaborative environment, trainees will interact and build relationships with their peers and trainers, and thus enhance their learning.



## The 5E Model

The 5E Model<sup>4</sup> is an instructional tool which is extremely suitable for training and education of HR professionals and employers as it respects the main characteristic of adults' learning explained in the previous section.

The 5E Model is called after its five phases: Engage, Explore, Explain, Elaborate, and Evaluate, and it focuses on allowing learners to understand new concepts and build a strong foundation of knowledge through **active participation**.<sup>5</sup> It incorporated **inquiry-based** approach, aiming to engage learners, motivate them to learn, and guide them toward skill development. The 5E Model is also based on the **constructivist theory** to learning, which suggests that people actively construct their own knowledge and that reality is determined by the experiences of the learner<sup>6</sup> and new knowledge is built upon the foundation of previous learning<sup>7</sup>.

The applied constructivism requires trainers to incorporate inquiry, exploration, and assessment into training and take up the role of a facilitator, guiding learners as they acquire new knowledge.

## The phases of E5 Model<sup>8</sup>

### 1. Engage

In the first phase of the learning cycle pursue two goals: (1) analyse the learners' existing knowledge and identify any knowledge gaps, and (2) raise learners' interest in the concepts and topics to be dealt with, so students will be ready to learn.<sup>9</sup>

How to do it:

- Asking trainees opening questions about their prior knowledge and experience, as well as about their beliefs and attitudes
- Opening a group discussion
- Distributing a questionnaire
- Asking the trainees to write down all the information they know about the topic

<sup>4</sup> Bybee & Landes, 1990

<sup>5</sup> Empowering Students: The 5E Model Explained. Empowering Students: The 5E Model Explained | Lesley University. (n.d.). <https://lesley.edu/article/empowering-students-the-5e-model-explained>.

<sup>6</sup> Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). Educational psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill College.

<sup>7</sup> Phillips, D. C. (1995). The good, the bad, and the ugly: The many faces of constructivism. Educational researcher, 24(7), 5-12.

<sup>8</sup> Empowering Students: The 5E Model Explained. Empowering Students: The 5E Model Explained | Lesley University. (n.d.). <https://lesley.edu/article/empowering-students-the-5e-model-explained>.

<sup>9</sup> Empowering Students: The 5E Model Explained. Empowering Students: The 5E Model Explained | Lesley University. (n.d.). <https://lesley.edu/article/empowering-students-the-5e-model-explained>.



**Example**

**An example of activity:**

*What do you know about autism spectrum disorder (ASD)? Complete these sentences with your own words:*

ASD is...

These are the typical symptoms of ASD...

I believe that people with ASD are...

I believe that people with ASD cannot...

My personal experience with ASD is...

People with ASD in a workplace...

**2. Explore**

During the second phase, students actively explore the new concept through concrete and hands-on learning experiences which promotes a mental focus on the concept. This phase is student-centred and the trainer has the role of a facilitator or consultant. Trainees are encouraged to apply skills, such as observing, questioning, investigating, testing predictions, hypothesizing, and communicating, with other peers.

**How to do it:**

- Ask trainees to exchange and discuss their knowledge, beliefs and opinions in small groups
- Ask trainees to share a personal statement on the topic, explain it to the rest of the group and invite the participants to question it
- Show trainees a video demonstrating a typical life or work situation of people with ASD, ask them to think of reasons behind the behaviours observed

This phase is unique because the trainees are required to engage in a mental process of exploring and experiencing a concept, before it is introduced or explained by the trainer.

**Example**

**An example of activity:**

*Watch the following short video and try to respond to these questions (individually or in group).*

<https://www.youtube.com/watch?v=ZsRdpPMAvfs>

Why did the man repeat the question multiple times?



If you were the receptors, what would you think about a person presenting themselves in this way?

### 3. Explain

The third phase is a teacher-led phase and its objective is to help students synthesize new knowledge and ask questions if they need further clarification.<sup>10</sup>

#### How to do it:

- Ask students to share what they learned during the previous Explore phase and provide correct answers and clarifications where needed.
- Provide definitions, explain the concepts dealt with providing enough details, theoretical, factual, scientific and technical information, and add practical examples, cases and good practices.
- Use different training materials such as video, case studies or interactive activities to boost understanding.
- Use training materials provided in the Opportunities4autism curriculum (Module 1 – 6, [link here](#)).

### 4. Elaborate

In the elaboration phase, the trainees are given space to apply what they've learned so they can develop a deeper understanding. The main goal of this step is to cement the learners' knowledge before evaluation.

#### How to do it:

- Ask the trainees to give a brief presentation or conduct additional investigations to reinforce new skills.
- Encourage the trainees to check for understanding with their peers.
- Ask trainees to investigate case studies and come up with original solutions.
- Engage the trainees in role playing.
- Ask the trainees to think of real life and work situation where they can apply their new knowledge and skills.
- Assign the trainees with homework or a self-administrated task.

An example:

**Example**

<sup>10</sup> Empowering Students: The 5E Model Explained. Empowering Students: The 5E Model Explained | Lesley University. (n.d.). <https://lesley.edu/article/empowering-students-the-5e-model-explained>.



*At the conclusion of the Module 5 on Recruiting, ask the trainees to conduct web-based research of additional information or relevant examples of specifics of recruitment and selection of people with ASD and to propose three modifications to the current recruiting and selection procedure in order to ensure equal opportunities for candidates with ASD.*

## 5. Evaluate

The 5E Model allows for both **formal and informal assessment**.<sup>11</sup> During an inquiry-based training, assessment should be viewed as an ongoing process, with trainers making observations of the trainees as they apply new concepts and skills and looking for evidence that the trainees have modified or developed their thinking and whether they approach problems in a different way based on what they learned.<sup>12</sup>

Other helpful elements of the Evaluate phase include self-assessment, peer-assessment, writing assignments, and exams.

### How to do it:

- Organise an evaluation session at the conclusion of the training course. Ask each trainee to say what they learned, write it on post-its or a flipchart, encourage peer-to-peer assessment, summarise the group's learning outcomes and compare them with learning objectives.
- Ask the trainees to do an oral or written self-assessment. Ask them to evaluate the changes in their knowledge (thoughts and awareness), skills and competences (abilities), beliefs and attitudes (feelings and values).
- Provide summative quizzes or tests.
- Use the final evaluation questionnaires provided in the Opportunities4autism Modules 1 – 6, ([link here](#)).

### An example of activity:

### Example

*Go back to the example in the first phase “Engage” asking “What do you know about ASD?”, read your answers and modify them according to what you’ve learned during the training.*

<sup>11</sup> Empowering Students: The 5E Model Explained. Empowering Students: The 5E Model Explained | Lesley University. (n.d.). <https://lesley.edu/article/empowering-students-the-5e-model-explained>.

<sup>12</sup> Ballone Duran, L., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. *The Science Education Review*, 3(2), 49–58. Available at: <https://files.eric.ed.gov/fulltext/EJ1058007.pdf>



### Training Cycle

A detailed step-by-step guide on how to carry out the whole training process provides the concept of **training cycle**, consisting of five interconnected steps – Analysis, Design, Development, Delivery and Evaluation. The five phases go in cycle, meaning that the final evaluation is always an input for another initial training needs analysis.

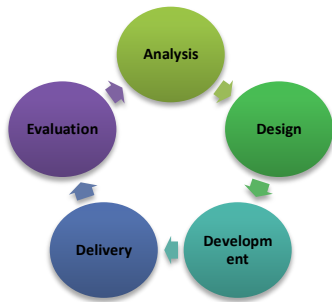


Figure 2: Training cycle

### Step 1: Analysis

Any training starts with needs analysis. The partners of the Opportunities4autism project conducted an initial research in Poland, Italy, Spain, Serbia and Cyprus, including focus groups and interviews with psychologists, social workers, employers and other stakeholders to explore the challenges, needs and opportunities associated with autism in workplace, and what do employers need to know to support their employees with autism.

Before starting the training with a group of trainees, an **assessment of specific training needs** should be done in order to understand the starting position. The analysis of **training needs** should result in specification of **training objectives**.

To explore the level of trainees' understanding of autism, you can organise a group discussion, an individual interview or ask trainees to complete a test of quiz.

### Example

#### How Much Do You Know About Autism?

Only one answer is correct.

1. Autism is much more common than was previously thought. What is the prevalence of autism spectrum disorder (ASD) in the European population?<sup>13</sup>

- A) 1%
- B) 3%
- C) 7%

<sup>13</sup> Autism Europe. Go to Autism Europe. (n.d.). <https://www.autismeurope.org/about-autism/prevalence-rate-of-autism/>.



Autism is more common in male than female.<sup>14</sup>

- A) True
- B) False
- C) There is no evidence for such statement

**3. A person with autism has difficulties in social communication. Which of these is an example of this?**

- A) The person doesn't understand spoken language
- B) The person doesn't like other people
- C) The person has difficulty understanding other people's thoughts, intentions and points of view

**4. Which are some other common traits of people with ASD?**

- A) Exceptional mathematic skills, Artistic talents, Mutism
- B) Repetitive behaviour and routines, Special interests, Sensory hypersensitivity
- C) Low intellect, Obesity, Telepathy

**5. What are the most probable causes of autism?<sup>15</sup>**

- A) Emotional deprivation in childhood
- B) Vaccination and toxic environment
- C) It is a genetic condition

**6. The intellect of people with ASD is usually<sup>16</sup>:**

- A) Bellow average
- B) Above average
- C) Differs among individuals

**7. What is an effective intervention for people with ASD?<sup>17</sup>**

- A) Medication
- B) Applied Behavioural Analysis
- C) Brain surgery

Find the correct answers bellow.<sup>18</sup>

## Step 2: Design and develop

Training design outlines **what, where, who, when** and **how** to be trained.

<sup>14</sup> Autism spectrum condition is identified at least four times more often in males than females. Fombonne, E. (2009). Epidemiology of pervasive developmental disorders. *Pediatric Research*, 65(6), 591–598.

<sup>15</sup> The exact causes are still unknown, but there is good evidence that subtly atypical brain function may lie behind the differences in thinking and behaviour. It is also clear that autism is highly genetic. Multiple genes are involved.

<sup>16</sup> While some children and adults on the autism spectrum have mild to severe intellectual impairment, the intellectual functioning of many others is within, and in some cases above, the normal range.  
<https://learning.elucidat.com/course/5fd77dd9cb31f-5fe3521fec660>

<sup>17</sup> Applied Behavioural Analysis (ABA), an intervention for autism in which operant conditioning principles are used to reinforce 'desirable' behaviours (e.g. more speech and communication) and reduce 'undesirable' behaviours.

<sup>18</sup> 1 A, 2 A, 3 C, 4 B, 5 C, 6 C, 7 B





## WHAT

To establish WHAT is to be trained, results of needs analysis are used to set **learning objectives**. Learning objective states the expected **competence, knowledge, skill, behaviour** and **attitude** of trainee. The Opportunites4autism curriculum provides a set of expected **learner-oriented learning objectives** for each Module ([link here](#)).

**Setting specific objectives of training should be focused on:**

- ✓ Increasing **knowledge**
- ✓ Improving **attitudes**
- ✓ Building **skills** and **competence** in specific **tasks**
- ✓ Improving work **behaviour and performance**

Use the outcomes from the previous analysis to answer these questions<sup>19</sup>:

- What **information** do you want trainees to learn?
- What do you want them to do with that information?
- What **skills** and **competencies** do you want them to gain or improve?
- How do you want trainees to **demonstrate** the skills?
- What **attitude** should the trainees have after the training?
- If you ask them after the training about what they learnt, how should they answer?

In the case of learning objectives, more doesn't mean better. Don't be too ambitious and set a reasonable number of expected learning objectives for each session.

- ✓ **One to three learning objectives per session are sufficient and feasible to achieve.**

The learning objectives must be clear to the **trainer**, shared and properly explained to the **trainees**. Meaning you should tell the trainees what they will know and be able to do at the end of the training.

<sup>19</sup> Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5[online]. [Accessed on 01-09-2018] Source: <https://www.msb.se/RibData/Filer/pdf/26433.pdf>



✓ If the learners know what they are supposed to learn, there's a better chance they will learn it.

To formulate and specify learning objectives we suggest following **Boom's taxonomy**.

| Bloom's Level     | Key Verbs   | Example Learning Objective  |
|-------------------|---|---|
| <b>Create</b>     | design, formulate, build, invent, create, compose, generate, derive, modify, develop.   | By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.  |
| <b>Evaluate</b>   | choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate. | By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem. |
| <b>Analyse</b>    | classify, break down, categorize, analyse, diagram, illustrate, criticize, simplify, associate.                                   | By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.  |
| <b>Apply</b>      | calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.                               | By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.  |
| <b>Understand</b> | describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.                       | By the end of this lesson, the student will be able to describe Newton's three laws of motion to in her/his own words   |
| <b>Remember</b>   | list, recite, outline, define, name, match, quote, recall, identify, label, recognize.  | By the end of this lesson, the student will be able to recite Newton's three laws of motion.  |

Table 2: Learning objective examples. Adapted from, Nelson Baker at Georgia Tech<sup>20</sup>

<sup>20</sup> Nelson Baker at Georgia Tech in SHABATURA, Jessica. Bloom's Taxonomy to Write Effective Learning Objectives. University of Arkansas [online]. 2013 [2020-12-05]. Available at: <https://tips.uark.edu/using-blooms-taxono>



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### WHERE

Within the phase of planning, you should think about where the training will take place. First of all, you should decide if it will be organised on-the-job, off-the-job or in alternation.

Make a list of locations where the training will happen for each module and each group of trainees, consider booking a calm place for the final competence assessment test.

Set a favourable learning environment. Examine the training venue and identify distractions in the environment, malfunctioning ergonomics, or technological obstacles and remove all possible external barriers to learning.

Consider **off-site study visits** to support trainees' understanding of ASD and learning about good practices.

### WHEN

To save some time on-the-job, provide trainees with materials for individual learning (e.g. relevant articles, interesting videos showcasing typical situations etc.).

These are some key aspects to be considered when scheduling training:

- What you will train
- How long time do you need (one session or more shorter sessions)
- Check availability of trainees
- Check your own schedule and other work duties
- Check if other employees can cover normal work functions (if the training takes place in working hours)
- Check availability of resources and training location

### WHO

#### Trainees

Form a group of trainees: agree with their manager which employees will be selected for the training and invite them, providing information about the training purpose, content and practical details. The Opportunities4autism training specifically targets recruiters, HR and hiring managers, in-house diversity and inclusion managers but you can decide to involve other people concerned with the topic, if applicable.

#### Trainer

The trainer entrusted with the Opportunities4autism training should have a **strong background in the field of recruitment, personnel selection, induction and onboarding, human resources management, inclusion and diversity management**. At the same time, the trainer needs to have **solid knowledge of autism spectrum**



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**condition**, be aware of its common traits and variables, and have a **strong sense of ethics** when dealing with the topic.

Below, we summarise other key traits of an ideal trainer. It can be used as a checklist when selecting a new trainer but also as a tool to identify learning needs of the trainer.

An excellent trainer:

- has strong technical skills: knowledge of the field and the workplace
- has strong training skills
- has excellent communication skills
- is able to give constructive feedback
- has facilitating skills
- has management and leadership skills
- has good inter-personal skills
- has motivational skills
- has a good understanding of how people learn
- know how to plan, design, develop and deliver training
- know how to set learning objectives
- has a good knowledge of training methodologies and knows how to apply them
- has the ability to transfer knowledge
- is able to evaluate trainees' skills and performance

When delivering the Opportunities4autism training, consider inviting **external experts** on ASD, work integration and neurodiversity, and people with personal experience such as professionals working with people with ASD and individuals personally affected by ASD, representing successful case studies and good practices.

### HOW

#### Training methodology

There are many effective methodologies when it come adults' training. During the phase of training planning, you should decide which training method and their combination will be applied for each activity. A good mix of methods helps achieve the learning objectives, avoid monotony, and keep trainees engaged.



For the purpose of Opportunities4autism training, the following training methods are suggested:

### **1. Group Training**

Group training is conducted for more trainees at the same time, ideally not exceeding 12 participants in order to enable interaction among all. Training more people at the same time is advantageous if you need to provide the same information to all. Group sessions are suitable especially when providing theoretical information, and to support peer-to-peer and collaborative learning as trainees can discuss case studies, compare their viewpoints and engage in role playing activities.

### **2. Lecture**

The nature of lecture is suitable when we need to transfer a larger amount of information to one or many people. This method is effective when our objective is to develop theoretical knowledge, improve understanding and raise awareness.

Trainer giving a lecture should be a good speaker, able to stick to the topic and plan the time dedicated to each topic and sub-topic. There should be a section reserved for questions and answers and the trainer should be able to facilitate participants' interaction and give adequate responses.

Lectures usually require low expenses and less time, a common problem is that the audience remains rather passive.<sup>21</sup> To make a lecture more effective and engaging it can be accompanied by illustrative presentation, videos or sharing of experiences, and group discussions of cases and practical examples.

### **3. Discussions**

Discussions and debates are useful additions to lectures, because they allow trainees to explore and share their understanding of the concepts that they have just learned. Consider handing out a list of questions or topics to prompt a discussion.<sup>22</sup>

### **4. Case study**

Case study is a behavioural method of training focused on problem analysis and solving. It requires active involvement of trainees, applying their knowledge and developing new skills.<sup>23</sup> Case study can be used in small groups, pairs or individually.

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<sup>21</sup> Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: <https://www.msb.se/RibData/Filer/pdf/26433.pdf>

<sup>22</sup> Planning a Training Session: Organizing Key Concepts for Learning. Learning Skills From MindTools.com. <https://www.mindtools.com/pages/article/planning-training-session.htm>.

<sup>23</sup> Hamza, M. (2012): *Development Training Material Guide*. Swedish Civil Contingencies Agency (MSB). ISBN 978-91-7383-303-5 [online]. [Accessed on 01-09-2018] Source: <https://www.msb.se/RibData/Filer/pdf/26433.pdf>



A proposed procedure:

1. Trainees are given a description of a situation relevant to the topic studied.
2. Let the trainees discuss possible solutions to the situations and suggest what could have been done better.
3. When proposing solutions, ask trainees to consider the specific context of their workplace.
4. The trainer will afterwards provide an optimal solution to the problem, while being open to discuss and accept original solutions proposed by the trainees.
5. The trainer can ask additional questions to initiate a discussion and deepen the understanding of the situation: Was this solution adequate? Would such a solution be acceptable at your work? Can you think about alternatives? Why is it important to act in this way? Are there any follow-up actions the actors should do?

### **5. Demonstration**

Demonstration is a behaviour-oriented training method and is a simple way of practical training.<sup>24</sup> The trainer will demonstrate how a task is done, describing the procedure while the trainee observes carefully. Subsequently, the trainee is asked to replicate the operation. This method strongly supports the development of practical skills and stimulates comprehension and retention, and provides trainees with a model to follow. The new skill can be built even more effectively if the observation-demonstration is followed by trainees' experiencing real application and interaction. To do so, you can use **role playing**.

### **6. Role playing**

In role playing, trainees are assigned to act out problem-solving situations similar to those they may encounter in their workplace. They are asked to study a situation, take up the roles and try to resolve it. Subsequently, the trainees with the trainer analyse the situation, discuss and evaluate possible solutions.

The trainer will observe, provide feedback and correct the trainee's behaviour and attitude immediately.<sup>25</sup> Other trainees can be invited to provide their feedback and suggest alternative solutions.

### **7. Blended training**

Blended methodology enables remote training delivery as it combines use of online training materials and tools for interaction online with traditional classroom-based methods.

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<sup>24</sup> *idem*

<sup>25</sup> *idem*



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Blended methodology comes in handy especially in the current COVID-19 pandemic and in the context of related restrictions, which don't allow or make it difficult for all trainees to meet in presence.

Webinars are a widely used online alternative to traditional training courses. There are many webinar options available. When choosing the tool, consider your needs in terms of the audience size, training methodologies used, and especially the trainer's and trainees' experience with and access to different tools.

Some webinar tool options include: *Zoom*, *GoToWebinar*, *Cisco WebEx*, *Adobe Connect*, *Google Hangouts*.

These means allow live sharing of slides, videos and other materials and enable interaction between trainees and trainer as well as among trainees (e.g. *Zoom* rooms). Consider mobile applications for follow-up group communication, sharing of information, materials as well as to assign and track activities carried out at a distance. More substantial materials can be shared via free cloud services, such as *Google Drive* or *Dropbox*.

### Step 3: Deliver

Training delivery means interaction with the trainees according to the training design, and it strongly depends on the quality of initial analysis, training plan, developed content and the trainer. If the previous steps are well-prepared and the trainer is qualified, the training delivery will be much easier.

#### Structure of training delivery

It is recommended to start each session with an **ice-breaking activity** or an **energiser** to warm the trainees up and encourage their involvement and interaction.

#### Examples on ice-breaking activities, energizers and warmups

#### Examples

Warmups and Energizers: <https://resources.jhpiego.org/system/files/resources/icebreak3.pdf>

5 Best Training Energizer Activities for Workshops: <https://hrdqstore.com/blogs/hrdq-blog/5-best-training-energizer-activities-for-workshops>

Library of facilitation techniques: <https://www.sessionlab.com/library/energiser>

7 STAR Training Icebreakers and Energizers: <https://trainingindustry.com/articles/content-development/7-star-training-icebreakers-and-energizers/>

Online Energizers: <https://trainings.350.org/resource/online-energizers/>

Organise the training activities to alternate more passive and active methodologies, in order to keep trainees' attention and interest, plan sufficient breaks during the training session.



**Tip:** when delivering training, focus on the clarity and structure of what you say. Avoid jumping from one topic to another and don't waste time going into particulars when not necessary. The clearer and more meaningful the training content, the higher the probability trainees will remember it. Try this exercise to appreciate the importance of structure in memorising new information.

**Structured communication<sup>26</sup>**

**Exercise**

1. Examine the array of symbols below for 15 seconds and try to remember it.

€?€\*#!\*\*€£#?!#\*€€£\*#!\*?#£!\*€£#?!#€?€\*#!\*

2. Now cover the array and reproduce it in the box below.

3. Respond the following questions:

- How many of symbols were you able to replicate until the first error?
- How many € symbols were in the array?
- How much time would you need to memorise the whole array?

4. Now examine another array of symbols for 15 seconds and try to remember it.

€€€€€€€€€€€€€€€€?????!!!\*\*\*\*\*#####

5. Cover the array and reproduce it in the box below.

6. Respond the following questions:

- How many of symbols were you able to replicate until the first error?
- How many € symbols were in the array?
- How much time would you need to memorise the whole array?

You probably did better in the second trial, right? You were able to memorize the line in much shorter time and you might have made none mistake when reproducing it.  
**Why?**

<sup>26</sup> Based on Keeps, E. J., Stolovitch H. D. (2002): *Telling Ain't Training* – Chapter 6: A Five-Step Model For Creating Terrific Training Session. ASTD Press. ISBN 1-56286-328-2





**What does it tell you the structure of your training delivery?**

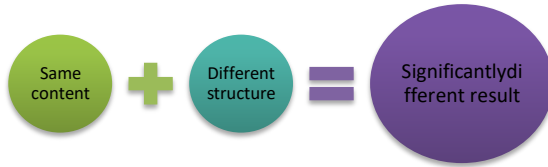


Figure 3: The importance of structure

**Training session plan for Opportunities4autisms modules**

Before the delivery of each training session, prepare a training programme including:

- Training topic
- Date, time and duration
- Place
- Learning objectives and expected outcomes
- Training methods and tools
- Training resources and materials

Inform the trainees and co-workers who may be affected by training about the sessions in advance.

Training delivery should be divided in more sessions according to the training modules. Divide the modules if the duration exceeds 4 hours.

When delivering a training session, follow a **well-prepared plan** which will help you to make sure that all the topics have been covered in the right order, the objectives were met and the timing was respected.

| Introduction   |            |   |   |
|--|------------|---|---|
| Key Points   | Time       | Material                                | Expected Outcome  |
| Welcome and presentation of the trainer                          | 5 minutes  | Presentation/slides/brochure/other      | Trainer introduced to the trainees, including her/his background                            |
| Presentation of the trainees, an ice-breaking activity/energiser | 15 minutes | Worksheets/flipchart/colours and papers | All trainees involved and actively participating, trainees learnt to know each other better |



|  |           |  |   |
|--|-----------|--|---|
| Presentation of the topics dealt with in the session | 5 minutes | Presentation/slides/printed material/other | Trainees understood the training topic and content  |
| The importance of the topic, expected outcomes       | 5 minutes | Presentation/videos/other                  | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |

Table 3 Opportunities4autism Training session plan - Introduction

| Main Session: Module X |            |  |  |   |
|------------------------|------------|--|--|---|
| Key Points             | Time       | Material   | Methodology  | Expected Outcome  |
| Unit 1                 | 10 minutes | Presentation/worksheets/video/case study/role playing scenario/other | Lecture/discussion/demonstration/case study/role playing/other | Place here expected learning outcomes based on learning objectives formed on Bloom's taxonomy - The trainees can: Create, evaluate, analyse, apply, understand, remember... |
| Unit 2                 | ...        | ...  | ...  | ...   |

Table 4: Opportunities4autism Training session plan - Units

| Conclusion            |            |  |   |  |
|-----------------------|------------|--|---|--|
| Key Points            | Time       | Material   | Methodology   | Expected Outcome                                       |
| Summarise the session | 10 minutes | Presentation/worksheets/video/case study/role playing scenario | Group activity: each trainee names at least one thing they learned during the session, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| Questions and answers | 10 minutes | Flipchart/whiteboard   | Open question session   | Trainees' questions                                    |



|   |            |   |  |  |
|---|------------|---|--|--|
|   |            |   |  | answered, doubts clarified                           |
| Training evaluation                               | 10 minutes | Evaluation questionnaires                       | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation | Collected completed questionnaires from all trainees |
| Competence evaluation – module final session only | 20 minutes | Competence assessment form/Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module        | At least 75% success rate                            |

Table 5: Opportunities4autism Training session plan - Conclusion

Please see **Annex I** for training session plan for each of the 6 Modules.

## Step 4: Evaluation

Evaluation

### Training evaluation

Evaluation serves to assess the success of a training session. Its purpose is to evaluate the trainees' level of satisfaction and understand which aspect can be improved to make the training programme most effective.

Training evaluation should include the following points:

- ✓ Training purpose and aims
- ✓ Training setting and organisation
- ✓ Training content
- ✓ Training methods
- ✓ Exchange and interaction
- ✓ Trainer
- ✓ Outcomes
- ✓ Usefulness of the training for work and life

Each session should finish with an evaluation. Distribute an evaluation form asking participants to give their feedback on the organisation of the training, its content and the trainer. See an example below.

*Instructions: Indicate how much you agree with each statement.*



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- 1 – Disagree
- 2 – Quite disagree
- 3 – Quite agree
- 4 – Fully agree

**Example**

| Satisfaction with the training   | 1 | 2 | 3 | 4 | Not applicable |
|--|---|---|---|---|----------------|
| I understood the training objectives                                       |   |   |   |   |                |
| I found the training objectives adequate and reasonable                    |   |   |   |   |                |
| The training setting was adequate and comfortable                          |   |   |   |   |                |
| I had enough time to remember and retain new information                   |   |   |   |   |                |
| I had enough opportunity to reflect on learning                            |   |   |   |   |                |
| The training materials were easy to follow                                 |   |   |   |   |                |
| The difficulty of training was appropriate to my background and experience |   |   |   |   |                |
| The training methods used were suitable to the training objectives         |   |   |   |   |                |
| The methods used enabled me to take an active part in the training         |   |   |   |   |                |
| I felt engaged in training   |   |   |   |   |                |
| I benefited from the peer-to-peer interaction                              |   |   |   |   |                |
| The trainer was well prepared and had adequate expertise                   |   |   |   |   |                |
| The trainer stimulated my interest in the topic                            |   |   |   |   |                |
| I gained new knowledge   |   |   |   |   |                |
| I acquired new skills  |   |   |   |   |                |
| I believe the training was useful for my professional practice             |   |   |   |   |                |
| I feel encouraged to deepen my knowledge and skills in the training matter |   |   |   |   |                |

Use the training evaluation results to adjust accordingly the training programme and future sessions.

### Competence assessment

Each Opportunities4autism Module will be concluded by Competence assessment.

| Opportunities4autism competence assessment |                 |
|--|-----------------|
| Module number                              | X               |
| Module title                               | Write the title |
| Number of questions                        | 10              |



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|                              |            |
|------------------------------|------------|
| <b>Maximum score</b>         | 100 points |
| <b>Minimum passing score</b> | 75 %       |

Please see **Annex II** for a competence assessment test for each of the 6 Modules.



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Planning a Training Session: Organizing Key Concepts for Learning. Learning Skills  
From MindTools.com. <https://www.mindtools.com/pages/article/planning-training-session.htm>.



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## OPPORTUNITIES 4 AUTISM

### Annex 1 - Training session plans for modules

#### Module 1 - Training session plan

| Opportunities4autisms Training Session Plan             |  |
|---|--|
| <b>Module number</b>                                    | 1  |
| <b>Module title</b>                                     | The meaning of Autism  |
| <b>Duration</b>   | 10h  |
| <b>Number of sessions and duration of each session:</b> | Introduction: 60 minutes<br>Unit I - What is autism: 120 minutes<br>Unit II - Explanatory concepts: 90 minutes<br>Unit III - Autism subtypes and spectrum heterogeneity: 90 minutes<br>Unit IV - Strengths-based approach: 90 minutes<br>Unit V - Guidelines for employers: 90 minutes<br>Conclusion: 60 minutes |

| Introduction  |            |   |  |
|---|------------|---|--|
| Key Points  | Time       | Material  | Expected Outcome   |
| Welcome and presentation of the trainer, beginning with a name game | 10 minutes | Sheet of paper or an empty slide with a trainer's personal name | The trainer introduced to the trainees   |
| Presentation of the trainees – name game                            | 15 minutes | Sheet of paper or an empty slide with four columns              | All trainees involved and actively participating, the trainees learned to know each other better |





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|  |            |                         |   |
|--|------------|-------------------------|---|
| Presentation of the topics dealt with in the session | 20 minutes | Powerpoint presentation | The trainees understood the training topic and content  |
| The importance of the topic, expected outcomes       | 15 minutes | Powerpoint presentation | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |

| Unit I: What is autism?                   |            |   |   |   |
|---|------------|---|---|---|
| Key Points                                | Time       | Material  | Methodology   | Expected Outcome  |
| Introduction                              | 15 minutes | List of questions derived from the Autism Knowledge Questionnaire | Individual fulfillment of the questionnaire. Group discussion on doubts.  | Trainees are motivated to expand their knowledge.                                   |
| Unit 1<br>A brief history of autism       | 15 minutes | Presentation/<br>Written material                                 | Lecture   | Trainees summarize and explain turning points in the history of autism.             |
| Unit 2<br>Basic characteristics of autism | 60 minutes | Presentation/<br>Written material/Video                           | Lecture/presentation of autistic symptoms in short videos/discussion about prominent features and consensus seeking | All trainees could recognize and classify basic autistic features.                  |
| Unit 3<br>Co-occurring conditions         | 15 minutes | Presentation/<br>Written material/Video                           | Lecture and discussion  | Trainees can list most frequent co-occurring conditions.                            |
| Unit 4<br>Etiology and risk factors       | 15 minutes | Flipchart/<br>Presentation/<br>Written material/Video             | Lecture and discussion  | The trainees compare significant risk factors with those that have not been proven. |

### Unit II: Explanatory concepts



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| Key Points                                  | Time       | Material   | Methodology                                | Expected Outcome   |
|---|------------|--|--|--|
| Unit 1<br>Theory of mind hypothesis         | 30 minutes | Presentation/Written material/<br>Empathy game       | Lecture/discussion/role playing/simulation | The trainees demonstrate the understanding of the concept of theory of mind.                 |
| Unit 2<br>Executive dysfunctions hypothesis | 30 minutes | Presentation/Written material/                       | Lecture/discussion                         | Each trainee can illustrate how he/she uses executive functions in everyday activities.      |
| Unit 3<br>Weak central coherence hypothesis | 30 minutes | Presentation/ Written material/<br>Photo/ Flip chart | Lecture/discussion/ simulation             | The trainees predict how a person with poor central coherence will perceive the environment. |

### Unit III: Autism subtypes and spectrum heterogeneity

| Key Points   | Time       | Material   | Methodology  | Expected Outcome   |
|--|------------|--|--|--|
| Unit 1<br>Relation between language and intelligence | 20 minutes | Presentation/ Written material                                 | Lecture, discussion  | The trainees contrast language and intellectual functions in people on the spectrum. |
| Unit 2<br>Heterogeneity within the spectrum          | 50 minutes | Presentation/ Written material/ scientific article/ flip chart | Lecture, case studies, discussion  | Each trainee demonstrates differences within the spectrum.                           |
| Unit 3<br>Levels of support                          | 20 minutes | Worksheet - table  | Determining level of support in chosen individual with autism/discussion | The trainees can determine and explain the level of support.                         |



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### Unit IV: Strengths-based approach

| Key Points                                  | Time       | Material  | Methodology                                   | Expected Outcome   |
|---|------------|---|---|--|
| Unit 1<br>Autism from different perspective | 30 minutes | Employment strength descriptors/<br>auto-ethnographic insight | Creating own strength descriptors/ discussion | At the end of the lesson the trainees will be able to determine their own strengths in the workplace and to compare them with those of people with autism. |
| Unit 2<br>Deficits as benefits              | 30 minutes | Presentation/ Written material/video                          | Lecture                                       | The trainees gain insight into advantages of people with autism in the workplace.  |
| Unit 3<br>Identifying employee strengths    | 30 minutes | Role playing scenario   | Role playing                                  | The trainees argue and justify their opinions about employee strengths.  |

### Unit V: Guidelines for employers

| Key Points   | Time       | Material   | Methodology   | Expected Outcome   |
|--|------------|--|---|--|
| Unit 1<br>What the employer should know?<br>Discrimination awareness | 30 minutes | Presentation/ Written material/ Table with ableist terms | Lecture/analysis of ableist terms and discussion about their alternatives –<br>Consensus seeking activity | The trainees become aware of subtle discrimination. They understand that terms related to autism may have different connotations in various social groups. |
| Unit 2<br>Schedules, routines and AAC                                | 40 minutes | Video  | Lecture/discussion  | The trainees can illustrate the benefits of the schedules and AAC for the employee on the spectrum.  |



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|   |            |                               |         |  |
|---|------------|-------------------------------|---------|--|
| <b>Unit 3</b><br>Training programs, monitoring, and supervision | 20 minutes | Presentation/Written material | Lecture | The trainees can list and explain behavioral techniques most frequently used in training programs. They can also explain crucial points of monitoring and supervision. |
|---|------------|-------------------------------|---------|--|

### Conclusion

| Key Points  | Time       | Material  | Methodology  | Expected Outcome                                       |
|---|------------|---|--|--|
| Summarize the session                             | 20 minutes | Flipchart                                       | Group activity: each trainee names at least one thing they learned during the sessions, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| Questions and answers                             | 20 minutes | Flipchart                                       | Open question session/discussion   | Trainees' questions answered, doubts clarified         |
| Training evaluation                               | 10 minutes | Evaluation questionnaires                       | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organization           | Collected completed questionnaires from all trainees   |
| Competence evaluation – module final session only | 10 minutes | Competence assessment form/Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module                  | At least 80% success rate                              |



## **Module 1 - Instructions, tips and additional information for trainers**

### **Preparation**

Read carefully the word document “The meaning of autism” and accompanying presentation. The first module consists of an introduction, five sessions, and a conclusion. The content of the five sessions is included in the following document and presentation. For the realization of the training, provided videos and other materials have to be analyzed and prepared before the training. It is expected that the introductory part and concluding part last 60 minutes each, the first session is 120 minutes, and all others 90 minutes each.

### **Introduction**

At the beginning of the introductory part, present yourself to the trainees and express your gratitude for their readiness and willingness to participate in the training. Prepare a sheet of paper with four columns in it. In the first column, write your name. Then in the second write who gave you the name. In the third, the meaning of your name, and in the fourth, one to two adjectives that, in your opinion, best describe you. The following columns will be filled in the same way, so that each of the trainees will give the same information. This is an ice-breaking motivational activity and allows trainees to get to know each other. Then present the content of the module and the expected outcomes using the “Presentation of the topics” presentation which is provided to you.

### **Session I**

#### **Introduction**

Distribute the trainees the nine-item questionnaire you were provided in the Autism Knowledge document. The questions were taken and adapted from the “Autism Knowledge Questionnaire” (Harris et al., 2017). Discuss with the trainees whether and to what extent they are certain in their answers. It is not necessary to resolve dilemmas at this phase, but only to encourage discussion and motivate trainees for further activities.

#### **Unit 1**

Give a short presentation on the history of autism using the provided materials.

#### **Unit 2**

Play the trainees' first video showing a person with high-functioning autism. Trainees should list behaviors that are atypical and that, in their opinion, belong to the autism spectrum. Do the same with another video showing a person with severe autism. Then present the key diagnostic criteria for autism using the ppt. document “Module 1 Meaning of autism”. Ask the trainees to classify the characteristics of autism, observed in the video, into categories and subcategories of impaired social communication and stereotypical activities.



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### Unit 3

Watch a video on co-occurring conditions. Discuss briefly whether their past experiences and knowledge confirm what they heard.

### Unit 4

Ask what factors could cause autism. Write the answers on the flip-chart. Then show a video of an autism expert talking about risk factors for autism. Trainees should compare the presented information with their answers and identify similarities and differences.

## Session II

### Unit 1

Begin the session with the “Empathy game”. Show the photos from the “Session II” presentation or some other presentation of your choice and ask trainees to choose one photo and tell what they said to the person in the photo so the person reacted that way. Then present the part of the ppt. document “Module 1 Meaning of autism” in which the theory of mind is explained. Divide the trainees into pairs. The first trainee should have a developed theory of mind, and the other should pretend not to have a theory of mind at all. Then each of them should explain to their pair what they see in the photos (emoticons and geometric figures from the presentation “Session II”). You can make more similar presentations.

### Unit 2

Using the ppt. document “Module 1 Meaning of autism”, briefly present executive dysfunctions. Discuss in the group how the respondents use their executive functions to do work, go to the store, protect against pandemics, etc.

### Unit 3

Using the ppt. document “Module 1 Meaning of autism”, briefly present the concept of central coherence. Then show the last photo in the “Session II” presentation to only one trainee. His task is to focus only on the part of the photo where the traffic sign is shown. He should describe it in as much detail as possible so other trainees can guess which sign it is. One of the trainees should draw that sign on the flip chart. The photo is then revealed to all trainees and they should discuss how different the photo is from what is drawn on the flip chart.

## Session III

### Unit 1

Begin the presentation with a question about the relationship between intelligence and speech. Ask trainees questions: “Do high-functioning people with autism always have developed speech? Does a person with an intellectual disability always have functional language impairment? Do nonverbal people with autism always have intellectual disability?” After a short group discussion, present the subtypes of autism using the appropriate part of the ppt. document “Module 1 Meaning of autism”.



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### Unit 2

Distribute to the trainees brief descriptions of respondents from the research of Bross et al. (2020). You have received the whole paper and focus on the chapter "Trainee and community employment settings" for analysis. Trainees, individually or in pairs, should read the description of one respondent and highlight data on gender, age, race, diagnosis, co-occurring conditions, employment experience, and other details they find important. Then present the data on a flip chart for each of the five persons with autism. During the group discussion, identify similarities and differences between the respondents. Using the appropriate part of the ppt. document "Module 1 Meaning of autism", indicate the heterogeneity of the autism spectrum.

### Unit 3

Distribute the trainees with a chart describing the level of need for support (document "Levels of support"). Individually or in pairs, trainees should determine the level of need for support from one person with autism they know and then explain their assessment to the other trainees. For each person with autism, the level of need for support according to social communication and stereotypical and repetitive activities is assessed separately. After the assessment, they should explain their ratings to the group. Alternatively, all trainees assess the level of need for support of the same person with autism shown in the video in Session I.

## Session IV

### Unit 1

Distribute to the trainees Table 3 from the Strengths descriptors document. Explain that this is a chart compiled by a researcher with autism describing his own strengths in completing different tasks. Trainees are expected to compile a similar table, listing their strengths within the categories highlighted in the chart.

### Unit 2

Using the appropriate section of the ppt. document "Module 1 Meaning of autism", present the trainees the potential benefits of people with autism in the workplace. Upload a video with the testimony of a special educator who provides support to employees with autism.

### Unit 3

Trainees work in pairs. One trainee has the role of trainer and the other of the employer. The "trainer" chooses one of the jobs from the list: laboratory technician, computer programmer, librarian, factory assembly work, appliance repairer, statistician, running photocopies, cleaning floors, restocking shelves, plant care. Then, he/she presents to the "employer" the positive sides of the persons with autism in performing that job. The "employer" asks questions and expresses doubts about the adaptation of the workplace. Then, the trainees change their roles.



## **Session V**

### **Unit 1**

Begin this session with a short presentation on informing employers of people with autism about discrimination using the appropriate section of the ppt. document “Module 1 Meaning of autism”. Distribute Table 1 from Bottema-Beutel et al. (2020). Trainees should analyze ableist terms and their alternatives and discuss which terms they prefer and why.

### **Unit 2**

Present the trainees a video in which an autism expert speaks about schedules and alternative and augmentative communication in working with people with autism. Discuss past experiences and possible prejudices.

### **Unit 3**

Using the appropriate part of the ppt. document “Module 1 Meaning of autism”, introduce the trainees to the training programs and the necessity of monitoring and supervision. Point out that this topic will be elaborated on in other modules in more detail.

### **Conclusion**

This section should provide a general overview of the content of Module 1. Start with the experiences and observations of the trainees. Each of them should write down on the sticker what is the most important thing they learned within the first module in their opinion. Put the stickers on the flipchart and read them. This opens up the discussion on unresolved issues. Through open-ended questions, trainees point out their doubts that can be resolved immediately or note and discuss them in one of the following modules. Finally, distribute questionnaires to assess the effectiveness and quality of the sessions, as well as the competence assessment.

### **Follow-up**

The employer compiles a short report on a worker with autism. The report should contain a description of his characteristics, specific needs for support, co-occurring conditions, strengths, positive and negative influences of the immediate environment (family, co-workers, instructors, etc.). The report is analyzed individually or in small groups and solutions to possible problems are being found.

### **Competence assessment**

Competence assessment is performed through multiple-choice questions. For each of the ten questions, there are four possible answers offered. There is only one correct answer. Each correct answer gives one point. The minimum number of points required to pass the test is 8.





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## OPPORTUNITIES 4 **AUTISM**

### **Module 1 - Recommended resources and further reading for trainers**

- DSM-5 Autism diagnostic criteria. <https://www.autismspeaks.org/autism-diagnosis-criteria-dsm-5>
- Bissonnette, B., & Coaching, P. F. M. (2008). The Employers Guide to Asperger's Syndrome. <https://www.antioch.edu/wp-content/uploads/2017/01/ASDEmpGuide.pdf>
- Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. (2021). Avoiding ableist language: Suggestions for autism researchers. *Autism in Adulthood*, 3(1), 18-29. DOI: 10.1089/aut.2020.0014
- Cherry, K. How the theory of mind helps us understands the others? <https://www.verywellmind.com/theory-of-mind-4176826>
- The positives of autism <https://autismawarenesscentre.com/the-positives-of-autism/>



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## OPPORTUNITIES 4 AUTISM

### Module 2 - Training session plan

| Opportunities4autisms Training Session Plan             |  |
|---|--|
| <b>Module number</b>                                    | 2  |
| <b>Module title</b>                                     | DIFFICULTIES OF PEOPLE WITH ASD AT THE WORKPLACE   |
| <b>Duration</b>   | 6h   |
| <b>Number of sessions and duration of each session:</b> | Introduction: 30 minutes<br>Unit I - Obstacles to successful employment: 45 minutes<br>Unit II - Remove barriers at the workplace: 150 minutes<br>Unit III - Policies at the workplace: 45 minutes<br>Conclusion: 30 minutes |

| Introduction   |            |  |   |
|--|------------|--|---|
| Key Points   | Time       | Material   | Expected Outcome  |
| Energiser activity                                   | 10 minutes | No materials   | All trainees involved and actively participating  |
| Presentation of the topics dealt with in the session | 5 minutes  | Presentation/slide 2   | The trainees understood the training topic and content  |
| The importance of the topic, expected outcomes       | 15 minutes | Video: Hiring Autistic Workers<br><a href="https://youtu.be/3b5OGx-v6Ao">https://youtu.be/3b5OGx-v6Ao</a><br>Slide 3 | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |

### Unit I: Obstacles to successful employment



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| Key Points  | Time       | Material   | Methodology  | Expected Outcome   |
|---|------------|--|--|--|
| a. Obstacles to employment matching activity                | 15 minutes | Flashcards (8 common obstacles to employment)<br><br>Or online version:<br><a href="https://view.genial.ly/61824fd1e3faa30ded6e7ebe/interactive-content-link-obstacles-to-their-definitions">https://view.genial.ly/61824fd1e3faa30ded6e7ebe/interactive-content-link-obstacles-to-their-definitions</a> | Matching activity in pairs/small groups  | Trainees can recognise and give examples of the main difficulties people with ASD face |
| b. Obstacles to employment                                  | 15 minutes | Presentation slide 4-5<br><br>( <a href="https://view.genial.ly/60ec15371d3b560da6aa958b/interactive-content-common-obstacles">https://view.genial.ly/60ec15371d3b560da6aa958b/interactive-content-common-obstacles</a> )  | Discussion<br>Small exchange of ideas about the existing barriers that people on the autism spectrum face on a daily basis, in relation to employment<br>Digital resources to comment:<br><a href="https://youtu.be/Lk4qs8jGN4U">https://youtu.be/Lk4qs8jGN4U</a><br><br><a href="https://youtu.be/GAehvcnFjml">https://youtu.be/GAehvcnFjml</a> | Trainees can give examples of the main difficulties people with ASD face               |
| c. “Communication vs Social difficulties” matching activity | 15 minutes | Flashcards Social vs Communication Difficulties<br><br>or online via:<br><a href="https://view.genial.ly/60ec02601d3b560da6aa93fa/interactive-content-correct-group">https://view.genial.ly/60ec02601d3b560da6aa93fa/interactive-content-correct-group</a>   | Individual activity and discussion   | Trainees can distinguish the differences between Social and communication difficulties |



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## OPPORTUNITIES 4 AUTISM

### Unit II: Remove barriers at the workplace

| Key Points                                      | Time       | Material   | Methodology   | Expected Outcome  |
|---|------------|--|---|---|
| Remove barriers at the workplace                | 5 minutes  | Video: best practice policies and procedures<br><br><a href="https://youtu.be/eK7gYUb3Zis">https://youtu.be/eK7gYUb3Zis</a><br><br>Slide 7 | Video/discussion                                      | Trainees can recognise and describe the different type of workplace adjustments |
| Workplace adjustments                           | 15 minutes | Worksheet- “Questions Adjustment” (work in groups to answer the questions)<br><br>Slide 8  | Group activity/brainstorming                          |   |
|   | 20 minutes | Slide 9-11   | Lecture<br>Discussion of the question 1               |   |
| Physical Adjustments                            | 5 minutes  | Worksheet “Physical Adjustments” brainstorming   | Brainstorming   | Trainees can recognise and give examples of physical adjustments                |
|   | 15 minutes | Video: getting your workplace ready (3 min)<br><a href="https://youtu.be/SsaR11uNLPw">https://youtu.be/SsaR11uNLPw</a><br>Slide 12         | Video/discussion<br><br>Discussion of the question 2a |   |
| “Adjustments to job role and management process | 5 minutes  | Worksheet “Adjustments to job role and management processes” brainstorming   | Brainstorming   | Trainees can recognise and describe the different type of workplace adjustment  |



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|   |            |   |  |  |
|---|------------|---|--|--|
|   | 10 minutes | Drag and drop activity:<br><a href="https://view.genial.ly/60f6b67460cfc50dc0798ea6/interactive-content-adjustments-sorting-activity">https://view.genial.ly/60f6b67460cfc50dc0798ea6/interactive-content-adjustments-sorting-activity</a><br><br>Also in handout "Put in the right column" | Activity in pairs  |  |
|   | 5 minutes  | Slide 13  | Discussion of the question 2b  |  |
| <b>"Adjustments to social/cultural practices within the organisation"</b> | 5 minutes  | Worksheet "Adjustments to social/cultural practices within the organisation" brainstorming  | Brainstorming  | Trainees can recognise and give examples of "Adjustments to social/cultural practices within the organisation" |
|   | 5 minutes  | Slide 14  | Discussion of the question 2c  |  |
|   | 10 minutes | Slide 15-18   | Discussion of the questions 3 to 6                                     | Trainees can prepare for and tailor adjustments for each individual  |
|   | 20 minutes | Slide 19  | Individual activity and group discussion. Compare each other's answers | Trainees can prepare a draft adjustments plan for their company  |
| <b>2. Perspective-taking is two-sided: Misunderstandings</b>              | 5 minutes  | Slide 20-21   | Discussion   | Trainees can give an example of misunderstanding caused by two-sided perspective-taking                        |
| <b>3. Discrimination: Direct vs Indirect</b>                              | 10 minutes | Slide 22  | Discussion   |  |
|   | 15 minutes | Matching Activity   | Individual activity  | Trainees can distinguish the differences between   |



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|  |   |  |                                    |
|--|---|--|------------------------------------|
|  | Worksheet Direct vs Indirect discrimination   |  | Direct and Indirect Discrimination |
|  | Or online:<br><a href="https://view.genial.ly/60f6b15f08cc870dc7c90dd1/interactive-content-join-words">https://view.genial.ly/60f6b15f08cc870dc7c90dd1/interactive-content-join-words</a> |  |                                    |

### Unit III: Policies at the workplace

| Key Points                       | Time       | Material                               | Methodology             | Expected Outcome   |
|----------------------------------|------------|--|-------------------------|--|
| Unit 3 Policies at the workplace | 45 minutes | Reasonable Adjustments Questionnaire   | Discussion and practice | Trainees familiarise themselves with the recommended templates |
|                                  |            | Reasonable Adjustments Policy Template | Discussion and practice | Trainees familiarise themselves with the recommended templates |
|                                  |            | Reasonable Adjustments Checklist       | Discussion and practice | Trainees familiarise themselves with the recommended templates |

### Conclusion

| Key Points            | Time       | Material             | Methodology   | Expected Outcome                                       |
|-----------------------|------------|----------------------|---|--|
| Summarise the session | 15 minutes | Post it note         | Group activity: each trainee names at least one thing they learned during the session, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| Questions and answers |            | Flipchart/whiteboard | Open question session   | Trainees' questions answered, doubts clarified         |



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|  |            |   |  |  |
|--|------------|---|--|--|
| <b>Training evaluation</b>                               | 5 minutes  | Evaluation questionnaires                       | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation | Collected completed questionnaires from all trainees |
| <b>Competence evaluation – module final session only</b> | 10 minutes | Competence assessment form/Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module        | At least 75% success rate                            |



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## Module 2 - Instructions, tips and additional information for trainers

### Preparation

Some of the material will need to be prepared in advance for the physical training. Print enough copies of the following: “Direct vs Indirect Discrimination” activity sheet, Mind map “physical adjustments”, mind map “Adjustments to job role and management processes”, mind map “Adjustments to social/cultural practices within the organisation”, Questions “Adjustments” sheet.

The following material need to be printed, laminated and cut out into flashcards.

- Communication vs Social Difficulties Flashcards
- 8 Common obstacles matching activity
- “Put in the right column” activity

### Introduction

#### Energizer activity - Instructions

##### Flow

Brief the participants. Ask all participants to stand up. Tell them that you are going to give them instructions on which direction to look. They have to turn their head (only their head, not the body) and look in the appropriate direction.

Explain the details. When you say, “Up”, the participants should tilt their head and look at the ceiling (or the sky). When you say, “Down”, the participants should lower their head and look at the floor (or their feet). When you say, “Left”, the participants should turn their head to their left. When you say, “Right”, the participants should turn their head to the right.

Give directions. Say the words up, down, left, and right in a random order and encourage the participants to follow your instructions. Keep giving directions at a fairly rapid pace.

Change the meaning of the words. After about a minute, tell the participants that you are going to make a change. From now on, up will mean down and vice versa. So when you say “Down”, the participants should look up at the ceiling. Similarly, when you say “Up”, the participants should look down at their feet. Explain that the meaning of the words left and right remain the same. Call out the four directions in a random order and ask the participants to follow instructions. Remind them, however, that they have to remember the new meaning of the words up and down. You will see many “mistakes” and lots of embarrassed laughter.

Conclude the session. Announce the end of the activity after about another minute.





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### **Debriefing**

Ask the participants how difficult it was to follow instructions when the meanings of words were changed. Ask them to discuss any similar experiences they might have had in their real life.

### **Learning Points**

It is difficult to learn new concepts without unlearning some old concepts.

The old way of doing things interferes with learning new procedures.

### **Tips for running this activity online**

A simple activity to run online - so long as you have everyone on webcam and present in your video conferencing tool, this one is run in very much the same way as a live workshop!

Preferably have a gallery view turned of for all participants, so everyone can see everyone during this exercise.

### **Unit 1, 2, 3**

For Unit 1, 2 and 3, make sure all materials are prepared (flashcards, worksheets etc) and all videos are available. Encourage discussion among participants.

### **Conclusion**

Give the opportunity to the participants to ask questions. This is the time to evaluate, not only what the participants have learnt and remember but also the quality of the training organisation, and content as well as the trainer(s).

### **Follow-up**

n/a

### **Competence assessment**

See Annex II

## **Module 2 - Recommended resources and further reading for trainers**

- <https://spectrumofhope.com/workplace-challenges-autism/>
- <https://worksupport.com/documents/JVRautismHendricks.pdf>
- <https://dareuk.org/dare-adjustments-toolkit>
- <https://www.ambitiousaboutautism.org.uk/sites/default/files/employ-autism/documents/employment-toolkit-for-employers-ambitious-about-autism.pdf>
- <http://www.onethingforautism.com.au/8-workplace-things/>



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## OPPORTUNITIES 4 AUTISM

### Module 3 - Training session plan

| Opportunities4autisms Training Session Plan             |   |
|---|---|
| <b>Module number</b>                                    | 3   |
| <b>Module title</b>                                     | Developing and managing the competencies of the employees with ASD. Strengths of the employees with ASD   |
| <b>Duration</b>   | 10h   |
| <b>Number of sessions and duration of each session:</b> | Introduction: 60 minutes<br>Unit I - Advantages/ strengths of the people with ASD: 75 minutes<br>Unit II - The tools to diagnose and support the development of the competencies and abilities of the people with ASD: 120 minutes<br>Unit III - Preparing to work with an employee with ASD, developing the skills of the employee, motivating, supporting: 240 minutes<br>Unit IV - Supporting the strengths and key competencies of the employees with ASD: 90 minutes<br>Conclusion: 15 minutes |

| Introduction   |            |  |   |
|--|------------|--|---|
| Key points   | Time       | Materials  | Expected outcomes   |
| <b>Welcome and the presentation of the trainer</b>                         | 10 minutes | Introduction of the trainer to the trainees and presentation of the training content for the workshop. Presentation (sample presentation att. 1.1) | Getting to know the trainer by the workshop participants. Getting to know the workshop content and its duration. Understanding the general purpose of the workshop content. The trainees are aware of the importance of the topic and are motivated to deepen their knowledge and skills. |
| <b>Presentation of the trainees, breaking the ice/activation exercises</b> | 35 minutes | Exercise script of choice for "breaking the ice". (att.1.2.), A4 sheets, a   | All interns are engaged and actively participating, the interns have got to know each other better.   |



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|  |            | blanket, 3 strings of 10 meters   |   |
| <b>Setting the rules during the workshop</b> | 15 minutes | Establishing the principles of the workshop - a form of contract (att. 1.3 - methodology) | The participants understood the importance of engaging and participating in the workshop content and confirmed their willingness to follow the mutually agreed upon contract of workshop rules. |

### Unit I: Advantages/ strengths of the people with ASD

| Key points  | Time       | Materials  | Methodology  | Expected outcomes  |
|---|------------|--|--|--|
| <b>Characteristics of the people with ASD that are useful at work the most effective activities for the people with ASD</b> | 75 minutes | Film - <a href="https://www.youtube.com/watch?v=PQcAZrQfWzM">https://www.youtube.com/watch?v=PQcAZrQfWzM</a> - flipchart, markers, pens, multimedia presentation (attachment 1.5), group work sheet (att. 1.4) | The trainer discusses the strengths of the people with ASD on the basis of a short film (15 min) <a href="https://www.youtube.com/watch?v=PQcAZrQfWzM">https://www.youtube.com/watch?v=PQcAZrQfWzM</a> and the presentation (annex 1.5)<br>The trainer divides the group into subgroups and asks each group to write down as many strengths of the people with ASD as possible.<br>The trainer distributes a list of the "strengths" of the people with ASD to the groups and asks them to add the qualities that have not been previously described by the trainer but have been "discovered" | The trainees can:<br>create a list of the strengths and advantages of the individuals with ASD, assess the abilities of the people with ASD in terms of occupations/<br>occupational aptitudes, analyze the strengths of individuals with ASD to positively identify effective tasks that can be assigned to such individuals and occupations in which they can realize and develop their strengths. |



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|  |  |  | <p>during the brainstorming session. The trainer asks each group to try to add to the "strengths" group chart the professions in which the advantages of people with ASD can be crucial (20 min)</p> <p>The group, together with the trainer, briefly sums up the work by listing the industries in which people with ASD may be very desirable employees (10 min)</p> <p>5. summary, questions, closing (15min).</p> |  |
|--|--|--|---|--|

### Unit II: Tools to diagnose and support the development of the competencies and abilities of the employees with ASD

| Key points  | Time        | Materials  | Methodology  | Expected outcomes  |
|---|-------------|--|--|--|
| <b>Topics:</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview/Talk</li> <li>• Workshop/</li> <li>• Training</li> <li>• Coaching</li> <li>• Feedback</li> </ul> | 120 minutes | <p>methodological materials extending the knowledge of the field and a multimedia presentation based on them (att. 2.1) - films (list of films (att. 2.2))</p> <p><a href="https://www.youtube.com/watch?v=9iKkVUrfNd4">https://www.youtube.com/watch?v=9iKkVUrfNd4</a></p> <p><a href="https://www.youtube.com/watch?v=Cyr7LhZj1Cc">https://www.youtube.com/watch?v=Cyr7LhZj1Cc</a></p> | <p>The trainer briefly presents tools that support the process of developing competencies, skills, and interests of the employees with ASD. The knowledge of the tools will help in getting to know, supporting and motivating the employees with ASD for further development - useful in the workshop on topic 3, item. E</p> | <p>The trainees can: identify a list of the tools to diagnose and support the development of the persons with ASD, evaluate the selection of the tools for the individuals with ASD as to occupations/ occupational aptitudes, analyze the strengths of the people with ASD in</p> |



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| <ul style="list-style-type: none"> <li>Process monitoring</li> </ul> |  | <p><a href="https://www.youtube.com/watch?v=-nLbeunH_0">https://www.youtube.com/watch?v=-nLbeunH_0</a></p> <p><a href="https://www.youtube.com/watch?v=lqe0dXPlxvc">https://www.youtube.com/watch?v=lqe0dXPlxvc</a></p> <p><a href="https://www.youtube.com/watch?v=cH9_ba_zsU4">https://www.youtube.com/watch?v=cH9_ba_zsU4</a></p> <p><a href="https://www.youtube.com/watch?v=UDQx4o2yjE&amp;t=134s">https://www.youtube.com/watch?v=UDQx4o2yjE&amp;t=134s</a><br/>(about 30 min), cards, pens.</p> | <p>1. Lecture (about 45 min) – presentation (att. 2.1)</p> <p>2. Sample scenes using the tool of both observation (and interview and conversation) and supporting recruitment interviews (choose 2-3 scenes) (approx. 30 min) (video clip, att. 2.2)</p> <p><a href="https://www.youtube.com/watch?v=9iKkVUrfNd4">https://www.youtube.com/watch?v=9iKkVUrfNd4</a></p> <p><a href="https://www.youtube.com/watch?v=Cyr7LhZj1Cc">https://www.youtube.com/watch?v=Cyr7LhZj1Cc</a></p> <p><a href="https://www.youtube.com/watch?v=-nLbeunH_0">https://www.youtube.com/watch?v=-nLbeunH_0</a></p> <p><a href="https://www.youtube.com/watch?v=lqe0dXPlxvc">https://www.youtube.com/watch?v=lqe0dXPlxvc</a></p> <p><a href="https://www.youtube.com/watch?v=cH9_ba_zsU4">https://www.youtube.com/watch?v=cH9_ba_zsU4</a></p> <p><a href="https://www.youtube.com/watch?v=UDQx4o2yjE&amp;t=134s">https://www.youtube.com/watch?v=UDQx4o2yjE&amp;t=134s</a></p> <p>3. Discussion, summary:<br/>Division into subgroups - each group discusses one scene in the context of: what diagnostic and supportive methods were used in the scenes by the interviewers with people with ASD? (15 min)</p> | <p>order to plan and support their development and abilities in a beneficial way, apply observation, interview, or training tools to support those with ASD in developing their competencies at work, understand the need for mentoring, coaching, and training tools in improving the competencies and success at work of the persons with ASD.</p> |
|--|--|--|---|--|



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|--|--|--|--|--|
|  |  |  | Presentation of the groups' conclusions (15 min)<br>Summary, questions, closing (15 min) |  |
|--|--|--|--|--|

### Unit III: Preparing to work with an employee with ASD, developing the employee's skills, motivating, supporting

| Key points   | Time        | Materials   | Methodology   | Expected outcomes  |
|--|-------------|---|---|--|
| <p><b>a.Ensuring that the employee is presented with:</b></p> <ul style="list-style-type: none"> <li>• the organization of the company, its mission and goals,</li> <li>• the colleagues/</li> <li>• team that he/she will be working with, highlighting the structure and relationships within the company,</li> <li>• work rules: regulations and procedures,</li> </ul> | 240 minutes | flipchart, pens, markers, sheets of paper, appendix 3.1 - 7 pieces - group work sheet for preparing the scene, Belbin test - as many pieces as there are participants of the workshop (att. 3.2), presentation concerning the Belbin test, attachment 3.3, multimedia presentation on the need to develop competencies of employees with ASD (attachment 3.4), materials from the workshop scenario (att. 3.5 and 3.6). | <p>Preparation for work (1 hour)</p> <p>a.The trainer initiates a discussion on what conditions should be met in order for an employee with ASD to feel that the space in which he/she will be working will be safe for him/her. The results of the discussion are written on a flipchart.</p> <p>The group divides into subgroups (4 people), the participants briefly prepare a scene (based on attachment 3.1 - group work sheet for preparing a scene) and how they will inform a future employee with ASD about: introducing the organization of the company, its mission and goals, presentation of the</p> | Trainees can:<br>Create a friendly atmosphere and communication when introducing an employee with ASD to a new workplace, assess and recognize team roles of an employee with ASD, use various techniques to learn the skills and competencies of an employee with ASD, understand the mechanisms governing the introduction of an employee to the company's structures, care for the continuous development of the competencies of an employee with ASD and the entire team |



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| <ul style="list-style-type: none"> <li>workplace:<br/>location and<br/>responsibility for<br/>that location,<br/>tasks, duties and<br/>safety rules.</li> </ul> <p><b>b. Getting to know the<br/>employee, his/her<br/>interests, skills,<br/>competencies,<br/>abilities, needs -using<br/>theme 2 and<br/>establishing:</b></p> <ul style="list-style-type: none"> <li>Who is he/she,<br/>what is he/she<br/>interested in, what<br/>skills,<br/>competencies,<br/>personality type<br/>does the<br/>employee with<br/>ASD have?</li> <li>What motivates an<br/>employee?</li> <li>How to<br/>communicate to</li> </ul> |  |  | <p>co-workers/team that he/she<br/>will be working with,<br/>highlighting the structure and<br/>relationships in the company,<br/>the work rules: regulations<br/>and procedures,<br/>introducing to the job: the<br/>place and responsibility for<br/>the place, tasks, duties and<br/>safety rules.</p> <p>discussion of the scenes.<br/>The trainer asks the persons<br/>listening to the presentations<br/>of the scenes how they<br/>perceived the introduction of<br/>the employees to work in the<br/>company, what were their<br/>general impressions of the<br/>persons listening to the<br/>prepared scenes.</p> <p>2. Getting to know the<br/>employee, his/her interests,<br/>skills, competences, abilities,<br/>needs (total 3 hours)<br/>- Performance of the Belbin<br/>test, (1.5 hours - test +<br/>discussion) getting to know<br/>the team roles of the<br/>workshop members (test att.<br/>3.2)</p> |  |
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| <p>establish a relationship and achieve the best possible working relationship?</p> |  |  | <p>Discussing the Belbin test and the importance of team roles - presentation (att. 3.3)<br/>Map of competences<br/>Short introduction, the trainer emphasizes the importance of knowing the competences of the employees with ASD - presentation (att. 3.4)<br/>Workshop (description of the scenario in att. 3.5), interview sheet (att. 3.6) (1 h).</p> <p>- Summary (15 min)</p> <p>Discussion which competencies of the people with ASD are most likely to need support and which competencies may be at a very high level.<br/>Conclusion, questions, summary (15 min).</p> |  |
|---|--|--|---|--|

### Unit IV: Supporting the strengths and key competencies of the employees with ASD

| Key points | Time | Materials | Methodology | Expected outcomes |
|------------|------|-----------|-------------|-------------------|
|------------|------|-----------|-------------|-------------------|



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| <ul style="list-style-type: none"> <li>• Developing HR policies - ways to retain the talented employees with ASD in the company,</li> <li>• Planning career paths and preparing staff development strategies (including the employees with ASD) including the techniques for motivating and managing the employees with ASD and various disabilities - what to remember and what to implement in everyday work with such employees</li> </ul> | <p>90 minutes</p> | <p>Cards, pens, flipchart, case study sheets of different people with ASD (att. 4.2)</p> | <p>1. Workshop/exercise (appendix 4.1) - work in groups (1h)<br/>- The group is divided into subgroups (3 subgroups). Each group prepares advice and support/motivation for the employees with ASD on planning competence development and career paths of employees with ASD (case study, work sheet, att. 4.2). Each group gets 3 case studies. It is recommended to prepare the advice based on the knowledge from the workshop about the competence map.</p> <p>2. The workshop is summed up with group work and a discussion (30 minutes) and conclusions about the ways to support the strengths of the employees with ASD. The trainer reads the source tips from the workshop script, the group confronts them with their own worksheets.</p> | <p>The trainees can:<br/>Create a list of the advantages and strengths of the individuals with ASD, assess the abilities of the persons with ASD regarding occupations/ occupational aptitudes, analyze the strengths of individuals with ASD to positively identify effective tasks that can be assigned to such individuals and occupations in which they can realize and develop their strengths, apply the skills learned in the workshop to practice/work with the individuals with ASD.</p> |
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|  |  |  | 3. Closing, questions, summary (15 min) |  |
|--|--|--|---|--|

| Conclusions  |               |    |                           |   |   |
|--|---------------|----|---------------------------|---|---|
| Key points   | Time          |    | Materials                 | Methodology   | Expected outcomes   |
| Summary of each session - mandatory  | About minutes | 5  | Flipchart/ boards, cards  | Group exercise: each participant lists at least one thing they have learned during the session, writes it on a sticky note, and puts it on the flipchart.   | All expected learning outcomes were mastered by the trainees.                           |
| Questions and answers after each session   | About minutes | 10 | -                         | Open question session   | Answering trainee questions, clarifying the concerns                                    |
| Final evaluation of the training, evaluation of competences - end of module session only |               |    | Evaluation questionnaires | Trainees complete questionnaires to evaluate the effectiveness and quality of the sessions, including content and organization. Trainees answer the questions assessing the level of knowledge, skills and attitudes developed during the training module | Collection of completed questionnaires from all participants. At least 75% success rate |



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## OPPORTUNITIES 4 AUTISM

### Module 4 - Training session plan

| Opportunities4autisms Training Session Plan             |  |
|---|--|
| <b>Module number</b>                                    | 4  |
| <b>Module title</b>                                     | Employment rights of people with ASD in an International, European and National context  |
| <b>Duration</b>   | 10h  |
| <b>Number of sessions and duration of each session:</b> | Unit I - International reference regulations on human rights, disability and ASD: 120 minutes<br>Unit II - European reference regulations on human rights, disability and ASD: 120 minutes<br>Unit III - Law provisions at national level in order to hire and prepare an employee with ASD: 360 minutes |

| Unit I: International reference regulations on human rights, disability and ASD |            |  |   |   |
|---|------------|--|---|---|
| Key Points  | Time       | Material                                   | Methodology   | Expected Outcome  |
| Welcome and presentation of the trainer   | 5 minutes  | -  | The trainer introduces him/herself to the trainees including her/his background                       | Welcome and presentation of the trainer   |
| Presentation of the trainees, an ice-breaking activity/energiser                | 10 minutes | Worksheets/flipchart/colour s and papers   | All trainees involved and actively participating, the trainees learn to know each other better        | Presentation of the trainees, an ice-breaking activity/energiser                                      |
| Presentation of the topics dealt with in the session                            | 5 minutes  | Presentation/slides/printed material/other | The trainees understood the training topic and content  | Presentation of the topics dealt with in the session  |
| The importance of the topic, expected outcomes                                  | 5 minutes  | Presentation/videos/other                  | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |



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## OPPORTUNITIES 4 AUTISM

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| <p><b>Unit 1</b><br/> <b>1. International legal context</b><br/> <b>a. Legal references on Human Rights</b><br/> <b>b. Legal references on disability rights</b><br/> <b>c. Legal references on employment and disability rights</b><br/> <b>d. International recognition of the Autistic Disorder Spectrum</b></p> | <p>90 minutes</p>  | <p>Powerpoint presentation, International legislation, basic stationery material, 2030 agenda for sustainable development, (Human rights /employment/disability/ASD )</p> | <p>Lecture and discussions</p>  | <ul style="list-style-type: none"> <li>- Set the context and make participants aware of work conditions of people with disabilities throughout the world</li> <li>- Understand the application of the Human Rights Based Approach to employment of people with disabilities</li> <li>- Familiarize with the basic international instruments that set standards regarding the setting, recognition and observance of the rights of persons with disabilities</li> <li>- Acquire notions regarding the application of international legal instruments in domestic law</li> <li>- Brainstorm about the meaning and the implications of some articles of the CPRD through guided questions and an imaginary case</li> <li>- Learn about the 2030 agenda for sustainable development</li> </ul> |
| <p><b>Summarise the session</b></p>   | <p>120 minutes</p> | <p>Presentation/worksheets/video/case study/role playing scenario</p>   | <p>Group activity: each trainee names at least one thing they learned during the session, write it on a</p> | <p>All expected learning outcomes covered by the trainees</p>  |



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## OPPORTUNITIES 4 AUTISM

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|   |  |   | post-it and place it on a flipchart.   |  |
| Questions and answers                             |  | Flipchart/whiteboard                            | Open question session  | Trainees' questions answered, doubts clarified       |
| Training evaluation                               |  | Evaluation questionnaires                       | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation | Collected completed questionnaires from all trainees |
| Competence evaluation – module final session only |  | Competence assessment form/Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module        | At least 75% success rate                            |

| Unit II: European reference regulations on human rights, disability and ASD                                    |             |  |  |   |
|--|-------------|--|--|---|
| Key Points   | Time        | Material   | Methodology  | Expected Outcome  |
| Welcome and presentation of the trainer  | 5 minutes   | Presentation/slides/   | The trainer introduced to the trainees including her/his background                              | Welcome and presentation of the trainer   |
| Presentation of the trainees and topics, an ice-breaking activity/energiser                                    | 10 minutes  | Questions and answers  | All trainees involved and actively participating, the trainees learned to know each other better | A better and more dynamic energy in the group to foster the attention during this session                                     |
| Unit 2<br>a. European context: legal references on human rights and disabilities, normative documents, express | 120 minutes | PowerPoint presentation, International legislation, basic stationery material, European references, strategies and documents regarding disability rights | Lecture and discussions  | - Set the context and show the bases on which the EU legislative and executive competences lay on regarding disability rights |



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European awareness about autistic disorders  
b. European Strategy on Employment and Disability during the past and the future decades  
c. Other EU tools with an impact on the field of disability: ESF, ANED, HGLD, EASPD, EDF, European Accessibility Law, European reports about policies in the matter.

- Clarify the division of competences between the EU and EU countries
- Sum up how and when the first references to disability rights were made
- Show some evolutions from the EC to the current EU
- Teach notions of labour law
- Instruct how employers receive support and financial aid to hire people struggling with disabilities
- Inform about the existence of documents that protect people with autism
- Mention the objectives of the European disability strategy during the past and the future decade
- Show the positive measures that promote the employment of disabled people in Europe
- Mention other EU tools that have an impact on the field of disability such as European Social Fund, the High Level Group on Disability or the European Disability Forum.



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## OPPORTUNITIES 4 AUTISM

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|------------------------------|-------------|--|---|--|
| <b>Summarise the session</b> | 120 minutes | Presentation/worksheets/video/case study/role playing scenario | Group activity: each trainee names at least one thing they learned during the session, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| <b>Questions and answers</b> |             | Flipchart/whiteboard   | Open question session   | Trainees' questions answered, doubts clarified         |
| <b>Training evaluation</b>   |             | Evaluation questionnaires                                      | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation          | Collected completed questionnaires from all trainees   |

| <b>Unit III: Law provisions at national level in order to hire and prepare an employee with ASD</b> |             |                    |   |  |
|---|-------------|--------------------|---|--|
| <b>Key Points</b>   | <b>Time</b> | <b>Material</b>    | <b>Methodology</b>  | <b>Expected Outcome</b>  |
| <b>Welcome and presentation of the trainer and the group</b>  | 5 minutes   |                    | The trainer and the group introduce themselves and their background | Welcome and presentation of the trainer and his background   |
| <b>Presentation of the topics; an ice-breaking activity and expected outcomes</b>                   | 10 minutes  | Ice Break activity | All trainees involved and actively participating                    | Breaking the ice and reflect on the similarities and differences of people<br>Trainings are aware of the importance of the topic and motivated to improve their knowledge and skills |





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## OPPORTUNITIES 4 AUTISM

|  |                    |   |  |  |
|--|--------------------|---|--|--|
| <p><b>Session 1</b><br/>1. National normative and main initiatives by countries : Spain, Poland, Italy, Cyprus, Serbia</p>                                 | <p>100 minutes</p> | <p>Power Point presentation<br/>National legislation (employment/disability)<br/>Office supplies,<br/>Access to internet,<br/>Video display<br/>Guided discussion<br/>Self-assessment</p> | <p>Lecture and discussions on the particular cases of the countries involved<br/>The session is based on a comparative analysis of the situation in each country</p>       | <ul style="list-style-type: none"> <li>- The participant knows the system of legislation and executive institutions at the national level</li> <li>- The participant knows the main regulations at the local level regarding employment and disability</li> <li>- The participant knows the level of involvement of their country in the field of autism</li> <li>- The participant knows the government measures for the inclusion of people with disabilities in the labor market</li> </ul> |
| <p><b>Session 2</b><br/>The company's strategy when hiring people with ASD<br/>a. Legal framework<br/>b. Direction and steps of the company's strategy</p> | <p>120 minutes</p> | <p>Power Point presentation<br/>National legislation (employment/disability)<br/>Office supplies,<br/>Access to internet,<br/>Video display<br/>Guided discussion<br/>Self-assessment</p> | <p>Lecture and discussions by analysing the legal framework applied to business activities.<br/>Detection of possible negative impacts and processes in company policy</p> | <ul style="list-style-type: none"> <li>- The participant will know the legal framework applicable to companies</li> <li>- Participant is able to connect the provisions of law with key HR policy</li> </ul>   |



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|  |   |   |  | <ul style="list-style-type: none"> <li>- The participant may negatively impact the company on compliance with Human Rights</li> </ul>   |
| <p><b>Session 3</b><br/>Law provisions regarding hiring and workplace by countries:</p> <p><b>Spain, Poland, Italy, Cyprus, Serbia</b></p> <ul style="list-style-type: none"> <li>- Legal recognition of the disability / TEA</li> <li>- Contracts and working conditions</li> <li>- Financial aid and tax benefits</li> </ul> <p><b>Awareness</b></p> | 100 minutes   | <p>Power Point presentation<br/>National legislation (employment/disability)<br/>Office supplies,<br/>Access to internet,<br/>Video display<br/>Guided discussion<br/>Self-assessment</p> | <p>Lecture and discussions on the particular cases of the countries involved<br/>The session is based on a comparative analysis of the situation in each country</p> | <ul style="list-style-type: none"> <li>- The participants know how ASD is legally recognized</li> <li>- The participant is able to connect the provisions of national laws according the working conditions and contracts</li> <li>- Participants know how their countries behave legally to offer benefits to companies in terms of inclusion and disability</li> <li>- Participant analyses the performance of employees with ASD using employment law and case law for the type of Autism</li> </ul> |
| <p><b>Summarise the Unit 3</b></p>   | <p>Introduction: 15 minutes</p> <p>Session 1: 100 minutes</p> | <p>Power Point presentation<br/>National legislation (employment/disability)</p>  | <p>Lecture and discussions on the particular cases of the countries involved.<br/>Lecture and discussions by analysing the legal</p>                                 | <ul style="list-style-type: none"> <li>- All expected learning outcomes covered by the trainees</li> </ul>  |



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|  | <p>Session 2:<br/>120 minutes</p> <p>Session 3:<br/>100 minutes</p> <p>Conclusion:<br/>35 minutes</p> | <p>CRPD, Guiding Principles on Business, 2030</p> <p>Agenda SDGs</p> <p>Office supplies, Access to internet, Video display</p> <p>Guided discussion</p> <p>Self-assessment</p> | <p>framework applied to business activities.</p> <p>Detection of possible negative impacts and processes in company policy</p>   |  |
| <b>Questions and answers</b>                             | 15 minutes  | Flipchart/whiteboard   | Open question session  | <p>Trainees' questions answered, doubts clarified</p> <p>- If there are no doubts, the discussion will serve to emphasize the key points</p> |
| <b>Training evaluation</b>                               | 15 minutes  | Evaluation questionnaires  | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation | Collected completed questionnaires from all trainees   |
| <b>Competence evaluation – module final session only</b> | 5 minutes   | Competence assessment form/Self-assessment form  | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module        | At least 75% success rate  |



## **Module 4 - Instructions, tips and additional information for trainers**

### **Preparation**

Read carefully the whole word document “EMPLOYMENT RIGHTS OF PEOPLE WITH ASD IN AN INTERNATIONAL, EUROPEAN AND NATIONAL CONTEXT” and accompanying presentation. The fourth module consists of an introduction, three Units, and a conclusion. It is expected that the introductory part and concluding part last 35 minutes each. The first Unit is delivered in one session of 90 min. The second Unit is delivered in one session of 120 min. The third Unit is delivered in three sessions of 100 min, 120 min and 100 min, respectively. The content of these five sessions is included in followed document and presentation. For the realization of the training, provided videos and other materials have to be analyzed and prepared before the training.

### **Introduction**

Read carefully the whole word document “EMPLOYMENT RIGHTS OF PEOPLE WITH ASD IN AN INTERNATIONAL, EUROPEAN AND NATIONAL CONTEXT” and accompanying presentation. The fourth module consists of an introduction, three Units, and a conclusion. It is expected that the introductory part and concluding part last 35 minutes each. The first Unit is delivered in one session of 90 min. The second Unit is delivered in one session of 120 min. The third Unit is delivered in three sessions of 100 min, 120 min and 100 min, respectively. The content of these five sessions is included in followed document and presentation. For the realization of the training, provided videos and other materials have to be analyzed and prepared before the training.

### **Unit 1**

#### **Introduction**

Now, that the first introduction has been made, you will address the difficult of people with ASD / disability to be employed. The importance of having legislation that protects their rights at all levels. You will introduce the concept of Human Rights and basic concepts of application of international laws.

#### Session 1.1

Distribute the trainers the Worksheets for activities 1 and 2 and provide them with the ppt and the appropriate part of “Module 4”.

In the beginning of each session, make sure that the training is aligned with participants' needs through a warm-up discussion.

Start with a short conceptual and contextual framework: background, disability legislation, structure of the legal framework, application of the international law.



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Follow with the explanation of the International reference regulations on human rights, disability and ASD: Universal Declaration of Human Rights, International Covenants on Human Rights, Convention on the Rights of the Child, Convention on the Rights of Persons with Disabilities (CRPD), The rights of children with disabilities, Convention on the Rights of Persons with Disabilities (CRPD) and its article 27.

While the explanation of the Convention on the Rights of Persons With Disabilities, conduct a debate around the definition of “reasonable accommodation” as indicated in [MOD4. Activity 1](#).

Με σχόλια [1]: Cannot open

In a first part, participants are required to think about the meaning of “reasonable accommodation” through the situation of Henry, a person struggling with ASD and who just got hired into a paper office: What kind of activities and accommodations can be suitable for him?

In a second part, participants are asked to share about the functioning of such laws in the country they come from and to brainstorm about the implications (both positive and negative) of accommodations in the workplace.

According art. 27 of CRPD, analyse it point by point with the participants using the worksheet [MOD4. Activity 2](#)

Με σχόλια [2]: Cannot open

This time, the group goes through a review of some quotes of the article 27 of CPRD. Through some guided questions, the group is asked to brainstorm about the meanings of the law, about its limits, its implications and its ethical sides.

Finish with a short presentation on the International recognition of the Autistic Disorder Spectrum

### Unit 2

#### Introduction

Provide the facilitators with the Worksheets related to Activity 3 and 4, the appropriate part of “Module 4” and the concerning ppt.

In order to create a bond and generate a positive energy into the group, you will play the game of mysterious ID numbers. Each trainee will be required to write on a post-it a sequence of letters and numbers. Parts of these sequences should have a meaning for them. For example: 1994-2B-5yD could represent a person born in 1994, who has 2 brothers and has been dancing for 5 years. After a minute or two, the trainer will call out for a participant to show their post-it while the group tries to guess the meaning of the sequence. The game stops when everyone has been interviewed.



Now, you may present the content of this session and its expected outcomes, discuss its duration and timing, etc. Give the participants the possibility to ask you questions about the course.

### Session 2.1

Then, you will start delivering the content of the course: European reference regulations on human rights, disability and ASD.

Explain the European legal context: Treaties of European Union, of Lisbon and of Amsterdam. European legal references on Human Rights and Disability, European normative documents on employment and disability rights.

While talking about employment and disability rights guide a discussion about the disproportionate burden concept as indicated in [MOD4. Activity 3](#)

Με σχόλια [3]: Cannot open

Relying on the article 5 of the Employment Equality Directive, the participants are asked to form little groups of 2 or 3 persons and to discuss in which case, for some given examples (jobs in a restaurant, in a videogame store...), it is possible to hire a person struggling with ASD or how, on the other hand, this could represent a “disproportionate burden on the employer”.

Continue with the European Strategy on Employment and Disability: European Disability Strategies 2010-2020 and 2021-2030.

During the explanation of European Strategy on Employment and Disability start a group discussion thinking about a barrier free Europe as indicated in [MOD4. Activity 4](#)

Με σχόλια [4]: Cannot open

A context is set: The trainer invites the participants to figure out they live in the year 2121, in an era when Europe has become barrier-free and where people struggling with disabilities express their talents and enjoy fully their rights. The trainees are law students who stumble upon the European Disability Strategies from 2010 to 2030.

Using some imagination and a sense of anticipation, everyone compares these old objectives (listed in the worksheet) to the current situation in 2121, the same way we would currently look at some medieval aspects such as high rates of homicides or witch hunting.

As for the previous activity, the trainer can feed the debate with more ideas if the participants have difficulties to move on. Also, if some of the listed objectives don't seem to fit the game, the trainer is free to skip some of them.

Then explain the positive measures to promote the employment of disabled people in Europe and reflect about them as indicated in [MOD4. Activity 5](#)

Με σχόλια [5]: Cannot open



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Relying on the positive measures mentioned in the training curriculum (quota system, supported employment and sheltered employment), the group is invited to discuss openly about those aspects: Has anyone ever seen that in their personal experience? Do they consider it as an ethical, positive, negative measure? How did such actions benefit the company, or, on the contrary, harm it?

The trainer might feed the discussion with some additional ideas, questions or anecdotes if the group doesn't feel inspired.

Follow with a short presentation of the other EU tools with an impact on the field of disability.

Enter now how is the express European recognition and awareness of the Autistic Disorder Spectrum.

### Unit 3

#### Introduction

Distribute the trainers the Worksheets for activities 6, 7, 8, 9, 10, 11, 12 and 13 and provide them with the ppt and the appropriate part of "Module 4".

After the teacher's presentation, we will start the session with a simple icebreaker activity:

"Similarities & Differences": The objective is to get team members to learn how they are similar and different to each other and connect on a personal level.

We all like to have something unique about us. But, we also all like to know we are similar in some way. This ice breaker allows use to find out those things about our co-workers.

- Give each participant a piece of paper and pen.
- Get everyone to draw three columns on their piece of paper with the headings: name, similar and different.
- Get your team to mingle with each other and find out what they have similar and different to each other.
- After the clock stops, the winner is the person who has filled in as many names on their card as possible

This sensitizes the group to our differences and at the same time emphasizes that we are all equal in rights and the teacher will lead the conclusion to introduce the importance of the legal system protecting people with disabilities.



### Session 3.1

Begin the presentation with a previous quizz according to Worksheet [MOD4. Activity 6](#). This is a preliminary questionnaire in which the teacher will launch questions on the air to the different participants.

Με σχόλια [6]: Cannot open

All students actively participate based on their professional and vital experience from each of the countries.

The teacher will make global conclusions for each question, assessing the level of knowledge of students about the subject in their own country.

It serves as motivation for the next activity, in order to deepen the investigation and knowledge.

The previous activity has served to know the starting point of knowledge of the participants. Now, the teacher asks the participants to join groups according to their country of origin using the document [MOD4. Activity 7](#).

Με σχόλια [7]: Cannot open

The students will work on the investigation of relevant information of a legal nature from their country of origin.

The first part is going to focus on normative documents. The search will be divided into legislation that protects Human Rights / Applicable legislation on employment and disability.

The second part will be directed to the investigation of specific legal references in the matter of autism.

The teacher will ask for a representative per group to share the results and will lead a guided discussion comparing the all countries and then delve into the theoretical content in this regard.

After this, the trainer will teach the part of National normative documents on employment and disability rights by countries.

### Session 3.2

To continue with the Company's strategy when hiring people with ASD, start presenting the trainees a video in which the legal framework is easy to understand as indicated in Worksheet [MOD4. Activity 8,9,10](#)

Με σχόλια [8]: Cannot open

This activity consists of retransmitting the videos interspersing them with the transmission of theoretical content.





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The teacher will explain a legislative framework and then will show the video corresponding to each one.

With this activity it is possible to consolidate knowledge, summarize the contents and emphasize the important points.

Additionally, you can discuss in a group when is it considered discrimination based on disability or reflect in the concept of reasonable accommodations and integrate them according the theoretical part of the Convention.

After this part, insist on the responsibility of Companies of respecting Human Rights and how can them conduct their business in this sense by applying the Guiding Principles and the 2030 Agenda.

Delving into the Guiding Principles, explain the direction and steps to the employer for promoting disability inclusion by first making a commitment.

Secondly find out what rights does the Convention protect from a business reading? Identifying possible negative impacts by using the document [MOD4. Activity 11.](#)

This activity consists of reflecting from the point of view of the company, which articles of the CRPD apply and if the company strategy is consistent or in which points it should be modified.

The teacher will ask the participants to get together in groups (2-4 people). Each group will pretend that it is a company.

He will distribute a handout to each group.

He will explain that the articles of the CPRD that concern the employment of people with disabilities have been selected.

For each article, he will ask the group to read and think about questions that the company can ask itself to find possible negative impacts on its strategy.

Examples are provided so that the activity can be directed in case it is necessary to break the ice.

In third place, teach how to establish procedures and assign managers and resources to mitigate and repair possible impacts.

And for the fourth and last step, mention the SDG's related to disability to promote certain actions to contribute with the 2030 Agenda.

Με σχόλια [9]: Cannot open



### Session 3.3

This section is a comparative study of five European countries, on what the legal provisions require when hiring a person with autism.

See Worksheet : MOD4. Activity 12. This is a preliminary questionnaire in which the teacher will launch questions on the air to the different participants.

Με σχόλια [10]: Cannot open

All students actively participate based on their professional and vital experience from each of the countries.

The teacher will make global conclusions for each question, assessing the level of knowledge of students about the subject in their own country.

It serves as motivation for the next activity, in order to deepen the investigation and knowledge.

The previous activity has served to know the starting point of knowledge of the participants. Now, the teacher asks the participants to join groups according to their country of origin as indicated in worksheet MOD4. Activity 13.

Με σχόλια [11]: Cannot open

The previous activity has served to know the starting point of knowledge of the participants. Now, the teacher asks the participants to join groups according to their country of origin

The students will work on the investigation of relevant information of a legal nature from their country of origin.

The teacher will distribute the printed exercise with the sections to be studied.

The first part is going to focus on legal recognition of ASD/disability. Then it comes to finding specific conditions according to the types of contract for people with disabilities.

Later, it will deepen in state aid and tax benefits for companies that hire people with ASD / disability. Finally, they will continue to investigate the level of involvement that the country has in raising awareness of autism.

The teacher will ask for a representative per group to share the results and will lead a guided discussion comparing the all countries and then delve into the theoretical content in this regard.

### Conclusion

This section should provide a general overview of the content of Module 1. Start with the experiences and observations of the trainees. Each of them should write down on the sticker what is the most important thing they learned within the first module in their



opinion. Put the stickers on the flipchart and read them. This opens up the discussion on unresolved issues. Through open-ended questions, trainees point out their doubts that can be resolved immediately or note and discuss them in one of the following modules. Finally, distribute questionnaires to assess the effectiveness and quality of the sessions, as well as the competence assessment.

It is important to remind the trainees that the work conditions of an employee, especially suffering from disabilities, should always take into account the national, European and international juridical regulations. Some more permissive behaviours might happen if both the employer and the employee agree on it in an explicit and official way, as long as it doesn't go against the regulations mentioned above.

### **Follow-up**

The employer compiles documentation with the main steps to follow and the related legal framework.

The report will be reviewed once a year and will be updated in accordance with current regulations.

### **Competence assessment**

On the one hand, the knowledge and mastery that the teachers have on the specific and general competences of the title or titles where their teaching practice is developed.

On the other hand, the way in which the teacher knows how to value in the student the results that she has obtained from the learning process.

Competence assessment is performed through multiple-choice questions. For each of the ten questions, there are four possible answers offered. There is only one correct answer. Each correct answer gives one point. The minimum number of points required to pass the test is 8.

## **Module 4 - Recommended resources and further reading for trainers**

- The Policy Guidelines for Inclusive Sustainable Development Goals (UN) - <https://www.ohchr.org/Documents/Issues/Disability/SDG-CRPD-Resource/Foundations/policy-guideline-foundations-final.pdf>
- Good practice in employment of people with disabilities - [https://ec.europa.eu/employment\\_social/soc-prot/disable/socpart/comp05\\_en.pdf](https://ec.europa.eu/employment_social/soc-prot/disable/socpart/comp05_en.pdf)
- Work-life balance for all - Autism Europe (UE) - [https://www.autismeurope.org/wp-content/uploads/2019/05/KE-04-19-351-EN-N\\_compressed-2.pdf](https://www.autismeurope.org/wp-content/uploads/2019/05/KE-04-19-351-EN-N_compressed-2.pdf)



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- Disability in the Workplace: Company Practices – ILO (UE) - [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_150658.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_150658.pdf)
- Assisting People with Autism - The National Disability Authority IRL) - <https://nda.ie/Publications/Employment/Employment-Publications/Assisting-People-with-Autism-Guidance-for-Line-Managers-HR-Professionals.pdf>
- Los Derechos Humanos de las personas con discapacidad. Guía Práctica para Empresas (ES) - <http://www.autismo.org.es/sites/default/files/guia-empresa-y-ddhh-cermi.pdf>
- Empleo y Trastorno del Espectro del Autismo (ES) - [https://sid.usal.es/idocs/F8/FDO7208/manual\\_empleo\\_apoyo.pdf](https://sid.usal.es/idocs/F8/FDO7208/manual_empleo_apoyo.pdf)
- Orientaciones a la empresa sobre la inclusión laboral de las personas con Síndrome de Asperger (TEA nivel1) (ES) - <https://aspergermalaga.es/AMSA/wp-content/uploads/2020/11/Gu%C3%ADa-para-la-inclusi%C3%B3n-laboral-del-trabajador-TEA-1.pdf>
- Royal Ordinance 1/2013, on the Rights of Persons with Disabilities and their Social Inclusion, Spain
- Royal Ordinance 2/2015 on the Statute of Workers Rights, Spain
- Royal Decree 290/2004, regulating labor enclaves as a measure to promote the employment of people with disabilities, Spain
- Law 31/1995 of Labor Risk Prevention, Spain
- Royal Decree 818/2021, regulating the common activation programs for employment of the National Employment System, Spain
- Royal Decree 870/2007, regulating the supported employment program as a measure to promote the employment of people with disabilities in the ordinary labor market, Spai
- <https://sepe.es/HomeSepe/empresas/Contratos-de-trabajo/contratacion-personas-con-discapacid>



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- [ad.html](#)
- <https://sepe.es/HomeSepe/Personas/encontrar-trabajo/empleo-para-personas-con-discapacidad/centros-especiales-empleo.html>
- [https://www.mites.gob.es/es/Guia/texto/guia\\_8/contenidos/guia\\_8\\_19\\_2.htm](https://www.mites.gob.es/es/Guia/texto/guia_8/contenidos/guia_8_19_2.htm)
- <https://www.tramitacastillayleon.jcy.l.es/web/jcy/AdministracionElectronica/es/Plantilla100Detalle/1251181050732/enlaces/1211891517654/Tramite>
- <https://javersagardoy.com/informacion-laboral/atencion-a-la-dependencia/tipos-de-contratos-de-trabajadores-con-discapacidad->
- Zatrudnienie Osób Niepełnosprawnych - Biuro Pełnomocnika Rządu do Spraw Osób Niepełnosprawnych (niepełnosprawni.gov.pl)
- Zatrudnienie niepełnosprawnego 2021 – dofinansowanie do wynagrodzeń z PFRON i ulgi – warunki, wysokość, kwoty, stopnie niepełnosprawności (blogarama.com)
- Work4Psy – Literature Review Report, <https://cesie.org/en/resources/work4psy-literature-review-report/>
- L'autismo nel panorama giuridico italiano, Articolo, 11/09/2015
- <https://www.altalex.com/documents/news/2015/09/01/la-sindrome-autistica-nel-panorama-giuridico-italiano>
- Autismo e lavoro: una piramide da rovesciare, <https://www.portale-autismo.it/autismo-lavoro-piramide-rovesciare/>
- Leggi e Diritti delle persone con Disturbo dello Spettro Autistico, <http://www.studiosalvago.it/leggi-e-diritti/>
- Lavoratori diversamente abili, <https://www.cliclavoro.gov.it/Aziende/Incentivi/Pagine/Disabili.aspx>
- Legislatura 17<sup>a</sup> - Dossier n. 466 - [https://www.senato.it/japp/bgt/showdoc/17/DOSSIER/0/1009310/index.html?part=dossier\\_dossier1-sezione\\_sezione14-h1\\_h13](https://www.senato.it/japp/bgt/showdoc/17/DOSSIER/0/1009310/index.html?part=dossier_dossier1-sezione_sezione14-h1_h13)
- Autismo ed inclusione sociale: le opportunità per l'inserimento lavorativo, <http://www.tieniamente.it/2020/09/autismo-inclusione-sociale-opportunita-inserimento-lavorativo/>
- Law on Professional Rehabilitation and Employment of Persons with Disabilities, Serbia - [https://www.paragraf.rs/propisi/zakon\\_o\\_profesionalnoj\\_rehabilitaciji\\_i\\_za\\_posljavanju\\_osoba\\_sa\\_invaliditetom.html](https://www.paragraf.rs/propisi/zakon_o_profesionalnoj_rehabilitaciji_i_za_posljavanju_osoba_sa_invaliditetom.html)
- Law on Prevention of Discrimination against Persons with Disabilities, Serbia - [https://www.paragraf.rs/propisi/zakon\\_o\\_sprecavanju\\_diskriminacije\\_osoba\\_sa\\_invaliditetom.html](https://www.paragraf.rs/propisi/zakon_o_sprecavanju_diskriminacije_osoba_sa_invaliditetom.html)



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- <http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/All/5E5F3AD92A3FA954C2257AA100466BA1?OpenDocument>
- Commission non-paper on the setting-up at EU level of the framework required by art. 33.2 of the UN Convention On The Rights Of Persons With Disabilities. August 2012



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### Module 5 - Training session plan

| Opportunities4autisms Training Session Plan             |   |
|---|---|
| <b>Module number</b>                                    | 5   |
| <b>Module title</b>                                     | Recruitment process for people with ASD:<br>Creating an autistic-friendly recruitment process   |
| <b>Duration</b>   | 10 hours  |
| <b>Number of sessions and duration of each session:</b> | Introduction (80 minutes)<br>Unit I - Preparation of the recruitment process (60 minutes)<br>Unit II - Autism-friendly recruitment (180 minutes)<br>Unit III - Autism-friendly selection process (240 minutes)<br>Unit IV - Autism-friendly recruitment and selection: follow up (120 minutes)<br>Conclusion ( <b>125 minutes</b> ) |

| Introduction   |            |   |   |
|--|------------|---|---|
| Key Points   | Time       | Material                                | Expected Outcome  |
| Welcome and presentation of the trainer                          | 10 minutes | Presentation/slides/brochure            | The trainer introduced to the trainees  |
| Presentation of the trainees, an ice-breaking activity/energiser | 45 minutes | Worksheets/flipchart/colours and papers | All trainees involved and actively participating, the trainees learned to know each other better      |
| Presentation of the topics dealt with in the session             | 10 minutes | Presentation/slides/printed material    | The trainees understood the training topic and content  |
| The importance of the topic, expected outcomes                   | 15 minutes | Presentation/videos/other               | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |



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| Main Sessions                                    |             |  |  |  |
|--|-------------|--|--|--|
| Key Points                                       | Time        | Material   | Methodology  | Expected Outcome   |
| Unit 1<br>Preparation of the recruitment process | 60 minutes  | Presentation/ Worksheets and pens / Video/ Kahoot quiz | Lecture/ Discussion/ Demonstration/ Case study/ Quiz | <ul style="list-style-type: none"> <li>- Define the key knowledge about ASD.</li> <li>- Understand the benefits of employing people with ASD.</li> <li>- Identify common difficulties encountered by people with ASD when searching and applying for a job.</li> <li>- Implement an autism-friendly external communication and presentation.</li> <li>- Analyse and reconsider the company's values.</li> <li>- Support an inclusive and an autism-friendly work environment.</li> </ul> |
| Unit 2<br>Autism-friendly recruitment            | 180 minutes | Presentation/ Worksheets and pens                      | Lecture/ Discussion/ Demonstration/ Case study       | <ul style="list-style-type: none"> <li>- Define an autism-friendly competency model.</li> <li>- Identify the core competencies.</li> <li>- Implement an autism-friendly job advertisement.</li> <li>- Select different recruiting channels.</li> <li>- Design an autism-friendly job application process.</li> <li>- Develop an autism-friendly recruitment process.</li> </ul>  |





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|   |             |  |  |  |
|---|-------------|--|--|--|
| <b>Unit 3</b><br>Autism-friendly selection process                    | 240 minutes | Presentation/ Video/ Worksheets and pens | Lecture/ Discussion/ Demonstration/ Case study | <ul style="list-style-type: none"> <li>- Create an autism-friendly approach to screening.</li> <li>- Support an autism-friendly approach for an interview.</li> <li>- Select a recommended interview methodology.</li> <li>- Define good communication skills during a job interview.</li> <li>- Identify and Implement alternatives to the traditional job interview.</li> </ul>      |
| <b>Unit 4</b><br>Autism-friendly recruitment and selection: follow up | 120 minutes | Presentation/ Worksheets and pens        | Lecture/ Discussion/ Demonstration/Case study  | <ul style="list-style-type: none"> <li>- Define an effective tool for a fair candidate assessment.</li> <li>- Identify what is a bias and how to avoid it.</li> <li>- Implement a positive approach for the selection of candidates.</li> <li>- Formulate adequate interview's feedbacks to the candidate.</li> <li>- Evaluate the recruitment process for people with ASD.</li> </ul> |

### Conclusion

| Key Points | Time | Material | Methodology | Expected Outcome |
|------------|------|----------|-------------|------------------|
|------------|------|----------|-------------|------------------|



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|  |            |  |   |  |
|--|------------|--|---|--|
| <b>Summarise the session</b>                             | 45 minutes | Presentation/<br>worksheets/pens                 | Group activity: each trainee names at least one thing they learned during the session, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| <b>Questions and answers</b>                             | 30 minutes | Flipchart /whiteboard                            | Open question session   | Trainees' questions answered, doubts clarified         |
| <b>Training evaluation</b>                               | 20 minutes | Evaluation questionnaires                        | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation          | Collected completed questionnaires from all trainees   |
| <b>Competence evaluation – module final session only</b> | 30 minutes | Competence assessment form/ Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module                 | At least 75% success rate                              |



## **Module 5 - Instructions, tips and additional information for trainers**

### **Preparation**

The preparation requires tips and guidelines on how to address the topic. It also requires time management, booking an adequate place and making sure the material is ready for each session.

To know how to address the topic, it is important to take into account the adult learning principles. Learning about these principles and revolving the sessions around it, will optimize the training as a valuable experience for the attendees.

A good preparation requires a good knowledge of the training session structure and the timeline. Repeating several times before the training is an important step to master the content and time management. The trainer could also share a simplified version of the training session with the participants in advance, so they can be better prepared the day of.

A good preparation also means a good knowledge of the training content. The trainer should master the subject and anticipate the questions that could be asked by the trainees. To prepare the answers to the potential questions, the trainer can have a look at the references indicated in the training materials.

### **Introduction**

The introduction will be divided in 4 parts :

- Welcome and presentation of the trainer

The trainer introduced herself/himself and the organisation she/he works for to the trainees in a clear and concise way. Along with sharing her/his name, the trainer should give some information about her/his background and choose details that are relevant to the presentation and help establish her/him as an expert in the chosen topic. This part should not exceed 10 minutes to not lose the trainees attention.

- Presentation of the trainees, an ice-breaking activity/energiser

The training session might involve tens of people, some of which might not be familiar with each other. It's important for the course of the training that all trainees involved get to know each other better.

The trainer should therefore choose an ice-breaker to instaure a nice and safe environment. It is also a good idea to split the group into smaller groups to lead to a more relaxed and conducive learning environment.

- Presentation of the topics dealt with in the session



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The trainer should introduce the subject in a succinct and organised manner. If needed, the trainer can talk about the sources and the method.

To engage the participants from the beginning, capture their interest and help them focus on what the trainer is going to share, the trainer should make them understand the training topic and content.

- The importance of the topic, expected outcomes

The participants also need to know that what the trainer is presenting is important. The trainer should consider giving statistics to help deliver the importance of the message. The trainer should also share how this presentation might enrich their lives or help them develop new skills.

### **Unit 1, 2, 3 and 4**

Each unit should be prepared in advance and an energizer should be chosen before the session begins. The subjects should be well prepared in order to answer any questions that may be asked. To prepare the subjects, it is advised to have a look at the training curriculum and to the added references.

- Unit 1 : Preparation of the recruitment process
- Unit 2 : Autism-friendly recruitment
- Unit 3 : Autism-friendly selection process
- Unit 4 : Autism-friendly recruitment and selection: follow up

To adapt the content to her/his experience, the trainer should consider telling a short and relevant story, as it can help build rapport with the participants. The story can be idealistic or thought-provoking, but should be short and contain relevant information.

During each session, the trainer should encourage the participants to feel excited about the presentation by being an energetic speaker. Along with changing the tone of voice, the trainer should make sure she/he is using hand gestures and smiling throughout the speech.

Besides the participatory activities, the trainer should motivate trainees to participate by asking open-ended questions that require them to either raise a hand or stand up to answer. This encourages them to be more attentive listeners and can help them reflect on the content of the presentation.

It is also required to regularly ask them if they have any question or if something is not clear.

It is important to use visual aids. However, using it doesn't mean having it as a background. If in the slideshows there are graphics, infographics, videos, images and other visual elements, it is better if the trainer shows and explains it with hands while



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talking. It guides the presentation and helps people stay interested and not be torn between listening and understanding the visual elements.

### **Conclusion**

At the conclusion of the module, the trainees' knowledge, skills and competences will be evaluated by an assessment questionnaire – a test with 10 closed questions with multiple correct answers. Trainees will have to achieve at least 75% percent of correct answers to pass the module.

The module assessment will make part of the overall Opportunities4autism assessment, uniting the evaluation outcomes of all 6 modules.

### **Follow-up**

- Write up a workshop report.
- Give workshop materials to several companies.
- Maintain strategic communications and collaboration with the workshop participants.
- Open a virtual space to share experiences and results of the learning outcomes.

### **Competence assessment**

The trainees' knowledge, skills and competences developed as well as changes in attitudes, beliefs and behaviour achieved within the Module 5 will be observed and assessed during the group activities such as:

- Simulations and role play
- Practical workshop exercises
- Kahoot quiz
- Analysis of case studies from the company's practice and external examples
- Drafting a job interview plan needs
- Discussions

### **Module 5 - Recommended resources and further reading for trainers**

- *Employing autistic people – a guide for employers*, National Autistic Society. - <https://www.autism.org.uk/advice-and-guidance/topics/employment/employing-autistic-people/employers>
- *Benefits of Hiring People with Autism*, International Board of Credentialing and Continuing Education Standards. - <https://ibcces.org/blog/2015/07/08/benefits-of-hiring-people-with-autism/9>



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- *Neurodiversity as a Competitive Advantage*, Harvard Business Review. - <https://hbr.org/2017/05/neurodiversity-as-a-competitive-advantage>
- *Where autistic candidates (and others) go wrong in job interviews*, E-financial careers. - <https://www.efinancialcareers.it/news/2020/11/autism-job-interviews>
- *Benefits of employing autistic people*, Youtube videos. - [https://www.youtube.com/results?search\\_query=benefits+of+employing+autistic+people](https://www.youtube.com/results?search_query=benefits+of+employing+autistic+people)
- *Disabilità intellettive, alcuni dati*, Anffas Nazionale. - [http://www.anffas.net/it/disabilita-intellettive-e-disturbi-dello-spettro-autistico/alcuni-dati/#:~:text=Oltre%20quattro%20milioni%20di%20persone,\(il%2010%2C7%25\)](http://www.anffas.net/it/disabilita-intellettive-e-disturbi-dello-spettro-autistico/alcuni-dati/#:~:text=Oltre%20quattro%20milioni%20di%20persone,(il%2010%2C7%25))
- *Autism and inclusive employment*, European Parliament. - [https://www.europarl.europa.eu/doceo/document/O-9-2021-000017\\_EN.html](https://www.europarl.europa.eu/doceo/document/O-9-2021-000017_EN.html)
- *Autism At Work: A Global Program*, Chase. - <https://www.youtube.com/watch?v=RrSGoK7jI2M>
- *Employer branding*, Wikipedia. - [https://en.wikipedia.org/wiki/Employer\\_branding](https://en.wikipedia.org/wiki/Employer_branding)
- *The autism and Aspergers-friendly employer meter*, Spectroomz. - <https://www.spectroomz.com/blog/the-autism-friendly-employer-meter>
- *Autism Friendly Digital World*, Living Autism. - <https://livingautism.com/autism-friendly-digital-world/>
- *How to build an autism-friendly website*, HeX Productions. - <https://www.horlix.com/making-your-autism-friendly-website/>
- *Transforming lives and changing attitudes*, National Autistic Society. - <https://www.autism.org.uk/>
- *SAP Autism At Work Overview*, SAP. - <https://www.youtube.com/watch?v=VweAtdc3dyM>
- *What Is a Job Description?*, WikiJob. - <https://www.wikijob.co.uk/content/application-advice/job-applications/what-job-description>
- *Competency-Based Job Descriptions*. - <http://www.waljob.net/download/hrbook/HRM%20-%20Briefcase%20Books%20-%20Hiring%20Great%20People.pdf>



- *Neurodiverse Practices – How to Hire People with Autism*, Focus Professional Services. Neurodiversity Talent Agency. - <https://focusps.ca/neurodiverse-practices-hire-people-autism/>
- *What is autism?*, National Autistic Society. - <https://www.autism.org.uk/advice-and-guidance/what-is-autism>
- *How to conduct job interviews with candidates who have autism*, The Conversation. - <https://theconversation.com/how-to-conduct-job-interviews-with-candidates-who-have-autism-123152>
- *The Dos & Don'ts of Interviewing Job Candidates with Autism*, Spectroomz. - <https://www.spectroomz.com/blog/interviewing-autistic-candidates>
- *Autistic burnout, explained*, Spectrum News. - <https://www.spectrumnews.org/news/autistic-burnout-explained/>
- *Ameliorating the Disadvantage for Autistic Job Seekers: An Initial Evaluation of Adapted Employment Interview Questions*, Centre for Applied Autism Research, University of Bath, UK and Centre for Research in Autism and Education, University College London, UK. - <https://discovery.ucl.ac.uk/id/eprint/10114129/1/Job%20interview%20paper%20FINAL%20ACCEPTED%20AUTHORS%20VERSION.pdf>
- *The Different Types Of Job Interviews And What To Expect*, Morgan McKinley. - <https://www.morganmckinley.com/article/different-types-job-interviews-and-what-expect>
- *Competency-Based Interviews*, ISC Professional. - <https://www.interview-skills.co.uk/free-information/interview-guide/competency-based-interviews>
- *Interview Tips & Decoding the Questions: A Guide to Job Interviews for Students with Asperger's and ASD*, Recruit Guelph. - <https://www.recruitguelph.ca/cecs/sites/uoguelph.ca.cecs/files/public/Asperger%27s%20and%20ASD%20Job%20Interview%20Tips.pdf>
- *Screening by Means of Pre-Employment Testing*, SHRM. - <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/screeningbymeansofpreemploymenttesting.aspx>
- *To Disclose or Not To Disclose? Employment Tool Kit*, Autism Speaks. - <https://www.autismspeaks.org/tool-kit-excerpt/disclose-or-not-disclose>
- *Disclosing your autism - a guide for autistic adults*, National Autistic Society. - <https://www.autism.org.uk/advice-and-guidance/topics/diagnosis/disclosing-your-autism/autistic-adults>



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- *Should I Disclose My Autism to a Prospective Employer?*, U.S. News. - <https://health.usnews.com/wellness/articles/2018-11-08/should-i-disclose-my-autism-to-a-prospective-employer>
- *Is it legal to ask about mental health in job interviews?*, Recruitment Connection. - <https://www.recruitment-connection.co.uk/index.php/2018/02/is-it-legal-to-ask-about-mental-health-in-job-interviews/>
- *Autism and Job Interviews*, Youtube Video. - <https://www.youtube.com/watch?v=GPxRpVoQ2g>
- *Gamification in Recruiting*, Hire. - <https://recruiterbox.com/blog/gamification-in-recruiting#:~:text=Gamification%20can%20be%20an%20effective,they%20would%20do%20if%20hired.>
- *Designing Gamified Interventions for Autism Spectrum Disorder: A Systematic Review*, Barros.V, Brancher.J, Camargo.M and Miranda.R. - [https://www.researchgate.net/publication/337108684\\_Designing\\_Gamified\\_Interventions\\_for\\_Autism\\_Spectrum\\_Disorder\\_A\\_Systematic\\_Review](https://www.researchgate.net/publication/337108684_Designing_Gamified_Interventions_for_Autism_Spectrum_Disorder_A_Systematic_Review)
- *8 reasons why recruiters should be careful when using gamification to screen candidates*, Meritocracy. - <https://meritocracy.is/blog/2018/11/29/8-reasons-why-recruiters-should-be-careful-when-using-gamification-to-screen-candidates/>
- *Gamification for Recruitment and Job Training: Model, Taxonomy, and Challenges*, IEEE Xplore. - <https://ieeexplore.ieee.org/abstract/document/9050550>
- *Effective Recruitment and Selection*, Saylor. - <https://learn.saylor.org/mod/page/view.php?id=6121>
- *How to attract a more neurodiverse workforce*, The Telegraph. - <https://www.telegraph.co.uk/business/autism-in-workplace/attract-neurodiverse-workforce/>
- *Human resources: recruitment and selection*, Open Learn. - <https://www.open.edu/openlearn/money-business/human-resources/human-resources-recruitment-and-selection/content-section-2>
- *Understanding your biases*, Washington University. - <https://psych.wustl.edu/news/understanding-your-biases>
- *How to Recognize & Conquer Unconscious Bias*, Idealist. - <https://www.idealists.org/en/careers/unconscious-bias-recognize>





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- *What Is Cognitive Bias?*, Very Well Mind. -  
<https://www.verywellmind.com/what-is-a-cognitive-bias-2794963>
- *10 Ways to Reduce Interviewer Bias*, LinkedIn. -  
<https://www.linkedin.com/business/talent/blog/talent-strategy/ways-to-reduce-interviewer-bias>
- *Person-Organization Fit*, Morley.M. -  
[https://www.researchgate.net/publication/233617447\\_Person-Organization\\_Fit#:~:text=Kristof%20\(1996\)%20in%20her%20integrative,fundamental%20characteristics%2C%20or%20both%E2%80%9D](https://www.researchgate.net/publication/233617447_Person-Organization_Fit#:~:text=Kristof%20(1996)%20in%20her%20integrative,fundamental%20characteristics%2C%20or%20both%E2%80%9D)
- *The Right Way to Check Someone's References*, Harvard Business Review. -  
<https://hbr.org/2016/07/the-right-way-to-check-someones-references>



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## OPPORTUNITIES 4 AUTISM

### Module 6 - Training session plan

| Opportunities4autisms Training Session Plan             |  |
|---|--|
| <b>Module number</b>                                    | 6  |
| <b>Module title</b>                                     | On boarding and adaptation and implementation processes for ASD employees. Organization of the workplace.  |
| <b>Duration</b>   | 9h45min  |
| <b>Number of sessions and duration of each session:</b> | Unit I - The role of HR in the adaptation process: 2h10min<br>Unit II - Tools used and supporting the adaptation of employees with ASD: 2h<br>Unit III - Areas of adaptation of an employee with ASD at work – Workshop: 2h<br>Unit IV - Effective use of tools for introducing new employees with ASD to work and the consequences of an ineffective adaptation process : 3h<br>Conclusion: 35min |

| Unit I: The role of HR in the adaptation process                 |            |  |   |   |
|--|------------|--|---|---|
| Key Points   | Time       | Material                                   | Methodology   | Expected Outcome  |
| Welcome and presentation of the trainer                          | 5 minutes  | -  | The trainer introduces him/herself to the trainees including her/his background                       | General interest content  |
| Presentation of the trainees, an ice-breaking activity/energiser | 10 minutes | Presentation/slides/printed material/other | The trainees understood the training topic and content  | Presentation of the topics dealt with in the session  |
| Presentation of the topics dealt with in the session             | 10 minutes | Presentation/videos/other                  | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills | Trainees are aware of the importance of the topic and motivated to improve their knowledge and skills |



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|---|-----------|--|--|--|
| <b>The importance of the topic, expected outcomes</b> | 5 minutes | Presentation/slides/printed material/other | The trainees understood the training topic and content | Presentation of the topics dealt with in the session |
|---|-----------|--|--|--|

### Unit I: The role of HR in the adaptation process

| Key Points  | Time       | Material  | Methodology   | Expected Outcome   |
|---|------------|---|---|--|
| <b>Unit 1 (Session 1)</b><br>1.2 processes of recruitment / personal selection at general level companies for employees<br>1.3 recruitment and disability               | 40 minutes | worksheets/ documents to obtain proper learning | Lecture and discussions.  | you will find a general description on recruitment and personal selection, specific contents, explanatory video, aetapi page selection services for people with tea, free tool Access. |
| <b>Unit 1 (Session 2)</b><br>1.4 personal selection and disability<br>1.5 information and awareness to the work<br>1.6 ensure that the contracting conditions are clear | 50 minutes | worksheets/ documents to obtain proper learning | Lecture and discussions.  | They find the appropriate information to be able to carry out a selection of personnel without discrimination and taking into account the characteristics of people with autism        |
| <b>Unit 1 (Session 3)</b><br>1.7 general information about hearing, sensory intellectual impairments  | 50 minutes | worksheets/ documents to obtain proper learning | Course attendees will be able to watch a video where they can see the accomplishment of a person with autism in the search for employment | They find the appropriate information to be able to carry out a selection of personnel without discrimination and taking into account the  |



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| 1.8 supplementary help materials |  |  |  | characteristics of people with autism |
|----------------------------------|--|--|--|---------------------------------------|

### Unit II: Tools used and supporting the adaptation of employees with ASD

| Key Points  | Time        | Material  | Methodology   | Expected Outcome   |
|---|-------------|---|---|--|
| Unit 2 (Session 1)<br>2.1 general concepts<br>2.3 questionnaire | 120 minutes | questionnaire, schemes, documents to obtain proper learning | Each of the course attendees must complete the questionnaire found in this unit to verify that they have obtained the necessary data to continue with the module. | The attendees find the tools for companies to help employees with ASD to adapt to the job. |

### Unit III: Areas of adaptation of an employee with ASD at work – Workshop

| Key Points   | Time        | Material   | Methodology   | Expected Outcome   |
|--|-------------|--|---|--|
| Unit 3 (Session 1)<br>3.1 suggestions for preparing a workshop<br>3.2 supplementary help materials | 120 minutes | Questionnaires, schemes, documents to obtain proper learning | Through a video and an interview specifically designed for people with autism, attendees must answer a questionnaire. | In this unit the following points will be highlighted:<br>1. Introducing the employee of the company's organization, its mission and goals.<br>2. Introducing the employee to colleagues/team with whom he will work, marking the structure and dependencies in the company. |



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|  |  |  |  |   |
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|  |  |  |  | <p>3. Presentation of the principle of work: regulations and procedures.<br/>Presentation to the employee of the workplace: place and responsibility for this place, tasks, duties, safety rules.</p> |
|--|--|--|--|---|

### Unit IV: Effective use of tools for introducing new employees with ASD to work and the consequences of an ineffective adaptation process

| Key Points   | Time       | Material  | Methodology  | Expected Outcome  |
|--|------------|---|--|---|
| <p>4.1 description of people with autism and their talents as well as their weaknesses<br/>4.2 the capabilities of people with ASD</p> | 60 minutes | worksheets/ documents to obtain proper learning | Lecture and discussions.   | Personnel policy in this section, awareness of the will to retain talented employees with ASD and awareness of a high level of turnover due to specific communication difficulties and, sometimes, limited opportunities derived from employee dysfunction will be addressed. |
| 4.3 career path planning and preparation of a staff development strategy (including employees with asd):.                              | 60 minutes | Good Practices                                  | The attendee to the course must read the cases of good practices to be able to apply it later. | This session is very practical and designed so that companies learn about good practices and can implement them.  |
| 4.4 more relevant information  | 60 minutes |   | Once the entire module has been read, the course   | List of things that recruiters and companies should   |



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|   |  |   |   |   |
|---|--|---|---|---|
| 4.5 social expectations require instruction<br>4.6 case practical |  | Documents to read, presentation, case study | attendee must carry out the practical case where they can apply everything learned during the course. | consider and know about people with autism and their worth in the job market: |
|---|--|---|---|---|

### Conclusion

| Key Points  | Time       | Material  | Methodology   | Expected Outcome                                       |
|---|------------|---|---|--|
| Summarise the session                             | 15 minutes | Post it note                                    | Group activity: each trainee names at least one thing they learned during the session, write it on a post-it and place it on a flipchart. | All expected learning outcomes covered by the trainees |
| Questions and answers                             | 5 minutes  | Flipchart/whiteboard                            | Open question session   | Trainees' questions answered, doubts clarified         |
| Training evaluation                               | 5 minutes  | Evaluation questionnaires                       | Trainees fill in questionnaires to evaluate the effectiveness and quality of the session, including the content and organisation          | Collected completed questionnaires from all trainees   |
| Competence evaluation – module final session only | 10 minutes | Competence assessment form/Self-assessment form | Trainees respond to questions assessing the level of knowledge, skills and attitudes developed during the training module                 | At least 75% success rate                              |



## **Module 6 - Instructions, tips and additional information for trainers**

### **Preparation**

This module is intended for companies and employees to provide training and practical tools to HR professionals, recruiters, directors of diversity and inclusion, personnel managers, team leaders and employers, training and education in the field of employment and the labour integration of people with autism spectrum disorder (TEA).

The objective of the Manual is to help companies to know how to adapt the workplace to people with Autism as well as to encourage employees to work together so that they can help potential employees with ASD in their workplace.

First, the Module presents what we must take into consideration about people with ASD and what needs to be known about them so that the job is as adapted as possible.

Since the Opportunities4autims training is specifically intended for HR professionals and employers, the module provides a useful theoretical foundation on adult learning to help companies and employees train to adapt work and its functionality to people with ASD.

To prepare this module in the best possible way, you must have at your disposal the necessary means to access the videos that you must play throughout the course. You also need to print the tests and quizzes to do them the right way. Remember, that it is necessary that you obtain information on the definition of autism and its characteristics (established in other modules) before finishing the practical case that is in module 6.

### **Introduction**

Before beginning, course attendees are asked to comment on whether they have ever had any experience working with a person with autism. In this way, we achieve an exchange of experiences that at the end of the module it will be good to remember to see what each of the participants would do now that they have all the necessary information and knowledge.

In addition, attendees will be explained what knowledge they will acquire with module 6. These are the following:

After completing the module, the participant will have the following knowledge and skills:

- Participants are aware of the need to develop skills to support and develop the motivation of employees with ASA in the work environment.
- Participants are aware of the importance of a friendly and professional introduction of a new employee with autism spectrum disorder to the company/team.



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- Participants know the stages of induction of a new employee with ASD into the work environment of the company and understand the role of HR in each of these stages.
- Participants know and can use tools and methods used in the process of adaptation of new employees, with particular emphasis on employees with ASD.
- Participants know the importance of the areas of use of the knowledge acquired in the process of adaptation by new employees (regulations, rules concerning decision-making or document flow, etc.) for the effective management of team or project work processes or for carrying out professional duties.
- Participants are able to develop their own competences of effective communication and to build positive relations within a team.
- Participants are aware of the most frequent mistakes in the implementation of employees with ASD, and know the consequences of these mistakes in the team/professional work process.

### **Unit 1, 2, 3 and 4**

For Unit 1, 2, and 4, make sure all materials are prepared (worksheets, videos, questionnaire, etc) and all videos are available. Encourage discussion among participants.

### **Conclusion**

Remember that this module is used so that the participants can carry out personnel selection, interviews and all the necessary labour processes related to a person with autism. This has a very important value since we are talking about opportunities, equality, non-discrimination, etc. Therefore, the participants should ask all the questions you have and try to make this module a practical learning that they can use in the future. In this way, they will be able to change the world.

### **Competence assessment**

The competencies you will obtain are developed in the introduction.

### **Module 6 - Recommended resources and further reading for trainers**

- Go to the video link click here (REALITY, MYTHS AND CHALLENGES OF AUTISM) <https://www.youtube.com/channel/UCI6QcXatdaEAaRTRjI3dc0w>
- GOING TO THIS FREE PAGE WILL HELP YOU CREATE PROFILES ADAPTED TO PEOPLE WITH AUTISM: <http://aetapi.org/herramienta-evaluacion-empleo-tea/>
- Aguilar, M (2005), Preparing my job interview, UNAM: México.
- Chiavenato, Idalberto (1999) Human Resources Administration, McGraw-Hill Interamericana, S.A., Colombia,





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## OPPORTUNITIES 4 AUTISM

- Claver Cortés, E, Gascó Gascó, J. L., Llopis Taverner, J. (2001). Human Resources in the Company: A Management Approach. (Second edition) Editorial Cívitas, Madrid.
- Equipo Vértice (2007) Selection of personnel, Editorial Vértice, Málaga
- Olleros Izard, Manuel (2005) The recruitment and selection process of personnel, Barcelona, Gestión 2000.
- Internet Resources:
- Abellán García, Antonio; Hidalgo Checa, Rosa M<sup>a</sup>. (2011). Definitions of disability in Spain, nº 109 Elderly Portal Reports. Madrid. (<http://envejecimiento.csic.es/documentos/documentos/pm-definiciones-01.pdf> )
- Antezana, Paula; Linkimer, Madai (2015) Toolbox for Inclusive Companies, module nº4, The process of recruitment, selection and induction of an inclusive company. Costa Rica.
- Antezana, Paula; Linkimer, Madai (2015) Toolbox for Inclusive Companies, module nº4, The process of recruitment, selection and induction of an inclusive company. Costa Rica.
- Adecco Foundation website (Azimut) (<https://fundacionadecco.org/azimut/> )
- FSC Inserta Web Page (Fundación Once) (<http://www.fsc-inserta.es/> )
- Inclúyeme website (www.incluyeme.com)
- Website of the World Health Organization (WHO) ([www.who.int/es/](http://www.who.int/es/) )
- Website of the State Public Employment Service (SEPE) (<https://www.sepe.es/> )
- SINPROMI Website (<http://www.sinpromi.es/> )
- FSC Inserta corporate video (<https://www.youtube.com/watch?v=wsgpoxFwB4> )
- SINPROMI corporate video (<https://www.youtube.com/watch?v=xpUQIJIKWFo> )
- <http://aetapi.org/herramienta-evaluacion-empleo-tea>



## Annex 2 - Competence Assessments

### Module 1 - Competence Assessment

| Opportunities4autisms Competence Assessment |                       |
|---|-----------------------|
| <b>Module number</b>                        | 1                     |
| <b>Module title</b>                         | The meaning of autism |
| <b>Number of questions</b>                  | 10                    |
| <b>Maximum score</b>                        | 10 points             |
| <b>Minimum passing score</b>                | 80 %                  |

#### Instructions for trainees:

Competence assessment is performed through multiple-choice questions. For each of the ten questions, there are four possible answers offered. There is only one correct answer. Each correct answer gives one point. The minimum number of points required to pass the test is 8.

#### Points calculation:

Multiple choice questions: correct answer 1 point / incorrect answer 0 points

Question 1. The term autism spectrum indicates that:

- a) all persons with autism have the same symptoms
- b) there is a great heterogeneity of symptoms
- c) autism is accompanied with visual impairments
- d) children with autism have special abilities

Question 2. Hand-flapping and finger-flicking are:

- a) stereotypical movements
- b) signs of brain damage
- c) signs that the child is bored
- d) present only in non-verbal children

Question 3. All people with autism have:

- a) intellectual disabilities
- b) fragile X syndrome
- c) difficulties in social communication
- d) aggressive behavior



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Question 4. A known risk factor for occurrence of autism is:

- a) paternal age
- b) emotionally detached mother
- c) vaccination
  
- e) epidural analgesia

Question 5. Which of the following skills is related to executive functions?

- a) emotional recognition
- b) fine motor skills
- c) planning
- d) gross motor skills

Question 6. Theory of mind is:

- a) ability to understand mental states
- b) a way of thinking of children with autism
- c) a theory of how child with autism thinks
- d) psychological theory of how the brain “works“

Question 7. The level of support

- a) does not depend on the context
- b) does not change over time
- c) depends on the context and never change
- d) depends on the context and may change over time

Question 8. Being detail-oriented:

- a) is always weakness in the work environment
- b) is always an advantage
- c) could be sometimes seen as an advantage
- d) is not related to the job

Question 9. Ableism is:

- a) autism rights movement
- b) the opinion that people with autism have different abilities
- c) discrimination based on disability
- d) state of high-functioning autism

Question 10. Teaching complex job tasks by breaking them down into smaller sequential steps is known as:

- a) prompting
- b) chaining



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- c) modeling
- d) reinforcement

### **Solution:**

Question 1 –

Question 2 –

Question 3 –

Question 4 –

Question 5 –

Question 6 –

Question 7 –

Question 8 –

Question 9 –

Question 10 –



## Module 2 - Competence Assessment

| Opportunities4autisms Competence Assessment |  |
|---|--|
| <b>Module number</b>                        | 2  |
| <b>Module title</b>                         | Difficulties of people with ASD at the workplace |
| <b>Number of questions</b>                  | 10   |
| <b>Maximum score</b>                        | 100 points                                       |
| <b>Minimum passing score</b>                | 75 %   |

### Instructions for trainees:

Handout a copy of the assessment questionnaire to each participant. Explain there is only 1 correct answer in each question. Allow 10minutes for participants to answer. At the end you can discuss the questions one by one, as a group.

### Points calculation:

Single choice question: correct answer 1 point / incorrect answer 0 points

Multiple choice question: correct answer 1 point / partially correct answer 0,5 points / incorrect answer 0 points

Question 1. Which of the following is NOT an obstacle to employment specifically for people with ASD.

- a) Illiteracy
- b) Mental health problems
- c) Aggressive behaviour
- d) Social impairments

Question 2. The ability to understand directions or “reading between the lines”, are examples of what skill?

- a) Cognitive Functioning Skills
- b) Social Skills
- c) Communication Skills
- d) Language skills

Question 3. Based on the main difficulties associated with autism, what are the most common support needs?

- a) Physical, Social, Communication, Mental health and wellbeing, Skills and experience needs



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- b) Physical, Social, Cognitive, Mental health and wellbeing, Behavioural needs
- c) Physical, Language, Cognitive, Mental health and wellbeing, Skills and experience needs
- d) Physical, Social, Cognitive, Mental health and wellbeing, Skills and experience needs

Question 4. The workplace adjustments are categorised into 3 types. Which of the following is NOT one of them?

- a) Adjustments to physical space and equipment
- b) Adjustments to job role and management processes
- c) Adjustments to social/cultural practices within the organisation
- d) Adjustments to the workplace environment

Question 5. Which of the following are examples of physical space and equipment adjustments?

- a) Ergonomic chair
- b) Tinted glasses
- c) Avoid open plan office if possible
- d) All of the above

Question 6. Which of the following are examples of adjustments to job role and management processes?

- a) Flexible work hours to avoid commuting in rush hour
- b) Clear signage throughout building and designated quiet areas
- c) Colleagues conscious about wearing strong perfumes
- d) Access to senior mentoring

Question 7. Which of the following are examples of adjustments to social/cultural practices?

- a) Minimise unnecessary face-to-face meetings
- b) Training staff on neurodiversity and specific needs
- c) Option to work remotely where possible
- d) More time for tasks

Question 8. What resources do adjustments require?

- a) Time
- b) Financial cost
- c) Space



- d) All of the above

Question 9. Relaxed obligations to social commitments, working near familiar and understanding colleagues and giving out handouts in advance of training/presentations (to follow what is being discussed verbally), are all examples of which type of adjustments?

- a) Adjustments to physical space and equipment
- b) Adjustments to job role and management processes
- c) Adjustments to social/cultural practices within the organisation
- d) None of the above

Question 10. How can you periodically assess the effectiveness of adjustments and/or identify new adjustments for a specific employee?

- a) Follow-up discussions which can be scheduled, or even integrated to probationary meetings with the employee
- b) No need to tailor adjustments for a specific employee need.
- c) If the employee doesn't complain, you can assume everything is working okay
- d) The pre-employment discussion with the employee is enough. Their needs won't change.

**Solution:**

Question 1 – A

Question 2 – C

Question 3 – D

Question 4 – D

Question 5 – D

Question 6 – A

Question 7 – B

Question 8 – D

Question 9 – C

Question 10 – A

**Module 3 - Competence Assessment**

| Opportunities4autisms Competence Assessment |   |
|---|---|
| Module number                               | 3 |



|                              |  |
|------------------------------|--|
| <b>Module title</b>          | Developing and managing the competencies of the employees with ASD. The strengths of the people with ASD as employees. |
| <b>Number of questions</b>   | 10   |
| <b>Maximum score</b>         | 64   |
| <b>Minimum passing score</b> | 75 % (48 pts)  |

**Points calculation:**

For each question, there is a specific number of maximum points to be earned.

Question 1. List at least five characteristics of the strengths of people with ASD as employees (1 characteristic 1 point, maximum number of points - 5 points).

Question 2. What is the diagnosis of team roles according to the Belbin Test? (correct answer 10 points)

Question 3. List at least five of the most effective vocational activities for the people with ASD (1 feature 1 point, maximum 5 points).





Question 4. List five tools you know of that diagnose and support the development of the competencies and abilities of employees with ASD (1 feature 1 point, maximum number of points - 5 points).

Question 5. Preparing to work with an employee with ASD involves (mark the correct answer - 5pts):

- a) Making sure the employee is introduced to: the organization of the company, its mission and goals, and the co-workers/team he/she will be working with, highlighting the structure and relationships within the company. Work rules: regulations and procedures. Workstation: location and responsibility for that location, tasks, duties, and safety rules.
- b) Communicating in such a way as to establish a bond and achieve the best possible working relationship and a pleasant and friendly working atmosphere.

Question 6. The competency and skill diagnosis map of an employee with ASD includes a system (mark the correct answer - 5pts):

- a) SWOT analysis of the employee's strengths and weaknesses
- b) Analyze employee personal competencies, social competencies, managerial competencies, and professional competencies.

Question 7. List three, key benefits of developing the competencies of employees with ASD (1 characteristic 2 points, maximum number of points - 6 points).



Question 8. Describe the moderated discussion method of supporting an employee with ASD, what does it consist of? (correct answer item 10):

Question 9. The development of employees with ASD occurs under the conditions of (mark the correct answer - 5pts):

- a) When the goal of competence development is challenging for the employee, and its achievement should be a source of satisfaction and the achievement of the goal is associated with the achievement of other benefits. Goals are broken down into stages, the achievement of which is controlled, and the employee receives feedback on the effect of the control.
- b) When there are friendly social facilities at work and the employer offers a benefits package.

Question 10. Indicate the extent to which you agree with each statement.

- a) 1pkt. – I disagree
- b) 2pkt. – I rather disagree
- c) 3pkt – I rather agree
- d) 4pkt – I completely agree

| Satisfaction with training  | 1 | 2 | 3 | 4 | N/A |
|---|---|---|---|---|-----|
| I understood the objectives of the training regarding the need for the topic of supporting the strengths of employees with ASD.       |   |   |   |   |     |
| The knowledge gained from the training has broadened my understanding of the topic of supporting the strengths of employees with ASD. |   |   |   |   |     |



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### Solution:

Question 1 – The correct answers are:

- high level of technical skills (e.g., excellent qualifications in IT),
- meticulous completion of tasks,
- attention to detail,
- high concentration during routine activities and repetitive movements,
- memory for facts and figures (helpful e.g. in finance and accounting),
- logical and unemotional approach to tasks,
- manual dexterity,
- reliability (honesty of speech),
- strict adherence to procedures,
- excellent interpersonal skills in structured teams with an established personnel hierarchy, clear division of responsibilities and actions determined to be correct or not.

Question 2 - Correct answer:



### Diagnosis of Team Roles

Team role diagnosis provides valuable information about the specific functioning of the individuals in the team and the whole team, which is a mosaic of various team roles and natural predispositions.

Role diagnosis can be used to:

- build a new team,
- include the optimal person in the team,
- increase the effectiveness of team activities
- and – manage careers according to individual talents and acceptable weaknesses.

AUTISM

Question 3 - Correct answers:

- entering data into databases,



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- text editing,
- research work,
- filling out forms,
- copying, scanning, sorting, distributing information,
- incoming and outgoing mail handling,
- filing,
- working in a library,
- IT industry - especially working with software,
- folding, packaging, stacking, filing, and other repetitive tasks in a fast-paced manufacturing process.

Question 4 - Correct answers:

- Observation
- Interview
- Talk
- Workshop
- Training
- Coaching
- Feedback
- Process monitoring
- Training / course

Question 5 - A

Question 6 - B

Question 7 - Correct answers:

- Market value of the employee
- Job security
- Salary level
- Prestige and importance in the organization / self-confidence
- Professionalism / Specialisation



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- Possibility of multi-professionalism / versatility
- Ease of finding a job
- Satisfying the need for self-fulfilment
- Broadening of the cognitive perspective

Question 8 - Correct answer:



### **Methods and techniques for supporting/training the persons with ASD**

**Moderated discussion** can be used to change attitudes and overcome resistance to change. During the discussion, the tutor activates all the participants - confronting different points of view, works on clarifying the understanding of concepts and modifying attitudes (it can be used for sociotechnical purposes). Relevant content is noted on the board. Each discussion requires a summary at the end. The principles of proper discussion :

- be active and open to all the participants,
- the group should not consist of more than twelve people,
- use whiteboards or flipcharts,
- keep neutrality towards the proposals,
- group discussion requires skilful leading, resourcefulness, preparation and understanding of one's role by the leader.

**AUTISM**

Question 9 - A

Question 10 - Maximum number of points 8



## Module 4 - Competence Assessment

| Opportunities4autisms Competence Assessment |   |
|---|---|
| <b>Module number</b>                        | 4   |
| <b>Module title</b>                         | Employment Rights of people with ASD in an International, European and National context |
| <b>Number of questions</b>                  | 10  |
| <b>Maximum score</b>                        | 100 points  |
| <b>Minimum passing score</b>                | 75 %  |

### Points calculation:

Single choice question: correct answer 1 point / incorrect answer 0 points

Multiple choice question: correct answer 1 point / partially correct answer 0,5 points / incorrect answer 0 points

Question 1 : The conceptual framework for the process of human development is normatively based on...

- a) General comment No. 9 (2006): The rights of children with disabilities
- b) Universal Declaration of Human Rights (X)
- c) 2030 Agenda for Sustainable Development
- d) Convention 159 on Vocational Rehabilitation and Employment (Disabled Persons)

Question 2 : Where we can find more detailed the legal framework that establishes the obligations of the State in relation to the work and employment of people with disabilities?

- a) Art. 17 Convention on the Rights of Persons with Disabilities
- b) Art. 27 International Covenant on Civil and Political Rights
- c) Art. 27 Convention on the Rights of Persons with Disabilities (X)
- d) Art. 13 Universal Declaration of Human Rights

Question 3 : What regulations can EU member countries rely on to apply their competencies in employment and disability?

- a) The Academic Network of European Disability Experts (ANED)
- b) 2000/78/EC Employment Equality Directive, 2000 and -General Block Exemption Regulation, 2014 (X)
- c) European Social Fund
- d) None of the above



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Question 4 : With what measures does Europe promote the inclusion of the disabled in the work environment?

- a) The quota system
- b) Supported employment
- c) Sheltered employment
- d) All of them are correct (X)

Question 5 : What legal frames must any strategy aimed at more responsibly managing the disability in the sphere of influence of the company must take into account?

- a) The International Convention on the Rights of People with Disabilities
- b) The Guiding Principles on Business and Rights humans
- c) The 2030 Agenda and the Sustainable Development Goals
- d) All of them are correct (X)

Question 6 : What can it mean for a company to comply with the three international axes on disability?

- a) Ensure that the company is not having a negative impact on the rights of people with disabilities
- b) Take as a reference in the company's strategy, the uniform rules that have been recognized internationally
- c) It is not necessary to take them into account
- d) A and B are correct

Question 7 How can companies ensure that they respect the Human Rights?

- a) Companies always comply with human rights
- b) By making a public commitment, identifying possible negative impacts, establishing procedures for mitigate and repair them and contributing to SDGs related to disability
- c) Having a monthly labor inspection
- d) It is impossible for companies to meet all the requirements

Question 8 What is considered a preventive measure in the company to mitigate possible negative impacts?

- a) Hiring a different intern monthly to review the impacts
- b) Appointing IT department responsible for the diversity policy
- c) To organize this function internally, by assigning managers and resources
- d) Developing a cushioning policy



Question 9 : Which legal framework means an OPPORTUNITY and a responsibility on the part of companies in relation to this collective (ASD/disabled)?

- a) 2030 Agenda SDGs
- b) The Employment Equality Directive
- c) The quota system
- d) Universal Declaration of Human Rights

Question 10 Can a company deny reasonable accommodation to any employee?

- a) It can refuse, because it is not an obligation for anyone
- b) Denying Reasonable Accommodation to employees constitutes as discrimination under the Employment Equality Directive, unless applying the accommodation would pose a 'disproportionate burden' on the employer
- c) No, because it constitutes discrimination
- d) Yes it can, because there is no Public Fund that can help put support in place.

**Solution:**

Question 1 –B) Universal Declaration of Human Rights (X)

Question 2 - C) Art. 27 Convention on the Rights of Persons with Disabilities (X)

Question 3 - B) 2000/78/EC Employment Equality Directive, 2000 and -General Block Exemption Regulation, 2014 (X)

Question 4 - D) All of them are correct (X)

Question 5 - D) All of them are correct (X)

Question 6 - D) A and B are correct

Question 7 - B) By making a public commitment, identifying possible negative impacts, establishing procedures for mitigate and repair them and contributing to SDGs related to disability

Question 8 - C) To organize this function internally, by assigning managers and resources

Question 9 - A) 2030 Agenda SDGs

Question 10 - B) Denying Reasonable Accommodation to employees constitutes as discrimination under the Employment Equality Directive, unless applying the accommodation would pose a 'disproportionate burden' on the employer





## Module 5 - Competence Assessment

| Opportunities4autisms Competence Assessment |  |
|---|--|
| <b>Module number</b>                        | 5  |
| <b>Module title</b>                         | Recruitment process for people with ASD: Creating an autistic-friendly recruitment process |
| <b>Number of questions</b>                  | 10   |
| <b>Maximum score</b>                        | 100 points   |
| <b>Minimum passing score</b>                | 75 %   |

### Points calculation:

Single choice question: correct answer 1 point / incorrect answer 0 points

Multiple choice question: correct answer 1 point / partially correct answer 0,5 points / incorrect answer 0 points

Question 1 : What are the specific qualities of people with ASD ? (Multiple choice question) (Unit 1)

- a) Strong memory.
- b) High levels of concentration and intense focus.
- c) Fast reading.
- d) Technical ability, such as in IT.

Question 2 : What are the common difficulties encountered by people with ASD when searching and applying for a job ? (Multiple choice question) (Unit 1)

- a) Physical inaccessibility.
- b) Social communication and interaction.
- c) Sensory hypersensitivity.
- d) The inflexibility of thought.

Question 3 : What can employers do to manage the difficulties encountered by people with ASD ? (Multiple choice question) (Unit 1)

- a) Use clear, concrete and complete language.
- b) Write down their questions.
- c) Engage an intermediary tutor.
- d) Create a calm safe space.

Question 4: What should employers use in the job advertisement? (Multiple choice question) (Unit 2)



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- a) Use concise and plain language.
- b) Focus on the exact skills necessary for the role.
- c) Use graphics.
- d) Explain abbreviation or special terms.

Question 5 : Which are the best ways of reaching the candidates with ASD ? (Multiple choice question) (Unit 2)

- a) Collaborating with specialised job agencies.
- b) Using linkedIn.
- c) Directly approaching.
- d) Collaborating with Universities, schools and specialised organisations and projects supporting people with ASD.

Question 6 : How should the job interview location and the interview interaction be ? (Multiple choice question) (Unit 3)

- a) The physical location should be both quiet and private.
- b) The room shouldn't be too cold or hot.
- c) Ask if the venue and setting are comfortable.
- d) Get straight to the point.

Question 7 : What interview methodology should the employers use ? (Multiple choice question) (Unit 3)

- a) Case interview.
- b) Structured interview.
- c) Panel interview.
- d) Competence and behavioural-based interview.

Question 8 : What are the alternatives to the traditional job interview ? (Multiple choice question) (Unit 3)

- a) Gamification.
- b) Online interview.
- c) Assisted interview.
- d) Ability and skills tests.

Question 9: What are the few mental exercises to challenge the employer's assumptions? (Multiple choice question) (Unit 4)

- a) Writing it down.
- b) Substitution.
- c) Individuation.



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d) Slowing down.

Question 10: What should the feedback contain when the candidate is accepted?

- a) The job offer.
- b) The information and instructions for the next steps.
- c) The possibility to discuss any difficulties or questions.
- d) The next task the candidate has to do.

### **Solution:**

Question 1 – A) B) D).

Question 2 - B) C) D).

Question 3 - A) C) D).

Question 4 - A) B) D).

Question 5 - A) C) D).

Question 6 - A) B) C).

Question 7 - B) D).

Question 8 - A) C) D).

Question 9 - B) C) D).

Question 10 - A) B) C).



## Module 6 - Competence Assessment

| Opportunities4autisms Competence Assessment |   |
|---|---|
| Module number                               | 6   |
| Module title                                | On boarding and adaptation and implementation processes for ASD employees. Organization of the workplace. |
| Number of questions                         | 10  |
| Maximum score                               | 100 points  |
| Minimum passing score                       | 75 %  |

### Instructions for trainees:

Handout a copy of the assessment questionnaire to each participant. Explain there is only 1 correct answer in each question. Allow 10minutes for participants to answer. At the end you can discuss the questions one by one, as a group.

### Points calculation:

Single choice question: correct answer 1 point / incorrect answer 0 points

Multiple choice question: correct answer 1 point / partially correct answer 0,5 points / incorrect answer 0 points

Question 1: When it comes to adapting a job to a person with autism, what is the best option?

- a) Job adapted to the person with a disability must be created.
- b) The person with a disability must adapt to the job already created.
- c) In no case will a job be adapted for anyone. Adaptation is not important.

Question 2: During the monitoring process:

- a) This involves, among other things, an evaluation of performance, work environment and established supports.
- b) This involves, an evaluation of performance and giving the employee freedom to do what he wants.
- c) All the previous answers are correct.

Question 3 The tools that companies should use to support the employee with ASD in their job are:

- a) On-the-job training, coaching, monitoring process.
- b) Workplace instructions, on-the-job training, coaching, monitoring process.
- c) Workplace instructions, on-the-job training, coaching.



Question 4 What communication strategies do you consider appropriate for working with people with ASD?

- a) We must approach the person with ASD and give them clear and precise instructions.
- b) It is ideal to communicate with visual support and always look them in the eye
- c) We will look for technological resources that help us to communicate, for example: company chat, emails, etc.

Option D) All the answers are correct

Question 5 How should I plan the joint work with a TEA person?

- a) I will base the shared tasks with visual schedules and express timing.
- b) I will support homework as a model so as you can imitate me and I can serve as an example.
- c) I believe that it is not necessary to ritualize the tasks.
- d) A and B are correct.

Question 6 If you find yourself in a situation where the person with ASD does not understand the task to be carried out, what would you do?

- a) Send them to the human resources department
- b) Call the area manager
- c) Help him by giving him emotional support at this time and seek help from a tutor or HR service.
- d) I think I should give him space and he will calm down

Question 7: Put yourself in a situation: imagine that your partner with ASD is in a communicative situation where he or she does not have the ability to respond, what would we do in that situation:

- a) Propose to my partner another way of communicating, for example writing it down.
- b) Use visual cards that help to understand the more visual situation.
- c) Give him the opportunity to communicate with me by other audiovisual means, for **example**.
- d) All of the above.

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Question 8: During the “workplace briefing” phase you should:

- a) Prepare surprises so that the person with autism who is going to start working can start their work with enthusiasm.



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- b) Always anticipate the person with autism about everything related to their job and duties to perform.
- c) Only anticipate the place where you will carry out your work.

Question 9: Recommendations for companies:

- a) Regular meetings should be held with the work team to resolve any doubts, questions or problems that may arise throughout the working day.
- b) To create a suggestion box so that anyone can express their different opinions about the execution of the work or their doubts related to the work team, etc., without being held directly and expressly accountable for doing so, but in an anonymous manner.
- c) All the previous answers are correct.

Question 10: Targeted interventions to the performance of the work are:

- a) Providing and maintaining resources in the workplace to help the worker do their job better.
- b) Promoting the acquisition of social skills and personal autonomy.
- c) All the previous answers are correct.

### **Solution:**

Question 1 – A

Question 2 – A

Question 3 – B

Question 4 – D

Question 5 – D

Question 6 – C

Question 7 – D

Question 8 – B

Question 9 – C

Question 10 – C