





## OPPORTUNITIES4AUTISM

A spectrum of opportunities: training field professionals on how to recruit and support individuals with autism at the workplace

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## VET TRAINER CURRICULUM (IO1)

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## INTRODUCTION

Autism is a lifelong developmental disability. It is a spectrum condition also referred to as an autism spectrum disorder (ASD). The word 'spectrum' is used because while all ASD people share three main areas of difficulty (social communication and interaction, flexibility of thought) the condition affects people in very different ways. Some are able to live relatively independent lives, while others will require a lifetime of specialist support.

Today, between 1 in 100 and 1 in 150 individuals are diagnosed with autism, amounting to around 3.3 million people with autism in the European Union (Autism-Europe, 2009). Studies indicate that across the European Union between 76% and 90% of ASD adults are unemployed (The National Autistic Society, 2013). Given that individuals with autism often struggle with the social and communication aspects of work (i.e understanding instructions, interviews, working in a team) these statistics might not seem surprising. However, the greatest employment obstacles that people with ASD face are not caused by their disability but by lack of access to opportunities and by stigma and discrimination in relation to their condition (Autism-Europe, 2014). Despite that, adults with autism often really want to work and have many strengths that can make them potentially outstanding employees (i.e attention to detail, loyal, reliable) (Redman, S. et al., 2009). They simply need assistance to overcome the barriers and difficulties they face. Across Europe, there is a serious lack of education and training that could give people with autism the vocational, social and communication skills that are required for employment.

When a person with ASD does seek employment, regardless of whether they managed to gain a relevant education or not, they are often faced with stigma and discrimination related to their autism. Even if a person does not reveal their condition to a potential employer, chances are they will be turned away because employers interpret their communication and social interaction difficulties as clear signs that they are not suitable employees, instead of seeing that with specific forms of support the individual could perform well in the job. Furthermore, for those who do manage to gain a job, keeping it is another challenge, as the combination of inherent difficulties, lack of support and social attitudes can be overwhelming for a person with ASD (Autism-Europe, 2014).

### **The project has the following objectives:**

- Understanding the benefits of a neurodiverse workforce
- understanding autism
- increasing awareness of the difficulties an ASD person may face at the workplace
- Creating an autism-friendly recruitment process.
- Designing an autism-friendly workspace



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## CURRICULUM

Output O1 is an original and innovative Curriculum generated by all partners under the guidance of the curriculum design experts. This result contains the information necessary to increase the skills and competences of VET trainers to educate employers and managers on how to recognise and support individuals with ASD at the workplace. It, therefore, aims at the personal and professional development of employers. Taking into consideration:

We consider that this training curriculum which is the basis of the Educational Package, together with the rest of the IOs with which it's interconnected, is bridge the gap between theory and praxis, since practically it will familiarise the VET trainers with the whole Educational Package produced, in a concrete way. The curriculum is an invaluable source that will support and make VET trainers able to train employers and managers on how to best support and include people with ASD at the workplace.

The aim is to train VET trainers on ASD, who in turn will teach employers, focusing on the specific characteristics and particularities an individual with ASD has, which should be taken into serious consideration both during the recruitment process and during employment.

To establish an appropriate and relevant opportunities4autism curriculum, all partners set up a focus groups consisting of 5 individuals, 2 of were VET trainers and the remaining ideally employers and/or managers.

Although details of the curriculum content established via these focus groups, helped us specify topics of curriculum:

- Understanding Autism
- Issues and difficulties faced by people with autism in relation to employment
- Strengths of people with autism in relation to employment
- Employment rights in the international, European and national contexts
- Making the recruitment process accessible for people with autism



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## MODULE 1 THE MEANING OF AUTISM

The meaning of Autism.	
MODULE TITLE	
GENERAL OBJECTIVES	<p><b>Knowledge:</b> Getting to know the basic aspects of autism spectrum disorders; issues of genetic disorders and multiple disabilities; basics of psychiatry, psychopathology and neurology; diseases and selected medical problems related to autism spectrum disorders.</p> <p><b>Skills:</b> Developing skills- Willingness to use basic knowledge about people with autism spectrum disorders in HR work.</p> <p><b>Social competences:</b> To sensitize HR trainers to the need to constantly expand their knowledge in the field of basic knowledge in coaching work with people on the autism spectrum.</p>
LEARNING OUTCOMES	<p><i>After completing the module, the participant has the following knowledge:</i></p> <ul style="list-style-type: none"> <li>• Participants know the medical and psychological symptoms of disorders in people on the autism spectrum, including the anatomy and physiology of the nervous system in the context of deficits and developmental abnormalities in people on the autism spectrum.</li> <li>• Participants know the issues of genetic disorders and disabilities of linked people from the autism spectrum.</li> <li>• Participants have in-depth knowledge of the specific functioning of people with autism spectrum disorders in medical, psychological and counselling aspects</li> <li>• Participants know the concepts of working with ASD in an in-depth manner and the various determinants of the effectiveness of the interventions taken.</li> <li>• Participants know and understand the process of adapting the requirements to the special needs of people with autism spectrum disorders.</li> </ul>

	<ul style="list-style-type: none"> <li>• Participants know and understand the methodology of activities activating people with ASD.</li> <li>• Participants know and understand the importance of developing the tastes and interests of people with ASD.</li> <li>• Participants can critically assess their own knowledge and skills and use it in the process of solving complex coaching and training processes in working with people on the autism spectrum.</li> </ul>
<b>DURATION</b>	10 hours
<b>REQUIRED MATERIALS</b>	Multimedia, PPT presentations, instructional / documentary videos on examples of autism symptoms, examples of medical documents / judgments in the diagnosis of the autism spectrum, pens, materials for students, workbooks for students.
<b>UNITS</b>	
<b>UNIT 1</b>	<p><b>1. Introduction to the etiology of the disease (2 h):</b></p> <ol style="list-style-type: none"> <li>Introduction to the nature of Autism: <ul style="list-style-type: none"> <li>- What is Autism?</li> <li>- The main features/symptoms of Autism,</li> <li>- Historical development of understanding of Autism.</li> </ul> </li> <li>A brief overview of the basics of psychiatry and psychopathology and neurology in the context of Autism - how does the brain of a person on the Autism spectrum work?</li> <li>Examples of autism spectrum disorders (sensory integration disorders, anxiety disorders, depressive disorders, ADHD dysfunction, OCD, epilepsy, etc.), examples of genetic disorders.</li> </ol>

**UNIT 2**

**2. Severity levels for autism spectrum disorder (according DSM5) .Ability to recognize symptoms of disorders such as (2 h):**

- a. Level 1 Requiring support
- b. Level 2 Requiring substantial support
- c. Level 3 Requiring very substantial support

*The trainer presents the basic symptoms of the aforementioned autism spectrum disorders, works on presentations, shows films, psychological tests, cites key symptoms and behaviours - materials and knowledge support the ability to recognize various types of autism spectrum disorders.*

**UNIT 3**

**3. motivation, focus and communication skills of trainers (3 h):**

**a. Motivation:**

- Why you should hire an employee on the Autism Spectrum - introduction,
- Advice on how to teach future trainers/HR staff how to communicate, motivate and support employees on the Autism Spectrum,

**b. Focus on the goal (the goal is to educate effective and empathetic trainers, HR employees working with persons on the Autism spectrum in the future):**

- Developing the professional competence of trainers in the context of:
  - correct communication with persons on the Autism Spectrum,
  - supporting, motivating and developing professional skills of persons on the Autism Spectrum based on directive and non-directive approaches.
- Communication skills:
  - the role of interpersonal communication and alternative communication,
  - discussion of selected methods of educational work and their transferability to professional work, e.g. Knill Programme, Morning Circle, Move to Learn.



*Note: The trainer presents the aim of the module and the whole training once again, and highlights the resulting learning outcomes. The trainer then uses the training to demonstrate different ways to motivate future trainers/HR staff to work with persons on the autism spectrum (e.g. by showing the positive sides of hiring persons with autism, learning to communicate with such persons and supporting them in achieving their goals).*

**UNIT 4**

**An exemplary training of pro-social / communication skills in terms of the competences of the trainer and the person supporting an employee with autism spectrum. The role and tasks of the trainer - "shadow" (3h).**

*Note: The trainer reiterates the aim of the module and the whole training, and underlines the resulting learning outcomes. He then asks the trainees to briefly outline the problems that may arise in communicating with people on the autism spectrum. Suggestion: The trainer plays the role of a person with different deficits on the autism spectrum, the trainees write down the positive aspects of employing such a person, and try to make contact with the trainer, write down the positive feelings that arise in the process of communication with a person with ASD, and identify the difficulties and challenges, **prepare a list of competencies and skills that they want/need to acquire in the following modules in order to be able to train/help persons on the autism spectrum at work.***

<p><b>KNOWLEDGE VERIFICATION</b></p>	<p><i>Participant:</i></p> <ul style="list-style-type: none"> <li>• take part in a self-assessment test / quiz on the acquired knowledge of Module I,</li> <li>• will prepare a list of competencies and skills of an HR trainer who will look after people with ASD.</li> </ul>
<p><b>MODULE EVALUATION</b></p>	<p><i>The module will be assessed by means of an evaluation questionnaire related to the conduct of the activities. After collecting the results from the questionnaires, the trainer will compare them with the results of the test evaluating the knowledge of the students from the module - analysing the level of knowledge obtained and satisfaction with the module.</i></p>
<p><b>PRESENTATION CONTENTS ADDITIONAL MATERIALS</b></p>	<p>PPT PRESENTATIONS on:</p> <ol style="list-style-type: none"> <li>the causes of dysfunction associated with ASD</li> <li>the different types of autism and their symptoms, the specificity of training needs of people on the autism spectrum</li> <li>the competences of the trainer and the person supporting the employee with the autism spectrum</li> </ol> <p>VIDEOS showing: examples of autism symptoms, examples of ways of communicating with autism, scientific films on medical topics in the field of autism, etc.</p> <p>ATTACHMENTS: printouts of multimedia presentations, lists of necessary, important websites describing the symptoms of autism, links to websites with structural videos, examples of medical / psychological statements regarding diagnosis in the field of autism</p> <p><b>UNIT 1</b> Introduction to the etiology of the disease</p> <p>The presentation provides general information about autism. It covers the history of autism, its spectrum, prevalence and symptoms. The presentation also shows how to support people with autism and gives tips on how to deal with such people.</p>

<https://docs.google.com/presentation/d/1h-Pyy7iIJO5lwrcALRcHJ5-Ehb2hUqCR/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

The text presents the history of autism, lists its features, talks about comorbidities, as well as about its subtypes. The text also deals with the employment of people with autism.

[https://docs.google.com/document/d/1ce6JSIjvGM\\_2s0b9Wn0ndJVgbJBSA-P5/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1ce6JSIjvGM_2s0b9Wn0ndJVgbJBSA-P5/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

## **UNIT 2**

The presentation explains the reactions of people with autism to what they see and hear.

<https://docs.google.com/presentation/d/11kxKN1sItICVYCqjg5CYjRijeXTNtgzd/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Video 1

[https://drive.google.com/file/d/1Q1SpNZz1Ct\\_EMvabQ911Yv2eTmNKIn2X/view?usp=sharing](https://drive.google.com/file/d/1Q1SpNZz1Ct_EMvabQ911Yv2eTmNKIn2X/view?usp=sharing)

The film talks about diseases coexisting with autism, especially those related to psychology.

Video 2

[https://drive.google.com/file/d/1EJI0ioU9WgJiwhRIQga9\\_ZgcUepFiXCy/view?usp=sharing](https://drive.google.com/file/d/1EJI0ioU9WgJiwhRIQga9_ZgcUepFiXCy/view?usp=sharing)

This video talks about the causes of autism and explains what autism is.

## **UNIT 3**

Video 3

[https://drive.google.com/file/d/1rlPROyY\\_a6w-8WF4\\_TXzw3uO6DU27oJF/view?usp=sharing](https://drive.google.com/file/d/1rlPROyY_a6w-8WF4_TXzw3uO6DU27oJF/view?usp=sharing)

This film is about working with people with autism and about techniques that support work.

Video 4

[https://drive.google.com/file/d/1IRS\\_Ro0vjFbX97bwMujzAzHPjpVkQSPO/view?usp=sharing](https://drive.google.com/file/d/1IRS_Ro0vjFbX97bwMujzAzHPjpVkQSPO/view?usp=sharing)

This movie is an interview with Nemanja Jović. Nemanja Jović has autism and in an interview he talks about his job, how he got it and what it looks like. He also talks about relations with his colleagues.

Video 5

[https://drive.google.com/file/d/1GElyMO0o\\_fPDbJmXpUQR-OTct-Mr5-AL/view?usp=sharing](https://drive.google.com/file/d/1GElyMO0o_fPDbJmXpUQR-OTct-Mr5-AL/view?usp=sharing)

In this video, a restaurant employee talks about working with people with autism.

**UNIT 4**

[https://drive.google.com/file/d/1iDPQB0m8uSiELUrfCmxwcVd\\_o7kkwpe\\_/view?usp=sharing](https://drive.google.com/file/d/1iDPQB0m8uSiELUrfCmxwcVd_o7kkwpe_/view?usp=sharing)

This single case design study evaluated the effects of a video modeling (VM) intervention on the customer service skills of five young adults with autism spectrum disorder (ASD). Verbalization of greeting, service, and closing phrases contextualized to community employment settings were the target behaviors. A systematic approach to visual analysis indicated the presence of a functional relation for all participants. Coworkers, job coaches, and supervisors successfully applied the VM intervention during the generalization condition. Maintenance probes conducted at 2 and 4 weeks indicated that most customer service skills were maintained. Results indicated VM was also effective in enhancing the quality of interactions with customers. Implications for research and practice related to the competitive employment of young adults with ASD are discussed.

## MODULE 2 DIFFICULTIES OF PEOPLE WITH ASD IN THE WORKPLACE

MODULE TITLE	Difficulties of people with ASD in the workplace.
GENERAL OBJECTIVES	<p><b>Knowledge-</b> To acquire knowledge about the difficulties of people with ASD in professional and social life. To support the formation of habits and practical skills needed in social and professional life, to help and support the improvement of autonomy, personalisation and socialisation of people with ASD.</p> <p><b>Skills-</b> To acquire knowledge of different ways of communication for motivating, supporting the improvement of professional and social skills in the workplace of people with ASD.</p> <p><b>Social competences-</b> Acceptance of the imperfections / lack of full ability (physical and psychological) of employees with ASD and ability to inspire confidence in their own effectiveness and success.</p>

<p><b>LEARNING OUTCOMES</b></p>	<p><i>After completing the module, the participant has the following knowledge:</i></p> <ul style="list-style-type: none"> <li>• Participants have an in-depth understanding of the cognitive process of individuals on the autism spectrum (in biological, psychological and social aspects) and the resulting special work-related needs.</li> <li>• Participants are able to plan, implement and evaluate a programme of support for persons with autism spectrum disorder, predict the course and effects of planned recruitment activities and work planning, using a variety of methods, techniques and tools including advanced information and communication techniques.</li> <li>• Participants are able to design and carry out recruitment and service/work meetings for people with autism spectrum disorders at different stages of work, conduct interviews, carry out evaluations of realized activities, support in solving problems at work with ASD or communication problems with the team.</li> <li>• Participants are ready to show support, advice and motivation to people with ASD in the workplace.</li> </ul>
<p><b>DURATION</b></p>	<p>10 hours</p>
<p><b>REQUIRED MATERIAS</b></p>	<p>Multimedia, PPT presentations, instructive videos on job interviews and support interviews for people with ASD, pens, student materials, student workbook.</p>
<p><b>UNITS</b></p>	

**UNIT 1**

**Introduction to the topic (2 h):**

**Difficulties/weaknesses in the professional work of people with ASD (e.g.):**

- social-communication difficulties, e.g. not making eye contact with other people, not understanding interpersonal relationships and social rules, not able to construct longer statements,
- complete or partial incomprehension of abstract concepts, metaphors, figurative expressions,
- difficulties with concentration and behaviour, including sticking to certain rituals,
- specific difficulties in the emotional field that may arise when working with people with ASD:
- forms of stereotypical behaviour,
- features of aggressive behaviour (including self-harm, emotional attacks, emotional instability, problems with motivation),
- additional disorders, e.g. intellectual disability, cerebral palsy, visual and hearing impairments and the resulting communication problems.

*Proposal: The trainer presents basic communication/social/dysfunctional difficulties of persons with ASD in the recruitment process and at work, works with presentations, shows films, psychological tests, cites examples of behaviour - materials and knowledge support the ability to recognise different problems and difficulties of persons with autism spectrum disorder. **The participants of the module create a list of "weak points" of persons with ASD, check in which area there may be risks in cooperation and performing professional duties.***

**UNIT 2**

**2. Ways of interpersonal/social communication with people with ASD in order to reduce difficulties in the workplace (5 h):**

a) the company's internal personnel policy towards people with ASD:

- the way the company communicates externally,
- the design of the website,
- policy on how to structure and write recruitment advertisements,
- rules and procedures for communicating with people with ASD before the interview,
- application procedure policy.

b) Adaptation of requirements, communication and support for people with ASD in the work environment:

- principles of communication at interview,
- how to present the company's policies when accepting a job:



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	<ul style="list-style-type: none"> <li>- company structure,</li> <li>- the responsibilities and rights of the employee,</li> <li>- the flow of documents,</li> <li>- requirements and expectations concerning the job position,</li> <li>- system of rewards and consequences of failure to perform work tasks,</li> <li>- how to present the rules of communication in the company.</li> </ul> <p><i>Suggestion: after discussing the unit issues (about 3 hours), the trainer proposes a workshop based on scenes and simulations of specific situations presented in the UNITS matter of this part of the module. The trainer pays attention to the correctness of communication, the application of the rules of communication in line with the reduction of the difficulties of people with ASD in the workplace</i></p>
<p><b>UNIT 3</b></p>	<p><b>3. Challenges and difficulties in constructing an interview plan - workshop (3 h):</b></p> <p>Preparing an initial interview agenda - designing an initial interview scenario plan based on the diagnosis and description of an individual case of a person with ASD applying for a job.</p> <p><i>Participants may also prepare scenarios for supporting job interviews in relation to different typologies of autism, or for different jobs - work in groups. Suggestion: each group works on preparing an interview scenario based on the diversity of Autism types.</i></p>
<p><b>KNOWLEDGE VERIFICATION</b></p>	<p>Participant:</p> <ul style="list-style-type: none"> <li>- will take part in a workshop on interpersonal training (social communication with people with ASD), thus acquiring practical skills,</li> </ul>



	<ul style="list-style-type: none"> <li>- prepare a list of "weak points" of people with ASD,</li> <li>- prepare a scenario to support a job interview in relation to different typologies of autism, or for different jobs.</li> </ul>
<p><b>MODULE EVALUATION</b></p>	<p><i>The module will be evaluated by means of an evaluation questionnaire on the teaching. After collecting the results of the questionnaires, the trainer will compare them with the results of the module knowledge assessment test - analysing the level of acquired knowledge and satisfaction with the module.</i></p>
<p><b>ANNEXES ADDITIONAL MATERIALS</b></p>	<p>PPT PRESENTATIONS on:</p> <ul style="list-style-type: none"> <li>a. individual module topics</li> <li>b. competences and skills of the trainer and the person supporting the employee with autism spectrum disorder</li> </ul> <p>FILMS showing: examples of communication difficulties of persons with ASD, examples of ways in which persons with autism communicate, etc.</p> <p>ATTACHMENTS: printouts of multimedia presentations, lists of necessary, important websites, links to websites with instructional videos, sample medical/psychological certificates for diagnosis in the field of autism to support the recruitment process and responsibilities</p> <p>Presentation about the topic</p> <p><a href="https://docs.google.com/presentation/d/1Hqwcun6ndOiHBz7VGHWJSltygYBXsHjo/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1Hqwcun6ndOiHBz7VGHWJSltygYBXsHjo/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true</a></p> <p>Obstacles to successful employment</p> <p><a href="https://docs.google.com/document/d/1r00ewLj5heHGI2znTzd6yJ18nhkwOELR/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1r00ewLj5heHGI2znTzd6yJ18nhkwOELR/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true</a></p> <p>Unit 1 – Introduction to the topic: Difficulties/weaknesses in the professional work of people with ASD (e.g.).</p>

[https://drive.google.com/file/d/1\\_UxLj4Z4y2WYeNe34yKV\\_WE-5RHmTS8h/view?usp=sharing](https://drive.google.com/file/d/1_UxLj4Z4y2WYeNe34yKV_WE-5RHmTS8h/view?usp=sharing)

8 common obstacles to employment

[https://drive.google.com/file/d/1z9ZRiODW\\_yWuup7URPPz5wT\\_tj3fSR3Q/view?usp=sharing](https://drive.google.com/file/d/1z9ZRiODW_yWuup7URPPz5wT_tj3fSR3Q/view?usp=sharing)

Drag and drop activity

[https://drive.google.com/file/d/1Ams8tR\\_AvMnNYzc9pUJv2riPoQuVdxrj/view?usp=sharing](https://drive.google.com/file/d/1Ams8tR_AvMnNYzc9pUJv2riPoQuVdxrj/view?usp=sharing)

Unit 2 - Ways of interpersonal/social communication with people with ASD in order to reduce difficulties in the workplace

Task: Try to answer the following questions

<https://drive.google.com/file/d/1mGYSLTxy1-lvQgNSsFDRB5mewKjp2vTk/view?usp=sharing>

Mind map

<https://drive.google.com/file/d/1ZhrUiAaKWzF2KWt6MFQOmVKDNbvgWSWh/view?usp=sharing>

Drag and drop activity

<https://drive.google.com/file/d/1lkgCDAvXZdSle9DivRAJ9jc1RoLTpr5Y/view?usp=sharing>

Task on direct and indirect discrimination

[https://drive.google.com/file/d/1tNFLS\\_F60ZhHeNy0\\_mEacPgTd3TXS8bO/view?usp=sharing](https://drive.google.com/file/d/1tNFLS_F60ZhHeNy0_mEacPgTd3TXS8bO/view?usp=sharing)

Unit 3 - Challenges and difficulties in constructing an interview

Task: Please indicate how committed your organization is to the following five areas of workplace integration

[https://docs.google.com/document/d/1MlZqW9IPYiNqmNvBuf0gy\\_QNITtjeBu3/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1MlZqW9IPYiNqmNvBuf0gy_QNITtjeBu3/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

Reasonable adjustment checklist

<https://docs.google.com/document/d/12RoEzyqXPhmPNVRAHvMUNUyHWn7WiTN/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Reasonable adjustment policy template

<https://docs.google.com/document/d/1wgjpCYBdxLdQm3z9hAFi0Y0q7zcJgkxG/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## MODULE 3 DEVELOPING AND MANAGING THE COMPETENCES OF EMPLOYEES WITH ASD. STRENGTHS OF PEOPLE WITH ASD AS EMPLOYEES

<b>MODULE TITLE</b>	<b>Developing and managing the competences of employees with ASD. Strengths of people with ASD as employees.</b>
<b>GENERAL OBJECTIVES</b>	<p><b>Knowledge:</b> Knowledge and skills enabling the commencement of independent activities in the field of building competency models of employees with ASD.</p> <p><b>Skills:</b> Development of the ability to support employees with ASD in professional and social development.</p> <p><b>Social competences:</b> Development of competences of effective communication, motivation and building positive relations between the team and the employee with ASD. The ability to encourage employees to deepen their competences, talents and abilities, and to be involved in professional development.</p>

<p><b>LEARNING OUTCOMES</b></p>	<p><i>After completing the module, the participant has the following knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Is aware of the need to develop skills to motivate and support employees with ASD in the work environment They will learn the principles of creating tools helpful in the study of the effectiveness of employees with ASD</li> <li>• Understands and recognizes problems resulting from the intergenerational differences of employees with ASD.</li> <li>• Can diagnose the current management method in the enterprise / company, taking into account the dysfunction / disability / age of its employees.</li> <li>• Is able to sensitize and equip the management / HR staff with knowledge and skills regarding the use of the development potential of employees representing various dysfunctions related to the autism spectrum.</li> <li>• He can prepare an organization / company to accept people with ASD, indicate their advantages and strengths as employees.</li> </ul>
<p><b>DURATION</b></p>	<p>10 hours</p>
<p><b>REQUIRED MATERIALS</b></p>	<p>Multimedia, PPT presentations, instructional videos of support conversations, motivating people with ASD to develop their competencies and skills at work, pens, materials for students, workbook for students.</p>
<p><b>UNITS</b></p>	
<p><b>UNIT 1</b></p>	<ol style="list-style-type: none"> <li>1. Presentation of the trainers and module content (10 min)</li> <li>2. Ice breaking/energizing activities (10 min)</li> <li>3. Introduction to the topic - Advantages / strengths of people with ASD (40 min)</li> </ol>

4. The trainer discusses the strengths of the people with ASD a based on a short video

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

5. The trainer divides the group into subgroups and asks each group to write down as many strengths of the people with ASD as possible.
6. The trainer distributes a list of "strengths" of the people with ASD to the groups and asks them to add the qualities which have not been described by the trainer, but have been "discovered" during the brainstorming session. The trainer asks each group to try to add to the "group work card of the strong points" those professions in which the advantages of people with ASD can be crucial. The group, together with the trainer, briefly sums up the work by listing the industries in which the people with ASD may be very desirable employees (30 min).
  - a. Features useful at work:
    - high level of technical skills (e.g. excellent qualifications in IT),
    - meticulous fulfilment of tasks,
    - focus on details,
    - high concentration during routine activities and repetitive movements,
    - memory for facts and figures (helpful e.g. in the financial and accounting industry),
    - logical, emotionless approach to tasks,
    - manual dexterity,
    - credibility (honesty of statements),
    - strict adherence to procedures,

- finding yourself great in teams with a specific structure, with an established hierarchy of personnel, clear division of responsibilities and actions determined as correct or not.
- b. the most effective activities for people with ASD:
  - entering data into databases,
  - text editing,
  - research work,
  - filling in forms,
  - copying, scanning, sorting, sending information,
  - handling incoming and outgoing mail,
  - archiving,
  - work in the library,
  - IT industry - especially working with software,
  - folding, packing, stacking, sorting and other repetitive activities at a moderate pace in the production process.

*Note: The trainer proposes a discussion and tries with the group to establish **a list of professions / workplaces in which the characteristics of people with ASD will be particularly useful at work.***

## UNIT 2

### **Tools to diagnose and support the development of competences and abilities of employees with ASD (1h)**

1. Sample scenes using the tool of both observation (and interview and conversation) and supporting conversations in recruitment (choose 2-3 scenes) (approx. 30 min)

<https://www.youtube.com/watch?v=9iKkVUrfNd4>  
<https://www.youtube.com/watch?v=Cyr7LhZj1Cc>  
[https://www.youtube.com/watch?v=-\\_nLbeunH\\_0](https://www.youtube.com/watch?v=-_nLbeunH_0)  
<https://www.youtube.com/watch?v=lqe0dXPIxvc>

[https://www.youtube.com/watch?v=cH9\\_ba\\_zsU4](https://www.youtube.com/watch?v=cH9_ba_zsU4)  
[https://www.youtube.com/watch?v=\\_UDQx4o2yjE&t=134s](https://www.youtube.com/watch?v=_UDQx4o2yjE&t=134s)

2. The Belbin Team Role Inventory test identifies the behavioural traits of an individual and defines them under a team role. An effective team is usually made up of a mix of people with different, complementary attributes. To get the most out of a team, it's beneficial to understand the skill set of its members and divide up the work accordingly. Group complete Belbin Test and discuss about results. (1h)

*Proposal: The trainer briefly presents the tools supporting the process of developing competences, skills, and interests of employees with ASD, points out and emphasizes the importance of tools for specific dysfunctions of the autism spectrum.*

### UNIT 3

#### **Preparing to work with an employee with ASD, developing employee skills, motivating, supporting - workshop (5h)**

The trainer present the topic and initiates a discussion about what conditions should be met for an employee with ASD to feel that the space in which they will be working will be safe for them. The results of the discussion are written on a flipchart.

Group divides into subgroups, the participants briefly prepare scenes and how they will inform a future employee with ASD about:

**a. Making sure that the employee is presented with:**

- organization of the company, its mission and goals,
- colleagues / team with whom he/she will work, marking the structure and dependencies in the company,
- work rules: regulations and procedures,
- workplace: place and responsibility for this place, tasks, duties and safety rules.

**b. Getting to know the employee, his interests, skills, competences, possibilities, needs - using topic 2 and determining:**

- Who is he/she, what is he/she, what are his / her skills, competences, personality type?
- What motivates the employee?
- How to communicate to establish a bond and achieve the best professional relationship?

*Suggestion: The trainer with the participants prepares scenes and diagrams of various types of the above-mentioned methods of diagnosing the skills / competences / interests of an employee, with particular emphasis on the communication needs of people with ASD.*

**The end result of the workshop should be the creation of a Competency Map - diagnosis of skills:**

1. Personal competences of the employee
2. Social competences
3. Managerial competences
4. Professional competences

*An exemplary model of a competency map to diagnose an employee's strengths:*

SOCIAL COMPETENCE	PERSONAL COMPETENCES	MANAGERIAL COMPETENCES	PROFESSIONAL COMPETENCE	ABILITIES / INTERESTS (example)
Building a relationship	Achieving Results (Entrepreneurship)	Building an efficient organization	Administration / record keeping	IT
Sharing knowledge and experience	Innovation and flexibility	Building teams	Negotiating	Art / Music
Identification with the company	Analytical thinking	Delegation	Business orientation	Literature
Communicativeness	Independence	Motivating	Procedures knowledge and application	quantum physics
Customer focus	Decision-making	Strategic thinking	IT skills	Technique



Team work / team collaboration	Troubleshooting	Planning	Technical skills	Science
Solving the conflict	Conscientiousness / reliability	Leadership	Professional knowledge	Astronomy
Cooperation within the company	Professional development / readiness to learn	Project management	Process management	Culinary
Influence	Self-management	Team management	Knowledge of foreign languages	Sport

**UNIT 4**

**7. Supporting the strengths and key competences of ASD employees (2h)**

a. Paying attention to whether the company has:

- Shaping the HR policy - ways of retaining talented employees with ASD in the company,
- Building a motivational atmosphere that fosters development and strengthens identification with the company (work motivation, job self-satisfaction, correct communication with the team) in employees with ASD.
- Planning career paths and preparing a staff development strategy (including employees with ASD).
  - b. techniques and skills in the field of motivating and managing employees with ASD with various dysfunctions - what should be remembered and what should be implemented in everyday work with such employees.

*Note: the group prepares a model of planning paths for the development of competencies and career paths of employees with ASD based on previously prepared (during the workshop on topic 3) maps of employees' competences, distinguishing the diversity of dysfunctions / skills / competencies / abilities. Additionally group works in pair on case studies presented by the following workers with ASD. Read their stories, their professional development, and their work with other supportive people. Based on this, participants prepare a list of advice and support/motivation for the employees with ASD on how to plan their skills development and career paths.*

<p><b>KNOWLEDGE VERIFICATION</b></p>	<p><i>The participant will take part in:</i></p> <ul style="list-style-type: none"> <li>• Case study on the preparation of a competency map for employees with ASD</li> <li>• In the simulation of the planning model of the employee development path with ASD (list of occupations for people with ASD)</li> <li>• Moderated discussions</li> </ul>
<p><b>MODULE EVALUATION</b></p>	<p><i>The module will be assessed by means of an evaluation questionnaire related to the conduct of the activities. After collecting the results from the questionnaires, the trainer will compare them with the results of the test evaluating the knowledge of the students from the module - analysing the level of knowledge obtained and satisfaction with the module.</i></p>
<p><b>PRESENTATION CONTENTS ADDITIONAL MATERIALS</b></p>	<p>PPT PRESENTATIONS on:</p> <ol style="list-style-type: none"> <li>individual module topics</li> <li>competences and skills to motivate, support an employee with the autism spectrum</li> </ol> <p>VIDEOS presenting: examples of diagnosing professional abilities and competencies of people with ASD, examples of ways of communicating with people with autism in the process of getting to know the employee by the management of the department / company (maintaining the rules of communication with people with ASD), etc.</p> <p>ATTACHMENTS: printouts of multimedia presentations, lists of necessary, important websites, links to websites with structured videos, exemplary medical / psychological statements regarding autism diagnosis supporting the process of motivation, development and responsibilities</p> <p>Unit 1 - Introduction to the topic - Advantages / strengths of people with ASD</p> <p>Presentation of the trainer and the content of the workshop</p> <p><a href="https://docs.google.com/presentation/d/1eiApX5lhKXwUupXyWDRWGdtZuOdDwzqV/edit#slide=id.p1">https://docs.google.com/presentation/d/1eiApX5lhKXwUupXyWDRWGdtZuOdDwzqV/edit#slide=id.p1</a></p> <p>Integration games and games that raise the group's energy</p>

[https://docs.google.com/document/d/1sX6ZW9Ym6qcCxN\\_8MaHfR\\_kME8MXBz5Z/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1sX6ZW9Ym6qcCxN_8MaHfR_kME8MXBz5Z/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

Task

<https://docs.google.com/document/d/1g4kbxseoLDV1snWGdzza39e07AO1DA3A/edit>

Presentation presenting the strengths of employees with ASD

[https://docs.google.com/presentation/d/114Fy5E4UTqQkTQWz\\_pLGWhuj2-4ABVgj/edit?usp=drive\\_web&oid=100783448062620026410&rtpof=true](https://docs.google.com/presentation/d/114Fy5E4UTqQkTQWz_pLGWhuj2-4ABVgj/edit?usp=drive_web&oid=100783448062620026410&rtpof=true)

Unit 2 - Tools to diagnose and support the development of competences and abilities of employees with ASD

Examples of supportive conversations (videos) with people with ASD

[https://docs.google.com/document/d/1WTNbwao9\\_x6MltNREE8IVnO\\_nWv5YZF2/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1WTNbwao9_x6MltNREE8IVnO_nWv5YZF2/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

Presentation on tools for diagnosing and supporting the development of competences and abilities of employees with ASD- Belbin test

<https://docs.google.com/presentation/d/179C8mhU6sgEVEsGghKuur-plpSNwdQ6w/edit#slide=id.p1>

Belbin Test (card)

[https://docs.google.com/document/d/1J\\_\\_1EJrByJnfigpzQXsdpfudWbYJRW5n/edit](https://docs.google.com/document/d/1J__1EJrByJnfigpzQXsdpfudWbYJRW5n/edit)

Unit 3 - Preparing to work with an employee with ASD, developing employee skills, motivating, supporting - workshop

Presentation about how to work with an employee with ASD, developing their skills, motivating, supporting them

<https://docs.google.com/presentation/d/1VourHeDpdIIYlghmaR4zkt1xXc8njyEp/edit>

Competency map- pair work card

[https://docs.google.com/document/d/1zbd0CoC57R\\_uFP3uRxdKI1ekMvgS1oH1/edit](https://docs.google.com/document/d/1zbd0CoC57R_uFP3uRxdKI1ekMvgS1oH1/edit)

Unit 4 - Supporting the strengths and key competences of employee with ASD

Presentation about Supporting the strengths and key competences of ASD

<https://docs.google.com/presentation/d/1s6yOSK1YiiaElpV9KTV3K1PPcDIVh4M1/edit>

Group worksheet. Case studies of the people with ASD

[https://docs.google.com/document/d/1su-CtWJxlw\\_bb5urs3lJ-68Y5sELMHZT/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1su-CtWJxlw_bb5urs3lJ-68Y5sELMHZT/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

## MODULE 4 EMPLOYMENT RIGHTS OF PEOPLE WITH ASD IN AN INTERNATIONAL, EUROPEAN AND NATIONAL CONTEXT

<b>MODULE TITLE</b>	Employment rights of people with ASD in an international, European and national context.
<b>GENERAL OBJECTIVES</b>	<p><b>Knowledge:</b> Getting acquainted with the applicable provisions of the labour law and the law regarding the care of persons with disabilities by the state.</p> <p><b>Skills:</b> Ability to apply the law at work / company. Taking advantage of discounts, subsidies, tax reliefs. Free movement in the provisions of international, European and national labour law regarding people with disabilities, including people with ASD.</p>

	<p><b>Social competences:</b> Building positive relations between the company / team and an employee with ASD.</p>
<p><b>LEARNING OUTCOMES</b></p>	<p><i>After completing the module, the participant has the following knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Participants understand the essence of labour law in relation to people with disabilities, its character and specificity of its norms, its place in the legal system.</li> <li>• Participants know the relationship between the labour law of people with disabilities and other areas of law, regulations, and ordinances concerning people with disabilities.</li> <li>• Participants supplement knowledge with information on other areas of law regarding people with disabilities.</li> <li>• Participants are aware of the social roles performed as part of professional duties to help people with ASD.</li> <li>• Participants know the rules of employing people with ASD.</li> <li>• Participants are able to connect the provisions of labour law with key HR processes - competency management, remuneration, training and development, recruitment.</li> <li>• Participants analyse the performance of employees with ASD using employment law and case law for the type of Autism .</li> </ul>
<p><b>DURATION</b></p>	<p>10 hours</p>
<p><b>REQUIRED MATERIALS</b></p>	<p>Multimedia, PPT presentations, employment legislation, ministry regulations supporting people with ASD, pens, student materials, exercise book for students.</p>
<p><b>UNITS</b></p>	

**UNIT 1**

**1. International, European and national labour law (4h):**

**a. National level:**

- Act on vocational rehabilitation and employment of persons with disabilities.
- Provisions on detailed conditions, criteria and standards for the implementation of measures and activities in vocational rehabilitation.
- Provisions on criteria, method and other matters relevant to the implementation of active employment policy measures.
- Act on employment and counteracting unemployment.
- Provisions on the detailed method, costs and criteria for assessing the ability to work and the possibility of employing or maintaining employment of persons with disabilities.
- Provisions on relief, support for persons with Autism Provisions on allowances and support for the disorders.
- Other regulations in your country.

**b. International level**

- Strategy for the rights of people with disabilities 2021-2030.
- Council Directive 2000/78 / EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation, OJ L 303, 02/12/2000, p. 1. 16.
- Action plan on the European Pillar of Social Rights.
- The UN Sustainable Development Goals and the UN Convention on the Rights of Persons with Disabilities.
- Other international and European regulations for people with disabilities

Note: The trainer analyses with the group all privileges under the labor law for both employers and people with disabilities. **A "benefit table - a positive guide" is being created, containing arguments and a set of legal provisions in favour of employing people with ASD.**

## UNIT 2

### 2. Preparation for employment of an employee with ASD - i.e. a person with disabilities (4h)

- a. Defining the company's HR policy towards people with ASD - including a person responsible for caring for a persons with disabilities in the company,
- b. Determining the conditions of use and preparation of the workplace (facilitating concentration and maintaining health and safety due to the employee's dysfunction,
- c. Determining the scope of duties, consistent with the labour law (including working time, business trips, etc.) - this point should be repeated throughout the adaptation process at all its levels.

*Suggestion: The trainer prepares scenes and diagrams of various types of conversations with the participants, introducing the employee to the above-mentioned UNITS of labour law of people with disabilities, with particular emphasis on the communication needs of people with ASD.*

*During the workshop, the trainer points out to the participants the importance of the process of getting to know rights and privileges under the labour law - together with the group **design the process and develop procedures for the regulations containing the rights and obligations an employee with ASD in the company** - that is:*

- *Presentation of work rules: structure, reliefs, facilities, external and internal regulations, regulations and procedures.*
- *Presentation to the employee of the workplace: place and responsibility for this place, tasks, duties, safety rules.*

**UNIT 3**

**3. Effective use of labour law provisions in planning the career of a person with ASD (2h):**

- c. Shaping the personnel policy, taking into account the provisions of the labour law regarding persons with disabilities. Planning career paths and preparing a staff development strategy (including employees with ASD).
- d. Building an atmosphere of motivation conducive to support, development and strengthening the identification with the company among employees with ASD by means of reliefs and support resulting from legal regulations and care for persons with disabilities.
- e. Awareness of the correct and effective adaptation of an employee from ASD to the team / company.
- f. Supervision and control of compliance with the labour law in relation to the disorders.

*Note: The trainer draws attention to the challenges and the possibility of making mistakes that may appear in the adaptation process in the corporate environment of an employee with ASD. Discussion on the consequences and threats.*

**KNOWLEDGE VERIFICATION**

*The participant will take part in:*

- *Study of the law.*



	<ul style="list-style-type: none"> <li>• <i>Creating guides at workshops on topics 1 and 2 ("benefits table" and the procedures of the regulations containing the rights and obligations of an employee with ASD in the company)</i></li> <li>• <i>Moderated discussions.</i></li> </ul>
<p><b>MODULE EVALUATION</b></p>	<p><i>The module will be assessed by means of an evaluation questionnaire related to the conduct of the activities. After collecting the results from the questionnaires, the trainer will compare them with the results of the test evaluating the knowledge of the students from the module - analysing the level of knowledge obtained and satisfaction with the module.</i></p>
<p><b>ANNEXES ADDITIONAL MATERIALS</b></p>	<p>PPT PRESENTATIONS on:</p> <ul style="list-style-type: none"> <li>• individual module topics</li> <li>• competences and skills of the trainer / HR specialist and the person supporting the employee with the autism spectrum</li> </ul> <p>ATTACHMENTS: printouts of multimedia presentations, lists of necessary, important websites, links to websites with legal provisions, exemplary medical / psychological certificates regarding autism diagnostics supporting the adaptation process in the company and taking up duties. Patterns of applications for reliefs, support, tax exemptions for workplaces employing persons with disabilities.</p> <p>Unit 1</p> <p><a href="https://docs.google.com/document/d/1wK6FO7W9xUX6MZp6LxInZsj3dqQwWUHT/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1wK6FO7W9xUX6MZp6LxInZsj3dqQwWUHT/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true</a></p> <p>Activity 1</p> <p><a href="https://docs.google.com/document/d/1QBqNQOG1XviUzTbNPqgCO69JTHzYgQoL/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1QBqNQOG1XviUzTbNPqgCO69JTHzYgQoL/edit?usp=sharing&amp;oid=100867528159186563241&amp;rtpof=true&amp;sd=true</a></p> <p>Activity 2</p>

<https://docs.google.com/document/d/1UqR67-wLai2jfJre3N2FGJvWRYBE6FF/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## Unit 2

<https://docs.google.com/document/d/1LznRWpTBhBwru2SWRwxtBlbBUVI3x1tE/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## Activity 3

<https://docs.google.com/document/d/1I4ZcQRJvOwf-2NASWk9SEHY-pvRKhTgd/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## Activity 4

[https://docs.google.com/document/d/1v\\_yUzaesrbYtS7N1ovVb5aUVqCCAICTT/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1v_yUzaesrbYtS7N1ovVb5aUVqCCAICTT/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

## Activity 5

[https://docs.google.com/document/d/1HKAYVWBDwa\\_Kgg9y5-rfAQQ5AsQ1b6if/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1HKAYVWBDwa_Kgg9y5-rfAQQ5AsQ1b6if/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

## Unit 3

<https://docs.google.com/document/d/1Dmn8O5XP04j5ph8nS-IMUonqB1PAyqHN/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## Activity 6

<https://docs.google.com/document/d/1ld7e1TvUk8CjUr2ct1OXENNOBBur38aV/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Activity 7

[https://docs.google.com/document/d/1dHDd2r2cN8ZPRI0Ps7jqJfXnB\\_MDt6FG/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1dHDd2r2cN8ZPRI0Ps7jqJfXnB_MDt6FG/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

Activity 8,9,10

[https://docs.google.com/document/d/1QjwsIJY0Wihm0bdpo\\_NhNvL71WIO4P-y/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true](https://docs.google.com/document/d/1QjwsIJY0Wihm0bdpo_NhNvL71WIO4P-y/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true)

Activity 11

<https://docs.google.com/document/d/10-CecEFWPjPrvZb1QQQafeENzWtj7jQr/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Activity 12

<https://docs.google.com/document/d/1KZDaMhRgxKzNS6FeMvAc8XmkDYdaGUix/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Activity 13

<https://docs.google.com/document/d/1PKnGXMkCBHYv0s4rJi96XSvn8IXaPxpX/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

MODULE 5 RECRUITMENT PROCESS FOR PEOPLE WITH ASD. CREATING AN AUTISTIC-FRIENDLY RECRUITMENT PROCESS

**MODULE TITLE** Recruitment process for people with ASD.  
Creating an autistic-friendly recruitment process.



Szczecińska  
Szkoła Wyższa



<p><b>GENERAL OBJECTIVES</b></p>	<p><b>Knowledge:</b> To gain knowledge of the most suitable techniques of recruiting and selecting employees with ASD from the internal and external labour market.</p> <p><b>Skills:</b> To be able to prepare and conduct a professional job interview and manage the recruitment and selection process of people with ASD for various positions.</p> <p><b>Social competences:</b> To be able to empathically conduct the recruitment and selection and supervise the process involving candidates with ASD. Being capable of developing company autism-friendly strategy, appreciating talents of people with ASD and facilitating their access to career opportunities.</p>
<p><b>LEARNING OUTCOMES</b></p>	<p><i>After completing the module, the trainees will:</i></p> <ul style="list-style-type: none"> <li>• Be aware of autism spectrum disorder (ASD), its common traits and related special needs in working environment.</li> <li>• Be able to analyse the company's recruitment processes, identify and adjust practices potentially discriminating to people with ASD.</li> <li>• Know how to address potential candidates with ASD and encourage them to apply for a job.</li> <li>• Be able to prepare and conduct the recruitment and selection process all round, involving candidates with ASD while ensuring equal opportunities.</li> <li>• Be able to communicate with candidates with ASD successfully and facilitate mutual understanding.</li> <li>• Be able to create and apply recruitment supporting tools such as an interview questionnaire or alternatives to a conversational interview for specific positions according to the needs of the workplace while respecting the needs of candidates with ASD.</li> <li>• Build self-confidence in handling challenging or non-standard situations possibly occurring during recruitment and selection process with people with ASD.</li> <li>• Be able to conclude the recruitment and selection process, accepting or declining candidates, and evaluating the process.</li> </ul>

<b>DURATION</b>	10 hours
<b>REQUIRED MATERIALS</b>	<p>Training materials: PPT presentations, multimedia, instructional and illustrative videos on job interviews and interviews supporting people with ASD and use of alternative recruitment strategies, worksheets for trainees</p> <p>Additional materials: Screen, flipchart, markers, pens, papers</p>
<b>UNITS</b>	
<b>UNIT 1</b>	<p><b>1. Preparation of the recruitment process (2 hours)</b></p> <p><b>a. Introduction</b></p> <ol style="list-style-type: none"> <li>i. Refreshing briefly the main points of the preceding modules</li> <li>ii. Summarising the key knowledge about ASD</li> <li>iii. Highlighting the benefits of employing people with ASD</li> <li>iv. Identifying common difficulties encountered by people with ASD when searching and applying for a job</li> </ol> <p><b>Suggestion for an activity:</b> <i>The trainer conducts a discussion with the module participants on:</i></p> <ul style="list-style-type: none"> <li>• <i>The situation of people with ASD on the labour market.</i></li> <li>• <i>Ways of reaching the candidates with ASD by using traditional and modern methods.</i></li> <li>• <i>Channels advantageous for reaching candidates with ASD for different job profiles (social media, website design, selection of newspapers and magazines or radio etc.).</i></li> </ul>

- *The reach and reception of media for people with ASD (paying attention to and exploring what media is used by people with ASD in a particular industry - specific websites, forums, news groups).*

**Suggestion for an activity:** *Discuss the meaning of an attractive employer for a person with ASD. Why should employers who want to hire talents with ASD take care of their brand? How can a person with ASD recognize an excellent employer?*

**b. Employer's external communication and presentation**

- Employer branding/Autism-friendly employer

**c. Job description**

- Setting a candidate profile (competence-based)
- Preparing/revising a job description according to the needs of neuro-atypical candidates

**d. Recruiting Channels**

- External recruiting: specialised sources of reaching and recruitment of professionals, workers, trainees and talents with ASD
- Internal recruitment

**e. Job advertisement**

- Content
- Structure
- AIDA - Attention, Interest, Desire, Action
- Publication channels (selecting media for the person with ASD and the job profile (social media, website design, selection of newspapers and magazines or radio)

**Suggestion for an activity:** *The trainer prepares with the participants various types of job announcements, taking into account the communication needs of people with ASD.*

**f. Job application**

- Application form

- ii. Application procedure and support to candidates with ASD
- iii. Assessing candidate's application (CV, motivation letter etc.)

**UNITS 2**

**2. Adjustments to the recruitment process for candidates with ASD (2 hours)**

- a. Analysing the company's personnel policy concerning diversity, neurodiversity, employment of people with disabilities and reviewing the standardly used recruitment and selection procedures to identify the baseline for adjustments
- b. Candidate's preparation and support
  - i. Pre-invitation communication, understanding of candidate's special needs, providing additional information to the candidate, seeking additional professional support if needed
- c. The environment adjustments
  - i. The venue
  - ii. Timing
  - iii. People involved
  - iv. Other adjustments
- d. Communication
  - i. Possible communication challenges (a conversational interview relies heavily on social and communication skills, autistic candidates may struggle to 'sell themselves' in an interview, even if they have all the right skills)
  - ii. How to facilitate communication during a job interview: clear and open way of speaking, use of supporting tools

**Suggestion for an activity:** *The trainer presents the trainees with an example profile of a candidate with ASD (may use a video) and asks them to propose adjustments to the standard recruitment process according to the candidate's special needs.*

**UNITS 3**

**3. Selection process, methods and tools (4 hours)**

**a. Interview**

- i. Pre-interview preparation and communication with the candidate
- ii. Planning the interview process and setting (including clear instructions to the candidate about the arrival, the venue, timing, responsible people)
- iii. Planning and preparing the interview content (questions, timing, communication with people involved (hiring manager, diversity manager, external professionals))
- iv. Conducting a job interview with neurodiversity candidates

**Suggestion for activities:** *the trainer initiates the scenes:*

*Exercise I. Practical workshop of various interview models:*

- *biographical model*
- *criteria-based model*
- *model of the analysis of the professional situation*
- *critical event analysis model*
- *a situation-based model*

*Exercise II. simulation: previously prepared questionnaires for the interview are tested due to the recruiter's mistakes made during the interview with a person with ASD.*

**b. Alternatives to the traditional job interview**

- i. Assisted interview, informal conversation
- ii. Written forms of assessment (questionnaires, essay, portfolio)
- iii. Ability and skills tests
- iv. Work trial/one day test
- v. Assessment through and informal activity, gamification



	<p><b>Suggestion for an activity:</b> a case study (video or written) analysis, job interview role playing</p>
<p><b>UNITS 4</b></p>	<p><b>4. Recruitment and selection follow-up</b> (2 hour)</p> <ul style="list-style-type: none"> <li><b>a. Recruitment outcome assessment and candidate selection</b> <ul style="list-style-type: none"> <li>i. Candidate assessment</li> <li>ii. Reference check</li> </ul> </li> <li><b>b. Feedback to the candidate</b> <ul style="list-style-type: none"> <li>i. Candidate accepted: communicate the job offer, provide all information and instructions for the next steps, put the candidate in contact with persons responsible for on-boarding</li> <li>ii. Candidate declined: provide sensitive and useful feedback to the candidate, offer alternative opportunities (future open positions, mentoring programme etc. if applicable)</li> </ul> </li> <li><b>c. Offering a job contract</b> <ul style="list-style-type: none"> <li>i. Contract and work agreement options and relevant regulations in partner countries (referring to Module 4)</li> <li>ii. Adjustments to the job contract according to the new employee's needs (e.g. working hours, the place of work, possibility of home office etc.)</li> </ul> </li> <li><b>d. Process evaluation</b> <ul style="list-style-type: none"> <li>i. Evaluation of the recruitment process, collecting feedback of all people involved, including the candidate. Making a list of successes and opportunities for improvement.</li> </ul> </li> </ul> <p><b>Suggestion for an activity:</b> The trainer can run a simulation on providing feedback to candidates participating in the recruitment process and ask the trainees to prepare a declining letter to a candidate with ASD who have not passed the recruitment process.</p>
<p><b>KNOWLEDGE VERIFICATION</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p>The trainees' knowledge, skills and competences developed as well as changes in attitudes, beliefs and behaviour within the Module 5 will be observed and assessed during the group activities such as:</p> <ul style="list-style-type: none"> <li>• Simulations and role play</li> </ul>

- *Practical workshop exercises*
- *Analysis of case studies from the company's practice and external examples*
- *Drafting a job interview plan needs*
- *Other activities and discussions*

*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.*

**MODULE  
EVALUATION**

*The implementation of the module in terms of quality and adequacy of its content and organisation will be assessed by an evaluation questionnaire completed by the trainees after each session (training process evaluation).*

**PRESENTATION  
CONTENTS  
ADDITIONAL  
MATERIALS**

PPT PRESENTATIONS each of the module UNITs (4) including the training content, comments and suggestions for the trainers in the footnotes, list of useful resources and further reading

MULTIMEDIA: videos presenting examples of job interviews, communication challenges and good practices in the recruitment and selection of people with ASD

OTHER MATERIALS: case studies, role play scenarios, examples from practice

Module 5 Plan (IO2)

Module 5 Trainees' competence assessment (IO2)

Training evaluation form (IO2)

Unit 1

Presentation to prepare for autism-friendly recruitment

<https://docs.google.com/presentation/d/1SqSSEOBQivHkp--JroSgrCnz3eYDJ9cm/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Unit 2 Adjustments to the recruitment process for candidates with ASD

Presentation on autism friendly recruitment

<https://docs.google.com/presentation/d/1-pisZr1WqRRtWWIFVLGpwHzA7gj6LF0u/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Unit 3 Selection process, methods and tools

The presentation presents the autism-friendly selection process

<https://docs.google.com/presentation/d/1u1zUb0ezd--v8tZgi9Y4sf3ize3kEZ4H/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

Unit 4 Recruitment and selection follow-up

A presentation continuing the topic of autism-friendly recruitment and selection

<https://docs.google.com/presentation/d/1ubSqpnwQsAa8KRhKMR0vd7myBV7AITG/edit?usp=sharing&oid=100867528159186563241&rtpof=true&sd=true>

## MODULE 6 ONBOARDING, ADAPTATION AND IMPLEMENTATION PROCESSES FOR ASD EMPLOYEES. ORGANIZATION OF THE WORKPLACE.

<b>MODULE TITLE</b>	<b>On boarding and adaptation and implementation processes for ASD employees. Organization of the workplace.</b>
<b>GENERAL OBJECTIVES</b>	<p><b>Knowledge-</b> To learn about the adaptation stages of introducing employees with ASD into the work environment and the role of HR at each stage.</p> <p><b>Skills-</b> Developing skills to support and develop employees with ASD in the process of adapting their induction into the working environment</p> <p><b>Social competence.</b> Development of effective communication competences and building positive relations between the team and the employee with ASD.</p>
<b>LEARNING OUTCOMES</b>	<p><i>After completing the module, the participant has the following knowledge and skills:</i></p> <ul style="list-style-type: none"> <li>• Participants are aware of the need to develop skills to support and develop the motivation of employees with ASA in the work environment.</li> <li>• Participants are aware of the importance of a friendly and professional introduction of a new employee with autism spectrum disorder to the company/team.</li> <li>• 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.</li> <li>• Participants know and can use tools and methods used in the process of adaptation of new employees with particular emphasis on employees with ASD.</li> <li>• 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.</li> <li>• Participant is able to develop his/her own competences of effective communication and build positive relations within a team.</li> <li>• 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.</li> </ul>
	10 hours

<b>DURATION</b>	
<b>REQUIRED MATERIALS</b>	Multimedia, PPT presentations, instructional videos on organizational conversations and conversations supporting people with ASD in a new workplace, pens, materials for students, workbook for students.
<b>UNITS</b>	
<b>UNIT 1</b>	<p><b>1. The role of HR in the adaptation process (1h)</b></p> <p>a. Responsibility for introducing an employee with ASD to the work environment .</p> <p>b. The importance of the adaptation process: the presentation of all rules and regulations and the duties and privileges at work is the basis for correct communication and understanding the expected purpose of the position occupied by the person with ASD.</p> <p><i>Suggestion: The trainer presents the basic needs/difficulties that should be identified by a company when introducing an employee with ASD into the work environment and leads a discussion/brainstorming with the participants of the module on the topic: Determining the company's personnel policy towards people with ASD - including the person responsible for the adaptation process of this employee,</i></p> <ul style="list-style-type: none"> <li>● <i>Determining the appearance and preparation of the workplace (facilitating concentration and maintaining health and safety due to the employee's dysfunction,</i></li> <li>● <i>Determining the scope of responsibilities - this point should be repeated throughout the adaptation process at all its levels.</i></li> </ul>
<b>UNIT 2</b>	<p><b>2. Tools used and supporting the adaptation of employees with ASD (1h)</b></p> <p>a. Workplace instructions</p> <p>b. On-the-job training</p> <p>c. Coaching</p> <p>d. Feedback</p>

	<p>e. Process monitoring <i>Proposal: The trainer briefly presents tools supporting the process of adaptation of employees with ASD, points out and emphasizes the importance of tools in specific dysfunctions of the autism spectrum. Knowing the tools will help you to prepare a workshop on topic 3 of this module.</i></p>
<p><b>UNIT 3</b></p>	<p><b>3. Areas of adaptation of an employee with ASD at work - workshop (6h)</b></p> <p>c. Presentation to the employee of the company's organization, its mission and goals. d. Presenting the employee with colleagues / team with whom he will work, marking the structure and dependencies in the company. e. Presentation of the principle of work: regulations and procedures. f. Presentation to the employee of the workplace: place and responsibility for this place, tasks, duties, safety rules.</p> <p><i>Suggestion: The trainer prepares role play with the participants <b><u>and diagrams of various types of conversations introducing the employee to the above-mentioned topics, with particular emphasis on the communication needs of people with ASD.</u></b></i> <i>During the workshop, the trainer points out to the participants the importance of the adaptation process and adaptation procedures - together with the group <b><u>design the process, develop procedures and tools such as:</u></b></i></p> <ul style="list-style-type: none"> <li>• <b><u>Adaptation of new employees - goals, rules and stages.</u></b></li> <li>• <b><u>Practical steps of employee adaptation.</u></b></li> <li>• <b><u>Implementation scope.</u></b></li> <li>• <b><u>Elements facilitating adaptation.</u></b></li> <li>• <b><u>The scope of information packages that an employee with ASD should receive and their form.</u></b></li> <li>• <b><u>A form of summary and evaluation of the implementation (it is worth reflecting on the effectiveness of such implementation, finding strengths (experience and good practices for the future) and weaknesses (by highlighting mistakes made at the stage of implementation, we can avoid making them in the future and ensure clarification and correct communication in case the</u></b></li> </ul>

	<p><b><u>person with ASD does not understand the UNITS or does not do his/her job properly as a result of incorrect training/introduction).</u></b></p>
<p><b>UNIT 4</b></p>	<p><b>4. Effective use of tools for introducing new employees with ASD to work and the consequences of an ineffective adaptation process (2h):</b></p> <ol style="list-style-type: none"> <li>a. Shaping the personnel policy (awareness of the willingness to retain talented employees with ASD and awareness of a high level of rotation due to specific communication difficulties and sometimes limited opportunities resulting from employee dysfunction).</li> <li>b. Building a motivational atmosphere that fosters development and strengthens identification with the company in employees with ASD (acceptance of company rules, performance of duties, positive communication with the team and superiors, well-being in the workplace).</li> <li>c. Planning career paths and preparing a staff development strategy (including employees with ASD).</li> <li>d. Awareness of how to carry out a correct and effective adaptation of an employee with ASD in the context of contemporary HR management challenges Change management,             <ul style="list-style-type: none"> <li>• managing generational diversity.</li> </ul> </li> </ol> <p><i>Note: the trainer draws attention to the types of the above-mentioned challenges and errors that may appear in the process of adapting an employee to ASD. Discussion on consistency.</i></p>
<p><b>KNOWLEDGE VERIFICATION</b></p>	<p><i>The participant will take part in:</i></p> <ul style="list-style-type: none"> <li>• Case study on Introducing a new employee with ASD to the adaptation process in a company</li> <li>• Training / HR skills workshop, will develop tools and schemes included in topic 3.</li> <li>• Moderated discussions</li> </ul>
<p><b>MODULE EVALUATION</b></p>	<p><i>The module will be assessed by means of an evaluation questionnaire related to the conduct of the activities. After collecting the results from the questionnaires, the trainer will compare them with the results of the test evaluating the knowledge of the students from the module - analysing the level of knowledge obtained and satisfaction with the module.</i></p>

**PRESENTATION  
CONTENTS  
ADDITIONAL  
MATERIALS**

PPT PRESENTATIONS on:

- a. individual module topics
- b. competences and skills of the trainer / HR specialist and the person supporting the employee with the autism spectrum

VIDEOS presenting: examples of conversations and the resulting communication difficulties of people with ASD, examples of ways of communicating with people with autism in the process of organizing the workplace (maintaining the principles of communication with people with ASD), etc.

ATTACHMENTS: printouts of multimedia presentations, lists of necessary, important websites, links to websites with structural and videos, exemplary medical / psychological certificates regarding autism diagnostics supporting the adaptation process in the company and taking up duties.

Explanation of the topic:

[https://docs.google.com/document/d/14GVo6dVQRafjrjZfma-NoJMxMN36X2nQPEaohL6\\_a6o/edit?usp=sharing](https://docs.google.com/document/d/14GVo6dVQRafjrjZfma-NoJMxMN36X2nQPEaohL6_a6o/edit?usp=sharing)



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