



THE JOBAUT COACHING METHODOLOGY FOR AUTISTIC ADULTS

Project Results (R2)

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Overview

This document presents the **JobAut Coaching Methodology**, a comprehensive and structured framework designed to support sustainable and meaningful employment for autistic adults. The methodology moves beyond traditional job placement by offering a **person-centred, neurodiversity-affirming approach** that integrates rigorous assessment with empowering coaching. It is structured as a coherent, **three-phase journey**, where each stage systematically builds upon the last to ensure that employment strategies are both **evidence-based** and deeply aligned with the autistic jobseeker's unique profile and aspirations.

The first phase, the **Placement Feasibility Interview**, serves as the foundational dialogue. It is a structured, person-centred assessment conducted by a trained job coach to establish trust, understand the individual's personal narrative, strengths, support needs, and contextual realities. More than a simple evaluation, this interview is an empowering process that gathers in-depth qualitative insights. The output of this phase is a holistic understanding of the individual, framed within the biopsychosocial model of the **International Classification of Functioning, Disability and Health (ICF)**, which sets the stage for all subsequent actions.

The second phase focuses on **translating qualitative insights into an objective and standardised functional profile** using the ICF framework. This crucial step involves mapping the observed abilities, barriers, and environmental factors into defined ICF codes and qualifiers. This process transforms subjective observations into a consistent and comparable data set, creating a robust foundation for **precise job matching**. The resulting profile directly informs the identification of suitable professions and provides the foundational data that **personalises the subsequent coaching phase**.

The third and culminating phase is the **empowerment and coaching process**, activated through the **FROG methodology (Focus, Reflection, Ownership, Growth)**. This is a neurodiversity-affirming, **group-based programme** typically structured as 15 hours of unique experiential exercises. Building on the self-awareness from the first phase and the structured profile from the second, this phase guides coachees through modules on **Vision, Identity, Communication, and Impact**. The goal is to translate self-knowledge into concrete action, resilience, and effective self-presentation. The output is an **empowered individual**, ready to engage in the job market with a stronger sense of agency and a clear, personalised action plan.

To ensure effective delivery, the methodology includes a **specialised training programme for job coaches**. This training empowers them with the skills to facilitate the process, maintain respectful boundaries through the **"invisible line" principle**, and work in **co-leadership pairs**. Ultimately, the JobAut methodology represents a seamless integration of **scientific rigor and human-centered empowerment**, creating a dynamic ecosystem that fosters **long-term growth, autonomy, and successful inclusion** for autistic adults in the workforce.

A. Placement Feasibility (initial interview)

1. Introduction

The transition to employment is a pivotal milestone for autistic adults, fundamentally influencing long-term inclusion, independence, and overall well-being. However, autistic adults often encounter substantial barriers in securing and maintaining employment, frequently stemming from social communication differences, alterations in sensory processing, and workplace environments not designed for neurodivergence.

The Placement Feasibility Interview (PFI) is the foundational response to this challenge. Conducted by trained job coaches, it is a structured, person-centred assessment designed to determine the alignment between a job opportunity and the individual's unique strengths, support needs, and contextual realities. More than a mere evaluation, the PFI is an empowering dialogue that facilitates self-awareness, allowing the coachee to articulate aspirations, recognise competencies, and clarify boundaries.

This section details this critical first phase, which is dedicated to gathering in-depth qualitative insights. Establishing trust and a nuanced understanding is paramount, as it lays the essential groundwork for the entire JobAut process. The insights generated in this phase directly inform the subsequent, more structured stages of ability mapping and coaching, ensuring they are rooted in the coachee's lived experience and a realistic context from the very start.

The first conversation between coach and coachee sets the tone for the entire process — it is a space where trust is built, self-awareness begins, and possibilities take shape.

2. Theoretical Framework

2.1 The ICF model in employment contexts

The International Classification of Functioning, Disability and Health (ICF) by the World Health Organisation (2001) offers a biopsychosocial model for understanding functioning and disability. In employment support, the ICF serves as a neutral framework that integrates three key dimensions:

ICF KEY DIMENSIONS

ICF Domain	Application in Job Placement
Body Functions & Structures	Cognitive, sensory, and emotional regulation aspects relevant to job tasks.
Activities	Execution of specific tasks such as communication, problem-solving, teamwork.
Participation	Involvement in social and professional life, including adaptation to workplace culture.
Environmental Factors	Workplace accessibility, organisational attitudes, sensory context.
Personal Factors	Motivation, coping style, learning profile, and previous experiences.

Applying the ICF in the Placement Feasibility phase allows the job coach to look **beyond diagnosis**, focusing instead on how environmental and personal factors interact to shape work participation (WHO, 2013).

2.2 Neurodiversity-Affirming & Rights-Based Practice

The JobAut methodology adopts a neurodiversity-affirming perspective, **recognising** autism as a natural variation of human neurology. In line with Milton's **Double Empathy Problem** theory mutual—arising from the interaction between differing communication styles and social expectations, rather than a deficit within the individual.

This approach is underpinned by a **human rights-based framework**, which views employment not as a matter of "charity," but as an issue of equality and inclusion. This principle influences both the design and delivery of the interview:

- **Mutual Adaptation:** The coach proactively adapts communication, pace, and the environment to ensure accessibility.

- **Self-Determination:** The process values self-definition; the **coachee's** own lived experience and understanding of their strengths and challenges are central.
- **Focus on 'Fit':** Evaluation focuses on the interaction between the individual and the environment, seeking to adapt to the workplace rather than the person.

2.3 Objectives of the Placement Feasibility Interview

The PFI has four main objectives:

1. **Explore the participant's self-perception of their readiness for work**, aligning their personal narrative with the functional observations made during the assessment phase.
2. **Identify barriers and enablers** that may affect job performance or retention.
3. **Define preliminary support needs**, including environmental and relational accommodations.
4. **Establish mutual trust** and motivation between coach and coachee to proceed in the process.

The interview functions as an **exploratory dialogue** — as a discovery process that informs both the coachee and the coach about potential directions for job inclusion.

3. Structure and Phases of the Placement Feasibility Interview

The PFI is a structured process combining observation, dialogue, and environmental analysis. It is not a single event, but a short **sequence of interactions** that gradually leads to a realistic understanding of the person's employability and support needs. The process should always be flexible, person-centred, and adjusted to the coachee's preferred communication style and sensory comfort.

The recommended sequence includes **three main stages**:

PHASES OF THE PLACEMENT FEASIBILITY INTERVIEW

Stage	Purpose	Main Outputs
1. Preparation & Environment Setting	Establish the physical and relational conditions for a successful conversation.	Clear goals, sensory-friendly space, consent form.
2. Core Interview (Dialogue & Observation)	Collect qualitative information on personal profile, strengths, and barriers.	Structured interview notes, preliminary ICF mapping.
3. Closure & Feedback	Summarise insights, ensure coachee understanding, and agree on next steps.	Mutual agreement on employment direction and follow-up plan.

3.1 Stage 1 – Preparation and environment setting

Before starting the interview, the job coach prepares a welcoming and accessible environment. Research on workplace inclusion (Hedley et al., 2018; NICE, 2022) emphasises the role of predictability and control in reducing anxiety for autistic adults.

Key Preparatory Actions:

- **Define Purpose and Expectations:** The coachee should receive a short-written explanation of what the interview involves, its duration (typically 60 minutes), and its goals.
- **Pre-Session Communication:** The coach must ask the coachee if they wish to have a caregiver present during the PFI or if they prefer the coach to contact the caregiver separately for a brief follow-up. To maintain the principle of **Self-Determination**, separate sessions are generally recommended.
- **Provision of Questions:** To support clarity and reduce anxiety, the coachee should be sent the interview questions in advance. These should be provided in an **Easy-Read format** (clear headings, bullet points, and simplified language).
- **Environmental Adaptations:** Choose a quiet, uncluttered space with neutral lighting. Allow the person to choose their seating and **minimise** sensory distractions.
- **Accessible Communication:** Provide the structure of the conversation visually (e.g., a printed agenda or flow diagram).
- **Preliminary Communication Check:** Prior to the meeting, invite the coachee to indicate their preferred mode of interaction (e.g., verbal, written, or visual-aided) so the entire session can be adapted accordingly.
- **Consent and Confidentiality:** Ensure informed consent is obtained, clarifying how data will be used in the job-placement process.

ENVIRONMENTAL READINESS

Item	Description	Status (✓/X)
Sensory Environment	Room is free from strong stimuli (noise, flickering lights, strong smells).	
Seating Arrangement	Arranged to support eye-contact comfort (e.g., diagonal rather than direct frontal).	
Caregiver Protocol	The coachee has chosen their preference (Individual PFI vs. Joint Session) and consent for a separate caregiver follow-up is documented.	
Pre-session Info	Easy-Read list of questions and visual agenda sent to the coachee in advance.	

Visual Supports	Printed agenda and key terms are available on the desk for the coachee.	
Communication Mode	Coach has confirmed and prepared for the coachee's preferred communication style.	
GDPR & Consent	Consent form is signed and stored according to data protection regulations.	

3.2 Stage 2 – Core interview: dialogue and effective communication

The core of the process is a **graduated, structured dialogue** designed to explore the coachee's self-perception alongside objective indicators of work readiness. To reduce cognitive load and build confidence, the interview follows a **scaffolding approach**: beginning with clear, closed questions to establish facts, before moving toward more open, reflective discussion.

The interview is organised into five thematic areas, each directly mapped to **ICF (International Classification of Functioning, Disability and Health)** components to ensure a comprehensive biopsychosocial assessment.

A. Personal Narrative and Motivation

- Ask open questions: "What kind of activities make you feel comfortable or confident?"
- Encourage use of concrete examples.
- Observe emotional tone and non-verbal indicators of motivation.

B. Cognitive and Executive Skills *Note: Formal cognitive mapping occurs in the Assessment Phase.*

- Understand the coachee's *perception* of their organisation and problem-solving.
- Use brief situational prompts: "If you had two tasks with the same deadline, how would you decide which to do first?"
- These responses provide the "functional context" for the formal cognitive tests used later.

C. Social and Communication Preferences

- Verify preferences from the preliminary phase and observe real-time interaction styles. This informs "Reasonable Adjustments" for workplace communication.

D. Sensory and Environmental Factors *Note: These factors are gently explored here to inform the deeper Assessment Phase.*

- Identify known environmental triggers to ensure the upcoming Assessment Phase is conducted in a sensory-safe way.
- Ask directly: "Are there things in a work environment that might make it hard for you to concentrate?"
- This "gentle inquiry" ensures the formal assessment environment is adapted to the individual's needs from the start.

E. Support Needs and Reasonable Adjustments The identification of support needs must be guided by **closed-ended questions anchored to concrete workplace examples**. This approach ensures clarity and predictability, allowing the coachee to evaluate specific adjustments rather than abstract concepts.

- **Anchoring to Experience:** Discuss what has worked in previous environments (e.g., "In your last role, did having a written rota help you?").
- **Identifying Adjustments:** Focus on specific modifications to the physical environment, communication methods, and supervisory style.
- **External Support:** Identify if a job coach, mentor, or specific assistive technology is required to bridge the gap between current skills and job demands.

3.2.1 Structure of the interview & timing

Below is a proposed **modular structure**. Total time: ~90 to 120 minutes, possibly split in several shorter sessions if needed.

Module	Approx Time	Objective
A. Introduction & Rapport Building	5 -10 min	Explain purpose, structure, consent, and create comfort.
B. Personal Background & Daily Functioning	5 -10 min	Learn context: education, family, daily routines, prior work/training
C. Motivations, Aspirations & Preferences	10–15 min	Understand work desires, job ideals, constraints.
D. Self-Assessment: Strengths, Challenges & Supports	10–15 min	Let coachee speak about what helps/hinders them.
E. Environmental & Contextual Inquiry	5 -10 min	Explore commuting, sensory, schedule, social support, assistive tech
F. Scenario / Reflective Task	5 -10 min	To translate the previous dialogue into a concrete, visual summary of needs. Using structured tools (such as sorting cards or a pre-defined timeline), the coachee and coach co-produce a practical "Workplace Blueprint" that identifies preferred task flow, energy management, and specific supports.
G. Feasibility Reflection & Next Steps	5-10 min	Coachee and coach reflect jointly on feasibility, supports needed.
Breaks (as needed)	–	5–10 min breaks between modules if required.

In practice, some modules may overlap or require extension, depending on coachee needs.

Below is a sample **Interviewer Guide** (coach version). Each block shows domain, sample phrasing (literal, explicit), and possible follow-ups.

SAMPLE INTERVIEW GUIDE & QUESTION POOL

Module A: Introduction & Rapport

- **Setting the Space:** "Thank you for meeting with me today. Our conversation will help us understand your interests, your strengths, and any challenges you might face. The goal is to see if a job placement is the right step for you and what **reasonable adjustments** we can put in place. Please feel free to ask for a break or tell me if you need to pause. There are no 'wrong' answers here."
- **The Visual Support:** "Here is our agenda (show visual). We will go through sections A to G. Does this look okay to you, or is there anything you would like to change?"
- **Communication & Environment:** "I have your notes regarding communication preferences. Is the lighting and noise level in this room comfortable for you right now? (Yes/No)"
- **The Icebreaker (Structured):** "To start, I'd love to know about your interests. Which of these do you enjoy most in your spare time: Hobbies/Crafts, Gaming/Tech, Nature, or studying a specific topic?"

Module B: Personal Background & Daily Life

- **Education (Closed):** "Did you complete your education at a school, college, or university? Do you have any specific certificates or qualifications?"
- **Work History (Concrete):** "Have you had a job, volunteer role, or work placement before? (Yes/No) If yes, what were your two main tasks?"
- **Routine & Energy (Anchored):** "On a typical day, which of these 'drains your battery' (e.g. loud noises, meeting new people) and which ones 'recharge' it (e.g. quiet work, following a set schedule)?"
- **Support Network:** "If you had a difficult day at work, do you have a specific person you would contact, such as a family member, friend, or mentor? (Yes/No)"

Module C: Motivations, Aspirations, Constraints

- **Task Preferences (Anchored):** "Which of these sounds most interesting? 1. **Technical** (data/filing), 2. **Physical** (stocking/gardening), 3. **Creative** (writing/design), or 4. **Social** (helping customers)."

- **Employment Priorities (Choice-based):** "Do you prefer: Working from home or at a workplace? Working alone or in a team? Repetitive tasks or changing tasks?"
- **Success Indicators:** "Which would make a day feel successful? Finishing a to-do list, learning a new skill, or having a positive interaction?"
- **Practical Constraints (Fact-based):** "Please answer Yes/No: Do you have reliable transport? Is your travel limit under 45 minutes? Do you have caring responsibilities that require specific hours?"

Module D: Strengths, Challenges & Supports

- **Strengths (Menu):** "Which of these apply to you? Accuracy (spotting errors), Reliability (timing), Deep Focus, or Technical Skills?"
- **Challenges (Anchored):** "Which of these are difficult? Answering phones, bright lights/noise, switching tasks suddenly, or vague instructions?"
- **Past Supports:** "Have any of these helped you before? Written checklists, quiet workspaces, extra processing time, or instructions via email?"
- **Overwhelmed Scenario (Explicit):** "If you feel 'brain fog' or overwhelmed, which strategy do you prefer? A quiet reset break, asking for task priority, or using a sensory tool (headphones/fidget)?"

Module E: Environmental & Contextual Factors

- **Commute (Closed):** "Do you prefer to travel by: A) Public transport, B) Walking/Cycling, or C) Being driven? Is a commute longer than 30 minutes acceptable? (Yes/No)"
- **Sensory Anchors:** "I will list sensory elements. Tell me which ones make it hard to concentrate: Constant background noise? Flickering lights? Strong smells (like a kitchen or cleaning products)? Cluttered desks?"
- **Social Interaction (Choice):** "In a workplace, do you prefer: A) Minimal contact (email only), B) Direct 1-to-1 contact, or C) Team-based interaction?"
- **Digital Support:** "Do you currently use apps or digital tools to help with reminders or schedules? (Yes/No)"

Module F: Scenario / Reflective Task (The Workplace Blueprint)

- **Visual Day-Mapping:** Provide a timeline (e.g., 9 am – 5 pm) and "task cards." The coachee places cards to show their "Ideal Sustainable Day," marking where they would need breaks or specific supports.
- **The Barrier-Mapping Grid:** Match the "Challenges" from Module D with the "Supports" from Module E to create a visual "Workplace Blueprint."
- **Documentation Requirement:** Upon completion of the Workplace Blueprint (the visual arrangement of task cards and timelines), the

coach must take a photograph or save a digital copy of the layout. This serves as **Primary Evidence** for the environmental factors. It ensures that the technical mapping in Phase 2 is grounded in the coachee's direct, visual choices rather than the coach's memory.

Module G: Reflection & Next Steps

- **The Summary:** "To summarise our discussion: You feel strongest in [Strength], you prefer a [Environment] workplace, and [Adjustment] is the most important support for you. Does this sound accurate? (Yes/No)"
- **Feasibility Check:** "Based on what we have mapped out today, do you feel that starting a job placement is the right step for you right now? (Yes/No)"
- **Prioritisation:** "From everything we talked about, what is the #1 priority you want me to share with a potential employer?"
- **The Roadmap:** "The next step is for me to create a summary report. I will send you a copy by [Date] for you to review. Then, in Phase 2, we will look for roles that match this profile. Do you have any final questions for me?"

3.2.2 Interview techniques for effective communication

The PFI requires a flexible communication strategy adapted to the coachee's cognitive and sensory profile. According to the **National Autistic Society (2023)** and **NICE Guidelines (NG93)**, good practice includes:

- **Pre-session Disclosure:** Provide the interview structure and questions beforehand in a clear, written format.
- **Concrete & Easy-to-Read Language:** Avoid metaphors, idioms, or "double-barrelled" questions. Use direct phrasing and ensure any written materials follow **Easy-Read** principles (large font, bullet points, and clear headers).
- **Processing Time:** Allow a minimum of 10 seconds of silence after a question. Do not rephrase immediately, as this can "reset" the coachee's processing clock.
- **Visual Support:** Use written summaries, diagrams, or pictograms throughout the dialogue to ground abstract concepts.
- **Predictability:** Signpost every transition clearly (e.g., "*We have finished Section B. Now we are moving to Section C to talk about your goals*").
- **Non-judgmental Observation:** Avoid interpreting a lack of eye contact, "stimming," or long pauses as a lack of interest or engagement.
- **Punctuality and transitions:** waiting situations often lead to more complex situations, so being punctual helps to make the situation more pleasant and controllable. On the other hand, flexibility in the start time is important due to external factors.

EXAMPLE DIALOGUE FLOW:

Coach statement	Purpose
"I'd like to understand what environments make you feel calm. For example, do you prefer a quiet room at home/school, or do you prefer being around other people?"	Explicit Exploration: Anchors "workdays" to familiar settings like home or school for those without prior jobs.
"Using this scale from 1 to 5 (point to emoji scale), how do you feel about working with a group of people on a task?"	Quantifiable Perception: Uses emojis to make the 1–5 scale intuitive and accessible.
"We have finished this section. Let's take a 5-minute break. We will start again when the timer goes off, or you can tell me if you are ready sooner."	Autonomy & Predictability: Provides a clear end-point and a concrete time-frame for the break.

3.3 Stage 3 – Closure and feedback

The interview ends with **mutual feedback** and a brief reflection stage, which should empower the coachee and prepare them for the next methodological phase.

Steps for a constructive closure:

1. **Summarise key findings** using accessible language.
2. **Ask for confirmation or corrections** ("Did I understand correctly that you prefer written instructions?").
3. **Agree on next steps**, including the upcoming ability-profile mapping or workplace visits.
4. **End on empowerment**, highlighting observed strengths.

A successful closure leaves the coachee aware of their potential and the realistic conditions for growth.

SUMMARY SHEET FOR PHASE 1 OUTCOME

Dimension	Key Points Identified	Next Actions (Phase 3 linkage)
Motivation & Goals		
Cognitive / Executive Skills		
Social & Communication		
Sensory / Environmental		
Support Needs		

4. Assessment frameworks and tools

The assessment process in the PFI aims to build a holistic, objective understanding of the person's current functional capacities, preferences, and potential barriers to employment. It combines **structured frameworks**, **visual mapping**, and **qualitative analysis** into a comprehensive profile that can guide later stages of vocational intervention.

4.1 Conceptual basis: from diagnosis to functioning

The shift from medical diagnosis to functional assessment reflects international standards such as the **ICF** (WHO, 2001). Instead of focusing on limitations, the PFI explores *how a person functions within different environmental contexts*.

Core principles applied in the JobAut methodology include:

1. **Functioning over Diagnosis** – the focus is on abilities, strategies, and environmental match, not clinical labels.
2. **Dynamic Interaction** – personal factors and environmental conditions interact continuously.
3. **Contextualisation** – assessments are linked to specific job settings, not generic skills.
4. **Empowerment Orientation** – the interview process must reinforce self-efficacy and autonomy.

4.2 Integrating the ICF in placement feasibility

The ICF framework provides a unified language to describe human functioning in employment contexts. For job coaches, this structure supports the systematic identification of functional strengths and barriers that are relevant for job matching.

Within the JobAut methodology, the ICF is used conceptually during the Phase A interview to guide the dialogue, before being formally applied in Phase B to categorise findings into the final Feasibility Report.

RELEVANT ICF DOMAINS IN THE PFI CONTEXT:

ICF Component	Code Range	Examples of Observed Items	Assessment Questions
Body Functions (b)	b140–b180	Attention, memory, emotional regulation.	"Do you find it easy to remember a long list of spoken instructions? (Yes/No)"
Activities and Participation (d)	d210–d850	Problem-solving, working relationships, handling stress.	"Which do you prefer: working alone on one task, or working with a team on many tasks?"

Environmental Factors (e)	e110–e580	Physical environment, social support, organisational culture.	"Does a very bright or noisy room make it difficult for you to concentrate? (Yes/No)"
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Practical Tip: Coaches should translate interview observations into ICF-aligned descriptors to enable consistency across cases and countries within the JobAut framework.

4.3 The JobAut Assessment Grid

A core output of Phase 1 is the **JobAut Assessment Grid**, a practical template that synthesises the main findings from the interview, observation, reflection and co-produced tasks.

TEMPLATE 2 – JOBAUT ASSESSMENT GRID (EDITABLE TABLE)

Dimension	Indicators	Rating (0–4)	Evidence / Notes	ICF Reference
Motivation & Goals	Clarity of task preference, persistence, engagement in the synthesis task.		e.g., Prefers technical tasks; motivated by finishing to-do lists.	b130, d240
Executive Function	Planning, following checklists, memory for instructions.		e.g., Requires written instructions via email to manage sequencing.	b140–b164
Social & Communication	Preferred mode (written/verbal), clarity of expression, reciprocity.		e.g., Prefers minimal social contact; 1-to-1 interaction is manageable.	d330–d350
Emotional Regulation	Stress tolerance, use of coping strategies when "overwhelmed."		e.g., Uses 'Reset Strategy' (quiet break) effectively when noise increases.	b152, d240

Sensory Sensitivity	Tolerance for light/sound; use of sensory tools (headphones).	 	e.g., High sensitivity to flickering lights; requires fixed desk in low-light area.	e225, e310
Work Environment	Compatibility with travel, schedule, and organisational culture.	 	e.g., Sustainable commute identified (<45 mins); needs fixed hours.	e150–e590

The coach should complete the grid immediately after the session while impressions are still fresh.

Rating Guide (The Emoji Support Scale):

- **0 (🤬):** Requires significant external support/adjustments to function in this area.
- **3 (😬):** Functional with standard reasonable adjustments (e.g., noise-cancelling headphones).
- **4 (😄):** Independent; this area is a documented strength/competence.

***Practical Tip:** The numerical rating is not diagnostic but comparative — it supports team discussions about placement suitability and coaching priorities.*

4.4 Observation & Behavioural Notes (Evidence Log)

This dedicated section is used to record real-time behavioral indicators that occur during the PFI. These notes serve as the primary qualitative evidence base for subsequent ICF mapping and the final feasibility decision.

4.4.1 Observation Dimensions Reference

Coaches use these dimensions to identify specific behaviors related to job performance. These indicators are subsequently explored through first- and second-level ICF assessments.

Dimension	Guiding Indicators for Observation	Relevant ICF Domain
Communication	<i>Preference for written/visual scales; pacing of speech; use of provided agendas.</i>	<i>b167 (Language), d350 (Conversation)</i>
Cognitive/Executive	<i>Ability to sequence tasks; response latency (processing time); memory for instructions.</i>	<i>b164 (Cognitive), b140 (Attention)</i>
Regulation	<i>Signs of sensory fatigue; use of "Reset" breaks; use of fidget tools or calming techniques.</i>	<i>b130 (Energy), b160 (Emotion)</i>
Sensory Response	<i>Reactions to room lighting, noise, or temperature; adjustments to seating/posture.</i>	<i>b250 (Vestibular), e255 (Noise)</i>
Persistence	<i>Engagement levels across the session; stamina for abstract vs. concrete questions.</i>	<i>d230 (Routine tasks), b130 (Motivation)</i>

4.4.2 Narrative Evidence Log

The coach records the **"Raw Data"** here immediately following the session. This ensures that interpretations are grounded in actual events rather than subjective memory.

Indicator	Observed Behaviour (Concrete Evidence)	Context / Task
e.g., Processing Time	<i>Required 10+ seconds to respond to abstract questions.</i>	Module C (Workday)
e.g., Task Transition	<i>Checked visual agenda when moving between modules.</i>	Transition to Module D
e.g., Persistence	<i>Remained focused for 90 minutes; requested one break.</i>	Entire Session

4.5 Visual mapping of feasibility outcomes

Following the interview and the first- and second-level assessment phases, the coach synthesizes all data into a **Visual Mapping Report**. These visual formats serve as the final outcome of Phase 1, ensuring transparency and providing a clear "road map" for the coachee and the potential employer.

A. Radar Chart: Functional Profile Overview

The Radar Chart provides an immediate "snapshot" of the coachee's profile. Instead of focusing on deficits, it highlights where the coachee is independent versus where

*This chart visualizes the balance between **Independent Strengths** and **Areas for Adjustment**.*

- **Axes:** Motivation, Executive Function, Social

support is required to achieve independence.

- **Purpose:** To show the balance of strengths (e.g., high Focus) against support needs (e.g., Sensory Sensitivity).
- **Usage:** Used in Phase 2 to help an employer understand the specific "profile" of the candidate at a glance.

Communication, Emotional Regulation, Sensory Stability, and Practical Logistics.

- **Goal:** To show an employer that while "Sensory" may require support, "Executive Function" or "Motivation" might be a peak strength.

B. Flow Diagram: Feasibility Decision Pathway

This diagram maps the logical progression of the process, ensuring the coachee understands how the feasibility decision was reached.

- **Feasibility Categories:** *
 - **Feasible:** Ready for placement with standard adjustments.
 - **Conditional:** Feasible once specific barriers (e.g., transport training) are addressed.
 - **Pre-placement Support:** Requires further skill-building or clinical support before a workplace entry.
- **Usage:** Provides a clear "Next Steps" guide for the coachee, reducing the anxiety of uncertainty.

This flow diagram explicitly outlines the "What Happens Next" to maintain predictability.

- **Step 1: Current Status** ➡
[FEASIBLE WITH ADJUSTMENTS]
- **Step 2: Immediate Action** ➡
Draft Employer Briefing based on the Heat Map.
- **Step 3: Training** ➡ 2-session workshop on "Managing Workplace Communication."
- **Step 4: Placement** ➡
Introduction to Employer in Phase 2.

C. Heat Map: Environmental Fit

The Heat Map is a "matching tool." It compares the coachee's profile against a specific potential workplace environment.

- **Coding:**
 - **Green (Optimal):** Environment matches coachee's needs (e.g., quiet office).
 - **Yellow (Manageable):** Barriers exist but can

This section uses the **Emoji-anchored scale** to predict how the coachee will fit into specific workplace conditions.

Workplace Factor	Risk Level	Adjustment Strategy (Concrete Anchor)
Noise Level	🔴 (High)	Use of noise-cancelling headphones at all times.

be mitigated with Reasonable Adjustments. ○ Red (Problematic): High-risk environment (e.g., a chaotic, loud open-plan office for someone with high sensory sensitivity). ● Usage: This is the primary tool for the Job Coach during the "Job Matching" stage to ensure a sustainable placement.	Social Intensity	🟡 (Medium)	Scheduled 1-to-1 check-ins instead of group meetings.
	Task Variety	🟢 (Low/Safe)	Use of a digital checklist to manage repetitive tasks.
	Physical Lighting	🔴 (High)	Requesting a desk away from flickering fluorescent tubes.

4.6 Interpreting results and ensuring validity

This final stage of the PFI synthesizes the dialogue, the Assessment Grid (4.3), and the Evidence Log (4.4) to reach a professional recommendation.

4.6.1. The Three-Tier Feasibility Verdict

The coach advises on the coachee's current readiness for placement based on the **support-to-environment fit**.

1. **Feasible (Placement Ready):** The coachee is ready for employment with standard **Reasonable Adjustments** (e.g., noise-canceling headphones, written instructions).
2. **Feasible with Supports (Supported Entry):** The coachee requires high-intensity initial support, such as a phased entry, a workplace mentor, or intensive job coaching for the first few weeks.
3. **Preparatory Phase (Not Yet Feasible):** Evidence from the log (4.4) suggests that a direct placement would currently be overwhelming. Preparatory interventions (e.g., travel training) are recommended before re-assessment.

4.6.2 Components of the Feasibility Summary

The final interpretation must include:

- **Strengths & Enabling Factors:** Assets documented in the evidence log (e.g., "High accuracy in sequencing tasks").
- **Risks & Mitigation:** Environmental barriers matched with specific adjustment strategies.
- **Recommended Next Steps:** Concrete preparatory actions or coaching priorities.

4.6.3 Validity and Co-Validation

To ensure the outcome is objective and reliable, the coach performs a "Triple Check":

- **Triangulation:** Comparing self-reports with the coach's observations and any third-party feedback.
- **Peer Review:** Case discussions with other coaches to ensure consistency in ICF coding and qualifiers.
- **Co-Validation:** The coach presents the **Visual Mapping Outcomes** (Radar Chart/Heat Map) to the coachee. This final step confirms the accuracy of the "picture" and ensures the coachee agrees with the support plan.

Ethical Reminder:

The assessment should always serve empowerment, not labelling. Feedback must highlight capability and potential, never deficits or failure. A recommendation for the "Preparatory Phase" is a proactive strategy to ensure the coachee does not experience a negative or unsustainable placement.

4.7 Visual process overview: the JobAut operational journey

To support job coaches in the consistent application of the JobAut Methodology, the following flowchart provides a visual overview of the entire JobAut process, from the initial placement feasibility interview to the final action plan. This diagram illustrates the “Golden Thread” that systematically connects the three methodological phases, progressively transforming qualitative observations into a standardised functional profile and, ultimately, into a personalised empowerment journey.

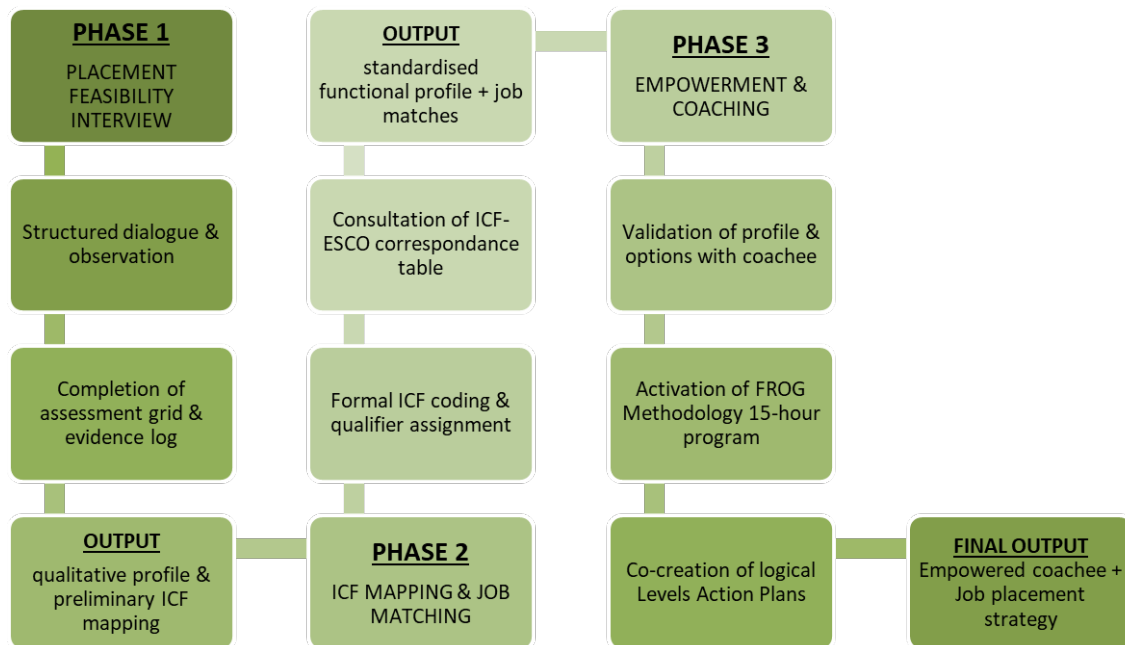


FIGURE 1: JOBAUT METHODOLOGY OPERATIONAL FLOWCHART

PHASE 1: THE FOUNDATION – PLACEMENT FEASIBILITY INTERVIEW

This initial phase is a person-centered discovery process. Through a **structured dialogue** (following Modules A-G) and careful observation, the job coach builds trust and gathers rich qualitative data about the coachee's narrative, strengths, preferences, and contextual realities. This information is systematically captured in the Assessment Grid and Evidence Log. The outcome is not just a set of notes, but a holistic qualitative profile accompanied by a preliminary ICF mapping that frames the individual's functioning within the biopsychosocial model. This establishes the essential human context for all subsequent technical analysis.

PHASE 2: THE TRANSLATION – ICF MAPPING & JOB MATCHING

Here, qualitative insights are transformed into an objective, standardized language. The coach performs **formal ICF coding**, assigning specific codes and qualifiers (Capacity/Performance) based on the evidence gathered. This creates a replicable functional profile. This profile is then cross-referenced with the ICF-ESCO correspondence table, a key tool developed within JobAut that links functional abilities to occupational requirements. The result is a data-driven shortlist of compatible professions, a bridge between the individual's unique profile and the practical realities of the labor market.

PHASE 3: THE EMPOWERMENT – COACHING & ACTION PLANNING

With a clear profile and potential directions identified, the focus shifts to personal growth and agency. The phase begins with validating the technical findings with the coachee, ensuring alignment and ownership. The core is the activation of the JobAut Methodology, a group-based neurodiversity-affirming program that guides participants through modules on Vision, Identity, Communication, and Impact. This journey of self-discovery culminates in the co-creation of a Logical Levels Action Plan, a personalized roadmap that connects the coachee's core values and identity to concrete steps toward their employment goal. The final output is a prepared, empowered individual coupled with a strategic job placement plan, both essential for successful and sustainable inclusion.

5. Conclusions and Integration within the JobAut Methodology

5.1 The role of the initial interview in the broader JobAut framework

The Placement Feasibility Interview represents the gateway to employability within the JobAut methodology. It is not an administrative checkpoint, but a structured, person-centred and relational process that establishes the foundation for all subsequent methodological phases.

As outlined in the JobAut operational journey (Section 4.7), the initial interview constitutes the first link in a coherent, multi-phase pathway. Through guided dialogue, environmental awareness and transparent communication, job coaches and counsellors co-construct a shared understanding of the coachee's aspirations, abilities and contextual needs. This process generates rich qualitative evidence that anchors the entire methodology.

Within the broader JobAut framework, the interview ensures that placement decisions are evidence-based, feasible and ethically grounded. By framing individual functioning within the biopsychosocial logic of the ICF, the interview translates lived experience into actionable and methodologically robust inputs for later phases.

5.2 Key insights from Phase 1

Several core methodological principles emerge from the Placement Feasibility Interview and guide its correct implementation.

- **The importance of environmental design**
Feasibility is not solely determined by individual characteristics, but by the interaction between the person and the environment. Lighting, sound, task structure, communication style and timing can act as barriers or facilitators to participation. Even minor environmental adjustments may result in significant functional gains.
- **Coaching as co-creation**
The interview is conceived as a shared exploration rather than a unidirectional assessment. Guided by the FROG principles of Focus, Reflection, Ownership and Growth, the process actively supports autistic adults in articulating their own goals, preferences and strategies, reinforcing self-efficacy and agency.
- **Objective structure and subjective safety**
Methodological rigour must coexist with psychological safety. Structured tools and shared templates ensure consistency and comparability, while predictable processes, empathic communication and transparency reduce anxiety and foster trust.
- **The dynamic nature of feasibility**

Feasibility is not static. The interview produces a baseline hypothesis rather than a definitive judgement. Continuous review, feedback loops and contextual monitoring are essential to maintain alignment between individual strengths, job demands and environmental conditions over time.

5.3 Integrating the interview with JobAut's later phases

The outputs of the Placement Feasibility Interview serve as the informational and methodological bridge connecting Phase 1 to the subsequent stages of the JobAut methodology, as visually summarised in Section 4.7.

The qualitative evidence gathered during the interview is systematically translated into structured outputs (Assessment Grid, Evidence Log, preliminary ICF framing), ensuring continuity and coherence across the entire process. These outputs directly inform:

Phase 2 – Ability Mapping & Job Matching

The domains of functioning identified during the interview (e.g. communication, executive functioning, sensory processing, motivation) guide the selection of ICF codes and qualifiers. This enables an objective and standardised matching between individual profiles and occupational requirements.

Phase 3 – FROG-based Coaching and Empowerment

Insights related to motivation, communication preferences, stress triggers and support needs shape the design and sequencing of the coaching pathway. This ensures that empowerment activities are grounded in evidence and aligned with the coachee's real-life functioning.

Ongoing monitoring and longitudinal evaluation

The baseline established in Phase 1 becomes the reference point for tracking progress over time, supporting adaptive adjustments and sustainable placement outcomes.

5.4 Towards a sustainable model of inclusion

Ultimately, the Placement Feasibility Interview functions as a microcosm of an inclusive employment ecosystem. Each adapted question, environmental consideration and co-constructed insight reflects the core assumption of the JobAut methodology: diversity is not an obstacle, but a resource for innovation and resilience.

By integrating the ICF framework and the FROG methodology within a single, coherent operational flow, JobAut combines scientific rigour with human-centred practice. The visual operational journey presented in Section 4.7 illustrates how individual narratives are progressively transformed into objective profiles and, finally, into personalised action plans.

In this way, the Placement Feasibility Interview establishes the “Golden Thread” that connects assessment, job matching and empowerment, ensuring that inclusion is not an act of goodwill, but a structured, evidence-based and sustainable practice.

*“We need all hands on deck to right the ship of humanity.”
Zosia Zaks
Every brain counts. Every difference adds value.*

B. Brief introduction to the ICF

1. Introduction

To transform the rich qualitative insights from the initial interview into an objective and actionable profile, the JobAut methodology employs the International Classification of Functioning, Disability and Health (ICF). This section details how the ICF framework provides the standardised language and structure for this crucial translation. This translation process is grounded in the evidence log and visual blueprint co-created during the Placement Feasibility Interview (PFI), ensuring that data-driven codes never lose sight of the individual's lived experience.

The ICF enables a systematic mapping of the individual's functional profile, converting observed abilities, barriers, and environmental factors into defined codes and qualifiers. This process ensures a rigorous, consistent, and comparable assessment, moving from narrative to data. The resulting profile is a powerful tool with a dual purpose: it directly feeds into a precise and evidence-based job-matching process and, simultaneously, provides the foundational data that personalises the subsequent motivational coaching phase. In this way, the ICF acts as the critical link, seamlessly connecting the rigor of assessment with the empowerment of coaching.

2. ICF: Components and Qualifiers

On May 22, 2001, on the occasion of the 54th World Health Assembly (resolution WHA54.21) the new ICF (acronym for *International Classification of Functioning, Disability and Health*)¹. The ICF aims to classify "components of health." It allows researchers and clinicians to make causal inferences using the most appropriate scientific methods and fully integrating the medical model with the social model. The ICF expresses a new concept in which the social actor is at the center of the complex relationship between body, environment, and society. The ICF encompasses all aspects of human health and some components of well-being relevant to health, and describes them as health domains and health-related domains².

One of the fundamental objectives of the ICF is the adoption of a standardised and universally shared language, aimed at ensuring effective and interoperable communication between different systems of healthcare, social, education, social security, employment and transport as well as between the many professionals involved, such as doctors, psychologists, social workers, nurses, rehabilitation technicians, educators and teachers.

¹World Health Organization (2004) ICF short version: *International Classification of Functioning, Disability and Health*. Trento: Erickson ed.

²Ibidem.

ICF-based communication is based on a common terminology, aimed at the systematic exchange of information and data useful for analyzing, evaluating, and planning interventions to meet the needs expressed by both individuals and their communities. From this perspective, the ICF is an operational tool to support the planning of training curricula and the assessment of health profiles, as well as the design, implementation, and monitoring of educational and psychoeducational interventions.

Given its nature as a classification of health and related states, the ICF also finds application in areas other than clinical, such as insurance, social security, employment, education, economics, legislation, and the environment, contributing to an integrated and multidimensional vision of human functioning.

In this regard, the World Health Organization (WHO) proposes a bidirectional model among the ICF components. According to the WHO, the term "Functioning" represents a structured set of specific domains of human functioning, where each domain constitutes a practical and meaningful unit comprising interconnected physiological functions, anatomical structures, actions, tasks, or life areas.

As a systematic classification, the ICF organizes and groups the various domains that describe an individual's health condition. The ICF structure is divided into two main parts, each divided into two components:

Part One – Functioning and Disability

- The Body component includes two distinct classifications: one relating to bodily functions (physiological functions of organ systems) and one relating to body structures (anatomical parts of the body). The chapters of both classifications are organized according to the major body systems.
- The Activities and Participation component includes the full spectrum of domains that describe aspects of functioning from both an individual and social perspective, highlighting the person's ability to perform tasks and participate in social life.

Part Two – Contextual Factors

- The first component concerns Environmental Factors, that is, the physical, social, and attitudinal factors that can positively or negatively influence functioning and disability. These factors are arranged according to a hierarchy that ranges from the person's immediate environment to the broader context.
- Personal Factors constitute the second component of Contextual Factors. Although not formally classified within the ICF, they include individual variables of a biographical, psychological, social, and cultural nature, whose broad heterogeneity precludes universal standardisation. In the JobAut framework, these Personal Factors (e.g., motivation, self-efficacy) are the primary drivers of the Phase 3 FROG coaching trajectory. While they lack alphanumeric codes, they are documented qualitatively to ensure the coaching is 'person-centred' rather than just 'task-oriented'.

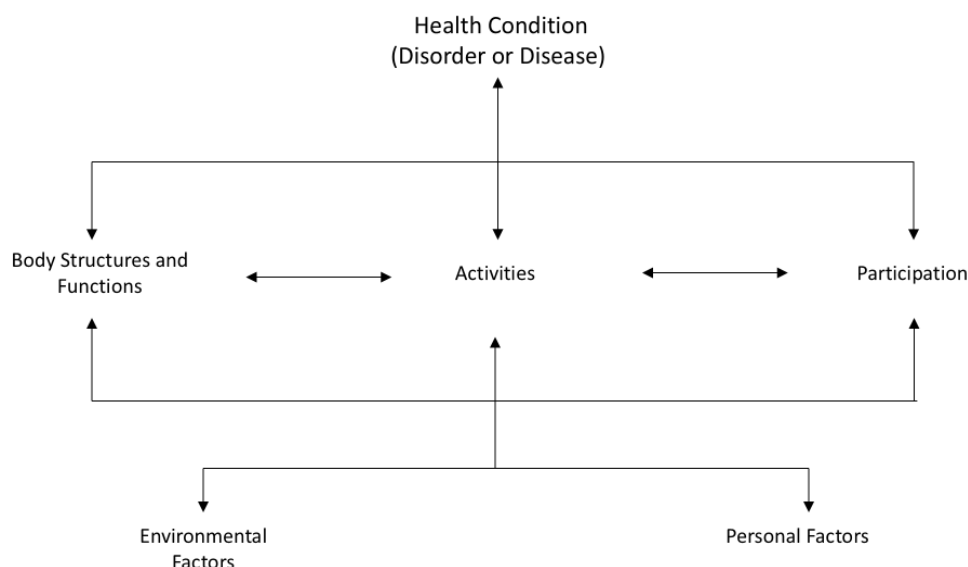


FIGURE 1. INTERACTIONS BETWEEN THE COMPONENTS OF THE ICF.

Body Functions and Structures encompass the physiological functions of organic systems and the anatomical and structural components of the human body. Body functions refer to physiological processes, including mental processes, while body structures identify anatomical parts, such as organs, limbs, and their components.

The WHO defines Activity as the execution of a task or action by an individual, highlighting the person's ability to act autonomously within their life context. Participation, on the other hand, refers to an individual's effective involvement in real-life situations, representing the social dimension of human functioning and the ability to participate in community roles and activities.

Environmental factors include the set of physical, social, and attitudinal conditions that characterize the environment in which individuals live and interact. These factors can act both as facilitators, promoting functioning and participation, and as barriers, hindering or limiting performance and social inclusion.

Personal factors represent each individual's individual background, including factors such as age, gender, education level, employment status, life experiences, religious beliefs, and emotional and affective aspects. Although these factors significantly influence functioning and disability, they are not classified in the ICF and do not require the level of support-needs, as they are descriptive variables of a socio-demographic and cultural nature, not amenable to universal standardisation.

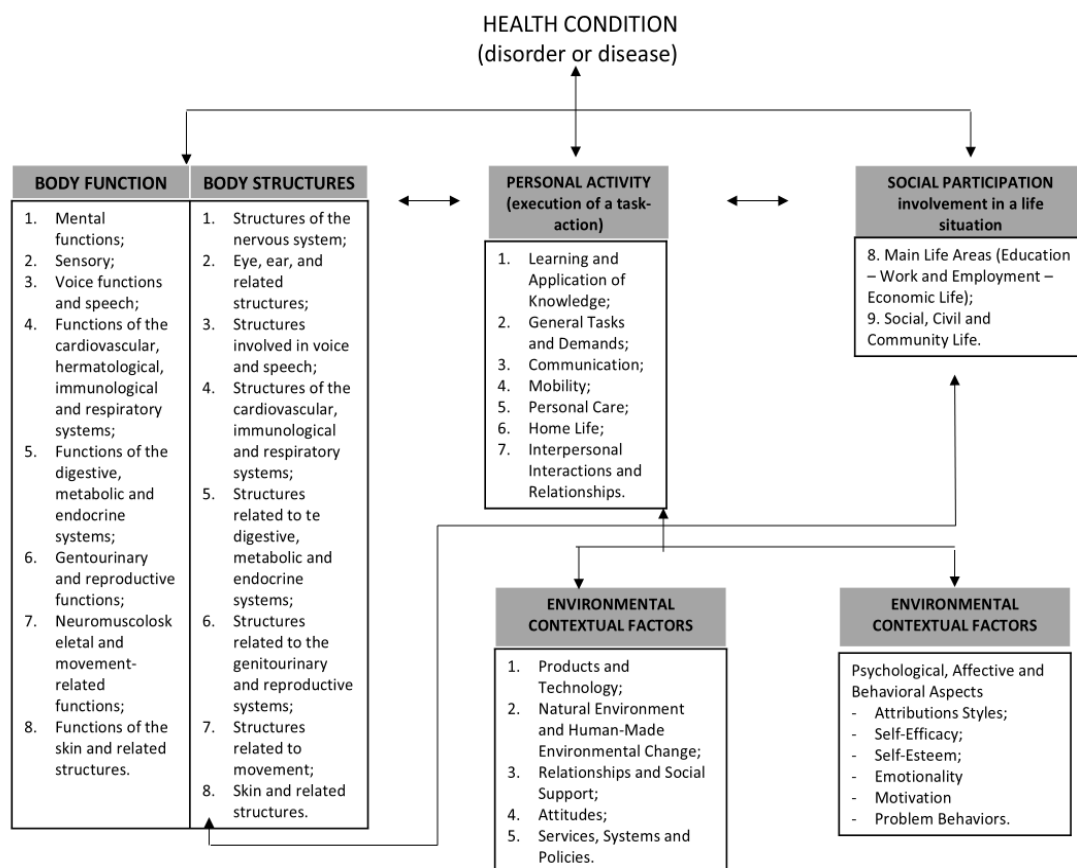


FIGURE 2. SINGLE-LEVEL COMPONENTS AND CLASSIFICATION AND THEIR INTERACTIONS.

The Body Functions and Structures components consist of eight chapters, while Activities and Participation comprise nine chapters in total. Environmental Factors comprises five chapters.

By virtue of the universal property of language, the ICF is based on an alphanumeric system in which:

b= body = Body Functions. Body functions include mental functions; sensory and pain functions; voice and speech functions; functions of the cardiovascular, hematological, and respiratory systems; functions of the digestive, metabolic, and endocrine systems; genitourinary and reproductive functions; neuromusculoskeletal and movement-related functions; and functions of the skin and related structures.

s = structure = Body Structures. Body structures include the structure of the nervous system; the eye, ear, and related structures; structures involved in voice and speech; structures of the cardiovascular, immunological, and respiratory systems; structures related to the digestive, metabolic, and endocrine systems; structures related to the genitourinary and reproductive systems; structures related to movement; and skin and related structures.

d = domain = Activity and Participation. Activity and participation include learning and applying knowledge; general tasks and demands; communication; mobility, personal care; domestic life; interpersonal interactions and relationships; major life areas (education, work and employment, economic life); and social, civic, and community life.

e = environment = Environmental Factors. Environmental factors include products and technology; the natural environment and human-induced environmental changes; relationships and social support; attitudes; services, systems, and policies. When assigning qualifiers to Environmental Factors (e-codes), the coach must refer to the archived photograph of the Workplace Blueprint co-produced in Phase 1. This prevents 'observer bias' and ensures environmental facilitators are based on the coachee's identified sensory and spatial needs. Personal factors include: psychological, affective, and behavioral aspects; attributional styles; self-efficacy; self-esteem; emotionality; motivation; and challenging behaviors.

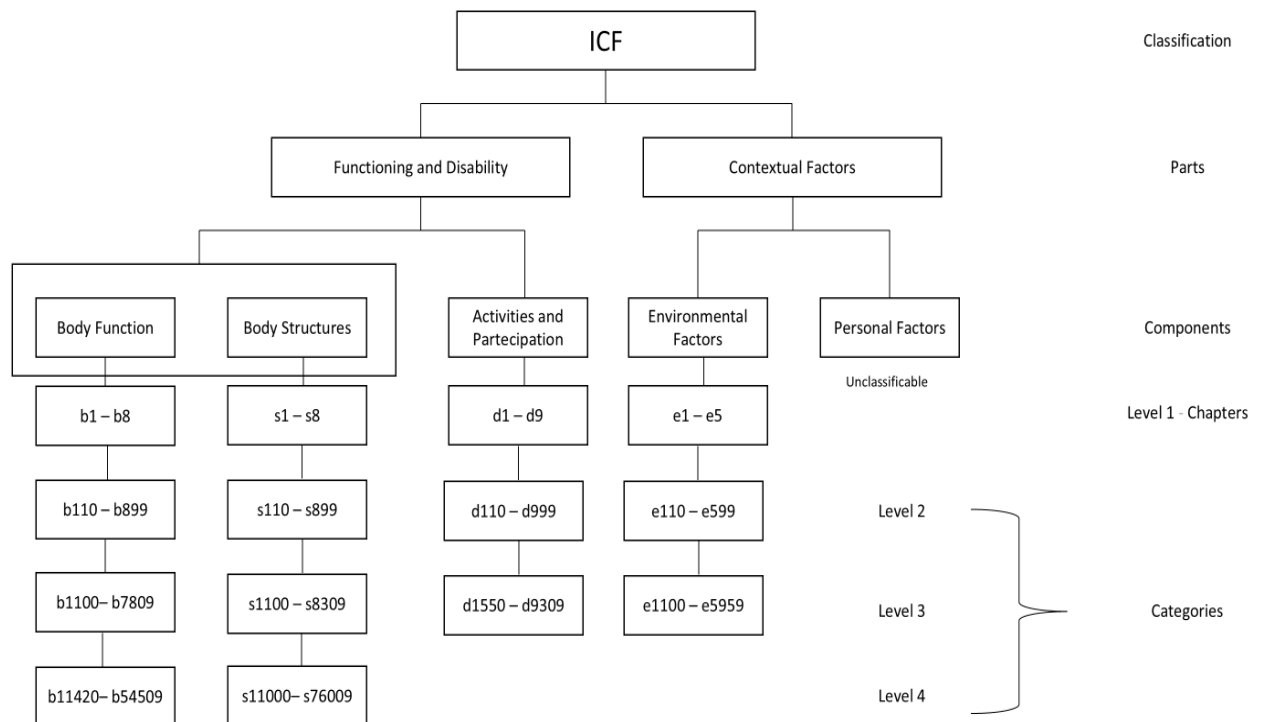


FIGURE 3. HIERARCHICAL STRUCTURE OF THE ICF.

For each of the categories (items), there are definitions.

Example:

- d630: Prepare meals

Planning, organizing, cooking, and serving simple or complex meals for self and others, such as preparing a menu, choosing edible foods and drinks,

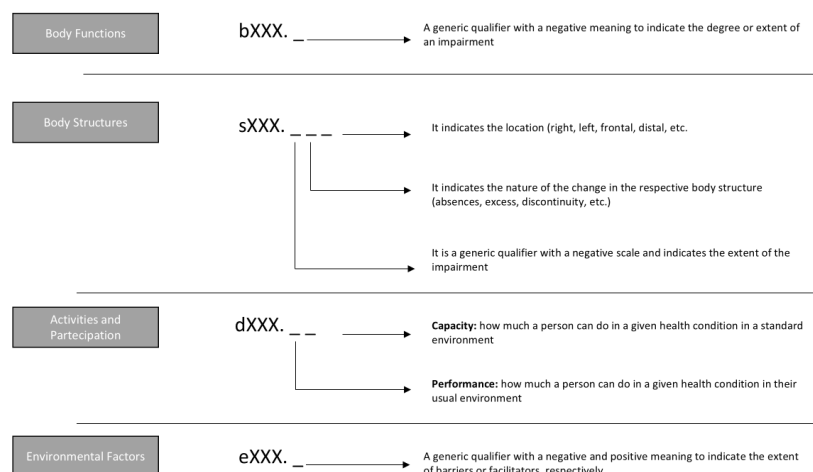
assembling ingredients to prepare meals, cooking using a heat source and preparing cold foods and drinks, and serving foods.

In addition to the definition, it is possible to obtain inclusions or exclusions, as follows, referring to the same item.

- **Inclusions:** prepare simple and complex meals
- **Exclusions:** eating (d550); drinking (d560); obtaining goods and services (d620); doing housework (d640); caring for household objects (d650); assisting others (d660).

Once the meaning of the ICF category is clear, the professional should gather relevant information on each category. Only through a comprehensive picture of the individual's level of functioning in different domains can appropriate person-centered intervention planning be carried out.

Qualifiers. Qualifiers are provided for each category. Depending on the component, there is an appropriate number of qualifiers.



While Body Functions includes a single qualifier, intended to represent the level of support needs and condition, Body Structures includes three distinct qualifiers: the severity of the impairment, the nature of the change, and the location.

The domains of the Activity and Participation component are described using two fundamental qualifiers: Performance and Capacity. The first qualifier indicates what an individual actually achieves in their current living environment, reflecting their level of functioning in a real-world context. The second qualifier, however, expresses an individual's potential abilities to perform a task or action, regardless

of environmental factors. This latter construct aims to indicate the maximum level of functioning a person can achieve in a given domain, at a specific time³.

It is clear that the concepts of Activity and Participation are closely interconnected and influenced by Environmental Factors, which include the physical, social, and attitudinal environments in which individuals live, interact, and conduct their lives. These factors, external to the individual, can facilitate or hinder social participation, the ability to perform tasks or actions, and, in some cases, even body function or structure.

Environmental factors therefore play a crucial role, acting both as barriers, when they limit performance and participation, and as facilitators, when they promote the full exercise and valorization of individual potential.

The scale that defines the qualifiers for the components Body Functions, Body Structures, Activities and Participation are as follows:

xxx.0 No difficulty (absent, negligible) 0-4%
xxx.1 Difficulty Mild (light, small) 5-24%
xxx.2 difficulty Medium (moderate, fair) 25-49%
xxx.3 difficulty Severe (considerable, extreme) 50-95%
xxx.4 difficulty Complete (total) 96-100%

xxx.8 unspecified
Xxx.9 not applicable

In Environmental Factors, the qualifier must be able to define whether and to what extent the category in question is a barrier or a facilitator. The Environmental Factors qualifier scale is as follows:

xxx+0 No facilitator (absent, negligible) 0-4%
xxx+1 facilitator Mild (light, small) 5-24%
xxx+2 facilitator Medium (moderate, fair) 25-49%
xxx+3 facilitator Severe (considerable, extreme) 50-95%
xxx+4 facilitator Complete (total) 96-100%
xxx+8 facilitator, unspecified

³OMS (2004) Op. Cit.

xxx.0 No barriers (absent, negligible) 0-4%
xxx.1 barrier Mild (light, small) 5-24%
xxx.2 Barrier Medium (moderate, fair) 25-49%
xxx.3 Barrier Severe (considerable, extreme) 50-95%
xxx.4 barrier Complete (total) 96-100%
xxx.8 barrier, unspecified

3. Checklist ICF

The tool used to define the categories that define the unique characteristics of an individual and their environment in order to create a health profile is the checklist. This is, in effect, a form in which the professional defines the qualifiers for each category, based on their skills and professionalism.

Below are parts of the cards relating to the four ICF components.

Brief List of Bodily Functions	Qualifier
b1. MENTAL FUNCTIONS	
b110 Consciousness	
b114 Orientation (time, space, person)	
b117 Intellect (including Retardation, Dementia)	
b130 Energy and Drive Functions	
b134 Sleep	
b140 Attention	
b144 Memory	
b152 Emotional Functions	
b156 Perceptual Functions	
b164 Higher-Level Cognitive Functions	
b167 Language	

FIGURE 4. PART OF THE BODY FUNCTIONS CHECKLIST.

Brief List of Body Structures	First Qualifier: Extent of impairment	Second Qualifier: Nature of change	Third Qualifier (suggested): Location
s1. NERVOUS SYSTEM STRUCTURES			
s110 Brain			
s120 Spinal cord and peripheral nerves			
s2. EYE, EAR AND RELATED STRUCTURES			
s3. STRUCTURES INVOLVED IN VOICE AND SPEECH			
s4. STRUCTURES OF THE CARDIOVASCULAR, IMMUNE AND RESPIRATORY SYSTEMS			
s410 Cardiovascular system			
s430 Respiratory system			
s5. STRUCTURES RELATED TO THE DIGESTIVE, METABOLIC AND ENDOCRINE SYSTEMS			

FIGURE 5. PART OF THE BODY STRUCTURES CHECKLIST.

Short List of A&P Dimensions	Performance Qualifier	Ability Qualifier
d1. LEARNING AND APPLICATION OF KNOWLEDGE		
d110 Looking		
d115 Listening		
d140 Learning to read		
d145 Learning to write		
d150 Learning to calculate (arithmetic)		
d175 Problem solving		
d2. GENERAL TASKS AND REQUIREMENTS		
d210 Undertaking a single task		
d220 Undertaking complex tasks		
d3. COMMUNICATION		
d310 Communicating with and receiving verbal messages		
d315 Communicating with and receiving nonverbal messages		
d330 Speaking		

FIGURE 6. PART OF THE CHECKLIST RELATING TO ACTIVITIES AND PARTICIPATION.

Short List of Environmental Factors	Qualifiers: Barriers or Facilitators
e1. PRODUCTS AND TECHNOLOGY	
e110 Products or substances for personal consumption (food, drugs)	
e115 Products and technology for personal use in everyday life	
e120 Products for personal mobility and transportation indoor and outdoors	
e125 Products and technology for communication	
e150 Products and technology for the design and construction of buildings for public use	
e150 Products and technology for the design and construction of buildings for private use	
e2. NATURAL ENVIRONMENT AND MAND-MADE CHANGES	
e225 Climate	
e240 Light	
e250 Sound	

FIGURE 7. PART OF THE CHECKLIST RELATING TO ENVIRONMENTAL FACTORS.

Among the components, Activity and Participation are the most difficult to classify. This is due to the difficulty of distinguishing the two qualifiers: performance and ability.⁴

The *Capacity*. It is closely related to the Body Structures and Body Functions components, as it represents the level of functional limitation an individual may experience due to psychosomatic or sensory conditions. It therefore reflects the maximum potential for performing a task or action, regardless of environmental factors, and allows us to assess the degree of functional impairment in relation to the person's intrinsic characteristics.

The *Performance*, instead, is directly associated with environmental factors, which can act as impediments (barriers) or facilitators, significantly influencing the effective execution of a task and the individual's level of participation in their social and cultural context. These factors determine the quality of interaction between the person and the environment, helping to define the actual degree of inclusion and functioning in daily life.

⁴WHO (2001). International Classification of Functioning, Disability and Health (ICF). Geneva: World Health Organization;

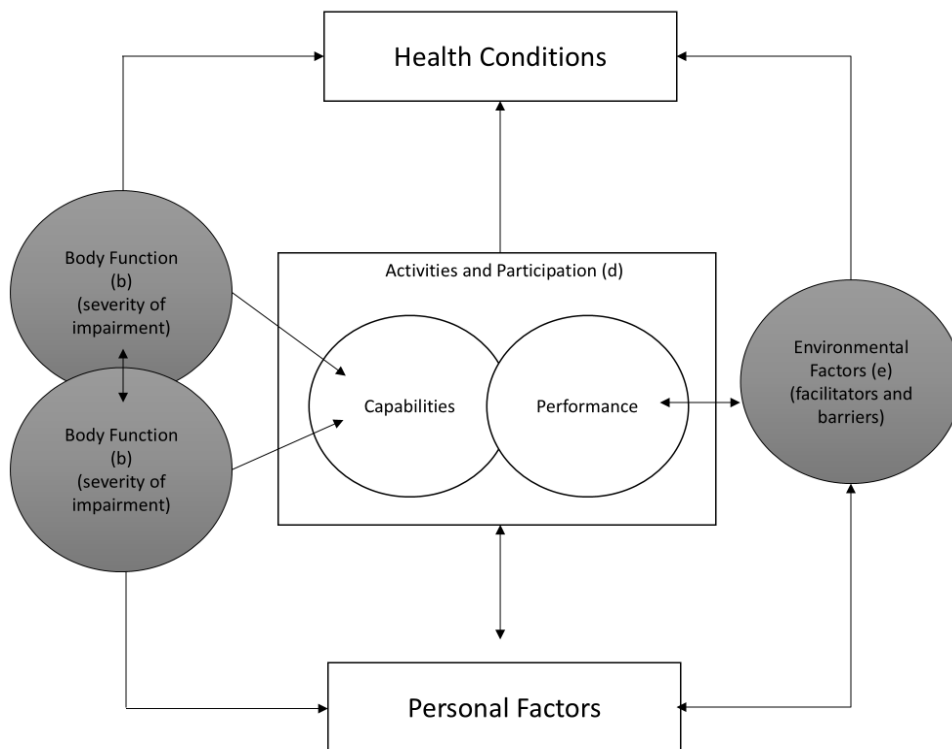


FIGURE 8. INTERACTION BETWEEN ACTIVITY AND PARTICIPATION QUALIFIERS AND QUALIFIERS OF OTHER COMPONENTS.

In the case of the job coach for autism, it is necessary:

- Know the ICF components and their relationship;
- Using qualifiers;
- Knowing how to identify the items needed to evaluate a person's health profile;
- Extract useful items that can be used in the uniqueness of one's work;
- Assess the person's needs;
- Identify the necessary strategies, tools and methods (facilitators);
- Evaluate the effectiveness of the intervention by considering the performance levels achieved in Activities and Participation.

It is clear that the use of the ICF is preparatory to a training plan capable of sharpening the knowledge necessary to be able to use this tool.

4. Correspondence between autistic adults' abilities and occupations

Based on experience gained in Italy and abroad, the role of a job coach is essential and indispensable for implementing work inclusion processes for autistic individuals. This professional must be able to:

- Identify and evaluate the person's needs, expectations and skills;
- Plan and implement customized projects;
- Support the individual in implementing the job placement project with specific training/information courses;
- Promote work environments;
- Support educational institutions with orientation, training, and the school-to-work transition;
- Support the company tutor, employers, and other professionals working in the company where the job placement process is being implemented;
- Apply contractual rules and seek suitable contractual solutions;
- Plan and implement projects with public/private funds to facilitate job placement.

A job placement process consists of three stages:

- Information sheet containing personal details, contact information, diagnosis, educational background, work experience, social and health services currently used by the individual, certifications, qualifications, driving licenses, and various permits;
- Initial assessment to understand the feasibility of a real placement;
- In-depth assessment to evaluate the person's skills, abilities, aptitudes, talents and aspirations.

The initial assessment, or first-level assessment, consists of an interview with the autistic person and one with caregivers and/or operators.

For each moment, three different tools are proposed in order to undertake a job placement path that takes shape with:

- Useful information about work activities;
- Training young people to enhance personal and social skills and improve professional competence through training, education, and experiential activities.

All three tools are based on the ICF logic and therefore use chapters and categories of the WHO international classification.

4.1 Personal data sheet

Before completing the operational forms, it is essential to prepare a preliminary information sheet including: personal details, reference figures, contact details, clinical diagnoses, educational background, work experience, involvement with

social and health services currently used by the individual, as well as professional certifications, qualifications, driving licenses, and permits.

This tool is essential for acquiring detailed sociographic information and documenting the individual's main areas of social participation and integration, including school, recreational, cultural, rehabilitation, and other forms of socialization.

Therefore, for a correct assessment of the feasibility of job placement, the main points to take into consideration are the following:

- *Personal data;*
- *Residence and personal contact details;*
- *Major medical diagnoses;*
- *Education level;*
- *Services provided for the individual (social and health services);*
- *Any financial and/or social security benefits you receive;*
- *Qualifications and/or licenses and/or certificates;*
- *Current and/or previous work experience.*

This information is necessary and essential for assessing the effective employment prospects of the autistic individual. Obtaining this preliminary information allows the job coach to make an initial screening of potential careers suitable for the young person.

Operational example. If, after completing the personal information form, the autistic person declares that they do not have a license to drive a motor vehicle, it is clear that a profession such as pizza delivery or postal service should be ruled out.

The following figure shows an example of a possible information sheet.

4.2 First level evaluation

The first level evaluation is divided into two distinct moments:

- Interview with the young person;
- Interview with the caregiver and/or reference operator. As defined in the Key Preparatory Actions (3.1), the second moment (Caregiver Interview) is a complementary tool used for data triangulation and should be targeted toward filling information gaps identified during the PFI.

Both sessions aim to gather useful information to assess the feasibility of actual job placement. The job coach, in addition to conducting interviews with the young person and caregiver, may involve additional professionals (teachers, psychologists, educators, doctors, social workers, etc.) who support the individual in various service settings, thus enhancing the specific skills of each professional. This approach allows for a more complete and accurate understanding of the individual's abilities.

The answers are structured in a dichotomous manner, allowing the job coach to create a mapping of potential and manifest abilities, functional for planning job placement.

The interviews are organized according to the ICF chapters "Body Functions" and "Activity and Participation." For the Bodily Functions chapter, only two items referring to mental functions are considered: "Perceptual Functions" and "Sleep." For the "Activity and Participation" component, the entire instrument is based on the categories in this ICF section.

So, the structure of the evaluation form is as follows:

- ICF chapter of reference ("Body Functions" or "Activities and Participation");
- Category (item) or group of categories related to the question asked to the interviewee;
- Dichotomous response;
- Section dedicated to notes.

Dichotomous responses ensure concise and immediate information, while still leaving room for further exploration in subsequent phases of the process. The "notes" section is essential for documenting additional observations, highlighting elements requiring further investigation, or justifying any discrepancies, such as uncertainties on the part of the respondent or differences of opinion along multiple caregivers.

4.3 Second level evaluation

The second-level assessment consists of a checklist, designed to allow the job coach to systematically analyze the information gathered through the first-level assessment forms. This tool can be used in the various operational phases of the coaching process:

- When taking charge of the young person, in order to identify the skills on which to plan targeted interventions for job placement;
- During the preparation phase for job placement;
- Upon entering the company, in the context of operational integration.

The information gathered through the checklists allows us to outline both the individual's health and functional profile, as well as the intervention points for developing the skills, knowledge, and abilities necessary for an effective transition into the workplace.

In addition to the initial evaluation forms, the job coach can integrate the data through complementary tools, such as specific tests and other assessment tools, capable of measuring:

- Significant skills for achieving autonomy;
- Skills in the use of technological tools;
- Reading and writing skills and other relevant instrumental skills.

In this way, the checklist represents a fundamental operational tool for the job coach, providing useful elements for planning targeted interventions, corresponding to one or more skill categories.

Each block of questions corresponds to an ICF chapter and its related categories or groups of categories. These correspond to a question that can be answered with qualitative variables, better known as category qualifiers. The severity scale is the same as the one used by the ICF. For each value on the scale, another variable is assigned to better define whether the corresponding ability is:

- Acquired;
- Emergent;
- Not acquired.

Skill level	Qualifier	Description of the qualifier
Acquired skill	0	No difficulties
Emerging skill	1	Mild difficulties, easily improved with short-term programs
	2	Mild difficulties, which can be improved with medium-term programs with a low margin of failure
Not acquired skill	3	Skill compromised by different factors, which can be acquired with a long-term program and with a high margin of failure
	4	Skill not acquired for reasons related to the person's condition
	8	Lack of specific information
	9	The question is irrelevant to the case, therefore the question is not applicable

FIGURE 11. ICF QUALIFIERS AND USE.

The two stages of the assessment are closely interconnected. The first-level assessment provides a general overview of the individual's health profile, while the second-level assessment allows for a systematic in-depth analysis of specific categories of interest.

For example, in the area of communication skills, the first-level assessment collects general information on the individual's communication skills. The second-level assessment, on the other hand, allows for a detailed assessment of the

severity of communication performance, based on the severity scale defined by the ICF.

Operational example:

If the individual has some difficulty in verbal communication (ICF code d310), the answer in the first-level interview will be “Yes” to both the youth and the caregiver/parent. During the second-level assessment, the job coach will assign severity level 1 for the communication item (d310), corresponding to mild difficulty, allowing for a more precise mapping of the individual’s abilities and needs.

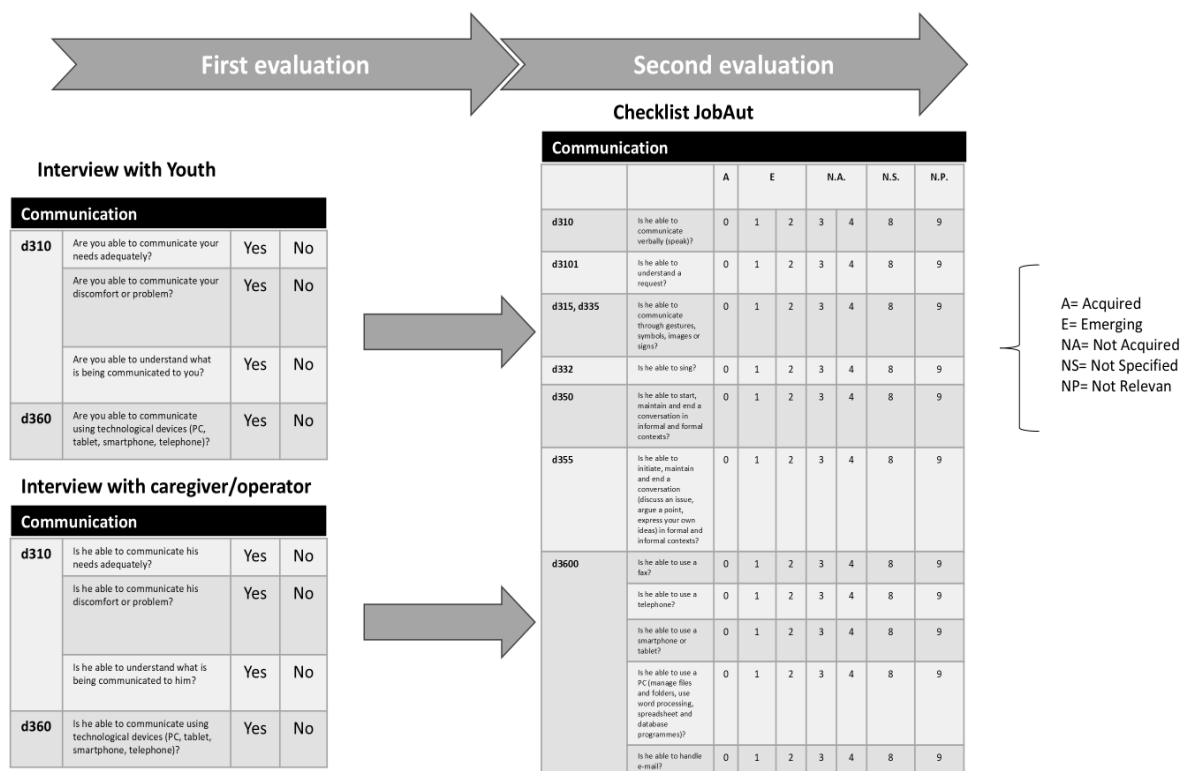


FIGURE 12. EXAMPLE OF CORRESPONDENCE BETWEEN FIRST AND SECOND LEVEL EVALUATION SHEETS.

The final step will be to transfer the information collected in the first and second level assessments into the ICF checklist provided by the WHO, to assess the autistic people's abilities and indicate possible employment placement.

4.4 Skills and professions

Once the assessment process and training to develop the autistic people's emerging skills are complete, it's time to consider actual job placement. To do this, a mapping of the professional profiles that an autistic person can fill was conducted, starting with the relevant characteristics of autism, derived from the APA international guidelines.⁵

Information on the skills required for specific professions was collected through the ESCO (European Skills, Competences, Qualifications and Occupations) platform.⁶

Furthermore, to assess the educational qualifications required for the professions, the ISCED (International Standard Classification of Education) platform was consulted. The platform provides an international classification system developed by UNESCO to classify educational systems and qualifications worldwide.

The most difficult part of matching the skills required by a specific profession to the skills actually acquired or emerging of the autistic people is certainly translating everything into ICF codes.

To do this we used the ICF⁷.

Once the skills have been translated into ICF codes, job placement can then be designed according to two complementary approaches:

- *Subject-centered approach*: professions compatible with the individual's already acquired or emerging skills are identified.
- *Job-centered approach*: available job positions are selected and the correspondence between the required skills and the individual's abilities is analyzed.

This is all explained in the following figure.

⁵ American Psychiatric Association (2013).

⁶ [ESCO Website](#)

⁷ World Health Organization (2004) *ICF: International Classification of Functioning, Disability and Health*. Trento: Erickson ed.

MACRO AREA PROFESSIONAL SECTOR	ESCO CODEE	CATEGORIES	ISCED LEVEL	OCCUPATIONS AND PROFESSIONS	MAIN SKILLS REQUIRED
<i>Technicians and associate professionals</i>	3	<i>Science and engineering associate professionals</i> (ISCO CODE – 31)	5	<i>Electrical engineer</i> (ISCO CODE – 3113.1)	d1310; d1311; d132; d1400; d160; d166; d170; d172; d175; d2100; d2101; d2104; d2105; d2301; d2303; d2400; d2502; d3101; d3102; d350; d3600; d3601; d4140; d445; d460; d510; d571; d6504; d710; d7102; d825; d840; d8451; d850

FIGURE 13. FROM CHECKLIST TO JOB PLACEMENT.

The figure represents the macro area of the relevant professional sector and its corresponding ESCO code; the reference category within the macro area; the ISCED education level required to perform the professions related to the specific macro area; the specific professions of the macro areas; and the main skills required, translated into ICF codes, to perform the specific profession.

The integration of these tools and methodologies allows for the development of personalized job placement paths, based on objective data and international standards, with the aim of maximizing the likelihood of employment success, fostering professional autonomy, and promoting effective and sustainable employment inclusion. This approach represents a replicable model for assessing and matching autistic job seekers with career opportunities, while ensuring methodological rigor and adherence to international standards for the classification of skills and abilities.

5. From assessment to empowerment

Once the ICF-based mapping establishes a clear and comprehensive functional profile, the methodology transitions seamlessly from assessment to active empowerment. The objective data on abilities and barriers now play a dual role: they inform the technical aspects of job matching and, crucially, serve as a personalised roadmap for the coaching phase.

At this stage, the FROG methodology is activated. Grounded in the concrete evidence provided by the ICF profile, the FROG coaching tools (Focus, Reflection, Ownership, Growth) are customized to reflect the individual's lived experience and aspirations. This alignment ensures that the journey towards employment is not only feasible, but also intrinsically motivating and fully in tune with each person's identity and goals.

Within the FROG methodology, each participant develops their own personalised action plan, targeting a specific job position, goal, or vision. The insights from the first two phases have already clarified the path ahead and identified suitable job alternatives. In Phase 3, the FROG coaching continues to guide autistic adults on their path to a well-matched job, strengthening both the job-specific skills and the self-determination needed to remain engaged and focused on the outcomes

designed in Phases 1 and 2. By the time participants begin creating their individualized action plans (Logical Levels), both the overarching objective and the practical steps to reach it are clearly defined and ready to be pursued with confidence.

C. The JobAut Methodology for autistic adults

This section presents the third and culminating phase of the JobAut methodology: the empowerment and coaching process designed to foster personal and professional growth in autistic adults. Building upon the foundational understanding from the Placement Feasibility Interview (Phase 1) and the structured functional profile from the ICF mapping (Phase 2), this phase activates the FROG methodology (Focus, Reflection, Ownership, Growth).

To ensure the professional integrity and consistency of the JobAut methodology, it is a mandatory requirement that the Facilitator has the individual reports from Phases 1 and 2 (the Person-Centred Dialogue and the ICF/ESCO Mapping) available throughout the 15-hour programme. Phase 3 (Empowerment) is not a standalone workshop; it is the practical application of the data gathered in the previous stages. Facilitators are responsible for maintaining the “Golden Thread” by explicitly linking the participant’s subjective discoveries (such as personal qualities, values, and insights) to the objective evidence found in their ICF Capacity Profile and ESCO Job Matches. By referencing technical ESCO-codes and professional skills during debriefs and action planning, the Facilitator validates the participant’s internal growth with external, scientific proof. This connection ensures the final Logical Levels presentation is not merely aspirational but is a robust, evidence-based roadmap that aligns the participant’s unique identity with their documented functional abilities.

The coaching process is a neurodiversity-affirming, group-based journey, typically structured as a 15-hour programme of unique exercises. It is designed to help participants explore their vision, identity, communication, and impact, translating self-awareness into concrete action and resilience.

Within the JobAut project, to ensure the effective delivery of this methodology, job coaches undergo a specialized 30-35 hour training program. This training equips them with the mindset, skills, and tools to facilitate the process effectively. Central to this training is the concept of the “invisible line”, a guiding principle that enables coaches to maintain respectful boundaries while empowering participants to take full ownership of their developmental journey. Grounded in co-active coaching and FROG principles, coaches learn to work in pairs, modeling effective co-leadership and managing group dynamics with clarity, presence, and compassion. The ultimate goal is to create safe, inclusive environments where autistic individuals can build self-confidence, navigate challenges, and thrive in their path toward meaningful employment.

1. The Methodological Process for Autistic Adults – a short description

- 15 hours of training. 2 hours per session through 5 – 15 days. The last session is 3 hours. All sessions include one break and additional breaks if needed.
- 10 unique exercises described in detail in the toolkit.
- 6 sessions, 2 hours each + 1 final session of 3 hours.
- An appropriate learning environment, adequate support materials, predictable, calm, adapted to different sensory needs, calm colours, even and adjustable lighting, minimal visual clutter.

1.1 The modules

Vision, identity, communication and impact where communication is a common denominator.

The modules and their tools are designed to help people explore their personal vision, driving forces, core qualities, strengths, and values, those aspects that matter most to them. Once participants have identified their inherent traits, they will engage in related communication exercises that incorporate images, photos, and emotional expression.

They will become familiar with the power of thoughts, language, and self-awareness, and will practice developing the competence of conscious choice. Additionally, the program includes tools focused on broadening perspective, helping people understand that there are multiple ways to perceive any given situation. This fosters empathy, reduces misunderstandings, and supports constructive dialogue by highlighting the value of parallel perspectives and learning to communicate about them effectively.

1.2 Selected tools

Creating alliance, Dreams, Inspiring leaders, Superman, Cognitive Triad, Perspective/balance exercise, Yes- and, Fortunately/unfortunately, The impact of an image and Logical Levels

All tools are demonstrated, carried out and debriefed.

There will always be home assignments and focus areas for the participants in between the physical meetings.

The methodological process is facilitated in group processes:

Vision: Creating alliance, Dreams, Cognitive Triad

Identity: Inspiring leaders, Superman

Communication: Perspective/balance, Yes – and, – Fortunately/unfortunately

Impact: The impact of an image and Logical Levels

1.3 Group processes and their purpose

The Effect and Significance of Group Processes

Definition of a group:

A group consists of two or more individuals engaging in mutual social interaction. They work toward a common goal – in our workshops: change and dignity.

The group has a relatively stable structure with rules and roles in various social situations.

The members perceive themselves as part of the group, even if the group affiliation is time-limited (Forsyth, 2018; Cappelen Damm, 2021).

Groups serve different needs, and there are several reasons why people seek group membership:

- Safety and belonging provide strength and influence (Maslow, 1943).
- Through cooperation, group members can achieve shared goals and mutual benefits (Forsyth, 2018).
- Groups fulfill the basic human need for social connection and community (Yalom & Leszcz, 2005).
- Being part of a group fosters a sense of unity and identification with others, and can strengthen the experience of dignity and self-respect (Tajfel & Turner, 1979).

Through shared interests and collaboration, synergy is developed – meaning that the group achieves more together than individuals would separately. The whole becomes greater than the sum of its parts (Johnson & Johnson, 2013; Cappelen Damm, 2021).

In our training, we focus a lot on the cognitive triad – how situations, thoughts, emotions, and actions are interconnected (Beck, 1976). Therefore, we explore alternative ways of thinking and methods for breaking old patterns. When participants share their perspectives, it highlights that there are countless ways to interpret a situation. This increases awareness of the choices we make and how different thoughts lead to different actions.

It is important to emphasize that groups are not necessarily more effective when following fixed stages of development. A group experiencing conflict can still be highly functional (Tuckman, 1965; Wheelan, 2016). Conflicts are not necessarily negative – on the contrary, they can be valuable learning opportunities. We use what happens in the group actively as part of the learning process. If someone creates disturbance or tension, it is addressed collectively. Every situation can offer learning, and by discussing it openly, the whole group can grow (Yalom & Leszcz, 2005).

Many participants have previously experienced isolation and a lack of social network. By participating in a group, they have the opportunity to build trust, develop social skills, and form new connections (Corey & Corey, 2020).

Some have little or no confidence in themselves or others. Being part of a group where everyone is present with a desire for change and growth helps strengthen their self-esteem. When they are open and share with others, it often evokes gratitude, humility, and empathy (Neff, 2011; Brown, 2012).

1.4 Debrief and its purpose

What is debriefing really about?

Debriefing is more than just a summary done after an exercise. It is a deliberate, structured process where questions guide participants to reflect on their experiences and gain deeper insight. Rather than focusing only on one isolated event, the goal is to relate that experience to their broader life context (Fanning & Gaba, 2007).

The interconnectedness of life

The idea is that "everything in life is connected," and one reason people might feel overwhelmed or stuck is that they lose awareness of how different aspects of themselves and their lives relate: their thoughts, emotions, communication, actions, and habits. The debrief process helps participants recognize how their responses in one situation might reflect patterns that show up elsewhere (Sawyer et al., 2016).

For instance, a participant who tends to use many words without getting to the point may also struggle with starting tasks or making decisions in life. Helping them practice clarity, precision, and conciseness during the debrief can introduce a new communication habit. This new mechanism can improve their general ability to take action (Tannenbaum & Cerasoli, 2013).

Many autistic people may have difficulty abstracting, spontaneously connecting experiences to broader contexts, or recognizing personal patterns without explicit guidance. It would be appropriate to use visual aids, allow time for reflection, offer short examples (Milton, 2017; Sénécal et al., 2022; Gowen et al., 2019), and offer questions in writing (if possible).

The goal: Transferability

Ultimately, the purpose of debriefing is to foster transferability: the ability to take insights from one context and apply them to other areas of life (Lincoln & Guba, 1985). It's not just about processing what happened during an activity, but about developing awareness and tools that can lead to change beyond the session.

As literature shows that generalizing skills from one context to another can be difficult, it is necessary to make the transition explicit: clearly connect the exercise completed to possible applications in everyday life, provide concrete examples, use visual supports, and check understanding with guided questions. (American Psychiatric Association, 2013; Boisvert et al., 2007). Let the participants choose the most effective means of communication.

1.5 Home assignment and its purpose

Description

Homework assignments play a vital role in supporting autistic individuals on their journey toward greater independence, self-management, and personal growth. Our aim is to help autistic participants design and live the life they want by practicing and applying what they learn each day in ways that honor their unique strengths, needs, and perspectives.

These assignments serve as bridges between learning and living, turning knowledge into meaningful action. They provide opportunities for empowerment, building self-esteem by celebrating small wins and progress at the individual's pace. Increased self-esteem fosters confidence, and confidence encourages action. Over time, consistent practice leads to meaningful, lasting changes in behaviour and mindset.

This program is not just about discussing ideas, it's about taking thoughtful, intentional action.

1.6 Understanding and Supporting Neurodivergency

We recognize that autistic individuals may experience challenges such as sensory sensitivities, social communication differences, and executive functioning difficulties. Our assignments are designed to be flexible and adaptable, allowing each person to engage with them in a way that feels manageable and meaningful.

All home assignments are given in simplified instructions with clear criteria, examples and visual reminders if needed.

1.7 Daily Check-Ins and Group Sharing

Every day, we check in with several participants to explore how they plan to approach their homework assignments. They share their upcoming tasks with the group, fostering a supportive environment where diverse perspectives and strategies inspire everyone. This shared space encourages mutual learning and connection, helping participants feel seen, heard, and valued.

Before sharing, participants review the assignments to ensure they fully understand the goals and feel confident in their approach. This process strengthens clarity and helps reduce anxiety or uncertainty around expectations.

1.8 A way of living

FROG, in which the JobAut methodology is based, is not just a course. It's a way of living. The real transformation happens between program sessions when participants actively integrate new skills and insights into their everyday lives. The

focus is on consistent action, not perfection. Even small steps forward matter greatly.

Homework assignments are essential co-factors in this process, turning abstract concepts into lived experience. By engaging with these tasks, autistic participants practice real-world skills, build resilience, and involve trusted people in their growth journey.

After all, “you don’t learn to swim by sitting on the riverbank watching the water, no matter how long you watch.” The courage to step in and try, even when uncertain—is what brings true learning.

Creating Meaningful, Engaging Tasks

Assignments are crafted to be meaningful, achievable, and enjoyable, encouraging participants to stretch their comfort zones in exciting and rewarding ways. We focus on making tasks feel relevant to each person’s life and aspirations, fostering intrinsic motivation.

We emphasize creativity, self-expression, and playfulness; elements that can transform challenges into opportunities for discovery and joy. Participants are invited to explore what works best for them, celebrating their individuality and progress.

Support and Empowerment

Throughout the program, participants receive encouragement and guidance tailored to their unique experiences. This includes validating their feelings, acknowledging challenges, and reinforcing strengths.

We encourage a growth mindset, reminding participants that setbacks are part of the journey and valuable learning opportunities. Above all, the program honors each autistic person as the expert in their own life, empowering them to lead their change process with autonomy and confidence.

1.9 Breaking old habits and creating new ones

The environment beyond the comfort zone is where we want much of the growth and learning to occur.

Some benefits of stepping outside the comfort zone include:

- Improved confidence and ability to cope with life’s changes and challenges.
- Enhanced creativity.
- Increased adaptability.
- Positive effects on mental health.
- The discomfort experienced can trigger improved performance.

Benefits for autistic people:

- Encourages flexible thinking by gently challenging rigid routines.
- Provides opportunities to develop coping strategies in unfamiliar situations.
- Helps build resilience in managing sensory or social discomfort.
- Supports growth in social skills by fostering spontaneous interactions.

- Creates a safe space to practice adapting to change while being supported step-by-step.

Additionally, this program aims to break old habits and foster new, more beneficial patterns. When preparing for a specific task, participants tend to rely on “old” knowledge and approach the task in familiar ways. Our goal is to emphasize presence and encourage creativity and imagination in the moment, activating new parts of ourselves to create change and discover new solutions.

2. The modules

2.1 Vision and identity

Among young people who are outside traditional systems and/or in risk zones, including autistic people, a common challenge is a lack of positive self-image and a secure sense of identity.

This can arise from many complex factors, such as upbringing and childhood experiences, as well as recent events like layoffs, financial difficulties, insecurity, and organizational changes. For autistic people, additional factors such as sensory sensitivities, social misunderstandings, and difficulties adapting to change can further impact self-image and the feeling of belonging.

We believe it is essential to build a strong foundation of identity that empowers each individual, including autistic participants—to stand confidently in themselves, even amid life’s challenges and rapid changes. A strong sense of identity also supports a person’s ability to find, keep, and thrive in employment.

Building confidence in one’s identity through meaningful interactions with others is a key focus, with sensitivity to diverse communication styles, including those common among autistic people.

All modules take place in group settings, where individual and collective tasks are shared and reflected upon together. These environments are designed to be inclusive and respectful of neurodiversity, allowing everyone to participate comfortably and authentically.

Participants are encouraged to explore and express their identity openly. Many, including autistic individuals, have shared that before joining the program, they rarely felt seen, heard, or understood and often feared speaking up in front of others.

The “Vision and Identity” module offers targeted support in self-expression, helping participants feel more recognized and understood. This strengthens their self-image and sense of belonging.

Co-determination is emphasized throughout the program, with participants actively shaping the learning environment to suit their needs and preferences. This

approach ensures that everyone, including those with sensory or social differences, feels included and valued.

The philosophy of FROG- in which the JobAut methodology builds upon - centers on each person's strengths, resources, and qualities, rather than limitations. This focus is especially meaningful for autistic participants, whose unique talents and perspectives enrich the group and contribute to a stronger foundation for all.

Key exercises in the Vision and Identity modules include:

Activities that help participants identify and share their dreams, passions, and values, providing space for diverse voices and experiences. Daily recognition and feedback reinforce positive self-perception.

There are tools and theory sections inspired by principles from cognitive therapy. Participants learn to recognize and manage thought patterns that may challenge their self-image, with practical tools to build a more positive and resilient sense of identity. Special attention is given to supporting autistic individuals in navigating their unique cognitive experiences.

Through this approach, autistic adults gain knowledge about how the thoughts impact our emotions and behaviour and how it is possible to be more aware and selective both to own thoughts and behavioural patterns. This may help them navigate life's challenges with more resilience.

2.2 Communication and Impact

Many autistic people, particularly those navigating transitions into adulthood or the workforce, may experience uncertainty about what they want in life. This can be linked to difficulties in identifying suitable career paths, sensory and social challenges, or a lack of accessible guidance. Despite their desire to work, systemic barriers, lack of accommodations, hiring processes continue to limit their access to work. As a result, some may face periods of demotivation, reduced activity, or limited experiences of success and mastery. These factors can also make it more difficult to find and keep a job, especially if the work environment is not a good fit or if expectations are unclear.

Having a clear sense of direction supports predictability, confidence, and progress. It can help individuals make informed choices and build a stronger sense of self-efficacy.

Action planning in the *Communication and Impact* modules focuses on building toward the future, setting goals and identifying the steps to achieve them. While the future is never fully predictable, these modules emphasize that decisions made in the present play a powerful role in shaping future outcomes.

Key elements of the *Communication and Impact* approach for autistic participants include:

From self-awareness to meaningful direction: The modules begin with a focus on identity, self-understanding, and building self-esteem. From there, participants explore their unique strengths and interests, helping them make informed choices about skills, career paths, and environments that align with their needs and values.

Communicating with confidence: Autistic individuals often experience communication differently. These modules offer practical tools tailored to a range of communication styles, helping participants present themselves authentically and effectively, with appropriate support tools, in social and professional settings, including job interviews.

Understanding social influence and interaction: Through structured exercises, participants increase their awareness of how their communication and behavior can influence others, and how to navigate social expectations while staying true to themselves. This includes strategies for engaging with potential employers, colleagues, or support networks in ways that foster mutual understanding.

Mapping out the future: Participants are guided to identify what a positive future looks like for them, and what concrete steps they can take, at their own pace, to move toward it. This is done by mapping their dreams and naming their values, finding appropriate and possible ways to maintain the values and steps needed to get closer to their dreams/wanted future.

Creative, opportunity-focused thinking: The program encourages participants to think beyond conventional paths. By exploring opportunity-oriented communication and flexible planning, autistic individuals can discover new ways to express their goals and build a fulfilling future on their own terms. The coaching methodology provides both specific communication tools and all questions from the job coaches in this methodology are aimed at focusing on the strengths and the opportunities, rather than limitations.

3. The tools

Vision: Creating alliance, Dreams, Cognitive Triad

3.1 Creating alliance

Props: Flip over and markers.

How: Creating alliance means the participants co-design how they want the atmosphere and learning environment to be throughout the training. On a poster, made visible in the facilities every day, everything they say is written down. The

alliance is facilitated by the job coaches/trainers and is a common result of what the groups agree upon.

Purpose: All voices are being heard and the participants practise expressing needs, setting boundaries and making expectations. Two or more questions are: “what do you need in order to feel safe” and “How will you contribute in order to create an environment for learning.”

A common alliance activates vigor and responsibility as the participants act and take charge and involve, rather than just accepting everything as it is. It is a great way for them to easily establish a sense of belonging, their right to co-determination and getting to know each other quickly.

The trainers will also add three guidelines on the alliance poster. These three guidelines are common for every single place where the lyk-z methodology FROG is active – in which the JobAut methodology is based upon.

They say: “Tell me and I will forget, show me and I will remember, involve me and I will learn”- Confucius law - promoting the environment to be with a high degree of involvement to learn and understand themselves and create an engaging learning environment.

“Nobody gets to be wrong” This is to remind them that there is no right or wrong answer, they can never be wrong, no matter what they say or do.

“A touch of imagination is better than all the knowledge in the world”- Albert Einstein. A lot of the methodology involves fantasy and creativity to explore new ideas and see things with a different perspective. Being creative is also for many a safe way to express thoughts and emotion (for example art, music, writing or crafting) allowing expression without pressure to explain. Creative tasks can also be calming and regulating.

The alliance is kept active by regular check-ins and is also dynamic and changeable. This is also to demonstrate that needs may vary and change throughout the process.

Vision: Creating alliance, [Dreams](#), Cognitive Triad

3.2 Dreams

Props: Books/carton and pencils.

How: They will be dreaming without any limitations. What do you want to do and what are your wishes/dreams? In this exercise, there are no physical, psychological, economical, or geographical limitations! Everything counts, small and big dreams. This includes also those from concrete contexts and realistic references.

Purpose: This is another way of getting to know each other in the group, and an excellent way to get in contact with their own core, inner desires, motivation and driving force. By starting the process of dreaming, they will also more easily know what matters to them and get a clearer image of their own direction in life. The

dream is not what is most important here, the purpose is what's being activated and revealed once they give themselves full permission to dream freely.

Naming their dreams out loud to others is also committing. Not necessarily the dream, yet everything they discover about their own values and what truly matters. A commitment to stay on track and stay faithful to their own words. Sharing dreams also creates cohesion and community.

Vision: Creating alliance, Dreams, Cognitive Triad

3.3 Cognitive Triad

Props: Flip over, markers, books/carton and pencils.

How: The participants are introduced to the power of thoughts through a **cognitive triad**, and see the connection of thoughts, feelings and behavior. They will see examples of their own thoughts, feelings and behavior and recognize patterns. They will also get a deeper understanding of thoughts as a phenomenon, and feelings. This way, it is easier to organize rather than panic.

What do we really mean by the term *Power of Thoughts*?

Our understanding: A given situation will create a particular thought, this thought will lead to a feeling and that feeling will affect the individual's behavior. This is the Power of Thoughts. This model- **the cognitive Triad**- allows us to quickly understand how big importance a thought may have.

Purpose: A thought is just a thought, no more, no less. Thoughts come and go. Which one of them do we hold on to? Which one of them do we let go? The thought itself cannot do any damage. It is not dangerous. This is ESSENTIAL to acknowledge. Until we have reached such an acknowledgement, our ability to create change will be put on hold, and we will unnecessarily postpone change indefinitely.

When you recognize and acknowledge that a thought is just a thought, and that what matters is how much emotion, commitment and time you give the thought, it will create new freedom of action for the individual and the group.

When we say that this knowledge is crucial, it is because small thought adjustments can lead to major changes and thus have a significant impact on the participant's ability to succeed.

An average person has about 60,000 thoughts a day. For most of us, 80 percent of those thoughts are automatically negative. Automatic negative thoughts and automatic negative trains of thought are negative emotions that have a direct impact on our future behavior.

You can take charge by **creating new thought patterns**. This happens as you stop identifying yourself with the negative thoughts.

When questioning an automatic negative thought, it creates the distance to the thought.

Increased awareness leads to increased ability to influence the situation by choosing alternatives. Such a pattern of behavior requires reflection.

To demonstrate the usefulness of the new understanding, insight and knowledge, we choose to adopt it to an everyday practical situation for deepening the learning [Home assignment].

As they use this knowledge in everyday life, they are encouraged to become a thought detective. The person is now equipped with tools that allow her to choose and therefore turn a situation for the better. With this new freedom, she will be able to see more optimism in life in general.

Identity: Inspiring leaders, Superman.

3.4 Inspiring leaders

Props books/carton and pencils, support materials with lists of characteristics accompanied by images.

How: Everyone mingles. They pair up and ask each other the following questions: "Which leader or person **inspires** you? What **characteristics/ qualities** does -Repeat name- have that you like? Find three characteristics for each inspirational leader. In advance- It is important for facilitators to help participants clearly connect qualities to concrete behaviors.

If someone cannot come up with anyone who inspires them, ask: what movie did you last see (or concert did you go to, or book did you read)? Which character in the movie did you like best? What was it with him/her that you liked?

When the exercise is over, they will all have their own book and a long list of qualities that they have seen in the people who inspired them.

Let everyone look at their own words and let them choose what they need to be more of. Help everyone to get a word that really resonates for them - that they can work with. Here, it can be a big difference in consistency with what they see and what they are at this point.

Purpose: Through emotions, inspiration and naming people they like, the participants get to create awareness of their own qualities and characteristics. Identifying numerous qualities in themselves is an aha – experience and increases self-esteem/ confidence. Positive exposure of values and qualities create motivation and self-esteem. It creates a trust in the possibility to both use-activate and strengthen the already qualities they have. It creates a belief that it is possible to enhance these qualities/characteristics. Creates excitement, joy and confidence.

Identity: Inspiring leaders, Superman.

3.5 Superman

Props: Flip over and markers, books/carton and pencils, music.

How: All the participants have a flip over sheet attached to their back.

They will write on each other's flipchart sheet in three rounds.

Round 1: What do they see in the other person that they like/Recognitions?

Round 2: What do they want to see more of/less of in the other person? It is important that they write more of and less in front of the words they choose. For example more humour, more surprises, less self conscious, less quiet.

Round 3: At least one challenge (!) – write the word Challenge in front. This can be based on something they have heard the other person say. Example: Challenge: to sing in front of the group before the end of the program.

Each round will last 2-4 minutes.

They will write several times on each person – new ideas will arrive when they see what others have written.

All the participants place the sheet in front of them and read the feedback

They mark a distinct circle around the one word or phrase they like the most. If they circle be "less of" help turn this phrase into a "be more of". Ex: be less reticent = Speak up! Additionally, they will choose/circle at least one challenge they are willing to do. They will write this challenge into their books, with a time limit.

There might be sentences there that are beneficial and great, and something might have to be translated into adjectives.

They will choose one (adjective). They might come from a place of reluctance to choose, and we will not help them maintain this pattern!

Let them all share out loud before they choose what they want to have on their sticker, or in the communication style that they prefer.

Purpose: To learn about themselves and others through play, music and movement. The participants are showered with recognitions, qualities and strengths that others see in them. They are also challenged in a fun way. This creates self-confidence, cohesion, and community. It creates a playful energy – this is informal and fun! It is also practicing choices and focus.

Who writes what is not important, leaves the mystery.

Communication: Perspective/balance, Yes – and - Fortunately/unfortunately

3.6 Perspective/balance

Props: Books/carton and pencils, 6-8 A4 papers with the different perspectives printed on them, 1 A4 paper with the theme printed on it. Tape for marking the different perspectives on the floor.

How: The group will explore – physically – the different perspectives. They'll spend some time with each perspective noticing thought, emotions and sensations. They'll make choices along the way, which perspective is most true to you right now, which perspective is least true? It is important that the participants

take their time to really dive into one and one perspective. Along the way, they will share their thoughts and experiences with each other, and in plenary. They will end up choosing a perspective that will help bring them forward, learning that this is always possible.

It is recommended to provide clear instructions, highly structured sequences, and increased time to process each perspective.

Understanding the existence of multiple perspectives can be facilitated through visual aids, concrete examples, and real-world situations, as many autistic people benefit from clear and unambiguous representations (Dettmer et al., 2000).

Purpose: Discovering and experiencing different perspectives “on the body.”

Understanding that it is possible to choose different perspectives to see yourself or the world with. There are many truths. The participants may choose perspective themselves (glasses/thoughts) in which they want to see the world through. To cooperate in teams, understand yourself and others it is important to understand the different choices of perspectives and truths. How we choose to see things, situations, relations and events makes a difference in our lives.

We all have different sets of preconceived notions and understanding that there are numerous truths, there will be more flexibility, patience and understanding-promoting more solutions and stronger cooperations.

Communication: Perspective/balance, Yes – and - Fortunately/unfortunately

3.7 Yes - and

Props: Flip over and markers, books/carton and pencils, visual aids to indicate the characteristics of the words.

How: The participants are being introduced to the power of the chosen words through a short and fun demo by the trainers. There will be some time spent on a brainstorming on the flip over before the participants get to dive into the experience of changing words. To be able to understand the principle of Yes, and... the participants will plan something together. Either a dream house or a dream apartment.

Every sentence will start like this: “Yes, and what I like about what you are saying is...” and then add their own idea. The point is to build the conversation on something they liked that the other person said. It’s the principle they will learn, and when they practice this in their everyday life, they will adapt it so that it feels more natural in the conversation.

It is recommended to offer concrete examples and visual models (a card showing: YES, BUT → effect: blocks, closes YES, AND → effect: opens, builds... could?)

It is recommended to allow more time for the participants to formulate their answers.

Purpose: What happens when you give a compliment, and continue the sentence with “but...”

What happens when you acknowledge something good about a situation, and then end the sentence with “but...”

What happens when someone suggests something and you start your reply with yes, but...

= everything that has been said before BUT will be forgotten

We’re all met with a «yes, but» in our lives, some of us up to many times a day. It is a common way to state a disagreement, to be heard or to show doubt. The «yes, but» has an effect. The resistance and doubt may create insecurity, frustration and lack of open communication.

Reduce the use of the word BUT in everyday conversations.

With the new way of listening to others and when replying with yes, and is guaranteed to make a difference in the participant, and with the one he/she is having a conversation with.

Because implicit in the attitude the participant has towards using his/her words and language, the participant will discover important nuances. This behavior can lead to more openness and freedom from prejudices, which again will give the participant more peace of mind and solution-oriented decisiveness.

Changing the words into a more open, flexible and optimistic way of thinking – and talking – will also prevent misunderstandings and open the dialogue with others.

Communication: Perspective/balance, Yes – and - Fortunately/unfortunately

3.8 Fortunately, unfortunately

Props: Flip over and markers, books/carton and pencils. It may be useful with supportive materials such as a task analysis on how to plan a trip.

How: The exercise is done standing in a circle with groups of 3. The participants are planning a Safari trip to Africa together, with every other person starting each sentence with Fortunately and Unfortunately. Give the participants the task of planning a trip together. The trip shall be the same as the demo. One person in the triad starts the story by repeating what the trainer said. The next person in the triad continues the story by starting his/her sentence with Unfortunately. Remember to give each other long sentences to build on. The third person continues the story with “Fortunately...”, then “Unfortunately...” etc.

The exercise continues for another couple of rounds so everyone can be both Fortunately and Unfortunately several times.

If needed - It would be appropriate to provide alternatives such as sitting, or allowing more time for the participants to formulate sentences. It could also be helpful to propose scenarios that are more realistic or anchored to the participants' interests, facilitating the activation of the imagination in a more accessible way (Grove et al., 2018). Once the methods have been chosen, an outline of the activities will be provided.

Purpose: The right side of the brain is essential in this exercise. The participants need to activate their fantasy to be able to come up with different fortunately & unfortunately scenarios. Most of them are not used to using their fantasy. Knowledge about an open dialogue and how to become more solution oriented. These are essential parts in communication. Two exercises in quick succession will give the participants more tools and will create an enhanced understanding. Words affect our nerve system and create emotions. The exercise is meant to have the youths engage their fantasy, and to use their knowledge of the different words to open for possibilities and find solutions by using their communication skills and the right attitude towards a situation. Here, the right side of the brain is activated. To use our full potential in learning, we must use both sides of the brain + create an edifying dialogue. A challenging group dynamic and the ability to notice this kind of “interference” will strengthen both the person and the situation. They will practice the ability to see positive elements in a situation and to build on these. That is why the sentence starts with “Fortunately,” **because there is always a solution to a situation.** By understanding and using this principle, a solution will reveal itself much quicker, and we avoid delays and postponement of a goal or achievement. It is a small word, and it is the small things that have the biggest impact. Power of words!

Impact: The impact of an image and Logical Levels

3.9 The impact of an image

Props: Flip over and markers, books/carton and pencils, a list of emotions and typical photos that may represent the different emotions.

How: Part 1: The pictures are shown in the sequence they come from. They are going to define and describe what THEY are feeling from looking at the pictures. You can help them get started with: What does this picture create in you? If the participant answers with a thought, you as a trainer can say: When thinking about summer, what emotion does that stir in you? Everyone is encouraged to come with his/her emotions around the picture.

It is important to accompany the exercise with guided questions, additional processing time, and the opportunity to describe the visual elements first and only then the associated emotion, even with closed questions.

Part 2: Everyone writes a sentence where they express something about a picture that creates an emotion in them. They can think about one of the pictures from the presentation, one they think about themselves, or around the last picture in the presentation – (the Iceberg)

They will read their sentences to the group.

Part 3: They are now going out to take their own photos and through the photo create a feeling in the other participants /trainers. They will take a picture of a situation the triad creates or decides.

Each group will come up in front of the room when their picture is shown. The other participants will then guess which emotion the current group wants to illustrate/create in the picture. Make connections to their dream(s). How clearly do you communicate what you want to your surroundings?

Purpose: Communication through images, a picture says more than a thousand words. Illustrate how images affect our emotions, instantly. To recognize emotions and gain a broader emotional spectrum that can impact their behavior because behavior is controlled by emotions. Experience the connection between Thoughts and Emotions. Really understand how many kinds of influences they are exposed to daily. Awareness= 1. We know we are affected. 2. Consider. 3. Choose wisely. They notice the importance of being aware of how we allow and let ourselves be affected, and the importance of becoming aware of the feelings this creates in us. Experience the connection between thought, emotion, behavior.

Working in smaller groups: Collaboration, contribution, community. Who are they in collaboration? What kind of role do they take? Consciously, subconsciously? Repetition of “Yes AND” + “Fortunately/ Unfortunately”, practice experience. Use their abilities and act on behalf of their own values. Play, movement, humor, exposure.

What creates a clear communication? A steady way towards a common goal? How are they being clear? How can a picture convey what they want to say?

Transferred to themselves, how can they convey and express what they want to say? How can they impact others?

Impact: The impact of an image and Logical Levels

3.10 Logical Levels

Props: Flip over and markers, books/carton and pencils.

How: No matter what dream they put on top, it will stay. The dream is not, under any circumstances, to be swapped by others other than the participant himself. Draw a template of the logical levels (hereafter referred to as L.L) with headlines and explanations of what to write into the L.L. Start from the top. *What is your dream?* The participant may use one of the dreams from the dream exercise, if suitable. In different steps, the participants will fill in word by word, until they have one word (or sentence) in each level. They will clearly see the connections between their goal/vision, identity, communication and impact through defined values, concrete activities that will bring them forward, supportive surroundings and network and more.

Purpose: A great way to connect all the dots and learning aspects from the up until now almost 15 hours of training program. The participant explores direction – control – context – meaning – order – overview.

A concrete goal achievement tool based on personal values.

The logical level model can be used in many different areas of life, when you want to achieve or accomplish something. It is also brilliant to use in collaborative tasks.

Logical levels are a framework and a process that is established to gather and organize information. This approach is found in the NLP (Neuro linguistic programming). We use this framework to give both trainer and participant an opportunity to identify what is the best place to start working towards a wanted change. The logical levels make an order of activities where the levels internally are organized so that they gradually are more psychological, giving direction and being powerful. Logical levels help us see both the act and the person. A person is not solely what she/he does.

In addition to being organized in a structured system, the levels have influence on each other.

Logical levels are one of the basic expressions and tools that we build our workshop on. To work with the logical levels gives an overview over the relevance of who you are and what you do. We use logical levels as a tool both in mapping and follow up of the participants in many different areas.

The vision/ goal/ dream on top must be something every cell is longing for. The participant must feel motivated and passionate towards the goal.

ATTACHMENTS

Attachment for A3.2

Exercise description of all the 7 sessions included in the 15-hour program developed for autistic adults

A structured methodology designed to support autistic individuals in employment, enabling job coaches to effectively guide and facilitate their integration and success in the workplace.

Based on the Lyk-z method FROG

Methodological Process for Autistic Adults

The JobAut methodology follows a strengths-based approach tailored to the unique needs of autistic adults.

Introduction

Within the framework of the JobAut project, a dedicated training activity is planned to support the capacity-building of professionals involved in accompanying autistic individuals in their personal and professional development pathways. The training is foreseen as an integral project component and is planned to last approximately 30-35 hours, contributing to a shared understanding and consistent implementation of the project approach.

The training is designed not only to familiarize coaches with the tools and structure of the JobAut process but also to **empower them in their role as facilitators and co-leaders**. Central to the program is the concept of the “**invisible line**”, a guiding principle that helps job coaches maintain respectful boundaries, allowing participants to take ownership of their process while being fully supported.

Built on principles from **co-active coaching** and the **FROG methodology**, the program promotes trust, autonomy, and sustainable change. Coaches are trained in pairs to model effective co-leadership and to navigate complex group dynamics with clarity, presence, and compassion. Through a structured yet flexible approach, they will learn to hold space, guide group reflection, and foster environments where autistic individuals can grow, self-discover, and thrive.

Day 1 Vision, introduction, design alliances and dreams

Session 1, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and tell them a few words about themselves. Everyone writes their name on the orange paper and places it in front of themselves. Everyone says their name and where they come from.	Participants understand where they are, why, and who their trainers are. Participants get a first idea of the content of the training program.
9.10-9.25	The trainers describe the training program (see attachment: Intro FROG). Some key words Background and history Results and number of participants Based on science, subconscious decision-making Benjamin Libet, group processes, cognitive principles, co-active coaching and leadership. The connection between the initial interview, ICF and this methodology.	Participants fully understand the process of the training. They understand the theory behind it and the practicalities involved in it (total duration, duration of sessions, their handbooks, combination of activities, process line.) Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.25-9.35	Design Alliances Participants read all the posters and trainers let them say what this means to them. Create an ALLIANCE. What does everyone need in order to create a safe space? Write on a flipchart. When finished, ask everyone to RAISE THEIR HAND to agree on the Alliance! Some basics to prompt from the group could be: Confidentiality, Honesty, Respect, Listening and not interrupting, Giving time and space for others views and opinions, Supporting each other, , Recognizing each other's strengths and weaknesses, Not judging, Willing to	Commitment to the training program, and safety in the group. This is leadership and being responsible for your own personal development and well-being. The participants create ownership to their own process and the program and allows them to name expectations from themselves and what they want and need from their surroundings. Coming from a passive starting point of just "seeing what happens" to instead take charge and name their expectations and needs is responsible and allows the participants to be the center of their own learning process. In order to maintain what became important from the

	learn from each other, Having fun, ask questions at any time etc.	initial interview, what do they need to hold on to?
9.35-9.40	Demo– Dream exercise. The trainers show a demonstration of how the exercise will be done. Trainer 1 to trainer 2: “What do you dream about?” Trainer 2 to trainer 1: “I dream about publishing my own book” Trainer 2 to trainer 1: “What do you dream about?” Trainer 1 to trainer 2: “I dream about seeing the lyk-z methodology as a game and an app” Trainer 1 to trainer 2: “What do you dream about?” Trainer 2 to trainer 1: “I dream about owning my own place in Palermo” Trainer 2 to trainer 1: “What do you dream about?” Trainer 1 to trainer 2: “I dream about a weekend camping in the forest” Make sure the dreams are real and make the examples clear. As trainers, you mention two dreams each. The participants will do one dream each with everyone that they mingle with. Instructions: You will now mingle with everyone. Bring your book and a pencil and it is a standing exercise. For every new participant you meet, you ask (name) – what do you dream about? The other person will ask you the same question. Write your own dream in your own book. After the pair both have mentioned their dream, move on to another participant. Make sure to speak with everyone and mention a new dream for each new person. No financial, economical, geographical or physiological limitations.	The participants will see and hear how the exercise will be done. This creates understanding. This is a practice in dreaming freely with no barriers or limitations, or comments from others. The trainers may also walk around doing the mingle. Movement is important and the participants are moving, standing and walking around during the exercise. Change starts with one movement, whether it’s by thought or physically.

	Even if they can dream free, it's important that the chosen dreams can be sufficiently concrete and realistic so that it can be integrated into the process and transformed into practical steps. The participant may use additional dreams from the list of jobmatches detected in the previous stage (ICF).	
9:40-9.55	The participants mingle. The jobcoaches are available and present, offering additional instructions or alternative modalities if needed.	Learn how to name dreams, create inspiration. Sharing old and new dreams, aspirations and hope release vision and driving force.
9.55-10.05	Short break. Remind them to drink water and serve fresh cut fruits and nuts/ cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention? These are meant solely for the co-leaders as co-leaders need the break to debrief and plan for the next steps.
10.05-10.20	Reading and prioritizing the list of dreams and seeing connections. One by one, they read their dreams out loud. In a room of 9 participants, they will have at least 8 dreams on their list. Make sure they start every sentence with “I dream about/of” Make sure to invite everyone to read their list out loud. Include alternative options, such as mediated reading, flexible turn taking or the option to opt out if needed. Next step – choose your top 3 and mark them with 1, 2 and 3. Next step – set a date. A concrete date with month and year and day even – if it’s possible. Everyone reads their top three dreams out loud again – with the due date they made for themselves. Make sure everyone reads and make sure all start the sentence with “I dream about/of”	Clarity and inspiration. Naming their dreams out loud makes them more real. Competence of choice. They also have to select a top 3 list, making them act and take charge of their own values and a conscious decision in what matters the most. By adding a date, this makes it real and in action and they also expect something from themselves, rather than fulfilling expectations from others. The common denominator is a golden essence of the top prioritized dreams and says a lot about what’s important for the individual.

	Common denominator Ask them to look at the top three dreams. Find your common denominator. What is one word (often value) combining the three? Provide clarification and give concrete examples. Everyone says their chosen denominator by “(denominator) is important to me” Everyone writes the common denominator on a sticker and place it on the chest.	
10.20-10.30	Dreams and Feelings Brainstorm examples of feelings. Which/How many can they name? Write them down on a flipchart (happy, sad, enthusiastic etc). Provide a structured visual list of emotions, with visual aids if possible. Ask: How will you feel once you are living your dream? They will find one or two feelings that they will have when they are living their dream. They write the feeling down in their book. Allow adequate processing time. Talk about the dream in a here and now perspective. Use "WHEN" and not if.	The participants get in contact with their vision through their emotions. This strengthens their ability to fulfill their dreams. Practice naming their emotions and see the alternatives.
10.30-10.40	Ask everyone to write and present a sentence combining the top 1 dream, the common denominator and the feeling they have when living their dream, plus one relevant job from the job matching. Offer visual aids that clearly demonstrate the four elements to be combined, concrete examples and allow for longer processing times.	Everything they say and do in this training is connected. Raise awareness of connections and self.
10.40-10.50	Introduction to debrief Ask them how they understand the word “debrief” Explain the word and what we mean by it and why it is important. Keywords = always after an exercise	Clarity and overview. Deepening the learning. The mastery of sharing something that they learned, something new, building identity capital.

	is done. Deepening the learning and understanding. Practicing knowledge by verbalizing is one step closer to the understanding they need for new solutions. Where possible, they may use written forms and being given time to write their answers down before sharing them verbally. Debrief questions: How was it to dream? What was new? What did you learn? Which feeling did you write down? How often do you have that feeling today? When does it appear? How is the dream connected to the jobmatch? To how you vision a perfect day at work? Thank every person after sharing.	Sharing verbally and choosing what to share, becoming clearer and more understandable also for the surroundings.
10.50-11.00	Closing & Home assignment Provide clear, visual instructions with defined timeframes and concrete examples. Explain home assignment and its purpose: Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. Today's home assignment: think about their dream while, if possible, listen to their favorite music. If not possible with music, ask them to think about their dream for a couple of minutes each day until the next session. How does their favorite music affect their dream? What is the music affecting? Closing: What do they take with them from today? How can they use this in everyday life?	A summary for their own sake of what they take with them from today. Repetition is the only way for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior. Remember the Survey - it needs to be done at the end of session 1 & 7!

Day 2 Vision, cognitive triad

Session 2, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. Repetition is the only way for the brain to believe in something. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.30	Home assignment Ask the participant to name the home assignment from the previous session. Invite everyone to say something about the home assignment, also people who have not done the exercise. Allow the option of not sharing. Allow adequate processing time. Examples of questions: How did their favorite music affect their dream? What is the music affecting? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future?	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.30-9.55	Introduction of thoughts as a phenomenon- cognitive triad. <i>Thoughts as a phenomenon:</i> We have approximately 60.000-80.000 thoughts every day. A thought is just a thought, and thoughts come and go. About 80% of our thoughts are automatically negative thoughts, and they determine our future behavior. They can be conscious and	The participant will be able to identify automatic negative thoughts when they appear and know that they are only thoughts. They should be able to distinguish between a thought and an emotion. This knowledge will create a sense of order and overview where there previously

unconscious. Experiment: Are you willing to participate in a thought experiment? Good! If you are comfortable with it - close your eyes and listen to the words I am saying. Keep your eyes open if you want Words to be given with time to process in between: F.ex – “Lemon, soccer game, summer vacation, ladder, chocolate, fireplace, snake.” Which one of the words is still present in your mind? What happened? = different words create different feelings in each and everyone And with this experiment I placed a thought in your head Thoughts you have and that travel through your mind daily, can be your own or they can have been placed there by family members, friends, your boss, teachers, others from your childhood etc) so called learned thoughts. There is a very small probability that your daily and recurring thoughts are your own. The point is, we believe that the ANT is true, and therefore we do not check out other thoughts as possible truths in a situation The cognitive triad <i>Ask the group for an example of a negative thought. Draw the triangle that represents the cognitive triad on a flip chart.</i> <i>On the T (thought) use the example from the group</i> <i>Ask the participant that came up with the thought: when you are thinking the thought ... how/what do</i>	was chaos. They should feel in their bodies the connection between a situation, thoughts in a situation, the feelings the thoughts create, and how emotions lead to actions/ behavior. How a negative thought pattern impacts both the road towards the dream and the dream itself, and how it can impact the surroundings in an unfortunate way. When we say that this knowledge defends its place, it is because small thought adjustments can lead to major changes and thus have a significant impact on the participant's ability to succeed. Creating new thought patterns. Thought patterns that you know are appropriate and will lead you toward the goal you have set for yourself. Which is encouraging and supportive and provides good feelings. This happens as you stop identifying yourself with the negative thoughts which are often also learned thoughts.
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	you feel? And when you are feeling ... How do you behave/what do you do? <i>Explain in short how this can very easily turn into an evil circle or in other words; a downward spiral</i> A trap <i>Take two pieces of tape and make an X in the middle of the half circle. Ask the group: Picture this as a trap. What does your personal trap look like? (Ask everyone to identify a trap. Examples: bear trap, fox trap, a hole in the ground, a net from a tree etc)</i> Each of you have now described the concept of mind traps in a picture What happens when we get caught in a mind trap? = inactivity/passivity A person who is strongly affected by negative thoughts will often feel paralyzed and unable to act. Result = inactive, passive Our goal in FROG is to create an awareness around negative mind trap (not eliminate them). Because increased awareness increases our ability to influence the situation by choosing something else that is more appropriate. In FROG, the knowledge about negative mind traps is used as one of many tools to bring the participants forward. It is not therapy!	
9.55-10.05	Short break. Remind them to drink water and serve fresh cut fruits and nuts/ cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
10.05-10.20	Working in triads, cognitive triads made on the floor. Rotating and standing in the different corners, stating their point and how they are	Clearly see the connection between thoughts, emotions and behaviour. Naming limiting thoughts and verbally expressing

	connected. Come up with different mind trap scenarios. Provide clear instructions and define the steps separately. Provide clear examples.	them allows the participants both to get to know themselves and thought patterns and to see that these are common and normal limiting thoughts amongst others their age.
10.20-10.30	Working in triads, cognitive triads made on the floor. Solutions. Breaking the cycle. Come up with different solutions to break the cycle and dissolve the mind traps. Rotating and standing in the different corners co-creating different ways into solutions. Provide clear instructions and define the steps separately. Provide clear examples. They may also choose work life, colleagues, work routines and other similar scenarios as a starting point.	Clearly see the connection of thoughts, feelings and behaviour, also in the beneficial patterns that are optimistic and smart. Identify alternative ways of how to break a limiting pattern and create new ones – by evaluating and changing thoughts, by emotions and choices or by behavioral change/ activity based.
10.30-10.40	Sharing in plenary Their experiences, different examples of scenarios and different solutions A few words of the cooperations and experiences from working together.	Everything they say and do in this training is connected. Raise awareness of connections and self. Learn from the group process and the different reflections. More solutions and more alternatives.
10.40-10.50	Debrief Deepening the learning. Examples of questions are “What do you know about thoughts now?” “What was new to you?” “What will be your next step, knowing what you now know about thoughts?” “In what way will this new knowledge help you get closer to your relevant job?” “How will you make this become your best habit?”	Clarity and overview. Deepening the learning. To many participants, this is one of the most crucial exercises with an extremely powerful tool that can create major changes.
10.50-11.00	Closing & Home assignment Repeat the purpose of home assignments. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life.	A summary for their own sake of what they take with them from today. Repetition is the only way for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked:

	Today's home assignment: Practice the solutions they all came up with from working in the triads. Closing: What do they take with them from today? How can they use this in everyday life? What are new, more optimistic thoughts you have about finding a job? Keeping a job? Making sure you thrive at your chosen workplace?	Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior.
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Day 3 Identity, inspiring leaders

Session 3, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.25	Home assignment Ask the participant to name the home assignment from the previous session. Everyone will say something about the home assignment, also people who have not done the exercise. Examples of questions: What did you notice about your own thoughts? In what way did your thoughts affect your feelings? How did you take charge of your thoughts, feelings and behavior? What became different? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future.	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.25-9.30	Demo, Inspiring Leaders. The trainers <u>clearly</u> exchange books (sheets) Trainer A: " <i>Which leader / person inspires you?</i> " Trainer B: <i>Gandhi</i> (as an example, pick something that is true for you) Trainer A: "What characteristics/ qualities does Ghandi have that you like? " Trainer B: " <i>He is pioneering, courageous, peaceful</i> " Trainer A writes down the qualities	Becoming aware of your own qualities.

	in Trainer B's book. The trainers switch roles and trainer B then asks Trainer A which leader / person he/she is inspired by etc. Coach B writes down A's answers in A's- book. Make sure you demonstrate both a great leader/ world leader and a friend or family member each. Provide visual aids and concrete examples.	
9.30-9.50	Mingle exercise, Inspiring Leaders part 1. They mingle. They pair up and ask each other the following questions: Person A: "Which leader or person inspires you?" Person B: "xxxx" Person A: "What characteristics/ qualities do -Repeat name- have that you like?" Person B: " xxx, yyy and zzz " Find three characteristics for each inspirational leader. Person A writes down on B's orange sheet / book. They will not write the name of the person that inspires them, only the qualities. Then they switch roles and B asks the question to A and B writes A's answers into A's orange sheets If someone cannot come up with anyone who inspires them, ask: what movie did you last see (or concert did you go to, or book did you read)? Which character in the movie did you like best? What was it with him/her that you liked? This way the participant is "tricked" into understanding the exercise. They will bring their own orange cardboard/ book when they move on to the next mingle partner. For each new partner they are mingling with, they will find a new leader/ person/ figure they are inspired by.	Excitement, happiness, positivity, creativity, inclusion.

	Everyone will mingle with everyone. It is perfectly okay to mingle with the same person twice, instead of having the participant stand around waiting.	
9:50-10:00	Short break Remind them to drink water and serve fresh cut fruits and nuts/cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
10:00-10:15	Inspiring Leaders part 2 – sharing their list. When the exercise is over, they will all have their own book and a long list of qualities that they have seen in the people who inspired them. Let everyone read aloud every quality they have on their list. If someone has a sentence/phrase, help them rephrase it to an adjective/quality. Example: “He is so good at getting out a message” Provide visual aids if possible. In plenary, help to rephrase the sentence into an adjective. Ask: “What is it that makes someone good at getting out a message? “He or she is CLEAR”, so CLEAR is the adjective and the one that owns the phrase writes the word CLEAR next to the sentence. Have 1-3 participants read their list one more time, now with a clear and clean list of qualities. Then tell them: “What you have on your list, you can ONLY recognize in others because you also have the qualities and characteristics! You own them, and this is the only way you can recognize them in others. <u>PAUSE</u> (give them a breather for 5 seconds so that they can re-focus). IMPORTANT. “You will not be able to recognize	Possibilities, self-esteem, hope, inspiration, direction, calm

	these qualities if you do not own these qualities. It may be that some of the qualities are rarely used, but they are still present in you”. Then tell them about resonance and dissonance, and how Neurophysiology claims that we cannot recognize something that we do not own. You also say that of course some of the qualities may be very low on the scale, or unused, but they still OWN them anyway, and they are free to start using them today. The question is whether they have focused on and used the characteristics and qualities for their own sake. From Level 3, pick one participant and ask that person to read his/her list aloud again. This time, have the participant say I am ... in front of every word. (If you have time, repeat this process with the whole group).	
10.15-10.30	Inspiring Leaders part 3 – choosing a quality. Provide concrete examples and visual aids. Do a check-in with a participant: <i>which one of these qualities would you like to be more of? Or: Where do you need to increase your strength?</i> John answers: “to be Brave”. Trainer: <i>Good! On a scale from 1-10, how brave are you today?</i> (1 is low, 10 is the highest) John: 4 Trainer: <i>Where would you like to be?</i> John: “10”. Let everyone look at their own words and let them choose what they need to be more of. Help everyone to get a resonating word that they can work with. Here, it can be a big difference in consistency with what they see and what they are at this point. The opportunity that presents itself now, is that they can begin to focus	Create awareness of their own qualities and characteristics Increase self-esteem/confidence Qualities a participant recognizes in another person can he/she only recognize because he/she owns them (to greater or lesser extent). Positive exposure of values and qualities create motivation and self-esteem. Creates a trust in the possibility to strengthen the qualities one has. Awareness that they can strengthen the qualities they want more of. Positive exposure of values and qualities creates motivation and confidence. It creates a belief

	more on the qualities they would like to start using and be more of. If John would like to be more courageous, for it will be good for him, it begins now. Have them write the selected quality they want to be more of on a sticker on their sweaters. Provides exposure of a value that will create motivation and fearlessness. Result: Positive exposure of values and qualities = Motivation = Confidence = belief that it is possible. In the coming exercises and work, both you and the participants ask each other the question: "how brave (or other quality) are you now on a scale of 1-10." Depending on the answer, the next question can be: "How will it look when you are brave on 10?"	that it is possible to enhance these qualities/characteristics. Become familiar with the features they want to be more of. Creates excitement, joy, positivity, creativity, inclusion, dialogue, flow. Opportunities, confidence, hope, inspiration, direction, peace, strengthened self/ identity.
10.30-10.45	Debrief. F.ex What quality did you choose? What makes the specific quality important to you? What was it like to hear that this is about you? How was it to recognize qualities in other people? What was it like to mingle? What did you learn from this exercise? What was new? How can you use this in your everyday life? How is the chosen quality connected to your future work position?	Choice/consequence, goal and meaning
10.45-10.50	Home assignment: Use the chosen quality in practice. Use practical scenarios and observable behaviours. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life.	Ownership and integration of the learning
10.50-11.00	Closing: What do they take with them from today? How can they use this in everyday life?	A summary for their own sake of what they take with them from today. Repetition is the only way

		for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior.
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Day 4 Identity, Superman/woman - flip chart recognitions

Session 4, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.25	Home assignment Ask the participant to name the home assignment from the previous session. Everyone will say something about the home assignment, also people who have not done the exercise. Examples of questions: In what way did you get to practice quality (x)? What became different? What did you get more of by being (chosen quality)? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future.	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.25-9.45	Exercise: Superman/woman - Flip Chart recognitions Explain that they will get all instructions as soon as the flip chart is attached. Provide clear examples and longer processing time. All the participants get a flip over sheet attached to their back. They will write on each other's flipchart sheet in three rounds:	Acknowledgments create growth and a stronger identity. A light and playful atmosphere increases learning To learn through play, self-confidence, cohesion, and community.

	Round 1: What do they see in the other person that they like/Recognitions? Round 2: What do they want to see more of/less of in the other person? Important that they write more of and less of in front of the words they choose . Round 3: A challenge (!) – write the word Challenge in front. This can be based on something they have heard the other person say. Example: Challenge: to sing in front of the group before the end of the program. Each round will last 2-4 minutes. Read the room. They will write several times on each person – new ideas will arrive when they see what others have written. The jobcoaches participate also in this, solely in the writing and not with their own flip over paper. By doing this, they can also add additional support.	
9.45-10.00	Everyone will put their flip chart on the floor in front of themselves and read what has been written to them. They circle 1 thing they liked the most and circle at least one challenge.	Clarity and overview. Positive surprises. Making a choice!
10.00-10.10	Short break Remind them to drink water and serve fresh cut fruits and nuts/cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
10.10-10.30	Debrief Follow the debrief format described in the attachment! Examples of questions: What did you choose? What was it that made you choose that particular word? Is there a pattern to what is written? What is important for you in this pattern? What surprised you with the feedback? How can you use your	Who writes what is not important. Seeing themselves and seeing qualities values mirrored by the group. The value of giving and receiving acknowledgements.

	new insight in transition to the work market?	
10.30-10.45	Home assignment Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. Use the word/phrase they circled in the Flip Chart-exercise and do at least one challenge. Check in with at least one and hear how they will do the home assignment.	The true learning and understanding happens in between the sessions where the participants practice choosing a focus for them to act on the new daily insight.
10.45-11.00	Closure What do they take with them from today? How can they use this in everyday life? Remember to thank every single one for sharing!	A summary for their own sake of what they take with them from today. Repetition is the only way for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior.

Day 5 Communication, balance/perspective

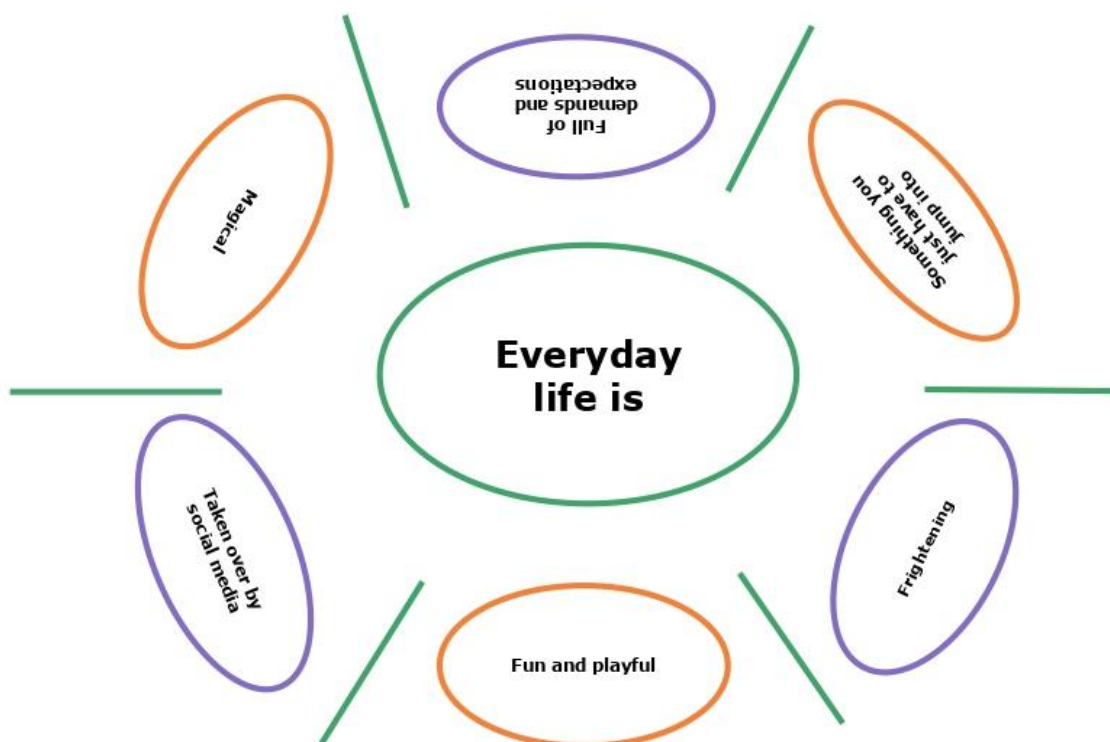
Session 5, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.25	Home assignment Ask the participant to name the home assignment from the previous session. Everyone will say something about the home assignment, also people who have not done the exercise. Examples of questions: In what way did you get to practice quality (x)? What challenge did you choose? What made you choose that one? How is the quality connected to the challenge? In what way did this bring you closer to your dream? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future.	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.25-9.55	Balance/perspective. Description: Ask the group to leave the room while you place the theme sheet in the middle with the perspectives around it. Alternate orange/blue (light/dark) perspectives. You may place tape around the THEME with strips extending outward from the circle to create spokes. Place the perspectives in each pocket.	Experience and feel perspectives in your own body. Understand that it is possible to choose different perspectives from which to view yourself or the world. And there are many truths. The participants can choose for themselves which perspective (glasses/thoughts) they want to view the world with.

Theme: Everyday life is... Perspectives: • Magical • Full of demands and expectations • Something you just have to jump into • Frightening • Fun and playful • Taken over by social media When they enter the room: Now it's time for a new exercise! You will now explore perspectives. First: Ask the group to visit ALL the perspectives. Encourage them to take their time to notice the effect each perspective has on them when they think about it in relation to the THEME ("Everyday life is..."). Provide concrete examples of each perspective, allow adequate time for processing, and offer less dynamic alternatives (such as observing before experimenting if needed). Then: Choose the perspective that feels most true for you in relation to where you are right now. Ask them to turn to someone else in the group. They ask each other the question: <i>What makes you stand here in this perspective / what makes this perspective the most true for you?</i> Ask them to repeat to the whole group what their partner said about why he/she chose that particular perspective as the most true. The trainers then select one or two participants and ask questions to deepen the learning/experience: <i>What do you see when you stand in this perspective? If you were to describe it as a landscape, what does it look like? Colors? What is it like to stand here—how does it feel in your body? What emotion?</i> To all participants: Now choose the perspective that is the least true for	It is important that participants take their time to feel and explore each perspective before they are asked to choose one. In this exercise, participants explore different perspectives because the way we choose to view situations, relationships, and events makes a real difference in our lives. They will experience in their bodies the effect that each perspective has on them. Participants are asked questions that deepen their perspectives, and they are encouraged to find the truth even in a perspective they do not initially identify with. The purpose is to learn—and feel—that in every perspective (every thought) they take in, there is some form of truth, even if it is small.
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	you. Participants move to that perspective. They may repeat the same as before: turn to a partner and answer the following question: <i>What makes this the least true?</i> Then check in with everyone. Ask all participants: <i>Imagine that there is always 2% truth in any perspective—what is actually true here where you are standing now?</i> Hear from everyone. Ask them to place one foot in the perspective either to their right or left. They will now stand in two perspectives: one blue and one orange. One positive and one negative. Let them shift their weight back and forth between the left and right foot as they check in with how it feels to be in a negative perspective and then in a positive perspective. Let them continue for a little while. Then ask a few people what they notice.	
9.55-10.05	Short break Remind them to drink water and serve fresh cut fruits and nuts/cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
10.05-10.10	Choose perspective. What perspective will serve them the most in the coming days? What will serve them the most when it comes to a job match? Anchor each perspective in observable behaviours or real-world situations and offer additional time for reflection.	Competence of choice and focus
10.10-10.30	How was it to explore the different perspectives? What did you learn? Based on this, what will be important for you moving forward? In light of the Perspective Exercise, what will you commit to doing before next time?	It is possible to choose different perspectives through which to view yourself and the world. And there are many truths. Participants can choose the perspective (the “glasses”) they want to use when looking at the world.

	What will help move you forward and is connected to a value—something that truly matters to you? By when will you have completed this commitment?	
10.30-10.40	Home assignment – live out the chosen perspective and fulfill the activity. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life.	
10.40-11.00	Closure of the day, connecting the dots.	A summary for their own sake of what they take with them from today. Repetition is the only way for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior.



Day 6 Communication, yes – and, fortunately/unfortunately

Session 6, 2 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.25	Home assignment Ask the participant to name the home assignment from the previous session. Everyone will say something about the home assignment, also people who have not done the exercise. Examples of questions: What became different when you chose to live by the chosen perspective? In what way is this about leadership? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future.	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.25-9.35	Demo: Yes, but/Yes, and Start with the Demo without any other introduction Example Trainer 1 is enthusiastic and says to Trainer 2: Do you like my new sweater? Trainer 2 replies: Yes, it is beautiful, BUT it is not really your style, now is it? Ask the participants what they noticed. Write on a flipchart and make it clear what the word “but” creates.	Humor & seriousness, attention. Clearly identifying what increases or decreases the flow of a dialogue.

	Repeat the Demo with “YES, and...”: Trainer 1: Do you like my new sweater? Trainer 2: Yes, and what I like about it is how the color matches your eyes! Ask the participants what they noticed and the differences in changing the word «but» to «and».	
9.35-9.45	Exercise Yes, and Divide them into pairs. They will now build their dream house together. Make the steps explicit, provide concrete examples, and, when necessary and possible, offer visual prompts that demonstrate how to build on the contributions of others. “Yes, and what I like about what you say is...” Two and two together To be able to understand the principle of Yes, and.. the participants will plan something together. Either a dream house or a dream apartment. Every sentence will start like this: “Yes, and what I like about what you are saying is...” and then add their own idea The point is to build the conversation on something they liked that the other person said. Sometimes this might be challenging. Still, there will ALWAYS be an itty-bitty part of what their partner said that they liked and can build on. This exercise exaggerates this point, and that’s how it should be.	Laughter, humor, fantasy, feeling seen and heard, feeling interesting. It’s the principle they will learn, and when they practice this in their everyday life, they will adapt it so that it feels more natural in the conversation. The goal is to reduce the number of times we say “yes, but...” Because that response will always tear down or stop the conversation. We want the participants to have a broader foundation to stand on to open a dialogue and create constructive communication-situations. Additionally, it is a fun way to interact with someone else. They use multiple parts of the brain, and it will obviously bring about new solutions and options.

9:45-9.55	Debrief Examples of questions: What happens when we start a sentence with 'Yes, but...' versus 'Yes, and...' How is it different? What did you learn? What was new? How will you use what you just learned? How is it to have a conversation with someone who builds on your ideas/what you say? How was it to listen after something you liked and then build on it? What might be possible in the world if this was the normal form of communication for everyone?	Reduce the use of the word BUT in everyday conversations Because with the new way of listening to others and when replying with yes, and it is guaranteed to make a difference in the participant, and with the one he/she is having a conversation with Because implicit in the attitude the participant has towards using his/her words and language, the participant will discover important nuances. This behavior can lead to more openness and freedom from prejudices, which again will give the participant more peace of mind and solution-oriented decisiveness.
9.55-10.05	Short break Remind them to drink water and serve fresh cut fruits and nuts/cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
10.05-10.10	Demo fortunately/unfortunately Use your assistant as the third person, make sure you have informed him/her and that the three of you have also done a run-through BEFOREHAND. One of you starts; Listen, we have won a Safari trip to Africa. Our flight leaves in an hour. I have packed for everyone. Let's go! The next person: Unfortunately, ... The third person builds on what the previous person said, and says: Fortunately... The criterion for the trip is that everyone must be included, and no one can be left at home. And that you build <u>long</u> sentences for each other.	Ask your assistant to be a part of the demo and do a practice round with him/her Be Open on 10, and live the energy that "yes, and what I like about that is..."-attitude gives you. This energy stems from focusing on what you LIKE with what the other person is sharing, and then building on that. It grows positivity, possibilities, and progress.
10.10-10.20	Working in Triads Fortunately,/unfortunately Description: This is a standing exercise, where the participants are divided into triads. Encourage them to come up with long sentences so the next	The exercise is meant to have the participants engage their fantasy, and to use their knowledge of the different listening levels to open for possibilities and find solutions by using their communication

	person in the triad has something to build on. Remember the previous exercise “Yes, and what I like about that is...”. When you say “unfortunately” the same principle applies; listen to what the previous person said and ruin his/her idea. The exercise is done standing in a circle with groups of 3. The participants are planning a Safari trip to Africa together, with every other person starting each sentence with Fortunately and Unfortunately. Give the participants the task of planning a trip together. The trip shall be the same as the demo. Provide adequate response time, written or visual aids and concrete examples. One person in the triad starts the story by repeating what the trainer said. The next person in the triad continues the story by starting his/her sentence with Unfortunately. Remember to give each other <u>long</u> sentences to build on. The third person continues the story with “Fortunately...”, then “Unfortunately...” etc The exercise continues for another couple of rounds so everyone can be both Fortunately and Unfortunately several times.	skills and the right attitude towards a situation. Here, the right side of the brain is activated. To use our full potential in learning, we must use both sides of the brain + create an edifying dialogue A challenging group dynamic and the ability to notice this kind of “interference” will strengthen both the person and the situation They will practice the ability to see positive elements in a situation and to build on these. That is why the sentence starts with “Fortunately...” Because there is always a solution to a situation. By understanding and using this principle, a solution will reveal itself much quicker, and we avoid delays and postponement of a goal or achievement. It is a small word, and it is the small things that have the biggest impact ;) Power of words!
10.20-10.35	Debrief What did you notice? What was new for you in this exercise? How far did you come? Did you travel all the way to Africa? When are you the one holding the group back (unfortunately)? When are you fortunately?	Everything they say and do in this training is connected. Raise awareness of connections and self.

	What arena in your life will you now choose to use the word “fortunately” more than you have before?	
10.35-10.40	Home assignment Use yes – and in every conversation	Clarity and overview. Deepening the learning.
10.40-11.00	Closing Closing: What do they take with them from today? How can they use this in everyday life?	A summary for their own sake of what they take with them from today. Repetition is the only way for the brain to remember and to learn. Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which deepens trust and connection. Gratitude shifts your attention toward what’s positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior.

Day 7 Impact, the impact of an image and Logical Levels

Session 7, 3 hours

Time	Activity	Objectives- Comments
9.00-9.10	Welcome The trainers welcome the participants and ask them what they remember from the previous session. By reconnecting to the previous day every morning, will create overview and predictability and will be a repetitive way to start the day.	Create presence and safety in the group. Give the participants an overview of the day and the steps that they will go through. Let them know about the break and also encourage them to ask for additional breaks if needed throughout the session.
9.10-9.25	Home assignment Ask the participant to name the home assignment from the previous session. Everyone will say something about the home assignment, also people who have not done the exercise. Examples of questions: What became different when you chose to use «yes, and» in every conversation? What fortunately became more obvious for you? In what way can this make it easier for you entering the labour market? If not done the exercise: what came in the way? Depending on the answer, the trainer can ask: Is this a common thing in your life? How is this affecting your future.	Create presence, reflection, connections. Homework assignments are a key part of the training done to implement what they have learned on that specific day in their daily life. The learning process keeps growing when being integrated into the participants' natural environments.
9.25-9.35	Brainstorming of feelings Let the group find the answers. Some examples may be: Love, Joy, happiness, hope, Trust, Submission, Fear, Optimism, Aggressiveness, Anticipation, Remorse, Sadness, Disgust, Contempt, Envy, Guilt and more.	Modern psychology sometimes lists dozens of nuanced emotions (like guilt, shame, pride, awe, love), arguing that human emotional experience is very rich and context-dependent. If you include complex or blended emotions, humans could experience dozens or even hundreds.

9.35-9.45	The impact of a picture, demo Start the presentation of different pictures. The pictures are shown in the sequence they come from, and do not give them too long to think about their answer (emotion). They are going to define and describe what THEY are feeling from looking at the pictures. You can help them get started with: What does this picture create in you? If the participant answers with a thought, you as a trainer can say: When thinking about summer, what emotion does that stir in you? Everyone is encouraged to come with his/her emotions around the picture. Train them into the situation and emotion. When everyone has given their answers a couple of times, speed up the picture show and let them spontaneously express their feelings that the pictures create.	To recognize emotions and gain a broader emotional spectrum that can impact their behavior because behavior is controlled by emotions. Experience the connection between Thoughts and Emotions. Really understand how many kinds of influences they are exposed to daily. Awareness= 1. We know we are affected. 2. Take into account. 3. Choose wisely.
9.45-10.05	Working in groups, taking a picture Divide them in small groups. Refer to the previous exercise and tell them that they are now going out to take their own photos and through the photo create a feeling in the other participants /trainers. They will take a picture of a situation the triad creates or decides. The groups will go out and take a picture of a situation to describe a specific emotion that they have agreed on. The FROG-trainers will approve the emotion before they go outside. The triad/group goes out together and they make sure that the other groups do not know which emotion they have chosen (speaking softly). During the given 20 minutes they will take the picture and send the picture by mail to one of the trainers. Provide visual examples, clear emotion descriptors, and a step-by-step structure.	Collaboration, contribution, community. Yes AND + Fortunately/ Unfortunately, practice experience, active use of the listening levels 2 and 3. Use their abilities and act on behalf of their own values. Play, movement, humor, exposure
10.05-10.15	Short break Remind them to drink water and serve fresh cut fruits and nuts/ cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?

10.15-10.25	Picture presentation and guessing feeling In this section it is recommended to limit initial emotional variability, provide structured visual models, explicitly define recognition criteria, increase response latency, and allow the use of written aids or rating scales. Each group will come up in front of the room when their picture is shown. The other participants will then guess which emotion the current group wants to illustrate/create in the picture. If the participants guess the correct emotion, transfer it to how clear or unclear they have expressed themselves. Acknowledge them no matter how clear or unclear they were. If applicable; make connections to their dream(s). How clearly do you communicate what you want to your surroundings?	Learning about their own role in a cooperation. Defining what makes an image communicating clearly is also transferable knowledge about their own life.
10.25-10.35	Debrief What was it like to practice the definition of emotions? What do you take with you now that you know that the choices you make are controlled by how you feel? With this new knowledge, what becomes important to you from now on? We often say that we do something based on our mood – that is just another way of expressing it. Because our mood is based on our feelings. How does this impact your ability to choose? How was it to visualize an emotion together with other people? What did you learn? How will you practice this in your daily life?	
10.35-10.50	Logical levels demo. You will now learn a brilliant way to reach your goals. Logical levels can be used throughout the rest of your lives, if you want, related to all the goals that are made, big or small. Do a (live) demonstration on a flip over– one of the participants may be used as an example. Draw a template of the logical levels (hereafter referred to as L.L) with headlines	Do a demo on the flipchart. This session is for one participant only, as a demo. The rest of the group will get to do the same after the break. The participant explores direction – control – context – meaning – order – overview.

	and explanations of what to write into the L.L. Start from the top. <i>Invite the participant to choose from their found in their ICF Capacity Profile and ESCO Job Matches.</i> Historical perspective. Say: <i>Imagine that you have reached your goal. You are living your goal. Look back. What quality did you use to reach your goal?</i> The answer he/ she says, you as a trainer add straight into the level of qualities in the LL. Ask the participant to read out loud the goal + the quality level as if he/she is living her/his goal. You may give an example first, so it is easier for the participant. For example: My name is Hannah, and I am a chef. I made that happen, by being decisive. <i>Why was it important for you to be <u>quality</u>?</i> Write the answer into the Value-level. Ask the participant to read out loud again: My name is Hannah, and I am a chef. I made that happen by being decisive because progress is important to me. <i>Now that you are living your <u>goal</u> by being <u>quality</u> because <u>value</u> is important to you, how does that make you feel?</i> Write down the answer into the ID- level. The participant reads again: My name is Hannah, and I am a chef. I made that happen by being decisive because progress is important to me. Now that I have made progress in life, I feel proud. NB! It is important to remember that the top three levels often stick to the same participant - regardless of the direction of the goal. Sometimes it is important to mention the goal because the participant needs to repeat it, other times the goal may disturb the establishment of the top three levels. <i>Continue to imagine you are living your goal. Now that you look back to here and now, what was the first active step you made to</i>	A concrete goal achievement tool based on personal values. An action plan based on their personal values, their ICF capacity profile and ESCO job matches. Systematization. The logical level model can be used in many different areas of life, when you want to achieve or accomplish something. It is also brilliant to use in collaborative tasks. The participants repeat each level. This is a new way to present themselves.
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	<i>bring you one step closer to your goal?</i> Write down the answer in the activity- level. The participant reads: My name is Hannah, and I am a chef. I made that happen by being decisive because progress is important to me. Now that I have made progress in life, I feel proud. The first thing I did to reach my dream was to start chef – school. <i>Where did you start and who were you with? Who helped you along the way? Write down the answer in the surrounding level.</i> The participant reads out loud one last time: My name is Hannah, and I am a chef. I made that happen by being decisive because progress is important to me.  Now that I have made progress in life, I feel proud. The first thing I did to reach my dream was to start chef- school. I did this in Houston, and my family and friends gave me the support I needed to succeed. <i>Now you have filled in all the levels!</i> Ask the participant: Does it make sense? Does it resonate? Thank him/her for the contribution. Always thank them when they share.	
10.50-11.00	Everyone creates their own LL After completing a demo, each participant gets their own flip over chart paper. Ask the participants to draw the logical levels as big as possible on the paper. When they draw their L.L, they also add all the help	Make sure that everyone draws their LL exactly the way it is presented on the PP. No personal twists.

	questions and the names of each level. In this section it is important to provide longer processing times, systematic use of visual supports and sequential checklists, anchoring of the more abstract levels to observable behavioral descriptors and providing alternative modes of plenary participation. No one can start filling answers into the LL, this will happen in plenary in the exact same way as done in the demo. When all the participants have drawn their L.L you ask each one of them what their goal is-connected to their found in their ICF Capacity Profile and ESCO Job Matches. Everyone will have a CLEAR goal. Help them concretize or clarify the goal. Example of an UNCLEAR dream. Being a lottery billionaire. Ask them what they want to spend the money on, or how they will finance all the lottery tickets. This may lead to a goal. Examples of clear dreams: Educations, jobs within given businesses, professions or named work. EVERYONE reads their name and their goal as if it is achieved. Example: <i>My name is Fred, and I am a hairdresser.</i> Ask them one by one what quality they used to reach their goal. Keep them in the future and ask them to look back to here and now. This will lead to a quality they can write in the quality level. EVERYONE then reads their name, goal, and quality as if it already has if it has already happened. Example: <i>My name is Fred, and I am a hairdresser. I made that happen by being creative.</i> Ask them then one by one why they chose to be (quality) This will lead to a value they can write in the value level. EVERYONE then reads their name, goal,	
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	quality, and value. Example: <i>My name is Fred, and I am a hairdresser. I made that happen by being creative because fashion is important to me.</i> Now one and one will answer how they feel when they are living their goal. Or who they are now that they are living their goal. This is something they can write into the identity level. Often, there are words such as happy, satisfied, thrilled, proud and similar. EVERYONE then reads their name, goal, quality, value, and identity. NB! When the participant reads the ID level, he/ she goes from the value level, repeats the goal, and then reads the ID level. For example, my <i>name is Fred, and I am a hairdresser. I made that happen by being creative because fashion is important to me. Now that I am living in fashion, I feel satisfied.</i> Then they answer what the first activity was that they did to reach their goal. They look back into the here and now when finding the answer. This is an activity they can put straight into the activity level. Everyone reads name, goal, quality, value, ID and activity. Example: <i>My name is Fred, and I am a hairdresser. I made that happen by being creative because fashion is important to me. Now that I am living in fashion, I feel satisfied. The first thing I did to reach my dream was to complete the certificate as a hairdresser.</i> The last thing the participants will fill out in the plenary is the surroundings. This means where they see themselves living their goal, who is around them. This means also where they are heading in the dream, and who they need in their life to reach their dream. EVERYONE then reads their name, goal, quality, value, ID, activity, and surroundings. Example: <i>My name is Fred, and I am a hairdresser. I made that happen by being creative because fashion is important to me. Now that I am living in fashion, I feel satisfied. The first thing I did to reach my goal was to complete the certificate as a hairdresser. I did this in London, and my</i>	
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	<i>family supported me along the way.</i>	
11.00-11.10	Short break Remind them to drink water and serve fresh cut fruits and nuts/ cookies.	How's your intention working? WWW – where are we? Where are we going? Who needs attention?
11.10 – 11.40	LL Continues - Now you ask the participants to get their FROG-books. They have A LOT of values and qualities written down from the first days. Now they get to choose relevant qualities and values from their books and fill them into the L.L. They get their words from inspiring leaders, flip chart recognitions, and more. Now everyone presents themselves once more. This time, they'll present themselves from the present and here and now. For example, my name is Fred. My goal is to be a hairdresser. I will make that happen by being creative because fashion is important to me. When I have fashion in my life, I feel satisfied. The first thing I want to do is to get my certificate as a hairdresser. I will do this in London with my family's support.	Make sure that everyone draws their LL exactly the way it is presented on the PP. No personal twists. Logical levels are a framework and a process that is established to gather and organize information. This approach is found in the NLP (Neuro linguistic programming). We use this framework to give both trainer and participant an opportunity to identify what is the best place to start working towards a wanted change. The logical levels make an order of activities where the levels internally are organized so that they gradually are more psychological, giving direction and being powerful. Logical levels help us see both the act and the person. A person is not solely what she/he does. In addition to being organized in a structured system, the levels have influence on each other. This way, results of information gained on a higher level will influence and control information gained on

		lower levels. In the same way, a change of information from a lower level in the system might influence information on a higher level. There is no common law ensuring changes on a lower level to influence information or knowledge on a higher level at all times. On the other hand, changes on a higher level will always influence information on a lower level. Knowledge on a lower level will adjust and restore the link with the information on the higher level. Logical levels are one of the basic expressions and tools that we build our workshop on. To work with the logical levels gives an overview over the relevance of who you are and what you do. We use logical levels as a tool both in mapping and follow up of the participants in many different areas.
11.40-12.00	Closure and closing circle Their work and presentation of their Logical Levels is a great way of finalizing the program. Here they create a clear action plan based on all their work throughout all together 15 hours of group process, the initial interview and the found in their ICF Capacity Profile and ESCO Job Matches.. In the closing circle everyone gets to say what needs to be said in order to complete the process.	A summary for their own sake what they take with them from the whole program and all three stages. What is their biggest take out? Remember to thank every single one for sharing! The power of being thanked: Expressing gratitude makes others feel appreciated, which

		deepens trust and connection. Gratitude shifts your attention toward what's positive, increasing feelings of well-being. When you thank someone, you reinforce their behavior. Remember the Survey - it needs to be done at the end of session 1 & 7!
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D. Empowerment of the job coaches

1. How to facilitate the methodological process as a job coach

Within the framework of the JobAut project, the job coaches held **30-35 hours** of training. The **15-hour process** they delivered **themselves** for autistic people will be integrated into the 30-35 hours of training.

1.1 Methodological process in groups

The job coaches will get familiar with and practice the same tools as they will later facilitate and provide their clients (autistic adults). We'll make sure they get an in-depth understanding of both how to facilitate the tools, the purpose of the tools, how all the tools are connected and built on each other as part of a methodological process. The job coaches are trained in a group as group process is part of the methodology, also for the autistic people. In addition to this, we want to provide a deeper program for the job coaches where they will be strengthened in their role as a job coach. How they carry themselves, how they meet and see others, how to create a wanted impact, how to communicate clearer, how to avoid misunderstandings and how to create an environment and process allowing their clients to open and discover new sides to themselves. They will also get practice in facilitating group processes and how to create an in depth debrief and reflection in a group of autistic people.

The training programme is structured in two complementary parts:

- **Part one:** *Experiencing the JobAut methodology for autistic people.*
- **Part two:** *Experiencing the guidelines - Empowering the job coaching role, how to facilitate the methodology and how to keep the invisible line.*

The invisible line is a line between the group and the co-leaders/job coaches facilitating the JobAut methodology. The invisible line is important to respect the group and their process of its own and prevent the co-leaders from being too attached to the process and the outcome. By getting involved, this can degrade the natural process being experienced by the target group.

To hold space, observe and to be able to listen properly, is important to maintain the invisible line. This way, the trainers can observe dynamics, emotions, expressions and unspoken words as they don't get carried away or find themselves in the center of the process.

In the JobAut methodology, there are 9 chosen **guidelines** to empower the job coaching role, to facilitate the methodology and to keep the invisible line. These principles create a **neurodiversity-affirming** approach. They reduce cognitive and social load, promote autonomy, avoid assumptions and pathologizing and support self-awareness without pressure.

1.2 The 9 guidelines

- Co-leadership
- Language
- Being a Catalyst
- Leading the room
- Flexibility
- Preparations
- Routine
- Trust
- The four agreements – self management

1.3 A brief presentation of the JobAut-trainer role and training

1.3.1 Prerequisites

Lyk-z's own trainers in Norway, are all certified professional co- active coaches on top of a relevant education for the target group. Nursing, creative leadership, counselling, psychiatry, health, and sports therapy to mention a few.

Lyk-z recommends that the trainer couples participating in training have **a relevant education** for the target group **and/ or a coaching certification**. Personal experience and competence may substitute.

To be able to lead groups, there must be 2 trainers, a co-leader couple.

1.3.2 Two main focuses for a successful delivery

1. The actual exercises and tools, how they are understood and fulfilled and how the trainer couple convey the techniques and learning.

2. How the trainer couple works job coaches, both individually and as co-leaders. We have developed our own guidelines on how to be the best Job coach. Amongst others, the preferences are the ability **to see all participants** as naturally creative, resourceful, and whole, to ask powerful questions to open for learning, to be agenda free, curious and open on behalf of the participants, to be able to create a safe space, and to keep your personal “lid” open – dancing in the moment even when it's unpredictable, to always trust the participant, the process and yourself. This requires a **person who enjoys process work, personal development, human emotions and who can handle resistance and remain calm** despite the strong reactions and human processes that will happen in the groups.

1.3.3 Co-leadership

Co-leadership - the reason why the JobAut methodology is facilitated by co-leadership, is to ensure the quality of the programme. To run groups of 8 – 12 people requires a high degree of presence and focus. The exercises and processes

are deep going and create big waves. There are details to remember that matters to the process and the individual outcome. Being two also permits regular sparring with the job coaches to process, evaluate and improve the techniques and facilitate the methodology together. This may also lead to better decision making. Two leaders bring different experiences, ideas, and strengths, and this diversity can lead to more balanced and creative problem-solving.

Being two, ensures leadership continuity without disruption, which will also create a peaceful space where the participants and their process is the center of attention. Co-leaders can challenge each other's assumptions and test ideas before acting. In every break, this is on the agenda. To air out assumptions of themselves, their co-leaders, the process or their participants, in order to regain trust which is essential in order to facilitate authentic group processes. The co-leaders can work with individual or common intention and build on each other in order to lead a successful methodological process.

1.4 Language

Rather than lacking skills, autistic people might have different skills or communication preferences. (This relates to the '[double empathy problem](#)', explained below.)

Some research suggests autistic people may share information more effectively and have greater rapport, flow and empathy with other autistic people than they do with non-autistic people.

There isn't enough research into autistic communication styles and preferences, including research about autistic people with advanced language skills and autistic people with learning disabilities.

The '[double empathy problem](#)' is a theory from the autistic autism researcher Dr Damian Milton. It tries to explain why non-autistic people can experience autistic people as lacking in communication skills, including empathy. Those are stereotypes, common and hurtful representations of autistic people not feeling emotions. The theory states that there is a two-way problem, and that autistic people often experience non-autistic people as lacking in these skills too.

The theory suggests that this is because the two groups of people have different experiences and their different communication styles and preferences can lead to difficulties in relating to each other. Neither is 'correct', nor 'superior' to the other, they are simply different, and effort must be made on both sides to bridge the gap. Evidence suggests that autistic people's communication differences, and the way that society fails to accept and accommodate these differences, can lead to:

- judgement and rejection by peers (including bullying)
- difficulty making and maintaining friendships
- tiredness and fatigue after social interaction
- anxiety about social situations
- feelings of frustration, embarrassment, self-consciousness and low self-esteem
- increased risk of feeling isolated and lonely

- challenges engaging in education and work
- mental health problems (anxiety and depression)
- [masking](#) – forcing yourself to act like non-autistic people, in line with social ‘norms’, which negatively impacts autistic people.

Some autistic people have said they find it useful when non-autistic people:

- show respect and patience for their preferences
- break spoken instructions down and allow for extra processing time
- accept all forms of communication as valid (not just speech)
- recognise that behaviour is a means of communication.

See [guidance](#) by the National Autistic Society.

As a trainer of the JobAut Methodology, the language is its own section in the guidelines. We always highlight the importance of a clear, simple and direct language to avoid a wide range of interpretations or misunderstandings. When knowing that each single word has an impact, we always encourage the trainers to be awake and aware of their own choice of words to convey a wanted outcome. Some of the key words in our guidelines when it comes to language, are:

- Clarity in your own language – a conscious selection of your own words.
- We/you – shows a clear understanding of the we/you relationship in the room. Say “now you are going to...” rather than we.
- Keeping the “invisible line”.
- Repeat and use the words of the participants rather than rephrasing what you hear in your own preferred words.
- Break the spoken instructions down, allowing extra processing time.

One way of maintaining [the invisible line](#) is by the language.

In FROG- in which the JobAut methodology is based on, we promote a language that aligns with the invisible line, by using “you” when referring to the group rather than “we”. The trainers never use themselves as an example to prove a point unless it is to demonstrate a tool or an exercise.

Rather – use examples of what’s been observed in the group which is both an acknowledgement and directs the words back to where it belongs – in the group. In every step of the process, it is also important that the co-leaders use the words expressed by the participants rather than rephrasing what they hear in their own preferred words. This is part of co-active coaching, core coaching principles that distinguish coaching from consulting, therapy, or mentoring. Believing that the Client is Naturally Creative, Resourceful, and Whole

The assumption is that clients [already have the answers within themselves](#). The coach’s role is to help draw those answers out through inquiry, curiosity, and exploration—not to prescribe solutions.

Sustainable Change Comes from Within: When people [arrive at their own insights](#), they’re far more likely to [take ownership](#) and [follow through](#). Advice might provide short-term relief, but it often leads to dependency or disempowerment over time.

This principle reflects the Co-Active coaching model, which emphasises individuals as naturally creative, resourceful and capable of generating their own solutions (see [The Co-Active® Model Explained](#)).

1.5 Being a catalyst

Directness – How direct are you in your questioning? How direct are you in putting words to what is happening in the group/room?

Open questions and **Curiosity** – Are you coming from a place of interest and curiosity about what the participant is sharing?

The participants have the answers – therefore, ask open questions and have no agenda.

Raising awareness – you are a catalyst for awareness.

Encouraging responsibility – you are a catalyst for responsibility. Shift the responsibility to the participant.

Not attached to the outcome – no agenda.

Neutral – you are not the important person in the room.

Being a catalyst is also part of keeping the invisible line and shifting the responsibility of the process to the individual and the group as a total. This is also nourishing the coaching principles by evoking transformation, and that sustainable change comes from within and from their own answers.

Many autistic adults prefer clear, unambiguous communication.

Open-ended questions invite the individual to explore their own thoughts and experiences, rather than feeling interrogated or boxed in.

Open questions are also crucial in a debrief for the participants to really dive into their own experience and not only process the exercise, but to relate that experience to their broader life context (Fanning & Gaba, 2007). Encouraging responsibility encourages agency — which many autistic adults deeply value, especially if they've experienced pathologizing or directive support in the past. Many autistic people have experienced being misunderstood or pathologized. When you're truly curious (not assuming or diagnosing), it builds trust and psychological safety.

1.6 Leading the room

Energy- Do you project presence and consistency that engages your audience?

Voice Control- Is your voice loud enough to be heard clearly? Is your diction articulate and easy to understand? Are you varying your pace appropriately—neither too fast nor too slow?

Body Language- Are you physically present and expressive? Does your body language support and reinforce your message?

Impact & Balance–Are you balancing seriousness with approachability? How consciously do you use your presence to lead the room and influence the atmosphere?

Pace & Flow– Is there a natural rhythm and momentum in your delivery—whether you're presenting an exercise, sharing information, or demonstrating something?

Use of Physical Space– Do you actively engage with the space around you? Do you vary between standing and sitting, use visual aids like flipcharts, or position yourself effectively near posters or materials?

A presenter with calm, consistent energy (rather than overly animated or unpredictable behavior) can create a **more comfortable and less overstimulating environment**. Clear, steady, and well-paced speech helps autistic individuals process information more effectively, especially those who may experience **auditory processing differences**.

Consistent and intentional body language helps clarify meaning and reinforces spoken words without requiring participants to "read between the lines."

Many autistic people appreciate **directness and sincerity** and respond better to structured leadership than to overly casual facilitation styles (see [Neurodiversity Teaching Strategies](#)).

1.7 Flexibility

Dance in the moment – how flexible and present are you? Do you make use of everything that happens in the room and use it as learning situations?

Mirroring the participant – on behalf of growth and development. Remember that what the participant says is not about you.

Lid down, lid up – can you open the lid when it goes down? Can you prevent the lid from going down?

To support the invisible line and to respect the group process and following emotions, it is important that the job coaches/co-leaders are flexible rather than coming from a fixed and rigid plan of the outcome. Group processes will always be unpredictable and to let the moments mature as they're supposed to, the trainers need to be present, flexible and keep an open mind to whatever happens in the room. Anything that occurs as a result of the processes can be used as valuable learning.

As humans, as co leaders and job coaches we all have our triggers (lid down situations).

In everyday life, a **trigger** is something, external or internal, that suddenly **evokes a strong emotional reaction**. It may appear relatively innocuous on the surface, but it stirs up feelings tied to **past experiences, unresolved wounds, fears, or beliefs**. The same situation might be a trigger for one person but neutral for another, depending on their history and emotional context.

<https://health.clevelandclinic.org/emotional-triggers>

There are many reasons why awareness of your own triggers empowers your job coaching role, one of them is that **you respond, rather than react**. Once you see a trigger coming, you can pause and choose your behavior. This way you hold a bigger space for your participants and maintain the focus where it is supposed to be. You'll also keep more flexible, open to whatever occurs and better dance in the moment – when not being caught up in the emotional waves that subconscious triggers may cause.

Being flexible and selective of own behaviour (lid up) this will create a more inclusive, respectful, and supportive environment.

Autism is a spectrum and what works for one person might not work for another. Flexibility helps support individual needs and preferences.

1.8 Preparations

Familiarize yourself with the tool kit and methodological process – how prepared are you for what is going to happen today? Have you read the tool description? Have you reviewed the tool description with your co-leader, who opens which section, exercise, and demo?

Purpose – why are we doing this? Do you know the purpose? Do you understand the purpose? What are the connections to the methodology, the coming and the previous tools?

Practice the demo – have you and your co-leader practiced the demo? Who opens?

How well do you know the material by heart?

Preparations are important in any given situation, and in this methodology, there is also a focus on preparations with your co – leader to be in line in your delivery. A well prepared, in line co-leadership maintains the invisible line and respects the process in the group.

1.9 Routine

Use of intention – do you use it every day? To what extent is it used? Do you understand the purpose of intention?

Use of STAKE – is it set? To what extent is it used?

Understanding & use of WWW – to what extent is WWW addressed in each break?

Use the tool kit description and following the steps

Check in on **outcomes** and **common thread**

Choose an intention each day. An intention is personal for each job coach and is a mindset that you as a coach and leader of a program want to have on that particular day. You do this together every day BEFORE the course starts. What you choose is what you express in words and feeling when the day begins.

As a coach, you can shape your own wanted impact on the group. Being intentional and aware and making clear choices is one way of doing this.

Intention = A feeling and thought you choose that serves as a reference point and determines how you want to express yourself.

Example:

Coach 1: *Today I want to be focused at level 10.*

Coach 2: *How is that useful for you?*

Coach 1: *I gain clarity and become more precise.*

Coach 2: *How is that useful for the group?*

Coach 1: *They become attentive and stay engaged.*

Example:

Coach 1: *Today I want to be curious at level 10.*

Coach 2: *How is that useful for you?*

Coach 1: *I become open and spontaneous.*

Coach 2: *How is that useful for the group?*

Coach 1: *They become involved and energized.*

Coach 1: *Now I notice I actually want to be spontaneous at a level 10 instead!*

The intention — the quality, feeling, or thought you choose — guides your behavior in the group.

If you're having a bad day, you can choose to be "open" at a level 10 — open to receive all the good, magical, exciting, surprising, sparkling moments, the "aha" experiences, and the sense of mastery that happens in the room.

Be creative in your choice of intentions, and always remember to check in:

- How is it useful for you?
- How is it useful for the group?

Check in on your own impact regularly, together with your co-leader. Make changes if needed.

A **STAKE** is created jointly by the coaching pair. It is a shared agreement, a phrase or anchor they can rely on, both individually and together, when unexpected situations arise or things don't go as planned. A well-crafted stake provides a sense of relief, meaning, and mastery, while also strengthening the sense of community and shared purpose between co-leaders.

WWW stands for:

- **Where are we?**
- **Where are we going?**
- **Who needs attention?**

These guiding questions are used during every break, offering the co-leaders space to reflect, evaluate progress, and adjust the course as needed.

When reviewing outcomes, co-leaders focus on identifying the key results and common thread throughout the session. They ensure that the purpose behind each tool or method used has been clearly communicated and effectively received by the group.

1.10 Trust

Have 100% trust in the method, the process, the participant, your co-leader, and yourself.

Trust is the core value of the FROG-methodology in which the JobAut methodology is based upon. 100% trusting that the participants are all naturally creative, resourceful and whole which makes the job coach see them bigger than they often see themselves.

Trust is a fundamental part of creating environments where participants can thrive. Autistic people are often misunderstood, underestimated, or judged based on behaviors that differ from neurotypical norms. Choosing trust means choosing to see potential, value, and capability, even when it doesn't immediately fit the mold.

Autistic individuals are frequently subjected to low expectations, especially in education, employment, and support services.

When professionals, peers, or family members choose to trust an autistic adult's intentions, capacity, and effort, it shifts the dynamic from control to collaboration.

Trust becomes a signal of respect: "I believe you can."

This empowers growth.

When people feel trusted, they are more likely to take social risks, try new strategies, and open up. Research shows that trust in relationships promotes psychological safety, which encourages individuals to engage in innovative behaviors and share ideas without fear of negative consequences (Edmondson, 1999). Additionally, Mayer, Davis, and Schoorman (1995) found that trust fosters willingness to be vulnerable, which is essential for taking social risks and experimenting with new approaches. Furthermore, Kramer (1999) highlights that trust enables openness and cooperation in social interactions.

1.10.1 The four agreements

The **Four Agreements** are a set of principles from a book called *The Four Agreements* by Don Miguel Ruiz.

Here are the Four Agreements:

1. **Be Impeccable with Your Word**

Speak with integrity. Say only what you mean. Avoid using words to speak against yourself or to gossip about others. Use the power of your word in the direction of truth and love.

2. **Don't Take Anything Personally**

Nothing others do is because of you. What others say and do is a projection of their own reality, their own dream. When you are immune to the opinions and actions of others, you won't be the victim of needless suffering.

3. **Don't Make Assumptions**

Find the courage to ask questions and express what you really want. Communicate with others as clearly as you can to avoid misunderstandings, sadness, and drama. With just this one agreement, you can completely transform your life.

4. **Always Do Your Best**

Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

These agreements serve as a guide to personal freedom and a happier, more fulfilling life.

In our methodology, we connect this valuable book with **self management** and how you carry yourself in the room and in meetings with autistic adults. These four agreements are also ways in to maintain or regain **100% trust** and are valuable in any interactions – both as a job coach and in private settings and it is a book we use as a supplement for all co-leaders to dive into.

In addition to reading the book, there are creative exercises for job coaches in order to fully grasp the concept of the four agreements.

Summary and conclusion

Empowerment and Training of Job Coaches for the JobAut Methodology

Job coaches participating in the training program will be empowered to support autistic individuals through the **JobAut methodology**, which includes a **15-hour process** they will later facilitate. The training is delivered in **group settings**, mirroring the same methods and tools they will use with clients, promoting a deep, experiential understanding of facilitation and neurodiversity-affirming practices.

The training emphasizes **two main components**:

1. **Experiencing the JobAut methodology as participants.**
2. **Developing facilitation skills**, deepening their role as job coaches, and learning to maintain the "invisible line"—a respectful boundary that ensures client autonomy and preserves the group process.

Coaches are trained in **co-leadership pairs**, essential for maintaining group safety, process integrity, and mutual reflection. The methodology is based on **FROG** principles and **co-active coaching**, promoting the view that clients are naturally creative, resourceful, and whole.

Nine **core guidelines** structure the training and coaching approach:

- **Co-leadership**: Shared responsibility, mutual reflection, and process presence.
- **Language**: Clear, direct, non-pathologizing communication aligned with autistic preferences.
- **Being a Catalyst**: Using open questions, curiosity, and non-attachment to foster client awareness and autonomy.
- **Leading the Room**: Using voice, energy, body language, and structure to create a safe, inclusive environment.
- **Flexibility**: Responding (not reacting), embracing unpredictability, and managing emotional triggers ("lid up/lid down").
- **Preparations**: Deep knowledge of tools, purpose, and co-leader alignment.
- **Routine**: Daily intentions, STAKE (shared agreements), and structured check-ins (WWW).
- **Trust**: Unwavering belief in the process, the participants, co-leaders, and oneself.
- **The Four Agreements**: Personal responsibility and self-management, guided by Don Miguel Ruiz's framework.

This approach encourages **self-awareness, responsibility, and growth** in both job coaches and their autistic clients, fostering environments where authenticity, trust, and transformation can thrive.

A coherent journey toward sustainable inclusion

The JobAut methodology presents a cohesive and sequential pathway for supporting autistic adults into meaningful employment. It begins with a person-centered dialogue (Phase 1), translates those insights into an objective functional profile (Phase 2, ICF), and culminates in a tailored empowerment process (Phase 3, FROG). Each phase is deliberately designed to feed into the next, creating a dynamic and evidence-based ecosystem. This seamless integration ensures that every employment strategy is not only scientifically rigorous but also deeply human, fostering long-term growth, autonomy, and successful inclusion by aligning professional standards with the unique aspirations of each individual.

E. Practical Tips for an Autism-Friendly Recruitment Process

Creating an autism-friendly recruitment process is not an act of benevolence — it is a strategic investment in talent diversity, innovation, and long-term inclusion. Many autistic people face barriers in traditional hiring systems, not because of lack of competence, but because the process itself is designed around implicit social expectations and ambiguous communication styles.

Recruiters and HR managers play a crucial role in reshaping this process. The goal is not to lower standards but to **level the playing field** so that all candidates are evaluated based on essential skills rather than social fluency or conformity to neurotypical norms.

Traditional interviews often filter out neurodivergent talent early.

Inclusive hiring improves retention, creativity, and performance.

1. Step-by-step adjustments in the recruitment process

1.1 External communication and employer branding

An organisation's communication sends powerful signals about who belongs. Inclusive messages help autistic applicants feel confident to apply.

Key actions:

- Add a statement to all job adverts:
“[Company Name] welcomes applications from neurodiverse individuals and is willing to make reasonable adjustments throughout the recruitment process. Please let us know if you require accommodations.”
- Share job postings with organisations and networks supporting autistic people.
- Ensure your **website and career pages** use:
 - Clear structure and navigation (single, consistent menu).
 - Direct and literal language: avoid idioms and figurative expressions.
 - No flashing images, autoplay videos, or busy backgrounds.
 - Calming colours and adjustable text size.

1.2 Job description and application process

Many barriers occur before candidates even reach the interview stage. Job descriptions and application systems should be simplified and transparent.

Recommendations:

- Focus on **essential skills** and **key tasks**, not on vague “soft skills” such as “excellent communication” unless genuinely required.
- Avoid jargon and abstract phrases (e.g. replace “dynamic multitasker” with “able to manage several data entries at once”).
- Indicate clearly the role that is available, the qualifications, and experience needed. The recruiter must carefully consider what skills are listed as a ‘must’ as autistic jobseekers might interpret it literally and not apply if they do not fill all of the requirements.
- Provide **clear application instructions**, including examples and deadlines.
- When possible, job offers should be available in easy-to-read format to include autistic people with varying communication needs in the selection process.
- Job advertisements should include a note specifying they welcome autistic/neurodivergent candidates to apply.
- Job postings should also include information about the type of accommodations that are provided during the recruitment process.
- Offer **alternative formats** (e.g. structured questionnaires, video or audio submissions if preferred).
- Avoid multi-step or time-limited online assessments that cause cognitive overload.
- Job openings can be posted on inclusive hiring platforms and neurodivergent-friendly job boards to ensure the posting reaches the intended audience.

1.3 The selection and interview process

Traditional interviews often disadvantage autistic candidates because they rely heavily on social performance and spontaneous interaction. Structured, predictable, and transparent interviews allow autistic candidates to demonstrate their true skills.

Key adjustments:

- Send **detailed interview guidance in advance**, including:
 - Location, format (in-person/online), duration, names and roles of interviewers.
 - Example questions or task outlines.
- Ask the candidate what accommodations may be needed during the interviews (different lighting, seating arrangements, the presence of a support person or a job coach, the option of conducting the interview online, etc).
- Offer **alternative formats** such as:
 - Practical tasks or work simulations (e.g. the *Marshmallow Challenge* model used by Microsoft).
 - Technical assessments or demonstrations of problem-solving ability.
- Allow candidates to use notes or visual aids during the interview.

- Provide **extra processing time** and avoid unexpected topic shifts.
- Enable the candidate to take breaks during the interview.
- Use **clear, literal and concise questions** (avoid “Tell me about a time you faced a challenge” – instead ask “How would you approach a technical problem with limited information?”).

1.4 Post-interview feedback and follow-up

Feedback is critical for learning and trust-building. Autistic job candidates often value clear, constructive feedback more than general reassurance.

Best practices:

- Provide written feedback outlining **specific examples** of performance.
- Highlight both strengths and development areas in concrete terms.
- Avoid ambiguous language such as “you weren’t a good fit” — instead explain which skills did not match the position.
- Encourage candidates to reapply for future roles or provide links to support networks.

1.5 Reasonable accommodations in the workplace

Autistic persons have varying needs, strengths, and communications preferences in the workplace. Some might not require accommodation while others may need substantial support in certain areas. It is important to consider that in most cases, accommodations don’t represent an expensive cost for the employer. **Most accommodations are either free, cost very little, and can be easily tailored to each person** (flexible working hours, quiet workspaces, provide earplugs, noise-cancelling headphones, reduced lighting, written instructions for examples).

The development of the JOBAUT methodology has also taken into consideration European-level experiences and evidence-based approaches. In particular, the *INFUSE Compendium of Best Practices* by Autism-Europe provides valuable insights into inclusive employment models and practical strategies that reinforce the project’s holistic and rights-based perspective. Available at [link](#).