



THE JOBAUT TOOLKIT FOR AUTISTIC ADULTS

Project Results (R3)

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Overview

This document introduces the JobAut Toolkit, a structured and integrated set of operational tools to support job coaches in the employment of autistic adults (AMA 16-30). The toolkit represents the application output of the JobAut methodology, a complex and sequential procedural model designed to ensure methodological consistency, process traceability, and personalized interventions. From a systemic perspective, the methodology develops along a three-phase continuum, each phase characterized by specific objectives, tools, and outputs. The first phase consists of a preliminary assessment of job placement feasibility, based on a structured interview and aimed at collecting qualitative data relating to individual functioning and contextual factors. The second phase involves formalizing and standardizing the information collected through the application of the International Classification of Functioning, Disability, and Health (ICF, WHO) framework, enabling the construction of an objective, codified, and comparable functional profile. The third phase, finally, takes the form of a motivational coaching and empowerment intervention, implemented using the FROG methodology, aimed at translating self-knowledge into concrete actions. The JobAut Toolkit integrates assessment tools, coding sheets, intervention protocols, and operational guidelines that support professionals throughout all phases of the process: from the initial assessment to the planning, implementation, and monitoring of job placement.

The initial phase, defined as the PFI (Placement Feasibility Interview), is a multidimensional and systematic assessment process based on a structured, dialogic interaction between the professional (job coach) and the autistic person. This intervention is conducted using a person-centered approach, with the aim of collecting qualitative data relating to individual functioning. Methodologically, the interview integrates semi-structured interview techniques, participant observation, and psychosocial assessment tools to thoroughly explore the individual's life history, skills profile, resilience factors, as well as support needs related to activities and social participation. Contextual factors, divided into environmental and personal, that may act as facilitators or barriers to the job inclusion process, are also analysed. The outcome of the process is the development of a holistic functional profile, structured according to the theoretical framework of the biopsychosocial model of the International Classification of Functioning, Disability, and Health (ICF, WHO).

The second phase of the process involves formalizing and standardizing the qualitative data collected. This activity is based on the systematic application of the International Classification of Functioning, Disability, and Health (ICF) classification framework. This phase involves assessing the autistic individual's abilities. This assessment is based on two levels: the first level, where, through a semi-structured interview, the autistic individual, family members, caregivers, and key professionals are interviewed. This approach allows for the collection of data relating to different life contexts (domestic, social, educational), reducing biases associated with a single information source. The information acquired concerns

domains such as adaptive skills, social, communication, executive, and personal autonomy, as well as any behavioral issues and support needs. The second level of assessment involves a process of systematizing and analyzing the collected data in greater depth. The job coach uses a structured tool to analytically record the findings and indicate the degree of acquisition and mastery of the identified skills. In this phase, qualitative information is progressively transformed into observable indicators, allowing us to distinguish different levels of skill acquisition, following the ICF logic. The final data integration occurs through their coding within the International Classification of Functioning, Disability, and Health (ICF, WHO) checklist, which allows the identified skills to be placed within a standardized classification system. In this way, the resulting profile is objective, comparable, and transferable to different application contexts. Based on the profile of the autistic individual's acquired and emerging skills, a Social Skills Training (SST) intervention is designed and implemented, configured as a structured and individualized psychoeducational program, both in group and individual settings. This intervention is aimed at strengthening socio-communicative and relational skills, considered crucial for adaptation in everyday life and, in particular, for employment inclusion. Activities are organized in structured and predictable settings, with operationalized and measurable objectives, in order to promote the progressive acquisition and generalization of target skills. In functional terms, Social Skills Training represents a bridge between the assessment of skills and their application in real-world contexts, contributing to increasing the level of social participation according to the International Classification of Functioning, Disability and Health model and to improving the degree of person-environment fit in work contexts. Based on the functional profile thus constructed, it is possible to proceed to the job matching phase, understood as a process of aligning individual skills with the requirements of specific professional roles. This process can be implemented according to a dual analytical direction: (1) a person-based approach, which starts from the analysis of the person's skills to identify compatible work contexts, and (2) a work-based approach, which starts from the requirements of a specific profession to verify its congruence with the individual's functional profile. In both cases, the objective is to maximize and optimize the probability of successful job placement and long-term sustainability.

The third and final phase of the program consists of a structured psychosocial empowerment and employability coaching intervention, implemented using the FROG (Focus, Reflection, Ownership, Growth) methodology. The program is structured in group settings, with a total duration of approximately 15 hours, and is characterized by an experiential approach that integrates practical exercises, situational simulations, and moments of guided reflection. In line with the neurodiversity paradigm, the program values individual differences, identified as resources, promoting an inclusive and non-pathologizing environment. Structurally, the program is divided into progressive thematic modules, such as Vision, Identity, Communication, and Impact, each designed to activate specific cognitive, emotional, and behavioural processes. The integration of the results of the initial exploratory phase with the standardized functional profile allows for

personalized objectives and intervention strategies. In functional terms, the result is an increase in the level of autonomy and social participation, consistent with the model of the International Classification of Functioning, Disability and Health.

Target group and professional profiles

The following operational tools are designed to be administered to a variety of stakeholders involved in the life of autistic individuals, including the individual themselves (AMA 16-30), family members, caregivers, professionals, and job coaches. This methodological approach allows for the collection of diverse and complementary data, increasing the ecological validity and reliability of the information acquired. The goal is to develop an objective, systematic, and transferable functional profile capable of describing the individual's functioning in different life contexts and guiding the planning of social and occupational inclusion interventions.

Job coaches are HSCSS professionals in the fields of psychology, education, social sciences and medicine. Their role involves the integrated management of assessment, planning, and job placement support processes, following a person-centered approach. In terms of skills, these professionals must possess advanced knowledge of functional assessment models, the assessment of support needs, and the identification of adaptive and professional skills. They must also master evidence-based strategies and adaptations aimed at facilitating social and work inclusion, including structuring environments, the use of visual supports, modulating job demands, and implementing interventions to mediate between the individual and the context. This expertise allows them to optimize and promote sustainable, personalized job placement processes consistent with the individual's functional profile.

Part 1. Placement Feasibility Interview

This first part of the Toolkit is dedicated to the initial phase of the *JOBAUT Coaching Methodology for Autistic Adults*: the *Placement Feasibility Interview*, a fundamental step for establishing a structured and meaningful foundational dialogue.

It is a structured, person-centred assessment conducted by a trained job coach, aimed at building trust and gaining a comprehensive understanding of the individual's personal narrative, strengths, support needs, and contextual realities.

Rather than being a simple evaluation, this interview represents an empowering process designed to gather in-depth qualitative insights. The outcome 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 provides the foundation for all subsequent actions.

1. The Integrated PFI Guide

Purpose: Form template for the coach to use during the interview. It contains tips for the different modules and sample questions to ask. It also includes a visual guide to give to the coachee at the beginning, as well as the task to be carried out in module F.

COACHEE NAME:		COACH:	
DATE:		START TIME:	END TIME:
PERSONAL HISTORY			
<u>Coach notes:</u>			
Module A: INTRODUCTION & RAPPORT BUILDING			
<i>Tips: Keep in mind that some people may have difficulties understanding or expressing abstract concepts. Clearly and concretely explain the purpose of the interview. Anticipate the overall structure and emphasise that the candidate may ask for breaks or clarifications at any time. Pay attention to your tone, pace, and the overall environment to ensure comfort.</i>			
“The objective of this interview is...”, “The interview will last approximately...”, “If at any point you need to rest or take a break, please let me know.”, “The general structure of the interview will be as follows (visual agenda).”			
<u>Coach notes:</u>			

Module B: PERSONAL BACKGROUND & DAILY FUNCTIONING

Tips: If the conversation is not very fluid, offer examples to facilitate responses. You may use visual supports. Adjust your language to the candidate's level of understanding.

“Did you complete your education at a school, college, or university?”, “Do you have any specific certificates or qualifications?”, “Have you completed any internships or work placements?”, How do you usually structure your day-to-day routine?”, If you had a job, how would you structure a typical workday?”, “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?”, Who are your main reference or support figures?”

EDUCATIONAL/INTERNSHIPS	REFERENCE PEOPLE	DAILY ROUTINE STRUCTURE

Module C. MOTIVATIONS, ASPIRATIONS & PREFERENCES

Tips: map out the candidate's work-related expectations, their ideal job, and how they see themselves in the near future. Observe which aspects generate the greatest motivation or interest.

“What is important to you in a job?”, “Why are you interested in this position?”, “What do you like about this type of task?”, “What do you think is expected of you in a job like this?”, How would you know that you are doing your job well?”, “Which would make a day feel successful?”

Coach notes:

Module D: SELF-ASSESSMENT: STRENGTHS, CHALLENGES & SUPPORTS

Tips: Explore previous work experiences or, if there are none, experiences in educational settings. Try to identify difficulties encountered in school-related work contexts. Keep in mind that many people do not ask for help spontaneously.

“Have you had similar jobs or internships?, What felt easiest for you in that role?”, “What has been your most difficult work or academic experience?, What happened?”, “What would your ideal job look like?”, “How do you prefer tasks to be explained: orally, in writing, or a combination of both?”, “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?”

STRENGTHS	BARRIERS OR CHALLENGES	SUPPORT NEEDS

Module E: ENVIRONMENTAL & CONTEXTUAL INQUIRY

Tips: Each person uses different self-regulation strategies. Some individuals experience distress due to sensory overstimulation.

“Which environments feel most overwhelming for you?”, “Do you prefer to travel by: A) Public transport, B) Walking/Cycling, or C) Being driven?”, “Is a commute longer than 30 minutes acceptable?”, “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?”, “If you have ever felt overwhelmed by sensory overstimulation, how did you react?, Did you do anything to make the situation more comfortable for yourself?”

RELEVANT STIMULI	REQUIRED TECHNICAL SUPPORTS	SOCIAL SUPPORT

Module F: SCENARIO / REFLECTIVE TASK

Tips: Visual supports help improve attention and comprehension. Predictability increases the sense of control and safety.

“Here is a typical weekly schedule and the different tasks required for this role. Taking into account break times and working hours, organise it according to your time-regulation needs.”

Coach notes:

Module G: FEASIBILITY REFLECTION & NEXT STEPS

Tips: Predictability is a neurological need related to order, routine, and anticipation, helping to reduce anxiety and uncertainty. Clearly indicate that the interview has ended and explain the next steps.

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? “Hemos finalizado la entrevista. 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?

Coach notes:

EMPLOYMENT INSERTION ASSESSMENT (COACH)

IMMEDIATE PLACEMENT	PLACEMENT WITH SUPPORTS	PREPARATORY PHASE

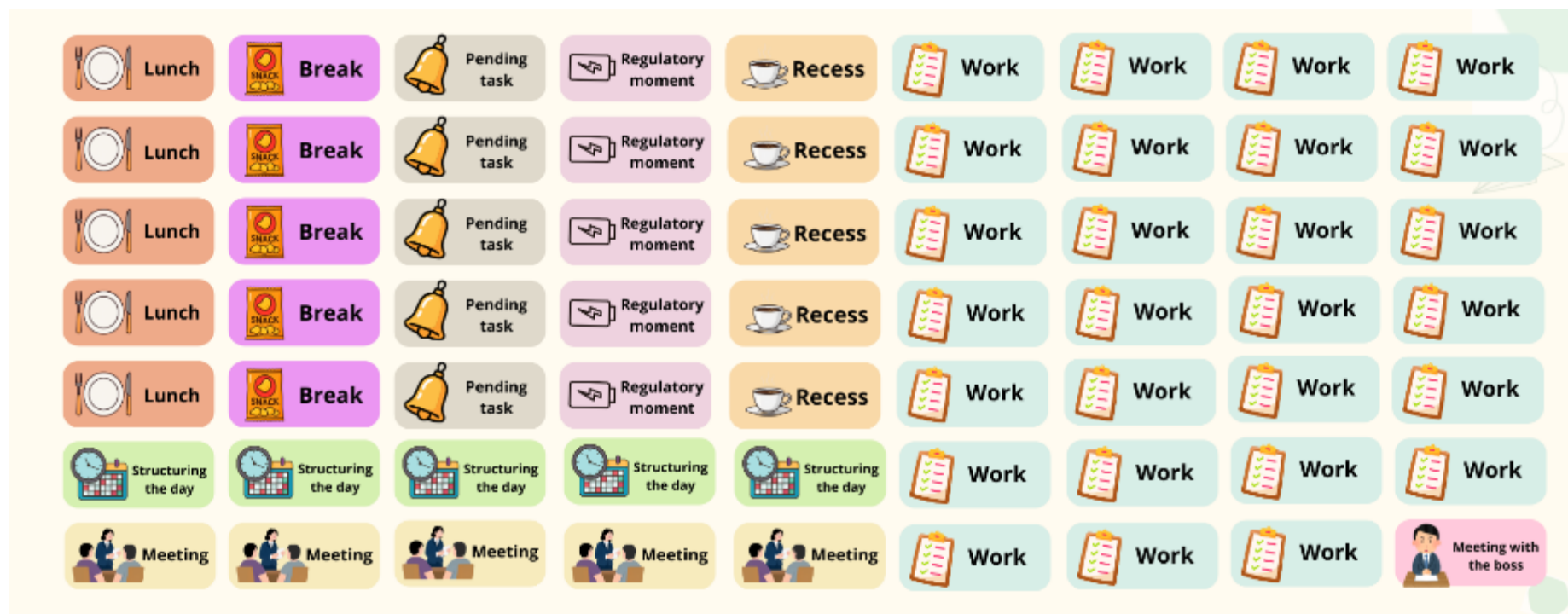
1.1 Visual Agenda For Coachee

MODULE	TITLE	SIMPLE DESCRIPTION
A	Introduction & Rapport 😊	<u>Welcome & Start</u> : we explain the goal of the interview and how long it will take. You can ask for breaks.
B	Personal Background & Daily Life 🧑 📖	<u>Personal story, daily life & background</u> : we talk briefly about who you are (basic personal information). We talk about your studies, internships and how you organise your day and who supports you.
C	Motivations, Aspirations, Constraints 📖	<u>Job interests & preferences</u> : we talk about what you like in a job, what tasks you prefer and what a good workday looks like.
D	Strengths, Challenges & Supports ⭐ 💪	Strengths & support needs : we talk about what you are good at, what is difficult and what help or adaptations you may need.
E	Environmental & Contextual Factors 🌍	Environment & sensory needs : we talk about which places feel comfortable or overwhelming (noise, lights, smells, space, travel).
F	Scenario / Reflective Task 📅	<u>Example schedule & Closing</u> : we do a small planning exercise with a weekly schedule
G	Reflection & Next Steps	<u>Sum up</u> : the interview and then, explain the next steps.

1.2 Module F: Timeline

Purpose: model timeline o schedule for completing module F task. The cut-out cards will be handed out, so that the coachee can place them throughout the schedule as he/she sees comfortable and most convenient.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



1.3 Environmental Readiness Checklist.

Item	Description	Status (√)	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.		

2. Interviewer Recommendations

2.1 Recommendations for the PFI Interview

The PFI is not just an assessment; it is a bridge to employment that must fulfill four strategic objectives:

1. **EXPLORE SELF-PERCEPTION:** Align the participant's readiness for work by comparing their personal narrative with functional observations from previous phases.
2. **IDENTIFY BARRIERS AND ENABLERS:** Detect specific factors that may affect job performance or long-term retention.
3. **DEFINE PRELIMINARY SUPPORT:** Establish necessary environmental (light, noise) and relational (supervision style) accommodations.
4. **BUILD TRUST AND MOTIVATION:** Create a secure bond between coach and coachee to ensure progress in the inclusion process.

2.2 Understanding Autism and Neurodivergence

A. ENVIRONMENT AND SETTING

Sensory Control: Choose a room with soft natural light, avoid flickering fluorescent bulbs. Ensure there is no background noise like loud AC units.

Seating Arrangement: Avoid a rigid face-to-face setup, which can be intimidating. A 90-degree angle or sitting side-by-side at a table facilitates dialogue without forcing eye contact.

Visual Order: Keep the desk clear of unnecessary objects that could be distracting

B. ANXIETY AND PREDICTABILITY

Pre-session Disclosure: Provide the interview structure and main questions beforehand in a clear, written format.

Visual Agenda: Use a visual guide to signpost every transition (e.g., "We have finished Section B, now moving to Section C").

Punctuality: Waiting situations often increase anxiety; being punctual helps make the situation feel controllable.

C. SENSORY SENSITIVITY

Proactive Identification: Specifically ask which sensory elements (constant noise, flickering lights, strong smells) make it hard to concentrate.

Self-Regulation: Allow the use of noise-cancelling headphones or sensory tools (fidgets) if needed to maintain comfort.

D. INFORMATION PROCESSING

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.

Avoid Double-Barrelled Questions: Do not ask two things at once. Use direct, single-topic phrasing.

Non-judgmental Observation: Do not interpret a lack of eye contact, "stimming," or long pauses as a lack of interest or engagement.

E. COMMUNICATION AND VISUAL SUPPORTS

Concrete Language: Avoid metaphors, idioms, or sarcasm. Be direct and literal.

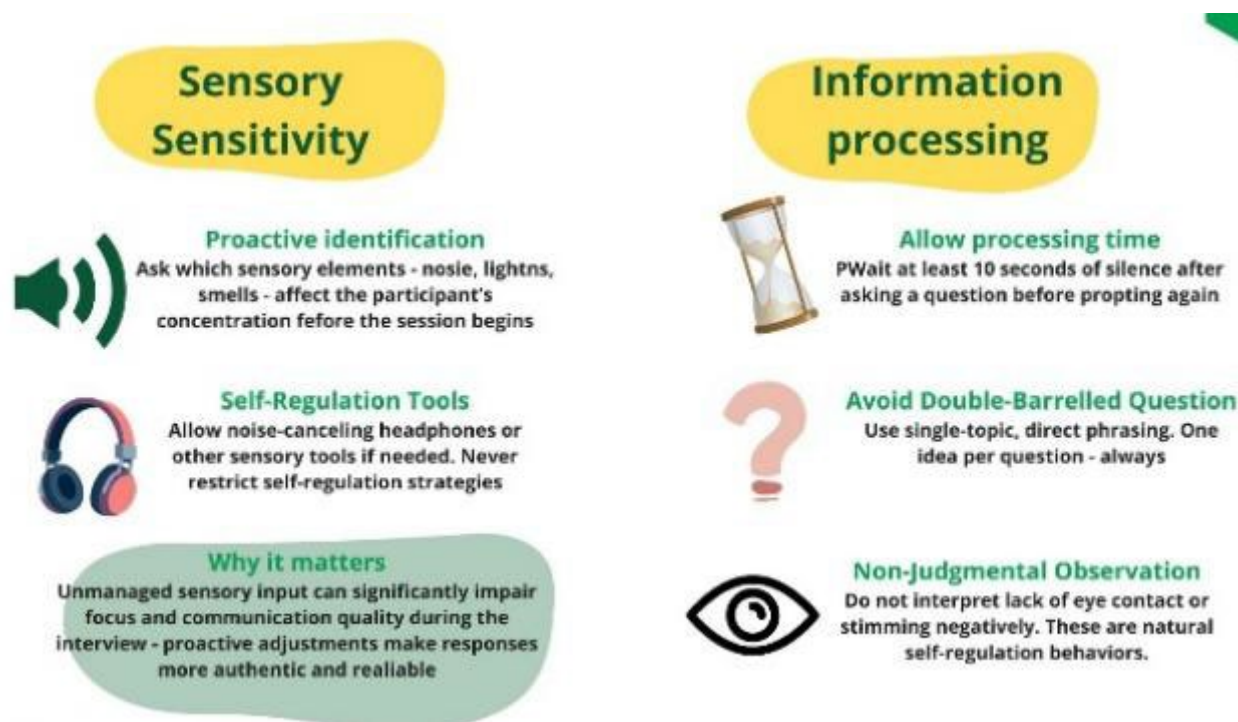
Visual Support: Use written summaries, diagrams, or pictograms to ground abstract concepts like "motivation" or "future goals".

Easy-Read Principles: Ensure any written materials use large fonts, bullet points, and clear headers.

2.3 Interview Guide

Purpose: A co-created summary for the coachee. A template to help the coach synthesise results and manage the coachee's expectations.

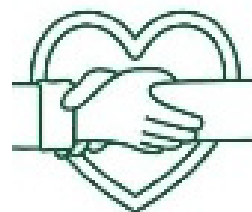
A semi structured framework for conducting inclusive, neurodivergence-informed interviews that build trust, identify barriers and define meaningful support



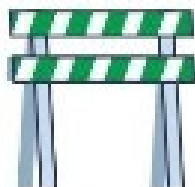
Goals of the PFI Interview:



Explore Self - Perception



Define preliminary support



Identify barriers & enablers



Build trust & motivation

Environment & Setting



Sensory Control

Choose a room with soft natural light. Avoid flickering fluorescent bulbs and background noise (e.g., loud AC...)



Seating Arrangement

Avoid rigid face-to-face setups. A 90 degree angle or side-by-side arrangement facilitates dialogue



Visual Order

Keep the desk clear of unnecessary objects to reduce visual distraction

Anxiety & Predictability



Pre-session disclosure

Provide the interview structure and main questions before hand in written format



Visual Agenda

Use a visual guide to signpost transitions between sections



Punctuality

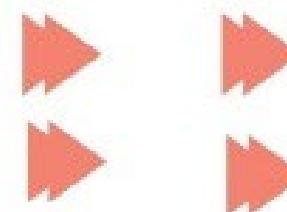
Being on time reduces anxiety and increases predictability for the participant

Communication & Visual Support



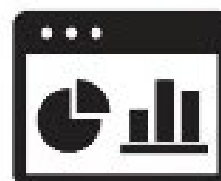
Visual Support

Use summaries, diagrams or pictograms to reinforce spoken content



Concrete Language

Avoid metaphors, idioms, or sarcasm.
Use literal, plain language throughout.



Easy-Read Principles

Use large font, bullet points and clear headers in all written materials

3. Final Feedback Report Structure

Purpose: a co-created summary for the coachee. A template to help the coach synthesise results and manage the coachee's expectations.

COACHEE NAME: _____ **| DATE:** _____ **| COACH:** _____

My Strengths & Motivations

Based on our talk in Module B & C, these are the things that help me stay engaged:

WHAT GIVES ME ENERGY AND WHAT I AM GREAT AT:

 **MY TASK PREFERENCES** *[Insert narrative from Module B/C]:*

(e.g., Technical/Data, Creative/Design, Physical/Active)

My Comfort Zone (Sensory & Environment)

Based on Module D & E, these are the workplace conditions that protect my focus:

THE CONDITIONS THAT HELP ME DO MY BEST WORK:

IDEAL LIGHTING:  /  _____

SOUND LEVEL:  /  _____

WORK STYLE:  (ALONE) /  (SMALL TEAM) /  (REMOTE/OFFICE)

OPTIMAL ENVIRONMENT: _____

(e.g., [] Quiet Space [] Fixed Desk [] Natural Light)

MY TOP 3 "POWER-UPS" (ADJUSTMENTS):

 _____

 _____

 _____

[Back Page: The Roadmap to Success]

Goal: Provide predictability. Use Dark Green for the "Action" steps.

WHAT HAPPENS NEXT?

Step 1: Your Functional Profile

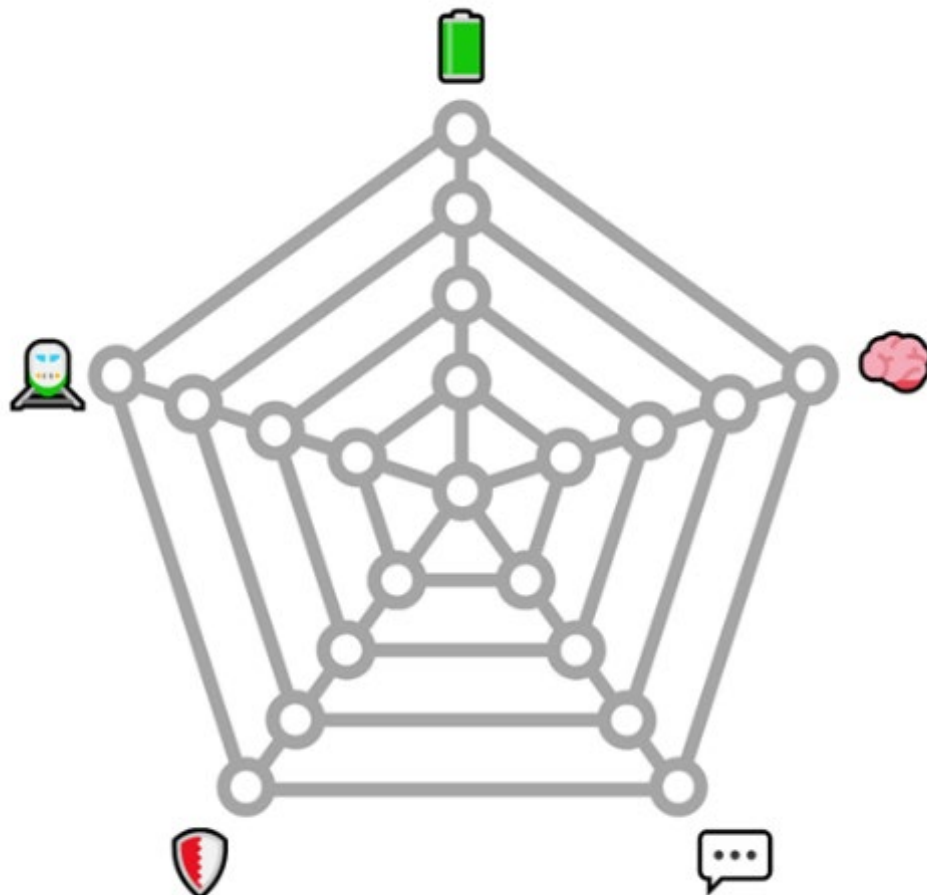
Coach: Based on the Evidence Log and the PFI Interview, assign a score from 0 to 4 for each axis. This will form the points on your Radar Chart.

Icon	Dimension	0 (●)	1 (●)	2 (○)	3 (●)	4 (★)
	Motivation	No clear goals	Low engagement	Interested	Active goals	High Drive
	Executive	Needs constant aid	Significant gaps	Functional	Minor prompts	Independent
	Social	Non-verbal/Distress	High anxiety	Manageable	Good rapport	Effective
	Sensory	Constant barriers	High sensitivity	Some triggers	Low sensitivity	Stable
	Logistics	No transport/limit	High constraints	Managed	Flexible	No Barriers

Step 2: Plotting the Radar CHART

To create the visual chart, simply mark the scores from Step 1 on the axes below and connect the dots.

JobAut Radar Chart



0 (●) 1 (●) 2 (○) 3 (●) 4 (★)

How to Interpret the Shape:

The **"Spikes"** (Green/★): These are the **Peak Strengths**. Highlight these to the employer.

The **"Dips"** (Red/●): These are the **Support Zones**. These dictate the "Power-Ups" needed in Tool 3.

Step 3: The Pilot-Ready Feasibility Verdict

Interpretation:

The Big Shape: If the shape is large and fills the green outer area, the placement is **Feasible**.

The Narrow Shape: If the shape is small or "pinched" towards the centre, the coachee needs the **Preparatory Phase**.

The "Spiky" Shape: If there is a big spike in Motivation but a deep dip in Sensory, you know exactly where to focus the **Workplace Blueprint**.

Total Score (Sum of all 5): _____ / 20

16–20 Points: FEASIBLE (Ready for Match) ●

Action: Independent person, feasible for employment integration.

10–15 Points: CONDITIONAL (Supported Entry) ●

Action: Identify 1-to-1 Job Coaching requirements before placement. Standard reasonable adjustments (e.g., noise-cancelling headphones).

0–9 Points: PREPARATORY (Skill Building) ○

Action: Requires significant external support or adjustments to manage.

COACHEE SIGNATURE: 😊 _____ **COACH SIGNATURE:** 🍷 _____

4. Evaluation Grid

Goal: Bridging the Phase 1 Interview with Phase 2 ICF Mapping.

Look at the **Observation Guide** first. Did you see "Response Latency"? That's a point for **Executive Function** 🧠. Did you see "Sensory Reactions"? That's **Sensory Input** 🛡️.

The 0–4 Scale:

🔴 **0–1 (Red):** They need you to do it with them.

🟡 **2 (Yellow):** They can do it if they have the right tool (e.g., a checklist).

🟢 **3–4 (Green):** They are the experts here.

The "Must-Have": You **cannot** give a score of 1 😞 without writing a sentence in the "Evidence" column. No evidence = No score.

Use this guide during the interview to identify specific behavioural indicators. These translate directly into the ICF codes required for Phase 2.

COACH'S OBSERVATION GUIDE

Icon	Dimension	Guiding Indicators for Observation	Relevant ICF Domain
💬	Social /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>
🔋	Motivation/ Persistence	<i>Engagement levels across the session; stamina for abstract vs. concrete questions.</i>	<i>d230 (Routine tasks), b130 (Motivation)</i>

Evaluation Grid

Internal Use Only: To be completed by the Job Coach within 15 minutes of the PFI.

Coach: For each dimension, select the 0–4 Rating. Use the Horizontal Scale to mark the level of independence and record the Concrete Evidence to justify your score

Icon	Dimension	ICF Reference	Indicators	0 (😡)	1 (😞)	2 (😐)	3 (😊)	4 (😄)	Narrative Evidence & Observations
	Motivation	(b130, d240)	Clarity of task preference, persistence, and engagement.						
	Executive	(b140–b164)	Planning, task sequencing, and following checklists.						
	Social	(d330–d350)	Communication mode, clarity, and social reciprocity.						
	Regulation	(b152, d240)	Stress tolerance and use of active coping strategies.						
	Sensory	(e225, e310)	Tolerance for environment (light/sound) and tool use.						
	Environment	(e150–e590)	Commute, schedule, and organisational culture fit.						

Visual Functional Profile

Coach: Shade the bars below from left to right based on the scores assigned above. This creates a "Functional Fingerprint" for the Phase 2 handover.

 **Motivation:** [0 | 1 | 2 | 3 | 4]

 **Executive:** [0 | 1 | 2 | 3 | 4]

 **Social:** [0 | 1 | 2 | 3 | 4]

 **Regulation:** [0 | 1 | 2 | 3 | 4]

 **Sensory:** [0 | 1 | 2 | 3 | 4]

 **Environment:** [0 | 1 | 2 | 3 | 4]

Visual Key:

 **> 0–1 (Red Zone): High support required.**

 **2 (Yellow Zone): Managed with Reasonable Adjustments.**

 **3 (Green Zone): Area of strength**

 **4 (Green Zone): Independent**

The Feasibility Verdict

TOTAL SCORE: (Sum of all scores) = _____ / 24

Score Range	Feasibility Verdict	Mandatory Action
 19–24	FEASIBLE	Ready for placement with standard adjustments (e.g., noise-cancelling headphones, written instructions).
 11–18	CONDITIONAL	Feasible once specific barriers are addressed (such as a phased entry, a workplace mentor, or job coaching for the first few weeks).
 0–10	PREPARATORY	Requires further skill-building or clinical support before workplace entry (e.g., travel training, communication workshops).

Critical Safety Trigger: Any score of 0 () or 1 () in Sensory () or Regulation () automatically sets the verdict to **CONDITIONAL**, requiring an environment audit before matching.

Part 2: Evaluation of the Skills of Autistic People Based on the ICF

This second part of the Toolkit is dedicated to the second phase of the *JOBAUT Coaching Methodology for Autistic Adults*, focused on translating qualitative insights into an objective and standardised functional profile using the *International Classification of Functioning, Disability and Health (ICF)* framework.

This crucial step involves mapping observed abilities, barriers, and environmental factors into defined ICF codes and qualifiers. Through this process, subjective observations are transformed into a consistent and comparable dataset, creating a robust foundation for accurate job matching.

The resulting profile directly supports the identification of suitable professions and provides the foundational data needed to personalise the subsequent coaching phase.

1. Autistic People Checklist - First level evaluation

The following form should be completed directly by the autistic person. It can be completed by the individual themselves or with the assistance of a professional.

Mental functions	Skill	Yes	No	Notes
d134	Do you get enough sleep to cope with a working day?			
d156	Do you have any sensory functions (hearing, sight, smell, touch, etc.) that are so unusual as to interfere with your work?			
Basic learning		Yes	No	Notes
d130	Can you copy correctly?			
d155	Are you able to replicate activities performed by others?			
	Are you able to acquire skills through information provided by others?			
d160	Are you able to focus your attention for the time necessary to complete a task?			
d166	Can you read correctly?			
d170	Can you write correctly?			
d172	Are you able to calculate?			
d177	Are you able to choose between several options, implement your choice and evaluate the consequences?			

General tasks and requests		Yes	No	Notes
d210	Are you able to perform simple tasks independently?			
d220	Are you able to undertake complex tasks that require activities to be carried out in sequence, independently?			
d230	Are you able to manage your daily routine and organise your various activities?			
d240	Are you able to handle the pressure, responsibilities and stress?			
d250	Are you able to manage your behaviour according to situations or people?			
Communication		Yes	No	Notes
d310	Are you able to communicate your needs or requirements adequately?			
	Are you able to communicate your difficulties or problems adequately?			
	Are you able to understand what is being communicated to you?			
d315	Are you able to understand messages through the use of drawings and/or photographs?			
d360	Are you able to communicate using technological devices (PC, smartphone, tablet, etc.)?			
Mobility		Yes	No	Notes
d430	Are you able to lift and carry objects?			
d435	Are you able to move an object using your legs and feet?			
d440	Are you able to pick up, grab and manipulate objects?			
d450-d460	Are you able to move independently from one place to another (from one room to another; from home to work; etc.)?			
d470	Are you able to use a type of transport (bus, taxi, train, tram, etc.) to reach a specific place?			
Personal care		Yes	No	Notes
d510-d570	Are you able to take care of yourself (washing, dressing, staying healthy, etc.)?			
d571	Are you able to look after your own safety and avoid unsafe situations?			
Domestic life		Yes	No	Notes
d620	Are you able to go shopping and buy the things you need for everyday life?			

d630-d650	Are you able to do domestic chores (washing, cleaning, preparing meals, etc.)?			
Interactions and interpersonal relationships		Yes	No	Notes
d710-d720	Are you able to interact with people appropriately, avoiding behaviour that is annoying, aggressive or violent to others (interrupting group activities, kicking or punching, slapping, etc.)?			
d730-d740	Do you find it difficult to interact with unfamiliar people or people in authority (employers, teachers, etc.)?			
d750-d760	Do you find it difficult to interact with family members, friends or colleagues?			
Main areas of life		Yes	No	Notes
d825	Are you able to undertake training activities for the purpose of performing a job?			
d860-d870	Are you able to use money to make purchases?			
	Are you able to manage your money for any future needs?			
d880	Are you able to engage in solitary play and/or play with others?			
Social, civic and community life		Yes	No	Notes
d910-d950	Do you participate in community activities (ceremonies, associations, sports, religious activities, political life, etc.)?			

2. Family, Caregivers and Operators Checklist – First Level Evaluation

The following form should be given directly to family members, caregivers and professionals who are involved with the autistic person. It can be completed by the individual themselves or with the assistance of a professional.

Mental functions	Skill	Yes	No	Notes
b134	Are you getting enough sleep to cope with a working day?			
b156	Does he/she have sensory functions (hearing, sight, smell, touch, etc.) that are so unusual that they interfere with his work?			
b164	Is he/she able to make a decision, plan and carry out a project/activity?			
Sensory functions		Yes	No	Notes
b210	Functions of sight related to the perception of stimuli (presence of light, size, shape and colour)			
b230	Auditory functions related to stimulus perception (presence and discrimination of sounds, tone, intensity and quality)			
Basic learning		Yes	No	Notes
d130	Is he/she able to copy correctly?			
d155	Is he/she able to reproduce activities performed by others?			
	Is he/she able to acquire skills through information provided by others?			
d160	Is he/she able to focus his attention for the time necessary to complete an activity?			
d166	Is he/she able to read correctly?			
d170	Is he/she able to write correctly?			
d172	Is he/she able to calculate?			
d177	Is he/she able to choose between several options, implement his choice and evaluate the consequences?			
General tasks and requests		Yes	No	Notes
d210	Is he/she able to perform simple tasks independently?			
d220	Is he/she able to perform complex tasks that require activities to be carried out in sequence, independently?			
d230	Is he/she able to manage his/her daily routine by organising various activities?			
d240	Is he/she able to handle tension, responsibilities and stress?			
d250	Is he/she able to manage his/her behaviour according to situations or people?			

Communication		Yes	No	Notes
d310	Is he/she able to communicate his/her needs or requirements adequately?			
	Is he/she able to adequately communicate his/her difficulties or problems?			
	Is he/she able to understand what is being communicated to him/her?			
d315	Is he/she able to understand messages through the use of drawings and/or photographs?			
d360	Is he/she able to communicate using technological devices (PC, smartphone, tablet, etc.)?			
Mobility		Yes	No	Notes
d430	Is he/she able to lift and carry objects?			
d435	Is he/she able to move an object using his/her legs and feet?			
d440	Is he/she able to pick up, grab and manipulate objects?			
d450-d460	Is he/she able to move independently from one place to another (from one room to another; from home to work; etc.)?			
d470	Is he/she able to use a mode of transport (bus, taxi, train, tram, etc.) to reach a specific place?			
Personal care		Yes	No	Notes
d510-d570	Is he/she able to take care of himself / herself (wash, dress, stay healthy, etc.)?			
d571	Is he/she able to take care of his/her own safety and avoid unsafe situations?			
Domestic life		Yes	No	Notes
d620	Is he/she able to go shopping and buy the things needed for daily life?			
d630-d650	Is he/she able to perform domestic tasks (washing, cleaning, preparing meals, etc.)?			
Interactions and interpersonal relationships		Yes	No	Notes
d710-d720	Is he/she able to interact with others appropriately, avoiding behaviour that is annoying, aggressive or violent to others (interrupting group activities, kicking or punching, slapping, etc.)?			
	Does he/she exhibit stereotypical behaviour (b7653) that may interfere with interpersonal relationships?			
d730-d740	Is he/she able to interact with unfamiliar people or people in authority (employers, teachers, etc.)?			
d750-d760	Is he able to interact with family members, friends or colleagues?			

Main areas of life		Yes	No	Notes
d825	Is he/she able to engage in training activities for the purpose of performing a job?			
d860-d870	Is he/she able to use money to make purchases?			
	Is he/she able to manage money for any future needs?			
d880	Is he/she able to engage in solitary play and/or play with others?			
Social, civic and community life		Yes	No	Notes
d910-d950	Does he/she participate in community activities (ceremonies, associations, sports, religious activities, political life, etc.)?			

3. Job Coach Checklist - Second Level Evaluation

The following form is designed to assist the job coach in identifying skills of the autistic person. Please use this form to record information from the first level skills evaluation (checklist for the autistic person and the checklist for family members, caregivers and professionals) and to analyse the degree that the skills have been acquired, based on the job coach's observations.

Legend	Meaning
A	Acquired skill
E	Emerging skill
N.A.	Not Acquired skill
N.S.	Not Specified skill
N.R.	Not Relevant skill

Mental functions	Skill	A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
b134	Are you getting enough sleep to cope with a working day?	0	1	2	3	4	8	9	
b1560	Does he/she have auditory perception issues that interfere with work activities?	0	1	2	3	4	8	9	
b1561	Does he/she have visual perception issues that interfere with his/her work activities?	0	1	2	3	4	8	9	
b1562	Does he/she have olfactory perception issues that interfere with work activities?	0	1	2	3	4	8	9	
b1563	Does he/she have taste perception issues that interfere with work activities?	0	1	2	3	4	8	9	
b1564	Does he/she have tactile perception functions that are so unusual as to interfere with work activities?	0	1	2	3	4	8	9	
b1565	Does he/she have visual-spatial perception issues that interfere with his/her work activities?	0	1	2	3	4	8	9	
b1641	Is he/she able to organise the parts of an activity in a logical sequence?	0	1	2	3	4	8	9	
b1642	Is he/she able to put the events in chronological order?	0	1	2	3	4	8	9	
b1646	Is he/she able to identify, analyse and integrate inconsistent or conflicting information into a solution?	0	1	2	3	4	8	9	

Sensory functions		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
b210	Functions of sight related to the perception of stimuli (presence of light, size, shape and colour)	0	1	2	3	4	8	9	
b21020	Function of vision related to the perception of a minimal amount of light and a minimal difference in intensity	0	1	2	3	4	8	9	
b21021	Functions of vision related to colour differentiation and matching	0	1	2	3	4	8	9	
b230	Auditory functions related to the perception of stimuli (presence and discrimination of sounds, tone, intensity and quality)	0	1	2	3	4	8	9	
b2300	Sensory functions related to the perception of sound	0	1	2	3	4	8	9	
b2301	Sensory functions related to the perception of discrimination against the presence of one or more sounds	0	1	2	3	4	8	9	
Basic learning		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d130	Is he/she able to copy a text written on paper?	0	1	2	3	4	8	9	
	Is he/she able to copy text using a computer?	0	1	2	3	4	8	9	
d1310	Is he/she able to learn how to reproduce simple actions on a single object (manipulate, build, etc.)?	0	1	2	3	4	8	9	
d1311	Is he/she able to learn how to reproduce simple actions involving two or more objects?	0	1	2	3	4	8	9	
d1332	Is he/she able to acquire information by asking questions (Who? How? Where? Why? When?)?	0	1	2	3	4	8	9	
d135	Is he/she able to repeat a sequence of events (symbols, activities, etc.)?	0	1	2	3	4	8	9	
d1370	Is he/she able to acquire basic skills such as responding to a greeting by waving a hand?	0	1	2	3	4	8	9	

d1371	Is he/she able to acquire complex concepts concerning things, people, events?	0	1	2	3	4	8	9	
d1550	Is he/she able to acquire basic skills such as using simple tools (pencils, cutlery, etc.)?	0	1	2	3	4	8	9	
d1551	Is he/she able to acquire complex skills such as using tools, learning rules and ordering sequences?	0	1	2	3	4	8	9	
d160	Is he/she able to focus his/her attention, ignoring noises, for the time necessary to carry out an activity?	0	1	2	3	4	8	9	
d1600	Is he/she able to focus attention on a person's face or voice?	0	1	2	3	4	8	9	
d1601	Is he/she able to focus attention on changes in the environment (quality, quantity and intensity of physical or social stimuli)?	0	1	2	3	4	8	9	
d166	Is he/she able to understand written language in order to acquire knowledge and information?	0	1	2	3	4	8	9	
d170	Is he/she able to produce a written document such as a letter, a document or a message?	0	1	2	3	4	8	9	
d1720	Is he/she able to perform simple calculations (the four mathematical operations)?	0	1	2	3	4	8	9	
d1721	Is he/she able to perform complex calculations, applying mathematical methods to solve problems (algebra, geometry)?	0	1	2	3	4	8	9	
d175	Is he/she able to find solutions to problems or situations?	0	1	2	3	4	8	9	
d177	Is he/she able to choose between several options, implement that choice and evaluate the consequences?	0	1	2	3	4	8	9	
General tasks and requests		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d2104	Is he/she able to perform a simple activity independently (put on a shoe, fill a container, etc.)?	0	1	2	3	4	8	9	

d2105	Is he/she able to carry out a complex task independently (tidying the shelves, managing a filing system, making photocopies, preparing a table, etc.)?	0	1	2	3	4	8	9	
d2202	Is he/she able to carry out a complex activity independently (tidying shelves, managing an archive, making photocopies, preparing a table, etc.)?	0	1	2	3	4	8	9	
d2203	Is he/she able to carry out complex activities with a group of people?	0	1	2	3	4	8	9	
d2301	Is he/she able to manage the daily routine?	0	1	2	3	4	8	9	
d2303	Is he/she able to manage his/her own time and activities?	0	1	2	3	4	8	9	
d2304	Is he/she able to cope with changes in daily routine?	0	1	2	3	4	8	9	
d2306	Is he/she able to adapt to temporary needs?	0	1	2	3	4	8	9	
d2400	Is he/she able to handle responsibilities (perform tasks to complete chores)?	0	1	2	3	4	8	9	
d2401	Is he/she able to handle stress (cope with pressure, emergencies, unexpected events, etc.)?	0	1	2	3	4	8	9	
d2402	Is he/she able to manage crises (situations in which decisions must be made quickly)?	0	1	2	3	4	8	9	
d2500	Is he/she able to manage his/her behaviour and emotions faced with new objects and situations?	0	1	2	3	4	8	9	
d2501	Is he/she able to manage behaviour and expression of emotions appropriately in response to real or perceived expectations and demands?	0	1	2	3	4	8	9	
d2502	Is he/she able to manage his/her behaviour and expression of emotions during interactions with other people?	0	1	2	3	4	8	9	

Communication		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d310	Is he/she able to communicate verbally (speak)?	0	1	2	3	4	8	9	
d3101	Is he/she able to understand a simple verbal request?	0	1	2	3	4	8	9	
d3102	Is he/she able to understand a complex verbal request?	0	1	2	3	4	8	9	
d3150-d3152	Is he/she able to communicate through gestures, symbols, images and signs?	0	1	2	3	4	8	9	
d3350	Is he/she able to communicate through body language, such as shaking his/her head to indicate disagreement?	0	1	2	3	4	8	9	
d3351	Is he/she able to communicate through the use of signs and symbols?	0	1	2	3	4	8	9	
d350	Is he/she able to start, maintain and end a conversation in informal and formal contexts?	0	1	2	3	4	8	9	
d355	Is he/she able to start, maintain and end a discussion (examine an issue, argue, express his/her own ideas) in formal and informal contexts?	0	1	2	3	4	8	9	
d3600	Is he/she able to use a fax machine?	0	1	2	3	4	8	9	
	Is he/she able to use a telephone?	0	1	2	3	4	8	9	
	Is he/she able to use a smartphone or tablet?	0	1	2	3	4	8	9	
	Is he/she able to use a PC (manage files and folders, use word processing, calculation and database programmes)?	0	1	2	3	4	8	9	
	Is he/she able to manage e-mail?	0	1	2	3	4	8	9	
Mobility		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d430	Is he/she able to lift and carry objects?	0	1	2	3	4	8	9	
d435	Is he/she able to move an object using his/her legs and feet?	0	1	2	3	4	8	9	
d440	Is he/she able to pick up, grab and manipulate objects?	0	1	2	3	4	8	9	

d4500	Is he/she able to move independently between different areas inside a building?	0	1	2	3	4	8	9	
d4501	Is he/she able to walk for long distances (through villages, towns, open spaces)?	0	1	2	3	4	8	9	
d4601	Is he/she able to move around inside buildings other than his/her own home?	0	1	2	3	4	8	9	
d4602	Is he/she able to walk or move around (without using transport) on the streets of the neighborhood, his/her own town/city or other places?	0	1	2	3	4	8	9	
d4700	Is he/she able to use man-powered transport (bicycle, rowing boat, etc.)?	0	1	2	3	4	8	9	
d4701	Is he/she able to use private transport (taxis or hire cars)?	0	1	2	3	4	8	9	
d4702	Is he/she able to use public transport (tram, bus, train, underground, etc.)?	0	1	2	3	4	8	9	
d4750	Is he/she able to ride a bicycle to move from one place to another?	0	1	2	3	4	8	9	
d4751	Is he/she able to drive private motorised vehicles (cars, motorcycles)?	0	1	2	3	4	8	9	
Personal care		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d510-d570	Is he/she able to take care of himself/herself	0	1	2	3	4	8	9	
d571	Is he/she able to look after his/her own safety by avoiding dangerous situations?	0	1	2	3	4	8	9	
Domestic life		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d6200	Is he/she able to obtain, in exchange for money, the commodities and services necessary for everyday life?	0	1	2	3	4	8	9	
d6201	Is he/she able to obtain, without exchanging money, the commodities and services required for everyday life?	0	1	2	3	4	8	9	
d6300	Is he/she able to prepare simple meals for himself/herself and others (sandwiches, toast, fruit salad, etc.)?	0	1	2	3	4	8	9	

d6301	Is he/she able to prepare complex meals for himself/herself and others (meals with multiple ingredients and multiple dishes)?	0	1	2	3	4	8	9	
d6302	Is he/she able to help prepare meals?	0	1	2	3	4	8	9	
d6400	Is he/she able to wash/dry clothes and garments?	0	1	2	3	4	8	9	
d6402	Is he/she able to clean individual parts of the house?	0	1	2	3	4	8	9	
d6403	Is he/she able to use household appliances (washing machine, tumble dryer, oven, iron, vacuum cleaner, etc.)?	0	1	2	3	4	8	9	
d6404	Is he/she able to put away food, drinks, clothes, etc.?	0	1	2	3	4	8	9	
d6405	Is he/she able to dispose of waste correctly?	0	1	2	3	4	8	9	
d6406	Is he/she able to help with household chores?	0	1	2	3	4	8	9	
d6500	Is he/she able to package clothing?	0	1	2	3	4	8	9	
	Is he/she able to repair clothes (tailoring work)?	0	1	2	3	4	8	9	
d6501	Is he/she able to take care of the maintenance of the house and furniture?	0	1	2	3	4	8	9	
d6502	Is he/she able to maintain household appliances (television, washing machine, oven, etc.)?	0	1	2	3	4	8	9	
d6503	Is he/she able to maintain motorised vehicles (cars, motorcycles) and human-powered vehicles (bicycles, scooters, etc.)?	0	1	2	3	4	8	9	
d6505	Is he/she able to take care of plants inside or outside homes?	0	1	2	3	4	8	9	
d6506	Is he/she able to take care of pets and domestic animals?	0	1	2	3	4	8	9	
d6507	Is he/she able to take care of household objects?	0	1	2	3	4	8	9	

Interaction and interpersonal relationships		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d7100	Is he/she able to be respectful and cordial in relationships (showing and responding to care, sympathy, consideration and esteem, etc.)?	0	1	2	3	4	8	9	
d7104	Is he/she able to give and respond appropriately to signals and cues in social interactions?	0	1	2	3	4	8	9	
d7105	Is he/she able to use and respond to physical contact with others in an appropriate way?	0	1	2	3	4	8	9	
d7106	Is he/she able to respond differently to people, distinguishing, for example, between familiar and unfamiliar people?	0	1	2	3	4	8	9	
d7200	Is he/she able to establish and maintain interactions with others for a short or long period of time?	0	1	2	3	4	8	9	
d7202	Is he/she able to regulate behaviour in relationships in a socially appropriate way?	0	1	2	3	4	8	9	
d7203	Is he/she able to interact according to social rules, adapting them to the context?	0	1	2	3	4	8	9	
d7400	Is he/she able to establish relationships with people in positions of authority (employers)?	0	1	2	3	4	8	9	
d7402	Is he/she able to establish relationships with people in the same position of authority (colleagues)?	0	1	2	3	4	8	9	
d7500	Is he/she able to establish and maintain friendships?	0	1	2	3	4	8	9	
Main areas of life		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d825	Is he/she able to engage in professional training activities and learn the material in preparation for taking up a trade, job or profession?	0	1	2	3	4	8	9	

d8252	Is he/she able to progress in a professional training programme?	0	1	2	3	4	8	9	
d840	Is he/she able to undertake an apprenticeship?	0	1	2	3	4	8	9	
d860	Is he/she able to engage in simple financial transactions (making purchases with banknotes and coins)?	0	1	2	3	4	8	9	
d865	Is he/she able to make complex financial transactions (pay by credit card, make bank transfers, invest capital, etc.)?	0	1	2	3	4	8	9	
d8700	Is he/she able to manage personal financial resources for present or near future needs?	0	1	2	3	4	8	9	
d8800	Is he/she able to engage in solitary play activities?	0	1	2	3	4	8	9	
d8803	Is he/she able to engage in group play activities?	0	1	2	3	4	8	9	
Social, civic and community life		A	E	E	N.A.	N.A.	N.S.	N.R.	Notes
d910	Does he/she participate in community activities (informal or formal associations, ceremonies, etc.)?	0	1	2	3	4	8	9	
d9201	Does he/she play sports?	0	1	2	3	4	8	9	
d9202	Is he/she involved in artistic and cultural activities?	0	1	2	3	4	8	9	
d9203	Is he/she involved in craft activities?	0	1	2	3	4	8	9	
d9204	Is he/she involved in hobbies and recreational activities (collecting, doing puzzles, playing cards, etc.)?	0	1	2	3	4	8	9	
d930	Is he/she involved in religious or spiritual activities, organisations and practices for self-realisation?	0	1	2	3	4	8	9	
d950	Is he/she involved in the political and civic life of the community?	0	1	2	3	4	8	9	

4. Summary Checklist

The following form is designed to help the job coach to summarise the acquired and emerging skills of the autistic person

Mental Functions	Skill	Notes
Sensory functions	Skill	Notes
Basic learning	Skill	Notes
General tasks and requests	Skill	Notes
Communication	Skill	Notes
Mobility	Skill	Notes
Personal care	Skill	Notes

Domestic life	Skill	Notes
Interactions and interpersonal relationships	Skill	Notes
Main areas of life	Skill	Notes
Social, civic and community life	Skill	Notes

5. Social Skills Training

Social Skills Training (SST)¹ is conceived as a structured intervention aimed at supporting the development of communication and interpersonal skills among the autistic individuals involved in the project. Within the JobAut methodological model, Social Skills Training falls within the empowerment and social participation phase and is activated only after the first and second level assessment phases, conducted using checklists. The data collected guides the definition of social skills enhancement objectives, ensuring a direct link between the needs identified during the assessment and the design of the training program. The program is designed and led by the job coach using structured activities, role plays, and guided reflection sessions, in line with evidence-based approaches.

5.1 Methodological Characteristics

From a methodological point of view, the training is characterised by some key elements:

- breaking down social skills into observable and operational micro-steps;
- use of clear and predictable diagrams that facilitate understanding of the structure of the activity;
- making explicit the implicit rules of social contexts, which are often not immediately accessible;
- alternation between explanation, experimentation and generalization, through practical exercises and application activities in everyday life contexts (homework).

The predictability of the structure facilitates gradual and progressive learning of skills.

5.2 Contents and progression

It is organized according to a gradual progression of complexity, which allows for the consolidation of basic skills before introducing more complex social skills.

The sequence of meetings generally includes the following areas of work:

- Introduction and expectations
- Greeting
- I listen
- Joy and the ability to express pleasant feelings
- Start a conversation
- Keeping a conversation going
- End a conversation
- Anger and the ability to express unpleasant feelings
- Make requests
- Fear and request for support
- Work skills (interviewing, responding to criticism, team integration)
- Conclusions

The indicative duration of the course is between 6 and 10 months, with one meeting per week. However, the sequence of activities and the overall duration of

the training are adapted according to:

- characteristics and functioning of the group;
- individual objectives that emerged during the evaluation phase;
- priority needs in life and work contexts;
- level of autonomy of the participants.

In this way, the model maintains a stable methodological structure, but at the same time is flexible and modular, to respond appropriately to the specific needs of participants and contexts.

NB: integration between emotions and relational skills

Within the program, work on emotions is closely integrated with the development of communication skills. Understanding emotions is a fundamental foundation for developing relational skills: recognizing what one feels allows one to express emotional experiences more clearly and effectively in social interactions.

From this perspective, some communication skills are developed in close relation to specific emotional experiences:

- joy → express positive feelings;
- anger → express disagreement appropriately;
- fear → ask for support;
- sadness → communicate a difficulty.

5.3 Training environment

The environment must be organized in such a way as to guarantee conditions favorable to concentration and participation, providing:

- low sensory stimulation;
- adjustable lighting;
- reduced background noise;
- seating arrangement in a semicircle, which favors mutual visibility and interaction.

A central element of the setting is the use of the blackboard as a visual aid, which allows for:

- break down social skills into clear steps;
- make the structure of the session explicit;
- facilitate understanding through the visual channel.

The group is led by two figures:

- a **job coach**, who guides the group's work, facilitates reflection and structures activities;
- a **co-host**, which supports the process through the visual transcription of contents and the observation of group dynamics.

5.4 Training Structure

Each session is divided into three integrated phases, which allow you to move from understanding the skill to its practical experimentation.

Phase 1: Verbal / Theoretical Phase

The session begins with a brief grounding session, aimed at promoting bodily and emotional awareness and preparing the group for work. A guiding question is then asked: "How am I feeling now?"

Next, the skill being encountered is:

- defined in an operational and concrete way;
- linked to its usefulness in everyday life contexts;
- broken down into clear and understandable steps.

To support reflection, the job coach can use some guiding questions, for example:

- In what situations can this skill be useful to you?
- Is it easy or difficult to implement?
- What difficulties might you encounter?

This phase allows participants to understand the meaning of the skill and connect it to their personal experiences.

Phase 2: Structured Role-Play

Active experimentation through role-play activities.

The simulations are created directly by the participants and refer to situations consistent with their life contexts.

The work sequence includes:

1. simulation of the situation by the participants;
2. observation by the group;
3. positive feedback;
4. corrective feedback;
5. new experiment.

Role-plays are generally short (10-15 min) to maintain a high level of attention and allow for multiple simulations within the same session.

Phase 3: Break

Each session ends with an informal moment, such as a short, shared aperitif.

This space represents an important opportunity to observe spontaneous interactions between participants and to encourage the generalization of learned skills in a less structured but still facilitated context.

6. Social Skills training – Operative tool

The following form is designed to help the job coach to identify the skills that need to be developed through social skills training.

Skill	
Definition	
Rational	
Task analysis social skill	
Operational tools to facilitate learning	
Role play	

Part 3: The JobAut Coaching Methodology

This third and final part of the Toolkit is dedicated to the culminating phase of the *JOBAUT Coaching Methodology for Autistic Adults*: the empowerment and coaching process, implemented through the *FROG methodology* (Focus, Reflection, Ownership, Growth).

This phase consists of a neurodiversity-affirming, group-based programme, typically structured around 15 hours of experiential activities. Building on the self-awareness developed in the first phase and the structured profile generated in the second, it guides participants through modules focusing on Vision, Identity, Communication, and Impact.

The aim is to translate self-knowledge into concrete action, resilience, and effective self-presentation. The outcome of this phase is an empowered individual, ready to engage with the job market with a stronger sense of agency and a clear, personalised action plan.

TOOL 1 - CREATING ALLIANCE

Module: VISION Worksheet

Objectives:

Creating safe learning environments.

Creating ownership of their own process.

Creating mutual agreements as a group where every voice is being heard and respected.

Materials required:

Flip over chart

Sticky tags

Markers

Books and pencils

Step by step facilitation instructions:

- Co-leaders lead a brainstorming session on a flip chart.
- Make sure everyone participates in their preferred way.

Ask both for

- factors required for a safe space.
- What they can do/be/contribute with in creating a safe space.
- Make sure you write down everything they say.
- When the list is completed, add confidentiality and that “nobody gets to be wrong” if this is not brought up by any of the participants.
- Inform that the alliance will be attached to the wall, visible and dynamic meaning you will have regular check-ins and add/remove factors on behalf of the groups wishes and development.
- Attach the alliance on the wall, visible for everyone.

Expected duration

10 - 15 minutes

Expected outcomes

A sense of safety in the room.

Higher involvement.

The participants feel ownership to their own process.

The alliance will be regularly checked in throughout the coaching methodology to maintain the safe room throughout the whole time.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT

TYPICAL WORDS/SYMBOLS THAT ARE NEEDED FOR A SAFE SPACE



Creativity	Confidentiality	Respect	Effort	Time
Humour	Acceptance	Bravery	Mastery	Patience

CHECKLIST

- How many participants:
- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Alliance completed and attached to the wall:

TOOL 2 - DREAMS

Module: VISION Worksheet

Objectives:

Naming and identifying dreams.
Sharing dreams with others.
Discovering values and inner drive.

Materials required:

Flip over chart
Sticky tags
Markers
Books and pencils
White stickers

Step by step facilitation instructions:

- Co-leaders do a demo in front of the room, name two dreams each and write them down.
- Instruct the participants to do the same.
- Mingle two and two, one **new** dream per person, write only their own dream in their book.
- No limits, no physical, geographical, economical nor physiological limits.
- Mingle with everyone.
- Read out loud their lists.
- Select a top 3 of their dreams and read out loud.
- Adding a concrete date for all dreams, either when they want it to be fulfilled, or started and read out loud
- Ask them to find a common denominator, a word that combines the top three dreams.
- Write the word on a sticker and attach to the sweater.
- Lead a brainstorming of feelings that they know and feelings they associate with living their dreams.
- Write a sentence combining the three elements: top1 dream, common denominator and feeling associated with living the dream.
- Debrief of their experience.

Expected duration

65 minutes

Expected outcomes

Defined dreams.
A clearer direction and vision.
Realization of important values.
The participants get to know each other in a new way.
Realization of connections in their own life.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT		
TYPICAL WORDS/EMOJIS TO DESCRIBE FEELINGS AND EMOTIONS		
 “Negative” emotions	 “Positive” emotions	 Mixed emotions
• Sadness • Anger • Fear • Anxiety • Guilt • Shame • Jealousy	• Joy • Love • Excitement • Gratitude • Pride • Contentment	• Surprise • Confusion • Curiosity • Nostalgia • Relief
CHECKLIST • How many participants: • What worked and why: • What did not work as planned: • Number of participants who engaged: • Step 1 completed: • Step 2 completed: • Step 3 completed: • Debrief completed:		

TOOL 3 - COGNITIVE TRIAD

Module: VISION Worksheet

Objectives:

Knowledge of thoughts as a phenomenon.
Knowledge of how thoughts impact emotions and behaviour.
Knowledge and practical experience in how it is possible to take more control of own thoughts, feelings and behaviour.

Materials required:

Flip chart
Markers
Tape
Books and pencils

Step by step facilitation instructions:

- Introduce thoughts and how it affects emotions and behaviour.
- Provide the experiment.
- Demonstrate through a cognitive triad.
- Ask them to visually define how they see a trap.
- Tape a cross on the floor to illustrate the trap.
- Create triads in the group.
- Let them all work with scenarios of mind traps, where they all represent one corner (thought, emotion, behaviour) and let them rotate.
- Let them all work with scenarios of **solutions**, where they all represent one corner (thought, emotion, behaviour) and let them rotate.
- Debrief of their experience.

Expected duration

80 minutes

Expected outcomes

Knowledge of thoughts and how they affect us.
Concrete tools of how to change focus and choose thoughts more wisely.
Experience group work and cooperation.
Practical ways of how to change a situation for the better.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT

TYPICAL NEGATIVE THOUGHTS AND RELATED FEELINGS

Thought «I'm not good enough» - Feeling: Frustration, sadness, anger 😞

Thought «Nobody understands me» - Feeling: Upset, frustrated, demotivated 😞

Thought «I can't do this» - Feeling: Angry, guilty, scared 😞

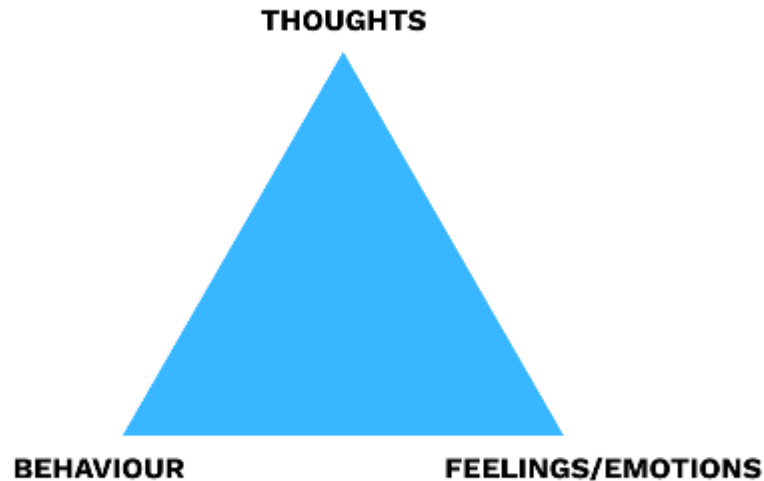
TYPICAL OPTIMISTIC/POSITIVE THOUGHTS AND RELATED FEELINGS

Thought “I am doing my best” – Feeling: Hopeful, content, happy 😊

Thought “I am strong and work hard” – Feeling: Optimistic, content 😊

Thought “I am unique” – Feeling: Happy, proud 😊

ILLUSTRATION OF A COGNITIVE TRIAD



CHECKLIST

- How many participants:
- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Step 1 completed:
- Step 2 completed:
- Step 3 completed:
- Debrief completed:

TOOL 4 - INSPIRING LEADERS

Module: IDENTITY Worksheet

Objectives:

Awareness of different qualities.
Noticing which qualities we are drawn to- and inspired by.
Seeing the connection of personal traits and qualities.
Awareness that the qualities we find in others are part of our own.

Materials required:

Books and pencils
White stickers
Markers
Books and pencils
Question card

Step by step facilitation instructions:

- Co-leaders do a demo in front of the room, name two leaders each and write down the three belonging qualities – swap books and write for each other.
- Write only the qualities, not the name of the person.
- Instruct the participants to do the same- one new leader/person each time- three qualities for each.
- Mingle with everyone.
- Read their own quality-list out loud.
- Inform them that they own all the qualities themselves.
- Read their own lists once more – this time with «I am» in front of every quality.
- Let them choose one quality to focus on.
- Write the chosen quality on a white sticker and tag themselves.
- Do a debrief of their experience.

Expected duration

70 minutes

Expected outcomes

Knowledge of their own qualities.
Noticing the connection with the qualities and practical use in their future job position and personal life.
Choosing a quality they want to strengthen and discovering new potential.
Awareness of which qualities they are drawn to- and inspired by.
Creating a sensation of belonging and resonance.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT	
TYPICAL WORDS/EMOJIS TO DESCRIBE QUALITIES	
HONEST	 
CONFIDENT	 
CREATIVE	 
INTELLIGENT	 
FUN	 
PATIENT	 
LOYAL	 
COURAGEOUS	 
OPTIMISTIC	 
HARDWORKING	 
DISCIPLINED	 
AMBITIOUS	 
FOCUSED	 
RESPONSIBLE	 
RELIABLE	 
EMPATHETIC	 
FRIENDLY	 
GENEROUS	 
RESPECTFUL	 

QUESTION CARD

TOOL 4: Inspiring Leaders



Person A: What leader, person, icon inspires you?

Person B: Which 3 qualities does that person have that you like?

CHECKLIST

- How many participants:
- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Step 1 completed:
- Step 2 completed:
- Debrief completed:

TOOL 5 - SUPERMAN/WOMAN/FLIP CHART RECOGNITIONS

Module: IDENTITY Worksheet

Objectives:

Awareness of qualities others see in them.
Acknowledging others and themselves in a fun and playful way.
Receiving concrete challenges from others on behalf of growth.
Receiving feedback as to what others would like to see more of.

Materials required:

Flip over
Markers
Books and pencils
Tape

Step by step facilitation instructions:

- Make sure everyone attaches a flip over sheet on their back and inform them that the sheets will be used for the next exercise.
- The job coaches 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.
- Step one – everyone has a black marker and will walk around in the room; writing acknowledges on each other's flip over/back. They will write one word at a time and walk around writing several times on each other.
- Step two – They will continue the exercise; in step two they will write what they want to see "more of". They will add the word "more" in front of the words.
- Step three – They will continue the exercise; in step three they will give a challenge and circle it.
- Everyone takes their capes off and put them on the floor for everyone to see.
- The ones who want can read all written words aloud.
- They are all asked to choose one word they like the most.
- They are all asked to choose at least one challenge, if not all.
- Debrief of their experience.

Expected duration

55 minutes

Expected outcomes

Acknowledgments create growth and a stronger identity.
A light and playful atmosphere increases learning.
To learn through play, self-confidence, cohesion, and community.
Seeing themselves and seeing qualities values mirrored by the group.
The value of giving and receiving acknowledgements.

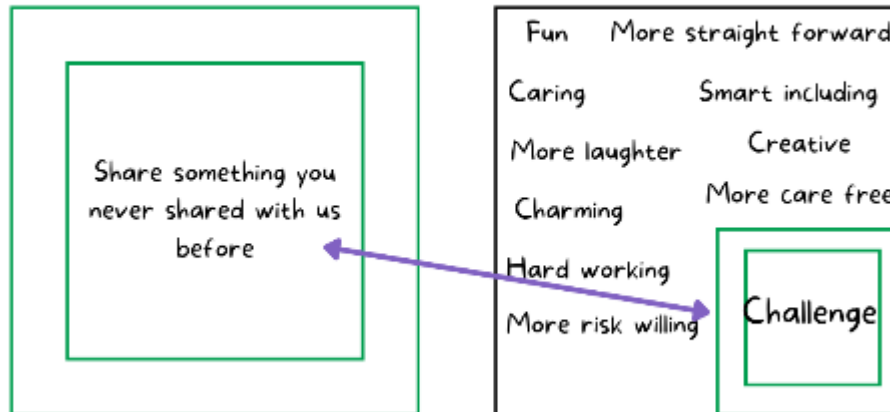
Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT

TYPICAL EXAMPLE OF HOW A FLIP CHART MIGHT LOOK WHEN FINISHED

Example of a challenge



CHECKLIST

- How many participants:
- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Step 1 completed:
- Step 2 completed:
- Step 3 completed:
- Debrief completed:

TOOL 6 - PERSPECTIVE/BALANCE

Module: IDENTITY Worksheet

Objectives:

Awareness of different perspectives.
Practice choosing from multiple perspectives.
Experience the different feelings the different perspectives create.
Awareness of the current perspective towards life.
Awareness that they can change their perspective.

Materials required:

6-8 perspectives printed out in A4 papers
Theme printed out in A4 paper
Tape
Books and pencils

Step by step facilitation instructions:

- Before the participants enter the room:
- Tape a cross on the floor with 6-8 pockets in between.
- Add one printed perspective in each pocket, either 6 or 8. Alternate optimistic/pessimistic perspective.
- Inform the participants about what this represents and how they will carry out the next steps.
- Ask them to visit each perspective noticing what it's like to stand in each separate perspective.
- Choosing the one that's most true for them and explain why.
- Choosing the one that's least true for them and explain why.
- Ask them to choose one perspective that will serve them towards employment.
- Do a debrief of their experience.

Expected duration

55 minutes

Expected outcomes

Knowing that it is possible to choose different perspectives through which to view yourself and the world.
Seeing there are many truths.
Participants can choose the perspective (the "glasses") they want to use when looking at the world.
Increase flexibility and problem-solving skills.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT		
 “Negative” emotions • Sadness • Anger • Fear • Anxiety • Guilt • Shame • Jealousy	 “Positive” emotions • Joy • Love • Excitement • Gratitude • Pride • Contentment	 Mixed emotions • Surprise • Confusion • Curiosity • Nostalgia • Relief

THE CONSTELLATION OF A THEME AND THE 6-8 DIFFERENT PERSPECTIVES



THE THEME + 6-8 DIFFERENT PERSPECTIVES READY FOR PRINT

CHECKLIST

- How many participants:
- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Step 1 completed:
- Step 2 completed:
- Step 3 completed:
- Step 4 completed:
- Debrief completed:

VISUAL SUPPORT

Everyday life is...



Full of demands and expectations



Something you just have to jump into



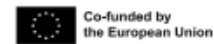
Frightening



Fun and playful



Taken over by Social Media



Magical



TOOL 7 - YES, AND!
Module: COMMUNICATION
Worksheet

Objectives:

Awareness of the effect of using «but» in a conversation.
Awareness of the effect of using «(yes), and» in a conversation.
Noticing factors that will increase or decrease the flow in a dialogue.
Creative ways of presenting yourself and listening to others.
Practicing solution-oriented communication techniques.

Materials required:

Books and pencils
Flip over
Markers
Statement card

Step by step facilitation instructions:

Co-leaders do a demo in front of the room, clearly showing first the effect of using «but».
Summing up the observations on a flip chart.
Co-leaders do a demo in front of the room, clearly showing the effect of using «yes, and».
Summing up the observations on a flip chart.
Co-leaders do another demo in front of the room, building a house together using «yes, and» and imagination.
Two and two, the participants practice using «yes, and! » creating a house together.
Do a debrief of their experience.

Expected duration

30 minutes

Expected outcomes

Learning solution-oriented communication techniques.
Being less rigid in their own opinions and more flexible in ways of thinking and choosing directions in a conversation.
Increased flexibility and problem-solving skills.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT			
TWO ILLUSTRATIONS, ONE OF YES, BUT! ONE OF YES, AND!			
PERSON A	PERSON B	PERSON A	PERSON B
Sharing something	Answering Yes, BUT!	Sharing something	Answering Yes, AND (WHAT I LIKE ABOUT THAT!)
			
			
Problem-focused communication		Solution-focused Communication	
STATEMENT CARD			
 Yes, and what I like about what you are saying is...			
CHECKLIST			
• How many participants: • What worked and why: • What did not work as planned: • Number of participants who engaged: • Step 1 completed: • Debrief completed:			

TOOL 8 - FORTUNATELY/UNFORTUNATELY!**Module: COMMUNICATION
Worksheet****Objectives:**

Awareness of the effect of using «unfortunately» in a conversation.
Awareness of the effect of using «fortunately» in a conversation.
Noticing factors that will increase or decrease the flow in a dialogue.
Creative ways of presenting yourself and listening to others.
Practicing solution-oriented communication techniques.

Materials required:

Books and pencils

Step by step facilitation instructions:

Co-leaders do a demo in front of the room, involving another staff member so the demo is done by three.

One starts by saying “We’ve won a trip to a safari in Africa for all of us. The plane leaves in an hour, the bags are packed. Let’s go!” The next one answers with a “unfortunately.....” The next one answers with a “fortunately” and then they keep going for about 5 rounds alternating using “fortunately” and “unfortunately”.

The point is to use the imagination and creativity to come up with different sentences.

Divide the group in triads and let them do the same as you demonstrated for a about 3 minutes.

Do a debrief of the experience.

Expected duration

30 minutes

Expected outcomes

Learning solution-oriented communication techniques.

Being less rigid in their own opinions and more flexible in ways of thinking and choosing directions in a conversation.

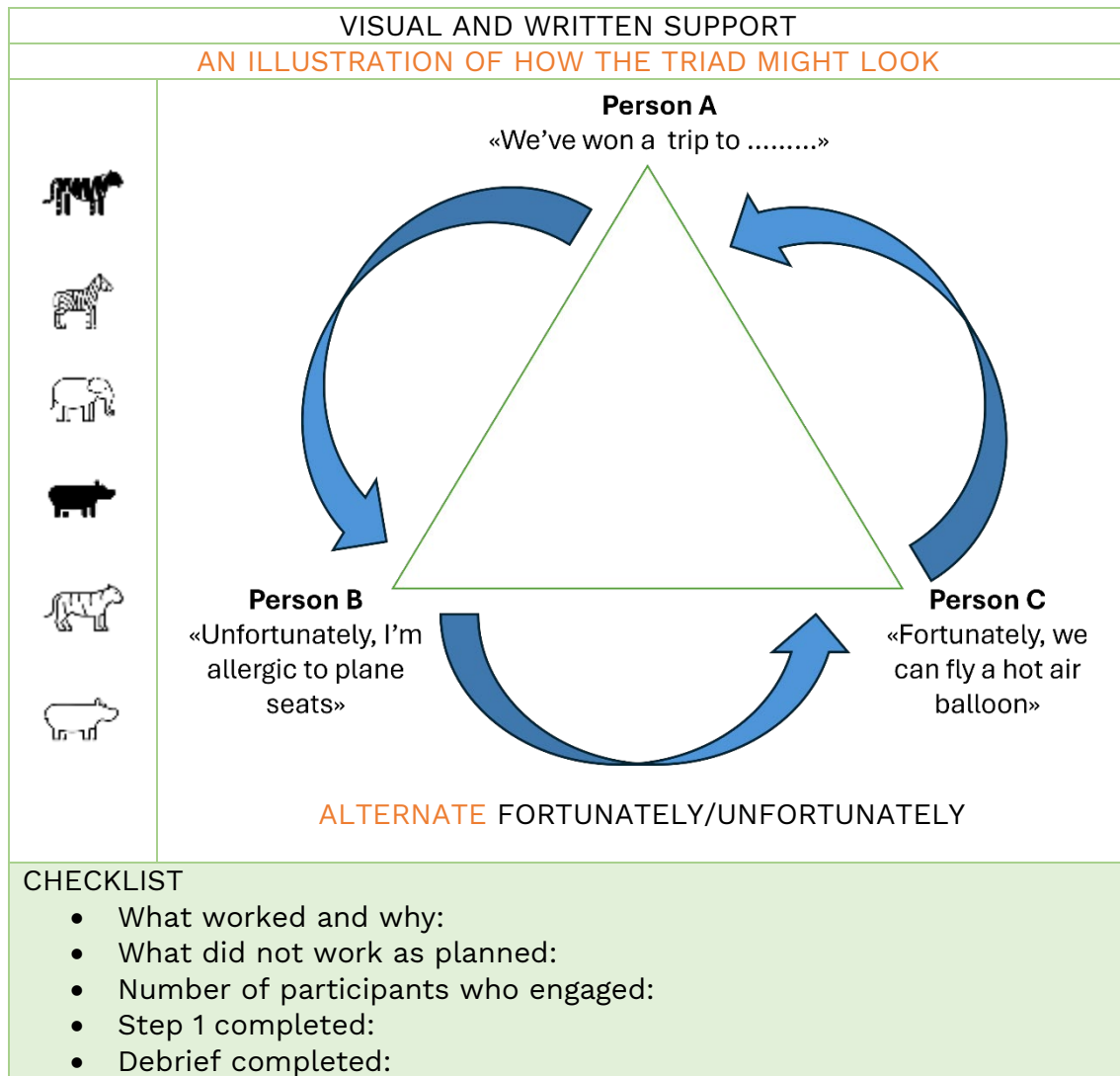
Increased flexibility and problem-solving skills.

Learning that there is at least one «fortunately» in every situation.

Noticing the difference in choosing this perspective.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.



TOOL 9 - THE IMPACT OF AN IMAGE

Module: IMPACT Worksheet

Objectives:

To recognize emotions and gain a broader emotional vocabulary.
Experience the connection between thoughts and emotions.
Really understand how many kinds of influences they are exposed to daily.
Awareness – consider – choose wisely.
Practice teamwork of a creative exercise and noticing their role and contribution.

Materials required:

Books and pencils
Cell phone or camera, one per group
Flip over and markers
Card images

Step by step facilitation instructions:

Co-leaders facilitate a brainstorming of different emotions. Let the group come up with the answers and add own words to the flip chart if needed. Present different slides of pictures, ask them to name out loud what feeling the pictures create in them. Let everyone answer one or more feelings connected to one picture, before presenting the next. Make triads of the group and let them work together in small groups. Ask them to agree on one emotion in the group, then go out and take a picture that will represent that emotion, keep it a secret within the groups. Ask them to send the pictures to one of the trainers. When everyone is back, their pictures are presented one at a time on the screen. The others will guess what emotion was intended, the group with the fewest number of guessings will have the clearest picture. Do a debrief of their experience.

Expected duration

60 minutes

Expected outcomes

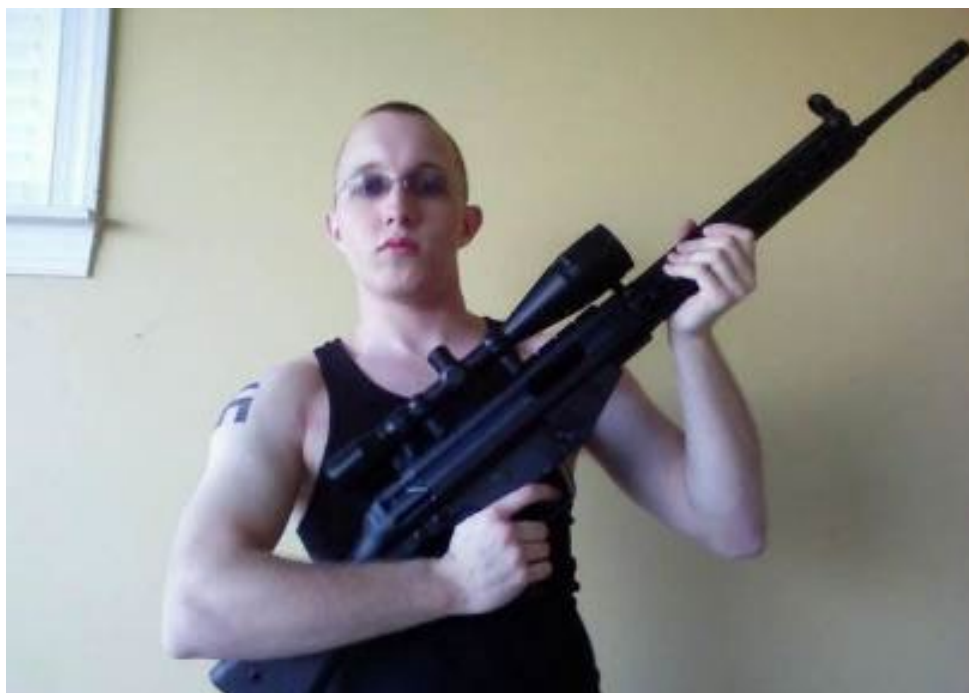
Increased vocabulary and understanding of different emotions.
Experiencing how different pictures create emotions.
Learning how to communicate through pictures.
Strengthening their co- creation skills and how to teamwork.
Noticing their role in a team and how this will benefit their future job.
Finding ways to create a wanted impact and feelings in others and in themselves.
Learning different techniques in picture taking and their purpose.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT		
TYPICAL EXAMPLES OF WHAT MIGHT BE THE IMPACT CREATED OF THE DIFFERENT PICTURES		
☹️ “Negative” emotions • Sadness • Anger • Fear • Anxiety • Guilt • Shame • Jealousy	😊 “Positive” emotions • Joy • Love • Excitement • Gratitude • Pride • Contentment	😬 Mixed emotions • Surprise • Confusion • Curiosity • Nostalgia • Relief
CHECKLIST • What worked and why: • What did not work as planned: • Number of participants who engaged: • Step 1 completed: • Step 2 completed: • Step 3 completed: • Debrief completed:		
VISUAL SUPPORT		
		













TOOL 10 - LOGICAL LEVELS

Module: IMPACT Worksheet

Objectives:

Summarize the process and highlight their own findings about themselves and their strengths.

Create their own unique and personal value-based plan for job transition. Writing their chosen and preferred job from the previous stages and from this define –

What are wanted and needed surroundings?

What are the next and concrete steps they need to do and when?

What are their qualities they will need in their future job?

What are their defined values that will be nourished in their future job?

Who are they becoming and how will they live from fulfilment in their future job?

Materials required:

Books and pencils

Flip over and markers in different colours

Step by step facilitation instructions:

Co-leaders present Logical Levels and its purpose.

Co-leaders ask one participant to demonstrate the Logical Level through while the group is observing the steps.

Everyone gets their own flip over chart to create their own Logical Levels. They all draw the template.

The next steps are done in plenary, step by step, they also read it aloud, step by step.

When everyone has one activity or word in each level, they work individually by filling out more content in each level – from what they have noted in their books throughout the process.

The final step is that everyone presents their logical level, choosing one activity or word from each level.

Read the exercise attachment from R2

Expected duration

45-60 minutes

Expected outcomes

A logic, clear and predictable action plan towards their job.

Seeing clear connections between their wanted job and their own strengths.

Realising what they have and what they need to succeed in work transition.

Rewarded highlights and summary for themselves of everything they worked on throughout the JobAut methodology.

A predictable and portable plan, easy to read and easy to present also for other relevant network for the participants.

Great everyday reminder for the participants to keep and to remind themselves of ways to stick to their plan and live a life aligned with their own values and fulfilments.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

VISUAL AND WRITTEN SUPPORT

PICTURE OF THE LOGICAL LEVELS



CHECKLIST

- What worked and why:
- What did not work as planned:
- Number of participants who engaged:
- Number of participants with a completed Logical Levels:
- Number of participants with a chosen and clear goal on top:
- Debrief completed:

TOOL 11 - HOME ASSIGNMENTS

Module: ALL Worksheet

Objectives:

Homework assignments play a vital role in supporting autistic individuals on their journey toward greater independence, self-management, and personal growth.

Practicing and applying what they learn each day in ways that honour their unique strengths, needs, and perspectives.

These assignments serve as bridges between learning and living, turning knowledge into meaningful action.

Materials required:

Books and pencils.

Step by step facilitation instructions:

Base the home assignment on the tools they have practiced in the day's session.

Be concrete and provide different examples of ways to solve the home assignment.

Tell them about the purpose of doing home assignments in between the sessions.

Ask either a few or all of them to define and say their home assignment before leaving the room.

Inform them that home assignments are serving as a bridge between the sessions and their everyday life and coming work position.

Make sure to provide home assignments that will involve all stages of the methodology, if possible, the initial interview, the job and skill matching and the coaching methodology.

Craft assignments to be meaningful, achievable, and enjoyable, encouraging participants to stretch their comfort zones in exciting and rewarding ways.

Focus on making tasks feel relevant to each person's life and aspirations, fostering intrinsic motivation.

Expected duration

10 minutes

Expected outcomes

Greater independence, self-management, and personal growth.

Deepening the learning and understanding of the tools and integrating new and more beneficial patterns in their lives.

Opportunities for empowerment, self-esteem and celebrating small wins and progress at the individual's pace.

Over time, consistent practice leads to meaningful, lasting changes in behaviour and mindset.

Taking thoughtful, intentional action.

Practicing real-world skills, building resilience, and involving trusted people in their growth journey.

empowering them to lead their change process with autonomy and confidence.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress

CHECKLIST

- I understand the purpose of home assignments:
- I make sure everyone has been given a home assignment before they finish the session:

TOOL 12 - DEBRIEF

Module: ALL Worksheet

Objectives:

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

The debrief process helps participants recognize how their responses in one situation might reflect patterns that show up elsewhere

Materials required:

Books and pencils.

Step by step facilitation instructions:

Inform them that you will now do a debrief of their experience of an exercise.

Inform them about the purpose of doing a debrief.

Make sure that everyone is involved and that your questions are varied.

Ask both open and closed questions. Make sure your questions are based on their experience from the exercise and be curious about connections.

How their experience is connected to a previous exercise, their job match, to their everyday life and to a broader life context.

Examples of open questions:

«What was it like to share your dreams out loud with other people?»

«What are you learning about yourself and your own dreams?»

«How is your common denominator connected to your job- match?»

«How can you use this insight in your everyday life?»

«How will you make sure to keep your dreams alive, what are examples of concrete activities?»

Examples of closed questions:

«Was it useful to share your dreams?»

«Did you discover something new by finding a common denominator/value in your top three dreams?»

After asking a closed question, you may follow up with a new question, open or closed.

For example – «Was it useful to share your dreams?» - If yes – «What was useful about it?» If No – «What would have been useful for you?»

Let the participants choose the most effective means of communication.

Expected duration

15 minutes

Expected outcomes

Fostering transferability, the ability to take insights from one context and apply them to other areas of life.

Developing awareness and tools that can lead to change beyond the session.

Deepening the learning. When one participant is asked questions, the rest of the group will internally reflect on the same. This creates both a deeper

understanding, and an understanding of different perspectives and perception of the same task.
Strengthening their ability to express themselves about their own experience, thoughts and what's important to them.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of debriefing
- I make sure everyone gets involved or are offered debriefing questions after each session:

TOOL 13 - GUIDELINE 1: CO-LEADERSHIP
Module: ALL – EMPOWERMENT OF THE JOB COACHES
Worksheet

Objectives:

Ensure the quality of the program and being able to facilitate a group of up to 10 participants and their processes.
 Permits regular sparring between two job coaches.
 Promote better decision making and adjustments along the way.
 Working with individual or common intention and build on each other.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

As co-leaders you will prepare together, 30-60 minutes before the training starts.

Agree with your co-leader and create a plan of who's in charge of/open which section throughout the day.

Make sure you are «in sync» and share the same overall intention for your delivery, if any disagreements- make sure to air them out before starting the program.

In every break, check in with your co-leader the «www»

Where are we? This means to check in and compare with the work sheets, if you are on track, on pace and time and if and how to adjust to proceed successfully.

Where are we going? This means that you both agree and have a common understanding of how to proceed on the next steps.

Who needs attention?

Are there anyone in the group who needs extra attention?

At the end of each session, do a debrief together of the day with your co-leader.

Expected duration

Before the group session: 60 minutes

Throughout the group session including check – ins: 120 minutes

After the group session: 30 minutes

Expected outcomes

Co-leaders and job coaches with more surplus and energy.

Job coaches are strengthened in themselves and get co-leading experience.

Job coaches get experience in leading group processes.

Job coaches get experience in focus areas, ways to prepare and do regular check in and sparring to maintain

Predictability, flow and mastery in their work.

Improved work environments.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of co-leadership:
- What works in our co-leadership:
- What does not work in our co-leadership:

TOOL 14 - GUIDELINE 2: LANGUAGE

Module: ALL – EMPOWERMENT OF THE JOB COACHES Worksheet

Objectives:

Being able to meet different communication preferences.
Clear instructions to make sure the message is being conveyed in an appropriate way.
Maintaining the belief that the participants have their own answers in the way that you use your language as a job coach.
Avoiding a wide range of interpretations or misunderstandings.
Effort must be made from both sides to bridge the gap of different communication styles and preferences.
Co-leaders and job coaches with more surplus and energy.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Show respect and patience for different preferences.
Clear, unambiguous communication.
Break spoken instructions down and allow for extra processing time.
Accept all forms of communication as valid- also if they prefer written rather than oral messages.
Recognise that behaviour is a means of communication.
Clarity in your own language – a conscious selection of your own words.
We/ you to maintain the invisible line and relation co-leaders and the group, kept as two units to respect the group process.
Use the participants own words to repeat, not sum it up in your own words as a co-leader.
Acknowledge all contributions on the brainstorming sessions as valid, you do not have to correct what they say in any way.

Expected duration

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

Co-leaders and job coaches with more surplus and energy.
Job coaches are strengthened in themselves and get co-leading experience.
Job coaches get experience in leading group processes.
Job coaches get experience in focus areas, ways to prepare and do regular check in and sparring to maintain
Predictability, flow and mastery in their work.
Improved work environments.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of language:
- What works in terms of language:
- What does not work in terms of language:

TOOL 15 – GUIDELINE 3: BEING A CATALYST
Module: ALL – EMPOWERMENT OF THE JOB COACHES
Worksheet

Objectives:

Learning how to shift the responsibility to the participant.
 Encouraging responsibility.
 Raising awareness and promote ownership for the participants.
 Learning how not to be attached to the outcome as a co-leader/job coach.
 Let the participants explore their own thoughts and experiences rather than feeling interrogated or boxed in.
 Shifting from guidance from the job coach to asking questions that will lead to self-exploration in the participant.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Directness – be direct in your questions and in addressing observations of what may happen in the room.
 Dare to ask mainly open questions from curiosity on behalf of the participant – and not from yourself.
 Adapt if the open questions create confusion by either provide examples or ask combine with more yes/ no questions with few alternatives.
 The participants have the answers – ask questions based on what they say and show and not from an own agenda.
 Neutral – always separate yourself from the process. Keeping the invisible line will help you maintain your neutral position and a more professional facilitator.

Expected duration

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

The participants take ownership of their own process.
 Sustainable change comes from within.
 Participants relate what they discover to their broader life context.
 Encouraging agency, which many autistic adults deeply value, especially if they've experienced pathologizing or directive support in the past.
 Being truly curious as a co-leader/job coach builds trust and psychological safety.
 Co-leaders and job coaches with more surplus and energy.

Autism-specific adaptations

Structured instructions and predictable flow – Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of being a catalyst:
- I have combined open/closed questions:

TOOL 16 - GUIDELINE 4: LEADING THE ROOM
Module: ALL – EMPOWERMENT OF THE JOB COACHES
Worksheet

Objectives:

Learning how to engage an audience by:
 Seeing the impact of using different volume on your voice and diction articulate.
 Learning how to use your body language, being physically present and expressive.
 Using a body language that supports and reinforces your message.
 Being conscious about how you use your presence to lead the room and influence the atmosphere.
 Pace and flow: knowing how to keep a natural rhythm and momentum in your delivery.
 Using the actual physical space – actively engage in the space around you.
 Vary between sitting and standing, use and point to visual aids.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Keep a calm, consistent energy rather than overly animated or unpredictable behaviour.
 Keep a clear, steady and well-paced speech.
 Keep a consistent and intentional body language.
 Keep a structured leadership with directness and sincerity.
 Vary between sitting and standing positions.
 Use the whole room as an instrument, point to posters, visual aids or other visual means of action.

Expected duration

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

Engaged audience.
 Clear and easily understood messages.
 More comfortable, predictable and less overstimulating environment.
 Autistic adults process information more effectively.
 Clarify meaning and reinforce spoken words leaving less space to «read between the lines».
 Co-leaders and job coaches with more surplus and energy.

Autism-specific adaptations

Structured instructions and predictable flow – Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of leading the room:
- I keep a calm, consistent energy:
- I do three or more steps in leading the room:

TOOL 17 - GUIDELINE 5: FLEXIBILITY

Module: ALL – EMPOWERMENT OF THE JOB COACHES Worksheet

Objectives:

Flexible job coaches/ co-leaders
Choosing situations that occur in the room to be valuable learning situations rather than disturbance
Job coaches/co-leaders that respond, rather than react
Identifying and being aware of own triggers
Handling the trigger situations differently by a more active choice
Support and maintain the invisible line and professionalism by not being emotionally involved

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

With your co-leader, do a brainstorming of different trigger situations that may happen when working with groups.
Identify your current response to triggers.
Prepare and plan for alternative ways of meeting the triggering situations, for example take a few breaths, stand up from the chair, straighten your back, let your co-leader involve until you regain focus.
Choose to dance in the moments. This means that rather than being attached to a rigid plan, allow yourself to follow unexpected happenings and moments with curiosity and calm, acting rather than reacting.
Mirror the participant. Rather than taking things personally and respond emotionally to this, be curious on the participant. Ask questions based on what you observe, and what the participant expresses, rather than how you feel about it.

Expected duration

Before the group session: 30 minutes
Throughout the group session including check – ins: 120 minutes

Expected outcomes

Co-leaders and job coaches with more surplus and energy.
Keeping the «invisible line» and professionalism.
Respect of group processes without personal involvement.
As a job coach/co-leader, you manage to hold a bigger space for your participants and keep the focus where it is supposed to be.
A more inclusive, respectful and supportive environment.
Flexibility helps support individual needs and preferences.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of flexibility:
- I manage to keep the invisible line:
- I am aware my triggers and how to handle them:

TOOL 18 - GUIDELINE 6: PREPARATIONS
Module: ALL – EMPOWERMENT OF THE JOB COACHES
Worksheet

Objectives:

To keep a well prepared in line co-leadership.
Predictability and mastery for co-leaders and participants.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Familiarize yourself with the JobAut-methodology and the toolkit.
If possible, complete the JobAut E-learning.
Familiarize yourself with what is going to happen day by day.
Read the instructions, work sheets and tool description.
Prepare the co-leadership, agree to who opens which section, exercise and demo.
Get familiar with the purpose of each tool and the connections between the tools.
Practice the demo and presentations with your co-leader.

Expected duration

Before the group session: 30 minutes
Throughout the group session including check – ins: 120 minutes

Expected outcomes

Co-leaders and job coaches with more surplus and energy.
A more inclusive, respectful and supportive environment.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of preparations:
- I have prepared in front of each session and printed out the info I need:
- I have prepared individually and together with my co-leader:

TOOL 19 - GUIDELINE 7: ROUTINE

Module: ALL – EMPOWERMENT OF THE JOB COACHES Worksheet

Objectives:

Regular quality check.

To keep a well prepared in line co-leadership and delivery of the coaching methodology.

Predictability and mastery for co-leaders and participants.

Shape your own impact by being intentional and aware.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Set your own personal intention for yourself as a catalyst and what you want to add to the room.

Create or evaluate the stake with your co-leader (Stake = 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)

Maintain the regular check ins every break, «WWW» Where are we? Where are we going? Who needs attention?

Check in regularly on outcomes and common thread as described in the exercise description.

Expected duration

Before the group session: 30 minutes.

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

Having a wanted impact as a facilitator for better learning environments.

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.

Space to reflect, evaluate progress, and adjust the course as needed.

Ensuring that the purpose behind each tool or method used has been clearly communicated and effectively received by the group.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of routine:
- I have created a stake with my co-leader:
- I am checking in on the «WWW» in every break with my co-leader:

TOOL 20 - GUIDELINE 8: TRUST

Module: ALL – EMPOWERMENT OF THE JOB COACHES Worksheet

Objectives:

Trust is the core value of the FROG-methodology in which the JobAut methodology is based upon.
Choosing trust means choosing to see potential, value, and capability, even when it doesn't immediately fit the mold.
Being able to shift the dynamic from control to collaboration.
Trustful approach that empowers growth.

Materials required:

Printed out worksheets and needed attachments for each session.

Step by step facilitation instructions:

Choose 100% trust in the method, the participant, the process, your co-leader and yourself.
Trust the autistic adults' intentions, capacity and effort.
Trust that all humans are naturally creative, resourceful and whole.
When working from this perspective, this will also guide your approach and your questions to your participants, being braver and working from a solution-oriented space.
A lot of «the four agreements» - the final guideline, will also have concrete tools as to how to keep and regain trust in any situations.

Expected duration

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

When people feel trusted, they are more likely to take social risks, try new strategies, and open.
Research shows that trust in relationships promotes psychological safety, which encourages individuals to engage in innovative behaviours and share ideas without fear of negative consequences.
Trust fosters willingness to be vulnerable, which is essential for taking social risks and experimenting with new approaches.
Trust enables openness and cooperation in social interactions.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I understand the purpose of trust:
- I trust the autistic adults' intentions, capacity and effort:
- I trust that all humans are naturally creative, resourceful and whole:

TOOL 21 - GUIDELINE 9: THE FOUR AGREEMENTS

Module: ALL – EMPOWERMENT OF THE JOB COACHES Worksheet

Objectives:

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

Materials required:

The book called *The Four Agreements* by Don Miguel Ruiz.

Step by step facilitation instructions:

Read the book in between the sessions, learning how to;

Be impeccable with your Word.

Don't take anything personally.

Don't make assumptions.

Always do your best.

Expected duration

Throughout the group session including check – ins: 120 minutes.

Expected outcomes

These agreements serve as a guide to personal freedom and a happier, more fulfilling life. This book further reinforces the established guidelines for job coaches and facilitates effective group leadership, the ability to create meaningful impact with confidence, and the encouragement of participants to take ownership of their own development process. It also supports maintaining appropriate professional boundaries (“the invisible line”) and presenting oneself in a professional manner. Additionally, it contributes to greater composure, adaptability, and a proactive approach, enabling you to respond thoughtfully rather than react impulsively or take matters personally. While reading the book is not mandatory, it is strongly recommended. It is expected to provide valuable insights that will benefit you both in your role as a job coach and in your personal life.

Autism-specific adaptations

Structured instructions and predictable flow - Flexible timing and reduced cognitive load. Environmental adjustments to minimise sensory stress.

CHECKLIST

- I have read the four agreements:
- I plan to read the four agreements:
- I am reading the four agreements:
- I will not/don't have time to read the four agreements: