



# EMPLOYERS/EMPLOYEES CHECKLIST FOR REASONABLE ACCOMMODATIONS AND ADJUSTMENTS

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### A. SENSORY CONSIDERATIONS

#### A.a. STRATEGIES TO DECREASE/INCREASE THE STIMULI

		SOUND/ACOUSTIC	CS				
EASE		ADJUSTMENT/ACCOMMODATIONS	Need	No need	Not sure if needed	Going to develop	Not going to develop
	1	High quality walls or cavity walls.					
	2	Establishment of soundproofing or sound absorbent materials (walls, floors, doors, or/and windows), e.g. acoustiblok					
DECREASE	3	Rough surfaces for walls and ceiling to reduce echoes.					
	4	Low ceilings and moderate proportions to reduce echoes.					
	5	Minimized background, ambient noise (e.g. air conditioners, ventilation and related systems, computers, fluorescent lighting, etc.)					
	6	Using proper machines and appliances with low level noise (e.g. hand dryer, cistern, flash, photocopiers, shredders, printers, microwave, fan etc.)					









7	7	Distance from machines			
8	В	Each function is kept acoustically separated from the others			
9	9	Using noise cancelling headphones or earmuffs.			
1	10	Make sure motorized devices are not in contact with surfaces to prevent them from squeaking, or place a soft surface between them.			
1	11	Protect from crowding.			
1	12	Installing soft flooring or carpets.			
1	13	Lower or gradually increasing phone, door ringing, alarm, etc.			
1	14	Less open environments.			
1	15	Playing background music or using headphones.			
1	16	Protect from traffic, weather, rain, neighboring sounds.			
	17	Installing soft material to make cupboards closing quite.			
1	18	Installing soft material to the legs of the furniture			
1	19	Natural ventilation should be used as much as possible to reduce noise of HVAC system.			







### AUTISM FRIENDLY SPACES: THE EMPLOYABILITY TWIST



	20	Soft furnishing.			
	21	Clocks ticking is potentially acoustic offensive.			
	22	Setting the machines giving light feedback instead of sound			
ij,	23	Using background music.			
INCREASE	24	Allow listening to music using headphones.			
Ž	25	Setting the machines giving sound feedback.			





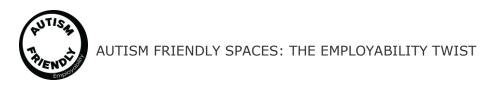




# VISION Not sure if needed Not going to develop Going to develop No need ADJUSTMENT/ACCOMODATION Need Windows above the eye level. 26 27 Using curtains. 28 Soft, neutral colors and low-arousal colors, such as cream and pastel shades. 29 Avoid heavy colors such as red, with a high vibrance, similar to fluorescent tones. 30 Indirect natural lighting to minimize glare. DECREASE 31 Keep the source of lighting above the eyelevel. 32 Clear space design. 33 Closed storage places, closed storage cupboards or open shelving with neutral boxes. 34 Working in the corner. 35 Low ceilings and moderate proportions to reduce visual distortion and illusions of space. 36 Symmetrical organization.









37	Visually harmonious space to create a visually neutral space.			
38	Lower unnecessary contrast.			
39	Circular lighting to avoid shadows			
40	Avoid fluorescent lighting, which emits a low hum and flickers.			
41	Use of soft colors.			
42	Provide indirect lighting.			
43	Use of sunglasses.			
44	Using a hat.			
45	Use of dimmer to adjust the light intensity.			
46	Avoid unnecessary decoration on the walls.			
47	Avoid overly patterned shapes, surfaces, floor.			
48	Avoid unnecessary objects just for decoration			
49	Beware for flickering light			
50	Beware for reflections, glares, shadows and silhouetting			





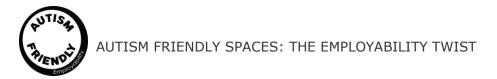




	51	Using LED lighting			
	52	Use of pelmet lighting where the light source is not visible.			
	53	Avoid too cluttered with furniture environment.			
	54	Certain clothing or jewelry could be visually offensive.			
	55	Utilizing windows with shades placed between the glasses rather than traditional vinyl shades.			
	56	Prefer direct natural lighting			
	57	Create unharmonious space using accents and contrasts			
INCREASE	58	Use of unbalanced spaces to create visual stimulation			
INCR	59	Having glared objects and using colors to highlight what is important.			
	60	The use of contrasting materials in various elements on floor, wall, ceiling, doors, helps visually define and differentiate, helping to clarify the visual qualities of an area and its boundaries.			









# TOUCH/TACTILE Not going to develop Not sure i needed Going to develop No need ADJUSTMENT/ACCOMODATION Need 61 Using natural materials. 62 Avoid mixed materials. 63 Provide open workspaces. DECREASE 64 Limit working in confined spaces, keeping distance. Ways to adjust temperature. 65 66 Reduce excessive temperatures, heat/humid or cold environments. 67 Using gloves where possible, if it is well tolerated. 68 Avoid unnecessary touches (e.g. for social reasons) Use different materials on surfaces 69 INCREASE Texture and fidgeting gadgets could be **70** available









# PROPIOCEPTION-BODY AWARENESS

		ADJUSTMENT/ACCOMMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
	71						
		Avoid heavy or stiff objects					
DECREASE	72	Store objects symmetrically					
DECR	73	Keep furniture at the sides, keep the center of the space clear					
	74	Perform necessary actions at close distances					
	75	Heavier objects					
ш	76	Weighted lap pad or weighted shoulder wrap					
INCREASE	77	Weighted vest					
N	78	Clear spaces to promote chances for movement					
	79	Consider working standing instead of sitting and provide the necessary equipment, such us a higher desk.					









# **VESTIBULAR/BALANCE AND MOVEMENT** Not going to develop Not sure if needed **Going to** No need develop ADJUSTMENT/ACCOMODATION Need 80 Store the objects symmetrically, avoid bending DECREASE 81 Using a steady sit 82 Avoid level changes/floors or elevator 83 Using handles 84 Using a therapy ball chair instead of a simple sit. 85 NCREASE Using a rocking chair instead of a simple sit. 86 Using a spinning chair with wheels (office chair) instead of a simple sit.

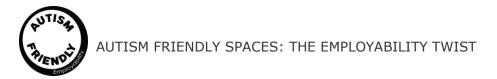
Provide short movement breaks when prolonged

static sitting is required



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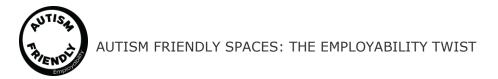




	SMELL/OLFACTORY									
	AD	JUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop			
	88	Well ventilated work areas to reduce olfactory intrusion.								
	89	Beware for fragrances and perfumes, consider a scent- free policy.				_				
	90	Beware when using air-fresheners.								
ш	91	Consider where the job is located as odors from kitchen or dining halls may be noticed.								
DECREASE	92	Bins and garbage may be sources of smell. Consider their location and be sure they are cover with lid.								
ECRI	93	Certain cleaning material (e.g. polish, bleach, chlorine etc.) could be noticed and potentially sensory offensive.								
۵	94	Machines such as the photocopier may be source of odor.								
ш	95	Use cleaning materials with strong odor.								
ASE	96	Use of a background fragrance or air freshener.								
ZE/	97	Provide baby wipes as a source of odor.								
INCREASE	98	Provide antiseptics as source of odor.								
=	99	Gums could be a source of odor.								









### A. b. SENSORY ZONING

	CHARACTERISTICS								
	ADJUSTMENT/ACCOMODATION					Going to develop	Not going to develop		
all	100	Separate and locate activities and actions accordingly to their sensory intensity to create at least 3 sensory zones: low, middle and high intensity zone (e.g.)			Not sure needed				
sdo	101	Every zone could be separated from the others with an open space, distance, or physical boundaries							
devel	102	Zones could be located in series in a way that every zone operates as a precursor/transition/preparation for the next one							
ning SS.	103	Every zone should be protected from the results of the other zones (e.g. noise, odors etc.)							
Proper sensory zoning develops the given strategies.	104	Match the activities the right way: High intensity zone (e.g. activities requiring enough movement, movement and/or contact with people) Medium intensity zone (e.g. activities requiring a high degree of concentration and are performed synergistically with other) Low intensity zone (e.g. activities requiring a high degree of concentration and rest and taking place individually)							









# A. c. SENSORY ESCAPING SPACE

		DESIGN					
		ADJUSTMENT/ACCOMMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
	105	Small, cozy room or a small booth.					
	106	The area must be easily accessible.					
<b>5</b>	107	Space used solely for this purpose.					
SPACE	108	Allows privacy.					
S	109	Quiet and soundproof.					
ACOUS TICS	110	System of adjustable sound (e.g. mp3 player, tablet and soft headphones).					
	111	No views.					
VISION	112	If there is a window, it must be above the eyelevel. The light must be indirect and covered with black out curtain.					
S	113	Using LED light with dimmer.					
>	114	Flashing light fidgets could be available.					
	115	Objects must be in cupboard or closed boxes.					
	116	A tablet or preferable books cold be available					
TACTI	117	A kit with textured objects could be available (e.g. kinds of sponges, squishable small ball etc.).					
	118	Temperature should be dimmed.					
PRO PIOC EPTI	110	A mattress and some pillows could be available.  A heavy blanket could be available.					
PR PIC EP		Some weights could be available.					
	119	A therapy ball or a spinning chair with wheels or					
VESTI BULA R	113	a rocking chair could be available					
SMEL	120	Baby wipes or other source of smell could be available					

















# B. ENVIRONMENTAL CONSIDERATION REGARDING TO STABILITY, PREDICTABILITY, ROUTINE AND REPEATABILITY.

#### **B. a. COMPARTMENTALIZATION**

		ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
	121	Separate each activity from the others to create function stations.					
GENERAL	122	Locate activities in a logical or chronical series (one way).					
	123	Make sure all the necessary objects are stored together, so that the person doesn't need to look for them by leaving his/her function station.					
GE	124	Use signs or labels to highlight the activity that is supposed to be performed at each area.					
	125	Corner as preferable as they can easily turn to «thematic corner».					
	126	Using walls.					
	127	Using curtains.					
	128	Using distances.					
	129	Using furniture.					
쁜	130	Using uneven level on the floor.					
¥	131	Using differences on lighting.					
MARCARATE	132	Using differences on the materials (e.g. on the surface that the activity will be performed).					
A R	133	Using lines and strips.					
MAF	134	floor or/and walls, surfaces etc.) where an activity will be performed.					
	135	Color coding: Use of specific colors or signs on all the objects that will be used in the same activity.					









# **B. b. VISUAL CUES**

	ADJUSTMENT/ACCOMODATION	þ	No need	Not sure if needed	Going to develop	Not going to develop
		Need	No	Not	Goi	Not to o
136	Analysis of activities in short, written steps or images					
137	During providing spoken instructions, use a notebook to emphasize the key points of your speech such as:  1. write a word/image that conveys the meaning of what you are asking for  2. create 2 columns when you want to give 2 options by placing one keyword/image in each column					
138	Place pictures or written words in storage areas, shelves and cabinets.					
139	The environment is organized with clear signposts what happens and where.					
140	Place written markings or images in places that have specific regulations (e.g. knock on the door before entering, etc.)					
141	Clear social rules are visually displayed.					
142	Mark with written words or symbols the use of each space as it may not be easy to conclude what it is about just by observing the people who are there or the objects that a space has (e.g. waiting area, break room, management office, etc.).					
143	The environment is organized with clear signposts about what happens and where.					









## **B. c. ORGANIZE & SCEDULE**

	ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
144	Clear structure of the day					
145	Advance warnings are given of any changes of the structure of the day and added on the new schedule.					
146	Provide a program with the obligations of the person					
147	Consider recording instructions that the person can listen to when they wish.					
148	Allow the person to record their schedule and obligations in the way they serve it (writings, pictures)					
149	The use of a tablet or smartphone allows access to many services that can be helpful for the self-organization of the individual					
150	Even if a desk is not necessary to perform a work activity, a small area is provided on which the person will be able to place and organize his visual aids, check his lists, etc.					
151	Have areas for visual postings such as work boards or charts for work activities. That is, visual cues of work flows (e.g. first do this, second do this, etc.)					







## **B. d. SIGNS & NAVIGATION**

	ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
152	One-way organization is preferable.					
153	A 'map' of the top view is provided with an indication of where the user stands, both in the workplace and in the common areas.					
154	Install a «sensory map» of the bulding, where user can see the «sensory level identity» of each space.					
155	Lines of different colors on the walls or the floor may guide the user.					
156	Color coding of rooms and spaces in combination with a correspondingly coded list of existing infrastructure					
157	Use signs that indicate the direction					

# **C. OTHER IMPORTANT ADAPTATIONS**

### C. a. SAFETY PRECAUTIONS

	ADJUSTMENT/ACCOMODATION	Going to develop	Not going to develop
158	Fittings to protect use of hot water (due to some individuals having a high threshold of pain).		
159	Avoidance of sharp edges and corners.		
160	Make sure the person knows where to turn in case of need or injury		
161	The adaptations provided should not conflict with, negate or impede other general guidelines regarding to safety at the workplace such as:  Safe movement and escape (e.g. obstruction of emergency exits)		









Use of protectors (e.g. helmet, work form, mask, etc.) Safe body use (e.g. lifting weights without a suitable aid, etc.)	
, , ,	

## C. b. AWARENESS & ETHICS

	ADJUSTMENT/ACCOMODATION	Going to develop	Not going to develop
162	Provide access to outdoor environment.		
163	Take steps to ensure this possibility for the autistic person to wander, without creating any problems.		
164	Have healthy food options in cafeteria/canteen for those who suffer from allergies or only eat gluten free and casein free (GFCF) due to gastrointestinal issues.		
165	Reasonable accommodation must be accessible.		
166	Adjustments should be provided not only in the workplace but also in all common areas (e.g. waiting areas, kitchen, toilets, break area, canteen, etc.)		
167	Any adaptations that make it easier for one person should not make it difficult for other workers and be an obstacle for third parties.		
168	In addition to the autistic worker, all employees must have access to the provided adjustments if they wish (e. g. sensory escaping space, headphones etc.)		
169	Think of your practical or financial limits when providing accommodations and remember that the accommodations must be «reasonable».		









# D. ORGANIZE DEVELOPMENTS AND FEEDBACK

Was this list helpful?						
Not at all	Not much	Undecided/neutral	A lot	Very much		
1	2	3	4	5		

What I developed?	Was it successful?				
Add the number of the	Not at all 1	Not much 2	Undecided/Neutral 3	A lot	Very much 5
adjustment					









Other needs I detected and how I managed?					







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