

EMPLOYERS/EMPLOYEES CHECKLIST FOR REASONABLE ACCOMMODATIONS AND ADJUSTMENTS

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A. SENSORY CONSIDERATIONS

A.a. STRATEGIES TO DECREASE/INCREASE THE STIMULI

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



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

VISION						
	ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
DECREASE	26	Windows above the eye level.				
	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.				
	31	Keep the source of lighting above the eye-level.				
	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.					
INCREASE	56	Prefer direct natural lighting					
	57	Create unharmonious space using accents and contrasts					
	58	Use of unbalanced spaces to create visual stimulation					
	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						
	ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
DECREASE	61	Using natural materials.				
	62	Avoid mixed materials.				
	63	Provide open workspaces.				
	64	Limit working in confined spaces, keeping distance.				
	65	Ways to adjust temperature.				
	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)				
INCREASE	69	Use different materials on surfaces				
	70	Texture and fidgeting gadgets could be available				

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

VESTIBULAR/BALANCE AND MOVEMENT							
		ADJUSTMENT/ACCOMODATION	Need	No need	Not sure if needed	Going to develop	Not going to develop
DECREASE	80	Store the objects symmetrically, avoid bending					
	81	Using a steady sit					
	82	Avoid level changes/floors or elevator					
	83	Using handles					
INCREASE	84	Using a therapy ball chair instead of a simple sit.					
	85	Using a rocking chair instead of a simple sit.					
	86	Using a spinning chair with wheels (office chair) instead of a simple sit.					
	87	Provide short movement breaks when prolonged static sitting is required					

SMELL/OLFACTORY							
	ADJUSTMENT/ACCOMODATION		Need	No need	Not sure if needed	Going to develop	Not going to develop
DECREASE	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.					
	91	Consider where the job is located as odors from kitchen or dining halls may be noticed.					
	92	Bins and garbage may be sources of smell. Consider their location and be sure they are cover with lid.					
	93	Certain cleaning material (e.g. polish, bleach, chlorine etc.) could be noticed and potentially sensory offensive.					
INCREASE	94	Machines such as the photocopier may be source of odor.					
	95	Use cleaning materials with strong odor.					
	96	Use of a background fragrance or air freshener.					
	97	Provide baby wipes as a source of odor.					
	98	Provide antiseptics as source of odor.					
	99	Gums could be a source of odor.					

A. b. SENSORY ZONING

CHARACTERISTICS							
	ADJUSTMENT/ACCOMODATION		Need	No need	Not sure if needed	Going to develop	Not going to develop
Proper sensory zoning develops all the given strategies.	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.)					
	101	Every zone could be separated from the others with an open space, distance, or physical boundaries					
	102	Zones could be located in series in a way that every zone operates as a precursor/transition/preparation for the next one					
	103	Every zone should be protected from the results of the other zones (e.g. noise, odors etc.)					
	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
SPACE	105	Small, cozy room or a small booth.					
	106	The area must be easily accessible.					
	107	Space used solely for this purpose.					
	108	Allows privacy.					
ACOUSTICS	109	Quiet and soundproof.					
	110	System of adjustable sound (e.g. mp3 player, tablet and soft headphones).					
VISION	111	No views.					
	112	If there is a window, it must be above the eye-level. The light must be indirect and covered with black out curtain.					
	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 could be available					
TACTILE	117	A kit with textured objects could be available (e.g. kinds of sponges, squishable small ball etc.).					
		Temperature should be dimmed.					
PROPIETRIE	118	A mattress and some pillows could be available.					
		A heavy blanket could be available.					
		Some weights could be available.					
VESTIBULAR	119	A therapy ball or a spinning chair with wheels or a rocking chair could be available					
SMELL	120	Baby wipes or other source of smell could be available					



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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
GENERAL	121	Separate each activity from the others to create function stations.					
	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.					
	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».					
MARCARATE	126	Using walls.					
	127	Using curtains.					
	128	Using distances.					
	129	Using furniture.					
	130	Using uneven level on the floor.					
	131	Using differences on lighting.					
	132	Using differences on the materials (e.g. on the surface that the activity will be performed).					
	133	Using lines and strips.					
	134	Color coding: Use of specific colors on the space (e.g. 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	Need	No need	Not sure if needed	Going to develop	Not going to develop
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 & SCHEDULE

	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.)		
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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».		



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Other needs I detected and how I managed?



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