

**Report on international models and standards  
being focused on the process of vocational  
integration and the necessary trainings to improve  
the employability of people with Autism spectrum  
disorder!**



Grundtvig Multilateral Project AUTO “AUtistic adults Training for new Opportunities”  
AUTO-539260-LLP-1-2013-1-IT-GRUNDTVIG-GMP

Die Querdenker e.U.  
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## EXECUTIVE SUMMARY

This report was elaborated in the course of the Grundtvig Multilateral Project “AUTO”. It deals with international models and standards related to the vocational integration and tailor-made trainings for adult people with Autism spectrum disorder.

Based on a questionnaire evaluation we will get an insight into the actual situation of 23 countries, most of them EU members, but also the USA, Turkey and Russia.

The main results are as follows:

- In most countries adults with ASD are facing similar problems like lack of understanding in society, limited places for sheltered work or day centers, poor job opportunities on the (first) labour market and social isolation etc.
- Only in about half of the countries there are official data on the prevalence of ASD available.
- There is hardly any national or regional strategy to finance labour market activities for adult people with ASD.
- About half of the institutions questioned can refer to inclusive models in their country related to the labour market integration of people with ASD.
- In most of the countries training methods in adult learning for people with ASD are known but not always used by default in the questioned organizations.
- Unfortunately in all participation countries the situation and chances for people with ASD are estimated as poor.
- The training manual and the guide for employers which will be elaborated in the frame of the project AUTO are consentaneously rated as useful and applicable.

## 1 PROJECT AUTO

**AUTO = AU**tistic adults **T**raining for new **O**pportunities

According to the European Disability Strategy 2012-2020, about 80 million people living in the EU have a mild to severe disability. The physical obstacles they face leave them vulnerable to social exclusion. Lower employment and education levels mean the poverty rate for those with disabilities is 70% higher than the average.

There are currently around 3.3 million people in the European Union, who have autism, yet in most European countries there are not enough basic services to meet their needs, and coordination of services at national level is often poor.

**With this project we want to fight discrimination and extend the chances for inclusion of these people with special needs.**

### 1.1 Project aim

The project is aimed at people with autism spectrum disorder (ASD), adults / young adults, in the transition from the end of secondary school (or special schools) to work, to promote the socio-labor integration and increase the level of employability. The objective is to be achieved through the implementation of their skills in the area of executive functions and in behavior.

The project also aims to identify strategies and pathways to social inclusion and work through a structured network at the local level designed to test and enhance the real abilities of people with disabilities in terms of skills, learning, maturity, emotional / relational skills.

The overall objective is to develop an integrated approach based on three main stages:

- Organization of pre-training courses (after the last year of secondary school), designed to analyze individual patterns of behavior in order to define a custom path of guidance;

- Organization of training courses focused on soft skills and cross through innovative methods and success cases coming from the partner's experiences, like the mountain-therapy.
- Organization of training sessions on the job in which students have the opportunity to be gradually engaged in the work context.

## 1.2 Project members

The project consortium consists of five partners from five European countries. All of them are experts in the field of the support and integration of people with special needs.

### 1.2.1 ITALY: Anffas Onlus Massa Carrara



Anffas Onlus – National Association of Families of People with Intellectual Disabilities and/or Relational.

It is a huge group of parents, family and friends of people with disabilities, who work for more than 50 years, present throughout Italy. It involves more than 14,000 members in its 168 national local associations; guarantees, daily services and support to over 30,000 people with disabilities and their parents and family members, employs about 3,000 professionals in more than 1.000 centers, managed directly or through independent Anffas agencies co-operates with further 2.000 people, both volunteers and external advisors.

Anffas promotes the principles of equal opportunities, non-discrimination and social inclusion and protection of civil and human rights of people with disabilities and their parents and family members manages a significant number of associative structures which operate as acknowledged centers for providing care and health services to public bodies

### 1.2.2 AUSTRIA: Die Querdenker



Die Querdenker are private company run as a social firm. The company has 14 employees in Austria, Romania, Rep. Moldova in the fields of counseling and farming. Die Querdenker have a lot of experience in training and coaching of people with all kind of special needs. They are working for and with people with psychological, physical, sensorial, social and intellectual impairments. They always try to be focused on the potential of a person and to foster the creative process of being aware of the potential and the needs in a balance. So they are very professional in organizing tailor-made solutions in an individualist frame for each user.

Die Querdenker do their work based on a personal and social responsibility and primarily focus on the protection of human dignity and the implementation and improvement of social standards that strengthen the social position of people with special needs.

The company is active in the fields of integrational coaching, project development, supervision and international project work and runs an own academy.

### 1.2.3 ROMANIA: Blijdorp Association Romania



Blijdorp Association was founded in 1999 and its members are Belgians and Romanians.

The goal of association is to offer social services for disabled persons. In 2002 they opened a therapeutically center for children with severe and moderate disabilities. The name of the center is “Blijdorp – A New Life” Suceava.

The mission is to give support, recovery, educational and family counseling services. It is the first institution in the area which offers an alternative recovery program aimed for families with one or more disabled children. The team of the center is composed by: psychologist, psycho pedagogue, speech therapist, kinetic therapist, social assistant, specialized educator, recovery pedagogue, medical assistant, caretaker, and administrative staff.

#### 1.2.4 LITHUANIA: VšĮ Edukaciniai Projektai



VšĮ Edukaciniai Projektai is seeking to create, adopt and implement various innovative social initiatives in the field of social work and non-formal education, providing services to disadvantaged and socially excluded groups.

The main activities of the organization are:

- Different programs development and accreditation for post-graduated social workers, social workers' assistants, administration, volunteers, etc.
- To create or adopt new psychosocial services for the target group, to provide them with information, counseling and educative activities
- To initiate, implement both local and international projects in the field of social work and non-formal education and to participate in them
- Training courses for post-graduated social workers, social workers assistants, administration, volunteers, etc.

#### 1.2.5 UNITED KINGDOM: The National Autistic Society



The National Autistic Society (NAS) is the UK's leading charity for people affected by autism. It was founded in 1962 by a group of parents who were passionate about ensuring a better life for their children.

Their vision is to change the world for people with autism so that they, and their families, have the support they need and the same opportunities as others in society. Building on the success of their "I Exist" campaign, the voice of adults with autism was recognized in 2009 with the passing of the Autism Act – the first-ever piece of single issue disability legislation.

The National Autistic Society helps over 100,000 people living with autism every year. They run 7 autism specific schools which will increase to 9 in 2014.

### 1.3 Methodology

AUTO will be elaborated and hence implemented through the following key activities:

- Research and sharing of best practices pre-formation / vocational training via a questionnaire (you will find the results later on in this report!)
- Joint development of an innovative approach to integrated learning
- Check innovative learning tools on the target group
- Dissemination of results and best practices
- Organization of a training facility for staff

### 1.4 Further information and regular update

For further information about the project and its continuous progress please visit the project webpage [www.autistictraining.eu](http://www.autistictraining.eu) which will be updated regularly. If you have any questions please do not hesitate to contact us, you will find the contact details on the webpage.

## **2 QUESTIONNAIRE AND BEST PRACTICES – GENERAL INFORMATION**

To gain a broad overview over the already existing models of the integration of people with autistic disorder spectrum into the labour market we elaborated a questionnaire. This paper was sent to stakeholders and associations for autistic people all over Europe. We are proud to mention that we even got an insight into 23 countries, most of them EU members, but also the US, Turkey and Russia.

This overview will present existing inclusive models resp. the missing possibilities to enable people with autism spectrum disorder to enter the labour market.

It will offer the chance to exchange information on know-how of efficient, well-functioning, established and successful models. Also the shown variety of methods can be portrayed und certainly be helpful. This can be fruitful for each participating partner and a big public authority as the results will be published on our platform.

The training program and the guide for the employers can be convincing to them to support the process of employment of people with ASD.

This Questionnaire will also reflect the necessity not only to support people with ASD, but also to promote companies and prospective employers to put the principle of INCLUSION into practice.

In addition to the results of the questionnaire we will show some best practice examples of labour market integration in and get some information about the situation in Russia and the US.

### **2.1 Target group and participants**

The target groups for the questionnaire were organizations for and working with people with Autistic disorder spectrum all over Europe, Turkey, Russia and the USA. 23 countries and 30 institutions took part in the survey.

## **2.2 Questionnaire Structure**

The questionnaire consisted of 16 questions, dealing with the following categories:

- Information about the participating organization
- General questions about umbrella organizations, services for people with ASD, inclusion
- Precise questions about training methods and labour market strategies
- And finally about the usefulness and relevance of the results of our project including recommendations on best practice examples and special tools

PLEASE FIND THE TEMPLATE OF THE QUESTIONNAIRE IN THE ANNEX

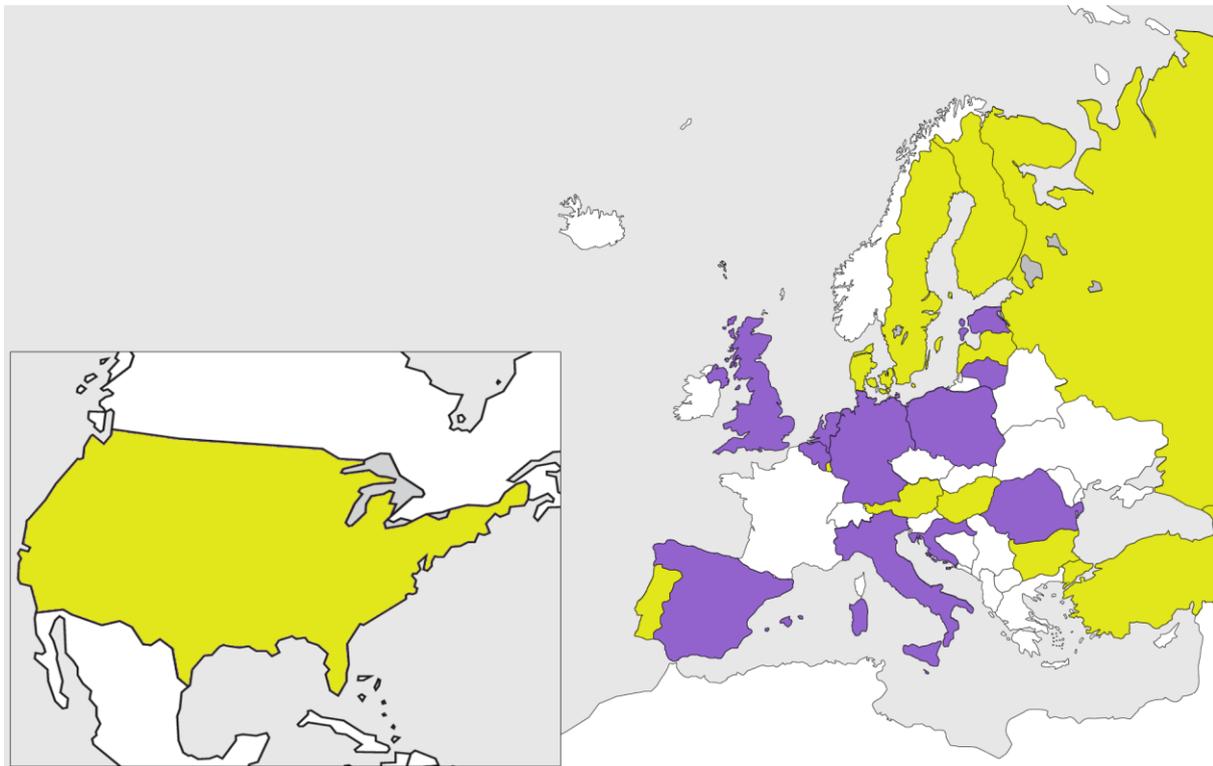
## **2.3 Best practices and additional information**

The best practice examples of the partner countries, USA and Russia will be listed in chapter 4. In addition there will be some country specific information the partners wanted to share with the public.

### 3 RESULTS OF THE QUESTIONNAIRE

The following chapter represents the main output of the survey and deals with the results of the questionnaire.

#### 3.1 Participating countries



*Austria, Belgium, Bulgaria, Croatia, Denmark, Estonia, Finland, Germany, Hungary, Italy, Latvia, Lithuania, Luxembourg, Poland, Portugal, Romania, Russia, Spain, Sweden, The Netherlands, Turkey, United Kingdom, USA*

### 3.2 Participating institutions

country	institution	activity sector		
		public	private	business
Austria	Die Querdenker e.U.			
Austria	Dachverband Österreichische Autistenhilfe			
Austria	WORK_aut			
Belgium	Association Blijdorp Belgium			
Belgium	Indigo vzw			
Belgium	De Ploeg vzw			
Bulgaria	Ani Andonova			
Croatia	UDRUGA ZA AUTIZAM HRVATSKE			
Denmark	Danish National Autism Society			
Estonia	EAS Estonian Autism Society			
Finland	Autismi -ja Asperherlliitto ry			
Germany	autismus Deutschland			
Hungary	Autism Farm Community Network			
Italy	Cascina Rossago RSD "Genitori per Autismo"			
Latvia	Latvian Autism Association			
Lithuania	Kauno vaikų abilitacijos centras			
Lithuania	Lietuvos sutrikusio intelekto žmonių bendrija Viltis			
Luxembourg	Fondation Autisme Luxembourg			
Poland	SYNAPSIS Foundation			
Portugal	APPDA			
Romania	Asociatia Parintilor Copiilor cu Autism			
Romania	Romanian Angel Appeal			
Russia	- general information -			
Spain	Confederacion AUTISMO ESPANA			
Sweden	Utvecklingspedagogik Sverige AB			
The Netherlands	Kira Project			
Turkey	Kosuyolu			
Turkey	Zeytinburnu Autistic Educational Center			
United Kingdom	The National Autistic Society			
USA	- general information -			

### 3.3 National or regional umbrella organizations

Question: Is there a national or regional umbrella organisation related to Autism? If yes please provide contact details.

national/regional umbrella organisation		
Austria	Autistenhilfe Österreich	<a href="http://www.autistenhilfe.at">www.autistenhilfe.at</a>
	Autistenhilfe Oberösterreich	<a href="http://www.autistenhilfe-ooe.at">www.autistenhilfe-ooe.at</a>
Belgium	Vlaamse Vereniging Voor Autisme	<a href="http://www.autismevlaanderen.be">www.autismevlaanderen.be</a>
Bulgaria	-	-
Croatia	Croatian Society for autism	<a href="http://www.autizam-uzah.hr">www.autizam-uzah.hr</a>
Denmark	Danish National Autism Society	<a href="http://www.autismeforening.dk">www.autismeforening.dk</a>
Estonia	Eesti Autismiühing	<a href="http://www.autismeesti.ee">www.autismeesti.ee</a>
Finland	Finnish Association for Autism and Asperger's Syndrome	<a href="http://www.autismiliitto.fi">www.autismiliitto.fi</a>
Germany	autismus Deutschland	<a href="http://www.autismus.de">www.autismus.de</a>
Hungary	The Autism Foundation	-
Italy	Genitori per l'Autismo	<a href="http://www.berettaassociati.it">www.berettaassociati.it</a>
Latvia	Latvian Autism Association	<a href="http://www.autisms.lv">www.autisms.lv</a>
Lithuania	Lietaus vaikia	<a href="http://www.lietausvaikai.lt">www.lietausvaikai.lt</a>
Luxembourg	Fondation Autisme Luxembourg	<a href="http://www.fal.lu">www.fal.lu</a>
Poland	Autism-Poland Alliance	<a href="mailto:profuturo@poczta.onet.pl">profuturo@poczta.onet.pl</a>
Portugal	Federacao Portuguesa de Autismo	<a href="http://www.fpda.pt">www.fpda.pt</a>
Romania	FEDRA	<a href="http://www.autismfedra.ro">www.autismfedra.ro</a>
Russia	-	-
Spain	AUTISMO ESPANA and FESPAU	<a href="http://www.fespau.es">www.fespau.es</a>
Sweden	The Autism and Asperger Association	<a href="http://www.autism.se">www.autism.se</a>
The Netherlands	N.V.A	<a href="http://www.autisme.nl">www.autisme.nl</a>
Turkey	TODEV	<a href="http://www.todev.org">www.todev.org</a>
United Kingdom	National Autistic Society	<a href="http://www.nas.org.uk">www.nas.org.uk</a>
USA	Autism Society of America, National Autism Association, Autism Speakers	<a href="http://www.autism-society.org">www.autism-society.org</a> , <a href="http://www.nationalautism-association.org">www.nationalautism-association.org</a> , <a href="http://www.autismspeaks.org">www.autismspeaks.org</a>

### 3.4 Issues adults with autism are facing

Question: Please describe briefly what issues adults with autism are facing in your country.

issues adults with ASD are facing	number of mentions	
employers only know little about ASD	4	5%
hardly any appropriate support in the education system	2	2%
inappropriate or little support	3	3%
insufficient information for medical staff	3	3%
labour market service knows little about ASD	1	1%
lack of understanding in society about ASD	12	14%
late/ inappropriate diagnosis	5	6%
no advanced trainings or qualification for adults (after school age)	7	8%
only few projects and initiatives	6	7%
only limited places for sheltered work places or day centers	8	9%
poor assisted housing opportunities	5	6%
poor job opportunities on the (first) labour market	15	17%
social isolation	11	13%
they do not have full access to their rights	5	6%

<b>Austria</b> WORK_aut	On average very late in life diagnosis, few well informed doctors, little understanding in society for the issues people with Asperger Syndrome face, little chance to finding a job without help, only a slowly growing understanding in the national unemployment agency about the relevant issues, very few projects which are focussing on people with Asperger Syndrome.
<b>Austria</b> Querdenker	<ul style="list-style-type: none"> <li>• Exclusion, lack of understanding from society....autism is nothing visible at first sight, the behavior is sometimes misinterpreted as "misbehavior"</li> <li>• The chances on the labour market are highly dependent on the severity of autism spectrum disorder</li> <li>• The personal assistance or other measures are often limited in time and not sufficient</li> <li>• The job opportunities are limited and if there are some jobs,</li> </ul>

	<p>they are often far away</p> <ul style="list-style-type: none"> <li>• Many people with ASD lose their jobs on the first labour market, are early retired, in disability pension or working on the second or third labour market</li> <li>• They have limited interests and show some stereotyped behavior</li> <li>• Common rules are sometimes not self-explanatory to them but have to be learnt quite hard</li> <li>• Adults with autism most times have the need for very clear structures</li> <li>• Due to their limited or different perception (like the “correct” interpretation of facial expressions or gestures) the communication or social interaction with other people is difficult</li> <li>• Sometimes no communication by using spoken language is possible</li> <li>• There is a higher potential of aggression towards themselves and others in case of sensory or personal overload</li> <li>• The Austrian society only knows little about Autism</li> <li>• There are hardly any offers for support in general or concerning labour market integration</li> <li>• We suggest offering more adequate housing possibilities for people with ASD to enhance integration and inclusion</li> <li>• People with ASD should be named as experts in terms of their own integration and inclusion as they know their needs and competences best.</li> </ul>
<p><b>Austria</b> Dachverband</p>	<p>It is difficult to find a job and keep it.</p>

<p><b>Belgium</b> Association Blijdorp</p>	<p>Persons with a handicap in Flanders, including persons with autism disorder can call special measures to support labour, organized by the Flemish Service of employment-finding and training (VDAB). Persons need an accreditation for work disability Persons with a handicap are entitled to:</p> <ul style="list-style-type: none"> <li>• Intensive guidance to find work (application training, education)</li> <li>• Intensive guidance during work (work training)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Diagnosis of competences</li> <li>• Orientation to labour market</li> </ul> <p>Therefore the ministry installed:</p> <ul style="list-style-type: none"> <li>• A specialised service for labour investigation (GA)</li> <li>• A specialised training and guidance centre (GOB)</li> </ul> <p>Persons with an handicap are also titled to:</p> <ul style="list-style-type: none"> <li>• An allowance for expenses for working tools and clothes</li> <li>• An allowance for expenses for transport to work</li> </ul> <p>Employers who provided work to persons with an handicap are titled to:</p> <ul style="list-style-type: none"> <li>• A subsidy up to a maximum of 60 % of the wage costs. A Flemish supporting subsidy (VOP) to pay adaptations to the work spot or to pay the loss of output.</li> </ul> <p>Persons with a larger handicap, including persons with autism disorder, who can't find work in a regular circuit, have a possibility to work in guided workshops, factories with lower rate and workload. The Flemish government support those factories with subsidies to pay the loss of output.</p> <p>Persons with moderate or severe handicap, who don't have the ability to work, can find daytime activities in a day care centre. Few of them are able to execute small tasks in a regular work circuit. This kind of supervised work is voluntary ad unpaid.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>Difficulties during education and problems concerning finding and/or keeping a job. Problems with relationships, housekeeping, administration.</p> <p>Lack of acceptance due to their family.</p>
<p><b>Belgium</b> De Ploeg</p>	<p>De Ploeg is a non-profit organisation that helps people with ASD (+18 years) towards a suitable job on the open labour market. We provide jobcoaching for people with a disability and have specialised jobcoaches that help people with ASD as well. The problems they encounter are divers and are a result of their ASD and the lack of understanding of the environment they need to work</p>

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<b>Bulgaria</b>	-
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<b>Croatia</b>	<p>Adults with ASD in Croatia who have completed their education at a regular or special education program have no possibility of professional support in accessing the open labour market and employment .Also there are no protective companies that could be included. The only option is the inclusion in occupational workshops for adults with developmental disabilities and staying in a family environment. Adults with ASD and the need for greater support educated in a specialized institution for autism or in institutions for people with intellectual disabilities, remain professional treatment into adulthood. They are involved in the occupational therapy program and activities of daily living. Capacities admission to this program, especially housing, are very small and are only now developing a regional network. Currently, only one parent association provides program -based care in the community with a capacity up to 20 persons. The issue of accommodation when parents are unable to take care of an adult child is a difficult problem and offers accommodation in institutions for higher intellectual disability. Very few adults with ASD who are able to get community-based care. Although the government encourages the private sector, currently there are no such examples except one.</p>
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<b>Denmark</b>	-
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<b>Estonia</b>	<p>Issues in education system, stigma in the society, lack of information about autism spectrum disorders, lack of social support for parents with children diagnosed with autism, lack of social</p>
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	networks created to support people with autism, labour law does not empower people with autism to find job
<b>Finland</b>	Employment, housing and rights.
<b>Germany</b>	<p>The main issues are:</p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• unemployment</li> <li>• missing perspective related to job, training, education</li> <li>• conditions (at work, school, training) not manageable</li> <li>• lack of understanding related to their needs</li> </ul>
<b>Hungary</b>	-
<b>Italy</b>	social isolation and non-specific paths for treatment and rehabilitation
<b>Latvia</b>	-
<b>Lithuania</b> KVAC	<p>There are lots of stigmas about people with any kind of disabilities or disorders. It's difficult for them to find a job, integrate to society and so on.</p> <p>But the biggest problem so far was the fact that adults do not have a diagnosis for autism or autism related disorders, they are getting some other kind of mental disorder diagnosis.</p>
<b>Lithuania</b> Viltis	The main problem in Lithuania so far is that there are no adults with ADS. It means that if a child had autism, then when he turns 18 doctors change his diagnosis to something else, usually schizophrenia type.

<b>Luxembourg</b>	-
<b>Poland</b>	<p>Lack of specialised support; no education possibilities for adults with ASD, no small group homes (only big institutions), no respite homes. No activity day centres, and no sheltered work places and also no support on the open labour market.</p> <p>The legislation has adopted education for children with ASD, but it is nothing after the school age.</p>
<b>Portugal</b>	<ul style="list-style-type: none"> <li>• Residential support</li> <li>• Employment</li> <li>• Quality of life</li> <li>• Follow up at the 3rd age</li> </ul>
<b>Romania</b> Autism Romania	-
<b>Romania</b> Romanian Angel Appeal	-
<b>Russia</b>	The most difficult situation is in regions, people complain that there are no efforts in working with autistic people.
<b>Spain</b>	<ul style="list-style-type: none"> <li>• Social inclusion, social isolation.</li> <li>• Employment.</li> <li>• Living independently.</li> <li>• Education for adults: specialized programs and/or supports in regular education.</li> <li>• Access and participation in community services.</li> <li>• Specialization in health services (especially in mental health)</li> </ul>

	<p>services).</p> <ul style="list-style-type: none"><li>• Aging: of the primary caregivers and aging of themselves.</li><li>• Very little resources and specialized services in all these areas.</li><li>• Social awareness.</li></ul>
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<b>Sweden</b>	<ul style="list-style-type: none"><li>• Some employees are still not willing to hire people with ASD</li><li>• Difficulties with stigma about autistic people in society</li><li>• Some autistic people don't feel motivated enough to join labour market. That could also be because it's „easier” to remain at home with your problems rather than try to make yourself to go outside.</li></ul>
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<b>The Netherlands</b>	-
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<b>Turkey</b> Kosuyolu	<ul style="list-style-type: none"><li>• Being considered neurotypical, and being expected to perform as such. Parents, family members, teachers, and friends did not understand why the individual was not matching one's capabilities; and became disappointed and expressed displeasure. The individual's self esteem became destroyed.</li><li>• Lack of proper guidance and counseling. Doctors, counselors, teachers, and parents did not know much (if anything) about autism; therefore, had no idea how to help the individual. In extreme cases; parents and guidance providers became impatient and angry, lashing out at the individual and destroying one's self esteem.</li><li>• Peer pressure - a major issue. Children can be very cruel, finding anything different about any individual and ridiculing the person. Children with undiagnosed autism were prime candidates for receiving such abuse.</li><li>• Inability to perform successfully in school. Since the child on the spectrum was thought not to have any actual challenge, one was considered to have no excuse to struggle academically. It</li></ul>
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	<p>was thought that the individual simply chose not to put any effort into it. Obviously, proper counseling was never provided. Most individuals faced problems such as being wrongfully disciplined, being teased by peers, and failing classes.</p> <ul style="list-style-type: none"> <li>• Difficulties in entering into employment. Many people with undiagnosed autism started their first job cold turkey, having no idea what to expect or how to perform. Many were unable to keep any job, and many were extremely intimidated by employment.</li> <li>• Difficulty fitting in the social circle. In the past; one of the biggest problems with children on the spectrum was making friends. Because of their eccentric behavior and so-called “shortcomings,” other children did not want to socialize with them. As teenagers, most of them appeared totally unattractive to members of the opposite gender; therefore, had little or no chance in landing any dates. They became like “Ford Edsels,” unwanted and forgotten.</li> </ul>
<p><b>Turkey</b> Zeytinburnu</p>	<p>Issues in education system, stigma in the society, lack of information about autism spectrum disorders, lack of social support for parents with children diagnosed with autism, lack of social networks created to support people with autism, labour law does not empower people with autism to find job, a lack of vocational programs for special-needs students at all levels.</p>
<p><b>United Kingdom</b></p>	<p>In 2008 the NAS conducted a survey with over 1400 adults with autism and their parents/carers. Our research found:</p> <ul style="list-style-type: none"> <li>• 63% of adults do not have the support to meet their needs</li> <li>• 60% of parents say that a lack of support has led to higher support needs in the long run</li> <li>• 33% of adults have experienced severe mental health problems because of a lack of support</li> <li>• 15% of adults have full-time paid job</li> </ul> <p>In 2009 the Autism Act committed the Government to publishing an autism strategy to transform services. The strategy focuses on five</p>

	<p>key areas:</p> <ul style="list-style-type: none"> <li>• Increasing awareness and understanding</li> <li>• Developing a clear and consistent pathway for diagnosis</li> <li>• Improving access to the services and support people need to live independently within the community</li> <li>• Employment</li> <li>• Agencies working together to meet identified needs and priorities</li> </ul> <p>In 2013 a review of the strategy was undertaken and our research shows that people with autism are still facing the same issues they were in 2008.</p>
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USA	-
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### 3.5 Availability of official data

Question: Are there some official data available related to Autism disorders in general? If yes please provide a short interpretation of this data.

country specific official data on prevalence of ASD available			
Austria	no	Lithuania	no
Belgium	yes	Luxembourg	yes
Bulgaria	-	Poland	no
Croatia	yes	Portugal	yes
Denmark	yes	Romania	no
Estonia	no	Russia	-
Finland	yes	Spain	no
Germany	no	Sweden	yes
Hungary	-	The Netherlands	-
Italy	no	Turkey	no
Latvia	no	United Kingdom	yes
		USA	yes

<p><b>Austria</b> WORK_aut</p>	<p>No official data in Austria. We use international data.</p>
<p><b>Austria</b> Querdenker</p>	<p>In Austria there is hardly any data material about child- and juvenile-health in general and therefore little about ASD in special. This is why we are in terms of prevalence dependant on estimations of experts or international figures.</p> <p>International prevalences name a number of 0.4-1% of people with ASD in the whole population, mainly boys being affected.</p> <p>According to Lord &amp; Bishop 2010 there is a proportion of 2-5:1 from Asperger syndrome to infantile autism. It remains unclear, whether the rise in numbers can be traced back to an increased awareness or a higher medical and therapeutical awareness or improved diagnostical tools.</p> <p>Considering this statistical prevalence it can be estimated that there are 30.-80.000 people with ASD living in Austria. A big part of them most likely not being diagnosed or with a false diagnosis.</p>
<p><b>Austria</b> Dachverband</p>	<p>No data.</p>

<p><b>Belgium</b> Association Blijdorp</p>	<p>There aren't official figures and data available in Flanders. Studies estimate that there are around 42.000 people with autism disorders in Flanders. 60 % of them is normally gifted, 40 % combines autistic problems with mental retardation. Within the whole group of autism disorders, they estimate 8.000 persons with autism, 32.500 persons with autism spectrum disorder and 1.500 persons with the syndrome of Asperger.</p> <p>Data regarding to employment of persons with autism: 11 % is employed in regular circuit. 29 % works with support, with guidance or in sheltered factories. 8 % got daytime activities in a day-care center. All the rest doesn't have any work or daytime activities.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>In Flanders there are 13 000 people between the age of 18 and 64 who have autism and a normal IQ. From research in 2002, only 12% of them have a job in the regular labour market. Almost 30% works in social economy of sheltered workplace or has a job with</p>

	support from a jobcoach. All the others have no paid job, despite their knowledge, skills or talents (Vierstraete & Vermeulen, 2007). The current situation is more or less the same.
<b>Belgium</b> De Ploeg	In Flanders there are 35 000 persons with ASD or 1 birth out of 165 people or 0.6% of the Flemish population. Up to 50% of them are normally to highly gifted. ( <a href="http://www.autismevlaanderen.be">www.autismevlaanderen.be</a> )

<b>Bulgaria</b>	The country does not have exact data about the number of autistic children. The single specialized facility for autistic children is in Sofia, while Bulgaria has only 12 child psychologists - the specialists that can diagnose the disorder after long observations and work with the child.
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<b>Croatia</b>	Croatian National Institute of Public Health maintains the Register of Persons with Disabilities. According to data from October 2013th The Republic of Croatia was registered only in 1245 people with ASD. According to available data, there was prevalence in the general population, about 3:10,000 people, and when viewed only children age 1:1000. Data on extremely large. Since the diagnosis of autism is still an unresolved problem in the Republic of Croatia is suspected to be part of the person with ASD is the diagnosis of intellectual disability, speech and language disorders and multiple disabilities.
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<b>Denmark</b>	Overall ASD prevalence rates were higher in Denmark (68.5 per 10,000 children) compared with Western Australia (51.0 per 10,000 children), while the diagnosis of childhood autism was more prevalent in Western Australia (39.3 per 10,000 children) compared with Denmark (21.8 per 10,000 children). <a href="http://www.ncbi.nlm.nih.gov/pubmed/21311963">www.ncbi.nlm.nih.gov/pubmed/21311963</a>
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<b>Estonia</b>	<ul style="list-style-type: none"><li>• Law about protection of personal data</li><li>• The diagnosis is personal data</li><li>• No one collects data how many persons we have with ASD or other diagnosis</li><li>• If rely on statistics coming from other countries (10-20 cases from 10000 people), we have appr. 1400-2800 cases of ASD</li><li>• The first diagnoses in the middle of 1980-s, so we have very small number of diagnosed middle-aged or old people with ASD</li><li>• Most of young and adults with ASD (diagnosed) are in age 18-30</li></ul> <p>This group had not got the suitable teaching since kindergarten as lot of them had got diagnosis much later.</p>
<b>Finland</b>	Our homepages <a href="http://www.autismiliitto.fi">www.autismiliitto.fi</a>
<b>Germany</b>	No data available.
<b>Hungary</b>	-
<b>Italy</b>	<p>You can find it in the web-site the prevalence of Autism in Italy : <a href="http://www.rightdiagnosis.com">http://www.rightdiagnosis.com</a></p> <p>In Italy there are official guide lines for the diagnosis and the treatment for children with ASD (Società Italiana di Neuropsichiatria dell'Infanzia e dell'Adolescenza). They include diagnostic instruments, differential diagnosis and indications for an early screening. Concerning the treatment in this document we can find directions about international methods and operational suggestions for the Services of Infant Psychiatry. We can also find indications for pharmacotherapy.</p>

<b>Latvia</b>	<p>There is one website speculating that 4,612 may have Autism in the country, but they freely admit they'd basing it on UK and US Diagnosis rates, so may not be considered reliable:  <a href="http://www.rightdiagnosis.com/a/autism/stats-country.htm">http://www.rightdiagnosis.com/a/autism/stats-country.htm</a></p>
<b>Lithuania</b> KVAC	No, in Lithuania there is no such data available.
<b>Lithuania</b> Viltis	There is no data available related to Autism disorders in general.
<b>Luxembourg</b>	<p>“un individu sur 166” – Or 1 in 166 as a diagnosis rate I believe.  <a href="http://www.fal.lu/fr/">www.fal.lu/fr/</a></p> <p>However counter to this, a recent Luxembourg news story ahead of World Autism Awareness Day stated: “Autism is a disorder of neural development that affects 1 in 150 people.” So the figures may be somewhere between the two figures:  <a href="http://www.wort.lu/en/view/luxembourg-paints-the-town-blue-for-world-autism-awareness-day-5332c88ae4b010773e2010ba">www.wort.lu/en/view/luxembourg-paints-the-town-blue-for-world-autism-awareness-day-5332c88ae4b010773e2010ba</a></p>
<b>Poland</b>	There are no official data. We estimate that in Poland there are at least about 20 thousands children with ASD and 10 ths of adults. But it is only estimation at the lowest level.
<b>Portugal</b>	<p>Oliveira G, Ataíde A, Marques C, Miguel TS, Coutinho AM, Mota-Vieira L, et al. Epidemiology of autism spectrum disorder in Portugal: prevalence, clinical characterization, and medical conditions. <i>Dev Med Child Neurol</i> 2007, 49: 726–33.</p> <p>It is a study that makes clear the values of the incidence of autism in Portugal.</p>
<b>Romania</b>	We don't know organisations or public institutions which offer

<b>Autism Romania</b>	`official` information concerning autism.
<b>Romania</b> Romanian Angel Appeal	There aren't official statistics, but you may have specific information by direct application to the competent authorities (Health Ministry regarding number of cases and diagnostic, to Ministry of Labour, Family, Social Protection and Elderly Persons regarding social protection, the Ministry of National Education regarding school integration).
<b>Russia</b>	-
<b>Spain</b>	No data available.
<b>Sweden</b>	There are more than 13000 people with autism in our Autism and Asperger association. When people are diagnosed they are provided information about that association but it's their choice if they are willing to join it.
<b>The Netherlands</b>	-
<b>Turkey</b> Kosuyolu	I don't think there is any official data about people with ASD as it is still a "top secret" thing.
<b>Turkey</b> Zeytinburnu	Unfortunately, there are no statistics about the incidence rate of autism in Turkey. However, Turkey is a big country (over 75 million at census 2012) and it is assumed that the number of children who have autism will be roughly the same as in the rest of the world.
<b>United Kingdom</b>	Employment data: 15% of people with autism and currently in full time work and 43% of people with autism have said they have left

or lost a job because of their condition. 79% of people with autism claiming benefits really want to work. Graduate unemployment for people with autism is the highest rate of unemployment across all disabilities.

## USA

Yes, the Centre for Disease Control (CDC) released a series of figures relating to Autism a few years ago. In their report they said that an estimated 1 in 88 children were affected by Autism, and that autism prevalence was 5 times more likely in boys (1 in 54) than in girls (1 in 252).

This figure of 1 in 88, in 2008, is actually an increase as figures from 2000 suggested the rate was 1 in 150. However this could be explained by an increase in CDC run sites responding, having increased from 6 to 14

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### The CDC also showed:

- Studies have shown that among identical twins, if one child has an ASD, then the other will be affected about 36-95% of the time. In non-identical twins, if one child has an ASD, then the other is affected about 0-31% of the time.
- Parents who have a child with an ASD have a 2%–18% chance of having a second child who is also affected.
- ASDs tend to occur more often in people who have certain genetic or chromosomal conditions. About 10% of children with autism are also identified as having Down syndrome, fragile X syndrome, tuberous sclerosis, and other genetic and chromosomal disorders.
- The majority (62%) of children the ADDM Network identified as having ASDs did not have intellectual disability (intelligence quotient  $\leq 70$ ).
- The diagnosis and IQ information is pretty similar to UK and EU figures; however the economic figures are as follows:
- Individuals with an ASD had average medical expenditures that exceeded those without an ASD by \$4,110–\$6,200 per year. On average, medical expenditures for individuals with an ASD were

4.1–6.2 times greater than for those without an ASD. Differences in median expenditures ranged from \$2,240 to \$3,360 per year with median expenditures 8.4–9.5 times greater.

- In 2005, the average annual medical costs for Medicaid-enrolled children with an ASD were \$10,709 per child, which was about six times higher than costs for children without an ASD (\$1,812).
- In addition to medical costs, intensive behavioural interventions for children with ASDs cost \$40,000 to \$60,000 per child per year.

### 3.6 National or regional strategy to finance labour market activities

Question: Is there a regional or national strategy to finance labour market activities focused on people with Autism disorder. If yes, please provide a short description related to content, who is financing, impact, attend ability.

national or regional strategy to finance labour market activities			
Austria	yes, regional Upper Austria	Lithuania	no specific
Belgium	no specific	Luxembourg	no specific
Bulgaria	no specific	Poland	no specific
Croatia	no specific	Portugal	no specific
Denmark	no specific	Romania	no specific
Estonia	yes	Russia	-
Finland	no specific	Spain	no specific
Germany	no specific	Sweden	no specific
Hungary	yes	The Netherlands	no specific
Italy	no specific	Turkey	no specific
Latvia	no specific	United Kingdom	yes, based on Autism Act
		USA	no specific

**Austria**  
WORK\_aut In Oberösterreich (Upper Austria) the Bundessozialamt OÖ finances our project and is very interested in the issue. There is no

	<p>overall strategy, that we are aware off, but a growing interest. We as WORK_aut provide training for people between 15-35 years of age, assist at interviews, accompany people with Asperger Syndrome also during the first six month of their new employment. We may offer assistance during an apprenticeship or a higher school – finishing with a profession. We partner companies and provide professional support for other social agencies and government officials.</p>
<p><b>Austria</b> Querdenker</p>	No.
<p><b>Austria</b> Dachverband</p>	No.

<p><b>Belgium</b> Association Blijdorp</p>	<p>Persons with an handicap in Flanders, including persons with autism disorder can call special measures to support labour, organized by the Flemish Service of employment-finding and training (VDAB). Persons needs an accreditation for work disability. The support is financed by the ministry of work of the Flemish government. Persons with an handicap are titled to:</p> <ul style="list-style-type: none"> <li>• Intensive guidance to find work (application training, education)</li> <li>• Intensive guidance during work (work training)</li> <li>• Diagnosis of competences</li> <li>• Orientation to labour market</li> </ul> <p>Therefore the ministry installed:</p> <ul style="list-style-type: none"> <li>• A specialised service for labour investigation (GA)</li> <li>• A specialised training and guidance centre (GOB)</li> </ul> <p>Persons with an handicap are also titled to:</p> <ul style="list-style-type: none"> <li>• An allowance for expenses for working tools and clothes</li> <li>• An allowance for expenses for transport to work</li> </ul> <p>Employers who provided work to persons with an handicap are titled to:</p> <ul style="list-style-type: none"> <li>• A subsidy up to a maximum of 60 % of the wage costs.</li> </ul>
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	<ul style="list-style-type: none"> <li>• A Flemish supporting subsidy (VOP) to pay adaptations to the work spot or to pay the loss of output.</li> </ul> <p>Persons with a larger handicap, including persons with autism disorder, who can't find work in a regular circuit, have a possibility to work in guided workshops, factories with lower rate and workload. The Flemish government support those factories with subsidies to pay the loss of output.</p> <p>Persons with moderate or severe handicap, who don't have the ability to work, can find daytime activities in a day care centre. Few of them are able to execute small tasks in a regular work circuit. This kind of supervised work is voluntary ad unpaid.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>Autism is recognized as a 'arbeidshandicap' (labour disability). Persons with asd can ask for support of a jobcoach in their search for work or keeping the job. Employers who employ somebody who has a labour disability receive a financial compensation by the Flemish government to compensate the effort of co workers to support the employee, to compensate the loss of efficiency...</p>
<p><b>Belgium</b> De Ploeg</p>	<p>De Ploeg is recognised by the Flemish Government to support people with a (labour) disability that need specialized services to find a suitable and full waged job on the open labour market. These resources are structural and the Flemish Public Unemployment Service (VDAB) is the director. The Ploeg is a partner that is active for the province of Antwerp. The labour market activities are not related to the ASD but are possible because you are a person with a disability that has a ticket from the government.</p>
<p><b>Bulgaria</b></p>	<p>In 2010 the Bulgarian Government adopted a national strategy for deinstitutionalization with the aim of closing all its 137 large institutions for children by 2025. "Lumos" is an international NGO (charity registered in England and Wales working to transform the lives of disadvantaged children in the European Regions "Lumos" was asked to provide expertise and technical assistance to help implement the strategy. As part of the work in Bulgaria, Lumos is supporting professionals working on the State Agency for Child</p>

Protection's 'Childhood for All' project, which is overseeing the closure of all institutions for children with disabilities in Bulgaria and securing appropriate placements for the children. The needs of children with autism within this process are specific and is it vital that professionals understand how best to support them. There isn't a national strategy as for adults with autism.

**Croatia**

Not as far as we know.

**Denmark**

There is a private firm/charity, Specialisterne, discussed in Section 5 who receives grants from EU member governments, such £700,000 from the Scottish government, to run Autism specific employment services.

There was a central report into Labour Market Policies in 2002 which found:

*Abstract:*

The main objective of this paper is to provide relevant information about existing active labour market policies for the disabled people in Denmark. The paper presents an overview of active labour market schemes in Denmark. The description suggests that the policy emphasises active labour market measures, job search and voluntary participation of employers through wage subsidies. Legislative policies in the shape of anti-discrimination legislation or legislation imposing obligations on employers are non-existing in Denmark.

The report did find an increasing policy of flexible working hours, however this is more a private sector shift than a government one, and appeared to not be backed up by any government funding, beyond existing welfare benefits to cover care and transport:

[http://pisa2012.dk/Files/Filer/SFI/Pdf/Working\\_papers/wp182002.pdf](http://pisa2012.dk/Files/Filer/SFI/Pdf/Working_papers/wp182002.pdf)

**Estonia**

Supported work

The aim of the service is to create an opportunity for a person who

	<p>lives independently or uses the service of supported life to be engaged in a normal employment relationship. The organizations mediate part-time jobs in ordinary enterprises. The service constitutes the individual aid, advice and supervision of the employer and the employee according to the needs and agreement.</p> <p><u>Services from Employment service</u></p> <ul style="list-style-type: none"> <li>• Adaptation of the workplace (advices and financial support), mostly for physical disabilities</li> <li>• Special aids and equipment (special equipment that is needed in order to do job properly)</li> <li>• Assistance in job interviews (assistance to communicate with the employer during job interviews)</li> </ul> <p>Working with the support person (possibility to have someone work alongside you, to assist you in your integration in the workplace. The cost for support persons is compensated to a limit, and for up to one year)</p>
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<b>Finland</b>	No.
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<b>Germany</b>	NO STRATEGY
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<b>Hungary</b>	<p>There are several institutions in Hungary conducting autism specific education and providing services of suitable quality. The number of people with autism, however, in need of these services is much higher than what the network of services is able to provide. The acts of legislation that affect the population with autism entitle these people with rights that are in accordance with European practice and declarations. The realization of these rights is prevented by professional, financial and organizational difficulties. Despite this fact, we are able to present forms of institutions and co-operations</p>
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	<p>that are examples of good practices in the past fifteen years. Autism Foundation lays great emphasis on the training of professionals throughout Hungary, and on mediating information towards the interested population and the general public, and establishing professional and political contact with the different partners.</p>
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<b>Italy</b>	No, there isn't a regional or national strategy.
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<b>Latvia</b>	<p>This is not strictly focussed on Autism, as detailed in Section 5, there are financial incentives for employers to take on disabled staff, with compensation for creating a suitable workspace for a disabled person (if there is an official statement from occupational therapist) of less than 700 Euros.</p>
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<b>Lithuania</b> KVAC	No.
<b>Lithuania</b> Viltis	No.

<b>Luxembourg</b>	<p>The European Social Fund is currently funding projects in the country to help improve working situations across the board, such as older workers and young people with few qualifications, to improve their skills and job prospects.</p> <p>As part of this, there are schemes launched aimed at supporting those with disabilities, including Autism. 'Job Coaching' is a project to help young people with disabilities into work, while others are helping young people with autism and Asperger's syndrome to find suitable work opportunities – such as in information technologies.</p>
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<b>Poland</b>	<p>There is no special strategy for people with autism. Theoretically they can access the support tools as other people with disabilities,</p>
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	<p>but in fact most of people with ASD don't work. May be 1% has found the work place (sheltered or open labour market). The level of financing is too low and it is not possible to support people with autism with such financing. So we try to help them in the ESF projects.</p>
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<b>Portugal</b>	No, there is not.
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<b>Romania</b> Autism Romania	No.
<b>Romania</b> Romanian Angel Appeal	<p>There is a national strategy for social and professional integration of persons with Autism disorders – 2 – 13 – 2016, as a project, it wasn't adopted. The strategy text may be consulted at the address: <a href="http://www.autism.raa.ro/resurse/strategia-nationala-pentru-integrare-tsa-draft">www.autism.raa.ro/resurse/strategia-nationala-pentru-integrare-tsa-draft</a></p> <p>There is a national strategy for social and professional integration of persons with Autism disorders – 2 – 13 – 2016, as a project, it wasn't adopted. The strategy text may be consulted at the address: <a href="http://www.autism.raa.ro/resurse/strategia-nationala-pentru-integrare-tsa-draft">www.autism.raa.ro/resurse/strategia-nationala-pentru-integrare-tsa-draft</a></p>

<b>Russia</b>	-
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<b>Spain</b>	no
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<b>Sweden</b>	Employer gets some perks if he has a disabled employee, such as lower taxes.
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<b>The Netherlands</b>	-
<b>Turkey</b> Kosuyolu	I have never heard of any.
<b>Turkey</b> Zeytinburnu	No.
<b>United Kingdom</b>	<p>Yes. There is the adult autism strategy which was developed from the Autism Act 2010. This sets out what the government will be doing to improve access to services for adults. One of the strands is employment. There is also a government funded scheme that funds any support or adjustments that an employee with autism will need within the workplace. There are also government job finding programmes that are developed for all people that may have barriers to looking for work. This is not specific for people with autism but a large proportion of job seekers accessing this support are on the autism spectrum.</p>
<b>USA</b>	<p>In short, not quite. Although the Combating Autism Act does provide provision for research into Autism, none of this goes towards training or work based activities for those on the spectrum.</p> <p>However there are projects run by the three main autism charities in America, that do receive financing to support their work based efforts, such as a \$75,000 grant from QBE to Autism Speaks to finance their Employment Tool Kit, a pack that basically is a step by step document for people on the spectrum, and their carers, into identifying potential job opportunities and how to secure them. In effect this is similar to any hand out on accessing employment, merely tailored at those with Autism</p> <p><a href="http://secure.autismspeaks.org/employment-tool-kit">http://secure.autismspeaks.org/employment-tool-kit</a></p> <p>Again, these tend to be more privately funded operations, in part</p>

due to the federated system of the USA, along with the lower considerations on social welfare.

### 3.7 Inclusive models related to the labour market

Question: Do you know some inclusive models related to the labour market performance of people with Autistic disorder? If yes, please provide a short description or provide us contact details. Why do you categorize them as inclusive?

inclusive models related to the labour market		
Austria	yes	Specialisterne, WORK_aut
Belgium	yes	T WERK, Passwerk, Maak er werk van!, skillslab for ASD, Mimosa
Bulgaria	yes	iSpectrum project
Croatia	yes	Center for Autism and Association for Autism Zagreb
Denmark	-	-
Estonia	yes	Day Care Centers, Supported Housing
Finland	no	
Germany	yes	Auticon Berlin, SAP with Specialisterne
Hungary	yes	Farming Communities
Italy	no	
Latvia	-	-
Lithuania	no	
Luxembourg	-	-
Poland	no	
Portugal	-	-
Romania	yes	PentruVoi
Russia	-	-
Spain	-	-
Sweden	-	no specific
The Netherlands	no	
Turkey	no	
United Kingdom	yes	collaboration with the hospitality industry, project SEARCH
USA	yes	one examples: TEACCH programme

<b>Austria</b> WORK_aut	None in Austria.
<b>Austria</b> Querdenker	As far as we know there are no special inclusive models in Upper Austria for people with ASD. These people are mostly in special care institutions which are offering employment programs. Many times people with ASD are living in these institutions as tailor-made offers are missing or they are a compromise related to their clinical picture.
<b>Austria</b> Dachverband	<p>“Specialisterne” tries to integrate adults with autism into the labour market. They try to find jobs, train the people and integrate them in the new company.</p> <p>They try to find jobs in “normal” companies, not in places where people with autism are separated.</p>

<b>Belgium</b> Association Blijdorp	<p><u>‘T WERK: an employment initiative</u></p> <p>‘T WERK aims normal talented people with autism to prepare for an employment or to employ.</p> <p>Work for us all a valuable meaning: work contributes to a positive self-image; it gives us the chance to self-realization, security and job satisfaction; work is a meaningful time and energy spending.</p> <p>Adults with autism have already experienced the feeling of failure very often as a result of their autism. It is therefore essential that they get the chance to experience that they ' can ' and ' something useful '. Continuity in guidance is therefore indispensable.</p> <p>Objectives tailored to the employee: Both during the training as an external company or work when accompanied in the workshop of ‘T WERK with following principles will be taken into account. ‘T WERK offers:</p> <p>Predictability, clarity and safety:          Fixed work hours, a private workshop, and regulated activities;</p> <p>Individual counseling:          1 to 1 guidance, strictly defined tasks, for the person himself worked out, congruent with the level of intelligence and the</p>
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difficulties due to the Autism;

Individually adapted workspace:

There they are difficult in group work; they often need a private workspace that is individually adapted;

Individually adapted material:

Because problem behavior is possible, the material has to be thereupon are required, both to the independent use as to safety;

Individually adapted pedagogical work material:

since individuals with autism often have difficulties to give the correct meaning to something and to organize their work independently, will often make use of for the person adapted work material: task analysis, individualized computer programs, all kinds of visual aids such as work schedules, daily schedules, year planning etc.

Meaningful involvement in productive work:

Anyone with an IQ above average it is difficult to delude ourselves that is a meaningful activity baskets braids. Therefore NETWORK produces quality products. Employees according to their possibilities involved in all aspects of the entire production process, as well as additional activities such as administration (stock management, entering invoices, stock data, track address file ...);

Social support:

Social interaction within the company, assistance in displacement to and from work, guidance in the home situation (intense cooperation with the parents) ...;

Appreciation by loon:

There 'T WERK is convinced that people with autism are valuable employees, she considers them as colleagues and earns them a full wage

Supported Employment Project (related to an English project of

	<p>NAS).This project provides chances of work experiences for persons with autism. They have three goals:</p> <ul style="list-style-type: none"><li>• Guides for those people mediate with services and factories to establish adapted workplaces in favor of the persons with autism.</li><li>• They support specialized homework with virtual workforce.</li><li>• They motivated industries to provide products and services in which people with autism easily can participate during the production process.</li></ul> <p>This project has as main goal that people with autism can participated to regular employment. Adaptation of the workplaces, adaptation of the products ... Fact is that this project can support people with autism, but without mental retardation</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>Passwerk (<a href="http://www.passwerk.be">www.passwerk.be</a>) employs people with ASD as soft ware engineer testing in regular companies.</p> <p>De Ploeg vzw provides jobcoaching for people with a labour disability oa. Autism in order to have a job on the regular labour market. The jobcoaches use the method of Supported Employment. (<a href="http://www.deploeg.be">www.deploeg.be</a>)</p> <p>Indigo vzw and de Ploeg developed in cooperation with SPK vzw, the Dr. Leo Kannerhuis (NL), APPACDM de Marinha Grande (PT) and Nas Prospects (UK) a project to maximize the working opportunities of people with ASD. All the information is available on the website <a href="http://www.skillslabforasd.eu">www.skillslabforasd.eu</a>.</p> <p>Indigo vzw and de Ploeg developed a training program (Make it work!) for people with ASD, parents, professionals and employers and co workers. (Maak er werk van!)</p> <p>With the Mimosa-project Indigo support people with asd in their first steps to work (work in the broad meaning of the word: voluntary work, sheltered workplace, social economy...). The participants starts with voluntary work that fits with their talents, needs, ...</p> <p>The different projects aim for the social inclusion of people with</p>

	<p>autism. Work is an important key to inclusion. In our day-to-day work with adults with ASD, we experienced that the step towards work is very high for persons with ASD. In Flanders there are several organizations that guide people with ASD towards work (not only to paid work, but also supported employment). For some people this offer is not suitable/insufficient, they need more specific support. A preliminary trajectory is missing. A number of preconditions must be given prior attention. Some need to learn more about ASD and their competence profile, others need to practice social skills related to work and that is the focus of Skills Lab, Make it work! And Mimosa.</p>
<p><b>Belgium</b> De Ploeg</p>	<p>De Ploeg is an inclusive model to the labour market. Also Passwerk cvba-so is a best practice example in Flanders.</p> <p><u>Passwerk</u> Potvlietlaan5b 260Berchem Antwerpen nico@passwerk.be Tel 0474 087 200</p> <p>De Ploeg offers supported employment that helps people with ASD towards an employment on the open labour market. The enterprise can get funding for compensating the loss of the efficiency. The jobs are not in a sheltered workplace but are full waged and sustainable.</p> <p>(<a href="http://www.passwerk.be/en/origin">http://www.passwerk.be/en/origin</a>) On their website you can find more information:</p> <p>“Early history The idea came about almost simultaneously and independently within two organisations: at GOB De Ploeg and Ergasia sheltered workshop and at the VDAB (<i>the Flemish Employment Exchange and Vocational Training Service</i>).</p> <p>GOB De Ploeg – Ergasia</p>

During a study trip in the spring of 2006, GOB De Ploeg's Willy Piedfort heard about the concept of normally gifted people with an autism spectrum disorder (ASD) working in an ICT environment (Information and Communication Technology) through the Dr. Leo Kannerhuis ([www.leokannerhuis.nl](http://www.leokannerhuis.nl)) in The Netherlands.

In the spring of 2007, Ergasia's Kristiene Reyniers and Willy Piedfort attended a conference in Poland on the employment of people with an ASD. At the conference, the two of them also learned of Specialisterne ([www.specialisterne.dk](http://www.specialisterne.dk)), the Danish initiative aimed at employing people with an ASD.

Upon their return from the conference, they decided to set up a steering committee with the aim of setting up a business that would employ normally gifted people with an ASD within an IT setting in the regular economic circuit.

#### VDAB

Faced with a concrete demand from the labour market, the idea started taking shape in Geert Landuyt's mind of introducing people with an ASD into an ICT setting in the regular economic circuit. After speaking to Luc Hostens (managing director of LKC Antwerp), Geert Landuyt got in touch with GOB De Ploeg. De Ploeg informed Luc about their steering committee, which Geert subsequently decided to join.

Passwerk CVBA with non-for-profit purpose (a Cooperative Company with Limited Liability with a social purpose) was formally incorporated on 13 February 2008 in Antwerp.

#### **Bulgaria**

Currently, it's only a project.

Beside "Ani Antonova" centre, the European Software Institute Centre of Eastern Europe in collaboration with Association Autism developed the "iSpectrum project". This initiative expressed the willingness of the companies members of BASSCOM (Bulgarian Association of Software Companies) to provide employment for persons with Autism in the ICT sector. This project was co-founded by the UE.

Within the scope of “iSpectrum” young persons with autism who might be employed were trained to work together in a real business environment. The “iSpectrum Project” is aimed at improving the growth of the social skills necessary to stay in a labour market through a virtual working environment. The persons with ASD have the opportunity to test different kind of jobs and face tasks in the virtual environment of an office, shop or a vivarium. The main goal is to improve the possibility of finding a job.

**Croatia** Center for Autism in Zagreb and the Association for Autism in Zagreb are conducted program of occasional inclusion of adults with ASD in work activities in open conditions, but without a contract. People are involved in the harvesting of fruits or vegetables together with the workers who are employed on these plantations or to work in the nursery where general population works.

**Denmark** -

**Estonia**

Day Care Centers  
The aim of the service is to decrease the need to institutionalize the person for a long term, offering them the possibilities of activity orientated to rehabilitation of the person and the support services in the ordinary environment. Every year the people take regular part in the art camps in Estonia and abroad.

Supported housing (living)  
The aim of the service is the independent life of the person in as ordinary environment as possible. The NGO possesses flats where people with similar problems live in the same flat (having the rights and responsibilities proceeding from the rental agreement). The service constitutes the aid, advice and supervision of the person at

	<p>the management of everyday life and the flat.</p> <p>These models increase autonomy of people with autism and empowers to be creators of their own life with some professional support as much as necessary.</p>
<b>Finland</b>	No.
<b>Germany</b>	<p>Yes, especially in IT-Business:</p> <ul style="list-style-type: none"> <li>• Auticon, Berlin: <a href="http://www.auticon.de">www.auticon.de</a></li> <li>• SAP with Specialisterne</li> </ul> <p>Although Auticon in Berlin employs only autistic people, I would regard them as inclusive, because the autistic employees (software-tester) work on projects of business companies (Vodafone, etc.) and doing their job within the companies = in an inclusive setting.</p>
<b>Hungary</b>	-
<b>Italy</b>	Not in Italy.
<b>Latvia</b>	-
<b>Lithuania</b> KVAC	I know that there are various methods to work with people with autistic disorder, but I am not sure if it could be used to help them integrate into labour market.
<b>Lithuania</b> Viltis	Theoretically we know few methods but practically there is no possibility to use them because the lack of money, staff and tools. And mostly all people with all kinds of mental problems are staying

in one group so we are just making only basic occupations for them.

**Luxembourg**

-

**Poland**

No, we have only individual examples of employment of people with ASD. It happens in different work places.

**Portugal**

- Supported employment model (Wehman, Smith & Schall, 2009; Wehman, McDonough, Molinelli, Schall, Riehle, & Ham., 2011)
- Job seeker profile and assessment (Inge, 2007; Wehman, Inge, Revell & Brooke, 2007)
- Business partnership models (Frankel, 2009)
- Self employment model (Doyel, 2002; Griffin & Hammis, 2003)

They seem to be inclusive and represent a beginning. It is required much more demonstrations of evidence-based research.

**Romania**

Autism  
Romania

We don't know.

**Romania**

Romanian  
Angel Appeal

For information regarding work integration of persons with ASD we recommend to contact Foundation "For You", Timisoara, [www.pentruvoi.ro](http://www.pentruvoi.ro), [pentruvoi@pentruvoi.ro](mailto:pentruvoi@pentruvoi.ro)

**Russia**

-

**Spain**

The supported employment model is the most inclusive model we know.

- Same labour conditions than other workers.

	<ul style="list-style-type: none"> <li>• Employment in regular companies.</li> <li>• Opportunities to access and participate in regular settings.</li> </ul>
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<b>Sweden</b>	<p>The Autism and Asperger association carries out several projects, some of these in co-operation with other organizations. The financing is mainly through government subsidies, for the most part through Allmänna Arvsfonden (the National Inheritance Fund).</p>
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<b>The Netherlands</b>	<p>Not currently.</p>
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<b>Turkey</b> Kosuyolu	<p>I don't know.</p>
<b>Turkey</b> Zeytinburnu	<p>I do not know any.</p>

<b>United Kingdom</b>	<p><u>Employer led work programmes</u>          For example we worked with the hospitality industry who funded a programme and provided work experience placements to create inclusive opportunities in the hospitality industry. For example non customer facing roles.</p> <p><u>Project Search</u>          Kelly Clark – Inspire Kelly.Clark@inspiremail.org.uk          Project SEARCH is a collaboration between the University of Aberdeen, Inspire (Partnership Through Life) charity and Aberdeen College, funded by the Scottish Consortium for Learning Disabilities (SCLD). The project, which seeks to provide preparation for employment to young people with disabilities through a mix of education and work experience placements, is based on an international model which originated in the USA and has recently transferred with great success to the UK          This is inclusive as it is looking at an industry creatively and</p>
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recognising that there are roles that would be really suit the strengths of a person with autism.

## USA

The Autism Society of America claim:

The unemployment rate for people with disabilities was at 14%, compared with 9% for people without a disability. Additionally, during the same period, only 21% of all adults with disabilities participated in the labour force as compared with 69% of the non-disabled population.

The Job Accommodation Network, a group that specialises in providing employers information relating to a range of disabilities and expels both good practice to support their employees, as well as their legal requirements, has the following as a guide to employers relating to people with ASDs:  
<http://askjan.org/media/ASD.html>

In its most basic form, this provides a little background on the ADA and ASD's, as well as providing questions to consider such as personal limitations, and whether the person with the ASD can contribute information towards a support plan.

It also suggests several ideas that may prove effective such as:

- Providing Advance notice of meetings and their duties therein
- Allowing them provide written, rather than verbal contributions
- Providing a checklist of tasks broken down into their components
- Provide time-structured breaks
- Allow the use of physical items such as Stress Balls
- Purchasing sound cancelling headphones
- Conducting regular review meetings

These are a small sample; the full list is available at the link above to view at your discretion, however it gives you a rough image of the module/advice available for free to employers in the USA, although much of it mirrors existing UK procedure.

The Autism Self Advocacy Network claims to provide support towards employment, however based on the information they have available, this is little more than examining CV's of those with Autism.

The University of North Carolina, as part of their TEACCH programme (detailed more in Chapter 5) do run an employment support service in the State, as well as providing suggested models for employers, available online. Jobs tend to centre on roles that can be easy to control the environment and have a structures/repetitive set of tasks that can be easily defined yet still altered if required to suit support needs. These models mostly centre on providing supported job placements for periods, and fall into the following categories:

- One to One – One Job Coach per ASD Adult, largely clerical & technical roles
- Mobile Crew – One coach per 1-3 ASD Adults, largely cleaning work
- Group Shared Support – One coach per 2-6 Adults, largely food based
- Standard – One coach per 20-30 Adults, across food, manufacturing and science

Full details can be found at:

<http://teacch.com/clinical-services/supported-employment-1/introduction-to-models-of-support>

### 3.8 Training methods in adult learning

Question: Please describe briefly what training methods you are using in learning adults with autism regarding to their integration into society and the labour market.

training methods in adult training	
Austria	social/ professional skills, conflict mgmt., small talk, company visits, buddy system
Belgium	Avanti-project, job coaching, training Maak er werk van!, voluntary work Mimosa
Bulgaria	iSpectrum project (theoretical and practical knowledge, IT know how)
Croatia	structural approach, analysis of behavior
Denmark	Specialisterne
Estonia	-
Finland	Self-advocacy, Empowerment-committee
Germany	-
Hungary	Autism Farm Community
Italy	Farm community model
Latvia	-
Lithuania	daily needs, communication, elaborate strenghts, music/theatre therapy, practical training
Luxembourg	special training at the Institut Pour Enfants Autistiques Et Psychotiques
Poland	training of social and vocational skills (IT and office work)
Portugal	comprehensive treatment model based on the ULCA Autism Porgram
Romania	Occupational therapy
Russia	-
Spain	-
Sweden	Teaching daily acitivities, independency, responsibilities, money, communication skills
The Netherlands	action matrix for job coaches
Turkey	-
United Kingdom	Workskills training, job finding handbook, work programmes, transitions
USA	! Sad situation in the USA as most methods are focused on "curing" the people, TEACCH

#### **Austria** WORK\_aut

Social skills training, conflict management, small talk training, professional skills training, training of executive functions, visiting companies, simulating work outings, working on the strengths of our participants, involving families and related facilities, buddy system (each participants has a team member, who regularly meets up with him or her).

<b>Austria</b> Querdenker	-
<b>Austria</b> Dachverband	We are offering communication training.

<b>Belgium</b> Association Blijdorp	<p><u>Avanti-project.</u></p> <p>This project was cooperation between Flanders, the Netherlands and Portugal. This project intended to change learning paths and internship.</p> <p>During the course of life there are several transition moments such as the first time to school, the start in primary education or the beginning of the secondary. Change of school or field of study, the launch of higher studies or the entry into the labour market are also crucial transitional moments. Transitions for people with ASD more difficult than for people without autism. Autism at an early age brings problems. These are often not resolved when a new age phase presents itself. In this way, stacking problems on early action are therefore thinking and Perspective. Of major importance in the guidance of individuals with ASD. The Avanti project developed a life-cycle model and integral support from a proactive vision. The model assumes that transitions be sufficiently prepared. Especially in people with ASD can this very decisive for the success or failure of an education or employment process. The project is aimed at the professional who works with individuals with ASD. Teachers, aid workers but also have a lot of questions on this subject often counselors and job coaches. The guide provides them the theoretical framework of the life-cycle model and its translation into practice on the basis of some 'pilots' in Netherlands, Flanders and Portugal. Parents, teachers, school managements, client-oriented job coaches and employers worked together. In addition, a manual was worked out. Practice worker can thereby get acquainted with the project and some specific methodologies that allow the transition from education to employment prepared jointly. The project is the result of a European cooperation in the framework of the lifelong learning program between the Dr. Leo Kannerhuis (NL),</p>
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	<p>the Alliance for Catholic education (BE), the APPACDM the Marinha Grande (PT), the strategic project organization Kempen vzw (BE) and the service for specialized training and guidance the Team vzw (BE) (doctoral advisor). This Leonardo Da Vinci project was made possible with support from the European Commission.</p> <p><u>Experimental project pASSers-KIDS-Hasselt.</u></p> <p>The project was organized by the view that children with autism need votes and chances to success. The care need to be customized to every person. They need to start with a good and safe feeling. Escort staff has to be flexible and to provide a lot of internships and activities outside the school.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>The training program ‘Make it work!’ consists of 10 sessions in group. The themes of the training are:</p> <ul style="list-style-type: none"> <li>• Information about the labour market (different work forms, legal status, income etc.), expectations of the employer, vacancies.</li> <li>• Who am I: why do I want to work, what kind of job do I want...</li> <li>• Autism and effect on job seeking and keeping a job</li> <li>• Communication skills</li> <li>• Stress management</li> <li>• Time management</li> <li>• Applying for a job</li> <li>• Dealing with difficult situations on the workplace</li> <li>• Personal and job profile and plan for action</li> </ul> <p>In the Mimosa-project we search for voluntary work that fits the interests, talents and needs of the people with autism. A jobcoach support the person with ASD on the workfloor. The personal developmental plan and advice is based on the observations of the jobcoach and self-reflection of the person with ASD.</p>
<p><b>Belgium</b> De Ploeg</p>	<p>The jobcoaches provides a support that is tailor made. Together with the client they determine the different steps toward employment. The jobcoaches use their own measuring and observations of the skills, attitudes and make up a client competence profile. They look for the proper training or education, when necessary the client can learn a new job at the company, or</p>

at a regular education, etc... The jobcoach will train them for job application, will accompany the client towards the workplace and support them at the workplace when they are organizing a training period. The jobcoach will mediate, inform colleagues, and organize aftercare when there are problems at the workplace. The jobcoach will install the individual adjustments (that are autism-friendly) at the workplace.

## Bulgaria

The main objectives to reach through the centre for children and youths are:

- creating a warm and sympathetic atmosphere of understanding and acceptance in order to build and develop a good relationship with the therapists;
- building communication skills and ability for social interaction;
- developing and enhancing motivation to communicate with others.

The challenge for the hosts of the Centre consists in:

- acquiring independence and self-help skills,
- learning an appropriate behaviour repertoire of skills that autistic people need to be successful at home, at school, and in their community at large.

The training for adults with ASD, as for the “iSpectrum project”, was both theoretical and practical. Together with the experts they have passed through IT card test for personal certification of computer literacy.

The basic IT knowledge and the competences they learned increased the future chances for employment of the participants. The IT people who took the roles of mentors and those who were closely helping them also gained a significant amount of knowledge to communicate better with disabled trainees in their practice. The experience learned will be used in the follow-up stage when the model of education and employment support is applied at a larger scale.

<b>Croatia</b>	The word is about adults with ASD who have intellectual disabilities. They are taught structured approach with visual support. To prevent the undesirable behaviour is used functional analysis of behaviour. There are few experts pre-educated for program support in joining the work in the open labour market, but they do not have the opportunity to do such a program .
<b>Denmark</b>	-
<b>Estonia</b>	<ul style="list-style-type: none"><li>• The basic education is obligatory for all children</li><li>• High school is optional, mostly available for young people with ASD and with normal intelligence, who are able to be sufficiently independent – not very high number</li><li>• Higher education is available only for these young people, who have light problems</li><li>• Vocational education is available in specific groups for persons with disabilities and also in open groups together with all other students</li></ul>
<b>Finland</b>	Self-advocacy and Empowerment-committee.
<b>Germany</b>	-
<b>Hungary</b>	The primary mission of the “Autism Farm Community Network” is to provide social care, that can be planned even for the entire lifetime. By operating day care institutions and support services these farm communities ensure that individuals living with autism can stay with their families. Their aim is to promote the integrity of the family, and support parents in achieving their status appropriate to their individual and social tasks. By establishing care homes they

acknowledge the rights of adults with autism to live completely or partly independently according to their capabilities. The parents looking for a comforting solution due to concerns about their child's long-term future find a proper facility in this way.

The network helps to prepare people with autism and their families to realize the highest possible level of independent living with various social programs (temporary care, trainings, professional guidance and self-help groups, camps, etc.). The long-term goal is to take part in the development of different forms of subsidized housing, once the legal and economic opportunities are established.

The members of the “Autism Farm Community Network” strive to establish the highest possible degree of complex autism-specific services and prosthetic environment. The main goal is to provide personalized lifestyle supports, as a result of which the quality of life for those living with autism reaches the level of social norms. The main areas covered by the intervention of the Network are:

- Self-sufficiency and household activities
- Relationships and community relations
- Lifelong learning
- Employment and other activities
- Leisure, sport and health-protection
- Rights and obligations
- Decision-making competence and using money
- Active participation in society

## Italy

People with ASD resident in Cascina Rossago have a low – functioning profile. The operative staff elaborate an individual and personalized planning of the educational programs and the activities . Our method is based on the Farm Community model: As described in the book European Farm Communities for Autism (Giddan & Giddan, 1993, Medical College of Ohio Press), Characteristics of these farmsteads include the following:

	<ul style="list-style-type: none"> <li>• Rural settings</li> <li>• Natural contexts for residential, vocational and recreational experiences</li> <li>• Interdependence between residents and staff</li> <li>• Structure, order and behavioral principles applied</li> <li>• Focus on communication</li> <li>• On-going staff training</li> <li>• Involvement with the larger community beyond the site</li> <li>• Continued family support</li> </ul> <p>Our method includes trades towards the territory around the Cascina through sale and purchase of products and materials, and through fairs, festivals and shows. Our guests learn to work helped and led masters in specific areas ( carpenters, farmers, breeders). Our community is ecologically responsible and also well integrated with the larger community around it.</p>
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<b>Latvia</b>	-
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<b>Lithuania</b> KVAC	We are working with them personally, using music, theatre or art therapies as well as trying to help them meet different people and different situations so those wouldn't be "too new" for them.
<b>Lithuania</b> Viltis	We are working with them on a daily needs, learning to communicate with others, trying to find out their strengths and help them use it.

<b>Luxembourg</b>	-
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<b>Poland</b>	In one project we have implemented the Model of training parallel the social skills and vocational skills, especially IT training and office work. Our participants have had also consultations with lawyer, psychologist, job coach. The activities were organized
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individually and in small groups. They participated also in internships by different employers. The basis for this Model was the experience shared with us by the Specialist People Foundation from Denmark and Prospects program by National Autistic Society in London. The Model is for people with HfA and Asperger Syndrome. It is published in the book with many detailed information about the whole process, but it is only in Polish (now is in translation into Czech language).

**Portugal** We are using a comprehensive treatment Model, based on the UCLA Autism Program (Smith, Groen, & Winn, 2000) and focused intervention practices, like discrete trial teaching, pivotal response training, prompting, and modeling.

**Romania**  
Autism  
Romania No, not for adults with autism.

**Romania**  
Romanian  
Angel Appeal There are a lot of intervention/ therapies/ activities suitable for persons with ASD, these can be selected depending on the desired goal, on the age and extent of damage of the person with ASD. The most activities addressed ASD adults are included in occupational therapy.

**Russia** There are several centers which work with autists. For example: the centre established in Moscow uses a variety of working methods: music therapy, hippotherapy, art therapy massage, theater, physical therapy, training for parents. Somatosensory therapy is applied since 1995. It produces positive results such as reduction of anxiety, the improvement of communication skills. ABA is looking for links between behavior and what could cause such behavior. Changing environment influence the change of behavior. Feldenkrais method is a sensorimotorical learning and motor

	<p>development. The motor development is a very important for language and orientation in space. Systematic work influences child's self-esteem and self-image</p>
<b>Spain</b>	<p>We are an institutional representation organisation and we don't apply directly the training methods to improve learning of people with autism.</p> <p>We develop recommendations, materials and scientific publications about these topics, and we claim for more opportunities and resources for this social group.</p>
<b>Sweden</b>	<p>Teaching daily lives activities, independency, responsibilities, acting with money, communicating skills etc. All depends on person needs.</p>
<b>The Netherlands</b>	<p>Four mental health care institutions, together with the Dr. Leo Kanner House, have developed an action matrix for job coaches and process counselors, as a guide to the occupational integration of ASD sufferers. The matrix of the KIRA Project is based on the accumulated knowledge and experience that they gained during 67 transition to work processes. Starting point of the methodology adopted is the specific situation of the individual who is receiving counseling. For this reason, there is close collaboration with the client's personal network and with the associated caregivers (including health care providers).</p>
<b>Turkey</b> Kosuyolu	<p>We are working with them personally, helping them to reveal their qualities.</p>
<b>Turkey</b> Zeytinburnu	<p>There are no specific training methods for adults with ASD.</p>

**United Kingdom**

We provide various methods. These include;

- Workskills training for employees with autism
- Job finding handbook
- Preparation for work programmes
- Employer led work programmes
- Graduate work preparation workshops

Transitions

I currently work with secondary school pupils from the age of 11yrs to 18yrs old who are still in full time education.

We run a weekly class for between 6-8 pupils for a school year (42 weeks). The class is based around group work and interaction between the pupils and teacher is encouraged. The course is based around soft skills and the aim is to build self-confidence and work on communication skills.

We work through a Transitions programme which includes lessons on the following topics:

- Autism and Asperger Syndrome Awareness
- Social and Communication Skills
- Relationships
- Emotional Health and Management
- Transition from School
- Employment Choices
- Money Matters
- Team Work
- Independent Travel

The Social and Communication module is based on the National Autistic Society Socialeyes resource.

**USA**

Yes, but I'm sorry to say this very few we could recommend as a model to follow. There is a sad situation in the USA as many people, largely spurred on by fads, desperation and irresponsible

celebrities. A number of training plans aimed at people with Autism in the US, such as the 'Son Rise' program centres on 'Curing' Autism rather than providing support through education and employment. Part of this comes from the held belief in America that Autism is more curable than it is supportable. I've tried to find examples of some training schemes aimed at support, however please note again due to cultural and economic differences these are not extensive across the USA.

The University of North Carolina developed their TEACCH program, which provides a plan for schools, community care or home schooling to provide a structured learning plan that incorporates visual aids in its approach. Generally it advocates a child focussed approach, using segregated teaching areas if they are in public schools. It also runs seven regional centres across North Carolina which provides this training directly. The program is available across the USA but only as a set of resources.

Some employment related training is available for people with wider learning difficulties, from organisations such as Kens Krew, this largely centres on matching them with appropriate jobs and providing 10-12 hours of vocational training before they start to ensure they understand what's to be expected:

<http://kenskrew.org/program.htm>

Forward Motion Coaching is a project aimed to provide Career and Job coaching to people with Asperger's Syndrome across both workplace support, as well as training in areas such as Interview Skills and Communicating with Colleagues. This is done by booking 30 minute training sessions across a range of topics, very much in the style of a life-coach. [www.forwardmotion.info/wp/](http://www.forwardmotion.info/wp/)

Most of this is done by a single person, Barbara Bissonnette, a former Marketing & Sales executive who has written two books on Asperger's in the workplace.

The nonPareil Institute is a Texas based group providing technical

training to people with Autism, as well as assisting in housing and employment opportunities as they grow older. This training and job opportunities does focus towards IT and technology development, such as Web Design and Software Programming:  
[www.npitx.org/About.htm](http://www.npitx.org/About.htm)

It's a fair assessment that in the US, as with the UK over a decade ago, much of the push for skills and training relates heavily to IT and Computing, largely as some news reports from areas such as California and Denver suggest that a diagnosis of Autism can improve your chances of work in these sectors. However this does limit the opportunities available  
[www.mercurynews.com/business/ci\\_24956222/temple-grandin-half-silicon-valleys-got-mild-autism](http://www.mercurynews.com/business/ci_24956222/temple-grandin-half-silicon-valleys-got-mild-autism)

It's worth noting, whilst there is no overall US wide strategy for employment or training, Dr Peter Doehring, in 2013, published a book looking across 9 states and presenting a guide to educations and state authorities to produce an effective and cost conscious plan for supporting Autism:  
<http://products.brookespublishing.com/Autism-Services-Across-America-P681.aspx>

### 3.9 Successful adult education methods used in the organization and results

Question: Describe a successful method used in your organization in education of adults with autism. Explain your choice.

What were the results of the method used (specify if adults with autism who were formed in your organization could find a job).

successful method used in the organisation and results	
Austria	small group setting combined with individual training 80% success rate, integration into labour market
Belgium	tailor-made support, functional assessment, WAKKER, Supported Employment, development plan

	50-60% have a job after the training
Bulgaria	empathy, communication skills, theoretical and practical training for "iSpectrum project" the participants are integrated in the companies
Croatia	small groups, education in practical situations in real jobs, personal support - (generally high unemployment rate in Croatia)
Denmark	-
Estonia	career counselling link labour market with individual abilities
Finland	self-advocacy, empowerment-committee -
Germany	-
Hungary	social care, practical tasks for independent living, leisure, relationship, active participation, lifelong learning
Italy	theory of imitation by Meltzoff: "like me"-hypothesis improving communication and socialisation
Latvia	-
Lithuania	-
Luxembourg	-
Poland	TEACCH approach some found work, others need longer support
Portugal	model is based on behavioral and cognitive paradigms helped to achieve objective goals on the IEPs
Romania	-
Russia	-
Spain	-
Sweden	pair work (consultant & client), group work, work in public accompany client as long as necessary, also help for client & employer
The Netherlands	regular evaluation and support, acquisition of skills, modified working conditions, high involvement of clients realistic abilities and labour market objectives
Turkey	fulfill personal needs, work with the strengths, one-to-one communication one client is successfully working in IT

United Kingdom	individual approach, person centered approach, methods elaborated in the frame of TEACCH
	-
USA	-

<b>Austria</b> WORK_aut	Small group setting combined with individual trainings. So far – 80% success rate – general working market. Happier participants who have a better understanding of their diagnosis, their strength and know better what they want in life. Parents who are grateful and less stressed.
<b>Austria</b> Querdenker	-
<b>Austria</b> Dachverband	Communication-training. It helps to integrate and to express oneself. Besides it's a support to learn to how to cope with society and groups.-

<b>Belgium</b> Association Blijdorp	<p>At my estimation the situation and chances for people with autistic disorders are poor. At first the projects are specific for people with autistic disorders, but without mental retardation. A whole group of persons with complex disorders can't participate to regular labour. For them there are only chances in special sheltered factories or in day-care centers, where they can do small tasks. Secondly the outputs of the projects at the moment are limited. Economics have a lot of demands on productivity and on work attitude, which give problems to people with autism. Their behavior will be misapprehended most of the time. People don't make time to understand autism.</p> <p>Even in small projects for people with mental retardation we experience the same problems of misapprehending those persons. Persons will be evaluated by the results they can get in the small tasks. A work leader understands easily physical problems and even mental problems and is willing to adapt the work place and the work results in favor of those problems. Autistic disorders are</p>
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	<p>experienced as strange and maladjusted.</p> <p>I do believe that a new, to develop project can be useful. A project can reveal new notions, because they will start in another society and another economic reality. For people with disorders in Romania there are not so many chances. Those people can start the project with an open mind and a clean sheet. For them every small success can be a revelation. For those who guide the project, this can give clear observations of the keys to success.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p>The projects and the training we developed are based on the life-course model. Transition moments are often very complicated for people with ASD, for instance the transition from education towards work. This model assumes that transitions should be adequately prepared because this can be very decisive for the success of a training or employment programme. The model was developed in the Avanti-project and is described in the book 'Life-course model: A way to work with autism, 2009, Smet, K and Van Driel, S, Antwerp: Garant'. The book is available in English.</p> <p>During the Skills Lab project (<a href="http://www.skillslabforasd.eu">www.skillslabforasd.eu</a>) we made the life-course model more practical and developed a guideline how to set up a skills lab in order to close the gap between the person with ASD on the one hand and work, education or support on the other hand.</p> <p>The training 'Make it work!' is successful because it is a way to empower people with ASD and to stimulate them to take action about their own situation but this is not possible without informing parents, training professionals and the sensitization of employers and co-workers.</p> <p>Often, the training program isn't enough and is a much longer support on the work floor necessary. It is important that the given support is tailor-made and flexible that is starts from the person with ASD and not from the support that is available.</p>
<p><b>Belgium</b></p>	<p>We use a range of methods: functional assessment and WAKKER,</p>

**De Ploeg**

Supported Employment, Socratic method, personal development plan, job profile, etc.

In Antwerp we are recognised to support 350 people. More than 50-60% will have a job after the support of 12 years. The organisation offers also other services for people who have fewer chances on the labour market. In general we have 700 clients a year for the whole province (also youngsters, ex-offenders, long term unemployed, low educated people).

**Bulgaria**

The project for the adults provides a serious game virtual work environment specifically for people with ASD focuses on 3 sectors: retail, outdoor/gardening and office/IT, along with a virtual placement office/job centre where users can practice their interview skills and develop jobsearch skills.

The positive results of the integration of the ASD participants in the 6 companies who have chosen to cooperate with ESI Centre Eastern Europe and Association Autism in this project could be seen as a positive sign for future application of this model throughout Bulgaria and the neighbor countries. As more adults with autism are entering the workforce than ever before, the issues involving autistic people and the workplace are being redefined to benefit both employees and employers. The creation of proper handout materials explaining what autistic people expect in the workplace and the type of resources available to help a successful employment experience is adding to the future opportunities in the process of recruitment of ASD people into the free market.

**Croatia**

Adults with ASD include in work activities with personal support or in small groups, and education is carried out in a natural situation in real jobs.

We do not have such examples. Given the high level of unemployment in the Republic of Croatia even for the general population, it is difficult to expect the employment of persons with ASD

<b>Denmark</b>	-
<b>Estonia</b>	<p>We help people with autism to find out, what profession they want to have- career counselling.</p> <p>It helps to link labour market demands with individual abilities and needs of people with autism</p>
<b>Finland</b>	Self-expertise.
<b>Germany</b>	-
<b>Hungary</b>	<p>One of the main specialties of the “Autism Farm Community Network” is the innovative employment structure, which builds many opportunities of job creation for people with autism. In Hungary, a wide range of employment chances in the farm communities offer realistic perspective and a positive vision for people with autism.</p> <p>The Job opportunities developed and offered by the Network are:</p> <ul style="list-style-type: none"> <li>• Gardening</li> <li>• Park maintenance, Forestry</li> <li>• Animal husbandry,</li> <li>• Processing and sale of milk, eggs, meat</li> <li>• Kitchen- and other food production</li> <li>• Manufactures: folk crafts and handicrafts</li> <li>• Industrial production: various workshops</li> <li>• Catering: providing meals and accommodation</li> <li>• Trade: permanent and temporary product sales</li> <li>• Other services: tourism, forest school, etc.--</li> </ul>

<b>Italy</b>	<p>We think that sharing actions leads to great improvement in imitation and sharing minds, according the theory of imitation theorized by Meltzoff .</p> <p>Meltzoff is an American psychologist and an internationally recognized expert on infant and child development., he has developed the "like me" hypothesis of infant development. This involves three steps. First, there is an intrinsic, supramodal connection in the infant mind between observed acts and similar executed acts (the correspondence reported in the 1977 and 1983 studies cited above). Secondly, infants experience a regular association between their own acts and their own underlying mental states. This is based on everyday experience. Third, infants project their own internal experiences onto others performing similar acts. As a result, infants begin to acquire an understanding of other minds and their mental states (desires, visual perception and basic emotions, for instance).This hypothesis suggests that it is imitation that is inborn, and the understanding of other's mental states is a consequence</p> <p>The main results consist in improving communications and socialization.</p>
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<b>Latvia</b>	
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<b>Lithuania</b> KVAC	We are working with children.
<b>Lithuania</b> Viltis	-

<b>Luxembourg</b>	-
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<b>Poland</b>	<p>We mostly use TEACCH approach, because the organisation of the education and training with all visual clues we find helpful very much for most of people with ASD, LfA but also HfA. It is especially the most useful for the sheltered work places for people who need the environment adjusted to the needs of these people. We focus also our attention on sensory issues by these people and we develop the alternative methods of communication. We try to train the computer skills with most people to write the messages in this way. But the most important is for us the Person Centered Planning to support these people to influence their own lives.</p> <p>Because we have participants from the whole spectrum of autism, we've prepared some people for sheltered work, and another groups for the open market. Some people have found work with our support, but not everybody. Some of them need much longer support; they are not ready for employment.</p>
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<b>Portugal</b>	<p>Our comprehensive treatment model and focused intervention practices, based on behavioral and cognitive paradigms and theories, helped us to achieve more objective goals on our IEP`s.</p> <p>From 157-1st semester of 2013, up to 241-2nd semester of 2013 (acceptance criteria of <math>\geq 80\%</math> (level of goal`s achievement)).</p>
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<b>Romania</b> Autism Romania	-
<b>Romania</b> Romanian Angel Appeal	-

<b>Russia</b>	-
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**Spain**

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**Sweden**

A consultant is working with a person in pairs, and providing trainings depending on his needs, like hygiene, ways of communicating, positive behaviour in public and so on. And some trainings are being held in groups (for example, starting a dialogue), some in public places (shop, cinema etc.) All methods are based on individual needs.

We try to help our able clients to find a place for work, like a cafeteria, helping in a office etc. And one of our consultant stays with him as long as is needed, while a person starts to feel good enough in a working place. Further help is also available for both client and employer.

**The Netherlands**

Following an intensive initial period, the level of counseling rapidly declines. If there are changes at work or changes in the client's personal situation, however, there is a major risk of relapse. For this reason, there is a continuing need for regular evaluation and support sessions, possibly throughout the client's entire working life. Courses are available on the methodology that has been developed to this end.

The following aspects are investigated and charted, so that we set up a project on the basis of these data:

- Desires, motivations and prospects
- Skills and personal factors
- Client's learning method
- Client's social background and professional/natural networks
- Environment and personality.

There are two principle links between the client and their work. Firstly, there is a focus on the acquisition of skills by the client. Secondly, the work itself and the working conditions are modified

so that they can be adapted on the client's capabilities. The result is a practical operating method where background information (ranging from information on autism to legislation/regulations with respect to personal support) and work documents are clearly organized, easy to find and use by colleagues in employment support fields.

The main principle is that clients with ASD should be approached on an equal footing where possible, to give them the opportunity to manage their lives independently. Involvement in the thinking and decision making process is particularly appreciated by clients with strong verbal skills. Clients with a more expectant and aloof attitude will benefit from a more direct or controlled approach.

The job coach will provide the options and associated tools, but leaves the client to decide. Interests and/or preoccupations may provide a lead to work orientation, but in many cases will not lead to actual employment prospects. It is advisable to focus on these interests or preoccupations in one of the existence spheres, as they are often very important to the client. If they are ignored, this could be a limiting factor in the project. This will make it clear to the client that his desire can probably not be realized professionally and will create more scope to focus on alternative employment options. This approach demonstrates to the client that the job coach is taking him seriously and is providing an insight into what is, and what is not, feasible.

If the client lacks, or has insufficient, self knowledge and does not recognize the limitations imposed by ASD, it is necessary to clarify this. The success of the project relies on the fact that the client accepts his autism and the associated limitations. The client needs to have a realistic self image in order to arrive at a degree of self development and integration in the employment process. The job coach should be aware of the possible limitations with respect to perception, the process of generalization, the ability to change, communication and visualization. The job coach needs to

recognize and highlight them, put them up for discussion and provide the means to promote the client’s abilities. A typical example is the indication and training of the difference between words and deeds. It is also important to recognize the concept level. For example, a client may not want to work outside because he once walked into a garden fork. This data is immediately associated with working outside and thus limits the exploration of employment possibilities.

Finally, the matrix includes a description of the various stages of the employment support project, the players involved in the process, the input and use of tools, the attitude of the job coach in this process, the do’s and don’ts (success factors and pitfalls). This makes the matrix into a guide book for the employment support process to help people with autism find suitable employment.

<p><b>Turkey</b> Kosuyolu</p>	<p>I think the most successful method is working in person with everyone of them as it helps to help them individually, notice one’s strength and work with them, and it is easier for them to communicate with a single person at the moment.</p> <p>One of our clients is working successfully in the IT business now as it was his hobby and he was working a lot on it.</p>
<p><b>Turkey</b> Zeytinburnu</p>	<p>I think that the most successful method for working with autistic people is working with them personally, to fulfil everyone personal needs.</p>

<p><b>United Kingdom</b></p>	<p>The approach within the NAS is highly individualised. The methods used are SPELL as the overarching framework, TEACCH, PECS and Social Stories. Person centred planning for positive lifestyles planning and positive behaviour support (PBS) which focuses on our approaches and creating a normal life for the people we support. PBS principles are fundamentally rooted in person centred values, aiming to enhance community presence, increasing</p>
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personal skills and competence and placing emphasis on respect for the individual being supported.

Figures are not known.

**USA** -

### 3.10 Situation and chances for people with ASD in general

Question: Would you estimate the situation and the chances for people with Autistic disorders in general as satisfying or enough or poor. Please give us some arguments for your estimation.

estimation of the situation/ chances of people with ASD			
Austria	poor	Lithuania	poor
Belgium	poor	Luxembourg	-
Bulgaria	poor	Poland	poor
Croatia	poor	Portugal	poor
Denmark	-	Romania	poor
Estonia	poor	Russia	
Finland	poor	Spain	poor
Germany	poor	Sweden	enough
Hungary	poor	The Netherlands	poor
Italy	poor	Turkey	poor
Latvia	-	United Kingdom	poor
		USA	-

<b>Austria</b> WORK_aut	Poor. Only two autism specific work integration projects in Austria (that we know of). Still not a lot of media coverage. Lots more than 3 years ago, but still very little.
<b>Austria</b> Querdenker	Poor – as there are no special offers and society knows little about ASD.

<b>Austria</b> Dachverband	Poor. It's still very difficult for people with autism to find jobs and to keep them.
<b>Belgium</b> Association Blijdorp	<p>At my estimation the situation and chances for people with autistic disorders are poor. At first the projects are specific for people with autistic disorders, but without mental retardation. A whole group of persons with complex disorders can't participate to regular labour. For them there are only chances in special sheltered factories or in day-care centers, where they can do small tasks. Secondly the outputs of the projects at the moment are limited. Economics have a lot of demands on productivity and on work attitude, which give problems to people with autism. Their behavior will be misapprehended most of the time. People don't make time to understand autism.</p> <p>Even in small projects for people with mental retardation we experience the same problems of misapprehending those persons. Persons will be evaluated by the results they can get in the small tasks. A work leader understands easily physical problems and even mental problems and is willing to adapt the work place and the work results in favor of those problems. Autistic disorders are experienced as strange and maladjusted.</p>
<b>Belgium</b> Indigo vzw	<p>Referring to the low percentage of people with autism that has a job on the regular labour market there is still a lot of work to do. It demands for a life course guidance with an early preparation of the transition from education towards work. Work need to be seen as a broad continuum (all kinds of work forms), it has to meet the interests and talents of people with ASD but also their limitations and need for support. Employers are willing to give them a chance but they don't know autism enough, once they have a positive experience of employing a person with ASD they are convinced that it is possible.</p>
<b>Belgium</b> De Ploeg	<p>It is very important to explain people about ASD, the talents, the consequences, the adjustments they need, etc. They are people that have civil rights and also a lot of possibilities even though they need adjustments, understanding and chances on the labour market. On your own, you need to know about your disability, your</p>

rights, how to discuss about the adjustment with your employer etc. In today's individual society we need solidarity and to empower the target group.  
I believe there is also a large group of people that can be part of society but isn't strong enough. They can work but not on the open market or need jobs that can give them the opportunity to do so. The competition on the labour market will still exclude a lot of people that are not fast enough for the rat race.

**Bulgaria** Often, in the past, autism was considered a life-long syndrome; there are still only a few experiences about autism in adulthood. We think that the situation for people with ASD is generally poor, in particular for adolescent and adult people with autism.

**Croatia** Opportunities in Croatia because of the economic crisis are very bad for the general population, especially for young people , as well as for those who have lost their jobs . Employment opportunities for people with ASD are currently only at the possibility of involvement in the family business if it exists.

**Denmark** -

**Estonia** There are no services which are meant for only adults with ASD, but considering the smallness of Estonia – it is not urgently needed. The number of institutions is not sufficient

**Finland** There are some projects and training, but not enough.

**Germany** It is difficult to answer this question in general, because too many factors are depending: Between Kanner and Aspergers Autism, between high and low functioning, between a good (regional)

provision and a bad or no provision with autism-specific offers.

But in general: Situation and chances are poor. In most cases people have no choice between specified offers. People are forced to take what they are offered.

**Hungary** The formation of the network of service provision for adults is at an initial stage. It seems that the first complex model to be realized in the near future is going to be an adaptation of the Irish farm system.

**Italy** Although every scientific contribution emphasizes the aspect that autism is to be considered a life-long syndrome, there are still only a few research works study about autism in adulthood, and, more importantly, the supportive interventions which focus on the person and his/her family during such a delicate period. We think that the situation for people with ASD is generally poor, in particular for adolescent and adult people with autism. Anffas onlus is a National Association for families of people with intellectual and/or relational Disabilities. It's a big association of parents, kin and friends of people with disabilities that was born more than 50 years ago, and currently it is present throughout the national territory .All the Anffas associations defend the rights of people with disabilities and the rights of their families for every aspects of their life ( school, work, health..). The several activities of Anffas are possible with the help of thousands of volunteers and supporters who together with parents and kin, contribute to achieving the aims of the association. Anffas onlus agrees that in Italy there are few opportunities for adults with ASD, too.

**Latvia** -

<b>Lithuania</b> KVAC	Poor or even very poor as long as society will be full of stigmas and mistrust for people with Autism or any other mental problem.
<b>Lithuania</b> Viltis	I think the situation is poor at the moment. Maybe after 2015 (then autistic adults will be able to get their diagnosis as ASD) there will be some changes.
<b>Luxembourg</b>	-
<b>Poland</b>	The situation is poor. Most people in the society think only about children with autism, they don't recognize the problems of adults. The positive is that many employers are interested in the problem, sometimes even fascinated with ASD, so they are open to participate in the meeting for employers. They await the information about the problem and they want to try offering work places for people with ASD. But sometimes they are disappointed because they supposed it will be much more talented person. So there is a long way to inform all people about these problems, and organize meetings and trainings. We try to speak about people with ASD in a positive way showing also their successes in sport and music and arts.
<b>Portugal</b>	Poor. We still do not have regional strategies to support activities to help people with Autism disorders, and the majority of practices are not evidence based ones.
<b>Romania</b> Autism Romania	The autistic persons` situation is completely unsatisfying because they don`t have any chance to live a decent life and the social services they need are absent.
<b>Romania</b> Romanian Angel Appeal	-

<b>Russia</b>	-
<b>Spain</b>	Really poor. They have very little opportunities to access and participate in society, and to live independently with the right support they need.
<b>Sweden</b>	Enough. Our situation is a better than most of other countries, we have plenty of help for people with ASD and things are getting better.
<b>The Netherlands</b>	Unfortunately it's not a good situation, but there are many people working very hard to improve it.
<b>Turkey Kosuyolu</b>	I think it's definitely poor, because they don't get enough education, society is full of stigma about people with ASD they are sort of "forgotten".
<b>Turkey Zeytinburnu</b>	Presently, most services are geared towards children. There are many adults and teenagers who have been recently diagnosed. They went through life the hard way, and are still experiencing challenges. They need assistance to make up for the lack of proper help in their growing years.
<b>United Kingdom</b>	The chances of people with autism finding and maintaining employment are poor. We estimate only 15% of adults with autism are in full-time paid employment.
<b>USA</b>	-

### 3.11 General training manual – is it helpful and can it be used

Question: In our project we will create a general training manual to improve the employability for people with Autistic disorders. Do you think this would be helpful and is there a chance to use it in your country and organisation?

will the training manual be useful and useable			
Austria	yes	Lithuania	yes
Belgium	yes	Luxembourg	-
Bulgaria	yes	Poland	yes
Croatia	yes	Portugal	yes
Denmark	-	Romania	yes
Estonia	yes	Russia	
Finland	-	Spain	yes
Germany	yes	Sweden	yes
Hungary	yes	The Netherlands	yes
Italy	yes	Turkey	yes
Latvia	-	United Kingdom	yes
		USA	-

<b>Austria</b> WORK_aut	Might be. What we find important – every person with Asperger Syndrome is unique and we should note that fact and work accordingly. The individualistic approach while at the same time using internationally approved approaches in our project shows very good results.
<b>Austria</b> Die Querdenker	Yes! There are some labour market service measures in which these trainings could be realized.
<b>Austria</b> Dachverband	I hope so!

<b>Belgium</b> Association	I do believe that a new, to develop project can be useful. A project can reveal new notions, because they will start in another society
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<b>Blijdorp</b>	and another economic reality. For people with disorders in Romania there are not so many chances. Those people can start the project with an open mind and a clean sheet. For them every small success can be a revelation. For those who guide the project, this can give clear observations of the keys to success.
<b>Belgium</b> Indigo vzw	Indigo and de Ploeg developed a training program for people with ASD, parents, professionals and employers and co workers. I think it would be a good idea to exchange information. During the skills lab project we collected instruments and methods which can be used in the guidance of people with ASD.
<b>Belgium</b> De Ploeg	We think it's important to support the regular services that are not aware of the problems and methods to support people with ASD. It might be helpful to use it.
<b>Bulgaria</b>	Yes, we think it might be helpful, particularly for high-functioning adults and for people with A.S.
<b>Croatia</b>	We are very interested in the availability of General training manual to improve the employability for people with ASD .We would like to translate it when it is prepared and forward it to all the important addresses in the Republic of Croatia.
<b>Denmark</b>	-
<b>Estonia</b>	yes
<b>Finland</b>	We would need them in Finnish.
<b>Germany</b>	This could be helpful.

<b>Hungary</b>	Yes, we think it might be helpful.
<b>Italy</b>	Yes, we think it might be useful and helpful, particularly for high-functioning adults.
<b>Latvia</b>	-
<b>Lithuania</b> KVAC	I don't know if that could be useful for our organization as we work mostly with children but all in all it would be useful.
<b>Lithuania</b> Viltis	Yes, I think that such a manual could be useful especially for organisations that will start working with autistic adults from 2015.
<b>Luxembourg</b>	-
<b>Poland</b>	As it is written above we have prepared already such Model and it is adjusted to the Polish situation, legislation and level of functioning after the school education. There are important factors influencing the whole process of the transition from school to work places. But we find it helpful to have such Model in every country because it helps to support these people in the proper way.
<b>Portugal</b>	We think it will be very helpful if, in what concerns the practices for the empowerment of autistic persons, they will be based on evidence based practices and clear data showing results. If it is still an experimental training program, written in a manual form, we would like to receive more information on the evidence of the fundamentals.
<b>Romania</b>	In theory it is useful. But the employment on the working market

<b>Autism Romania</b>	needs a lot of changing of the legislation and the working market itself, a lot of resources, and only in that conditions can be a success.
<b>Romania Romanian Angel Appeal</b>	Depends very much whom wish to address this manual; if you want to address it to the potential employers it is useful. If you wish to address to the persons with ASD it must be doubled by counselling, employment assistance and subsequently. The simple elaboration and distribution of a manual is not enough.
<b>Russia</b>	-
<b>Spain</b>	Sure. There are not many documents or publication on employment and adult people with autism.
<b>Sweden</b>	Yes, any new ideas is good.
<b>The Netherlands</b>	Yes, we think it might be helpful.
<b>Turkey Kosuyolu</b>	I think so.
<b>Turkey Zeytinburnu</b>	Yes.
<b>United Kingdom</b>	Yes I think it is helpful. We have developed one for the UK. Many of the pupils I currently work with are in the first stages of secondary school education. They would all benefit from additional support as they move on from full time education. This would be of benefit to both the individuals as well as their supportive parents / carers.

**USA**

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### 3.12 Guide for employers – is it helpful and can it be used

Question: In our project we will create a guide for employers to convince them and to support them in the process of employment of people with Autistic disorders. Do you think this would be helpful and do you think there is a chance to use it in your country and in your organisation?

will the guide for employers be useful and useable			
Austria	yes	Lithuania	yes
Belgium	yes	Luxembourg	-
Bulgaria	yes	Poland	yes
Croatia	yes	Portugal	yes
Denmark	-	Romania	yes
Estonia	yes	Russia	
Finland	-	Spain	yes
Germany	yes	Sweden	yes
Hungary	yes	The Netherlands	yes
Italy	yes	Turkey	yes
Latvia	-	United Kingdom	yes
		USA	-

<b>Austria</b> WORK_aut	Yes. As long as we are allowed to adjust it to the Austrian situation.
<b>Austria</b> Querdenker	Yes.
<b>Austria</b> Dachverband	I hope so!

<b>Belgium</b> Association	I do believe that a new, to develop project can be useful. A project can reveal new notions, because the will start in another society
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<b>Blijdorp</b>	<p>and another economic reality. Expectations will be different and will challenge a different view and different reactions. In Romania there aren't many projects of employment for people with disorders. Employers who will start in this project can have a different goal. Rather than search economic goals, they can be pioneers in this part. Name recognition can give prestige, a label of an employer with social dynamism.</p>
<b>Belgium</b> Indigo vzw	<p>With the project 'Make it work!' we organized 2 information evenings only for employers with a debate/dialogue between employers who employ people with ASD, employees with ASD and the jobcoach and that was a big success.</p>
<b>Belgium</b> De Ploeg	<p>A lot of employers are prepared to make efforts for the target group, others are not. It's important to convince them and support them. This is helpful. However it's my personal opinion that we need a law to obligate them also to employ a % of people with a disability because they have quota.</p>
<b>Bulgaria</b>	<p>Yes, We Think it's a good opportunity</p>
<b>Croatia</b>	<p>Certainly we would translate that too and distribute it , although the current situation in the labour market is not very encouraging .</p>
<b>Denmark</b>	<p>-</p>
<b>Estonia</b>	<p>yes</p>
<b>Finland</b>	<p>--</p>
<b>Germany</b>	<p>Yes, I think this could be helpful. Not as much to convince</p>

	employers but to inform them about the specific needs and conditions persons with Autism have/ need.
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<b>Hungary</b>	Yes, We Think it's a good opportunity
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<b>Italy</b>	Yes, if the economic situation get better.
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<b>Latvia</b>	-
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<b>Lithuania</b> KVAC	That may be useful but first our society and employers need to change their attitude to autistic people.
<b>Lithuania</b> Viltis	Yes, maybe that would encourage them to employ people with Autistic disorders.

<b>Luxembourg</b>	
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<b>Poland</b>	As above we have such material as the part in our model. It is published in paper but also at the CDs. Of course it will be helpful to compare the Models (if you will translate it into another language).
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<b>Portugal</b>	We think that will be very helpful, and that we can study the chance to use it.
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<b>Romania</b> Autism Romania	Yes, can be useful.
<b>Romania</b>	Yes.

Romanian  
Angel Appeal

Russia

-

Spain

Sure. There are not many documents or publication on employment and adult people with autism.  
It will be helpful, but I think it will be more helpful if it is translated into Spanish.

Sweden

Yes, that could bring more good ideas.

The  
Netherlands

Yes, We Think it's a good opportunity.

Turkey  
Kosuyolu

It would be good to try, but I'm not sure if that will work out.

Turkey  
Zeytinburnu

Yes.

United  
Kingdom

Yes I think this will be helpful. We have developed something similar for the UK.

USA

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### 3.13 Recommendations for the training kit and guide

Question: Are there some recommendations from your experienced side, for the development of this training kit and guide?

<b>Austria</b> WORK_aut	Be aware that the working market and approach to work is different in different countries. But to raise a Europe wide awareness – YES PLEASE
<b>Austria</b> Querdenker	<ul style="list-style-type: none"> <li>• Make more use of the strengths of people with ASD and find some adequate employment possibilities where they can contribute with their abilities</li> <li>• Keep their limitations in communication skills in mind</li> <li>• Inform employees about autism</li> <li>• Design the job training adequately to the needs of people with ASD, they sometimes need longer to put instructions into practice and to internalize them</li> <li>• Provide a low-stimulus environment</li> <li>• Due to their need of structure and regular habits people with ASD are punctual and very reliable</li> <li>• Be aware of the fact that people with ASD sometimes act in the literal meaning of a word or phrase</li> </ul>
<b>Austria</b> Dachverband	It helps if an adult with autism can get a buddy especially at the beginning of a new job.
<b>Belgium</b> Association Blijdorp	I think the most important part to success for a project of preparing people with autistic disorders to the labour market, is knowledge and notion of people with autism. Projects in our country showed that one can adapted labour and work places, that one can prepare people to labour market. But a good comprehension of the behavior of those people is essential to a good cooperation for a long time.
<b>Belgium</b> Indigo vzw	GOCI, a specialized organisation for guidance, training and mediation such as de Ploeg already developed a guide for employers with testimonies: <a href="http://www.participate-autisme.be/documents/H_autisme_op_de_werkvloer_anders_bekeken.pdf">http://www.participate-autisme.be/documents/H_autisme_op_de_werkvloer_anders_bekeken.pdf</a>

**Belgium**  
De Ploeg

In Flanders there is already a guide developed by job-Link 'Anders bekeken. Autisme op de werkvloer' Maybe this can be helpful.

**Bulgaria**

We think each country has different characteristics, and it is important to adapt the methods to the cultural and social characteristics of the various countries.

**Croatia**

It would be good to define that incentives should be implemented by state. Also that support services should be set up

**Denmark**

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**Estonia**

Training kit should also be shown to politicians who create law. Every change can be reached only through transformative dialogue among policy makers, ngo, municipality organizations, education organizations, health care system, etc.

**Finland**

-

**Germany**

-

**Hungary**

-

**Italy**

I think that we need to have in mind that the main challenge consists in working with low-functioning people, and above all the most important thing is respect individual characteristics.

<b>Latvia</b>	-
<b>Lithuania</b> KVAC	There should be more information about encouraging autistic people, helping them to want to go society and not to close themselves.
<b>Lithuania</b> Viltis	I think that such a manual should be available in public, not only for workers or employers but also for everyone else.
<b>Luxembourg</b>	-
<b>Poland</b>	It is necessary to organize the training of social skills, not only for vocational skills. The lack of social skills is the most common reason why people with ASD fail in the work. The support in legislation and all formal matters is necessary for them, and also the support from the psychologist, because many have the depression or motivation problems. In Poland we have also to meet with parents and discuss the whole individual situation, because people with ASD are dependent from their parents emotionally, economically, they live together.
<b>Portugal</b>	Community-wide efforts must be made to provide some range of services and supports for adults with autism - but autistic persons need to succeed somehow and this will be better achieved with very efficient programs of empowerment. Thus, the manual should help to determine a “minimum profile” that will help the process of effective employment
<b>Romania</b> Autism Romania	It depends on the beneficiaries of the project. Autism being a spectrum, the individualisation is important.
<b>Romania</b>	--

<b>Romanian</b> <b>Angel Appeal</b>	
<b>Russia</b>	-
<b>Spain</b>	<ul style="list-style-type: none"> <li>• Practical</li> <li>• Easy reading</li> </ul> Using visual images and different communication medium (video, report, etc.)
<b>Sweden</b>	Make it flexible, so any organisation could use anything that fits it most and could also add its own ideas.
<b>The Netherlands</b>	We think each country has different characteristics, and it is important to adapt the methods to the cultural and social characteristics of the various countries.
<b>Turkey</b> <b>Kosuyolu</b>	We still need any possible information.
<b>Turkey</b> <b>Zeytinburnu</b>	Any information would be great.
<b>United Kingdom</b>	<p>When developing materials it is important to look at the positive sides of autism and the strengths that people with autism can give an employer. Often it is useful to support someone to understand their diagnosis first before looking to support someone to find work. Awareness of ASD is a key factor for both individuals with autism and for employers. This awareness informs employers of areas that the individual may find difficult and where adaptations can be made to support the individual.</p> <p>A focus on social skills and team work skills are also advantageous</p>

	<p>as many of my pupils find these areas to be difficult. I also spend time on a module called emotional management; this covers areas such as mental health, anxiety, anger management, criticism / compliments and consequences. These areas are often not covered in mainstream education in the depth that is required for individuals with an ASD</p>
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<b>USA</b>	-
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### 3.14 Best practice examples for inclusion into the labour market

Question: Can you please recommend other best practice example for inclusion or for labour market focused training of people with Autistic disorders, if there are some?

<b>Austria</b> WORK_aut	<ul style="list-style-type: none"> <li>• Very good preparation of the companies and fellow employees</li> <li>• Financial support of the government for companies, who employ people with disabilities (not main reason, but helpful nonetheless)</li> <li>• Raising awareness for the strength of people with Asperger Syndrome</li> </ul>
<b>Austria</b> Querdenker	<p><u>Specialisterne.</u></p> <p>This project was started in Denmark and is now expanding in Europe. In Vienna there is a pilot project which you can find here: <a href="http://www.specialisterne.at">http://www.specialisterne.at</a></p> <p>Specialisterne wants to make use of and put into focus the special abilities of people with ASD which can be seen as a competitive advantage for employers: their enormous dedication to details, accuracy, logical and analytical thinking, creative and unconventional solutions, routine work procedures etc.</p> <p>Bringing together the companies and the people with ASD can be an advantage for both. People with ASD are employed in the field of</p>

	<p>IT, quality assurance and data management. Specialisterne is offering all these services to external companies.</p> <p><a href="https://www.wko.at/Content.Node/Charta-der-Vielfalt/B2B_booklet_2013_%281%29.pdf">https://www.wko.at/Content.Node/Charta-der-Vielfalt/B2B_booklet_2013_%281%29.pdf</a></p> <p><u>WUK Wien</u> (<a href="mailto:ute.fragner@wuk.at">ute.fragner@wuk.at</a>)</p> <p>WUK has been cooperating with Specialisterne for more than one year.</p> <p><a href="http://bildung-beratung.wuk.at/WUK/BERATUNG_BILDUNG/WUK_Bildung_und_Beratung/Uber_Uns/Aktuell/entryid/797/specialisterne-erster-mitarbeiter-erfolgreich-in-den-arbeitsprozess-integriert-wuk-bildung-und-beratung-aktuell">http://bildung-beratung.wuk.at/WUK/BERATUNG_BILDUNG/WUK_Bildung_und_Beratung/Uber_Uns/Aktuell/entryid/797/specialisterne-erster-mitarbeiter-erfolgreich-in-den-arbeitsprozess-integriert-wuk-bildung-und-beratung-aktuell</a></p> <p><u>A1</u> (<a href="mailto:livia.dandrea-boehm@a1telekom.at">livia.dandrea-boehm@a1telekom.at</a>)</p> <p>The mobile phone provider A1 is supporting Specialisterne. The cooperation is based on financial support and corporate volunteering where employees of A1 are providing their knowledge to the start-up. On the other hand people with ASD can make an internship at A1. At the moment two young people are working for A1. <a href="http://www.a1.net/newsroom/2013/12/a1-unterstutzt-specialisterne-osterreich-zur-forderung-von-menschen-mit-autistischer-wahrnehmung/">http://www.a1.net/newsroom/2013/12/a1-unterstutzt-specialisterne-osterreich-zur-forderung-von-menschen-mit-autistischer-wahrnehmung/</a></p>
<p><b>Austria</b> Dachverband</p>	---

<p><b>Belgium</b> Association Blijdorp</p>	<p>As we can understand, there are different levels of labour for people with autistic disorders, depending on their level of mental abilities. Participation to regular labour. Labour in special sheltered factories. And small voluntary tasks for people with moderate mental retardation. This project for the institute aspire the third group. But it will be important to raise awareness for the different levels and for the assignment of education.</p>
<p><b>Belgium</b> Indigo vzw</p>	<p><a href="http://www.passwerk.be">www.passwerk.be</a> <a href="http://www.twerk.be">www.twerk.be</a></p>

	www.ergasia.be
<b>Belgium</b> De Ploeg	In the Avanti-project we made a handbook about ASD and the life course model.
<b>Bulgaria</b>	-
<b>Croatia</b>	TEACCH program to support employment
<b>Denmark</b>	<p>Many educational options in Denmark are aimed at young people with special needs. One group, AspIT, appeared to have been praised by both Danish Ministry for Education and EU Agencies for its practice across education:</p> <p>A Press Release of them stated: The crucial point for me in recommending AspIT is that it does not just talk about preparing the young Aspergers for getting a job; AspIT has also designated the resources, and most importantly: are using them. Words are put into action. AspIT is bursting at the seams with enthusiasm, especially the Educational Director, Ole Bay Jensen, but also among the teachers. The students are treated according to where they are at that translates into an individual approach to learning and personal development.</p> <p><a href="http://www.aspit.dk/nyhedsbreve/aspit-selected-as-best-practice-by-experts/">http://www.aspit.dk/nyhedsbreve/aspit-selected-as-best-practice-by-experts/</a></p>
<b>Estonia</b>	Generally it is possible to have support person in universities, but this is occasional and depends on financial possibilities as much as finding the suitable person for this job
<b>Finland</b>	We have a guidebook about how to search and find job.

Germany

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Hungary

-

Italy

We know the examples of other farm communities in Europe: One of the first farm communities was in Great Britain at “Somerset Court” in 1974, and after in 1982 at “Dunfirth” in Ireland. “La Pradelle” is a farm community born in France in 1987, where you can find also another best practice example in “le Grand Real” , then in Germany in 1988 was created “Hof Meyerwiede” .

Somerset Court ([www.autism.org.uk/somerset](http://www.autism.org.uk/somerset)) was the first specialist centre for people with autism in the UK. Living there gives adults with ASD the opportunity to lead fulfilling and increasingly independent lives in a beautiful environment. There are seven purpose-built houses at Somerset Court, which enable people to live ordinary day-to-day lives in small groups with the help of the specialist staff. The aim of this farm community is for people to gain in confidence and independence and to build their social and communication skills.

In Ireland you can find the Dunfirth Farm: it is a 70 acre farm situated 30 miles from Dublin close to the village of Johnstown Bridge in north Kildare. It has population of 34 People with Autism supported by approximately 60 well trained dedicated staff. Dunfirth Farm has 15 homes ranging from single self-contained units to homes for up to four persons. Each person has their own personal bedroom where they are encouraged to furnish to their own personal taste. Dunfirth Farm has a range of activities including Horticulture, farming, poultry, pottery, woodwork, art and crafts. The recreation and leisure activities include cycling, walking and swimming. (<http://silverliningcommunityfarm.org>)

La Pradelle is a farm community in France that aims to help and shepherd people with ASD by providing an environment as familiar as possible. The concept of job is basic for this community it structures the life and it's not a simple occupation but a real paid work. The service of employment support includes a restaurant, a bakery shop, a delicatessen, a catering service, a grocery and also rooms of hotel and cottages. In this structure is also present a laboratory of horticulture and a small breeding of poultry. La Pradelle coordinates an European project that aims at creating a common professional culture and improving living comfort, but also the social and professional inclusion for people with ASD ([www.lapradelle.com](http://www.lapradelle.com)).

In 1987 Hof Meyerwiede was created in Germany, where relationship skills, individuality and simplicity are above all. This farm Community is near Brema and Verden.

## Latvia

One report into best practice for disabled people across the UK, Spain and Latvia found for the latter:

There is insufficient legal guarantee in Latvia - none of legal documents considers sustainable and coordinated activities provision for people with disabilities that include professional adaptation, professional/vocational training, work placement and employment retention. None of institutions has sufficient information about the situation with disable people education and employment. Employers are not interested to employ people with disabilities. There is a low awareness of necessary conditions for disable people employment and special equipment to adapt a working place to individual needs.

In addition, despite of the legal guarantee of education, disabled people in most cases cannot fulfill their right for education because of lack of accessible educational facilities.

[http://www.tavanakotne.eu/userfiles/file/Microsoft\\_Word\\_\\_090420\\_](http://www.tavanakotne.eu/userfiles/file/Microsoft_Word__090420_)

	<p>Disabilities_report_final.pdf</p> <p>Despite this Latvia does maintain that the State Employment Agency organizes nonformal adult education programs with the pilot project framework “Integrated inclusion program”. The aims of this program is to assess a disable person’s abilities and psychological characteristics, to provide professional training for unemployed, to help learn necessary job skills at work place and to ensure full –time employment after the program completion</p>
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<b>Lithuania</b> KVAC	-
<b>Lithuania</b> Viltis	-

<b>Luxembourg</b>	<p>There was an EU award issues for Best Practice for ADEM, Agence pour le développement de l’emploi, in Luxembourg.</p> <p>ADEM’s contact centre acts as a Single Point of Contact for job-seekers and employers. It aims to provide callers with an immediate answer to their questions and allow ADEM counselors to have uninterrupted face-to-face meetings with their clients. The contact centre is staffed exclusively by employees with either a disability or an otherwise reduced work capacity.</p> <p>The main aim was to guarantee fast and efficient guidance on the phone by solving a maximum of issues at the level of the contact centre, allowing the counselors to concentrate on their job without being continuously interrupted by phone calls. Another aim is to provide a positive image of the agency, providing callers with a courteous and professional service during all office hours.</p> <p>On the other hand, this service will provide women and men with special needs or who have lost their jobs because of a disability,</p>
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	<p>with an opportunity to regain employment.</p> <p>They aim to provide ongoing training and development of their call staff, with the aim being that they're empowered enough to handle the majority of calls at their contact level, likewise they have the option to transfer the call to a colleague who may be more knowledgeable of certain issues, such as being more familiar with Autism.</p> <p><a href="http://www.included.eu/sites/default/files/documents/booklet_award_en.pdf">http://www.included.eu/sites/default/files/documents/booklet_award_en.pdf</a> - Page 12</p>
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<b>Poland</b>	<p>Specialist People Foundation in Denmark, Prospects in NAS – London. Very positive is the experience of the farms for people with ASD in Ireland.</p>
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<b>Portugal</b>	-
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<b>Romania</b> Autism Romania	-
<b>Romania</b> Romanian Angel Appeal	<p>More information you can find on <a href="http://www.autism.raa.ro">www.autism.raa.ro</a> resources section.</p>

<b>Russia</b>	-
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<b>Spain</b>	<p>Specialisterne (<a href="http://specialistpeople.com/specialisterne/">http://specialistpeople.com/specialisterne/</a>).</p>
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<b>Sweden</b>	-
<b>The Netherlands</b>	-
<b>Turkey</b> Kosuyolu	-
<b>Turkey</b> Zeytinburnu	-
<b>United Kingdom</b>	Employer led work programmes For example we worked with the hospitality industry who funded a programme and provided work experience placements to create inclusive opportunities in the hospitality industry. For example non customer facing roles. Also our graduate job finding programme that was funded by Goldman Sachs. Goldman Sachs also provided us with 6 month paid placements for our job seekers.
<b>USA</b>	-

### 3.15 Recommendation of some special tools

Question: Can you please recommend some special tools you think they are very helpful and needed in the fame of labour market integration and training?

<b>Austria</b> WORK_aut	An attitude in the social worker to see the business world as his/her partner and not as enemies will make a huge impact.
<b>Austria</b> Querdenker	Sorry, no.
<b>Austria</b>	-

Dachverband

**Belgium**  
Association  
Blijdorp

Stolberg Organization System

There exists a concrete instrument to prepare people with autistic disorders to labour, developed in Den Bosch, The Netherlands. I don't know if there exists a translation. Stolberg Organization System (SOS) introduction supports pupils with very specific information about bookish things that cause problems for them. Students with autism, ADHD, NLD and Tourette's, but also pupils with didactic problems such as dyslexia or concentration-disabilities can benefit from SOS.

The SOS introduction consists of

- An informative booklet
- A folder with teaching materials for teachers (15 introduction lessons)
- Roadmaps with symbols,
- An SOS-view organization directory with information sheets for students
- A CD-ROM with many extras, including 19 introductions *extra* classes and a day planner or digital school calendar.

TEACCH

TEACCH stands for Treatment and Education of Autistic and related handicapped Communication Children. It is a developed by Schopler and his staff intervention program aimed at the individual skills through a highly structured educational environment. Visualization and predictability are central to the program. The idea is traced to behavioral views. The program is implemented in all kinds of schools worldwide. Parents are actively involved in the implementation of the program. They are taught the same one strategy in the home situation. A multidisciplinary approach is both to the Diagnostics as well as for the attention of the treatment.

The TEACCH program is also widely introduced in Netherlands and applied to many day care centers, special schools and boarding

	<p>schools. It plays properly on the need for structure, clarity and predictability, which individuals with autistic disorder need. In many intervention programs are elements of TEACCH used. The program is implemented in Netherlands something less stringent than in the United States because it attaches great importance to the individuality of the child, the adolescent or adult. Too much structure there is a tendency to robotic behavior.</p> <p>What can offer compared to other ways of TEACHH approach?</p> <ul style="list-style-type: none"> <li>• Respect for diversity by autistics, the form in which the autistic syndrome occurs.</li> <li>• Respect for parents and parent groups as "Co-therapists" within the program</li> <li>• Opinions and decisions of the parents concerns younger children and disabled adults, are also included in the treatment plan.</li> <li>• There is also listened to the messages of the autistic people itself, making a maximum of communication with them.</li> <li>• Strong involvement of the specialized aid worker by the following points.</li> <li>• Great fame with the phenomenon of Autism in all respects, medical, psychological, educational, sociological, etc.</li> <li>• Experiences with long-term (and testable) results</li> <li>• Continuity evaluation of the learning techniques based on the University research programs, with the most recent knowledge added to a long term experiences.</li> <li>• The program offers support for autistic children and adults from low to high-functioning.</li> <li>• It can be used in each country, because of its great flexibility.</li> </ul>
<b>Belgium</b> Indigo vzw	Instrument and tools are listed up in the book about the life course model and available in English on the website of skills lab.
<b>Belgium</b> De Ploeg	You can find more tools that are helpful in the book about the life course model. We will bring this when we will give a presentation at the meeting 19/2 at the Eco centre in Mol, Belgium.

<b>Bulgaria</b>	-
<b>Croatia</b>	It would be good to develop software for creating visual support for adults with ASD in learning the basic skills to cope in a situation of work.
<b>Denmark</b>	-
<b>Estonia</b>	<ul style="list-style-type: none"><li>• Organized system of support services for students in vocational schools and universities</li><li>• Sufficiently trained support persons in vocational schools and universities</li><li>• More supported places for work, and with wider choices of work</li><li>• Possibilities to work with support person more than one year</li><li>• More supported living places</li></ul>
<b>Finland</b>	iphones, tablet PC and applications for them. Training for employers.
<b>Germany</b>	-
<b>Hungary</b>	-
<b>Italy</b>	The model of the Farm community implies working in the country, and according our experience we think that breeding animals is very good for people with autism.

<b>Latvia</b>	-
<b>Lithuania</b> KVAC	I've heard about drawing in the sand therapy but we've never tried it. Maybe that could be useful as well.
<b>Lithuania</b> Viltis	I think, that future employers and possible employees should meet a while before starting working together, so that an autistic person could get know his employer and they both could know what to expect from each other.
<b>Luxembourg</b>	-
<b>Poland</b>	TTAP the test from North Carolina, we have translated it into Polish and it is helpful to make the assessment of functioning of people with autism, their skills in many different areas. We have learned from Danish professionals the assessment with LEGO blocks . Helpful to check the IT skills.
<b>Portugal</b>	Evidence based practices (Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder - Connie Wong, Samuel L. Odom, Kara Hume, Ann W. Cox, Angel Fettig, Suzanne Kucharczyk, Matthew E. Brock, Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz – Autism Evidence-Based Practice Review Group. Frank Porter Graham Child Development Institute-University of North Carolina - Chapel Hill)
<b>Romania</b> Autism Romania	We don't know experts in autism and in employment or training of autistic adults in our country.
<b>Romania</b> Romanian	--

<b>Angel Appeal</b>	
<b>Russia</b>	-
<b>Spain</b>	<p>In Spanish:</p> <p>Guía de Empleo con Apoyo para personas con Autismo:  <a href="http://sid.usal.es/idoocs/F8/FDO7208/manual_empleo_apoyo.pdf">http://sid.usal.es/idoocs/F8/FDO7208/manual_empleo_apoyo.pdf</a></p> <p>Quiero trabajar!.Los trabajadores que todo empresario querría, aunque aún no lo sepa:  <a href="http://www.autismoandalucia.org/index.php/remository/EMPLEO/Quiero-Trabajar.-Manual.-Autismo-Andaluc%C3%ADa/">http://www.autismoandalucia.org/index.php/remository/EMPLEO/Quiero-Trabajar.-Manual.-Autismo-Andaluc%C3%ADa/</a></p>
<b>Sweden</b>	As much practise as possible and give plenty of time for people to get used to their tasks.
<b>The Netherlands</b>	-
<b>Turkey</b> Kosuyolu	-
<b>Turkey</b> Zeytinburnu	I think the most important is to help every person to do the best they can.
<b>United Kingdom</b>	<p>Good practice and employer factsheets</p> <p>Focusing on getting someone job ready before supporting someone to find work</p> <p>Preparation for work sessions</p> <p>Videos – socialeyes</p>

Handbook to support professionals when working with job seekers

<b>USA</b>	-
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### 3.16 Additional material, links, data

Question: If you have access to more material, documentations, dissertations, field reports and more like this, please add them to this questionnaire and send them to us.

<b>Austria</b> WORK_aut	-
	<p><a href="http://www.inklusion-online.net/index.php/inklusion-online/article/view/7/7">http://www.inklusion-online.net/index.php/inklusion-online/article/view/7/7</a> Maria Osterkorn: the situation of people with ASD in Upper Austria after school, the focus lies on inclusion</p> <p><a href="http://kinderjugendgesundheit.at/uploads/Gutachten_Autismus_an_OSR_%282%29.pdf">http://kinderjugendgesundheit.at/uploads/Gutachten_Autismus_an_OSR_%282%29.pdf</a> Austrian league für child- and juvenile health</p>
<b>Austria</b> Querdenker	<p><a href="http://www.cisonline.at/fileadmin/kategorien/Autismus_Gesamtdokumentation-Diestelberger_24.02.05.pdf">http://www.cisonline.at/fileadmin/kategorien/Autismus_Gesamtdokumentation-Diestelberger_24.02.05.pdf</a> „Structured teaching and learning“: pedagogic model</p> <p><a href="http://www.rainman.at/forschung/download/Autismusforum_Rollett.pdf">http://www.rainman.at/forschung/download/Autismusforum_Rollett.pdf</a> characteristical problems of people with Asper-Autism Disorder at work and some solutions</p> <p><a href="http://www.rainman.at/forschung/download/Nachschulische_Integration_am_Modell_von_Rainmans_Home_Z_ttl.pdf">http://www.rainman.at/forschung/download/Nachschulische_Integration_am_Modell_von_Rainmans_Home_Z_ttl.pdf</a></p>

	<p>After-school integration based on the model of Rainman's Home</p> <p>Germany:  <a href="http://www.aspies.de/pdf/lebenssituation_von_erwachsenen.pdf">http://www.aspies.de/pdf/lebenssituation_von_erwachsenen.pdf</a>          The living situation of adult people with Asper-Syndron taking account of supporting measures</p>
<b>Austria</b> Dachverband	-
<b>Belgium</b> Association Blijdorp	-
<b>Belgium</b> Indigo vzw	<a href="http://www.skillslabforasd.eu">www.skillslabforasd.eu</a>
<b>Belgium</b> De Ploeg	<a href="http://www.skillslabforasd.eu">www.skillslabforasd.eu</a>
<b>Bulgaria</b>	-
<b>Croatia</b>	-
<b>Denmark</b>	-
<b>Estonia</b>	<a href="http://www.autismeurope.org/files/files/link-autism-53-en.pdf">http://www.autismeurope.org/files/files/link-autism-53-en.pdf</a>
<b>Finland</b>	--

<b>Germany</b>	<a href="http://www.autworker.de/index.php/downloads/203-autistische-menschen-am-arbeitsplatz">http://www.autworker.de/index.php/downloads/203-autistische-menschen-am-arbeitsplatz</a>
<b>Hungary</b>	-
<b>Italy</b>	<p>You can find on the web:</p> <p>“L’alternativa non urbana, le farm communities per adulti con autismo”</p> <p>“L’adulto con autismo:una introduzione”</p> <p>Edizioni Erickson “Autismo e Disturbi dello sviluppo” : L’autismo non è solo infantile, cosa succede quando l’età avanza Lucio Cottini</p> <p>Edizioni Einaudi “ Autismo. L’umanità nascosta” di A. Ballerini, F. Barale, V. Gallese, S. Ucelli</p>
<b>Latvia</b>	-
<b>Lithuania</b> KVAC	-
<b>Lithuania</b> Viltis	-
<b>Luxembourg</b>	-
<b>Poland</b>	We mostly contacted NAS in London to use the materials they have for preparation for work ( Prospects program)
<b>Portugal</b>	-

<b>Romania</b> Autism Romania	-
<b>Romania</b> Romanian Angel Appeal	-
<b>Russia</b>	-
<b>Spain</b>	-
<b>Sweden</b>	-
<b>The Netherlands</b>	<p>The” Autism Association for Overseas Families” ( AAOF) is a parent support GROUP active in the Netherlands, whose aim is to connect expat families with children with Autism Spectrum Disorders (ASD) and/or other special needs. It has come about as the result of discussions between parents and various expat professionals (teachers, speech and language therapists, educational and clinical psychologists) with an interest in ASD.</p> <p>Over the years the AAOF has become a reference point not only for families with Autistic children but also for many parents who are facing the daily challenges of raising a child with different special needs.</p>
<b>Turkey</b> Kosuyolu	I think that Scandinavian countries are working well on integration autistic people to labour market.

<b>Turkey</b> Zeytinburnu	-
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<b>United Kingdom</b>	We provide some supporting information for job seekers/employer/ and higher and further education.
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<b>USA</b>	-
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### 3.17 Additional contacts of experts

Question: If you have additional contacts to experts related to our headlines please add them to this questionnaire.

<b>Austria</b> WORK_aut	-
<b>Austria</b> Querdenker	Krankenhaus der Barmherzigen Brüder Prim. Priv.-Doz. Dr. Johannes Fellingner Bischofstraße 11, 4021 Linz
<b>Austria</b> Dachverband	-

<b>Belgium</b> Association Blijdorp	Flemisch Association for Autisme Groot Begijnhof 14 – 9040 Gent vva@autismevlaanderen.be tel: +3278152252, fax: +3292188383
<b>Belgium</b> Indigo vzw	-
<b>Belgium</b> De Ploeg	-

<b>Bulgaria</b>	-
<b>Croatia</b>	Prof. Jasmina Frey Škrinjar , Education and Rehabilitation , University of Zagreb. <a href="mailto:jasmina.freyskrinjar@gmail.com">jasmina.freyskrinjar@gmail.com</a>
<b>Denmark</b>	Therese Koops Grønberg, a PHD Student at Aarhus University, they've been linked to numerous Autism study's and publications, primarily trying to dispel the MMR myth: <a href="http://pure.au.dk/portal/en/persons/therese-koops-groenborg(ccdac4a6-81cd-4724-b66c-dca50b9c99bf).html">http://pure.au.dk/portal/en/persons/therese-koops-groenborg(ccdac4a6-81cd-4724-b66c-dca50b9c99bf).html</a> Study: <a href="http://www.ncbi.nlm.nih.gov/pubmed/23959427">http://www.ncbi.nlm.nih.gov/pubmed/23959427</a>
<b>Estonia</b>	Autisme Europe Rue Montoyer, 39 • B - 1000 Brussels, Belgium Tel.:+32-2-675 75 05 - Fax:+32-2-675 72 70 E-mail: <a href="mailto:secretariat@autismeurope.org">secretariat@autismeurope.org</a> Website: <a href="http://www.autismeurope.org">www.autismeurope.org</a>
<b>Finland</b>	VATES Foundation promotes employment and vocational rehabilitation of people with disabilities or other disadvantageous groups. <a href="http://www.vates.fi/en">http://www.vates.fi/en</a> Keskuspuisto Vocational College Keskuspuisto Vocational College is an upper secondary vocational special education institution and development center for special needs education. <a href="http://www.keskuspuisto.fi/en.php">http://www.keskuspuisto.fi/en.php</a>
<b>Germany</b>	Prof. Dr. Matthias Dalferth Fachhochschule Regensburg, FB Sozialwesen Postfach 12 03 27 93025 Regensburg

<b>Hungary</b>	Hungarian Autistic Society (HAS): <a href="http://www.esoember.hu">www.esoember.hu</a> or <a href="http://www.aosz.hu/">http://www.aosz.hu/</a> <a href="http://www.hands.budapest.googlepages.com">http://www.hands.budapest.googlepages.com</a>
<b>Italy</b>	<b>A.N.G.S.A.</b> Via Casal Bruciato 13 I - 00159 ROMA Tel: + 39.06.43.58.76.66 Fax: + 39.081.807.13.68 Email: <a href="mailto:angsanaz@tin.it">angsanaz@tin.it</a> , Web Site: <a href="http://www.angsaonlus.org">www.angsaonlus.org</a> Prof. Francesco Barale, Department of Applied Health Sciences and Psycho-behavioural, Section of Psychiatry, University of Pavia, Via Bassi 21 - 27100 Pavia. Tel. 0382 507249, Fax 0382 526723
<b>Latvia</b>	-
<b>Lithuania</b> KVAC	-
<b>Lithuania</b> Viltis	-
<b>Luxembourg</b>	Andreia Pinto Costa, current Student of Psychology at the University of Luxembourg, leading a study into how autistic children regulate emotions in given situations: <a href="http://wwwen.uni.lu/recherche/flshase/inside/people/andreia_pinto_costa">http://wwwen.uni.lu/recherche/flshase/inside/people/andreia_pinto_costa</a>  Prof Georges Steffgen, Andreia's current tutor and Prof of Social & Work Psychology: <a href="http://wwwen.uni.lu/recherche/flshase/inside/people/georges_steffgen">http://wwwen.uni.lu/recherche/flshase/inside/people/georges_steffgen</a>
<b>Poland</b>	-

<b>Portugal</b>	-
<b>Romania</b> Autism Romania	-
<b>Romania</b> Romanian Angel Appeal	-
<b>Russia</b>	-
<b>Spain</b>	Rosa Álvarez. Federación Autismo Andalucía (autismoandalucia@telefonica.net)
<b>Sweden</b>	-
<b>The Netherlands</b>	<a href="http://www.aaof.info/">http://www.aaof.info/</a> , <a href="http://www.leokannerhuis.nl/KIRA/eng/">http://www.leokannerhuis.nl/KIRA/eng/</a> <a href="http://www.gezondheidsraad.nl/sites/default/files/200909E.pdf">http://www.gezondheidsraad.nl/sites/default/files/200909E.pdf</a>
<b>Turkey</b> Kosuyolu	-
<b>Turkey</b> Zeytinburnu	-
<b>United Kingdom</b>	-
<b>USA</b>	-

## **4 BEST PRACTICES AND ADDITIONAL INFORMATION**

In this chapter Best Practice examples and some additional information about the situation of people with ASD in Austria, Italy, Lithuania, Romania, UK, Russia and USA will be presented.

### **4.1 Austria**

As a best practice model for Austria we are presenting the international model Specialisterne (Danish for specialists). The aim of this project is to create jobs for people with autistic perception in Austria.

In most companies quality-, testing- and verification processes (especially in the IT and data processing area) represent challenges for "employees in the normal range". Repetitive processes with high accuracy requirements are tiring the employees and reduce often the quality of the results in the work process. Finding suitable employees for these operations is a challenge for any employer.

The special abilities of people with ASD like their remarkable attention to detail, accuracy, consistent, logical and analytical thinking, creative, innovative and unconventional approaches, their playful ease in detecting (non-) regularities and their high tolerance and concentration for recurring routine tasks, as well as no tolerance for failure is used as their benefit to enter the labour market. Specialisterne wants to transform these abilities into an economic competitive advantage and therefore creates new opportunities for people with ASD – and also companies.

They train and employ people from the autism spectrum as IT consultants or specialist staff for testing, data or quality process and provide them as service providers to companies with technical data or IT-processing tasks.

The main goal is to establish Specialisterne as a sustainable company in Austria within three years. The long-term goal is to prepare the ground for 1.000 jobs in Austria.

## Qualification process

The qualification and training process is the selection and the first cycle of learning in which the participants attend after a initial general assessment with social, as well as professional training sessions.

In particular, through an internship program at Specialisterne typical job situations are trained. As part of the qualification, IT-know-how is imparted to the participants, suitable to their potential and increases their chances on the labour market. During the training, social situations are trained to ensure that people with ASD can be integrated at future workplaces.

Usually, the interests and abilities of the candidates will be found out in the context of multiple placements with different challenges. The internships are accompanied by the training management (specialist in coaching and social work) and the qualification management (IT-specialist).

## Objectives:

- Identify the special skills of candidates to assess best use in Specialisterne, at the customers or even in IT-distant possibilities
- Strengthen the potential of the candidates by completing the qualification process, the participants learn in detail where their potential is and in which areas there are opportunities for development
- Provision of qualifications that increase their chances on the labour market significantly
- Possible adoption as a staff member, either directly at the customers (in this case Specialisterne acts furthermore as job-coaching- and personal-development-counselling) or as a consultant at Specialisterne itself
- Creation of a competence profile, which makes further steps towards labour market also schedulable, when employment in the IT-related sector is not possible.

## 4.2 Italy

The therapeutic-rehabilitative approach underlying the interventions offered in ANFFAS Massa-Carrara centres is based on the “bio-psychosocial” model of care, which aims at overcoming a strictly medical view of disability in favour of a socio-relational perspective. Disabled persons are not seen merely in terms of what they cannot do because of their biological impairments, but rather emphasis is given to their residual skills, which needs to be supported and enhanced.

Back in 2001, the World Health Organisation defined ‘health’ as a state of complete physical, mental and social well-being, leading the operators who work in this sector to focus on the need to support the well-being of disabled people by providing them opportunities that could increase their participation in the various life domains (society, family, work) through tailored rehabilitation programmes and interventions.

In Anffas onlus Massa Carrara there are specific paths for people with disability, for children and for youths and adults with ASD.

An early intervention of rehabilitation for children with ADS and for his/her families, may successfully affect the development of the disorder for several reasons (interaction between individual and environmental factors- NRC, 2001 Guaralnick,1988, Dawson et al , 2001).

The Integrated Center for the treatment of autism in children “Il Calicanto” was born by the integration between ASL 1 ( Public local Health) and Anffas onlus; it is a multi-professional and inter-disciplinary center: it aims to integrate skills of psychiatry, pediatrics, neurophysiology, to understand better the disorder and promote the development of primary intersubjectivity, intentionality and secondary intersubjectivity ( Baron-Cohen et al 1992, Trevarthen, 1993, Mundy, 2003, Prizant et al 2003, Stern, 2005)

“Il Calicanto” applies an educational intervention with relational valence that integrates different interpretative models, to help a better understanding of the whole child :

- (DIR) Developmental Individual-difference Relationship-based model created by child psychiatrist Stanley Greenspan . Floortime therapy derives from the Developmental Individual-difference Relationship-based model (DIR) .Its premise is that adults can help children expand their circles of communication by meeting them at their developmental level and building on their strengths. ( Greenspan et al 1999)
- (ESDM) Early Start Denver Model. It is a developmentally-grounded treatment model that addresses multiple domains. There is an emphasis on interpersonal exchange and shared affect, and a focus on verbal and nonverbal communication. (Rogers et al 2000)
- (AAC) Augmentative and Alternative Communication .AAC includes all forms of communication that are used to express thoughts, needs, wants, and ideas. People with severe speech or language challenges may use AAC strategies to supplement existing speech or replace speech that is not functional. Special augmentative aids, such as picture and symbol communication boards and electronic devices, are available to help people express themselves. This may increase social interaction, school/work performance, and feelings of self-worth.(Beukelman 1995, Costantino, 2007).

The Centre is organized in four modules divided by age. It provides meaningful activities that facilitate the expression of emotions, cognitive and motor tasks , tasks of care and management of the living environment. The children may use a space for art therapy , such as free space, open to spontaneity and individual creativity to enhance the appearance of spontaneous non-verbal communication .The activities take place within a small group of peers that provides a fabric of relations where the behaviour of the children is enriched with meaning and communicative attempts may be more varied Children may also take advantage of individual interventions like psychomotor therapy, language-specific therapy if at certain times of their development are planned. The therapy extends from the child, to the whole environment around him. Parents are monitored through regular meetings of the group , as well as school staff and home. There are periodic checks with the team of reference.

The guide-line for all our interventions with people with ASD in a life-long perspective comes from the ICF (International Classification of Functioning, Disability and Health, a system describing human functioning and its restrictions). It is the framework developed by the WHO to guide the assessment of disability and to help design rehabilitative interventions. If the focus is on the residual skills of the disabled persons, moreover, the kind of disability they suffer from does not really make a difference: what matters is creating the conditions for overcoming impairments, activity limitations and restrictions to the participation to the various life domains.

The promotion of “Quality of Life” by means of individualised rehabilitation interventions.

Quality of Life (QoL) is an internationally validated framework developed by Dr. Robert Schalock. It is used widely to evaluate the quality of life of persons with disability . QoL is represented by eight domains that provide an indication of an individual’s quality of life in three broad areas:

- Independence
- Social participation
- Well-being

The eight domains are:

- emotional well-being – contentment, self-concept, lack of stress
- interpersonal relations – interactions, relationships, supports
- material well-being – financial status, employment, housing
- personal development – education, personal competence, performance
- physical well-being – health and health care, activities of daily living, leisure
- self-determination – autonomy / personal control, personal goals, choices
- social inclusion – community integration and participation, roles, supports
- rights – legal, human (respect, dignity, equality )

When dealing with disability, and in particular with persons with autism spectrum disorders (ASD), projects aimed to assuring QoL need to resort to Support interventions.

People not affected by ASD are potentially able to meet the requests of their environment, that is, they can interact properly in the various life situations. People affected by ASD, on the contrary, experience a discrepancy between their skills and life opportunities: this gap needs to be addressed by providing tailored support interventions, so that their abilities can effectively constitute the basis to build a project of life. Support interventions are resources and strategies aimed at promoting the development, education, personal interest and well-being of individuals: their goal is that of creating more opportunities for the person in his/her environment and personal, relational and social life, so that they can comply with the requests of their environment and achieve significant improvements in terms of their QoL.

Such interventions are defined by means of indicators relating to the manner and the intensity of the Support offered, and need to be consistent with the various QoL domains, to allow the person to pursue a project of life.

In light of the anthropological approach described above, while designing interventions for people with ASD it is necessary:

to map the characteristics of functioning of an individual, and his/her adaptive behaviours in the activities of daily life, highlighting the strengths that the person possesses. The relationship between damage, pathology outcome and opportunities to achieve a normal QoL is determined by two modulators: the supports available or not available in the environment; and the intensity of stress.

to plan interventions and therapeutic/habilitative/educational processes that can positively affect the person's vulnerabilities.

be ready to intervene on possible biological and psychic complications that may arise and worsen the situation. Such intervention entails a more strictly medical approach, with the formulation of a diagnosis and the provision of treatment.

In our experience of working with adults with ASD, we use theater workshops, art and music therapy, and we also talk about a new approach to care and rehabilitation: called "Mountain Therapy".

Moving from the above therapeutic-rehabilitative approaches, ANFFAS Massa-Carrara has developed one peculiar and original strategy: Mountain Therapy.

Mountain therapy is an original socio-educational therapy approach aimed to the care and rehabilitation of people with different disorders and disabilities, whose distinctive characteristic is to take place in an outdoor environment, in the mountains. It mostly involves working with small groups of patients on their relational and emotional challenges, in order to enhance their health and psycho-physical well-being.

Anffas Onlus – Massa Carrara has been offering Mountain Therapy for about eight years and, nationally, it is one of the associations that have invested the most time and energy in pursuing this approach, where the mountains are envisioned as an ideal context to rehabilitate patients, rather than just a place for working out. When the mind/body connection is interrupted, human beings lose their identity. The natural environment of the mountains, supported by specific methods and targeted interventions, is able to trigger a reconstruction of the lost connection. Mountain therapy workers provide total patient care and work to strengthen the “healthy part” of patients with intellectual disabilities.

### **4.3 Lithuania**

According to Mikutėnaitė (2005), autism is one of the severe development disorder which include qualitative, social interaction, communication and behavior disorders. The purpose is as soon as possible to identify child’s development disorder, to assess development level and functionality in each particular development field, to identify the main development problems and person’s strongest sides. The early rehabilitation improves the progress of autism (Mikulėnaitė ir Ulevičiūtė, 2004).

Recently, various scientific fields are interested in autism. They are trying to detect what causes the syndrome and are looking for ways to help autists partially adapt to life. According to U. Frit (1991), D. Zager (2005), Ch. Sicile-Kira (2004), J. Robledo (2005) there is a great interest in autism syndrome and people who have this syndrome, however there are a lot of unclear issues.

In Lithuania the interest in people with autism syndrome began before proximally 10 years. The most relevant research about autism and other development disorders were made by S. Lesinkienė, D. Pūras, R. Ivoškuvienė, and J. Balčiūnaitė (2002) who provides a training material to professionals. L. Mikulėnaitė and R. Ulevičiūtė (2003) provide a practical material to parents of autistic people and to professionals working with people with autism syndrome.

All school aged autists are different and requires an individual education, however the autism disorder causes general training/learning issues: learning motivation, low interest (shows low interest in new activities, do not want to change the routine); the difficulties in new skills absorption and the inability practically apply gained knowledge; inability to concentrate and keep attention; problems in organizing activities; inability to express wishes; autists have difficulty in understanding the rules and orders; and they have individual training/learning problems (Mikulėnaitė, 2004).

Therefore it is essentially important to look for promising training methods, to create new and develop present methods, also therapies. It would help to improve the adaptation opportunities and individual skills of people with autism syndrome (Ivonytė and other, 2009; El-Ghoroury et al., 2010).

### TYPES OF THERAPIES

The help to the people with autism spectrum syndrome is diverse as the autism is self. There is no consensus about which type of therapy is the best and suitable for autist training. What suites for one autist may not be suitable for another. As well as what suits for one autist in specific life period may not be suitable for another period. In each case the application of therapy is individual and it requires detailed assessment of person's development disorder, needs and skills. Professionals agree on one point – the earlier the expedient work in disorder field will be done, the better results in individual field will be achieved.

The education of autists is very intense process involving both professionals and all family members or even friends. Some therapies may be applied at home (it may be conducted by trained parents or professionals), other types require for special space. Often therapies complement each other, therefore the therapies are often adjusted. Even though the last choice what concerns therapies says parent who have a child with autism spectrum syndrome, however it is important to take into account the professional's opinion who supervise autist's health condition.

## SANDBOX THERAPY METHOD

The sandbox therapy – it is a specific treatment method which has gained huge popularity in the world. In Lithuania this method is used for children and adults. The main tools for this therapy: the sandbox by the height and size of a table with dry or damp sand and a collection of figures which reflects the widest world's diversity.

The client during the therapy spontaneously work with sand and figures what he/she wants: draws in the sand, forms it, with figures creates a picture and maybe depicts the whole story. He/she does not have instruction; the client has freedom to play. This way, he/she contact with the true self, which for the long time has been suppressed of adaptation to outside the world. The arising images similarly like dreams are great highway to the subconscious and shows true emotional state of the person. They compensate the conscious unilateral approach. Rational and calculating person find's inside himself/herself such senses as love, religion. Out of his/her hands born the most beautiful gardens with pink butterflies, dancing goddess, the road of hidden treasure in which he/she interacts with dangerous creatures and wild beasts. All of this reflects and channels it to personal fullness. Sandbox therapy is suitable for people who have difficulty verbally express their feelings, and also many others. I applied it as assistive method during the psychotherapy.

### The sandbox impact to autists

The aims of the sandbox – to train brain function, motility, to promote concentration, imagination, to focus attention, within the drawing express themselves. Clients learn not only to focus their attention but also to acknowledge themselves, to control their feelings. It is said that relaxation and the art education, and the stimulation of points in fingers are the essential things, which may help autists with language impairment or neurological or even with cerebral palsy. When children are not able to control their hands or express themselves in other ways it is a big step forward and maybe it is a step towards the pencil. The Sand therapy is the unique method since the children with impairment are able to draw. The centre also plans to involve children with visual impairment to whom it is the drawing is a big miracle.

The main important thing for autists is look, to focus attention, concentration. Through the sand activity they are able gradually develop to focus the attention. The

activity rendered on a special table and the look is automatically concentrated since all drawing is designed before the eyes.

## TEACCH METHOD

One of the main widely used methods of raising autists is TEACCH method. TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) is the method which was recognized in 1972 in North Carolina (USA), however the theory and practice in the broad way has spread in 1986 (the pioneer is Theo Peeter). TEACCH method helps to develop social skills and serves as a communicative tool for the people who have autistic disorder. The main working principles:

- TEACCH method does not have a complete teaching plan or specific education programs. All of them are combined and formed with the respect to each autist individually.
- The main focus is on a systematic and long-term work in educating the independence and individual abilities of the autist.
- Systematic person's surveillance, interests and skills evaluation is the basis of the daily work.
- While evaluating special individual abilities such as attention, organization of activities, independence, motivation, etc., it is assessed the communication with parents/carers, identified individual education goals.

The main idea of this method is during the training process teach autistic people to use pictures (pictograms). All instructions are visual. The instructions are very clear and consistent "from top to bottom; from left to right". The work experience through many years using visual tools helps autistic people better understand learners' expectations. Using verbal instructions, it may cause the dependence to certain people who usually communicate with the autist. The visual tools facilitate the process of education, on the other hand it helps autist to understand instructions despite who provides them. TEACCH method focuses on the method which according to the professionals helps autist to plan the day, to adopt new daily changes. It is suggested in autist room (or in the rooms where he/she spends the biggest part of time) to hang up the agenda in which would be clearly identified the daily activities.

As we know, people who have autism disorder have difficulties in understanding new means, reasons, have difficulties in predicting the consequences. Therefore working under the TEACCH program is useful to use Carols Gray's (1991) designed pedagogical tool – social stories, i.e. conversations about specific situations using relevant images (symbols and drawings characterizing the action). Social stories help people who have autism disorder better understand specific situations, the sequence of situations and upcoming decisions. It is possible successfully define social rules, norms, for example – while speaking do not interrupt other person and so on. For person it is easier understand information and to express their emotions. Social story method is mostly used working and communicating with normal or slightly impaired intellect or autistic people (it is successfully applied to people with the Asperger's syndrome). Naturally, people with significant intellectual disabilities have simplified system of symbols, it is PECS (Picture Exchange Communication System). It is a system which consists of simple pictures. It is essentially effective communicative tool to people who are not able to use verbal language. It is aimed to learn person to use visual pictures, showing his/her desires (everyday objects, food, etc.).

Lithuania applies structured training using the principles of TEACCH method. The method is widely used by Mikulėnaitė, Ulevičiūtė (2004), Ivoškuvienė, Balčiūnaitė (2002). Structured training helps people with autism disorder to become independent, it helps to develop everyday skills and to reduce stress.

### ABA METHOD

ABA method is psychotherapeutic method designed specifically for people with autism spectrum syndrome communication improvement. This method was on the study and approved in 1987 (widely used in 1990). Today AHA method is often known as the most effective method used in autistic education. ABA (Applied Behavior Analysis) initiator is Ivar Lovaas (the method is often called Lovaas method). According to the professionals working under the ABA program about 50% people with autism spectrum syndrome reach a total recovery, i.e. they reach their age of development. However, in our opinion it may be reached only for people with slight autism degree and with severe degree it is impossible. According to ABA professionals, children with different autism degree should be integrated in general education institutions. Based on various education theories and principles education

institution should be selected according to each child together with parents and professionals. In other words some ABA principles differ from the majority professionals' opinion. On the other hand, ABA program is often regarded as one of the most effective education form of children with autism spectrum syndrome. ABA method is based on intensive behavior therapy. Professionals work with children 20-40 hours per week. During education process it is strived to increase child's success and to reduce failures. The tasks are simplified in order that the child would be able to increase the motivation. When the child correctly fulfills the task he/she gets a favorite food, item or other likable thing. If the child do not respond or fails to fulfill the task professionals helps to find the right answer. Tasks and actions are constantly repeated. The principle of this method: instruction – reaction – encouragement. In Lithuania ABA method is used in Kaunas children rehabilitation centre.

### MUSIC THERAPY METHOD

Music therapy is based on perception that every human being is musical person and each independently reacts to the music and is able to create musical relations. Such concept of music therapy is particularly relevant to research since the communication, networking are the main education problems of autists. Aleksnienė (2004) claims, that according to the understanding of music therapy playing together with other person is equal to communicate. It is purposefully created situations which provide the client delight. The purpose is that he/she would be able to as much as possible to involve in the process of music making. Meanwhile, professional use psychological insight and music as a tool in order to reach the aim of the therapy.

#### The areas of music spectrum therapy:

- Medical music therapy: music, sounds and vibroacustics are used for physical (biomedical area) and various disease treatment and prevention. It is mostly used in hospitals, rehabilitation, pain, development clinics and centers. Music therapy in Lithuania started in Druskininkai rehabilitation centre in 1980.
- Psychotherapeutic music therapy – it is a process of health promotion when the therapist use music as a medium helping the client to experience self-understanding (needs, problems, thoughts, emotions and complexes), to understand the world self-existence in it. There are two main forms of

psychotherapeutic music therapy: 1) receptive (listening to music) and 2) active improvisation. Psychotherapeutic music therapy in Lithuania started in 1985 – 1990 Vilnius psychiatric hospital.

- Recreational music therapy – it is a music therapy intended to help people forget and experience the joy, to involve client in social-cultural activities, to optimize the life quality.
- Didactic music therapy – it is applied in education context which is related with the needs of people with special education (learning) needs and the social integration optimization process. In Lithuania didactic music therapy is associated with social integration of disabled people which started in 1991. In Lithuanian alternative education centre it started in 1994 and Lithuanian didactic music therapy activities started in 1997. Association of Lithuanian didactic music therapy consolidates music therapists, music teachers and other professionals who promote and adapt music therapy method working with people who have special needs. The music therapy cannot be used as general method since each autistic person is individual. Some methods can be very effective to some autists while for other it can cause harm. In some cases, music can be the only tool for “ice breaking”. Based on researches (Alvin, 1975) it is proved that music therapy helps to “pull” autistic person from inner world, to reduce autism signs and to induce learning. However, the wrong selection of music therapy or using it incorrectly may have negative effect, therefore music therapist competence are essential.

### The approach of Music therapy

In order to create the contact within professional and autistic person it is significant to establish new link because autistic persons are often attached to their relatives. It is used “here and now” situation in order to create a relationship between professional and autistic person it is significant for training or therapeutic aims.

During the session is it used various methods and techniques and learners close musical expression. For example, drums, songs and other. Repertoire is relevant and significant to person. The session includes the exchange of intonation and simple sounds, rhythmic drawings, melodic motives, dynamic, speed.

Within the music reflectivity it is aimed to draw learners’ attention to certain instruments or voice, imitating the movements and changing person’s expressions. The tasks need to be submitted exactly and clearly according to individual needs.

It is important not to overload the autistic person with new information as it may lead to regress – bad behavior. It should be not forgotten to praise and encourage the

person since it helps raising self-confidence. At the end of the session the results are discussed with parents. At individual sessions parents are not involved. With parents permission sessions are filmed.

The improvement of autist depends on many factors, however each according his/her personal capabilities are able to reach their personal improvement. This requires a lot of knowledge, work, patience, love and desire to help. Sometimes search takes more time and sometimes you can see it very soon. It very motivates autists to move forward.

### ART THERAPY METHOD

Art therapy it is a free and spontaneous participation in art development process without any prejudice: painting does not require any drawing skills! During the session learners play unpredictable game with painting tools and the aim of the therapy is to know yourself and not to create an artwork. Of course, each painting, every sketch is valuable since it is personal expression, which shows the current state.

In order to participate in these sessions you do not need any education in art field and other art knowledge. Here the most important is the process since art is only a tool. It is an opportunity to express yourself through colors even then when it is very difficult. Art therapy is especially effective and can help people who have communication disorders and to people who have autism spectrum syndrome.

Art therapy courses are recognized in all over the world since everything what is needed – the sheet of paper and drawing tools which can be very simple, however it can provide a big pleasure. Researches shown that the art development process, human brain “switch” these functions which are often forgotten and here comes beautiful creations and it also helps to forget daily troubles and problems. It is also proved that people are more inclined to “put” their problems and fears on a sheet of paper. In this way, problems itself “get off” our subconscious and each person express their problems in different drawings. Art therapy is a great opportunity to relax, to recognize yourself, to get rid of complexes, fears all these emotions should be put on paper.

The therapies applied in Lithuania not only helps express your thoughts and everything what is happening in inner world but it also helps to share it with other

since paintings speak for themselves. Art therapy helps to calm down and relax. We invite all of you to try these interesting and exciting sessions, which provide the possibility to relax and do not think about anything else!

#### **4.4 Romania**

##### Short review in Romania

In Romania, the number of cases diagnosed with autism spectrum disorder (ASD) has increased significantly in recent years: from 20 to 25 hospitalized cases annually in the '80s and '90s Clinic for Child and Adolescent Psychiatric Hospital Prof. Dr. "Alexander Obregia", today at the same clinic is evaluating 10 to 15 new cases per week. Although social services records is listed today a total of 3,159 children and youth diagnosed with ASD, experts believe the actual number could be much higher, based on the international prevalence data (1/110 people, according to studies published in 2006, the Centers for Disease control and Prevention - CDC Atlanta, USA).

Early diagnosis at 18-36 months increases, according to studies, up to 47%, the chances of recovery TSA through individualized therapies. However, primary care network in Romania, which oversees the medical point of view, the development of children and adolescents has not updated and comprehensive information on the early signs of ASD in order to refer cases to child psychiatry services in for diagnosis at ages as young. After diagnosis, people with ASD require specialized and able to coordinate and evaluate the long term, individualized recovery.

At present, in Romania, recovery assistance services for people with ASD, are far below the needs and of the application. In the network of child protection services, according to data provided by ANPDC in 2009, at the country level were 190 services in the framework which were assisted people, along with people from other vulnerable groups, a total of 1,504 children and young people with autism, and just 1,328 were benefiting from social assistance.

But these are not the recovery services, because the staff is not trained and certified in this regard. They provide to beneficiaries, mainly, support and legal advice in relation to the rights of people with disabilities. In the absence of national standards

and protocols of therapeutic intervention, the progress registered in the course of recovery regarding social integration cannot be monitored and evaluated properly. Appropriate interventions and activities, in order to recover, accomplished at international standards in the field, have been developed so far by non-governmental organizations or associations of parents, without the benefit of substantial aid from the State.

In the absence of a network of support services for recovery and recovery of a national program, families with children with ASD are facing major budget difficulties, being forced to bear the full costs of therapy. Often, in addition to basic therapy, chosen for the child, it is also associated and speech therapy, occupational therapy and physical therapy beneficial for specific development needs. Costs related to individualized therapy program (access to information, training and hiring consultants team of therapists, often from abroad) get, on average, up to 1500 Euro / month / child. In families where there is a person with ASD, one of the parents has to quit often his job and gets a personal attendant. Its subsequent reinsertion in the labor market after a long absence is very difficult.

#### BLIJDORP ASSOCIATION ROMANIA

Since 2002 Blijdorp Romania Association comes to support the families who take care of children or young people with autistic spectrum disorders by offering some supporting, recovering, educational, socialization and counselling services, being the first institution in the area which offered an alternative in recovering program of this category of beneficiaries. These services are offered in Children's Day Centre, where we have 19 beneficiaries with DSA (autistic spectrum disorders), and, since November 2013 also in Adult's Day Centre, where we have 2 autistic beneficiaries.

The groups in the Children's Day Centre are mixed, having beneficiaries with different diagnostics (autism, Down Syndrome, Cerebral Paralysis, mental retardation, hyperactivity); for 2 years (since September 2011 until September 2013) we have worked with 2 groups of autistics, in order to respond in a higher measure to the autistic's needs related to the workplace and to the manner of approach to activities. In Adult's Day Centre it is worked in different workshops, depending on the options of the beneficiaries.

Objectives in working with children:

- stimulation of individual autonomy;

- developing a program structured, repetitive, created by the multidisciplinary team after the initial evaluation and applied at the level of the group which the child belongs to;
- involving the child into an individual therapy, which comprises elements of therapies used worldwide – TEACH (Treatment and education of autistic and related communication handicapped children), PECS ( Picture Exchange Communication System ), elements from ABA therapy ( Applied Behavioural Analysis) also the communication stimulation;
- verbal and functional communication stimulation;
- socialization and understanding the social relationship;
- preparing for the adult life through formation of skills or sequences of practical and motor skills;
- Involving and counseling the family in order to apply the same therapeutic principles.

#### Objectives in working with young\adults with DSA:

- social autonomy stimulation, according with DSA level, through compliance with social rules and group conviviality, as well as the social initiative;
- the program is organized in workshops, participation on these it depends by the adult desires and potential: clay, handcraft, new paper, personal care, practical activities, sensorial stimulation, IT, gardening;
- education for life through role playing games, sexual education;
- occupational therapy in the workshops, psychomotor activities and socialization activities in community.

The relationship with parents is a complementary one, for having a whole image of the child, of his behavior in different situations as well as continuation of the therapeutic program at home. Parents can offer a lot of information and when they decided to really get involved in the child's recovery the results are soon to appear and then increase the motivation to go on a battle for many years. Consistency is extremely important for everybody involved in autistic child therapy, that's why their behaviors and reactions, also the working methods used must be the same.

In the therapeutic approach of an autistic child we have to keep in mind some essential highlights:

- although they got a diagnostic from the same category, of autistic spectrum disorders, these kids are very different from many points of view: levels in autistic symptoms is manifesting, the level of knowledge development, the level of understanding and using the language, the sensorial disabilities, answers to the stimuli and what is very important, the development rhythm and assimilation of new acquisitions;
- the whole existence of an autistic child is a continuous process of structured learning of new skills and a permanent consolidation and expansion of area of applicability for what he already learnt;
- an autistic child doesn't learn through the simple imitation of the others; the imitative skill must be developed through exercises and we have to focus on it first because it stays on the basis of all the following acquisitions;
- equal importance should be given to all areas of development (social, autonomy, cognitive, communication, sensorial, motor ) and the activities must focus on all of them even the results will be different from a domain to another (usually socialization and communication skills develops less than cognitive, motor and autonomy ones).
- The program and the work place have to be structured to guarantee predictability, to raise the secure filling and to lower this kind of negative reactions due to the uncertainty.
- Is important to the children to learn how to learn to communicate their functional needs and desires; the communication is not reduced just to the spoken language skills, it can be made with the gesture or with the help of images; using the images for communication it doesn't mean that we don't stimulate the children to communicate verbally, on the contrary it means that we address to him in several ways, on different sensory channels.
- An important part of adaptation to everyday life is generalization of the acquisitions in different environments, with more people, with diverse materials, with diverse requests, etc.
- We have to realize that all child behaviors (both the positive ones and the negative no matter how we may seem meaningless) perform a particular function, it say something about what he wants/what feels the children in the moment when they put on.

- All the activities which the child cannot make alone have to be done together with him (to facilitate his learning) and instead of him because on the long term this attitude is in disadvantage to the child.

In the Day Centre for the children, in general this is evaluated through specific instruments of the psychologist activities, sensory profile is developed, which is helping us to work in the field of sensorial integration, to help the child to manage better their behavior. Thus is working for the increasing/diminution of the activism level, depending on the child. Through application of the structured program we try to hit as many of the above objectives, preparing the children for the transition to the specific activities of the centre for adults.

Achieving the objectives in the adult centre involves the organization on each workshop.

The optional activities made in the framework of the workshops stimulates the evolution of the personality also the sensory motor, cognitive and psychosocial dimensions. They contribute to the development of some functions and psychic process starting with the primarily ones (sensations, perceptions, representations) and ending with the most complex ones from the affectivity field, imagination and behavior.

The beneficiaries are divided in workshops depending on the development level, of their abilities also on their preferences. In the course of one day each can participate at 2-3 workshops, each of these workshops including 5-6 beneficiaries.

The main goals of the workshops are:

- Training and education of some abilities and some work habits
- behavior training of spatial and temporal organization of work with the beneficiaries attending all steps involved in the elaboration of one product (planning, preparing and organizing the work space and the necessary materials, realization, decoration, valorizing)
- Developing the practical and ecological sense (or some workshops raw material is represented by the recyclable materials)
- Maximum valorization of the each beneficiary potential
- Stimulation of the personal and social autonomy

- Developing the positive interrelationship ability and collaboration in the group
- Raising self esteem and the confidence in own forces
- Development of positive affective states which can reduce the anxiety states, tension and eventual aggressive behavior

#### Workshops developed in Association Blijdorp Romania

IT Workshop has as aim:

- Forming the basic abilities of how to use the computer (closing/opening, elaboration of a simple text, navigating on the internet)
- Using computer in educational way (diversification the educational material)
- Using the computer in the recreational way (watching movie, animations, music etc.)

Are necessary computers and accessories (for ex. headphone, microphones etc.) also and suitable educational software.

Clay Workshop has as aim:

- fine and gross motor skills manual stimulation by manipulating clay (kneading, creating a product or a product accessories)
- Development of bimanual coordination and ocular-motor
- using simple tools characteristic for working materials
- developing creativity and imagination
- creation of some useful products and their valorization

The products made in this workshop are decorated and finished in the workshop of Practical Abilities.

The necessary materials are: clay, various types of cloth, oven for baking, paints and varnishes for finishing products.

Working Manual Workshop has as aim to:

- stimulate fine manual motor skills
- using simple tools characteristic for work materials
- developing the creativity
- development of bimanual coordination and ocular motor
- creation of some useful products and their valorizing

Beneficiaries realize activities like tissue, sewing, creation of accessories (bracelets, beaded, purses with traditional motifs)

### Practical Abilities Workshop

- development of some products useful for both beneficiaries and people for outside:
- Creation of some simple musical tools using material like: clay, various types of cloth, baking oven, paint and varnish for finishing products.
- Creation of educational materials (ex. Construction games) through carving and sanding
- Creation of greeting cards, March amulets and other traditional products depending on the season
- Development of abilities of visual expression
- Using simple tools characteristic for work materials
- basic skills training for use of the kitchen – practice developing simple dishes, learning to keep hygiene in the kitchen

### Personal Care Workshop

- Developing skills for personal hygiene, own care and of the others
- Developing aesthetic sense through salons activities, manicure, spas, and makeup.
- Beneficiaries learn both to take care of themselves and look good and to help others in learning these skills.
- Succeeding the comfort and physical and psychical wellbeing.

### Workshop New Paper has as aim:

to elaborate, after an special technique, a paper model which can be further exploited as craft. Staple is represented by used paper from the other activities and which is not necessary any more. The steps are easy and can be made very easy by the beneficiary.

### The Sensorial Stimulation Workshop of is addressed:

- for beneficiaries with the level of development very low for which is important the assurance the wellbeing, of the comfort through divers stimulation and involving all analyzers:
- Tactile: game with hands and legs, plush toys, rubber, different kind of cloves, materials, hot/cold water, samples from different materials, bags with different objects (ex. nuts, flower, beans, etc.), seeds, sand, different kind of balls, brushes, plasticizes, clay, dough.
- Visual: balloons, move an appealing object in the visual field of child and watch his reactions, plastic bottles filled up with liquid in which are floating tinsel wire, polystyrene balls, coco nuts, lights, candles, Christmas lights, TV, etc.
- Hearing: musical tools, tapes with nature sounds, materials which make noise: cellophane, dry leaves, paper, hands playing on various rhythms, songs with different rhythms.
- Of smell: dry plants, substance with specific aroma (vinegar, alcohol, essences, etc.), bottles with aromatic perfumes, aromatic candles
- Of taste: food with different tastes (slat, sour, bitter, sweet, spicy), different food consistencies (liquid, solid, mixed), vegetables, and fruits.

Outside the workshops are carried out group activities on Friday: table games, puppet play, and role play „The shop”, sports.

The children and adults, with the help of educators and parents are filling up the Child Album, with pictures from their life.

#### Immediate and future projects:

- A new project prepared by Blijdorp Association is a gardening workshop
- Creation of a half industrial workshop: for adults in the next months we wish to carry a project of identifying companies that provide sequences of the algorithm to achieve a finished product to our beneficiaries, which would be an important step of the inclusion on the labour market.

## **4.5 United Kingdom**

### **NAS best practice transition and employment support**

#### **Transitions**

Transitions is a new government-funded program for pupils with autism in mainstream secondary schools in Aberdeen City and Aberdeenshire. It is also open to those who do not have a formal diagnosis but show traits of an ASD.

Transitions supports young people with autism to develop the non-academic skills they need to make a successful transition through and from school to adult life. Transitions is currently run by The National Autistic Society in partnership with Inspire (Partnership Through Life), a charity for children and adults with learning disabilities and additional support needs in North East Scotland.

Transitions is aimed at pupils in S2 or above (the equivalent of Year 8 in England and Wales, and Year 9 in Northern Ireland), and includes modules on issues that young people with autism can find particularly challenging.

#### **Modules:**

- Autism and Asperger Syndrome Awareness
- Social and Communication Skills
- Relationships
- Emotional Health and Management
- Transition from School
- Employment Choices
- Money Matters
- Team Work
- Independent Travel

The program is delivered in school in weekly two-hour sessions throughout the year, and each participating school can choose which modules they want their pupils to work through.

In its first year, the program was delivered to five schools, and in 2014 is extending its range to 13 schools. In some schools, it was considered so beneficial that they have continued to run the project on their own.

Pupils involved in the Transitions group are also invited along to a monthly social group. So far activities have ranged from movie nights to meals out, bowling evenings, cookery classes and outdoor activity centres.

A young person who took part in *Transitions* wrote this about his experience:

“The time I’ve had in the group has changed my opinion towards my own autism from something that must not be known about in any way to something that I wouldn’t ever want to change, as that is what makes me unique and if anyone’s got a problem with it, it’s their problem, not mine. I’ll always have happy memories of the Transition group.”

Contact details: Marianne Wallace Transition Lead

Email: [Marianne.wallace@nas.org.uk](mailto:Marianne.wallace@nas.org.uk)

Tel: 01779 475080

Mob: 07733 311213

### Employment Training Service

The NAS Employment Training Service has delivered a range of training and support to employers to increase the awareness of Autism spectrum disorders within the workplace. The experience of the team has meant a wide range of training resources have been produced outlining best practice. Some of the services we currently deliver are outlined below:

### Supported Employment Services

This includes training for support staff on how to effectively support someone with autism into work, a handbook with resources and exercises to facilitate job finding and an exciting opportunity for organizations to become NAS Employment Training Partners.

This is aimed at those who support job seekers with autism into work, including:

- Local authorities

- Work choice providers
- Charities
- FE/HE employability/careers advisors
- Parents (handbook)

### Training for Further Education and Higher Education professionals

This includes specialist training for Careers and Placement staff on 'supporting students with autism in the transition to employment' and the opportunity to work as a 'NAS Employment Training partner'.

We also offer awareness training sessions for Disability Advisers, Academic staff, Needs Assessors and Mentors.

### Employer Services

For organizations who would like to recruit a person with autism including:

Lunch and Learn Sessions

Specialist training for HR and recruitment professionals

Specialist consultancy on setting up a recruitment event for people with autism.

For organizations who already have an employee with autism including

- training for managers
- training for colleagues
- workplace assessments
- work skills training for employees.

We will be linking the employers who access our recruitment services with supported employment organizations who are 'NAS Employment Training Partners'.

Contact details: Eleanor Martin Business Manager

Employment Training Service

National Autistic Society

393 City Road, London, EC1V 1NG

Email: Eleanor.martin@nas.org.uk

Telephone Office: 0207 704 7450

Mobile: 07775 826 046

### NAS Schools and the Transition Development Team

The NAS acknowledges what a difficult time families and young people face as they approach and move into adulthood. NAS Schools are continually working to ensure their curriculum reflects the skills young people need to move into adulthood. Employability for young people is one of the key outcomes that local authorities are expecting NAS Schools to deliver so each of our Schools have developed close links with local employers to create flexible work experience packages for the young people to access. As well as hands on work experience, our Schools are developing a range of social enterprise opportunities within the School to enable young people to develop their skills for the labour market, such as working lunchtime cafes staffed by students as well as a School shop selling various produce including some products made by the students.

A Transition Development Team has been established to proactively support families and young people that are being supported by NAS Schools across the country, as well as increasing the links with education establishments in target areas to offer wider support and information to families and young people through their time of transition. The Team offer information and advice tailored to the family's circumstances drawn from a range of information developed by experts within NAS information and advice services. Support is offered to the family by telephone and face to face meetings to support their understanding of what adult and community service options may be available, including employment support options. Through close partnership working with the authorities and the family, the Team have also developed strong working links to the NAS adult and community teams to develop personalized services for NAS School leavers where they want to continue to be supported by the NAS.

Contact details: Melissa Lawson Transition Development Manager

Email: [melissa.lawson@nas.org.uk](mailto:melissa.lawson@nas.org.uk)

Telephone: 07887 594628

### Transition Support Service

NAS are piloting a volunteer led Transition information and advice service where families who are approaching the time when their son or daughter is due to leave School can request a volunteer information provider who has been trained in the changes in legislation, current likely service options and be a constant point of

support for the family. The overall aim of the service is to be able to proactively support families and young people ahead of what we know is a major time of stress and anxiety, empowering them with information and giving them a constant person who can support them through to a year on when they have left School.

Contact details: Emma Storrie Transition Support Service Coordinator

NAS Transitions Support Service Coordinator

Email: [emma.storrie@nas.org.uk](mailto:emma.storrie@nas.org.uk)

Telephone: 0207 923 5775 Ext. 853

Mobile: 07436 805 066

### Ask autism

Ask autism is an exciting new training service from the NAS, offering a range of products for professional development. Uniquely developed and delivered by people on the autism spectrum, Ask autism provides an 'insider' perspective of autism to give a unique understanding of how people on the autism spectrum would like to be understood and supported.

Over 70 autistic people have developed and tested the material, ensuring everyone who uses the training benefits from their unique insight.

Our online training modules include:

- Understanding autism
- Autism and communication
- Autism and sensory experience
- Autism, stress and anxiety
- Autism: supporting families

This suite of training modules focus on helping frontline professionals to develop a better understanding and to gain confidence in interacting with people on the autism spectrum. It is suitable for anyone who has contact with autistic people as part of their daily activities, whether as colleagues, clients, patients or members of the public. It is particularly suitable for those working in public sectors such as transport, health and social services, as well as the civil service and local government.

Contact details: Rachel Sloan Ask autism Manager

First floor, Central Chambers, 109 Hope Street, Glasgow G2 6LL

Email: Rachel.sloan@nas.org.uk  
Telephone: 0141 285 7117

#### **4.6 Russia**

To speak about autistic children integration into society is difficult, since within this issue are related numerous problems.

How children are integrated:

There is an opportunity to study in public schools. It raises many challenges since the child itself is not prepared learn in a team. The child comes to the environment where he/she is not prepared to accept and understand. The results are unsuccessful in addition negative experience induces neurotic reactions which deepens communication problems.

In some cases (bearing in mind individual cases) such decision is possible, but with certain conditions:

- Teachers preparation and knowledge of autism subject.
- Child's (autist) preparation according to class requirements.
- Not very profound autism signs.

Difficulties addressing child's accompaniment problem. There should be a professional who would accompany a child to school every day and he/she would have to stay with the child during the class. In this case, the class has two teachers. It is very expensive method. Russia provides payable professional services.

Sometime the solution is when one of the parents decides to stay with a child, however it is also difficult since this parent is not able to have a full time job.

Schools which are far from cities have an equipped special class.

Special schools (severe autism level).

How and what Russia teach autistic children?

Frequently, there are attempts to adapt existing training programs, but it is not appropriate. Even when autistic child has a high intellect the training program must have not the academic terms but the communication and life based learning. Autistic child has to be taught everything: how to pour the juice, how to dress, how to cross

the street. Foreign experience shows that individual work should be initiated as early as possible.

The autism questions in Russia cause much controversy. According to certain criteria, autistic children find themselves together with children who have psychopathological deviance criminal behavior. In Russia this disease causes more fear than sympathy. In 2013 in Sankt Peterburg was opened centre for adult autists. To get information what centers and what programs are included in them is not so simply done. In total there are 72 implemented corrective-rehabilitation activities; 53 complex programs; 3 authorship based programs. Many provided services are free of charge but there are payable services. The prices ranging from 100 to 1000 rubles, the prices are for 1 session; the monthly sessions are ranging from 1500 to 13 000 rubles.

There is a lack of kindergartens and schools which children with severe autism syndrome put into groups with mental retardation children.

The most difficult situation is in regions, people complain that there are no efforts in working with autistic people.

At present Russia implement two big projects: Autism in Europe and Autism in Russia.

There are several centers which work with autists. For example: the centre established in Moscow uses a variety of working methods: music therapy, hippotherapy, art therapy massage, theater, physical therapy, training for parents Somatosensory therapy is applied since 1995. It produces positive results such as reduction of anxiety, the improvement of communication skills.

ABA is looking for links between behavior and what could cause such behavior. Changing environment influence the change of behavior.

Feldenkrais method is a sensorimotorical learning and motor development. The motor development is a very important for language and orientation in space. Systematic work influences child's self-esteem and self-image.

- The article about autists' situation in Russia. The article is in Russian.  
<http://ria.ru/interview/20120409/621603034.html>

- The article about autists' in Tadzhikistan. The book is in English.  
<http://www.opensocietyfoundations.org/voices/step-forward-children-autism-tajikistan>
- The list of organizations in Russia.  
<http://www.keystonehumanservices.org/keystone-human-services-international/documents/NGOlist.pdf>
- Organization working with autists: <http://www.dorogavmir.ru/>
- The Questionnaire used in Russia:  
<http://psyjournals.ru/en/psychclin/2013/n1/59040.shtml> Using the questionnaire "F-07" to measure the functionality of preschool children with typical development, Down syndrome and autism
- Organizations working with autists: "Fathers and Children"  
<http://www.otsyideti.org.ru/>, is the biggest organisation in Petersburg offering assistance to autistic people - irrespective of their age. In Moscow this is done by the Centre for Remedial Education (CRE). <http://www.ccp.org.ru/en/>
- The project which works with autists: <http://www.autismeurope.org/activities/news/>
- The Project which works with autists:  
<http://www.autisminrussia.ru/html/project.htm>
- The article about centre Autism in English:  
<http://www.sptimes.ru/story/38726?page=2#top>
- Exchange programme: Russian users learns from foreigners:  
<http://www.blueridgenow.com/article/20130421/NEWS/130429984#gsc.tab=0>
- The book about psycho pedagogy and autism in Russian:  
<http://www.bice.org/images/pieces-jointes/PDFs/4.actualites/1.dernieres-actualites/030812sansoneditionrusse2012.pdf>

- The organization which works with autistic children  
[http://solnechnymir.ru/index.php?option=com\\_content&view=article&id=367&Itemid=7](http://solnechnymir.ru/index.php?option=com_content&view=article&id=367&Itemid=7)
- The corrective teaching tool  
[http://socialpeded.ru/ekzamenaczionnye-voprosy-po-speczialnoj-pedagogike/413-korrekcionnopedagogicheskaya\\_pomosch\\_pri\\_autizme.html](http://socialpeded.ru/ekzamenaczionnye-voprosy-po-speczialnoj-pedagogike/413-korrekcionnopedagogicheskaya_pomosch_pri_autizme.html)
- The book about autism in Russian: <http://autist.narod.ru/spisok3.htm>
- Scale identifying children autism, translated from American to Russian.  
[http://www.autismwebsite.ru/Childhood\\_Autism\\_Rating\\_Scale.htm](http://www.autismwebsite.ru/Childhood_Autism_Rating_Scale.htm)

#### 4.7 USA

List of American Journal entries across Education, Employment and Training for people with Autism:

[Paul Wehman – Brooks Publishing – Transitions strategies for disabled children](http://eric.ed.gov/?id=ED491786)  
<http://eric.ed.gov/?id=ED491786>

Abstract:

Just in time for the implementation of new IDEA regulations, this fourth edition of a landmark text brings together the most up-to-date, comprehensive information on facilitating transitions for young people with mild, moderate, or severe disabilities. Teaming with the best-known researchers in the fields of employment, transition, postsecondary education, disability, and special education, internationally recognized authority Paul Wehman has thoroughly updated the entire book with the latest theoretical information and practical guidance. Future professionals will get cutting-edge research, new statistics and legislation, and timely new chapters on: inclusion in schools and in the community; postsecondary education; autism spectrum disorders; high-stakes testing and accountability; assistive technology; customized employment; Social Security benefits and work; incentives; and self-determination. Readers will also get updated information throughout the book on transition planning, ensuring access to the general education curriculum, pursuing postsecondary

education, helping individuals secure housing, meeting the specific needs of young people with a range of disabilities, and navigating the complex challenges of transition. Study questions, chapter objectives, case studies, and sample transition plans help readers focus on learning goals and think critically about key issues. An ideal text for the college or university classroom and a critical reference for every professional's bookshelf, this book will prepare readers to give young people with disabilities appropriate, individualized support as they start their life beyond the classroom. This book contains the following sections: (1) Transition Planning; (2) Facilitating and Supporting Transition; (3) Work and Life in the Community; and (4) Designing and Implementing Individualized Transition Plans. The following are appended: (1) Key Provisions on Transition: IDEA 1997 compared to H.R. 1350 (IDEA 2004); (2) The Americans with Disabilities Act; (3) Individualized Transition Plan for a Student with Autism; and (4) Individualized Transition Plan for Marcus.

Robert Evert Cimera – Kent State Uni – Cost of Services & employment outcomes for adults with autism

<http://aut.sagepub.com/content/13/3/285.short>

Abstract:

This article examines the cost of services and employment outcomes obtained by adults with autism within the United States vocational rehabilitation (VR) system. It found that the number of such individuals has increased by more than 121 percent from 2002 to 2006. Moreover, though adults with autism were employed at higher rates than most disability groups investigated, they tended to work far fewer hours and earn less in wages per week. The study also found that adults with autism were among the most costly individuals to serve.

Ernst VanBergeijk – Yale University – Supporting Able Students with Autism

<http://link.springer.com/article/10.1007/s10803-007-0524-8#page-1>

Abstract

In the 1990's a surge of children were diagnosed with autism spectrum disorders (ASDs) and are now approaching college age. Through early diagnosis and intervention many of these children are now able to consider post secondary education. However, these students will need specific interventions and supports in order to be successful. This article reviews the nosology of ASDs, the legal basis for

providing accommodations to students on the autism spectrum, and the incidence and prevalence of ASDs. The authors provide specific recommendations regarding the academic, independent living, social, vocational and counseling needs of college students who are on the autism spectrum. With a carefully planned transition, appropriate accommodations, and support, ASD students can be successful academically and socially in college.

Diana Burt – University of Texas – Competitive Employment for Autism Adults

[http://link.springer.com/article/10.1007%2F978-1-4020-2284-7\\_63?LI=true#](http://link.springer.com/article/10.1007%2F978-1-4020-2284-7_63?LI=true#)

Dawn Hendricks – Journal of Vocational Rehab – Employment/Autism, strategies for success

<http://iospress.metapress.com/content/f665879g8p267813/>

Abstract:

Individuals with autism spectrum disorder (ASD) have the ability and desire to work, but there are still several obstructions. Research overwhelmingly demonstrates disappointing employment outcomes for this group. The vast majority is unemployed and for those who do have gainful employment, underemployment is common. The increased prevalence of ASD coupled with unique social, communication, and behavioral characteristics translate into the need for services to help them achieve employment success. Consideration of individual characteristics including strengths, needs, as well as specific interests, coupled with implementation of proper supports can result in successful and ongoing employment. This paper provides a review of evidence based research related to employment for individuals with ASD. Specific areas addressed include benefits of employment, state of employment, obstacles to employment, current service options, and an in depth review of supports needed for success. These supports focus not only on job tasks, but also the interpersonal skills needed to foster a positive work experience.

Eve Muller – Journal of Vocational Rehab – Meeting employment support needs

<http://iospress.metapress.com/content/84d0rtx4ae1mjbq1/>

Abstract:

The purpose of this pilot study was to seek consumer perspectives on strategies for improving vocational placement and job retention services for individuals with

Asperger Syndrome and other autism spectrum disabilities (ASDs). For this purpose, 18 adults with ASDs were individually interviewed about their experiences within the workplace. Participants were asked to (a) describe positive and negative aspects of their vocational experiences, (b) identify major obstacles to successful employment, and (c) recommend appropriate vocational supports to be provided by vocational rehabilitation counselors, employers and co-workers. Qualitative analyses of the interview transcripts revealed a number of common experiences and concerns which suggest the needs of individuals with ASDs should be recognized as different from others with more generalized developmental disabilities and/or mental retardation

Linda Eaves – University of British Columbia – Young Adult Outcome of ASDs  
<http://link.springer.com/article/10.1007/s10803-007-0441-x#>

Abstract:

To learn about the lives of young adults with ASD, families with children born 1974–1984, diagnosed as preschoolers and followed into adolescence were contacted by mail. Of 76 eligible, 48 (63%) participated in a telephone interview. Global outcome scores were assigned based on work, friendships and independence. At mean age 24, half had good to fair outcome and 46% poor. Co-morbid conditions, obesity and medication use were common. Families noted unmet needs particularly in social areas. Multilinear regression indicated a combination of IQ and CARS score at age 11 predicted outcome. Earlier studies reported more adults with ASD who had poor to very poor outcomes, however current young people had more opportunities, and thus better results were expected.

Christina Wallen – Lewis & Clark University – Collateral Effects of Joint Attention Training for Young people with Autism  
<http://link.springer.com/article/10.1007/s10803-006-0108-z#>

Abstract:

Joint attention may be a core deficit in autism which underlies the abnormal development of later emerging social-communication behaviors. Given this theory, researchers have suggested that teaching young children with autism to engage in joint attention may lead to collateral increases in other non-targeted social-communication behaviors. In this study, children with autism participated in a 10-week joint attention training program and collateral changes in non-targeted

behaviors were assessed. Following participation in the intervention, positive collateral changes were observed in social initiations, positive affect, imitation, play, and spontaneous speech. Results support the hypothesis that teaching joint attention skills leads to improvement in a variety of related skills and have implications for the treatment of young children with autism.

Brian Reichow – Yale University – Evaluation for best practices within synthesis framework

<http://link.springer.com/article/10.1007/s10803-009-0842-0#>

Abstract:

This paper presents a best evidence synthesis of interventions to increase social behavior for individuals with autism. Sixty-six studies published in peer-reviewed journals between 2001 and July 2008 with 513 participants were included. The results are presented by the age of the individual receiving intervention and by delivery agent of intervention. The findings suggest there is much empirical evidence supporting many different treatments for the social deficits of individuals with autism. Using the criteria of evidence-based practice proposed by Reichow et al. (Journal of Autism and Developmental Disorders, 38:1311–1318, 2008), social skills groups and video modeling have accumulated the evidence necessary for the classifications of established EBP and promising EBP, respectively. Recommendations for practice and areas of future research are provided.

Richard Simpson – University of Kansas – Practices and Students with ASD

<http://foa.sagepub.com/content/20/3/140.short>

Abstract:

The past several years have been witness to a variety of education reform and reorganization efforts, including for students with disabilities. Prominent among these restructuring efforts have been initiatives that require educators to adopt practices that are supported by research. Noteworthy examples of this trend include the No Child Left Behind Act of 2001 and other calls for use of effective practice methods by educators and others who are connected with students with disabilities. Although this is a daunting challenge for any group of students, the process of identifying and consistently and correctly using effective practice methods has been especially

demanding for professionals Who Work With children and youth With autism spectrum disorders. This article discusses issues and factors that relate to identifying and using effective practices With students With autism-related disorders. Recommended effective practice methods are also provided.

Joint paper between Indiana & South Carolina Universities - Practices for Children with Autism

<http://foa.sagepub.com/content/18/3/166.short>

Abstract:

The purpose of this article Was to examine the scientific evidence provided by single-subject design studies that supported effective intervention and educational practices for young children With autism. A review of the literature from 1990 to 2002 revealed 37 studies that meet the inclusion criteria. Research studies primarily employed multiple-baseline experimental designs and provided strong evidence for effectiveness through multiple replications of treatment effects. Practices supported by this research were classified into three groups. Practices With Well-established evidence of effectiveness Were adult-directed teaching and differential reinforcement. Emerging and effective practices included peer-mediated interventions, visual supports, self-monitoring, and family member involvement in the intervention. Practices that Were probably efficacious included positive behavior support, videotaped model, and children's choices and/or preferences incorporated in learning tasks.

Kirsten Hess – Georgia State University – Services received by young people with Autism in public schools

<http://link.springer.com/article/10.1007/s10803-007-0470-5#>

Abstract:

The Autism Treatment Survey was developed to identify strategies used in education of children with autism spectrum disorders (ASD) in Georgia. Respondents of the web-based survey included a representative sample of 185 teachers across the state, reporting on 226 children with ASD in grades preschool-12th. The top five strategies being used in Georgia (Gentle Teaching, sensory integration, cognitive behavioral modification, assistive technology, and Social Stories™) are recognized

as lacking a scientific basis for implementation. Analysis revealed the choice of strategies varied by grade level and classroom type (e.g., general education, special education). Results highlight clear implications for preservice and inservice educator training, and the need for continued research to document evidence-based strategy use in public schools for students with ASD.

## 5 ANNEX

### Questionnaire

This questionnaire is developed in the framework of the project „Autistic adults Training for new Opportunities”, financed by the Lifelong Learning programme of the EU, Grundtvig Multilateral, AUTO-539260–LLP-1-2013-1-IT-GRUNDTVIG-GMP, and its aim is in order to sustain the creation of new methods of educating adults with autism to integrate them in labour market.

#### 1. Information about the organization:

a. Fill in the boxes below:

Name	
Address	
Country	
Contact name	
Phone	
Fax	
Email	
Webpage	
No. Of employee	
Activity sector	<input type="radio"/> Public <input type="radio"/> Private <input type="radio"/> Business

b. Have the organization legal status?

Yes	No	Waiting	
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## **2. Information about methods of education of adults with autism:**

1. Is there a national or regional umbrella organisation related to Autism
  - a. If yes please provide contact details

2. Please describe briefly what issues adults with autism are facing in your country?

3. Are there some official data available related to Autism disorders in general
  - a. If yes please provide a short interpretation of this data (max. Half page)

4. Is there a regional or national strategy to finance labour market activities focused on people with Autism disorder
  - a. If yes please provide a short description related to content, who is financing, impact, attend ability, ... (max. half page)



5. Do you know some inclusive models related to the labour market performance of people with Autistic disorder
- a. If yes please provide a short description or provide us contact data

- b. Why you categorize them as inclusive?

6. Please describe briefly what training methods you are using in learning adults with autism regarding to their integration into society and the labour market:

7. Describe a successful method used in your organization in education of adult with autism. Explain your choice:

8. What were the results of the method used (specify if adults with autism who were formed in your organization, they could find a job):



9. Would you estimate the situation and the chances for people with Autistic disorders in general as satisfying or enough or poor?  
a. Please give us some arguments for your estimation

10. In our project we will create a general training manual to improve the employability for people with Autistic disorders. Do you think this would be helpful and is there a chance to use it in your country and organisation?

11. In our project we will create a guide for employers to convince them and to support them in the process of employment of people with Autistic disorders. Do you think this would be helpful and do you think there is a chance to use it in your country and in your organisation?

12. Are there some recommendations from your experienced side, for the development of this training kit and guide?

13. Can you please recommend other best practice example for inclusion or for labour market focused training of people with Autistic disorders, if there are some?



14. Can you please recommend some special tools you think they are very helpful and needed in the fame of labour market integration and training?

15. If you have access to more material, documentations, dissertations, field reports and more like this, please add them to this questionnaire and send them to us.

16. If you have additional contacts to experts related to our headlines please add them to this questionnaire.

Thank you for your support. We will send you the report based on this survey and also the products of this project.