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INCL'AUTISM

Reference employee skills reference



Reference employee skills reference system

Background and Issues

The development of this competency reference guide is part of a larger project called INCL'AUTISM. Supported and financed by Erasmus+, it brings together four partners from Portugal, Italy and France. The overall objective is to work towards the social and occupational inclusion of young adults and adults with Autism Spectrum Disorder (ASD). These partners work in different and complementary fields:

- On autism: the Italian association MASSENZIO ETICA E AUTISMO (MEA)
- About the company: a business club FACE Grand Toulouse, member of the Fondation Agir contre l'exclusion
- On training: A vocational training organization in Portugal: PREVIFORM
- and a higher education institution in France: Institut Régional de Formation Sanitaire et Sociale de la Croix-Rouge en Occitanie

The INCL'AUTISM project is based on the notion of welcoming the employee within the company and continues with daily support, a work organization adapted to his specific needs as close as possible to the workplace, ensuring both the integration and the continuation of a professional path without break. It is also part of a European framework and refers to the «European Strategy for the Rights of Persons with Disabilities 2021-2030» established by the European Commission. Several areas are being developed, including access to employment.

The realisation of this project involves the construction of a MOOC for managers and employees, as well as a reference reference guide for reference employees, for the support of people with specific needs.

This document presents this reference guide for reference employees. It is the result of work resulting from the consultation between people with ASD and their families, user associations, the business world and training professionals from the three countries mentioned above.

The challenge of this skills repository is to define, recognize and develop the skills of this employee-referent, enriching his curriculum vitae, his employability, and his professional development.

The objective is to enable:

- the referring employee to refer to it, to find points of reference to acquire and evaluate his skills, to make his function visible internally but also to the person presenting an ASD
- it is up to the company to refer to it in order to support the employee-referent and give him the means to act, to identify the obstacles and limitations at the organizational level, to develop training actions, to enhance and sustain this function within the company.
- to the partners, to any type of employer and structures specialized in the insertion of persons with a TSA to locate this function within the company

Definition of the employee-referent function

The employee-referee carries out his activity within the company where the person with an autism spectrum disorder works. Its main mission will be to promote the integration of the person presenting an ASD into the company and to ensure his quality of life at work by relying on internal and external resources.

To be able to support the person presenting an ASD and assess whether the professional environment is adapted to his or her specific needs, the employee-referent must work in the person's immediate environment, have information on the organisation of the workplace and be made aware of the general and specific characteristics of people with ASD.

The activities

- As part of this function, the employee-referent may be required to:
- Anticipate the welcome and accompaniment of the person with ASD
- Analyse and assess the specific needs of the person on his or her workstation
- Ensure the well-being of the individual and the fit-up of their work environment
- Work with the disability advisor or any other internal or external partner who monitors the person
- Communicate about function internally and externally

Competency repository

In 2006, the European Parliament proposed a definition of competence: A competence is a combination of knowledge, skills, and attitudes appropriate to each context.

Skills	Competency indicators
Creating conditions conducive to welcoming and integrating the person with an autism spectrum disorder	<p>Identify and remove barriers to the integration of the person into their work environment</p> <ul style="list-style-type: none">- Listen and participate in the reflection on the specific needs and expectations of the person on the organization of his work environment- Ensure that these specific arrangements are put in place <p>Communicate appropriately with the person</p> <ul style="list-style-type: none">- Ensure all media are accessible- Adapt your communication <p>Ensure a good understanding of how their framework works</p> <ul style="list-style-type: none">- Present their function to the person with ASD by adapting their communication- Ensure that the person has a good understanding of work rules (supports/processes at work/safety etc.) and their rights- Assist the individual in identifying contacts within the company based on the identified issue and request

<p>Cooperate internally</p>	<p>Knowledge of the work environment in which the individual is working</p> <ul style="list-style-type: none"> - Good knowledge of how the person’s work environment works - Identify the persons, bodies or resource arrangements that can be mobilized as part of the accompaniment of a person presenting a TSA - Be proactive in finding and updating information <p>Cooperate with the person’s work group</p> <ul style="list-style-type: none"> - Explain the framework of their intervention and their function to the team - Build on the working group to foster the integration of the person with autism <ul style="list-style-type: none"> - Interface with BOT and team members as required
<p>Identify resource partners</p>	<p>Identify external resource structures</p> <ul style="list-style-type: none"> - Identify people and resource structures on autism and professional support - Know how to orient the person to appropriate structures if necessary - Identify the “referring employees” peers for an exchange of experience
<p>Be part of a continuous evaluation process and adjust practices</p>	<p>Evaluate the support provided</p> <ul style="list-style-type: none"> - Measure the effects of continuous support with the person, internal and external stakeholders - Readjust throughout coaching <p>Self-evaluate your employee-reference activity</p> <ul style="list-style-type: none"> - Learning to set goals and evaluate them - Assess interest in the function - Assess time spent on this function - Assess your training needs - Reflect on yourself, the difficulties encountered, your achievements and experiences - Identify strengths and areas for improvement - Knowing how to measure progress
<p>Acquire and update knowledge</p>	<p>Acquire theoretical knowledge</p> <ul style="list-style-type: none"> - Develop a foundation of knowledge about ASD - Identify the relationship specificities of the person with ASD

- Identify the professional consequences of autism

Developing social skills

- Acquire verbal and non-verbal communication techniques and tools
- Develop interpersonal skills

Taking part in a continuing training process

- Knowing how to search for information
- Regularly update its achievements (news on ASD, educational monitoring, partnerships, etc.)