

Workplace Accommodations

Sensory Accommodations:

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| Sound Sensitivities | <ul style="list-style-type: none"> • Noise-canceling headphones • Remote work • Taking breaks in a quiet space • Allow use of white noise machines • Priority seating away from high-traffic areas, preferably in a separate room |
| Temperature Sensitivities | <ul style="list-style-type: none"> • Control of temperature (via space heater, fan, blanket, sweaters, coats, gloves, etc.) • Adaptation of a work uniform or dress code • Taking breaks in an environment where you can control the temperature • Use of additional heating/cooling devices • Allowing hot/cold beverages at workstations • Remote work |
| Touch Sensitivity | <ul style="list-style-type: none"> • Adaptation of work uniforms or dress codes |
| Light Sensitivity | <ul style="list-style-type: none"> • Adding curtains/blinds • Replacing fluorescent light bulbs with incandescent ones • Wearing sunglasses inside • Using therapy light boxes • Repairing flickering lights within 24 hours • Breaks in a light-sensitive/dark area |
| Scent Sensitivities | <ul style="list-style-type: none"> • Reduced scent or no-scent workplace policy • Using low-scent or no-scent cleaning products |

This handout is adapted from Autism Alliance of Canada's "Inclusive Workplaces Discussion Tool". We are pleased to share it with you as part of the OSNS LINK to Success workshop.

Transportation Accommodations:

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| <p>Transportation</p> | <ul style="list-style-type: none"> • Priority parking • Marked parking spaces • Shifts scheduled around public transit times • Shifts scheduled around usual routes and commuting schedules |
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Training and Supervision Accommodations:

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| <p>Training</p> | <ul style="list-style-type: none"> • Multiple forms of training • Hands-on training • Group training or 1:1 options • Virtual synchronous or virtual asynchronous training • Having clear workplace rules • Using clear language during training • Allow for different paces in training • Breaking down tasks into smaller, manageable steps before moving on to the next step • Having take-home points and summary bullet points • Having a written form that can be referred back to after training is complete • Clear communication surrounding training times and expectations • Having training on hard and soft rules • Having training on written and unwritten rules • Scheduled times for Q&As and clarification • Having autism acceptance training available for the entire staff |
| <p>Supervision</p> | <ul style="list-style-type: none"> • Supervisors receiving autism training • Supervisors supporting employees with task prioritization • Providing aural/written/visual instructions • Having a mentor or buddy system • Arranging regular check-ins on a recurring basis • Asking for clear performance feedback with actionable steps outlined for areas of improvement |

Social and Communication Accommodations

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| Communication Style | <ul style="list-style-type: none"> • Asking for direct communication • Asking for patience in communication • Understanding autistic communication styles (including recognizing that questions are to seek information, not to challenge authority!) |
| Team Socialization | <ul style="list-style-type: none"> • Respect communication needs when assigning tasks, following-up, giving feedback, or sharing relevant information • Having the option to opt out of team socialization without stigmatization • Having the option to opt back into team socialization events |
| Meeting Participation | <ul style="list-style-type: none"> • Options to attend virtually or in-person • Being allowed to write comments to be read aloud by a pre-designated person • No pressure to participate verbally • Getting a heads-up for icebreaker games • Being allowed to take notes as needed • Being allowed to record the session provided other team members are comfortable • Access to subtitles if the meeting is virtual • If meeting is virtual, having the option to turn cameras off • If meeting is virtual, having access to the chat feature • Asking for a one-to-one meeting separate to the group meeting, with the same information • Asking for time in advance (24-48 hours) to prepare for a meeting |

Work Schedule Accommodations

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| Work schedule | <ul style="list-style-type: none"> • Flexible work hours • Part-time work schedule • Additional breaks or split breaks • Having a regular timetable of tasks to add structure to the workday |
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Other Accommodations

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| Work Area | <ul style="list-style-type: none"> • Using fidget items to assist in focus • Having a quiet and separate space for break periods • Allowing visuals to be posted at the workstation if they are helpful |
| Technology and Organization | <ul style="list-style-type: none"> • Ask for Post-it notes • Having help with setting up electronic calendars • Asking for closed captioning videos • Asking for instructions to be written in fonts that are more easily read by people with learning disabilities (may be comorbid with autism) • Asking for electronic reminders for meetings, deadlines, etc. • Asking for fillable to-do lists • Having a checklist with steps to follow for completeness of task and to ensure good quality • Asking to be allowed to complete one task before being handed a new task |
| Expert External Support | <ul style="list-style-type: none"> • Having 1:1 support workers or job coaches throughout the training period or beyond • Having a certified service animal present |
| Job Adjustments and Job Carving | <ul style="list-style-type: none"> • Asking for an environment where employee strengths are matched to their tasks • Having a job that is designed specific to an individual's strengths and support needs that meet the organization's need |