

Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities

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Introduction

The toolkit “ Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities” aims to include those aspects of integration that are probably not highlighted, and in a certain situation they become obstacles for integration. In the attempts to fight discrimination and exclusion in the community and labour market several forms of awareness, lobby and advocacy, might be used but due to inter-individual differences, adaptive capacity, different levels of learning potential, the theory of mediated learning experience, may help to counteract the multitude of differences and reach the objectives of fighting discrimination and social exclusion in community and on labour market of children, young persons with autistic spectrum disorders.

By mediated learning, both parties on integration barricades counteract the decrease of flexibility and individual plasticity. Cognitive abilities can be adapted to new living conditions, and the adaptation to the new situations at work can also be achieved (reasonable accommodation). Therefore, this is the basis of methodologies applied in integration, an extraordinary way to try to find new methods to interact in the society in order to fight discrimination, such as employment specialist, as ASD employee, employer and collective from the workplace.

This material was developed to be used by the professionals involved in the employment of people with disabilities. The document is intended as a useful tool in preparing a person for employment but also in the negotiating process between employer and representatives of supported employment services.



Chapter 1. The right to work - national and international law

Fighting discrimination is the cornerstone of human rights defence. In a democratic state, during the steps taken to fight discrimination, there are different instruments that can be used to intervene and help developing the society. In order to eliminate discrimination, the lawmaker has two techniques: 1. Anti-discrimination laws and 2. Positive discrimination, namely the use of priority indications for those concerned. The right to work is provided in all important documents of international and national legislation. The most important documents related to employment, as well as the legislation of every democratic country contains anti-discrimination provisions.

1.1. International and national documents related to employment discrimination

The most important international documents related to employment discrimination are:

- Treaty of Amsterdam (signed on 01.11.1997 that came into force on 01.05.1999) introduced provisions related to employment policy and social protection.
- Luxembourg process – (1997) a meeting dedicated exclusively to employment where the European Employment Strategy was initiated, establishing the principle of cooperation between the member states in the field.
- The European Employment Strategy is based on Cardiff documents (1998 – Cardiff Process Cardiff – economic reform and domestic market), Cologne (1999), Lisbon and Stockholm (2000), Barcelona (2002).
- The Spring Council 2003, where the European Commission set a working group in employment, chaired by Wim Kok.
- 22-23.03.2005 - Bruxelles, the Spring European Council after launching the Lisbon Strategy, organized a new meeting of the heads of state/government of the EU countries, on the employment policy and the rights of persons with disabilities.
- EU - Disability Strategy for 2010-2020 and the UN Convention on the Rights of Persons with Disabilities) for promotion, protection, ensuring full and equal rights of fundamental rights and liberties of persons with disabilities, of respect for their inalienable dignity (by initiating employment actions, adequate legislation, guaranteeing/ensuring rights and facilities).
- The international instruments on human rights at “universal level” that refer to equality issues include two UN general treaties on human rights – International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on

Economic, Social and Cultural Rights (ICESCR) and a number of UN treaties on specific human rights topics, including:

- o The International Convention on Eliminating All Forms of Racial Discrimination (ICERD),
- o Committee on the Elimination of Discrimination against Women (CEDAW),
- o Convention on the Rights of the Child (CRC),
- o Convention on the Rights of Persons with Disabilities (CRPD).
- o Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- o International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (MWC).
- o The International Labour Organization (OIM) has developed a series of conventions dealing with discrimination at the workplace.

In Romania:

- Law no. 53/1992 on the special protection of persons with disabilities;
- Government Emergency Ordinance no. 102/1999 on special protection and employment of persons with disabilities, regulating measures for exercising the rights of persons with disabilities to a special prevention, treatment, rehabilitation, education, training and social integration regime of this category of persons, law that was in force until 2006;
- Romanian Constitution, revised in 2003, art. 50 provides that "People with disabilities enjoy special protection. The State ensures the achievement of a national policy of equal opportunities, prevention and treatment of disability, for the effective participation of people with disabilities in the community life, respecting the rights and obligations of parents and tutors." "In 2005, the Government of Romania drafted the National Strategy for protection, integration and social inclusion of persons with disabilities for the period 2006 – 2013, which aims to establish a national policy protecting and promoting the rights of persons with disabilities through 3 main objectives: 1. Promote the social integration of persons with disabilities as active citizens, able to control their life; 2. Provide support for the families comprising persons with disabilities; 3. Increase the employment opportunities for persons with disabilities
- G.D.no. 1.175 from September 29th, 2005, on the National Strategy for protection, integration and social inclusion of persons with disabilities for the period 2006-2013.
- Law no. 448/2006 on the rights and obligations of persons with disabilities
- In 2014, was drafted the National Strategy for Persons with Disabilities 2014-2020.

According to specialized literature (Fredman 2011), there are two comprehensive conceptual approaches on equality and non-discrimination, which can be found both in domestic and international law. Firstly, they define equality as "formal or legal equality" and "substantive equality". Given these concepts, we can define equality and non-discrimination in employment of all categories of vulnerable persons.

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Formal or “legal” equality refers to the basic idea that people in similar situations should be treated equally. Formal equality focuses on equal treatment based on similarity, without considering the broader context that generates such treatment.

Example:

All employees have the right to be paid for their work - salaries.

Any person has the right to a job.

Based on this approach, the laws or practices that are aimed at different treatment of persons in similar situation can lead to a direct discrimination. Formal equality ignores the structural factors that appear in case of certain marginalized groups. Therefore, if the formal equality concept is applied and differences between individuals are not taken into account, sometimes the coherence of equal treatment does not succeed in ensuring the broader equality objectives.

The second approach of equality and discrimination is the “substantive equality”. It refers to the idea that persons in different situations should be treated differently. This approach contains two distinct ideas – equal opportunities and equal results.

- a. “Equal results”, requires that the result of the measure following the revision to be equal. It recognizes the apparently identical treatment can practically consolidate inequality caused by past or present discrimination or by access to power or resources. According to this approach, the effects, as well as the purpose of a measure should be taken into account.
- b. “Equal opportunities”, suggests that all individuals should have access to the desired benefits, by taking into account their initially different positions. It aims to provide equal opportunities, but not equal results.

A classical statement on the principle of equality in the international law is found in the separate opinion of judge Tanaka in the case of South-West Africa (ICJ Rep. 1996,4) before the International Court of Justice:

“The principle of equality before the law does not mean ... absolute equality, namely equal treatment between men, without regard to individual, concrete circumstances, but it also means ... relative equality, namely the principle to treat equally what is equal and unequally what is unequal... the different treatment of unequal problems, depends on their inequality is not only accepted, but it is also necessary.”

The legislation in Romania regarding discrimination

- Government Ordinance no. 137/2000 on preventing and sanctioning all forms of discrimination,
- Council Directive 2000/43 / EC and 2000/78 / EC on equal treatment between persons irrespective of racial or ethnic origin, published in the Official Journal of the European Communities (OJEC) no. L180 of 19 July 2000
- Labour Code 53/3003, art. 5-6., art.154 para.3, art. 258, – regulates all individual labour relations, the way it is conducted the control of regulations enforcement in labour relations and labour jurisdiction.

- National Council for Combating Discrimination – institution responsible for the application and control of legal provisions enforcement in its field, and for the harmonization of the provisions of the issued normatives or administrative acts that would be against the principle of non-discrimination.
- National Strategy to implement measures to prevent and combat discrimination 2014-2020
- National Agency for Roma - NAR and Government Strategy for the improvement of Roma situation

1.2. The principles of equal opportunities and the right to work

According to the principles of equality, the right to work should be based on seven principles:

- **The preventing principle** – meaning that the company should develop procedures for preventing situations, diseases causing disabilities or for preventing the worsening of disability. The fundamental needs of individual should be taken into account in planning the procedures.
- **The principle of vulnerability protection** – is the principle for combating discrimination and the obligativity to provide priority by eliminating inequality of opportunity, meaning the person with disability cannot be discriminated and excluded because of disability.
- **The principle of self-representation** -“nothing about us, without us” – this principle highlights the fact that persons with disabilities can undertake responsibilities regarding their autonomy. It is their main right to take individual decisions about their personal life.
- **The principle of subsidiarity** – based on this principle, it is important for persons with disabilities to have access to the necessary services near their domicile.
- **The principle of integration** – requires the full integration regarding: education, social services, sport, and culture. The most important tool for integration is raising the awareness of the society (inclusive society) and accessibility (informational, communication, physical, and employment). This is the purpose of equal opportunities and universal design of integration.
- **The principle of normalization** – shows that with the achievement of integration, the conditions, models of life similar with those of all members of society shall be accessible to the persons with disabilities.
- **The principle of rehabilitation** – based on this principle, each person with disabilities has the right and must be advices to improve their abilities. It also refers to the fact that in the rehabilitation and recovery process is the person with disabilities that in collaboration with the specialists in recovery and rehabilitation is the coordinator of rehabilitation process itself.



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1.3. . Changing the paradigm of rehabilitation and recovery

The right to work is also related to the change of rehabilitation paradigm and recovery of persons with disabilities. The prolonged rehabilitation and recovery process without aiming at integration and development of work abilities, provided a passive role for the persons with disabilities, developing a learned inactivity. The changes of vision in the integration of persons with disabilities, following the stages of rehabilitation and recovery:

- Evaluation
- Development/ Rehabilitation/ Recovery
- Education/ Vocational Guidance
- Integration/ Social Reintegration
- Integration/ Professional Reintegration



This change of paradigm has influence on the organization services and procedures for the integration of persons with disabilities. In the rehabilitation and recovery process has been a paradigm shift. Thus, the rehabilitation and recovery process took up a holistic view, where the rehabilitation and recovery stages – medical, psychological, social and occupational – are connected to each other, forming gear wheels, having in centre the person with disabilities.

The main purpose of rehabilitation and recovery is accommodating the needs of persons with disabilities to reach the area of proximal development potential skills for a better integration work. This holistic vision focuses on multidisciplinary involvement of specialists regarding the rehabilitation of the skills of the person with disabilities.



Chapter 2. Reasonable accommodation – Universal Design in employment

According to the Convention on the Rights of Persons with Disabilities, “reasonable accommodation” means changes and adjustments necessary and appropriate, not imposing a disproportionate or undue effort where needed in a particular case, to enable people with disabilities to enjoy or to exercise, on equal conditions with the others, all human rights and fundamental freedoms.

Thus, reasonable accommodation consists in all modifications made by the employer to facilitate the right to work of the person with disabilities, including modification of the working hours, procurement of equipment, devices and assistive technology.

Convention on the Rights of Persons with Disabilities ratified by the Parliament of Romania in December 2010 in art. 2 introduces a new principle which states that denial of reasonable accommodation is a form of discrimination based on disability. The article also extends the scope of the reasonable accommodation, without limiting it to employment problems.

Reasonable accommodation is based on universal design principles that were drafted in 1997 by a working group consisting of architects, product designers, environmental engineers and researchers, in order to define certain directions to guide the activity of researchers and engineers for a more functional environment, objects and products, designed in accordance with the requirements of the market and consumers.

2.1. Universal Design Principles:

Principle no. 1. Equitable use

This principle refers to a functional design allowing the place, object, equipment to be used by persons with different abilities.

Guidelines:

- avoid segregation or stigmatization of consumer
- for all consumer, it must be equally ensured safety, security, privacy

Principle no. 2. Flexibility in use

Flexibility refers to adaptation to consumer preferences and abilities.

Guidelines:

- provide choice in methods of use
- make sure it can be used by both right-handed and left-handed users
- facilitate the use with accurate specifications and descriptions
- provide adaptability to the user' space

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Principle no. 3. Simple and intuitive use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills.

Guidelines:

- eliminate unnecessary complexity
- be consistent with user expectations and intuition
- arrange information consistent with its importance.

Principle no. 4. Perceptible information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Guidelines:

- use different methods of communication (icons, verbal, tactile, auditory,) for essential information
- use pictograms inspired from real life situations
- adjust the information to your audience
- easy to understand directions
- make sure you cover the needs of persons with sensory limitations

Principle no. 5. Tolerance for error

In creating the universal design, minimize chance or errors to avoid negative consequences, accidents or unintended actions.

Guidelines:

- provide warnings for errors
- attention to consumer's safety
- discourage unconscious action in tasks that require vigilance.

Principle no. 6. Low physical effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

- allow user to maintain a neutral body position
- use reasonable operating forces
- minimize repetitive actions
- minimize sustained physical effort.

Principle no. 7. Size and space for approach and use

Appropriate size and space is provided for approach, reach, manipulation and use regardless of user's body size, posture, or mobility.

Guidelines:

- provide a clear line of sight to important elements for any seated or standing user
- make reach to all components comfortable for any seated or standing user
- accommodate variations in hand and grip size
- provide adequate space for the use of assistive devices or personal assistance.



2.2. Universal design in employment - The integration process at a work through supported employment

Workplace adaptation is an imperative requirement for any supported employment. According to the Universal Design principles, the Supported employment ensures a flexible integration of the ASD person, and intelligible information because it is achieved by a specialist in psychopedagogy, by ensuring independent life skills development, by developing vocational abilities, by ensuring evaluation and identification of skills that might form the basis of mediation of workplaces. The stages of supported employment in each stage of integration process uses principles of universal design.

Stage I. INFORMATION, COUNSELLING: consists in identification of beneficiary's or carers' request, notification of the applicant on the supported employment procedures, on the rights and obligations.

For information and communication there are international icons that are used for the same information to reach more and more beneficiaries with different comprehension skills. UN Convention – on the rights of persons with disabilities in art. 9 – Accessibility information requires adaptation to different categories of people with different abilities of understanding and communication.

Example:



Information is tailored for people with learning disabilities and difficulties of understanding (easy to read and easy to understand language)



Information is adapted for visually impaired people, the letters may be increased to three different sizes.



Information is adapted for visually impaired people, by contrast.



The place is adapted with ramp for disabled individuals who use wheelchairs.



The elevator is adapted for people with physical disabilities who use wheelchairs.



Information is adapted by sign language, there is a sign language interpreter for people with hearing difficulties.



Information is adapted through a voice synthesizer. The text entered will be converted into voice for sight problems.



The entrance in buildings is made accessible for blind people, preventing the access of blind people in areas with traffic.

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Stage II. INITIAL EVALUATION, DETAILED EVALUATION, DEVELOPMENT OF VOCATIONAL PROFILE.

In order to identify the work skills, it is required an initial evaluation of the employment intentions, the history of the applicant regarding the activity/ inactivity, the social integration and the educational background. The detailed evaluation aims to identify outstanding skills and the potential of development where an individual development plan in terms of social and professional integration can be achieved, setting out those aspects required during the social and professional integration process. This stage is the work of specialists: social workers, psychologists, psychopedagogist.

Example: N.A. A 28 year old boy who came with his father at the Supported employment Centre to receive supported employment services. After submitting the necessary documents for the personal file, he had a conversation with the social worker, who set an appointment for the visit for the social investigation. Then, at this stage, the following documents were prepared: the social investigation, the contract for providing employment mediation services, detailed assessment (psychological and pedagogical) for four consecutive meetings. During those meetings, assessments were conducted for drafting the psychological and psycho-vocational profile. For the profiling were discussed elements of the document in a multidisciplinary team and he has been proposed for the development program of life skills and vocational education, according to the interpretations of the tests carried out.

Stage III. DEVELOPMENT OF INDEPENDENT LIFE SKILLS AND VOCATIONAL ABILITIES.

Social and professional integration of the ASD person is customized. It means it requires the development of independence, and autonomy in terms of temporal and spatial orientation, the organization of daily activities meaning punctuality at work and communication and information skills. These abilities are called "independent life skills", understanding independence as the limit of supervision and monitoring, minimal integration skills at work. These skills can be developed by identifying those elements of accessibility by the supported employment specialist, to substitute specific disabilities. Accessibility does not always mean physical accessibility, but communication, information, the help of a person from the workplace in monitoring the person with disabilities and, thus, ensuring the smooth integration plan. Accessibility of the workplace means finding those means according to the Universal Design principles, allowing the facilitation of work by precision and accuracy. This stage is the responsibility of the psychopedagogist and the supported employment specialist.



Example: As part of the independent life skills development, N.A. learned more topics, such as: daily program, work program/activities and breaks.

The minor responsibilities are small requirements (sign the attendance sheet/ organize the bags/ coat in a certain place, prepare the materials for different activities) that lead to greater responsibilities related to employment. He learned to listen to the leader of the activity, solve his homework, and search for/ ask for help if necessary.

Stage IV. VOCATIONAL EDUCATION. Vocational Education programme is based on the theory TRAIN-PLACE-MAINTAIN (Ben van Hammomd & Ronald Haconu - 2006) meaning it is required a workplace training where at first, are not taught the work related processes, but the beneficiary learns about the working environment, the written and unwritten rules, he learns how to manage the social relationships (with a colleague, with the team leader or the manager).

The place for vocational education is chosen depending on the vocational profile of the person with ASD, identifying those abilities according to which the workplace can be chosen depending on the identified skills in the area of proximal development. During this training and development period, it is important to focus on the temporal and spatial orientation, work ethic, and development of communication and information skills. The responsibilities are performed under the guidance of the supported employment specialist who is the direct feed-back source on the evolution of integration and learning process. This program provides a safe environment for the application of the norms and theory of mediated learning (R. Feuerstein), having as main purpose understanding and learning responsibilities. Vocational education is an intermediary stage between employment at a workplace and the protected workshop or the ergo therapy programme of a day care centre. This stage is the responsibility of the psychopedagogist, the specialist in supported employment.



Example: During several months, N.A. learned the primary aspects of personal autonomy at the day care centre. Then, he was proposed for vocational skills development. This meant that with the assisted employment specialist, he visited different companies where he had the possibility to see different activities and to choose where he wanted to learn. He chose a pension, where weekly, based on a clear schedule, he received certain tasks to fulfill. Thus, after a long period of inactivity, he relearned certain responsibilities and, above all, how to respect a program.

Stage V. WORKPLACE MEDIATION – following the preparation and development stages, workplace mediation for a person with ASD by supported employment is an activity that must ensure all elements of Universal Design. Workplace mediation is made by observation papers filled in by the specialist, as a result of the training programme and vocational profile.

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Based on these documents, the right person at the right place can be found. Workplace mediation or decision related to reasonable adaptation when it comes to choose between several jobs, it is often for the beneficiary, as he must choose the place where he thinks he wants to work. This stage is the responsibility of the psychopedagogue, the supported employment specialist, the mediator.

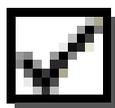
Example: N.A.. Had very good results during the vocational training programme; because the vocational profile was suitable with the requirements of the job proposed, it was scheduled a meeting with the human resources manager of a company. After the interview, he was proposed a job. The match was also supported by the vocational profile and the observation sheets that were filled in during the vocational education programmes.

The employer accepted, ensuring the assisted employment specialist monitors with the team leader the adaptation during the first days, also preparing the other employees to receive the new employee.



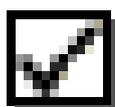
Stage VI. WORKPLACE LEARNING, EMPLOYMENT. During this period, the collective, the colleagues from work and the collaboration with the human resources manager must take place. The collectivity training/ counselling also means to explain possible information accessibility within the workshop/ office, their meaning and the need for intervention if required. Information and training shall eliminate fear, and any existing reticence. For the person with ASD the responsibilities are clearly defined and the contact persons that he/ she works within the team. This stage is the responsibility of the psychopedagogue, the supported employment specialist, the mediator.

Stage VII. MONITORING. Is the last stage of the integration process. It requires regular visits of the supported employment specialist at the workplace, in order to reduce the percentage of job loss. The monitoring stage is important because in unforeseen situations, the employer/ human resources responsible can ask for the help of the supported employment specialist to intervene and mediate conflicts or restore new adjustments of responsibilities in case of new work procedures. In different situations, by monitoring, the beneficiary is redirected in case of health worsens. In these cases the supported employment specialist may provide new workforce for the employer. This stage is the responsibility of the psychopedagogue, the supported employment specialist, the mediator.



Check list. In the process of hiring a person with disabilities, make sure you discussed with the employer the following principles:

- ✓ Workplace integration of persons with disabilities, observes the principle of "flexibility in use"
- ✓ Workplace integration of persons with disabilities, observes the principle of "simple and intuitive use"
- ✓ Workplace integration of persons with disabilities, observes the principle of "perceptible information"
- ✓ Workplace integration of persons with disabilities, observes the principle of "tolerance for error"
- ✓ Workplace integration of persons with disabilities, observes the principle of "low physical effort"
- ✓ Workplace integration of persons with disabilities, observes the principle of "size and space for approach and use"



Check list

Universal Design in employment – the workplace integration process through supported employment

- ✓ The workplace integration process consists of INFORMATION AND COUNSELLING
- ✓ The workplace integration process consists of INITIAL EVALUATION, DETAILED EVALUATION, DRAFTING THE VOCATIONAL PROFILE
- ✓ The workplace integration process consists of DEVELOPMENT OF INDEPENDENT LIFE AND VOCATIONAL SKILLS
- ✓ The workplace integration process consists of VOCATIONAL EDUCATION
- ✓ The workplace integration process consists of WORKPLACE MEDIATION
- ✓ The workplace integration process consists of LEARNING AT WORK
- ✓ The workplace integration process consists of MONITORING



Chapter 3. Workplace integration process and collectivity training

Finding a job does not only depend on the supported employment specialist, or only on the applicant/ the person with ASD, but also on the work environment, on the staff where this integration is made. Numerous studies show that without the supported employment specialist, among the obstacles mentioned by employers regarding the integration of a person with ASD, there are the following shortcomings:

- a) the lack of accessibility of information and communication
- b) lack of funds for building accessibility
- c) the inability of the persons with disabilities to respond to the specific requirements of the job
- d) specificity of the company
- e) lack of necessary time to prepare the person with disabilities
- f) some reservations in the capacity of communication and understanding with and by them
- g) people with intellectual disabilities require permanent assistance
- h) assume a certain level of understanding from staff

The specialist in supported employment in the integration process has a certain responsibility towards the collectivity where the person with ASD shall be integrated. For their preparation, three aspects of the ASD characteristics shall be considered:

- Impaired social interaction ability
- Impaired social communication ability - of interacting
- Impaired qualitative imagination



Provided these elements of ASD, the specialist in supported employment shall start the preparation of collectivity by familiarizing it with these aspects. It is important that each member of the collectivity knows and interacts/ relates with the person to be integrated, having set means of communication and information and establishing clear rules, procedures and work methods.

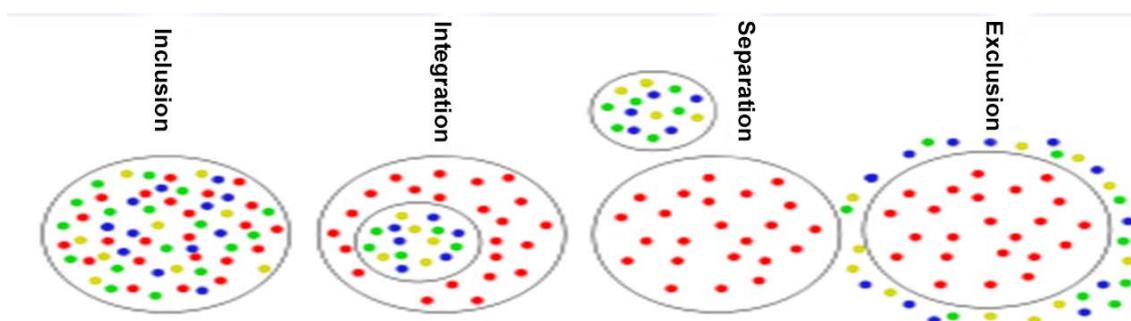
The steps of integration in the labour collectivity of a person from the vulnerable groups/person with ASD are:

1. Establishing a social interaction
2. Establishing the means of social communication – relationship development – selection of a support person.
3. Establishing strict rules, clear procedures for replacing the altered quality of the imagination.

Thus, the training of employees shall achieve these basic elements and, in particular, responses and reactions coming from the community.

Another important element is that the persons that form the labour community understand and avoid discriminatory behaviour regarding the new co-worker, and for this reason, it is necessary and important the information of the employees regarding the types of discrimination:

1. Direct discrimination - is a direct distinction when two clients in similar situations, where one is a person with a disability and the other is not, receives more favourable services than the other.
2. Associative discrimination – is an already usual consideration for those associated with certain groups (beliefs), as the name suggests, and it is based on the name of things related to the person with disabilities.
3. Perceptive discrimination – is a form of direct discrimination, when someone thinks the other one is a person with (intellectual) disability. It is a situation when a person is treated/ protected, as being a person with disability.
4. Indirect discrimination – is a newly defined form of discrimination when a person with disabilities is compared with another person with disabilities, whose behaviour generated a negative general opinion about all persons with disabilities.
5. Discrimination arising from disability- means a treatment less favourable because of disability (the case Novocold vs. Clark), where the employer/ service provider proves the employee that it is no longer suitable for the job because of the disability.
6. Harassment – is an illegal action; the person with disabilities will have to prove that his/ her dignity was repeatedly violated, as follows: intimidated, humiliated and denigrated. The employer is obliged to defend all employees from harassment and provide a safe environment.
7. Victimization – it is illegal for an employer or service provider to victimize a person with disabilities. It refers to the legal context where somebody suffers (it is placed on a disadvantaged position), as a result of personal choices or bears discrimination instead of others.
8. Combined discrimination – is a situation in which a person believes he/she was discriminated/ overprotected, by combining several features mentioned above.



Explanation and presentation of assistive technologies used by people with disabilities:

- In case of low mobility shall be used: cane, crutch, walker, manual or electrical wheelchair, prosthetic hand/ foot, special chair, adapted cutlery, toilet/ shower chair, blender, adapted footwear;
- In case of visually impaired, shall be used: glasses, magnifiers, computer software, white cane, GPS for orientation, Braille system for reading/ writing, recorder/ cassette, Braille chess;

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- In case of hearing impaired, shall be used: headphones, hearing aids, telephone with amplifier;
- In case of communication difficulties and temporo-spatial orientation difficulties shall be used: cards with texts, boards with letters, symbols, drawings etc.;
- Electronic communication: recording device or synthetic voice;
- In case of difficulties in memorizing and learning: task lists, calendars and organizers with drawings, drawings with basic instructions, manual/ automatic clock with bell, adapted telephone etc.;

Identification of the collectivity perception of the concept of ability and disability: Each member of the collectivity shall answer the following questions on the acceptance of diversity in the work collectivity:

- Do you take part in discussions on negative stereotypes?
- Do you refuse to join jokes with oppressive comments towards someone?
- Do you repeat different affirmations or rumours that would prejudice or is biased to someone?
- Do you recognize different rumours or false affirmations that would influence the way you think?
- Do you avoid the use of words that reinforce negative stereotypes?
- Do you believe that everyone in your work collectivity are equally skilled and competent?
- Do you believe that any newcomers in your collectivity need to socialize and to be included in our group?
- Do you share rules and inform new colleagues about the rules of the group?
- Do you include all employees in the collectivity in your information and social events network?
- Do you your responsibility to help the other colleagues apply an anti-discrimination initiative within the collectivity?
- Do you participate, if necessary, as a formal or informal mentor for the new employees to learn and to integrate?



Check list

- ✓ The collectivity integration and training process takes into account the social interaction
- ✓ The collectivity integration and training process takes into account social communication means – relationships development – selection of a support person.
- ✓ The collectivity integration and training process takes into account some strict rules and procedures for replacing the altered quality of the imagination.
- ✓ The collectivity integration and training process takes into account the information on the types of discrimination
- ✓ The collectivity integration and training process takes into account setting the assistive equipment used and adapted to the needs of the integrated persons.
- ✓ The collectivity integration and training process takes into account the selection of a support person to be the liaison and the reliable person for the monitoring with the supported employment specialist ,
- ✓ The collectivity integration and training process takes into account the identification of the collective perception on the ability and disability concept



Chapter 4. Responsibility at work and adaptation to the work environment according to the Vocational Profile

"Everyone to his trade"

Choosing the right person in the right place is the result of the work of a multidisciplinary team, after some psychological and psychopedagogical evaluations. These evaluations do not supplement the already existing ones, the medical findings and the diagnosis given, but provide the skills of the person looking for a job based on the potential of the existing skills, that can be developed in order to conform the requirements of a job. Thus, the Vocational Profile made as a result of the evaluation shall no longer focus on the disability of the person, but on the existing skills and abilities. The workplace integration shall be in accordance with the existing skills and on skills that could be developed, according to the motto "everyone to his trade."

Types of evaluation used in Vocational Profiling

- **Initial evaluation:** Personal data, social environment, education - school activities, information about disability, treatment - medication
- **Detailed skills evaluation:** Cognitive (perceptive reactions, representation, identification, localization), Neuro-motor, Social, Manifestations of personality (liminal intelligence, mental disabilities)
- **Independent life skills/abilities evaluation**

The Vocational Profile is a very important instrument for the integration of persons with disabilities, because it reflects the skills that can be developed for certain workplace responsibilities and an individual development plan can be made. Later, at the re-evaluation, it points to the area of proximal development (Vâgoṭki). These areas show the abilities that can be developed as a result of vocational education programmes.

The Vocational Profile defines the abilities the person looking for a job and the abilities on which can be developed the existing responsibilities from the workplace. Thus, the principle "everyone to his trade" is achieved.

The advantages of Vocational Profiling:

- Reduces failure due to loss of a job by failing to identify the right skills according to the job requirements and responsibilities.
- Highlights the abilities to be included in the individual development plans.
- Highlights the level of information, communication and physical accessibility, needed for employment, according to the skills of the persons with disabilities

— Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities

The Vocational Profile consists of the results of several psychological/ psychopedagogical evaluation tools. These tools can be varied, as it is necessary to highlight the following skills:

- Social skills
- Neuro –motor skills
- Elements of the personality (the liminal intellect, type of mental disability)



Social skills evaluation includes the identification of several components.¹

Category I. Interaction skills

- General communication skills
- Verbal/non-verbal sensitivity by interaction
- Prosocial behaviour
- Capacity to conclude, dissociation
- Relationship initiation
- Self-confidence, perseverance
- Teamwork capacity

Category II. Characteristics of individual flexibility

- Compliance with the rules
- Accommodation capacity
- Differentiation capacity
- Self-organization and organization capacity
- Synthesis capacity

Category III: Characteristics of self-regulation skills

- Reflection, answer, reaction capacity
- Behaviour in stressful situations
- Limits, tolerance to frustration, resistance capacity
- Motivation, action capacity
- Self-confidence
- Self-control

Category IV: Characteristics of meta-communication capacity

- General anticipation capacity
- Recognition of self-limits
- Planning and acting
- Responsibility awareness
- Criticism acceptance
- Overall view

Evaluation of neuro-motor skills

1. developed basic skills: gripping, lifting, surface movement with the need of continuous simultaneous movement with both hands
2. developed selection and handling skills – simultaneous movement of both hands
3. developed skills of small objects selection and handling- simultaneous movement of both hands. As the size of the object decreases, the selection is more difficult.
4. developed selection, handling and differentiation skills – simultaneous movement of both hands. As differentiation is made between more objects, the selection is more difficult.

¹ Test ISKIE – Insbruck Social Questionnaire – Dr. Walter Krug

5. developed symmetric movements skills – as symmetry of objects is more complicated, the difficulty increases.
6. developed gripping skills when a certain resistance when pushing or removing appears, maintaining the simultaneous and symmetrical movement of the hands.
7. developed skills to smooth and finesse placement of objects. Can observe a certain rule (the order of placement), keeping simultaneous and symmetrical hand movement.
8. developed joints motility – left and right screwing movement .
9. developed decision-making and chromatic differentiation skills (knows the colours, can answer to a light signal)
10. developed eye-hand-foot coordination skills.
11. developed simultaneous left hand-right hand coordination skills.
12. developed left hand-right hand coordination skills and cognitive abilities. With exact and complex execution responsibilities in observing the steps.

Identification of cognitive particularities

The particularities of intellectual disability defines the entire inclusion and integration process, starting with evaluation. These specific features of thought², of the psychological profile of the persons with intellectual disability/persons with ASD, define the specific aspects of cognitive activity.

a) Genetic viscosity (Inhelder) - the person with intellectual disability/ the person with ASD does not reach the level of formal thinking according to the chronological age, remaining at intermediate levels of intellectual development. This viscosity is manifested by the lack of reaction to a specific language with double meanings, does not recognize certain levels of verbal abuse. Considering this specificity of thought, the integration process requires a supported employment specialist, the preparation of the collectivity and the accessibility of the building and the rooms in terms on information and communication.

b) Heterocronnia – (Zazzo) – unequal development occurs at different levels.

(Ex. The person with ASD speaks Romanian correctly, is interested in literature, but is not able to handle temporo-spatial orientation, knows how to read the clock but has no concept of time and space).

c) The rigidity of reactions and adaptive behaviour (LURIA) – the activity of the nervous system due to this phenomenon is very slow and difficult. Mobility of excitation and inhibition process is disordered.

(Ex. The person with ASD leaves in a trip with a group of young people and on the way back the same route must be taken, otherwise, he will be aggressive, and will be capable of getting of and walking all the way. The same happens when entering a building, even if the building has two exits, he will take the same way as for the entrance and will never use another exit.)

d) Pathological inertia: - (PEVZNER) – is the difficulty in abstractization and generalization; from this perspective, work can be monotonous, with no risk of boredom. Games, freely chosen activities are poor, without initiative, requires involvement and coordination from the outside for different activities.

e) Excessive thinking syncretism (RUBINSTEIN) – is the inability of the person to detach from the direct syncretism. The person has difficulties in verbalizing the own

² Radu Gheorghe – Introduction on psychopedagogy for students with disabilities – Ed. Pro humanitate, 1999 pag. 44.

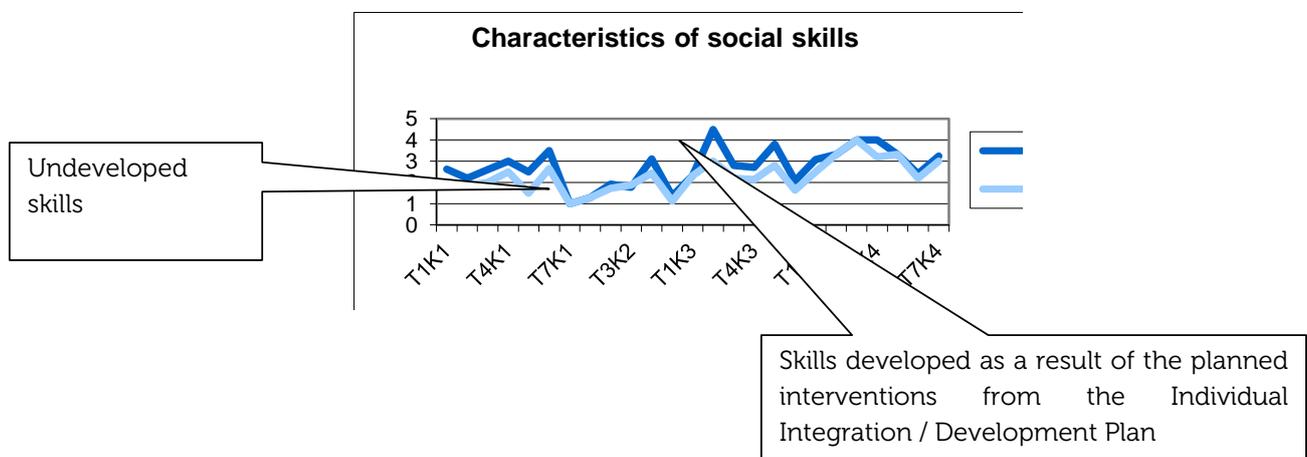
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experience, and this is the reason why the Vocational Education programme is very important in the workplace integration process.

(Ex.: If someone asks a person with ASD: "How are you? Do you have your head in the clouds?" the answer will be: "The clouds are too high, I cannot reach them")

By setting the level of skills development and by re-evaluating them after a period of individual development interventions and educational programmes some abilities that respond at interventions are emphasised. In these areas workplace responsibilities or skills necessary for some work stages can be planned. The areas that do not respond to education interventions and activities indicate the need for assistive technical tools or responsible/ contact persons/ strict internal rules.

Example: - Evaluated social skills



Evaluation of the job requirements:

Given the skills of the beneficiary of the Vocational Profile, it is necessary to identify the job requirements; thus we have the possibility to compare existing skills with the job requirements and find those similarities that allow employment and fulfilment requirements.

• **BACKGROUND:**

- What is the main objective of the job?
- What department is the job in?
- Who is directly responsible for this job?

• **ACTIVITIES**

What is the activity/responsibility to be fulfilled at this job?

• **TOOLS, EQUIPMENT**

- What is the equipment used in the activity?
- What kind of equipment is required for certain movements?

• **WORK CONDITIONS**

- What is the working time, full time, part time?
- Is the working time fixed or flexible?

- **JOB RESPONSIBILITIES**

What are the features of work overload: frequent overtime?

How often are the breaks?

How long are the breaks?

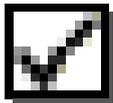
Are the breaks fixed or flexible?

- **FEATURES OF THE WORK ENVIRONMENT**

The existing working program of the company: is it (a normal program 40 hours/week from ___to___, program in shifts/ irregular program, overtime/ lunch breaks/ Division/ Department/ with specific activity

Job requirements: studies/ necessary qualifications/ required age/ specific skills/ experience in the field/

Job description: team work/ intellectual effort/ physical effort/ risks of accidents/ fixed program/ routine activities/ agreed payment/ protection equipment/ provided by the company/ the job is easy to learn/ the staff is rotated/



Check list

- ✓Were the stages of the evaluation observed? (initial evaluation, detailed evaluation, independent life skills evaluation)
- ✓Was the vocational profile made by evaluating the social skills, neuro-motor skills and identification of the cognitive particularities?
- ✓Was an individual development plan prepared?
- ✓Was provided the re-evaluation and restoration of the individual development plan?



Chapter 5. Conflict mediation

Conflict mediation is based on the principle of “individual support services” provided to beneficiaries, both the person with ASD and the employer and specialist. The problems accumulated in a group are very dangerous, and this is why mediation of disagreements is welcome in every community. Conflict arises from real difference of interests, wrong interpretation of the situation and false information in a specific situation.

Objectives of conflict mediation are:

- The reconstruction of the social fabric, restoration of social relationships, promotion of positive relations in a collectivity, promotion of a generous social environment, initiation and establishment of peace between parties and promotion of human solidarity, mitigation of violence in all its forms, recognition and respect for the identity, social cohesion.
- Violence prevention
- Mediation is a process, a method to solve conflicts and a structure to harmonize opposites

Mediation allows:

- Expression and confrontation of emotions, identification of feelings that lead to relationships breakage, solving the issues for restoring connections,
- Self-responsibility of each individual, discovering the ability to overcome suffering and inner struggle, a more human solving of interpersonal conflicts,
- Bringing individual closer, expressing feelings without guilt, the awareness that man is not alone, and personal development in individual construction, overcoming suffering related to the past and living in the present.

Example: John, a person with ASD has been committed to a firm through supported employment. The first problems have already emerged in the second/ third day, when John during breaks reading the newspaper, and did not comply break. The conflict was sparked between him and some colleagues, who were upset because Ionut has very long breaks. Supported employment specialist mediating this problem by identifying the three elements of the conflict. 1. Thoughts 2. Emotions 3. Behaviors
By discussing with each party, the specialist discovered two totally different perspectives.

<p>John's perspective John likes his new job, his colleagues and he really wants to integrate in the team. He already knows what the favourite teams of the colleagues are, he knows each colleague, where he/she lives, as he noticed who takes the company bus and from what stop and every morning he says who is missing. At the question of the specialist about reading the newspaper, he says he sees nothing wrong about it because otherwise he wouldn't learn about news and his colleagues are unable to speak about literature, and retire when he begins to speak about novels; they even named him the "Professor". Therefore, he started reading the newspaper to have something to discuss with his colleagues.</p>	<p>The colleagues' perspective The colleagues like John's attitude towards work. They say he is serious and since he started work, nobody is left in the bus stop by mistake by the company driver because he knows each employee and the stop he takes the bus and who might be missing in the that day. In the bus he speaks about many things but he is a walking library. The colleagues feel frustrated because they do not remember anything of what they learned in school. Once, someone told him not to ask about literature because nobody manages to answer; they even named him the "Professor". For a while, the colleagues think John is wasting time by reading newspapers. Some of them were very angry because they had urgent orders and they needed any helping hand, but John did not leave the table even after the lunch break and remained there to read the newspaper. The colleagues are upset, nervous, others began to clamour and did not have a decent behaviour towards John.</p>
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Mediation of the problem at work between John and the co-workers starts with the identification of false thoughts, emotions and behaviours where the change occurred from the last monitoring visit.

	John	The colleagues
False thoughts	I am not well informed about what my colleagues speak about during the lunch break. I must learn from the newspapers ordered by the company, because the people here do not speak about literature. My colleagues speak about the most recent news and sport from the newspapers	John came in our collective. Certainly, we participated in all preparatory meetings for integration and we understood he has special needs, but now we can see that in fact he does not want to work. "He spends all the lunch break reading the newspaper and it is not enough". We think it is more laziness, than willingness to work.
Emotions	John has not recognized the discontent of the colleagues and he believes their relationship is very good.	We are upset, nervous, confused, because the salary is the same, but we also work for him.
Behaviour	John does not have any inappropriate behaviour towards colleagues, he believes they have a good relationship.	We complained to the superior, and the human resources department that he does not respect the lunch break and the working program.

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If every party of the conflict has identified the false thoughts, negative emotions arising from these thoughts and the resulting behaviour, the problem is indeed mediated by a conflict solving process, involving several people in conflict resolution and harmonization of opposites.

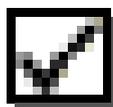


How has the story of John's colleagues changed after participation in a mediation meeting/discussion with the supported employment specialist?

	Adaptation of the working hours for John	The colleagues
Thoughts	<p>Considering the situation: "My colleagues speak about the most recent news and sport from the newspapers and I want to know this information."</p> <p>If he really needs to read the newspaper, he will do it at home.</p>	<p>John came in our collective. Certainly, we participated in all preparatory meetings for integration and we understood he has special needs, but now we can see that in fact he wants to work. He spent all the lunch break reading the newspaper and it was not enough because he wanted to have a discussion subject with us, because we were not able to speak with him at the same level he speaks about literature. We do not think this is laziness.</p>
Emotions	<p>John was explained how his colleagues felt when he read the newspaper and didn't observe the lunch breaks.</p>	<p>In the end we should be happy, because he only wanted to have a common discussion subject with us.</p>
Behaviour	<p>In order not to forget he is not allowed to read the newspaper, in John's locker a picture representing a newspaper with two red lines drawn on it, forbidden was placed. John must remember every day that reading the newspaper can be dangerous because he has no sense of time and has no temporo-spatial orientation skills.</p>	<p>A support person within the company was asked to take care of John's temporo-spatial orientation.</p>

Work conflict mediation –stereotypes and prejudices

Stereotypes of employers	Explanations according to supported employment
<ol style="list-style-type: none"> 1. Persons with ADS fulfill the tasks at a lower level than the others 2. The activity of the person with ASD requires a person with additional tasks for safety reasons 3. The fear to fire a person with ASD because of the law. 4. Workplace safety is not clearly regulated. 5. The conflicts with co-workers cannot be mediated when a person with ASD is involved 6. The persons with ASD do not have the required qualification or work experience 	<ol style="list-style-type: none"> 1. Are more resistant to monotony and repetitive tasks 2. Accessibility and efficient adaptation reduces the involvement of the support person 3. In collaboration with a Supported Employment Centre they benefit from the support of a specialist 4. Workplace identification, accessibility and adaptation eliminate the workplace risks 5. Mediation is made by a supported employment specialist 6. The Vocational Education Programme provides the necessary experience required for a person with ASD.



Check list

- ✓For identification were the three elements that define a conflict used? (differences of real interest, wrong interpretation of the situation and false information)
- ✓Was the conflict triangle made for Thoughts, Emotions and Behaviour identification?
- ✓Were there any discussions with the members of the collectivity where the conflict arose and were there the false thoughts, negative emotions and negative behaviour reformulated?
- ✓Was a revised integration plan made for the beneficiary, were the communication and information adaptation elements restored?



Chapter 6. Success and independence - personal development of the young person with ASD

Developing independent life skills and preparation for a job are the elements of success and independence of the persons with ASD. In a Vocational Education programme, the persons willing to have a job succeed in acquiring the necessary skills for an independent or semi-independent life, representing a higher level than the status of assisted person. Vocational Education is a training programme for integration in a workplace environment on the free market, conducting training activities at work and development of independent life skills. This educational method is meant to prepare the young person with ASD for a job, after graduation. It also aims to cover the transition period from school to job, avoiding isolation from the environment. In this programme, the person learns about the real responsibilities of a job, and the employer has the possibility to know the person with disabilities and his skills. Therefore, this programme is a bridge between the school educational structure and the structure of adult society where this young person should integrate after graduation. The activity consists of several hours of work at a company, supervised by a supported employment specialist, for a short period, having the possibility to visit 4 -5 companies in a year, learning about several types of activities, fields and job responsibilities.

Key elements of the programme:

- Once a week,
- 2-4 hours of work
- In groups of 2 persons
- Supervised by a supported employment specialist
- Conducts simple activities learned at work
- Without remuneration, as it is a form of practice

What activities can young persons learn?

The programme does not provide a learning related to professional knowledge, but focuses on experience related to work. Depending on the skills and capabilities, they can integrate in work environments with minimum requirements and already learned. The support specialists already know their skills and can direct them, dividing into stages the work process, depending on the learning capacity of the person. The integration specialist is responsible for the quality of work.

Several international research related to supported employment of persons with disabilities show that if these persons have the possibility to work in the right place, they can have achievements just like the other co-workers. Most of them have a higher threshold of

resistance to monotony, being able to execute the same activity keeping a high pace and for a longer period, without getting bored or mentally exhausted. They stick to what they learned and do not like changing the work environment.

It is generally known that the persons with ASD conduct the simple activity they learned, enjoying it even after a long time. They accept direction and follow the rules they learned.

Programme safety:

- The service provider has a contract with the selecting company, stipulating the responsibilities of the parties and the guarantees of the programme.
- The service provider is responsible for the person with disabilities.
- The integration specialist helps the young person in conducting activities and organizing the place for integration.
- Organizational activities related to work are solved by the supported employment centre.
- The company is assured in the programme are involved well trained persons and trusted specialist.
- At the beginning of each day, the integration specialist conducts a work safety training, signed and recorded in the practice file.
- By accepting the programme in the company, the employer is not required financial remuneration.
- In parallel with the preparatory activity at work, there is also the independent life skills development activity, which is developing the vocational skills/ vocational education.

What changes does vocational education programme bring?

Evaluations and researches on the influence on the life of young persons of the programmes and activities on the free market were conducted, namely on the participation of a Vocational Education programme. The changes vary for both the participant and the collectivity he was integrated into.

- Greater independence and increased autonomy of parents.
- More developed sense of responsibility.
- Tidy at the workplace.
- Developed capacity to continuous work resilience.
- New motivation – if they worked before only to delight the parents or the teachers, now they enjoy the work itself and its value.
- The desire of achievement, to be fit for the workplace appears among the young persons with disabilities.
- They develop continuously in fulfilling their tasks and in self-evaluation.
- Improved communication, social skills and spatial orientation.

During the activities, they had to make individual decisions. Their vision has broadened and made a picture about their future life, about their way of life after school. Each young person that was involved in the vocational education programme imagines an active life and a job.

— Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities

What does work for young persons with disabilities mean?

- Increased self esteem, personal value
- The possibility of an active life
- Possibility to development
- A sense of usefulness
- Widening social relations
- Success, achievement
- Increasing the capacity of adaptability
- Performing an independent work that requires undertaking responsibilities
- Knowledge of the free labour market requirements
- Preparation and motivation for the integration and employment

What does accepting the young person in the company mean for the employer?

- Experiencing a form of social responsibility
- The work environment becomes an inclusive community
- Developing the sense of responsibility for each other
- Is attentive to the supporting techniques used by the persons integrated in the work collectivity.



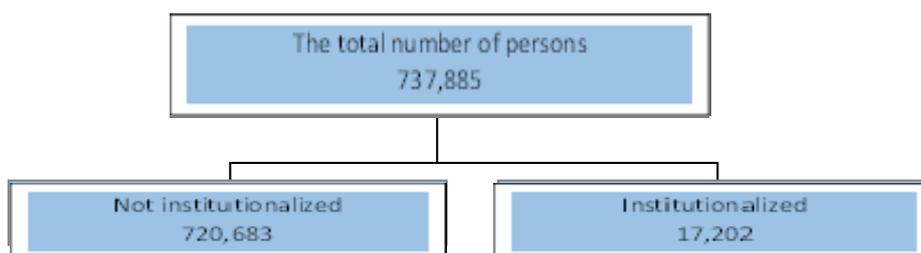
Check list

- ✓ Does the specialist know the key elements of the Vocational Education programme?
- ✓ The place chosen for conducting the Vocational Education programme is not suitable for learning a job, but for learning responsibilities, information and work ethics.
- ✓ Are the safety criteria of the Vocational Education observed?
- ✓ Are there any visible changes in the attitude of the young person participating in the Vocational Education programme regarding development, collectivity, tasks received?
- ✓ Are there any changes in the attitude of collectivity where the Vocational Education programme was implemented?

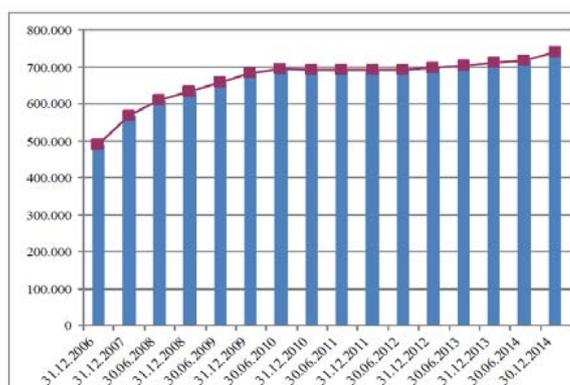


Chapter 7. Integrative Management for the New Economy

In Romania, after 2006, social inclusion took a positive turn with Law 448/2006, and the process developed; at the moment it is a stand-alone service with a curricular structure separated from the other programmes, named "supported employment integration" and "protected employment integration". In 2010, as this process developed, in the list of qualifications of NCA (National Agency for Qualification) appeared the occupational standards for the specialization "Supported employment specialist", "Work skills evaluation specialist for persons with disabilities" (2010). These procedures included the evaluation stage, as the first step in setting the development, training and integration direction.



Evolution of the number of persons with disabilities from 2006 until December 2014



Number of persons with disabilities hired at 30th of June 2015

Total number:	Physical	Somatic	Aural	Visual	Mental	Psychic	Associated	HIV/AIDS	Rare Diseases	Deaf blindness
31333	8279	12804	3448	2670	791	1187	1568	382	184	20

— Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities

The 21st century is a century of interdependence between the members of a community, meaning social responsibility, and it relies on the development with resources provided by community. In this context, the company is also obliged to return a percentage of the community aid. Any company has the moral obligation to contribute to the help and durable development of the community it is part of. The best way it can do this is by helping people from that respective community. The persons with disabilities are a human resource insufficiently involved in the social activities. Labour integration of a person with disabilities turns him/ her from a budget consumer into an income generator, a taxpayer, a goods and services consumer. Thus, the entire community can benefit. Even if the financial gain is not so obvious, their involvement is a long term investment in the development of the entire Romanian society.

Elements of combating compliance and discrimination on labour market of persons with ASD:

- Supported employment centres providing evaluation and development programmes suitable for the needs of people looking for jobs
- Well-prepared supported employment specialists for the mediation of integration situations between the companies and the person looking for a job
- Monitoring the supported employment methodology in order to eliminate professional errors during integration
- Informing the public and the companies about the advantages of supported employment
- Development of social economy and operation of social enterprises.

Social enterprises are different from the capital based companies, providing a different type of involvement of persons with disabilities in the activity of the community.

Characteristics:

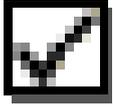
The supremacy of individual and social objective compared to the capital; voluntary and open membership, democratic control exercised by members; combines the interests of the members, users and/ or the general interest; defends and applies the principle of solidarity and responsibility; the management is autonomous and independent from public authorities; the surplus is used to contribute to the sustainable development objectives, services of interest for the members or for general interest.

Characteristics/defining aspects of social economy:

It relies on solidarity principles; generates quality jobs and a better standard of living; provides a framework that allows the emergence of new companies and new types of jobs; has an important role in local development and social cohesion, contributes to stability and pluralism of economic markets; generates new mentalities that contribute to a superior social consciousness; meets the strategic objectives: social cohesion, full employment, combating poverty.

Advantages provided by social economy

- Social economy enterprises can provide successful practical methods in the field of social responsibilities and social audit of enterprises, especially after the Maastricht Treaty introduced a democratic dimension of the workplace for all businesses.



Check list

In order to involve companies by social responsibility in professional integration of young persons with ASD, the following aspects are important:

- ✓ Are there Supported Employment Centres that provide evaluation and development programs suitable for the needs of the persons looking for a job?
- ✓ Are there well trained supported employment specialists for the mediation of integration between the companies and the person looking for a job?
- ✓ If a professional integration process is started, are the stages of supported employment methodology observed in order to eliminate professional integration errors?
- ✓ Are the public and the companies informed about supported employment advantages?
- ✓ Are social economy and social enterprises functioning methodology developed?

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Annex



1. Exercises:

1. What is the law on the rights and obligations of persons with disabilities?

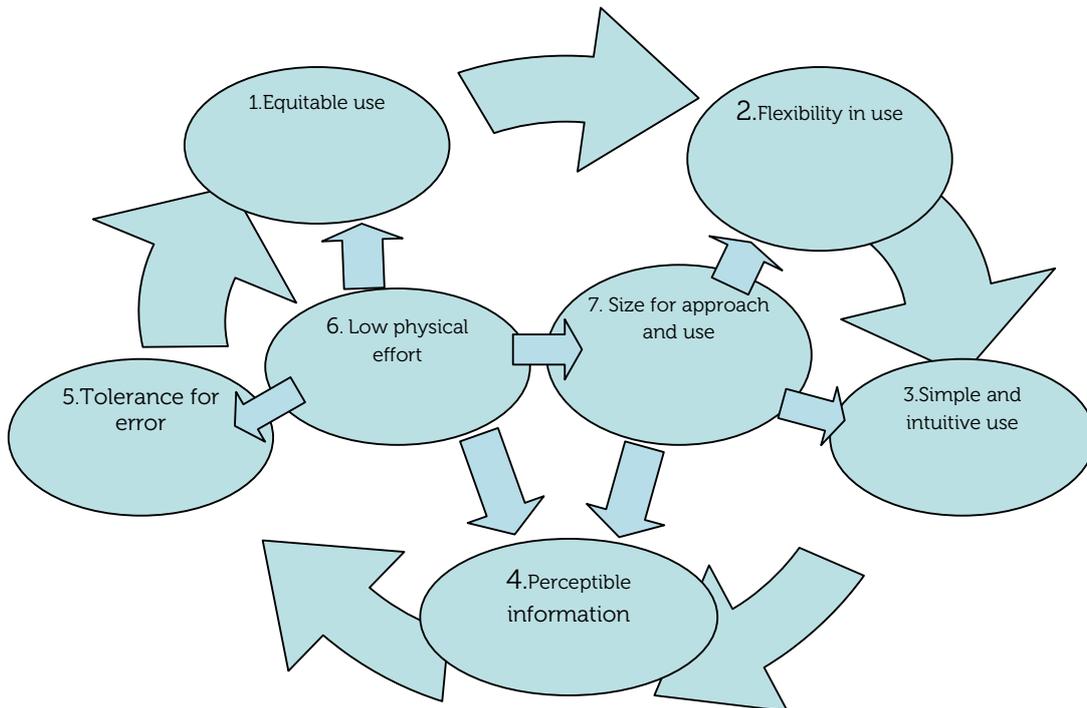
2. What are the principles defining the suitable workplace for persons with disabilities? _____

3. What is the role of changing the rehabilitation and recovery paradigm in the employment of persons with disabilities?

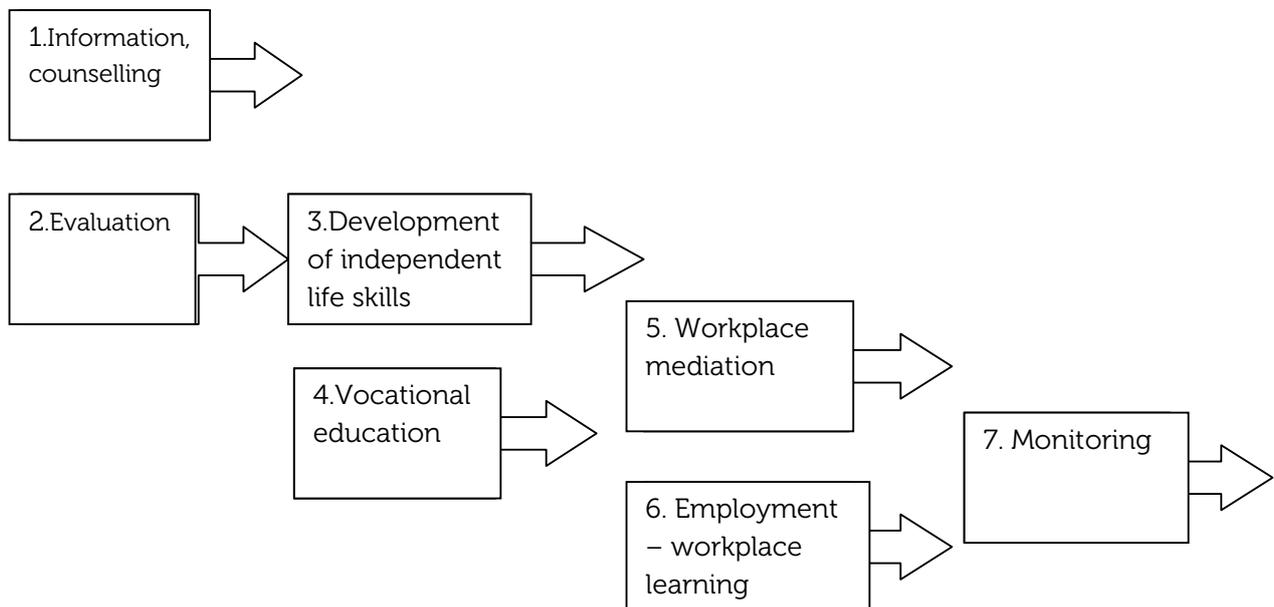


2. Exercises:

2.1. What are the principles of Universal Design?

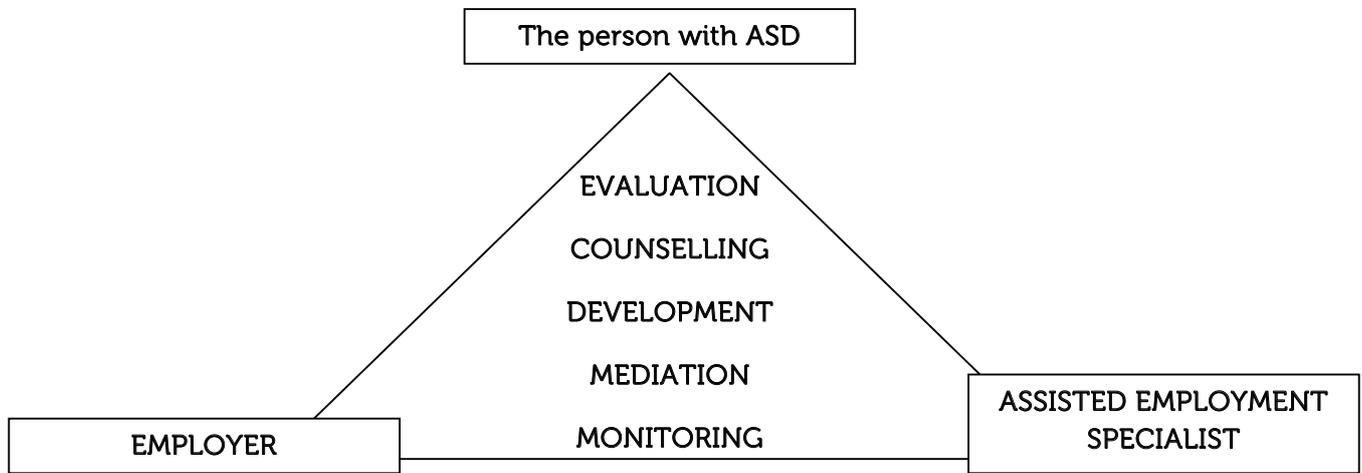


2.2. What are the stages of workplace accessibility by supported employment?



Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities

2.3. What are the necessary services for supported employment and the 3 main factors for supported employment?



2.4. You are the shift manager in a Hypermarket. Identify the elements of reticence and fear of you and your colleagues to the integration of a person with intellectual disability QI 57, without behavioural disorders, with the need for informational and communication workplace accessibility. There is a supported employment specialist for integration monitoring.



3. Exercise: - Find the right signs for correct accessibility.



Information is adapted through a voice synthesizer.
The text entered shall be converted into voice.



The entrance in buildings is made accessible for blind people, preventing the access of blind people in areas with traffic.



The elevator is adapted for people with physical disabilities who use wheelchairs.



Information is adapted by sign language, there is a sign language interpreter for people with hearing difficulties.



Information is adapted for visually impaired people, by contrast.



The place is adapted with ramp for disabled individuals who use wheelchairs.



Information is tailored for people with learning disabilities and difficulties of understanding (easy to read and easy to understand language)



Information is adapted for visually impaired people, the letters may be increased to three different sizes.



4. Exercises:

Story:

"In the universe there is a planet with living beings like earthlings. The only difference lies in the fact that they have only one eye and can see great distances at night, and even through walls. Once, on this planet, a child was born with two eyes. The parents were very disappointed, but they cared for him with great love. Doctors said they couldn't do anything. The baby needed light to see at night and the telescope to be able to look far away. Everyone thought he does not see very well. However, one day the boy realized he can see things that other people couldn't see - the colours. All the inhabitants of the planet could only see black and white. But he could see all the colours (red and orange, and yellow, and green, and blue, and purple, and brown). He made many friends who listened to his stories about green forests, blue sky and the colours of flowers and houses. Children and adults gathered to listen to his stories. When he grew up, he married a girl that did not care about that he was different from others. In time, he ceased to notice he was different and got used to the fact that he was always surrounded by people who listened to his stories. In his family was born a baby that was no different than any of the inhabitants: having only one eye".³

Questions for group discussions:

- What difficulties, in your opinion, he had the boy with two eyes? Why?
- How have things further? Why?
- How would you feel if you were the boy with two eyes, if you have lived on the planet where the people had one eye only?
- What do you think about getting on another planet where you are different from the inhabitants? How? Why?
- If in your group there is a person with disabilities, discuss the things he/ she does best.
- Stimulate the community for everyone to say how he/she behaves with a person with disabilities.

Suggest the people in the community to imagine they have arrived on the planet in this story. Try to formulate a message for the inhabitants of this planet about the way you want to be treated. Discuss these messages with the group.

MY MESSAGE:

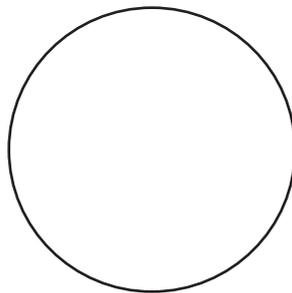
³ Inclusive Education Guide - socio-educational inclusion in kindergartens of children with disabilities, Chisinau 2011, p. 66-67



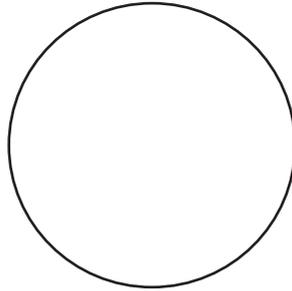
5. Exercise:

Using different colours, plot the following concepts of ability and disability.

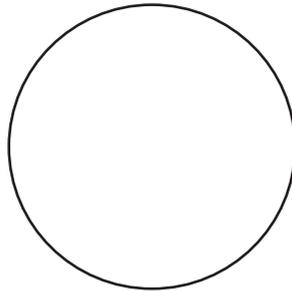
1. Inclusion



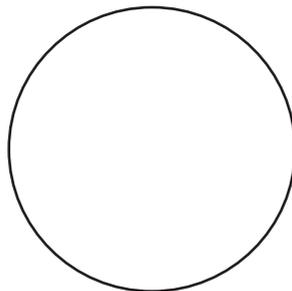
2. Integration



3. Segregation



4. Exclusion



— Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities



6. Exercițiu:

Case study:

John, a person with ASD, was employed by a company through supported employment, and the first problems appeared after the second or third day, when during his breaks he was reading the newspaper, and did not observe the break time. The conflict arose between him and some colleagues that were upset, as John had very long breaks.

Try to find a solution for this conflict, starting from the three elements of the outbreak of conflict: differences in real interests, wrong interpretation of the situation, false information.



7. Exercise:

Case study:

Support your proposal to employ a young person with ASD before an employer, by finding arguments to eliminate stereotypes and prejudices of a reluctant employer.

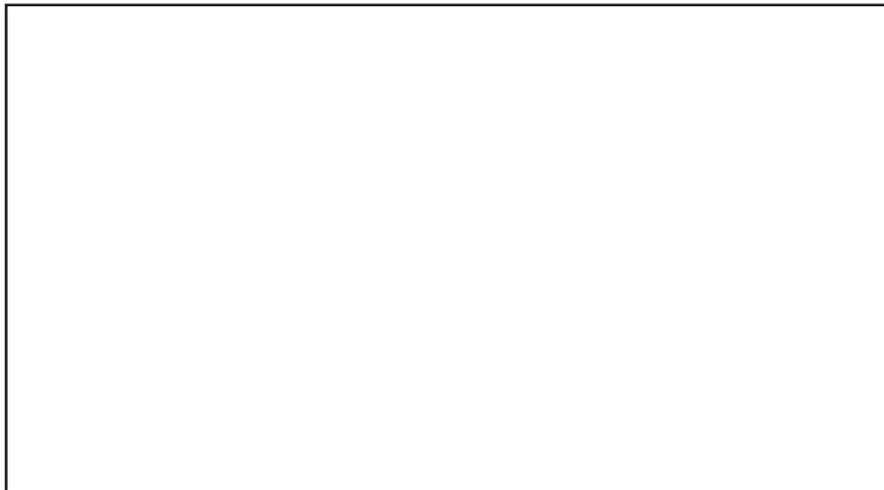
— Fighting discrimination and social exclusion in the community and the labour market of children with autistic spectrum disorders with focus on Roma communities



8. Exercise:

Exercise – Each participant receives a note with a role. According to this role, you have to draw on a one piece of paper a playground. According to the role, describe the persons in the park (children, mothers, babysitters, thief, police officer seeking the thief, sociologist, psychologist, social worker. Based on the laws of observation and social monitoring, each of you shall do the following: on-site evaluation – observe, listen, feel, collect data, 3. Formulation of the problem/situation. After drawing, present the park to the group.

Playground for children:



MASPA - Măsurile pentru promovarea non discriminării și incluziunii sociale în mediul școlar, comunitate și pe piața muncii pentru persoanele cu autism, cu focus pe comunitățile de roma

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