



Tool box

ACTIVATION TOOLS





Role Models

THE ROLE MODELS TOOL IS DESIGNED FOR ADULTS WITH AUTISM SPECTRUM DISORDER (ASD), PROFESSIONALS WORKING WITH THEM, AND THEIR CARERS/FAMILIES. IT AIMS TO INSPIRE AND MOTIVATE BY SHOWCASING SUCCESSFUL INDIVIDUALS WITH ASD IN VARIOUS PROFESSIONS.

THIS TOOL CONSISTS OF DIFFERENT PROFILES OF SUCCESSFUL INDIVIDUALS WITH ASD ACROSS DIFFERENT CAREER FIELDS. EACH PROFILE WILL COVER PERSONAL BACKGROUND, EDUCATION AND TRAINING, CAREER PATH, JOB RESPONSIBILITIES, SKILLS AND STRENGTHS, CHALLENGES AND COPING STRATEGIES, SUPPORT SYSTEMS, AND RESOURCES AND ACCOMMODATIONS USED. THESE PROFILES WILL PROVIDE REAL-LIFE EXAMPLES OF HOW INDIVIDUALS WITH ASD HAVE NAVIGATED THEIR CAREERS AND ACHIEVED SUCCESS.

Role Model

#1

1. Personal Background:

DIAGNOSED WITH ASD AT THE AGE OF 10.

THE DIAGNOSIS INITIALLY POSED MANY CHALLENGES BUT BASED ON THEIR OWN WORDS THIS IS SOMETHING THAT YOU LIVE WITH.

2. Education and Training:

GRADUATED WITH A DEGREE IN COMPUTER SCIENCE FROM A UNIVERSITY IN THE UK. RECEIVED SUPPORT THROUGH THE UNIVERSITY'S DISABILITY SERVICES FOR ACADEMIC ISSUES SUCH AS EXTENDED TIME ON EXAMS AND QUIET STUDY SPACES.

3. Career Path:

PROFESSION: SOFTWARE ENGINEER AT A LEADING TECH FIRM.

INSPIRATION: THEIR FASCINATION WITH COMPUTER PROGRAMMING AND PROBLEM-SOLVING INSPIRED THEM TO PURSUE A CAREER IN SOFTWARE ENGINEERING.

6. Challenges and Coping Strategies:

PROFESSIONAL CHALLENGES: INITIALLY STRUGGLED WITH SOCIAL INTERACTIONS AND ADAPTING TO THE TEAM ENVIRONMENT.

COPING STRATEGIES: ATTENDED WORKSHOPS ON COMMUNICATION AND TEAMWORK, PRACTICED STRUCTURED APPROACHES TO SOCIAL INTERACTIONS, AND USED WRITTEN COMMUNICATION TO CLARIFY TASKS.

CONTRIBUTING FACTORS: EXCEPTIONAL LOGICAL REASONING SKILLS, ABILITY TO THINK OUTSIDE THE BOX, AND A DEEP FOCUS ON TASKS.

LEVERAGING ASD TRAITS: USES THEIR ABILITY TO HYPER-FOCUS TO DELVE DEEPLY INTO CODING CHALLENGES AND EXCEL IN COMPLEX ALGORITHMS.

4. Job Responsibilities:

CURRENT RESPONSIBILITIES: DEVELOPS AND MAINTAINS SOFTWARE APPLICATIONS, COLLABORATES WITH TEAM MEMBERS ON PROJECTS, AND TROUBLESHOOTS TECHNICAL ISSUES.

APPROACH TO TASKS: FOCUSES ON DETAILED ANALYSIS AND SYSTEMATIC PROBLEM-SOLVING, LEVERAGING THEIR STRONG ATTENTION TO DETAIL AND PATTERN RECOGNITION SKILLS.

5. Skills and Strengths:

SUPPORT: SUPPORTIVE FAMILY, UNDERSTANDING CO-WORKERS, AND A MENTOR WHO PROVIDED GUIDANCE AND ENCOURAGEMENT.

IMPACT OF SUPPORT: HELPED THEM NAVIGATE PROFESSIONAL CHALLENGES, BUILD CONFIDENCE, AND DEVELOP EFFECTIVE COPING STRATEGIES.

7. Support Systems:

HELPFUL RESOURCES: ACCESS TO SPECIALISED SOFTWARE TOOLS FOR CODE DEBUGGING, NOISE-CANCELLING HEADPHONES FOR SENSORY SENSITIVITY, AND FLEXIBLE WORK ARRANGEMENTS.

8. Resources and Accommodations:

Role Model

#2

1. Personal Background:

CHATZIVASILEIADIS THEODOROS, 38 YEARS OLD.

HE WAS FIRST DIAGNOSED WITH ASD AT THE AGE OF 34 YEARS. THIS HAD AN IMPACT ON HIS INTERPERSONAL RELATIONSHIPS. SOMETIMES HE WAS FEELING CONFUSED WITH THE SYMPTOMS OF ASD.

6. Challenges and Coping Strategies:

A CHALLENGE WAS THAT HE RECEIVED NO SUPPORT DURING HIS STUDIES.

HIS FAMILY DID NOT SUPPORT HIM WHEN HE WAS DIAGNOSED WITH ASD. ON THE OTHER HAND, HIS SISTER AND HIS FRIENDS WERE ALWAYS THERE FOR HIM. ALSO, HEALTHCARE PROFESSIONALS HELPED HIM TO LEARN HOW TO HANDLE THE UNIQUE PHASES OF ASD.

7. Support Systems:

2. Education and Training:

HE STUDIES ECONOMICS IN GREECE. THEN HE OBTAINED AN MSC IN ECONOMICS (ROTTERDAM) AND A PHD (IN AMSTERDAM). HE ALSO OBTAINED A POSTDOCTORAL DEGREE (IN GERMANY).

HE HAS RECEIVED NO SUPPORT ALL THESE YEARS AND DURING HIS STUDIES. ONLY HIS SUPERVISOR ASSISTED HIM IN PURSUING AN ACADEMIC CAREER AND BELIEVED IN HIM.

HIS STRENGTH IS THAT "HE SEES THE WORLD DIFFERENTLY". THIS HELPS HIM TO UNDERTAKE DIFFICULT TASKS, FOR EXAMPLE IN THE RESEARCH PROCESSES.

OTHER THAN THIS, HE PAYS ATTENTION TO DETAIL AND CAN FOCUS ON A TASK FOR EXTENSIVE TIME.

5. Skills and Strengths:

3. Career Path:

CURRENTLY, HE IS WORKING AS A UNIVERSITY ASSISTANT PROFESSOR (DELFT).

4. Job Responsibilities:

HE HAS A MEMORY ISSUE AND FACES A FEW DIFFICULTIES BECAUSE OF THIS.

HE IS A SUPERVISOR OF STUDENTS IN THE UNIVERSITY AND AT THE SAME TIME.

HE ALSO UNDERTAKES RESEARCH RESPONSIBILITIES.

ONLINE TOOLS HELP HIM TO ORGANISE HIMSELF AND ASSIST HIM WITH HIS MEMORY ISSUES. HE USED THE TEAMS FOR HIS TASKS AND AS A REMINDER FOR MEETINGS.

8. Resources and Accommodations:

Role Model

#3

1. Personal Background:

AGE: 33

NATIONALITY: PORTUGUESE

DIAGNOSED WITH ASD AS A TEENAGER, SOCIAL ISOLATION AS A CHILD AND VERY SPECIFIC INTERESTS IN SEA CREATURES AND DRAWING. SHE WAS BULLIED IN SECONDARY SCHOOL. CURRENTLY, THERE IS A NOTICEABLE DECAPITALISATION OF SKILLS ACQUIRED BEFORE THE PANDEMIC. SHE SHOWS MORE NEED FOR SUPPORT IN ALL AREAS OF HER LIFE. PARENTS ARE MORE CONCERNED ABOUT THEIR SON'S FUTURE AND ARE TAKING THE NECESSARY STEPS TO ORGANISE IT.

6. Challenges and Coping Strategies:

HE CURRENTLY SHOWS A NEED FOR MODERATE SUPPORT TO CARRY OUT NEW TASKS (FOR THIS REASON IT WAS DECIDED TO TRAIN ONLY ONE TASK, WHICH IS SUBDIVIDED INTO SMALL TASKS), BUT HE CONTINUES TO CARRY OUT OLD TASKS WITHOUT SUPPORT. HIS VERBAL AND NON-VERBAL COMMUNICATION IS NOT APPROPRIATE TO THE CONTEXT (HE ONLY GREETES HIS MATES WHEN HE ARRIVES) BECAUSE HE DOESN'T COMMUNICATE VERBALLY WITH HIS MATES, HE NEEDS LIGHT TO MODERATE SUPPORT TO RESPOND, WHICH IS WHY THE TASKS ARE TASKS THAT DON'T REQUIRE INTERACTION. HE SHOWS SOME TICS WHEN HE FEELS NERVOUS, WHICH SOMETIMES HAVE AN IMPACT ON THE TEAM.

THE STRATEGIES ARE WEEKLY MONITORING IN THE COMPANY, SENSITISATION AND PSYCHOEDUCATION OF THE PROFILE (WHICH IS VERY WELL ACCEPTED BY COLLEAGUES). VISUAL CUES WITH TIMES TO GO TO THE TOILET, HOW MANY TIMES HE CAN GET UP TO WALK AROUND WHEN HE'S MOST ANXIOUS, HOW LOUD HIS HEADPHONES CAN BE.

PERMANENT CONTACT WITH THE FAMILY TO ASSESS HOW F IS DOING DURING THE WEEK.

APSA TECHNIQUE (CO-REGULATION, THOUGHT AND EMOTIONAL MANAGEMENT, FAMILY INTERVENTION TO GUIDE AND REFLECT ON F'S FUTURE AND CURRENT NEEDS); PARENTS; COLLEAGUES

7. Support Systems:

2. Education and Training:

SECONDARY SCHOOL

3. Career Path:

PROFESSION: ASSISTANT UNDER THE BANKING SECTOR'S COLLECTIVE LABOUR AGREEMENT (ACT), IN THE BANK'S COMMUNICATIONS AND TRANSPORT DIVISION.

4. Job Responsibilities:

FILLING IN EMPLOYEE IDENTIFICATION DATA FOR THE BANK'S VEHICLE FINES, INVOICING CAR RENTALS AND IDENTIFYING THE EMPLOYEES WITH THE MOST FINES EACH MONTH.

ABILITY TO WORK IN EXCEL, MOTIVATION FOR THE TASK AND MAINTAINING A DAILY ROUTINE. FOCUS ON DETAIL AND SPEED OF TASK EXECUTION. ASSIDUOUS AND PUNCTUAL. COMMUTES INDEPENDENTLY TO WORK BY METRO.

5. Skills and Strengths:

TIMETABLE ADJUSTED TO HIS WORKING PROFILE, MORNING HOURS, TASK CARRIED OUT ACCORDING TO HIS CURRENT COGNITIVE CAPACITY, FREEDOM TO SELF-REGULATE WHEN HE FEELS MOST ANXIOUS.

THE COMPANY HAS ADJUSTED THE TIME TAKEN TO CARRY OUT AND DELIVER THE TASK ACCORDING TO THE PROFILE, THE FEELING OF FULFILMENT HE SHOWS IN BEING AT WORK.

8. Resources and Accommodations:

Role Model

#4

1. Personal Background:

NATIONALITY:
PORTUGUESE

DIAGNOSIS & LIFE
IMPACT: DIAGNOSED
WITH ASD AS A CHILD,
BEHAVIOURAL PROBLEMS
AT SCHOOL, VICTIM OF
BULLING, RAISED BY HIS
AUNT.

2. Education and Training:

SECONDARY SCHOOL

MOTIVATION FOR THE TASK,
COMMITMENT, GOOD VERBAL
COMMUNICATION WITH
CUSTOMERS AND SHOP STAFF.
ASSIDUOUS AND PUNCTUAL.

5. Skills and Strengths:

3. Career Path:

WAREHOUSE WORKER

4. Job Responsibilities:

FOLDING AND STORING CLOTHES
IN THE SHOP AND WAREHOUSE,
DELIVERING ORDERS, ORGANISING
THE CLOAKROOM.

6. Challenges and Coping Strategies:

SHOWS FREQUENT MOOD SWINGS DURING THE MONTH, WHICH HAVE AN IMPACT ON THE MANAGEMENT AND ORGANISATION OF TASKS, DISPERSION WHEN CARRYING OUT MORE COMPLEX TASKS.

HER TEAM AND STRATEGIES ARE TO SUBDIVIDE COMPLEX TASKS. WEEKLY INDIVIDUAL INTERVENTION WITH THE TECHNICIAN.

APSA TECHNICIAN (WHEN NECESSARY,
WORKS WITH THE PERSON ON STRATEGIES
FOR CO-REGULATION STRATEGIES,
THOUGHT MANAGEMENT AND EMOTIONAL
WELL-BEING EXERCISES); SISTER; SHOP
MANAGERS.

7. Support Systems:

HOURS ADJUSTED TO THE WORKING PROFILE,
MORNING HOURS, IPAD WHERE HE HAS
INFORMATION ON CLOTHES, CODES AND PRICES.
COMPANY FACILITATES ACCESS TO THE IPAD,
ACCOMPANIMENT IN TASKS AND THERE IS
AVAILABILITY FROM HIS SUPERIORS WHENEVER HE
NEEDS IT.

8. Resources and Accommodations:

Role Model

#5

1. Personal Background:

NAME: JESSICA-JANE APPLGATE

AGE: 28

NATIONALITY: GREAT BRITAIN

DIAGNOSED WITH ASD AS A CHILD, NOW PARALYMPIC MEDALIST, USING HER PLATFORM TO SHED LIGHT ON UNSEEN DISABILITIES

2. Education and Training:

SPORTS - SWIMMER

ABILITY TO CREATE STRUCTURED ROUTINES, WHICH HELP HER MANAGE TRAINING AND COMPETITIONS EFFECTIVELY. DESPITE FACING PHYSICAL CHALLENGES, SUCH AS FEMORAL RETROVERSION, UNEVEN LEGS, AND MULTIPLE SURGERIES, SHE HAS CONTINUED TO EXCEL IN SWIMMING. HER ABILITY TO PERSIST THROUGH ADVERSITY AND HER STRONG WORK ETHIC HAVE LED HER TO WIN MULTIPLE PARALYMPIC AND INTERNATIONAL MEDALS. SHE EMPHASIZES THE IMPORTANCE OF ENJOYING WHAT YOU DO AND STAYING DEDICATED, WHICH SHE BELIEVES HAS CONTRIBUTED TO HER SUCCESS.

3. Career Path:

AT 16, SHE WON A GOLD MEDAL FOR THE UK, SETTING A PARALYMPIC RECORD IN THE 200M FREESTYLE AT THE LONDON

2012 GAMES; WON SILVER AND BRONZE MEDALS IN THE RIO PARALYMPICS, GOLD IN THE RELAY IN TOKYO 2021 AND 2 BRONZE MEDALS FOR FREESTYLE AND BACKSTROK

4. Skills and Strengths:

5. Challenges and Coping Strategies:

GROWING UP, SHE STRUGGLED WITH EXCESS ENERGY AND LACK OF CONCENTRATION AS WELL AS COMMUNICATION DIFFICULTIES; ALSO HAS A LEARNING DISABILITY, WHICH IS HIDDEN AND BECAUSE OF THAT SHE STRUGGLED FINDING SPONSORS AND ENDURED PUBLIC CRITICISM; SHE IS A VISUAL LEARNER, SO HER COACHES PROVIDE DETAILED WRITTEN INSTRUCTIONS AND RECORDINGS OF THEIR SESSIONS; HER REACTION TIMES AND PACING CAN BE CHALLENGING, AND SOMETIMES SHE GETS OVERWHELMED IF THINGS DON'T GO AS PLANNED

HER MUM TOOK HER TO A SPECIAL NEEDS SWIM SCHOOL, WHERE SHE DIDN'T NEED TO INTERACT WITH PEOPLE, JUST SWIM AND HAD VERY UNDERSTANDING TEACHERS

6. Support Systems:

Role Model

#6

1. Personal Background:

AGE: 21
NATIONALITY:
BULGARIAN
DIAGNOSED AS A CHILD
WITH HIGH-
FUNCTIONING ASD, WAS
BULLIED IN SCHOOL
BECAUSE HE WAS
DIFFERENT

2. Education and Training:

INFORMATION TECHNOLOGY

3. Career Path:

SYSTEM
ADMINISTRATOR IN A
SOFTWARE COMPANY

DEEP FOCUS
GOOD WITH REPETITIVE
MONOTONOUS TASKS
HIGH ATTENTION TO DETAIL
VERY CAPABLE IN HIS WORK
HIGHLY EFFICIENT

4. Job Responsibilities:

RESPONSIBLE FOR THE IT
INFRASTRUCTURE'S STABILITY
SECURITY
PERFORMANCE

5. Skills and Strengths:

6. Challenges and Coping Strategies:

STRUGGLES WITH SOCIAL INTERACTION & SMALL
TALK, WITH CHANGE AND LACK OF STRUCTURE OR
SOMEONE BREAKING THE RULES
DOES BOXING AS AN OUTLET FOR OVERWHELMING
EMOTIONS

HIS PARENTS

ATTENDS A CENTRE FOR SOCIAL
REHABILITATION AND INTEGRATION TO
WORK ON HIS SOCIAL SKILLS AND HAS
IMPROVED SIGNIFICANTLY

7. Support Systems:

Role Model

#7

1. Personal Background:

MARTIN KIIS

35-YEAR-OLD

TARTU, ESTONIA.

DIAGNOSED WITH AUTISM AT A YOUNG AGE. HIS DIAGNOSIS HAS IMPACTED HIS LIFE BY LIMITING HIS VERBAL COMMUNICATION, BUT HE HAS FOUND A PROFOUND MEANS OF EXPRESSION THROUGH EMBROIDERY, A SKILL HE BEGAN DEVELOPING AT THE AGE OF SEVEN.

6. Challenges and Coping Strategies:

LIMITED VERBAL COMMUNICATION AND INTEGRATION

USES EMBROIDERY AS AN ALTERNATIVE FORM OF EXPRESSION.

2. Education and Training:

RECEIVED SUPPORT IN HIS ARTISTIC DEVELOPMENT FROM HIS FAMILY AND COMMUNITY.

HE HAS NO SPECIALIZED TRAINING IN EMBROIDERY

HIS TECHNICAL SKILL IN EMBROIDERY AND ATTENTION TO DETAIL ARE FUNDAMENTAL TO HIS SUCCESS

HIS TALENT ALLOWS HIM TO CREATE EXCEPTIONAL ARTWORKS THAT REFLECT REMARKABLE PRECISION

UNIQUE ABILITIES ASSOCIATED WITH ASD: HIS METICULOUS FOCUS AND PATIENCE, ASSOCIATED WITH HIS CONDITION, ENABLE HIM TO PRODUCE EXTREMELY DETAILED WORKS, EXCELLING IN PRECISION AND VISUAL ART.

5. Skills and Strengths:

FAMILY, ESPECIALLY HIS MOTHER SIIRI, HAS BEEN CRUCIAL IN HIS DEVELOPMENT AND SUCCESS. ADDITIONALLY

HIS FAMILY AND COMMUNITY SUPPORT HAVE BEEN CRUCIAL IN ADAPTING TO HIS PROFESSIONAL ENVIRONMENT.

7. Support Systems:

3. Career Path:

FREELANCE ARTISAN SPECIALIZING IN EMBROIDERY. HIS INSPIRATION COMES FROM HIS NEED TO EXPRESS HIS EMOTIONS AND THOUGHTS, USING EMBROIDERY AS A MEANS OF COMMUNICATION.

FOCUSED ON PERFECTING HIS EMBROIDERY SKILLS, WITH A MASTERY REFLECTED IN HIS DETAILED WORKS.

HIS WORKS HAVE BEEN RECOGNIZED AND DISPLAYED IN VARIOUS LOCATIONS, INCLUDING A RESTAURANT IN FLORIDA.

4. Job Responsibilities:

RESPONSIBLE FOR CREATING COMPLEX EMBROIDERED ARTWORKS, INCLUDING PORTRAITS AND NATURE PHOTOGRAPHS.

HE DEDICATES MONTHS TO COMPLETE SOME PIECES, DEMONSTRATING HIS PATIENCE AND DEDICATION.

ACCESS TO RESOURCES PRIMARILY THROUGH THE SUPPORT OF HIS FAMILY AND COMMUNITY, WHICH HAS FACILITATED THE SHOWCASING OF HIS WORK AND INTEGRATION INTO CULTURAL EVENTS.

8. Resources and Accommodations:

Role Model

#8

1. Personal Background:

PAULA NACENTA
MENDÍVIL
MADRID, SPAIN

DIAGNOSED WITH AUTISM SPECTRUM DISORDER (ASD) FOUR YEARS BEFORE SECURING A POSITION AT MAPFRE. SHE HAD ALWAYS BEEN AWARE OF HER DIFFERENCES BUT DIDN'T SEEK A FORMAL DIAGNOSIS UNTIL EXPERIENCING AN ANXIETY ATTACK DURING UNIVERSITY. THE DIAGNOSIS PROVIDED HER WITH A BETTER UNDERSTANDING OF HERSELF AND HER EXPERIENCES.

2. Education and Training:

MASTER'S IN MATHEMATICS
EDUCATION
MASTER IN STATISTICAL AND
COMPUTATIONAL TREATMENT OF
INFORMATION
BACHELOR'S IN MATHEMATICS
INTERNSHIPS AT COMPANIES LIKE
IBM, ENDESA, AND RED ELÉCTRICA
DE ESPAÑA.

PROBLEM-SOLVING ABILITIES

STRONG ANALYTICAL SKILLS AND
ATTENTION TO DETAIL ALLOWS
HER TO APPROACH TASKS IN A
METHODICAL AND EFFICIENT
MANNER

HER ABILITY TO THINK CRITICALLY
AND IDENTIFY PATTERNS IN DATA

STRONG WORK ETHIC,
PERSEVERANCE, AND ABILITY TO
FOCUS ON TASKS

5. Skills and Strengths:

3. Career Path:

DATA SCIENTIST AT MAPFRE

INTERNSHIPS AND RESEARCH
EXPERIENCES, CULMINATING IN
HER CURRENT ROLE AT MAPFRE

SHE HAS FACED CHALLENGES
RELATED TO HER DISABILITIES, BUT
HER PERSEVERANCE AND SKILLS
HAVE ALLOWED HER TO
OVERCOME THESE OBSTACLES
AND ACHIEVE SUCCESS.

4. Job Responsibilities:

ANALYSES LARGE DATASETS USING
SOFTWARE LIKE COGNOS
ANALYTICS, SAS, AND EXCEL. SHE
CREATES REPORTS, INTERPRETS
DATA, AND PROVIDES VALUABLE
INSIGHTS TO INFORM BUSINESS
DECISIONS

6. Challenges and Coping Strategies:

VISUAL IMPAIRMENT AND HER ASD
JOB INTERVIEWS CAN BE PARTICULARLY DIFFICULT, AS THEY OFTEN INVOLVE TIMED TESTS AND
ASSESSMENTS THAT MAY NOT BE WELL-SUITED FOR INDIVIDUALS WITH ASD

STRONG ACADEMIC BACKGROUND, HER PERSEVERANCE, AND THE SUPPORT OF HER EMPLOYERS

SUPPORT OF HER EMPLOYERS AT MAPFRE
HAS ALLOWED HER TO FEEL VALUED AND
INCLUDED IN THE WORKPLACE

FAMILY AND FRIENDS

7. Support Systems:

ADDITIONAL TIME FOR TESTS AND THE OPPORTUNITY
TO WORK REMOTELY

ACCOMMODATIONS AND RESOURCES SHE NEEDS
TO SUCCEED

8. Resources and Accommodations:

Role Model

#9

1. Personal Background:

DIAGNOSED WITH ASD
AT THE AGE OF 16

ACCORDING TO HER,
SHE DOES NOT FIND ASD
A DIFFICULT DIAGNOSIS
TO LIVE WITH

6. Challenges and Coping Strategies:

NAVIGATING COMPLEX
SOCIAL DYNAMICS WITH
CLIENTS, COLLEAGUES,
OR DURING
NETWORKING EVENTS
THIS MIGHT INCLUDE
UNDERSTANDING NON-
VERBAL CUES OR
MANAGING
INTERPERSONAL
CONFLICTS

IMPLEMENTING
STRAIGHTFORWARD
COMMUNICATION
STRATEGIES AND USING
WRITTEN OR VISUAL AIDS
TO ENSURE CLARITY AND
REDUCE
MISUNDERSTANDINGS.

SUPPORTIVE PARENTS AND REGULAR
SESSIONS WITH A MENTOR TO PROVIDE
GUIDANCE ON SOCIAL INTERACTIONS.
ACADEMIC SUPPORT THROUGH EXTENDED
EXAM TIME, ALTERNATIVE EXAM FORMATS
AND NOTE-TAKING ASSISTANCE
IMPACT OF SUPPORT: SUPPORTIVE
ENVIRONMENT HELPS MANAGE STRESS AND
REDUCE BURNOUT, CONTRIBUTING TO
OVERALL JOB SATISFACTION AND PERSONAL
WELL-BEING.

7. Support Systems:

2. Education and Training:

MASTER DEGREE IN PSYCHOLOGY
AT VYTAUTAS MAGNUS UNIVERSITY
IN KAUNAS

ABILITY TO FOCUS ON FINE
DETAILS HELPS IN CONDUCTING
THOROUGH ASSESSMENTS AND
CREATING PRECISE TREATMENT
PLANS

STRONG ANALYTICAL SKILLS
ENABLE IN-DEPTH
UNDERSTANDING OF COMPLEX
PSYCHOLOGICAL DATA AND
PATTERNS

LEVERAGING ASD TRAITS: UTILIZES
A SYSTEMATIC AND METHODOLOGICAL
APPROACH TO DIAGNOSE AND
ADDRESS CLIENTS' ISSUES,
RELYING ON EVIDENCE-BASED
PRACTICES AND STRUCTURED
INTERVENTIONS

APPLIES INTENSE FOCUS AND
DEDICATION TO AREAS OF
SPECIALIZATION, SUCH AS ASD
OR SPECIFIC THERAPEUTIC
TECHNIQUES, LEADING TO
EXPERTISE AND EFFECTIVE
TREATMENT STRATEGIES.

5. Skills and Strengths:

MEMBERSHIP IN ORGANIZATIONS SUCH AS THE
LITHUANIAN PSYCHOLOGICAL ASSOCIATION OR THE
EUROPEAN ASSOCIATION OF PSYCHOLOGISTS FOR
NETWORKING, PROFESSIONAL DEVELOPMENT, AND
ACCESS TO RELEVANT RESOURCES AND TRAINING

ADVOCATING FOR NECESSARY WORKPLACE
ADJUSTMENTS, SUCH AS A QUIET WORKSPACE,
FLEXIBLE SCHEDULING, OR MODIFIED DUTIES, TO
ENSURE A SUPPORTIVE WORK ENVIRONMENT.

3. Career Path:

PSYCHOLOGIST

INSPIRED TO BECOME A
PSYCHOLOGIST AFTER
EXPERIENCING THE VALUE OF
MENTAL HEALTH SUPPORT DURING
HER OWN JOURNEY WITH ASD

HER INTEREST IN HUMAN
BEHAVIOR AND EMPATHY FOR
OTHERS FACING SIMILAR
CHALLENGES MOTIVATED HER TO
PURSUE A CAREER IN HELPING
OTHERS MANAGE THEIR MENTAL
AND EMOTIONAL WELL-BEING

4. Job Responsibilities:

PSYCHOLOGICAL ASSESSMENTS
AND EVALUATIONS, INCLUDING
AUTISM SPECTRUM

ONE-ON-ONE THERAPY, FOCUSING
ON SOCIAL SKILLS, EMOTIONAL
REGULATION, AND COPING
STRATEGIES

SYSTEMATIC AND METHODOLOGICAL
APPROACH TO DIAGNOSE AND
ADDRESS CLIENTS' ISSUES, RELYING
ON EVIDENCE-BASED PRACTICES
AND STRUCTURED INTERVENTIONS

8. Resources and Accommodations:

Role Model

#10

1. Personal Background:

GEDIMINAS KAROBLIS

AGE 26

DIAGNOSED WITH ASD
AT THE AGE OF 12

HE NAMES ASD AS THE
WORST THING THAT HAS
HAPPENED TO HIM. HE
FINDS IT DIFFICULT TO
LIVE WITH THE
CHALLENGES THAT ASD
POSES HIM WITH.

2. Education and Training:

DEGREE IN MULTIMEDIA
TECHNOLOGIES FROM ŠIAULIAI
COLLEGE

DEEP FOCUS ON TASKS,
COMPLETING THE WORK FROM
START TO END

USES HIS ABILITY TO HYPER-
FOCUS AND ABILITY TO DO
DAINTY TASKS

3. Career Path:

MULTIMEDIA TECHNOLOGIES.

WITH THIS SPECIALIZATION HE
COULD CHOOSE MANY CAREER
PATHS, ESPECIALLY HE IS DRIVEN
BY MULTIMEDIA DESIGN

HOWEVER, HE FEELS THAT HE
WANTS TO TAKE A BREAK AND
AT THE MOMENT IS ATTENDING
SOCIAL WORKSHOPS

5. Skills and Strengths:

6. Challenges and Coping Strategies:

STRUGGLED WITH SOCIAL INTERACTIONS AND ADAPTING TO THE
TEAM ENVIRONMENT AND ADAPTING TO PHYSICAL WORKPLACE.

DURING THE STUDIES HE RECEIVED SUPPORT FROM SOCIAL
WORKERS, PSYCHOLOGISTS, AND LECTURERS, WHO SUPPORTED
HIM BY PROVIDING HIM OPPORTUNITIES TO TAKE TIME OFF
STUDIES WHEN HE MOST NEEDED, THE COLLEGE PROVIDED
QUIET STUDY SPACES THAT HE USED TO HIS ADVANTAGE

TAKING TIME THAT HE NEEDS TO ADAPT TO THE TEAM
ENVIRONMENT, CHANGING THE PHYSICAL LOCATION TO THE
MORE COMFORTABLE ONE. THE HELP OF SOCIAL WORKER TO
INVITE HIM TO SOCIAL INTERACTIONS.

4. Job Responsibilities:

SEWING DETAILED
DECORATIONS.

FOCUSES ON TASKS THAT ARE
DEMANDING DILIGENCE AND
CONCENTRATION

SUPPORTIVE MOTHER, COLLEAGUES AND SUPPORT
WORKERS

HELPED HIM TO FIND OCCUPATION IN THE SOCIETY (SOCIAL
WORKSHOPS
COWORKERS HELP HIM GAIN SOCIAL CONFIDENCE

SUPPORT WORKERS INVITE HIM TO JOIN THE TEAM DURING
THE MEETINGS, WHERE HE EXPRESSES HIS OPINION AND
CHALLENGES HIS INSECURITIES.

7. Support Systems:

ACCESS TO MORE CONVENIENT
WORK ENVIRONMENT. ACCESS
TO SUPPORT WORKERS
WHENEVER NEEDED

HE CAN ALWAYS ADJUST HIS
WORK TIMETABLE TO HIS NEEDS

8. Resources and Accommodations:

Role Model

#11

1. Personal Background:

ALINE BRAVO

35 YEARS OLD

BORN IN BRAZIL

THE SCHOOL PSYCHOLOGISTS ASSESSED ME AND SUGGESTED I MIGHT BE AUTISTIC, THEN REFERRED TO AS ASPERGER'S SYNDROME, RECOMMENDING AN OFFICIAL DIAGNOSIS. HOWEVER, DUE TO THE HIGH COST, MY PARENTS COULDN'T AFFORD IT, SO I MANAGED WITHOUT A FORMAL DIAGNOSIS

DIAGNOSED AT AGE 32, AFTER HER SON WAS DIAGNOSED WITH ASD

THE DIAGNOSIS BROUGHT RELIEF AND CLARITY TO HER PAST EXPERIENCES AND BEHAVIOURS.

2. Education and Training:

CES HIGHER SCHOOL OF IMAGE AND SOUND IN MADRID

6. Challenges and Coping Strategies:

SINCE 12 FACED BULLYING AT SCHOOL AND WAS CONSIDERED A BIT 'WEIRD' AND PEDANTIC

PREFER WRITTEN COMMUNICATION AND PRECISE DESCRIPTIONS OF TASKS

SOCIAL INTERACTIONS, SENSORY OVERLOAD, MANAGING UNPLANNED CHANGES

3. Career Path:

JOINED IBM, WHERE RECEIVED SUPPORT, AND NOW WORK AT ANOTHER MULTINATIONAL COMPANY WHILE LEADING A NEURODIVERSITY GROUP.

4. Job Responsibilities:

CONSULTANT AND LEADER OF A NEURODIVERSITY GROUP

RIGID THINKING, PRECISION, DEDICATION, AND STRONG ADHERENCE TO ROUTINES AND EXPECTATIONS

USE LITERAL THINKING AND NEED FOR STRUCTURE TO EXCEL IN PROFESSIONAL TASKS

5. Skills and Strengths:

FAMILY SUPPORT, PARTICULARLY FROM HER HUSBAND

SUPPORTIVE WORK ENVIRONMENT AT IBM AND CURRENT EMPLOYER

UNDERSTANDING AND ACCOMMODATIONS FROM HER WORKPLACE AND FAMILY HAVE BEEN CRUCIAL.

7. Support Systems:

WORKPLACE FLEXIBILITY, REMOTE WORK, PRECISE TASK DESCRIPTIONS, AND ANTICIPATING PLANS TO MANAGE SENSORY AND SOCIAL STRESS

BENEFITED FROM EMPLOYER-PROVIDED SUPPORT GROUPS AND ADVOCATED FOR ACCOMMODATIONS BASED ON MY NEEDS

8. Resources and Accommodations:

Role Model

#12

1. Personal Background:

BIRGIT SOANS

BIRGIT'S EXTENSIVE RESEARCH INTO AUTISM LED TO A SELF-DISCOVERY JOURNEY, CULMINATING IN HER DIAGNOSIS AT THE AGE OF 28 OR 29

THIS DIAGNOSIS PROVIDED A SIGNIFICANT RELIEF AND ANSWERED MANY QUESTIONS ABOUT HER LIFELONG EXPERIENCES OF FEELING DIFFERENT

6. Challenges and Coping Strategies:

SOCIETAL MISCONCEPTIONS AND THE LACK OF SUPPORT FOR ADULTS WITH AUTISM

USED HER EXTENSIVE KNOWLEDGE AND EXPERIENCE TO ADDRESS THESE CHALLENGES BY BUILDING A COMMUNITY FOR AUTISTIC PEOPLE IN ESTONIA

ADVOCACY WORK HELPS COUNTERACT HARMFUL STEREOTYPES AND PROMOTES A MORE NUANCED UNDERSTANDING OF AUTISM.

2. Education and Training:

WELL-READ ON THE TOPIC OF AUTISM

KNOWLEDGE DERIVED FROM EXTENSIVE READING AND INVOLVEMENT IN AUTISM-RELATED LITERATURE AND PSYCHOLOGICAL STUDIES

HER EDUCATION AND SELF-STUDY HAVE EQUIPPED HER WITH THE INSIGHTS NEEDED FOR BOTH HER TRANSLATION WORK AND AUTISM ADVOCACY.

DETAILED UNDERSTANDING OF AUTISM

HIGH LEVEL OF FOCUS, AND THE ABILITY TO DEEPLY ENGAGE WITH HER INTERESTS

SKILLS IN TRANSLATION AND ACTIVISM ARE ENHANCED BY HER THOROUGH RESEARCH AND PERSONAL EXPERIENCE

AWARENESS AND SENSITIVITY TO THE WORLD AROUND HER CONTRIBUTE SIGNIFICANTLY TO HER WORK BOTH AS A TRANSLATOR AND AN ADVOCATE.

5. Skills and Strengths:

GROUP OF CLOSE FRIENDS AND COLLEAGUES WHO SHARE HER COMMITMENT TO AUTISM ADVOCACY

MEDICAL SUPPORT

COMMUNITY SHE HAS HELPED BUILD PLAYS A VITAL ROLE IN PROVIDING MUTUAL SUPPORT AND SHARING EXPERIENCES

7. Support Systems:

3. Career Path:

COFOUNDER OF THE ESTONIAN ASSOCIATION OF AUTISTIC WOMEN

THIS ORGANIZATION FOCUSES ON CREATING A COMMUNITY FOR AUTISTIC INDIVIDUALS AND ADVOCATING FOR THEIR RIGHTS

TRANSLATOR

4. Job Responsibilities:

TRANSLATING VARIOUS DOCUMENTS AND TEXTS

WORK WITH THE ESTONIAN ASSOCIATION OF AUTISTIC WOMEN

MODERATING ONLINE GROUPS, DEBUNKING MYTHS ABOUT AUTISM, AND ORGANIZING EVENTS AND DISCUSSIONS TO RAISE AWARENESS AND FOSTER COMMUNITY.

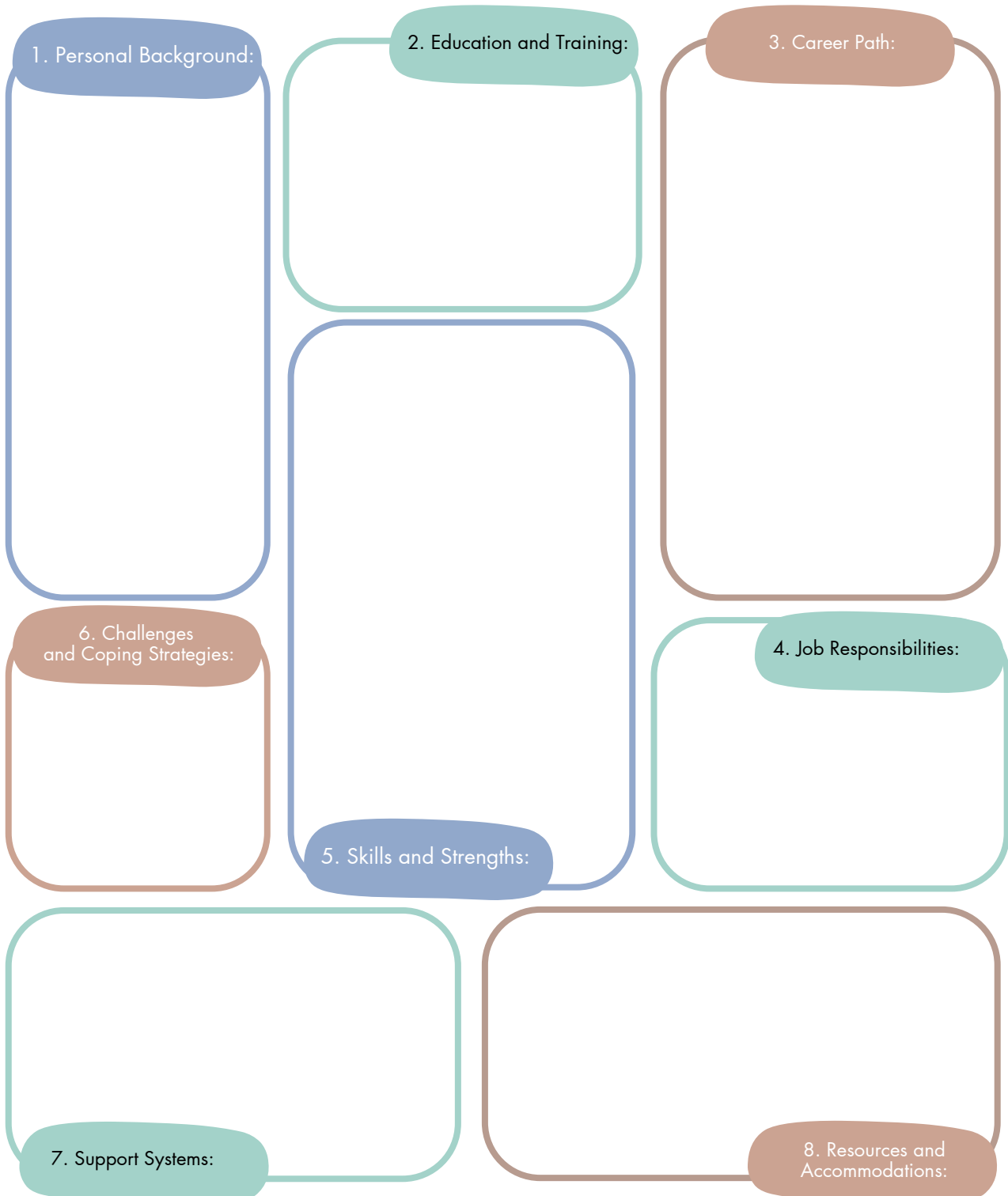
SPECIALIZED AUTISM LITERATURE AND ONLINE SUPPORT GROUPS

HER ROLE WITH THE ESTONIAN ASSOCIATION OF AUTISTIC WOMEN ALLOWS HER TO ADVOCATE FOR BETTER RESOURCES AND SUPPORT SYSTEMS FOR AUTISTIC INDIVIDUALS. SHE HAS BEEN PROACTIVE IN CREATING AND MANAGING SAFE SPACES FOR AUTISTIC PEOPLE AND RAISING AWARENESS THROUGH VARIOUS CHANNELS.

8. Resources and Accommodations:

Role Model

#13



1. Personal Background:

2. Education and Training:

3. Career Path:

4. Job Responsibilities:

5. Skills and Strengths:

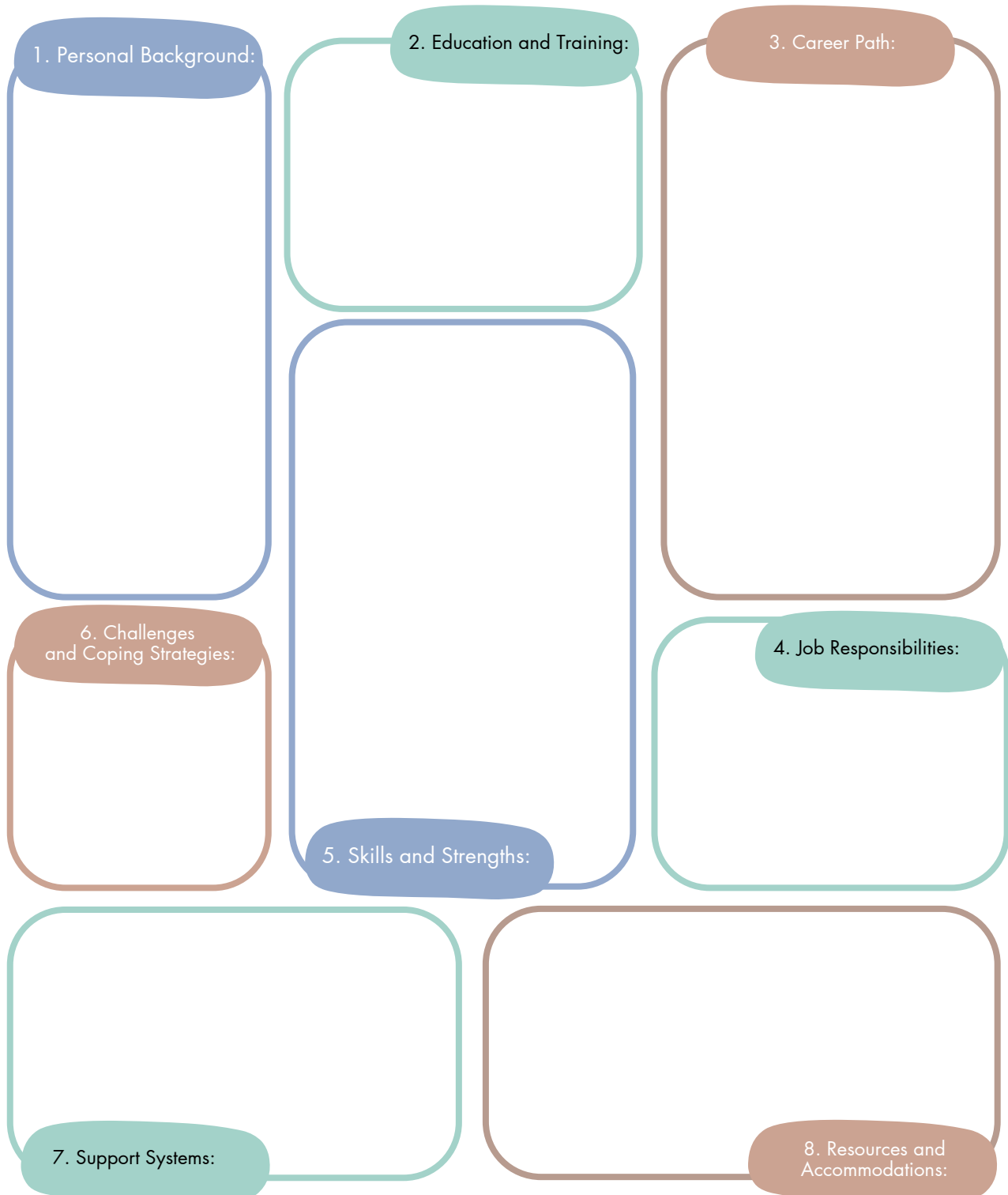
6. Challenges and Coping Strategies:

7. Support Systems:

8. Resources and Accommodations:

Role Model

#14



1. Personal Background:

2. Education and Training:

3. Career Path:

4. Job Responsibilities:

5. Skills and Strengths:

6. Challenges and Coping Strategies:

7. Support Systems:

8. Resources and Accommodations: