

Ways to support autistic, ADHD, or AuDHDers

Learn about your
autism/ADHD/AuDHD

How do you process and interact with the world?

Learn and understand your:

- nervous system, sensory system, and sensory safety
- communication styles & preferences – explicit communication
- thinking styles and routines
- emotions, meltdowns, and shutdowns
- socialising and energy
- what brings you joy and how you engage with your passions

Make sensory, communication, meltdown safety plans and kits

Get your sensory safety kit together:

- use a pouch that you like (fave pattern, mesh)
- fill with a few emergency sensory tools, such as:
 - sunglasses or eye mask
 - favourite smell
 - auditory supports
 - pre-written scripts
 - fidgets
 - cleaning wipes, straw (drink water), chewing gum
 - copies of your safety plans
- make the kits accessible, leave it with your keys, water



What about me?

My current special interest is:

Working with my special interest would mean:

My values mean I want to work where I can:

I work best in environments that are:

I find it hard to work in environments that are:

E.g., Sensory - the lights are too bright, Communication - I get misunderstood a lot

Investigating what made a task difficult for you

Think of a task that you struggled with; what made the task difficult?

- | | |
|---|--|
| <input type="checkbox"/> Not knowing where to start | <input type="checkbox"/> Maintaining focus |
| <input type="checkbox"/> Not knowing what 'done' looks like | <input type="checkbox"/> Maintaining energy levels |
| <input type="checkbox"/> Remembering the instructions | <input type="checkbox"/> Lack of interest |
| <input type="checkbox"/> Switching between tasks, environments, conversations or mindsets | <input type="checkbox"/> The environment was dysregulating |
| <input type="checkbox"/> Unclear communication or instructions | <input type="checkbox"/> Being interrupted |

What has helped me feel safe and capable in the past? (school work, volunteering)

Navigating Unspoken Rules and Expectations

You don't need to hand over your life story and personal information to get support at work

Navigating vague instructions

At school, an assignment marking criteria can help with expectations. But what if the work your manager gives you comes with vague instructions?

Below are some scripts to bring clarity and save on guess work:

'What does DONE look like with this task?'

'Is there an example I can use?'

'What should I stop working on so I can work on this?'

'When do you need the First Draft?'

'Just checking I've got this, you want this done and you need it by?'

'No worries we can do the quick chat, can you please send the topic we'll be chatting so I can come prepared?'

Guess work wasn't part of the job description



Asking for Workplace Adjustments

We have legal frameworks that are meant to protect us (State and Federal Disability Acts). But the reality is that we don't always feel safe to disclose.

Some scripts for adjustments are below:

'I often get headaches from bright lights. Is it ok if I work somewhere with the overhead lights off?

'I sometimes find group discussion tricky but I will be listening.'

'Can I get back to you once I've had a bit of time to think?'

'Is it ok if I take notes so I don't forget anything?'

Can you please put that in writing, so I don't miss anything?'

'There's a lot of distractions here, mind if we go somewhere quieter?'

'I need my headphones so I can focus on what I'm doing?'

'Just so you know, I might have some questions later on, is it ok if I email these?'

'Is it ok if I turn my camera off, it'll help me focus?'

'I'd love to give this my full attention, is there somewhere quiet I can work?'



There can also be a genuine fear of being dismissed or denied adjustments. Creating a self-advocacy plan can help through the process