Module 1

Live session

Handout for participants



Case A : Maria

María is a person with mild intelectual disability who wants to enter into the open labour market. Her objective is to work in a local grocery store in her neighbourhood.

She has a good visual memory and performs well in organisational and repetitive tasks. She likes order, stocking products, and working with clear routines. She feels more confident when she knows exactly what she has to do and how to do it.

The Company already has an existing position as a shelf stocker with additional support at the checkout during busy periods, so María is directly placed in that role.

During the first weeks a profesional supports her to learn the tasks and adapt to the work environment.

Her main duties are stocking products in shelves, checking expiration dates, and occasionally assisting at the checkout during peak times.

In this case, the job position was already defined before María joined, and the main objective is that she can progressively adapt to her tasks with the necessary support.

Case B: Lukas

Lukas is a 28-year-old person with autism who experiences periods of anxiety and social overload, particularly in stressful or unpredictable situations. He has no extensive work experience but shows a strong interest in bicycles and enjoys tasks that are structured, organised and repetitive.

A bicycle rental and repair company is open to including Lukas in their team.

Instead of assigning him a predefined job, the team explores which tasks could match his interests, strengths and support needs.

It is observed that Lukas works very carefully, has a good sense of order and organisation, follows routines well, and is highly motivated by activities related to bicycles. He performs best in calm environments with clear instructions and concrete tasks, while ongoing spontaneous customer interaction can be overwhelming for him.

Based on this, different tasks are organised within the workshop, such as cleaning returned bicycles, organising tools and materials, sorting spare parts, preparing bicycles for rental, and maintaining order in the workshop area.

In this case, the work is shaped around the person, combining and reorganising existing tasks to create a meaningful and sustainable job opportunity that matches Lukas's profile while responding to the real operational needs of the company.

Reflection sheet

PART 1 – Compare the cases

After analysing the cases, answer the following questions:

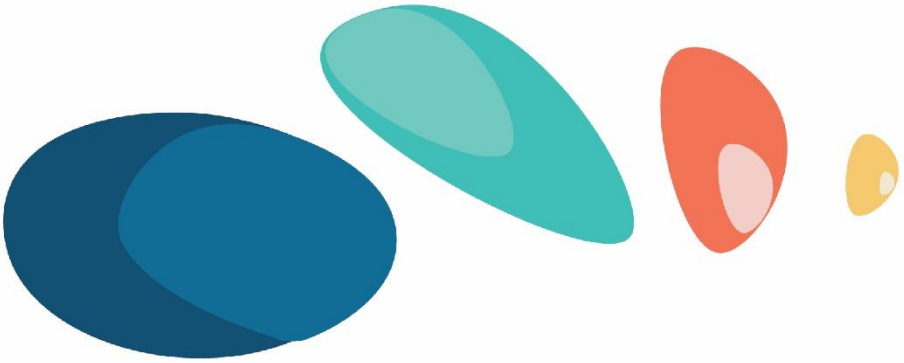
- What key differences do you notice between María's case (A) and Lukas's case (B)?
- In which case is the person more at the centre of the process? Why?
- How does the workplace context influence what happens in each case?
- What advantages do you see in each approach (SE and CE)?

PART 2 – From SE to CE

Now focus on María's case (A) and answer:

- What changes would be needed to move this case towards Customized Employment (CE)?
- What could be adjusted in the workplace to better support inclusion?
- How could the job be adapted to better match María's strengths and needs?
- What role could María play in defining or shaping her tasks?

- What aspects of the workplace (e.g. organisation, tasks, flexibility) could be modified to support her participation?
- What types of flexibility could be introduced into the role?



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