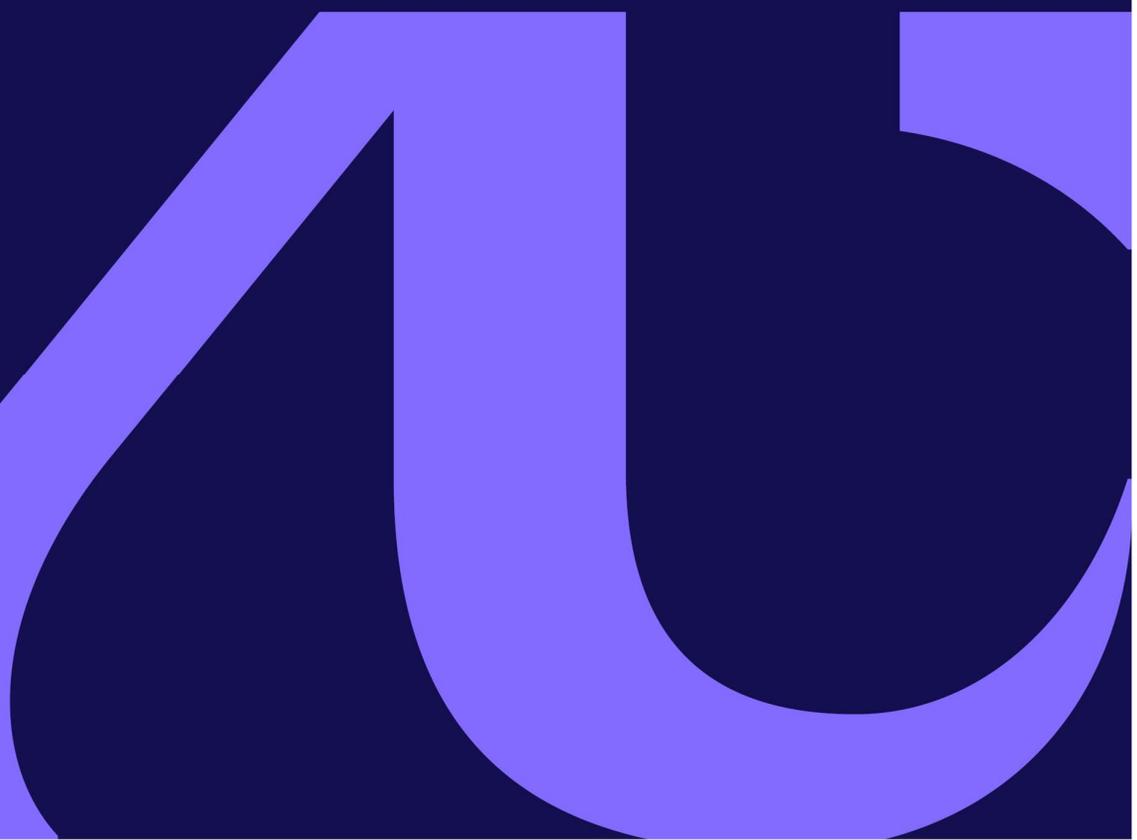


Building Employer Capability for Neuro- Inclusive Recruitment

Evaluation of Autism SA's Co-Designed
Neuro-Inclusive Recruiting Online
Resources



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Executive Summary

Background

Neurodivergent individuals continue to face significant barriers to obtaining, sustaining, and progressing in employment, despite often possessing strong skills and qualifications. These barriers stem from traditional recruitment practices, limited workplace accommodations, and uncertainty or misconceptions among employers and colleagues. Research demonstrates a strong consensus on effective neuro-inclusive employment practices, including overt leadership commitment, inclusive recruitment and people management approaches, accessible workplaces, and ongoing supports. However, the evidence also highlights that there is no single solution suitable for all neurodivergent job seekers or employees, and that resources to promote and support neuro-inclusive recruitment and employment must be flexible, accessible, and easy to use.

In response to these challenges, Autism SA developed the *Neuro-Inclusive Recruiting* online resources using a co-design approach with neurodivergent people and employers. The resources aim to build employer knowledge and confidence, reduce barriers associated with traditional recruitment, promote accessible and alternative hiring practices, and support workplace adjustments to enhance performance and retention. Funded through an Information, Linkages and Capacity (ILC) Department of Social Services grant, this independent evaluation assesses the effectiveness and usability of the resources and their impact on employer capability and practice.

Research Aims

This evaluation aimed to examine the effectiveness and usability of the co-designed Neuro-Inclusive Recruiting online resources using pre- and post-engagement surveys. The research assessed changes in employer knowledge, confidence (self-efficacy), and motivation and intentions to implement neuro-inclusive recruitment and employment practices, as well as user perceptions of content quality, usability, and overall experience with the website.

Participants and Methodology

Participants were recruited through Autism SA promotion and professional networks, with 32 employers and/or organisational representatives completing both pre- and post-engagement surveys and included in the final analysis. Participants were predominantly in managerial, HR, or business owner roles, represented a broad range of organisation sizes and industry sectors, and were based across multiple Australian states, with most engaging with the website for one to six hours and accessing multiple resource areas.

The evaluation used an online, mixed-methods design comprising pre- and post-engagement surveys and a standardised usability measure (PSSUQ) delivered via Qualtrics. The methodology was designed to assess changes in knowledge, confidence, motivation, and intentions, alongside website content quality and usability, with statistical analyses confirming the sample size was sufficient to detect meaningful effects.

Key Findings

Outcome Evaluation Findings

Engagement with the Neuro-Inclusive Recruiting website was associated with clear and meaningful improvements in employer capability, including support skills, knowledge, confidence, motivation, and readiness to implement neuro-inclusive practices. Despite high baseline awareness and motivation among participants, engagement with the resources strengthened practical capability and confidence in the areas of neuro-inclusive recruitment, onboarding, and workplace support.

Participants reported strong gains in understanding how to support neurodivergent people (94%), high practical usefulness of the resources (91% rated them as good or excellent), and statistically significant improvements in knowledge and self-efficacy, with moderate to large effects in key website domain areas. Motivation to employ neurodivergent people and use neuro-inclusive practices remained consistently high and was further reinforced by engagement with the website. While over half of participants expressed intentions to recruit neurodivergent job seekers, immediate action was often constrained by organisational and contextual factors. Overall, the findings indicate that the Neuro-Inclusive Recruiting website is an effective, accessible, and evidence-based resource that supports sustained employer capability building and progress toward more inclusive and supportive workplaces over time.

User Evaluation Findings

Participants rated the Neuro-Inclusive Recruiting website very highly across all usability domains, with system, information, interface, and overall platform quality scores significantly exceeding established PSSUQ benchmarks. Overall satisfaction was exceptionally strong, with 97% of participants reporting satisfaction, 100% indicating a likelihood of continued use, and 96% stating they would recommend the resources to other organisations. Qualitative feedback reinforced these findings, highlighting the website's intuitive navigation, clear and accessible design, high-quality content, and positive user experience, with only minor suggestions for enhancement.

Case Study Findings

The two case studies reinforced the survey findings in real organisational contexts, demonstrating the transferability of the Neuro-Inclusive Recruiting resources across both community services and public sector settings. Participants described the website as providing practical, evidence-based tools grounded in universal design principles that supported advocacy with leadership and HR and the embedding of neuro-inclusive approaches within existing recruitment frameworks. They highlighted key barriers to inclusion and provided examples of how the website resources could support neurodivergent job seekers and employees. Importantly, the resources were seen as applicable for all job seekers and employees, regardless of disclosure, and capable of supporting systems-level change through internal champions.

Summary

Overall, the evaluation demonstrates that the Neuro-Inclusive Recruiting website is a high-quality, accessible, and evidence-based digital resource that strengthens employer knowledge, confidence, and readiness to implement neuro-inclusive recruitment and employment practices, with findings indicating that the relevant grant participant, program, content development, and digital development outcomes were met.

Importantly, participant recommendations for future development were provided in the context of very high satisfaction with the website and recognition of its value. To maximise impact and support broader systems-level change, participants suggested strengthening implementation guidance and supports, increasing interactivity, enhancing mobile accessibility and usability, supporting organisational buy-in and leadership capability, expanding lived-experience and sector-specific content, and improving signposting to external supports. A strong recommendation arising from both the evaluation findings and case study feedback is that the resource be continually maintained and updated over time to ensure its relevance as research advances and legislative and policy contexts evolve.

1. Background

Difficulties in obtaining and sustaining meaningful employment are well-documented among neurodivergent individuals, even though many possess high levels of qualification and skill (Giannantonio & Hurley-Hanson, 2022; Volpone et al., 2022). The literature identifies numerous factors that contribute to challenges not only in securing and maintaining employment but also in advancing within the workplace. These barriers include recruitment challenges such as disadvantages linked to conventional hiring practices, workplace obstacles such as insufficient accommodations in environmental and task design, and attitudinal factors from managers and colleagues including concerns regarding the abilities of neurodivergent employees and potential need for support. Additionally, individual factors such as limited knowledge, experience, or self-confidence in job seeking further compound these difficulties (Kirby & Harries, 2023).

A review by Harries and Kirby (2023) revealed a robust consensus exists in the literature regarding practices to support affirmative hiring and create neurodivergent inclusive cultures and workplaces. These practices include:

1. Approaches to establish a neurodivergent workplace climate (e.g., ensuring overt top-management commitment to affirmative hiring and neurodivergent inclusive employment, obtaining buy-in from all stakeholders, use of champions of change to support and facilitate neuro-inclusive recruitment and employment innovations);
2. Reconceptualising and innovating people management practices to create inclusive workplaces (e.g., innovate recruitment, selection and people management practices; provide neurodiversity awareness training to all staff; considering implications of Work Health and Safety policies and issues);
3. Fostering workplace inclusivity and accessibility (e.g., providing reasonable workplace adjustments and accommodations); and
4. Methods to capitalise on the benefits of neurodivergent employees and a neurodivergent workplace (e.g., monitoring worker wellbeing; providing support to neurodivergent employees, their managers and colleagues).

While Harries and Kirby (2023) found broad agreement on the key practices needed to support neuro-inclusive recruitment, they also cautioned that no single, “one-size-fits-all” approach can meet the needs of all neurodivergent job seekers or employees and that resources to support neuro-inclusive recruitment must provide a range of options in formats that are straightforward to understand and access.

Autism SA has developed online digital resources (the *Neuro-Inclusive Recruiting* website located at <https://neuroinclusiverecruiting.org.au>) to support and guide affirmative hiring and neurodivergent inclusive employment. These resources have been developed using a co-design process involving neurodivergent advisory groups and employers. The online resources developed by Autism SA are for employers to use and aim to be of a high quality, user-friendly and evidence based. The main objectives associated with the development of the resources were to:

1. Increase employer knowledge regarding the benefits of inclusive neurodiverse workplaces;
2. Highlight the barriers associated with traditional recruitment practices for neurodivergent job seekers;

3. Build employer confidence to use alternative, accessible neuro-inclusive recruitment processes (e.g., practical skills assessments, simulated skill showcases, portfolios/samples, communication/interview adjustments, interview styles);
4. Provide an easy-to-use inclusive recruitment framework; and
5. Build employer confidence, knowledge and use of adjustments and accommodations to support peak performance and retention of employees with neurodivergent conditions.

The development of the online *Neuro-inclusive Recruiting* resources was funded by an Information, Linkages and Capacity (ILC) Department of Social Services (DSS) grant awarded to Autism SA; similarly, this independent evaluation was funded by this ILC grant. The findings presented here evaluate the effectiveness of the online *Neuro-Inclusive Recruiting* resources in relation to outcomes for employers as well as the usability of the online materials and contribute to the specific grant related participant, program, content, and development outcomes shown in Appendix 1.

2. Research Aims

This research aimed to evaluate the effectiveness and usability of the co-designed *Neuro-inclusive Recruiting* online resources. Utilising pre- and post-engagement surveys the evaluation considers outcomes associated with engaging with the website resources in terms of changes in:

- knowledge related to neurodiversity and neuro-inclusive recruitment;
- self-efficacy with utilising neuro-inclusive practices, supporting neurodivergent employees, and the maintenance of a neuro-inclusive workplace; and
- motivation and intentions to utilise neuro-inclusive recruiting practices and employment intentions.

Responses on a post-engagement survey also provide a user evaluation of the resources considered in terms of the quality of the content, system, information, and interface.

3. Participants and Methodology

Participants: Participants were primarily recruited by Autism SA through channels such as social media and conference or Expo engagement, with additional snowball sampling used to extend recruitment via participants' professional and HR networks. Seventy-seven respondents initially enrolled in the evaluation, of whom 49 were identified as legitimate participants based on Qualtrics embedded data (e.g. duplicate detection, fraud scores, reCAPTCHA and geolocation checks) and the consistency and quality of screening responses.

Of these, 47 participants were invited to complete the pre-engagement survey; 37 completed the survey, accessed the website resources, and were subsequently invited to complete the post-engagement survey. Thirty-two participants (86%) completed the post-engagement survey and are included in the evaluation findings reported here. Participant and organisational characteristics are presented in Table 1.

Participants who completed the full evaluation were given a \$100 gift card honorarium in recognition of their time and contribution.

Table 1 Participant and organisational characteristics (N=32).

Demographic and Organisation Characteristics		Number	%
Age	25-34 years	7	21.9%
	35-44 years	18	78.1%
	45-44 years	5	15.6%
	55-64 years	2	6.3%
Gender	Female	25	78.1%
	Male	6	18.8%
	Other gender identity	1	3.1%
Highest education level	University degree (Bachelor or higher, including postgraduate)	19	59.4%
	Vocational education and training (Certificate/Diploma/TAFE/Advanced Diploma)	11	34.4%
	Secondary school	2	6.3%
Job role	Manager/senior leadership roles	9	28.1%
	People, culture, and human resources roles	9	28.1%
	Business owners	8	25.0%
	Other professional/operational roles	6	18.8%
Possess HR ¹ qualifications	Yes	14	43.8%
	No	18	56.3%
Location of work	NSW	10	31.2%
	Qld	1	3.1%
	SA	12	37.5%
	Vic	9	28.1%
Organisation size	Small (<20)	12	37.5%
	Medium (20-199)	9	28.1%
	Large (>200)	11	34.4%
Industry sector	Accommodation & food services	3	9.4%
	Administrative & support services	1	3.1%
	Construction	2	6.3%
	Education & training	7	21.9%
	Electricity, gas, water and waste services	1	3.1%
	Health care & social assistance	5	15.6%
	Information, media & telecommunications	1	3.1%
	Manufacturing	1	3.1%
	Professional, scientific & technical services	3	12.5%
	Public administration & safety	2	6.3%
	Retail trade	3	9.4%
	Wholesale trade	2	6.3%

¹ HR = Human Resource

As can be seen in Table 1, most participants were aged between 35 and 44 years and were female. Participants were highly educated overall, with most holding a university qualification, a substantial minority reporting vocational (TAFE or diploma-level) qualifications, and very few indicating secondary school as their highest level of education. Predominantly participants reported they held managerial, leadership, or business owner roles, with strong representation from people, culture, and human resources functions. A smaller number of participants worked in professional and operational roles (e.g., project officer). Participants worked in organisations of varying sizes, with representation spread relatively evenly across small, medium, and large organisations. Industry representation was broad, with most participants working in the education and training and health care and social assistance sectors. There was moderate representation from service and trade sectors, and fewer participants from construction, public administration, utilities, manufacturing, and information-related industries. While most participants were based in New South Wales and South Australia, many represented organisations operating across multiple Australian states and territories.

Measures: All surveys used in the evaluation were delivered and completed online via the Qualtrics platform. Evaluation measures used included:

1. Pre- and Post-engagement Surveys

All items in the pre- and post-engagement surveys were developed by the research team in collaboration with the Autism SA Research, Projects and Resources Manager. The surveys included a combination of quantitative and qualitative questions and assessed the following domains:

- individual and organisational demographics (pre-engagement, to confirm consistency with consent data);
- support, recruitment, and employment intentions;
- knowledge of neurodiversity and neuro-inclusive recruitment and employment practices;
- self-efficacy in using neuro-inclusive recruitment and employment practices;
- motivation to employ neurodivergent people and apply neuro-inclusive practices;
- extent of engagement with the website resources (post-engagement); and
- evaluation of website content (post-engagement).

2. User Evaluation Survey

This survey included quantitative and qualitative questions to investigate the system usability, information quality, and interface quality of the online resources. The quantitative questions have been drawn from an established computer usability scale called the Post-Study System Usability Questionnaire (PSSUQ; Lewis, 2002), which has norms available for each of the items and the three subscales and the overall measure. The researchers developed qualitative questions.

Method: The following method was utilised during the evaluation:

1. Autism SA advertised the website and associated evaluation to recruit participants who then registered to participate using the online evaluation project information and consent link.
2. Following the receipt of the consent, once participants were determined to be legitimate the researchers contacted participants to request that they complete the Pre-Engagement Survey.

Participants were given two weeks to complete the online Pre-Engagement Survey, with a reminder after one week.

3. When the Pre-Engagement Survey was completed, the researchers provided participants with the website details and participants were asked to commence engagement with the website. Early in the evaluation a month was provided for engagement with a fortnightly check-in to see if participants were ready to receive the post-engagement survey. Later in the evaluation due to time constraints the time allowed was reduced to two weeks with a weekly check-in.
4. When advised by participants that they had engaged with the online resources, the researchers sent the Post-Engagement Survey for completion. As with the Pre-Engagement surveys, participants received weekly reminders to complete the survey.
5. Once the survey was completed satisfactorily, the researchers notified Autism SA who forwarded the \$100 gift card honorarium to the evaluation participants.
6. Two case studies were completed with willing participants who, upon completing the post-engagement survey, indicated their interest in taking part in a follow-up interview to inform a case study for the evaluation report. The two interviewees represented the public sector and the not-for-profit sectors. As participants were located across Australia, interviews were conducted remotely via Microsoft Teams. These participants were also provided with a \$100 gift card honorarium for their time and contribution.

Participants were asked in the post-engagement surveys how much time they had spent engaging with the *Neuro-inclusive Recruiting* website resources. As shown in Table 2, most spent between one and six hours engaging with the resources.

Participants were also asked to indicate which areas of the website they engaged with. As shown in Table 3, most participants reported engaging with all resource areas.

Table 2 Time spent engaging with the resources

Time spent	Number	%
Less than 1 hour	1	3.1%
1-3 hours	14	43.8%
4-6 hours	10	31.3%
7-9 hours	5	15.6%
More than 10 hours	2	6.3%

Table 3 Reported areas of website engagement

Website resources	Number	%
Neurodiversity (i.e., what it is, what are the benefits in the workplace).	27	84.4%
Neuro-Inclusive Workplaces (i.e., what they are, their benefits, how to create them).	29	90.6%
Neuro-Inclusive Recruitment (i.e., understanding the typical recruitment and employment barriers for neurodivergent people, the benefits of more inclusive recruitment procedures, ways to evaluate neuro-diverse candidates' attributes matched to job roles).	30	93.8%
Onboarding (i.e., how to create an inclusive onboarding process for success).	27	84.4%
Ongoing Support (i.e., how to ensure neurodiverse employees continue to thrive).	26	81.3%
Recruitment & Employment Resources	29	90.6%

Data analysis: A priori power analysis was conducted using G*Power (3.1.9.7) to compute the required sample sizes for paired samples t-tests using a 0.80 power level and $\alpha = .05$ significance criterion. The G*Power showed that for the planned parametric analyses the sample size of 32 participants was satisfactory to detect intervention effects that were large ($d = 0.8$); as such, where small to medium intervention effects (i.e., less than the 0.80 criterion) were obtained for the statistical analyses involving pre- to post-engagement comparisons, the results were subsequently checked using non-parametric tests to verify any significant findings. Normality of measures was investigated visually and using z score calculations of skewness and kurtosis. Due to skewed (23% of measures) and kurtotic (44% of measures) distributions bootstrapping (using the bias-corrected and accelerated method with 1000 iterations) was used to calculate confidence intervals for descriptive statistics and to confirm parametric findings. All analyses were conducted using SPSS Software Version 29.

Ethics: This evaluation was approved by the Human Research Ethics Committee (Psychology sub-committee) at the University of Adelaide (approval number H-2025-13).

4. Findings

Findings associated with the evaluation are considered in terms of:

1. Outcome evaluation findings (which address employer capability and practical readiness and the Autism SA grant participant, program and content development grant outcomes shown in Appendix 1); and
2. User evaluation findings (which address the Autism SA grant digital development grant outcomes shown in Appendix 1).

Appendix 2 includes a table that maps the evaluation findings from the following sections to the Autism SA grant participant, program, content, and digital development outcomes.

4.1 Outcome Evaluation Findings

The evaluation of outcomes (i.e., employer capability and practical readiness) associated with engaging with the online resources were evaluated using pre-and post-engagement surveys. The findings are considered in terms of capability, knowledge, self-efficacy, motivation, and recruitment intentions.

4.1.1 Support Capability and Practical Usefulness

The post-engagement survey included questions that asked participants whether the website improved employer capability in both understanding and practically applying neuro-inclusive practices. Specifically, they assess gains in awareness of how to support neurodivergent people and the extent to which the resources translate that understanding into actionable recruitment and workplace practices.^{2,3,4,5,6}

² **Autism SA Participant Outcome 1:** Fifty percent of people who engage with the resource report that it has helped them to support people with disability.

³ **Autism SA Program Outcome 2:** Employers (clients) feel that they have increased their *knowledge/ability* to support people with disability in their workplace to feel valued and supported.

⁴ **Autism SA Program Outcome 3:** Employers (clients) report an increase in the *motivation/intent* to employ people that are neurodivergent.

⁵ **Autism SA Content Development Outcome 1:** Knowledge/ability in using inclusive recruitment processes.

⁶ **Autism SA Content Development Outcome 2:** Increased self-efficacy in using inclusive recruitment processes.

Did engagement with the *Neuro-inclusive Recruiting* website improve understanding of how to support neurodivergent people?

Although most participants reported in the pre-engagement survey that their organisation currently (81.3%) or previously (20%) employed neurodivergent individuals, following engagement with the *Neuro-Inclusive Recruiting* website 94% of participants (n=30) reported that it improved their understanding of how to support neurodivergent people. No participants reported that engagement did not assist them. Two participants expressed uncertainty as to whether it had improved their understanding, attributing this to either their pre-existing knowledge or insufficient time to fully consider the website content.

Analysis of participant responses regarding how the engagement had helped them identified several interrelated themes. First, participants reported an enhanced understanding of neurodiversity and its implications for recruitment and workplace inclusion, including greater awareness of the diversity of neurodivergent experiences and the limitations of “one-size-fits-all” approaches. Second, there was strong emphasis on the value of the website’s practical, actionable, and evidence-based guidance, with participants highlighting clear explanations, real-world examples, templates, and step-by-step strategies that could be readily applied across recruitment, onboarding, and ongoing workplace support. Third, participants noted the importance of the website’s strengths-based framing of neurodivergence, supported by research evidence and lived-experience perspectives, which helped challenge stereotypes and reduce stigma. Fourth, the accessible design and organisation of the website were frequently identified as facilitating engagement and modelling inclusive practice. Collectively, these elements contributed to increased confidence, empathy, and advocacy, with several participants reporting intentions or actions to implement changes within their organisations, including modifications to recruitment processes, communication practices, and support structures.

How practically useful was the information provided in the *Neuro-Inclusive Recruiting* website resources to help recruit and support neurodivergent people?

Ninety one percent of participants rated the practical usefulness of the website as excellent (n=24) or good (n=5). Participant responses consistently highlighted the practical, actionable nature of the resources as the most valuable aspect of the *Neuro-Inclusive Recruiting* website. Key themes included the usefulness of step-by-step guidance, templates, tools, and case studies that translated theory into real-world practice, particularly for adapting recruitment, onboarding, and disclosure processes. Participants also valued the quality and breadth of evidence-based content, the clear structure and accessibility of the website, and the availability of easily digestible, shareable resources, which together made the website a highly usable and effective “hands-on” resource for implementing neuro-inclusive recruitment practices.

Only three participants (9%) indicated that the website required some improvement. Participants identified opportunities to enhance the resources, such as the inclusion of additional interactive tools or generators to further support practical implementation. Notably, even among those who suggested improvements, responses continued to emphasise the value of the website’s educational content and real-world case studies, particularly in broadening understanding of neurodiversity beyond autism and ADHD and demonstrating that neuro-inclusive practices are both feasible and achievable in practice.

4.1.2 Knowledge

Changes in participants' knowledge of neurodiversity and neuro-inclusive recruitment and employment practices were assessed using pre- and post-engagement survey ratings. The changes observed are summarised below.^{7, 8, 9, 10}

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about what neurodiversity is?

As shown in Figure 1, participants reported high baseline knowledge of neurodiversity, which remained high following engagement with the website. Mean knowledge scores increased slightly from pre-engagement ($M = 4.72$, $SD = 0.46$) to post-engagement ($M = 4.78$, $SD = 0.42$); however, this difference was not statistically significant, $t(31) = -0.70$, $p = .49$, $d = 0.12$, reflecting the high level of pre-engagement knowledge.

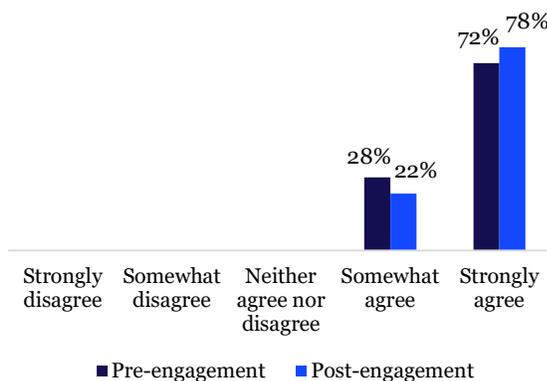


Figure 1. Pre- and post- knowledge ratings regarding what neurodiversity is (N=32).

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about the potential benefits of a neuro-inclusive workplace?

As shown in Figure 2, participants reported high baseline knowledge of the potential benefits of a neuro-inclusive workplace. Nonetheless, following engagement with the website, mean knowledge scores regarding the potential benefits of a neuro-inclusive workplace increased from pre-engagement ($M = 4.50$, $SD = 0.67$) to post-engagement ($M = 4.84$, $SD = 0.37$), and this increase was statistically significant, $t(31) = -2.98$, $p = .006$, $d = 0.53$, indicating a moderate effect size¹¹. This finding indicates that engagement with the website positively enhanced participants' knowledge of the potential benefits of a neuro-inclusive workplace.

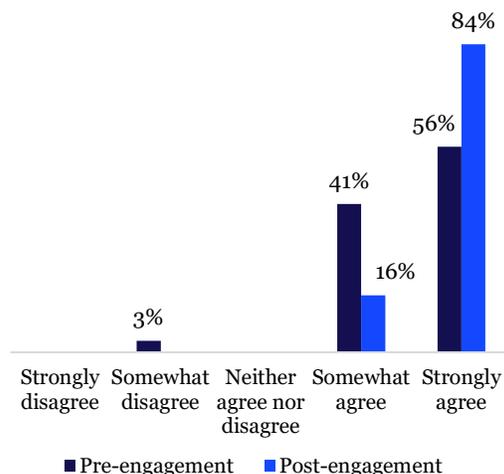


Figure 2. Pre- and post-engagement knowledge ratings regarding the benefits of a neuro-inclusive workplace (N=32).

⁷ **Autism SA Program Outcome 2:** Employers (clients) feel that they have increased their *knowledge/ability* to support people with disability in their workplace to feel valued and supported.

⁸ **Autism SA Program Outcome 3:** Employers (clients) report an increase in the *motivation/intent* to employ people that are neurodivergent.

⁹ **Autism SA Content Development Outcome 1:** Knowledge/ability in using inclusive recruitment processes.

¹⁰ **Autism SA Participant Outcome 1:** Fifty percent of people who engage with the resource report that it has helped them to support people with disability.

¹¹ Where effect sizes indicate the practical importance of a change, and include negligible (i.e., little to no meaningful change), small (i.e., slight but noticeable change that may have limited practical impact on its own), moderate (i.e., a clear and meaningful change that is likely to influence everyday practice), to large (i.e., a substantial change that is highly likely to make a real, practical difference)

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about how to make the organisation/business a neuro-inclusive workplace?

As shown in Figure 3, participants reported increased knowledge of how to make their organisation a neuro-inclusive workplace following engagement with the website. Mean knowledge scores increased from pre-engagement (M = 3.69, SD = 0.97) to post-engagement (M = 4.38, SD = 0.71), and this increase was statistically significant, $t(31) = -3.10, p = .004, d = 0.55$, indicating a moderate effect size. These results suggest that engagement with the website positively enhanced participants' knowledge of how to create a neuro-inclusive workplace.

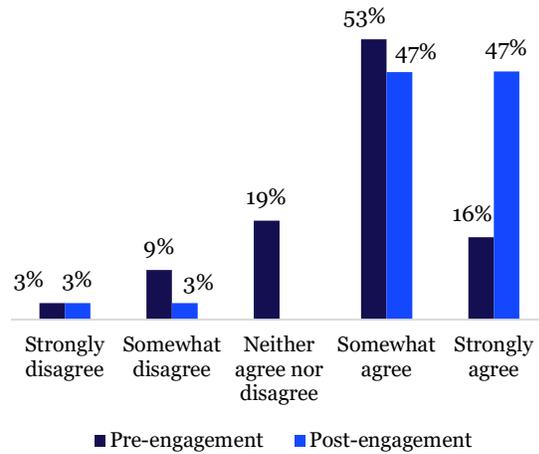


Figure 3. Pre- and post-engagement knowledge ratings regarding how to make a neuro-inclusive workplace (N=32).

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about how to make the organisation/business' recruitment practices neuro-inclusive to attract neurodivergent job seekers?

As shown in Figure 4, participants reported increased knowledge of how to make their recruitment practices more neuro-inclusive following engagement with the website. Mean knowledge scores increased from pre-engagement (M = 3.59, SD = 1.04) to post-engagement (M = 4.44, SD = 0.50), and this increase was statistically significant, $t(31) = -4.19, p < .001, d = 0.74$, indicating a large effect size. These results suggest that engagement with the website enhanced participants' practical readiness to apply neuro-inclusive recruitment practices in their organisations.

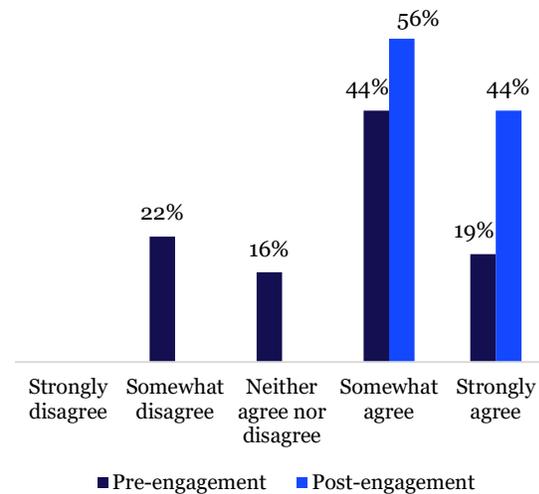


Figure 4. Pre- and post-engagement knowledge ratings regarding how to make recruitment practices more neuro-inclusive (N=32).

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about how to make their organisation/business' onboarding practices neuro-inclusive?

As shown in Figure 5, participants reported increased knowledge of how to make onboarding practices more neuro-inclusive following engagement with the website. Mean knowledge scores increased from pre-engagement ($M = 3.63$, $SD = 0.98$) to post-engagement ($M = 4.56$, $SD = 0.50$), and this increase was statistically significant, $t(31) = -4.80$, $p < .001$, $d = 0.85$, indicating a large effect size and reflecting improved readiness and capability to implement neuro-inclusive onboarding practices.

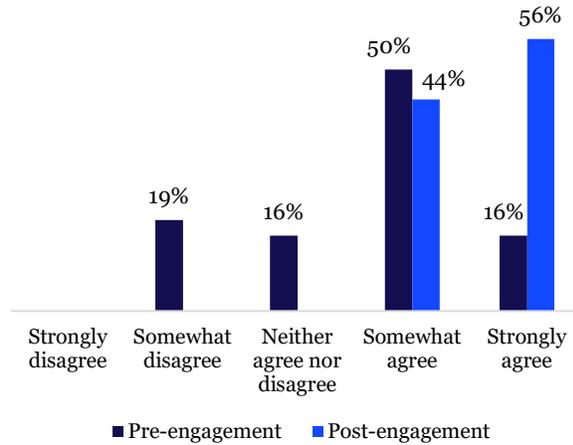


Figure 5. Pre- and post-engagement knowledge ratings regarding how to make onboarding practices more neuro-inclusive (N=32).

Has engagement with the *Neuro-inclusive Recruiting* website improved knowledge about how to support neurodivergent employees in their workplace to feel valued and supported? ¹²

As shown in Figure 6, participants reported high baseline knowledge regarding how to support neurodivergent employees. Nonetheless, following engagement with the website, mean knowledge scores regarding how to support employees increased from pre-engagement ($M = 4.34$, $SD = 0.55$) to post-engagement ($M = 4.63$, $SD = 0.49$), and this increase was statistically significant, $t(31) = -2.73$, $p = .010$, $d = 0.48$, indicating a moderate effect size. These findings suggest that engagement with the website further enhanced participants' knowledge of effective strategies to support neurodivergent employees and to promote inclusive, supportive workplace environments.

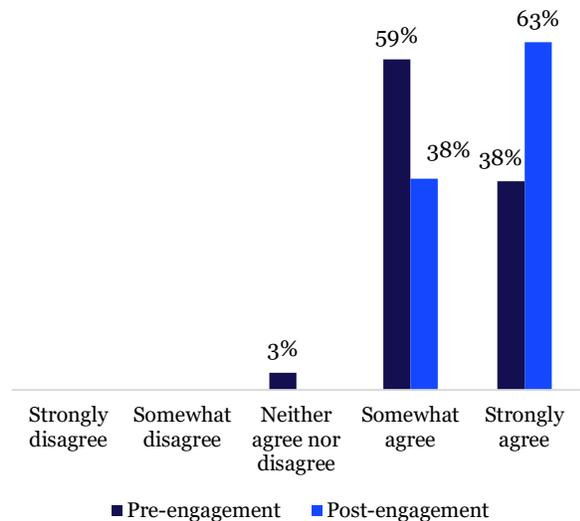


Figure 6. Pre- and post-engagement knowledge ratings regarding how to support neurodivergent employees (N=32).

¹² **Autism SA Participant Outcome 1:** Fifty percent of people who engage with the resource report that it has helped them to support people with disability.

To what extent has accessing the *Neuro-inclusive Recruiting* website improved your knowledge associated with neurodiversity and neuro-inclusive recruitment?

Participants rated on a 5-point scale whether using the *Neuro-inclusive Recruiting* website increased their knowledge associated with the website domain areas.

Table 4 Participant ratings of extent that engagement improved knowledge.

Has accessing the resources on the <i>Neuro-inclusive Recruiting</i> website improved your knowledge of:	1 Not at all	2 Very little	3 Some	4 Quite a bit	5 Very much	Mean (SD)
Neurodiversity?	0	3.1%	25.0%	21.9%	50.0%	4.19 (0.93)
The potential benefits of having a neurodivergent workforce?	0	0	15.6%	34.4%	50.0%	4.34 (0.74)
How to make your organisation a neuro-inclusive workplace?	0	0	15.6%	25.0%	59.4%	4.44 (0.76)
How to use recruitment practices that attract, assess and hire neurodivergent job seekers?	0	0	3.1%	37.5%	59.4%	4.56 (0.56)
How to make workplace onboarding, environments & practices neuro-inclusive?	0	0	15.6%	25.0%	59.4%	4.44 (0.76)
How to support neurodivergent employees to feel valued and supported?	0	0	9.4%	21.9%	68.8%	4.59 (0.76)

As shown in Table 4, participants reported improved knowledge across all five topics related to neurodiversity and neuro-inclusive recruitment and employment, with mean scores for each topic falling within the “quite a bit” to “very much improved” range. These findings suggest that engagement with the *Neuro-Inclusive Recruiting* website resources was a valuable learning experience and likely contributed to increased capability and readiness to implement neuro-inclusive practices in the workplace.

Participant comments regarding changes in knowledge revealed several consistent themes. Analysis indicated substantial increases in understanding of neurodiversity, particularly in relation to the diversity of neurodivergent experiences, terminology, and individual preferences. A prominent theme was the value of the website’s practical and evidence-based strategies, which supported the translation of inclusive principles into immediately actionable practices across recruitment, onboarding, and ongoing workplace support. Participants also reported heightened awareness of specific barriers faced by neurodivergent individuals (e.g., communication demands, sensory environments, and interview formats) and a clearer understanding of how reasonable adjustments and accommodations can mitigate these barriers. Additionally, many participants described greater recognition of the organisational and performance benefits of neurodiversity, alongside increased confidence in their roles as managers or employers to implement inclusive practices and provide effective, respectful support throughout the employee lifecycle.

4.1.3 Self-efficacy (confidence)

Changes in participants' self-efficacy related to engaging with neurodivergent job seekers and employees, as well as implementing and maintaining neuro-inclusive recruitment and employment practices, were assessed using pre- and post-engagement survey ratings. The observed changes are summarised below.^{13, 14, 15, 16, 17}

Has engagement with the *Neuro-inclusive Recruiting* website improved confidence with using neuro-inclusive recruiting practices in the workplace to attract, assess and employ neurodivergent people?

As shown in Figure 7, participants reported substantially greater confidence in using neuro-inclusive recruitment practices following engagement with the website resources. Mean self-efficacy scores increased from pre-engagement ($M = 3.69, SD = 1.18$) to post-engagement ($M = 4.55, SD = 0.51$), and this increase was statistically significant, $t(31) = -4.46, p < .001, d = 0.79$, indicating a large effect size. These findings indicate that engagement with the website substantially strengthened participants' self-efficacy and readiness to implement neuro-inclusive recruitment practices.

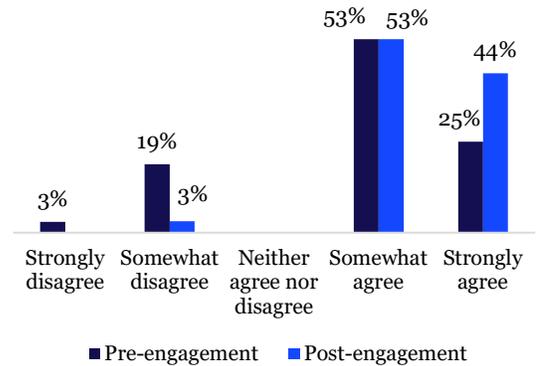


Figure 7. Pre- and post-engagement self-efficacy ratings associated with the use of neuro-inclusive recruitment practices (N=32).

Has engagement with the *Neuro-inclusive Recruiting* website improved confidence to maintain a neuro-inclusive and accessible workplace?

As shown in Figure 8, participants reported increased confidence in their ability to maintain a neuro-inclusive and accessible workplace following engagement with the website resources. Mean self-efficacy scores increased from pre-engagement ($M = 3.97, SD = 0.86$) to post-engagement ($M = 4.38, SD = 0.66$), and this increase was statistically significant, $t(31) = -2.52, p = .017, d = 0.47$, indicating a moderate effect size. These findings suggest that engagement with the website enhanced participants' confidence and capability to sustain neuro-inclusive and accessible workplace practices.

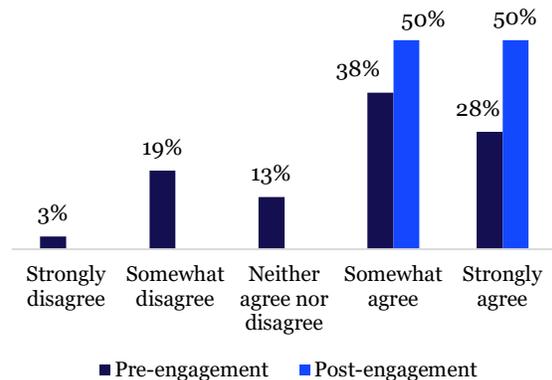


Figure 8. Pre- and post-engagement self-efficacy ratings associated with maintaining a neuro-inclusive and accessible workplace (N=32).

¹³ **Autism SA Program Outcome 1:** Employers (clients) report that they have enhanced *self-efficacy* to enhance inclusion and accessibility in their workplace.

¹⁴ **Autism SA Program Outcome 4.** Employers have an increase in confidence that they can engage and retain neurodivergent employees.

¹⁵ **Autism SA Content Development Outcome 2:** Increased self-efficacy in using inclusive recruitment processes.

¹⁶ **Autism SA Content Development Outcome 4:** Increased confidence in using inclusive recruitment processes.

¹⁷ **Autism SA Content Development Outcome 5:** Increased confidence in engaging with neurodivergent individuals.

Has engagement with the *Neuro-inclusive Recruiting* website improved confidence to engage with and support neurodivergent people in the recruitment process and in the workplace?

As shown in Figure 9, participants reported greater confidence in their ability to engage with and support neurodivergent job seekers during recruitment and neurodivergent employees in the workplace following engagement with the website resources. Mean self-efficacy scores increased from pre-engagement ($M = 4.22, SD = 0.75$) to post-engagement ($M = 4.63, SD = 0.49$), and this increase was statistically significant, $t(31) = -3.04, p = .005, d = 0.54$, indicating a moderate effect size. These findings indicate that engagement with the website strengthened participants' confidence and preparedness to effectively engage with and support neurodivergent individuals throughout recruitment and employment.

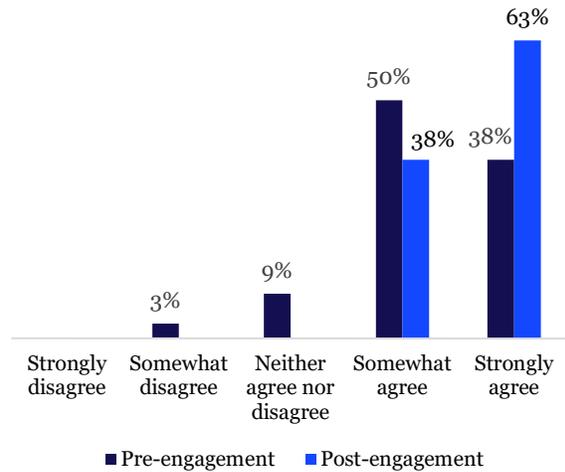


Figure 9. Pre- and post-engagement self-efficacy ratings associated with engaging and supporting neurodivergent job seekers and employees (N=32).

To what extent has accessing the *Neuro-inclusive Recruiting* website improved your confidence to engage with and support neurodivergent people in the recruitment process and in the workplace?

Participants rated on a 5-point scale whether using the *Neuro-inclusive Recruiting* website increased their confidence associated with the website areas.

Table 5 Participant ratings of extent that engagement improved confidence (self-efficacy).

Has accessing the resources on the <i>Neuro-inclusive Recruiting</i> website improved your confidence with:	1 Not at all	2 Very little	3 Some	4 Quite a bit	5 Very much	Mean (SD)
Using neuro-inclusive recruitment practices?	0	0	21.9%	34.4%	43.8%	4.22 (0.79)
Engaging with neurodivergent people during recruitment and in the workplace?	0	0	18.8%	37.5%	43.8%	4.25 (0.76)
Supporting neurodivergent people during recruitment and in the workplace?	0	0	12.5%	37.5%	50.0%	4.38 (0.71)
How to maintain a neuro-inclusive and accessible workplace to retain neurodivergent employees?	0	3.1%	18.8%	25.0%	53.1%	4.28 (0.88)

As shown in Table 5, participants reported improved confidence across all four topics related to neuro-inclusive recruitment and employment and supporting neurodivergent job seekers and employees, with the mean scores for each topic falling within the “quite a bit” to “very much improved” range. These findings

indicate that engagement with the website strengthened participants' self-efficacy and readiness to implement and sustain neuro-inclusive recruitment and employment practices.

Analysis of participant responses regarding how their confidence had changed revealed several consistent themes. Participants commonly reported increased confidence and self-efficacy in implementing neuro-inclusive recruitment and workplace practices, moving from a largely theoretical understanding to confidence in applying practical, actionable strategies. The availability of evidence-based resources, templates, frameworks, and clear guidance was frequently cited as critical in supporting implementation and advocacy, including the use of appropriate language and communication approaches. Participants also highlighted improved awareness of barriers faced by neurodivergent individuals, particularly during recruitment and onboarding, and greater confidence in making reasonable adjustments across the employee lifecycle. Many noted that the resources supported knowledge-sharing and influence, enabling them to engage colleagues, managers, and HR with evidence-informed practices, while some acknowledged ongoing organisational constraints (e.g., concerns regarding leadership capability, organisational culture, limited authority to make changes), that may limit implementation despite increased individual confidence.

4.1.4 Motivation

Changes in participants' motivation to increase neurodiversity in their workplace and utilise neuro-inclusive recruiting practices were assessed using pre- and post-engagement survey ratings. The observed changes are summarised below.^{18, 19, 20}

Has engagement with the *Neuro-inclusive Recruiting* website improved motivation to employ neurodivergent people?

As shown in Figure 10, participants reported high motivation to employ neurodivergent people at both pre- and post-engagement. Mean motivation scores increased from pre-engagement ($M = 4.84, SD = 0.37$) to post-engagement ($M = 4.97, SD = 0.18$), and this increase was statistically significant, $t(31) = -2.10, p = .044, d = 0.37$, indicating a small-to-moderate effect size. These findings suggest that engagement with the website further strengthened participants' already high motivation to employ neurodivergent people.

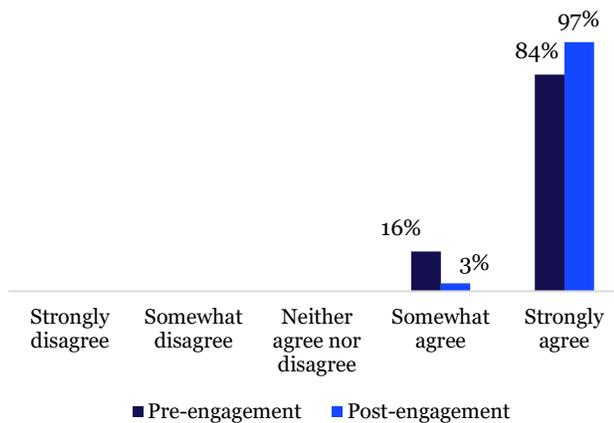


Figure 10. Pre- and post-engagement ratings of motivation to employ neurodivergent people (N=32).

¹⁸ **Autism SA Program Outcome 3:** Employers (clients) report an increase in the *motivation/intent* to employ people that are neurodivergent.

¹⁹ **Autism SA Content Development Outcome 3:** Increased motivation to use inclusive recruitment processes.

²⁰ **Autism SA Participant Outcome 3.** Users report that they intend to employ neurodivergent people as a result of engagement.

The post-engagement survey provided participants with an opportunity to comment on their motivation to employ neurodivergent people. Participant comments reflected several strong and consistent motivation-related themes. A dominant theme was recognition of the unique strengths and value neurodivergent individuals bring to workplaces, including creativity, diverse perspectives, problem-solving ability, loyalty, patience, innovation, and enhanced team and organisational performance. Many participants framed their motivation in terms of equity, fairness, and social inclusion, emphasising a belief in inclusive employment and the importance of representation and belonging.

Lived experience also emerged as a key driver, with participants citing personal neurodivergence, family experience, or existing neurodivergent colleagues as reinforcing their commitment and motivation. Several participants highlighted the business and organisational benefits of neurodiversity, such as access to a broader talent pool, improved productivity, innovation, and risk management. Engagement with the website further strengthened motivation by increasing knowledge, reducing uncertainty, and demonstrating that inclusive recruitment is both achievable and impactful. While some participants noted practical or organisational constraints, overall motivation to employ neurodivergent people was described as high, values-driven, and ongoing.

Has engagement with the *Neuro-inclusive Recruiting* website improved motivation to use neuro-inclusive practices in the workplace?

As shown in Figure 11, participants reported high motivation to use neuro-inclusive recruitment practices at both pre- and post-engagement. Mean motivation scores increased slightly from pre-engagement ($M = 4.91, SD = 0.30$) to post-engagement ($M = 4.94, SD = 0.25$); however, this change was not statistically significant, $t(31) = -0.44, p = .662, d = 0.08$, indicating a negligible effect size. These findings suggest that participants' motivation to use neuro-inclusive recruitment practices was already high at baseline and remained consistently high following engagement with the website.

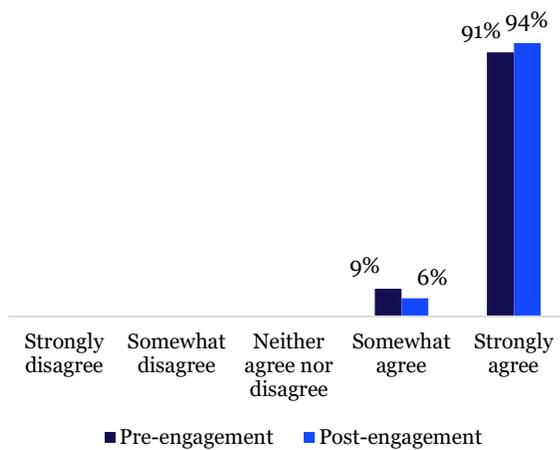


Figure 11. Pre- and post-engagement ratings of motivation to use neuro-inclusive recruiting practices (N=32).

The post-engagement survey provided participants with an opportunity to comment on their motivation to use neuro-inclusive recruiting practices. Participant responses reflected several consistent motivation-related themes. Participants reported high and often strengthened motivation to use neuro-inclusive recruitment practices, driven by commitments to fairness, equity, and accessibility. Many highlighted the practical value of the resources, noting that clear guidance, examples, and evidence made it easier to adjust job advertisements, position descriptions, and recruitment processes. A further theme was recognition that neuro-inclusive practices benefit everyone, improving workplace culture, safety, wellbeing, and team

performance beyond recruitment alone. Participants also reported increased confidence and empowerment, noting a greater willingness to implement changes within areas of their control, alongside an awareness that broader organisational timelines and structural constraints may influence the scope and pace of implementation. Overall, motivation was described as strong, values-based, and reinforced by the practical, evidence-informed guidance available on the website.

Has engagement with the *Neuro-inclusive Recruiting* website improved intentions to increase neurodiversity in the workplace?

As shown in Figure 12, participants reported high intentions to increase neurodiversity in their workplace at both pre- and post-engagement. Mean intention scores increased slightly from pre-engagement ($M = 4.44, SD = 0.98$) to post-engagement ($M = 4.56, SD = 0.76$); however, this change was not statistically significant, $t(31) = -0.725, p = .474, d = 0.13$, indicating a negligible effect size. These findings suggest that participants' intentions to increase neurodiversity in the workplace was already high at baseline and remained consistently high following engagement with the website.

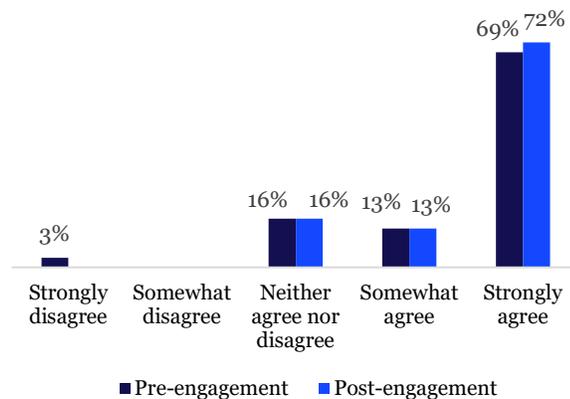


Figure 12 pre- and post-engagement ratings of intentions to increase neurodiversity in the workplace (N=32).

Analysis of post-engagement responses regarding intentions to increase neurodiversity in the workplace revealed several consistent themes. Participants expressed strong intentions and motivation to increase neurodiversity, grounded in commitments to equity, inclusion, and fairness, and in recognition of the organisational benefits of neurodiversity, including improved problem-solving, creativity, innovation, staff retention, and service quality. Many highlighted the value of inclusive and unbiased recruitment processes, alongside the importance of disclosure safety and creating environments where neurodivergent individuals feel welcomed, supported, and valued.

A further theme was practical readiness, with participants describing clear plans to adapt recruitment, onboarding, and workplace practices (e.g., flexible interviews, clear communication, sensory-friendly environments) and to advocate for change with colleagues, HR, or leadership. Several noted that the website made implementation steps clearer and more achievable. At the same time, responses acknowledged contextual constraints, including lack of hiring authority, limited management support, teams already largely neurodivergent, or the need for gradual change away from traditional recruitment models. Overall, participants viewed increasing neurodiversity as both feasible and beneficial, with intentions shaped by opportunity, timing, and organisational context rather than lack of commitment.

Are there any concerns that some members of the organisation/business may not be motivated or willing to support changes to create a neuro-inclusive workplace?

Thirty eight percent of participants (n=12) indicated on their post-engagement surveys that they considered there may some members of the organisation/business who may not be motivated or willing to support changes to create a neuro-inclusive workplace. Concerns raised by participants clustered around several key themes. A prominent issue was limited understanding and outdated attitudes toward neurodiversity, including misconceptions about capability, productivity, and suitability for certain roles, particularly among longer-tenured staff and some leaders. Participants also noted stigma and reluctance to provide reasonable adjustments, often linked to a lack of awareness or overly rigid HR processes. Organisational and structural barriers were also cited, including siloed hierarchies, inconsistent commitment across departments, funding and time constraints, and gaps between stated inclusion goals and actual practice. Variability in leadership capability and support again emerged as a concern, with some leaders perceived as hesitant, risk-averse, or insufficiently equipped to champion neuro-inclusive change. Finally, participants highlighted the need for ongoing education, communication, and leadership reinforcement to address judgement, build confidence in making adjustments, and ensure consistent implementation across teams, rather than relying on individual

4.1.5 Recruitment Intentions & Plans

In the post-engagement surveys, participants were asked about their future intentions to modify recruitment practices to attract more neurodivergent candidates, as well as whether they anticipated any challenges in implementing changes to their current recruitment practices. The responses are summarised below.^{21, 22, 23}

Since engaging with the *Neuro-inclusive Recruiting* website have you or do you intend to recruit neurodivergent job seekers?

In the post-engagement surveys, participants were asked whether they had or intended to recruit neurodivergent job seekers. Participants generally noted that the short evaluation timeframe limited opportunities to implement neuro-inclusive recruitment practices. Nevertheless, following engagement with the *Neuro-Inclusive Recruiting* website, over half of participants (59%, n = 19) reported an intention to recruit neurodivergent job seekers. Of the remaining participants, 19% (n=6) were not sure and 22% (n=7) indicated no employment intentions. Responses reflected uncertainty and constraints related to their job role scope, short evaluation timing, and organisational context, with participants noting limited hiring authority, lack of current vacancies, organisational change, or business size as barriers to immediate recruitment. Despite these constraints, participants generally reported increased awareness and confidence and expressed an intention to apply inclusive principles and recruit neurodivergent individuals when opportunities arise.

The 59% of participants who indicated they had recruitment intentions indicated that recruitment would involve a variety of employment capacities: permanent full time (range 1 – 50, median number = 2),

²¹ **Autism SA Participant Outcome 3.** Users report that they intend to employ neurodivergent people as a result of engagement.

²² **Autism SA Participant Outcome 4.** Users that report an intent to employ neurodivergent people and report that people with disabilities will be employed in a variety of capacities (Ongoing-1084, Contract-1084, Full time-1084, Part time-1084, Short term/Casual- 1084)

²³ **Autism SA Content Development Outcome 6:** Increased *intent* in recruiting neurodivergent individuals.

permanent part-time (range 1 – 50, median number = 2), contract (range 2– 30, median number = 3), casual (range 1 – 30, median number = 5), work experience (range 1 – 50, median number = 2).

Roles to be recruited spanned multiple major occupation groups, with strongest representation among clerical and administrative workers, professionals (education, child and family services, policy, and research), and community and personal service workers, alongside smaller numbers in technology, operational, managerial, and labourer roles.

Has engagement with the *Neuro-inclusive Recruiting* website change recruitment intentions?

Although not all participants indicated that they had or intended to employ neurodivergent job seekers following their website engagement, the majority indicated that the *Neuro-Inclusive Recruiting* website engagement had positively influenced intentions to recruit neurodivergent individuals. Fifty percent of participants (n = 16) indicated they were much more likely and 31.3% (n = 10) indicated they were somewhat more likely to do so. Analysis of responses indicated several converging themes. Website engagement increased recognition of the strengths and value neurodivergent individuals bring to organisations, reframing perceived challenges as potential assets. Many participants reported greater confidence and willingness to recruit neurodivergent people, supported by clearer understanding of legal obligations, reasonable adjustments, and practical strategies that made inclusive recruitment feel achievable. A strong theme was the importance of fair, merit-based recruitment, with participants emphasising creating a more level playing field rather than preferential treatment. Participants with lived experience of neurodivergence highlighted a personal commitment to advocacy and change, while others noted that the resources helped address entrenched recruitment practices and reduced perceived barriers to implementation. Overall, the website was viewed as strengthening both confidence and capability to pursue neuro-inclusive recruitment in the future.

Six participants reported no change in intention. Explanations from participants indicated pre-existing positive attitudes toward employing neurodivergent individuals, with the website reinforcing confidence in neuro-inclusive practices and offering ideas for improvement. Some noted practical constraints on hiring, while others emphasised a continued commitment to recruiting based on role fit alongside more inclusive recruitment and management practices.

Are there any anticipated issues with implementing neuro-inclusive recruiting practices?

Just over half of participants (53%, n = 17) reported that they did not anticipate difficulties in implementing neuro-inclusive recruitment practices or maintaining a neuro-inclusive workplace within their organisation. Three participants (9%) were uncertain, while 38% (n = 12) anticipated potential challenges. Responses from these participants highlighted organisational and cultural barriers to implementation (e.g., including slow institutional change, entrenched attitudes and ableism) and the need for broad mindset shifts among leaders and staff. Participants also identified structural and operational challenges, such as alignment with existing systems, policy and training requirements, resourcing constraints, interdepartmental consistency, and external bottlenecks (e.g., medical clearances), noting that while progress is possible, embedding neuro-inclusive recruitment practices requires time, sustained effort, and organisational momentum.

4.1.6 Outcome Evaluation Findings Summary

The findings reported above suggest that engagement with the *Neuro-Inclusive Recruiting* website was associated with clear and meaningful benefits across participant support capability, knowledge, self-efficacy, motivation, and recruitment intentions. While many participants commenced the evaluation with relatively high baseline awareness and motivation—consistent with their self-selected participation—the ratings provided on surveys suggested that engagement strengthened their practical capability, confidence, and readiness to act, particularly in applied areas of recruitment, onboarding, and workplace support.

Support capability and practical usefulness outcomes: Support capability outcomes showed strong positive effects, with 94% of participants reporting improved understanding of how to support neurodivergent people, despite many having prior experience employing neurodivergent staff. Qualitative findings highlighted enhanced understanding of neurodiversity, an awareness that there is no “one-size-fits-all” approach, and strong appreciation for the website’s strengths-based framing, evidence-informed guidance, and accessible design. Participants frequently reported increased confidence, empathy, and advocacy, with intentions to implement changes within their organisations. In terms of practical usefulness, 91% of participants rating the resources as good or excellent. Participants particularly valued the practical, actionable guidance—including step-by-step strategies, templates, tools, and case studies—which supported the application of neuro-inclusive principles across recruitment, onboarding, and disclosure processes. While a small number of participants identified opportunities for improvement, overall the website was viewed as a high-quality, accessible, and effective hands-on resource for implementing neuro-inclusive recruitment practices.

Knowledge outcomes: Knowledge outcomes demonstrated significant improvements across most domains assessed. While baseline knowledge of what neurodiversity is was high and remained so, statistically significant gains were observed in participant knowledge of the benefits of neuro-inclusive workplaces, how to create neuro-inclusive organisations, recruitment practices, onboarding processes, and how to support neurodivergent employees. Effect sizes for the pre- to post-engagement mean comparisons ranged from moderate to large, particularly for recruitment and onboarding knowledge, suggesting that participants gained conceptual knowledge and implementation readiness. Self-reported changes in knowledge ratings further reinforced these findings, with changes in knowledge for each of the domains rated in the “quite a bit” to “very much improved” range. Qualitative responses confirmed that participants valued the website’s practical and evidence-based strategies and that engagement increased awareness of barriers for neurodivergent job seekers and employees and provided a clearer understanding of reasonable recruitment and workplace adjustments and accommodations.

Self-efficacy (confidence) outcomes: Self-efficacy outcomes were uniformly positive. All measured self-efficacy domains showed statistically significant improvements, with moderate to large effect sizes. Participants reported increased confidence in using neuro-inclusive recruitment practices, engaging with and supporting neurodivergent job seekers and employees, and maintaining neuro-inclusive and accessible workplaces. Qualitative data indicated a shift from a theoretical understanding to confidence in how to apply tangible strategies, supported by templates, frameworks, and shared language. While participants acknowledged organisational constraints - such as limitations in leadership capability, aspects of organisational culture that are not fully inclusive, and restricted authority within their current roles to enact

change - the website was widely viewed as supporting ongoing capability building and strengthening advocacy for inclusive practices within their organisations and businesses.

Motivation outcomes: Motivation outcomes indicated that participants' motivation to employ neurodivergent people, use neuro-inclusive recruitment practices, and increase workplace neurodiversity was already high at baseline and remained consistently high at post-engagement. Where statistically significant pre- to post-engagement changes occurred, the effects were small, likely reflecting ceiling effects rather than a lack of impact. Qualitative findings suggested that engagement with the website reinforced and strengthened motivation, particularly through its emphasis on equity, inclusion, and focus on the organisational benefits of neurodiversity. Participants described their motivation to implement neuro-inclusive recruitment and employment practices as values-driven, frequently informed by lived experience, and strengthened by practical guidance that made inclusive practices feel achievable.

Recruitment intentions and plans outcomes: Recruitment intention findings indicated that over half of participants (59%) reported intentions to recruit neurodivergent job seekers following engagement, although this did not translate to actual recruitment due to the short evaluation timeframe and contextual constraints such as lack of vacancies, limited hiring authority, organisational change, or limitations due to business size. Participants who reported increased likelihood of recruiting neurodivergent candidates attributed this to improved confidence, clearer understanding of reasonable adjustments, and the reframing of neurodivergence as an organisational asset. Anticipated challenges were primarily organisational and cultural in nature, including slow institutional change, entrenched attitudes, inconsistent leadership support, and resourcing constraints.

Overall, the findings indicate that the *Neuro-Inclusive Recruiting* website functions as an effective, accessible, and evidence-based digital resource that strengthens employer knowledge, confidence, motivation, and readiness to implement neuro-inclusive recruitment and employment practices. Importantly, the ongoing availability of the website enables users to revisit content to support manager upskilling, address organisational barriers such as leadership capability and culture, and sustain progress toward more equitable, inclusive, and supportive workplaces for neurodivergent individuals over time.

4.2 Case Studies Examples of Application

The two case studies below draw on semi-structured interviews that explored each interviewee's professional and organisational context (including organisation size, job roles, and current recruitment practices, barriers, and available adjustments), the impact of engaging with the Neuro-Inclusive Recruiting website (including changes in knowledge, confidence, motivation, intentions, and practical application), and future plans for implementation (including anticipated challenges and how the Neuro-Inclusive Recruiting website resources may support their resolution). Interview questions were provided to participants in advance and are included in Appendix 3. Appendix 4 presents the case study findings mapped to the Autism SA grant participant, program, content development, and digital development outcomes.

Two case studies were conducted with participants who had engaged with the Neuro-Inclusive Recruiting resources and completed the evaluation. Both participants worked in large organisations (defined as employing more than 200 employees), with one participant based in the public sector and the other in the

not-for-profit sector. Together, the case studies provide support for the value of the Neuro-Inclusive Recruiting resources across different industry sectors and organisational contexts, demonstrating their applicability to varied governance environments, recruitment structures, and workforce settings.

4.2.1 Case Study 1: Applying Neuro-Inclusive Recruitment in a Public Sector Context

Participant Role and Professional Context

The participant works within a large public sector organisation in the Public Administration and Safety industry sector and holds a senior Strategic Initiatives and Business Transformation role. In this position, they manage projects and lead change initiatives, with a strong focus on redesigning how jobs and services are structured and delivered to ensure roles and systems operate as effectively as possible. With formal HR qualifications and prior experience in other HR roles, the participant regularly supports business areas on recruitment practices, while responsibility for hiring decisions remains with individual teams in line with public sector governance arrangements.

Pathway to Engaging with the Neuro-Inclusive Recruiting Website

The participant first engaged with the Neuro-Inclusive Recruiting website after what they described as “going down a rabbit hole” of research into psychosocial safety, diversity, accessibility, and job design. This broader interest in how systems and environments shape people’s ability to perform at work—including the understanding that happier and well-supported employees demonstrate higher productivity, lower absenteeism, and more positive team engagement—naturally led them to the website.

Recruitment Philosophy and Governance Frameworks

From the participant’s perspective, recruitment ultimately comes down to one core principle: finding the best person for the job. In the public sector, this principle is upheld through merit-based recruitment frameworks governed by legislation, regulations, enterprise agreements, and Office of the Commissioner for Public Sector Employment guidance. While these requirements can constrain how recruitment is conducted, the participant emphasised that they also reduce subjectivity by requiring evidence-based assessment and ranking of applicants.

Use of Reasonable Adjustments in Recruitment

Within the merit-based public sector recruitment frameworks, the participant highlighted that there remains scope for flexibility, particularly through the use of reasonable adjustments. They described routinely providing adjustments regardless of whether a candidate has disclosed a disability, including supplying interview questions in advance, allowing candidates time to read and make notes, and explicitly reassuring applicants that asking for questions to be repeated or referring to notes will not negatively affect their assessment. In their view, these adjustments do not advantage some candidates over others; rather, they allow all candidates to demonstrate their capability more accurately.

Barriers for Neurodivergent Job Seekers

The participant acknowledged that public sector recruitment can create real barriers for neurodivergent job seekers. They identified challenges such as inconsistent or unclear job advertisements, overly detailed or insufficient role information, and a general lack of understanding about how state government applications

are structured and how candidates are expected to respond in both written applications and interviews. These barriers can disadvantage candidates before they even reach the interview stage.

The participant also described how limited understanding of neurodivergence among interview panel members can influence assessment. They recalled an interview where a candidate struggled to maintain eye contact, which one panel member initially found difficult to move beyond when evaluating the candidate's performance. The participant explained that reduced eye contact can be associated with neurodivergence and may even help some individuals organise their thoughts. For them, this example illustrated a broader risk in recruitment: without clear guidance, capable candidates can be unintentionally overlooked due to behaviours unrelated to job performance.

Value of the Neuro-Inclusive Recruiting Website

As a neurodivergent person themselves, the participant entered the Neuro-Inclusive Recruiting website with high baseline knowledge, confidence, and motivation for neuro-inclusive recruitment. The value of the online resources was not in changing their mindset, but in what the resources enabled them to do next. They described the website as providing scientifically robust, credible evidence that could be used to build a compelling business case for change—one that speaks not only to inclusion, but also to good governance, sound decision-making, and enhanced organisational performance. They also noted that while awareness and understanding are important, many busy line managers primarily want to know “*how*” to do inclusive recruitment, rather than “*why*” it matters.

The participant spoke very positively about the Neuro-Inclusive Recruiting website's practical focus, particularly the tools related to interviews and assessment. They noted that neurodiversity—and people more broadly—is highly nuanced, and that even strong candidates can “*bomb*” interviews due to nerves. Creating a comfortable interview environment, supported by structured and inclusive assessment methods, was seen as critical to identifying the best candidate. The participant described a strong keenness to incorporate the Neuro-Inclusive Recruiting resources into a broader recruitment framework they have developed, alongside other best-practice resources, to promote inclusive recruitment within their organisation.

The [Assessment Methods Matrix](#) from the Neuro-Inclusive Recruiting website was highlighted as a standout resource, particularly valuable for managers without formal HR experience. The participant emphasised that these tools should be applied universally, rather than only when a candidate identifies as neurodivergent. In their view, universal application reduces reliance on disclosure, mitigates unconscious bias, and supports fairer decision-making for all candidates.

Ease of use was identified as another key strength. The participant described the website as intuitive, practical, and well suited to time-poor managers, allowing users to quickly access tools without needing to work through dense content. In their view, this simplicity is what makes real-world uptake possible. They rated the website 99.9 out of 100, describing it as almost complete.

Impact, Advocacy and Future Directions

Looking ahead, the participant described making changes within their own recruitment practice, with plans to drive further change across their portfolio and raise the tools with organisational leadership. Their longer-

term hope is that their recruitment framework, incorporating the Neuro-Inclusive Recruiting resources, will be adopted more broadly across the organisation.

While acknowledging that resistance to change is inevitable, the participant was clear that it should not go unchallenged. They expressed confidence that once inclusive practices are normalised and embedded, they will be adopted—particularly with senior leadership support. They believed leadership would be receptive to resources that promote fair, transparent, and defensible employment decisions. In this context, the participant viewed the website’s reliance on evidence rather than anecdote as a critical strength.

The participant strongly advocated for the website to be promoted through the Office of the Commissioner for Public Sector Employment and Equal Opportunity agencies, noting that government agencies are required to have disability and inclusion plans and that the Neuro-Inclusive Recruiting website represents a high-quality, practical resource that could be embedded within these frameworks. They also recommended strengthening the focus on “*return on investment*”, recognising that not all organisations will engage with neuro-inclusive recruitment simply because it is the right thing to do—many need to see the tangible value in terms of productivity, retention, and workforce performance.

The remaining gap, they felt, sits on the other side of the recruitment table. While the website strongly supports employers, the participant noted that neurodivergent job seekers—particularly those navigating formal government recruitment—may still struggle. Processes such as addressing selection criteria, using structured interview responses, and choosing direct rather than passive language can be opaque and stressful. Existing resources such as the Australian Public Service Commission’s *Cracking the Code* initiative help applicants to decode these expectations, and the participant suggested that incorporating similar, clear and accessible guidance for neurodivergent job seekers would significantly enhance the impact of the Neuro-Inclusive Recruiting website.

Summary Reflection

This case study highlights how the Neuro-Inclusive Recruiting website has the potential to support systems-level change in public sector recruitment by providing practical, evidence-based tools that align with merit-based principles and governance requirements. For this participant, the value of the resource was in enabling advocacy and action—using credible frameworks to improve fairness, clarity, and assessment quality for all candidates through small, universal adjustments that do not rely on disclosure. The case shows that barriers for neurodivergent job seekers often arise from inconsistent job design, unclear expectations, and limited panel understanding rather than policy constraints, and demonstrates how the website can empower internal champions to embed neuro-inclusive practices within broader organisational frameworks while also identifying a need for stronger guidance for neurodivergent job seekers navigating complex recruitment systems.

4.2.2 Case Study 2: Applying Neuro-Inclusive Recruitment in a Not-for-Profit Context

Participant Role and Professional Context

The participant is a neurodivergent professional working in a large not-for-profit organisation in the health care and social assistance sector, employing over 1,000 staff across multiple Australian states. At the time of engaging with the Neuro-Inclusive Recruiting website, the participant was a Team Leader with recruitment responsibilities, including screening applications, conducting phone screening interviews, and participating in face-to-face interviews alongside HR. The organisation uses a structured, HR-led recruitment system in which vacancies are raised through HR, job descriptions are co-developed, roles are advertised on SEEK, applications are screened online, and shortlisted applicants progress through staged interviews.

Pathway to Engaging with the Neuro-Inclusive Recruiting Website

The participant recalls discovering the website via social media and was personally drawn to it due to their lived experience of neurodivergence. This personal connection prompted engagement with the resource and later motivated the participant to share the website with the organisation's HR recruitment team.

Recruitment Philosophy and Governance Frameworks

The organisation has a strong commitment to diversity and inclusion and has recently reviewed its diversity and inclusion framework. While the organisation performs well across several diversity areas (e.g., cultural and gender diversity), the participant noted that neurodiversity had not historically received the same level of focus. Recent changes to job advertisements now explicitly reference inclusive culture and invite applicants to request reasonable adjustments. The organisation has also introduced inclusive meeting protocols and established a neurodivergent employee network to support inclusion, reduce stigma, and promote innovation and employee satisfaction.

Use of Reasonable Adjustments in Recruitment

The organisation's current job advertisements now explicitly invite applicants to request accommodations. Following engagement with the website, the participant observed that the organisation's recruitment messaging has become more inclusive, although they are unsure whether this is directly attributable to the website. One newly recruited neurodivergent employee has worked with their manager to implement workplace adjustments (e.g., preference for natural lighting, communication preferences).

Barriers for Neurodivergent Job Seekers

The participant identified that barriers to neuro-inclusive recruitment are not primarily related to policies or procedures but to variability in manager understanding and attitudes toward neurodivergence. Some managers may unintentionally screen out candidates who do not respond to job criteria in expected ways, without recognising how job advertisements or application processes may be unclear or inaccessible for neurodivergent applicants. Persistent misconceptions (e.g., assumptions about empathy or eye contact) were also noted as influencing perceptions of suitability for roles.

Value of the Neuro-Inclusive Recruiting Website

The participant described the website as highly practical, accessible, and usable for time-poor managers, noting that within five minutes managers could gain “ideas they can run with.” Particularly valuable elements included:

- Clear, sequential explanations of how neurodivergence may impact recruitment stages
- Research-based frameworks and examples
- Myth-busting and bias-challenging content
- A strengths-based framing of neurodivergence
- Practical tools, guides, and templates
- A non-clinical tone that made neuro-inclusivity feel achievable

The resource was viewed as particularly useful for addressing variability in manager understanding and reducing unconscious bias in recruitment processes.

Impact, Advocacy and Future Directions

The participant shared the website with HR and believes it has contributed to ongoing conversations about inclusion. They observed more inclusive recruitment messaging and noted an example of a newly recruited neurodivergent employee being supported with environmental and communication adjustments. The website strengthened the participant’s commitment to advocate for neuro-inclusive practices and provided practical resources and evidence that the organisation could use.

While not all managers prioritise neuro-inclusivity, the participant felt the website demonstrated that adjustments are simple, evidence-based, and feasible in practice. They also suggested that a future addition of guidance for neurodivergent job seekers would enhance the resource and emphasised the importance of maintaining and updating the website as research and legislation evolve.

Summary Reflection

This case study illustrates how the Neuro-Inclusive Recruiting website supports the practical application of neuro-inclusive recruitment within a large not-for-profit organisation. The participant has shared the resource with the HR team and considered it will provide clear, research-based guidance, tools, and language to challenge misconceptions, reduce unconscious bias, and advocate for reasonable adjustments across recruitment, meetings, and workplace practices. Importantly, the website was seen as particularly valuable for supporting manager understanding and translating inclusive principles into actionable practice in real organisational settings.

4.2.3 Summary of Case Study Findings

Across both case studies - one in a large not-for-profit service organisation and one in a highly governed public sector environment - the Neuro-Inclusive Recruiting website was shown to support change not by altering values or motivation, but by providing practical, credible, and easy-to-apply tools that increased confidence, advocacy, and practical capability. In both contexts, participants already had strong diversity intentions and, in both cases, lived experience of neurodivergence. The website's primary value was in translating inclusive principles into actionable recruitment and workplace practices that could be shared with HR teams, managers, and leadership. Common themes included the usefulness of strengths-based framing, myth-busting content, structured interview and assessment guidance, and the accessibility of the resources for time-poor managers. Both participants identified that the main barriers to neuro-inclusive recruitment were not policy limitations, but variability in manager understanding, inconsistent job design, unclear recruitment expectations, and unconscious bias during assessment. In both organisations, the website supported advocacy for change, contributed to inclusive messaging and practices, and was seen as a tool that could be embedded into broader organisational frameworks and governance processes.

These case studies demonstrate that the Neuro-Inclusive Recruiting website is transferable across very different organisational contexts, including community service organisations and tightly regulated public sector systems. The resource is particularly effective for influential staff who are positioned to shape recruitment practice but may not have full hiring authority, as it provides evidence-based tools and language that align with existing governance, HR, and merit-based frameworks. The findings suggest that the website's strengths-based, practical, and non-clinical approach makes neuro-inclusive recruitment feel achievable for managers regardless of sector, and that universal application of the tools can improve recruitment fairness for all candidates. The cases also indicate that the website can support both cultural change (through awareness and bias reduction) and systems change (through structured tools and frameworks), making it suitable for organisations of varying size, structure, and maturity in diversity and inclusion practices.

The case studies provide rich, real-world examples of how the website translated into advocacy, behaviour change, and practical workplace adjustments, directly reinforcing the participant, program, content, and digital development outcomes demonstrated in the survey findings as shown in Appendix 4.

4.3 User Evaluation Findings

The user evaluation of the Neuro-inclusive Recruiting website involved an evaluation of the quality and usefulness of the website and of the usability of the website system used to deliver the online resources (i.e., considered in terms of the system, information, and interface quality of the module platform).

4.3.1 Website Content Quality

In the post-engagement surveys, participants were asked to rate the overall quality of the *Neuro-Inclusive Recruiting* website resources using a five-point scale (1 = needs considerable improvement to 5 = excellent). As shown in Figure 13, ratings indicated that the quality of the website content was viewed very favourably, with no participants reporting that considerable improvements were needed. The mean rating ($M = 4.56, SD = 0.84$) fell between “good” and “excellent”, reflecting strong overall satisfaction with the resources.

Analysis of participant feedback identified several consistent themes regarding the quality of the *Neuro-Inclusive Recruiting* website resources.

Overall, participants viewed the resources as high quality, well researched, and highly practical, frequently describing them as clear, comprehensive, and easy to understand. A strong and recurring theme was the practical and actionable nature of the content, with participants valuing concrete strategies, tools, templates, and real-world case studies that translated inclusive principles into everyday recruitment and workplace practice.

Participants also highlighted the accessibility and usability of the website, including intuitive navigation, logical structure, clear and non-technical language, and accessibility features that allowed users to customise their experience. Many noted that the information was pitched appropriately for a broad audience, avoiding overwhelming detail while remaining thorough and informative. The balance of written content with videos, images, and downloadable or printable materials was seen as enhancing engagement and ease of use.

Suggestions for improvement focused on further practical supports, including additional downloadable templates, step-by step implementation guides (e.g., add “Start here” pathways for various roles, organisation size, and according to HR experience), clearer guidance on where organisations might start (e.g., “quick wins”), and stronger signposting to financial supports, grants, or government subsidies available to employers and that could further incentivise uptake and prioritisation of neuro-inclusive practices. A small number of participants requested links to academic references and others suggested more real-life examples and testimonials, particularly lived-experience perspectives (e.g., requests for workplace support) and sector-specific case studies, to increase relatability and challenge assumptions about neurodiversity. Despite these suggestions, the website was overall regarded as a comprehensive, user-friendly, and valuable “one-stop” resource that supports confidence and capability in neuro-inclusive recruitment and employment practices, and would benefit from ongoing co-design, regular updates, and continuous feedback from people with lived experience.

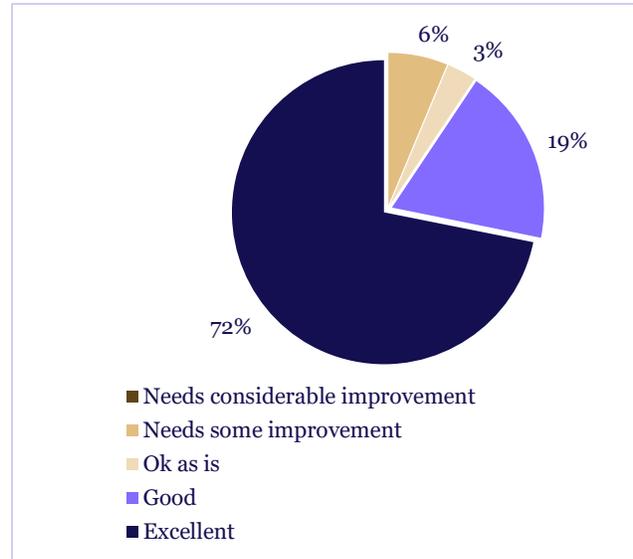


Figure 13. Ratings of content quality

4.3.2 Website Usability Evaluation

Participants were asked to provide their perspectives of their experience and engagement with the *Neuro-inclusive Recruiting* website using the 16-item Post-Study System Usability Questionnaire (PSSUQ; Lewis, 2002). The PSSUQ utilises a 7-point scale ranging from 1 (strongly agree) to 7 (strongly disagree), with lower scores indicating better perceived usability and quality. PSSUQ findings for the overall measure and three subscale scores for participant ratings of the *Neuro-inclusive Recruiting* website are as follows: ²⁴

Table 6 PSSUQ scores for the *Neuro-inclusive Recruiting* website compared to the instrument norms.

PSSUQ measure	Mean	PSSUQ Norm value
Overall Platform Quality	1.63 ***	2.82
System Quality (i.e., aspects of the system that make the website easy to navigate and use and that facilitate learning)	1.46***	2.80
Information Quality (i.e., the extent to which the information on the platform enabled users to effectively utilise the website e.g., online help, error management, clear presentation)	1.73 ***	3.02
Interface Quality (i.e., aspects of the platform interface that influenced engagement with the website e.g., absence of distracting elements, available functions)	1.87**	2.49

Notes: One sample *t*-tests were used to compare means for the *Neuro-inclusive Recruiting* website means and the PSSUQ Normative mean with ** $p < .01$, *** $p < .001$

Scale: 1 = strongly agree, 2 = agree, 3 = slightly agree, 4 undecided, 5 = slightly disagree, 6 = disagree, 7 = strongly disagree

As shown in Table 6, participants rated the system, information, interface and overall platform quality of the *Neuro-Inclusive Recruiting* website very highly. One-sample *t* tests indicated that the mean PSSUQ scores for the three subscales and overall website platform were significantly lower than the published PSSUQ normative means; given that lower scores reflect better usability and quality, these findings indicate that the website’s platform quality was rated as significantly better than the established benchmarks.

²⁴ **Autism SA Digital Development Outcome:** Ninety percent of clients are satisfied that the digital platform (LMS/WordPress) is ‘user friendly’ (features and functions, accessible and inclusive).

The PSSUQ includes a single item assessing overall satisfaction (“Overall, I am satisfied with this website”). A one-sample *t* test indicated that the mean satisfaction rating for the *Neuro-Inclusive Recruiting* website ($M = 1.41$) was significantly lower than the published PSSUQ normative mean for this item ($M = 2.82$), $t(31) = 12.02$, $p < .001$. Given that lower scores indicate greater satisfaction, this finding suggests that participants were significantly more satisfied with the *Neuro-Inclusive Recruiting* website than with systems typically evaluated using the PSSUQ. This high level of satisfaction is illustrated in Figure 14, with 97% of participants indicating strong agreement or agreement when asked the question, “Overall, I am satisfied with this website.”

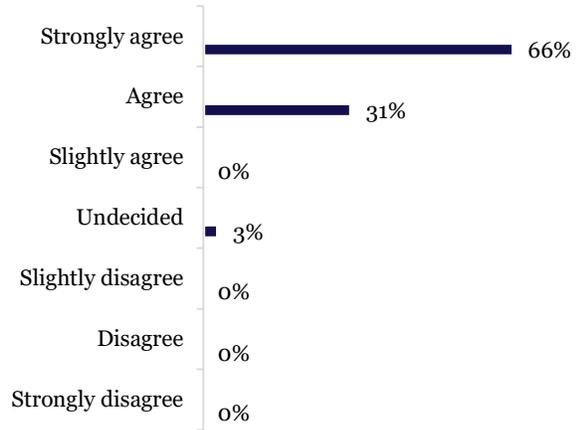


Figure 14. Participant responses to the PSSUQ question “Overall, I am satisfied with this website”

Qualitative feedback from participants on the *Neuro-inclusive Recruiting* website quality clustered around the following themes:

Strong usability and navigation: Participants consistently described the website as easy to navigate, intuitive, fast-loading, and reliable across devices, with a clean layout that made information easy to find.

Clear, accessible design: The interface was widely praised for its simple structure, clear headings, uncluttered presentation, and plain language, supporting accessibility for a broad range of users.

High-quality, comprehensive content: Participants valued the depth and breadth of information, noting that it was informative, relevant, practical, and well organised, with effective use of text, images, videos, and downloadable resources.

Positive user experience: The site was described as visually appealing, engaging, and focused on learning rather than distraction, allowing users to concentrate on content without technical or design barriers.

Suggestions for enhancement: Areas for improvement included reducing long scrolling sections (especially on mobile), adding quick-navigation tools, increasing visual variety (e.g., infographics), strengthening accessibility features, and providing clearer overviews, step-by-step pathways, or centralised downloads.

Overall endorsement: Despite offering improvement suggestions, most participants viewed the website as an excellent, valuable, and a much-needed resource that supports learning, confidence, and implementation of neuro-inclusive practices, and a resource they were keen to share and promote.

User satisfaction with the Neuro-Inclusive Recruiting website was strongly evidenced in post-engagement survey responses. When asked how likely they were to continue using the online resources, 88% of respondents indicated they were extremely likely and 12% somewhat likely, with no respondents indicating low or no likelihood of continued use. In addition, 96% of respondents reported they would recommend the Neuro-Inclusive Recruiting resources to other organisations or businesses.

Overall, these findings demonstrate a very high level of user satisfaction, continued engagement intent, and strong endorsement of the Neuro-Inclusive Recruiting website, indicating the resources are perceived as both valuable and fit-for-purpose by employers.

4.3.3 User Evaluation Findings Summary

Participants rated the Neuro-Inclusive Recruiting website very highly across all usability domains, with system, information, interface, and overall platform quality scores significantly exceeding established PSSUQ benchmarks. Overall satisfaction was exceptionally strong, with 97% of participants reporting satisfaction, 100% indicating a likelihood of continued use, and 96% stating they would recommend the resources to other organisations. Qualitative feedback reinforced these findings, highlighting the website's intuitive navigation, clear and accessible design, high-quality content, and positive user experience, with only minor suggestions for enhancement.

5. Summary and Recommendations

This evaluation was completed by 32 participants, with 43.8% holding formal HR qualifications. Their pre- and post-engagement quantitative and qualitative responses provided valuable insights into the quality, usability, and practical usefulness of the Neuro-Inclusive Recruiting website. In summary, the *Neuro-inclusive Recruiting* website evaluation demonstrated the following key findings:

Outcome evaluation (including employer capability and practice readiness)

Support capability: After engaging with the website, 94% of participants reported improved understanding of how to support neurodivergent people. Qualitative feedback emphasised stronger understanding of diverse needs (i.e., no “one-size-fits-all” approach), how to apply neuro-inclusive recruitment and employment practices, and a strengths-based framing of neurodivergence that reduced stigma and increased both understanding and advocacy.

Practical usefulness: Ninety-one percent of participants rated the practical usefulness of the online resources as good or excellent, with feedback consistently emphasising the value of the actionable guidance provided (e.g., step-by-step strategies, templates, tools, and case studies). Participants reported that these resources supported the translation of neuro-inclusive principles into practical workplace actions, particularly across recruitment, onboarding, and ongoing employee support.

Knowledge: Participants' baseline knowledge of “what neurodiversity is” was already high and, as expected, did not change significantly following engagement with the website. In contrast, engagement was associated with statistically significant improvements in knowledge across key applied domains, including:

- the benefits of neuro-inclusive workplaces (moderate effect),

- how to create neuro-inclusive workplaces (moderate effect),
- neuro-inclusive recruitment practices (large effect),
- neuro-inclusive onboarding practices (large effect), and
- supporting neurodivergent employees (moderate effect).

Consistent with these findings, participants' self-rated knowledge gains across the Neuro-Inclusive Recruiting website domains were uniformly strong, with mean ratings falling within the “quite a bit” to “very much improved” range. Qualitative feedback indicated that participants increased their knowledge of how to make their workplaces more neuro-inclusive, particularly in relation to implementing practical adjustments, planning professional development, and using available templates and resources. While participants acknowledged that learning is ongoing and that implementation challenges may arise (e.g., leadership capability and organisational barriers), the website was consistently viewed as a valuable, practical resource that strengthened foundational knowledge and readiness to act. Overall, the findings suggest that the Neuro-Inclusive Recruiting website supports sustained capability building to contribute towards more inclusive and supportive workplace practices over time.

Self-efficacy (confidence): Engagement with the Neuro-Inclusive Recruiting website was associated with significant improvements in participant self-efficacy across all measured domains, including:

- how to use neuro-inclusive recruitment practices to attract and employ neurodivergent people (large effect),
- how to maintain neuro-inclusive workplaces (moderate effect), and
- how to engage with and support neurodivergent job seekers and employees (moderate effect).

Participants' self-rated confidence gains following engagement with the *Neuro-inclusive Recruiting* website consistently fell within the “quite a bit” to “very much” range. Qualitative feedback reflected a clear shift from theoretical understanding of neuro-inclusive practices to practical confidence, supported by the availability of accessible, evidence-based tools and guidance. Although organisational constraints were acknowledged as potential barriers to change, participants reported feeling better equipped to implement and advocate for neuro-inclusive practices within their workplaces.

Motivation: Participants demonstrated very high motivation to employ neurodivergent people and use neuro-inclusive recruitment and employment practices both before and after engaging with the website, reflecting motivation levels consistent with their self-selected participation in this evaluation. These high baseline levels are important when interpreting pre- to post-engagement changes, with insignificant findings and lower effect sizes likely reflecting ceiling effects rather than the limited impact of the resources. Nonetheless, while motivation to use neuro-inclusive practices and intentions to increase workplace neurodiversity remained consistently high at post-engagement, engagement with the Neuro-Inclusive Recruiting resources further strengthened motivation to employ neurodivergent people, with a small-to-moderate, statistically significant increase observed.

Qualitative findings indicated that the website reinforced motivation, grounded in equity, inclusion, and recognition of the organisational benefits of neurodiversity, and an increased confidence by demonstrating that inclusive recruitment is achievable in practice.

Recruitment intentions: Following engagement with the Neuro-Inclusive Recruiting website, participants reported clear intentions to adapt recruitment and workplace practices where feasible, with 59% indicating an intention to recruit neurodivergent job seekers. However, immediate implementation was often constrained by factors such as the short evaluation timeframe, limited hiring authority, absence of current vacancies, and broader organisational context. Intended recruitment spanned a wide range of employment types and occupational groups. Most participants reported that engagement with the website positively influenced their recruitment intentions, with over 80% indicating they were more likely to recruit neurodivergent candidates, citing increased confidence, clearer understanding of reasonable adjustments, and a reframing of neurodivergence as an organisational asset. While just over half of participants anticipated no major difficulties in implementation, others identified potential organisational, cultural, and structural barriers, highlighting the need for sustained effort, leadership support, and organisational momentum to embed neuro-inclusive

User evaluation (digital quality and usability)

The content quality of the Neuro-Inclusive Recruiting website was rated very highly, with a mean score of 4.56 out of 5 (between “good” and “excellent”). Key strengths included clarity, breadth of information, strong evidence-based content, and the availability of practical resources in multiple formats (text, video, and downloadable materials). Website usability was similarly rated as excellent, with PSSUQ results indicating that system, information, interface, and overall platform quality exceeded established benchmark norms. Overall satisfaction was high, with 97% of participants reporting they were satisfied with the website, 100% indicating an intention to continue using the resources (88% extremely likely; 12% somewhat likely), and 96% stating they would recommend the website to other organisations or businesses.

Case study feedback

The two case studies reinforced the survey findings in real organisational contexts. Both participants were neurodivergent professionals in senior roles within large organisations and, while already motivated and knowledgeable, described the Neuro-Inclusive Recruiting website as providing practical, evidence-based tools grounded in universal design principles that enabled them to advocate for change with leadership and HR to embed neuro-inclusive approaches within existing recruitment and governance frameworks. They highlighted that key barriers to inclusion were often not policy constraints but variability in understanding about neurodiversity, workplace factors, and unconscious bias. Participants identified practical changes already made or planned, including the use of reasonable interview adjustments, inclusive meeting practices, and support for newly recruited neurodivergent employees. Importantly, they noted that the resources could be applied universally, supporting job seekers and employees whether or not they disclosed neurodivergence. The cases also demonstrated the transferability of the resources across sectors, showing applicability in both community services and public sector environments. Both participants had shared the resources with

leadership and HR and expressed intentions to continue advocating for the tools to be incorporated into broader recruitment frameworks, demonstrating how the website can support systems-level change through internal champions.

Recommendations from Participant Feedback

As reflected in both the outcome and user evaluation findings, participants consistently viewed the Neuro-Inclusive Recruiting website as a high-quality, valuable, and well-developed resource. While overall ratings were very positive, participants also provided constructive suggestions to inform potential future development and enhancement of the website, as outlined below:

1. Strengthen implementation supports to help users move from learning to action, for example:
 - Add “Start here” pathways by role (HR, hiring managers), organisation size, and HR experience (e.g., beginner/advanced).
 - Provide quick wins plus staged roadmaps (e.g., 30/60/90-day plans) to support organisational change.
 - Expand ready-to-use templates (e.g., job ads, interview adjustments, disclosure scripts, onboarding checklists, workplace adjustment passports).
2. Increase interactivity and decision-support tools, for example:
 - Develop interactive generators (e.g., inclusive job ad builder, interview adjustment planner, onboarding plan builder, reasonable adjustment menu).
3. Improve accessibility and mobile experience
 - Reduce long scroll sections (especially for mobile phones) with accordions/anchors, summaries, and “jump to” menus.
 - Continue strengthening accessibility features and provide alternative formats across resources.
4. Resources to support organisational buy-in and systems-level change
 - Include concise leadership briefing packs (business case, legal/WHS considerations, implementation responsibilities).
 - Provide guidance for manager upskilling and whole-of-organisation training, addressing common misconceptions and change resistance.
 - Add content to support consistent implementation across departments (governance, champions, accountability, monitoring).
5. Expand relatability and sector relevance
 - Add more lived-experience perspectives, testimonials, and sector-specific case studies (including beyond autism and ADHD).
 - Offer optional links to academic references for users who want stronger evidence.

6. Improve signposting to external supports

- Provide information on government financial supports, grants, and subsidies relevant to employers and practical guidance on how to access them.

7. Future development and sustainability

- Ensure the website is maintained and regularly updated as research advances and as legislation evolves.
- Consider adding a supplementary section for neurodivergent job seekers, providing guidance on navigating recruitment processes and presenting strengths.
- Promote the resource through key bodies such as the Office of the Commissioner for Public Sector Employment and Equal Opportunity agencies to support broader sector uptake.

Summary recommendation statement: Overall, the evaluation demonstrates that the Neuro-Inclusive Recruiting website is a high-quality, accessible, and evidence-based digital resource that strengthens employer knowledge, confidence, and readiness to implement neuro-inclusive recruitment and employment practices, with findings indicating that the relevant grant participant, program, content development, and digital development outcomes were met. Based on the very positive findings of this evaluation, the authors of this report strongly recommend that Autism SA maintain the Neuro-Inclusive Recruiting website's evidence-based and user-friendly foundation while considering these user-informed enhancements to further support the practical implementation of neuro-inclusive recruitment, sustainability of the resources, and broader organisational uptake.

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Appendix 1: Autism SA Grant Outcomes

Participant Outcomes

1. Fifty percent of people who engage with the resource report that it has helped them to support people with disability.
2. The resource will benefit family members or carers of people with a disability.
3. Users report that they intend to employ neurodivergent people as a result of engagement.
4. Users that report an intent to employ neurodivergent people and report that people with disabilities will be employed in a variety of capacities (Ongoing-1084, Contract-1084, Full time-1084, Part time-1084, Short term/Casual- 1084)

Program Outcomes

1. Employers (clients) report that they have enhanced self-efficacy to enhance inclusion and accessibility in their workplace.
2. Employers (clients) feel that they have increased their knowledge/ability to support people with disability in their workplace to feel valued and supported.
3. Employers (clients) report an increase in the motivation/intent to employ people that are neurodivergent.
4. Employers have an increase in confidence that they can engage and retain neurodivergent employees.

Content Development Outcomes

1. Increased knowledge/ability in using inclusive recruitment processes.
2. Increased self-efficacy in using inclusive recruitment processes
3. Increased motivation to use inclusive recruitment processes.
4. Increased confidence in using inclusive recruitment processes.
5. Increased confidence in engaging with neurodivergent individuals.
6. Increased intent in recruiting neurodivergent individuals.

Digital Development Outcome

Ninety percent of clients are satisfied that the digital platform (LMS/WordPress) is 'user friendly' (features and functions, accessible and inclusive).

Appendix 2. Grant Outcome Pre- and Post-Engagement Survey Mapping Table

Participant Outcomes	Evaluation Indicators	Evidence in findings ²⁵	Alignment status	Summary Statement
P1. Fifty percent of people who engage with the resource report it helped them support people with disability.	Sections 4.1.1 & 4.1.2 <ul style="list-style-type: none"> Post-engagement support capability & practical usefulness items Pre/post knowledge to support item Qualitative support capability themes. 	<ul style="list-style-type: none"> 94% (n=30) of participants reported improved understanding of how to support neurodivergent people; none said it did not assist; two uncertain due to pre-existing knowledge/time 91% of participants rated the practical usefulness of website as excellent (n=24) or good (n=5) Significant gains in knowledge of how to support neurodivergent employees to feel valued/supported (moderate effect) Qualitative data showed increased understanding of diverse needs (no “one-size-fits-all”), practical ways to apply adjustments, and more capability-focused recruitment/support 	Exceeded	This outcome was exceeded, with 94% of participants reporting improved understanding of how to support neurodivergent people following engagement with the resources, supported by significant pre–post knowledge gains in how to support neurodivergent employees. In addition, 91% of participants rated the website as practically useful for recruiting and supporting neurodivergent people.
P2. The resource will benefit family members/carers of people with a disability.	<ul style="list-style-type: none"> Qualitative themes 	<ul style="list-style-type: none"> While not directly measured, participants emphasised adjustments and accessible practices that reduce stress and barriers for job seekers Improved recruitment fairness and clarity can reasonably be expected to reduce burden on families/carers supporting job seekers through recruitment 	Indirect support (not assessed in pre/post-surveys)	Outcome was not directly assessed in the pre- & post-engagement surveys as it was an employer-focused evaluation; however, indirect evidence indicates the resource benefits families/carers through improved accessibility, reduced barriers, and safer, clearer recruitment processes for people with disability.
P3. Users report intent to employ neurodivergent people as a result of engagement.	Sections 4.1.4 & 4.1.5 <ul style="list-style-type: none"> Pre/post motivation to employ & increase neurodiversity Post-engagement recruitment intention & plans items Qualitative intention themes 	<ul style="list-style-type: none"> 59% (n=19) reported intention to recruit neurodivergent job seekers post-engagement 81.3% reported being more likely to recruit (50% “much more likely”; 31.3% “somewhat more likely”) Motivation to employ neurodivergent people increased significantly (small-to-moderate effect) from already high baseline (ceiling effect likely) Intentions to increase neurodiversity in the workplace were high at baseline and remained consistently high following engagement with the website (change was not significant) Qualitative data showed increased readiness and confidence, supported by practical strategies and clearer understanding of adjustments 	Met	Over half (59%) reported intention to recruit neurodivergent job seekers following engagement, and most participants reported increased likelihood of recruiting neurodivergent candidates. Engagement contributed to intent to employ neurodivergent people by strengthening capability, confidence, and perceived feasibility of neuro-inclusive recruitment in real workplace contexts.
P4. Users with intent report employment across capacities (ongoing/contract/full-time/part-time/casual).	Section 4.1.5 <ul style="list-style-type: none"> Post-engagement employment type, role, & occupation group spread 	<ul style="list-style-type: none"> Those with intentions to recruit neurodivergent people reported a range of employment types: permanent full-time, permanent part-time, contract, casual, and work experience (ranges/medians reported) and multiple occupation groups (strongest representation among clerical/administration, professionals, and community/personal service roles, plus others) 	Met (with minor wording change) ²⁶	Participants who reported recruitment intentions anticipated hiring across multiple employment types (e.g., permanent full-time/part-time, contract, casual, work experience), indicating capacity for diverse employment arrangements. Findings support expectations that employment resulting from intent can occur across a range of employment types and role categories.

²⁵ Effect sizes indicate practical importance of a change; range includes negligible (i.e., little to no meaningful change), small (i.e., slight but noticeable change that may have limited practical impact on its own), moderate (i.e., a clear and meaningful change that is likely to influence everyday practice), to large (i.e., a substantial change that is highly likely to make a real, practical difference)

²⁶ Limited scope of the evaluation made it difficult to assess whether the proposed employment numbers (Ongoing-1084, Contract-1084, Full time-1084, Part time-1084, Short term/Casual- 1084) in Autism SA goals were met.

Program Outcomes	Evaluation Indicators	Evidence in findings ²⁷	Alignment status	Summary Statement
PR1. Employers (clients) report that they have enhanced self-efficacy to enhance inclusion and accessibility in their workplace.	Sections 4.1.3 <ul style="list-style-type: none"> Pre/post self-efficacy items Qualitative confidence/advocacy themes 	<ul style="list-style-type: none"> Statistically significant gains in confidence to: use neuro-inclusive recruitment practices (large effect) and maintain a neuro-inclusive workplace (moderate effect) Table 5 shows confidence gains within the “quite a bit” to “very much improved” range. Qualitative themes indicated a shift from theory to practical confidence and strengthened advocacy 	Met	The resource enhanced employer self-efficacy to strengthen inclusion and accessibility by providing actionable, evidence-based guidance that increased confidence and readiness to implement change.
PR2. Employers (clients) feel that they have increased their knowledge/ability to support people with disability in their workplace to feel valued and supported.	Sections 4.1.1 & 4.1.2 <ul style="list-style-type: none"> Post-engagement support capability & practical usefulness items Pre/post knowledge items Qualitative support/adjustment themes 	<ul style="list-style-type: none"> 94% (n=30) of participants reported improved understanding of how to support neurodivergent people; none said it did not assist; two uncertain due to pre-existing knowledge/time 91% of participants rated the practical usefulness of website as excellent (n=24) or good (n=5) Significant gains in knowledge of: how to make workplace neuro-inclusive (moderate effect); how to make onboarding neuro-inclusive (moderate effect); the benefits of a neuro-inclusive workplace (moderate effect); and how to support neurodivergent employees to feel valued/supported (moderate effect). Knowledge of what neurodiversity is was high at baseline and remained so (change not significant) Table 4 shows knowledge gains within the “quite a bit” to “very much improved” range across applied domains (e.g., supporting employees M=4.59/5) Qualitative data highlighted practical strategies, adjustments, communication supports, and strengths-based framing that reduces stigma 	Met	The resource increased employer knowledge and capacity to support people with disability by strengthening practical understanding of supports across the employee lifecycle and the adjustments that help employees feel valued and supported.
PR3. Employers (clients) report an increase in the motivation/intent to employ people that are neurodivergent.	Section 4.1.1, 4.12 & 4.1.4 <ul style="list-style-type: none"> Pre/post motivation & knowledge items Post-engagement recruitment intention & plans items Qualitative motivation themes 	<ul style="list-style-type: none"> Statistically significant gains in motivation to employ neurodivergent people (small-to-moderate effect) from already high baseline (ceiling effect likely). Baseline levels of motivation to increase neurodiversity in the workplace and use neuro-inclusive practices were high at baseline and remained so (changes not significant) Significant gains in knowledge of the benefits of a neuro-inclusive workplace (moderate effect). 94% (n=30) of participants reported improved understanding of how to support neurodivergent people; none said it did not assist; two uncertain due to pre-existing knowledge/time. 91% of participants rated the practical usefulness of website as excellent (n=24) or good (n=5) Qualitative data showed reinforcement via equity, lived experience, and business benefits (broader talent pool, performance, innovation) 	Met (ceiling effects likely on motivation items)	Motivation was already high at baseline and remained high; nonetheless engagement reinforced and strengthened motivation/intent to employ neurodivergent people by demonstrating feasible, practical approaches and highlighting organisational benefits. Recruitment intention results also supported increased intent.

²⁷ Effect sizes indicate practical importance of a change; range includes negligible (i.e., little to no meaningful change), small (i.e., slight but noticeable change that may have limited practical impact on its own), moderate (i.e., a clear and meaningful change that is likely to influence everyday practice), to large (i.e., a substantial change that is highly likely to make a real, practical difference)

Program Outcomes	Evaluation Indicators	Evidence in findings²⁸	Alignment status	Summary Statement
PR4. Employers have an increase in confidence to engage and retain neurodivergent employees.	Section 4.1.3 <ul style="list-style-type: none"> • Pre/post confidence items • Qualitative retention/job-fit themes 	<ul style="list-style-type: none"> • Significant improvement in confidence to: engage with and support neurodivergent people (moderate effect) and to maintain a neuro-inclusive and accessible workplace (moderate effect). • Table 5 shows confidence gains within the “quite a bit” to “very much improved” range • Qualitative data linked inclusive practices and accommodations to improved job fit, performance, and retention; participants noted some possible implementation constraints but reported increased confidence and clearer steps for sustaining supports 	Met	The resource increased confidence to engage and retain neurodivergent employees by improving capability to implement and maintain neuro-inclusive workplace practices and reasonable adjustments.
Content Development Outcomes	Evaluation Indicators	Evidence in findings	Alignment status	Summary Statement
C1. Increased knowledge/ability in using inclusive recruitment processes.	Sections 4.1.1 & 4.1.2 <ul style="list-style-type: none"> • Post-engagement practical usefulness item • Pre/post knowledge items • Qualitative implementation items 	<ul style="list-style-type: none"> • Significant improvement in knowledge of how to: make recruitment practices neuro-inclusive (large effect); how to make workplace neuro-inclusive (moderate effect); and how to make onboarding practices neuro-inclusive (large effect). Knowledge of what neurodiversity is was high at baseline and remained so (=>change not significant) • Table 4 shows knowledge gains within the “quite a bit” to “very much improved” range across applied domains • 91% rated the resources as good/excellent for practical usefulness; qualitative feedback emphasised step-by-step strategies, templates, tools and case studies supporting implementation • Qualitative feedback emphasised step-by-step strategies, templates, tools and case studies supporting implementation 	Met	The resource increased knowledge and ability to use inclusive recruitment processes through practical, evidence-based tools that support application in real recruitment settings.
C2. Increased self-efficacy in using inclusive recruitment processes.	Sections 4.1.1 & 4.1.3 <ul style="list-style-type: none"> • Post-engagement practical usefulness item • Pre/post confidence item • Qualitative readiness/advocacy themes 	<ul style="list-style-type: none"> • 91% rated the resources as good/excellent for practical usefulness; qualitative feedback emphasised step-by-step strategies, templates, tools and case studies supporting implementation • Statistically significant gains in confidence to use neuro-inclusive recruitment practices (large effect) • Qualitative findings showed increased readiness to apply strategies and influence others using credible resources and shared language 	Met	Engagement increased self-efficacy to apply inclusive recruitment processes by strengthening confidence, readiness and advocacy supported by evidence-based guidance.

²⁸ Effect sizes indicate practical importance of a change; range includes negligible (i.e., little to no meaningful change), small (i.e., slight but noticeable change that may have limited practical impact on its own), moderate (i.e., a clear and meaningful change that is likely to influence everyday practice), to large (i.e., a substantial change that is highly likely to make a real, practical difference)

Content Development Outcomes	Evaluation Indicators	Evidence in findings ²⁹	Alignment status	Summary Statement
C3. Increased motivation to use inclusive recruitment processes.	Section 4.1.4 <ul style="list-style-type: none"> Pre/post motivation item Qualitative motivation/ implementation themes 	<ul style="list-style-type: none"> Baseline levels of motivation to use neuro-inclusive practices were high at baseline and remained so (no significant change, likely ceiling effects) Qualitative data indicated motivation was reinforced by practical guidance that made actions achievable and beneficial for workplace culture and performance 	Met (maintained high levels; ceiling effect likely)	The resource reinforced motivation to use inclusive recruitment processes by making implementation steps clear, achievable and valuable for workplace outcomes.
C4. Increased confidence in using inclusive recruitment processes.	Section 4.1.3 <ul style="list-style-type: none"> Pre/post confidence item Qualitative themes on defensibility, structure, tools 	<ul style="list-style-type: none"> Confidence gains supported by significant improvements in recruitment self-efficacy (large effect) Participants emphasised evidence-based resources, templates and structured approaches that improve consistency and defensibility 	Met	The resource increased confidence in using inclusive recruitment processes by providing high-quality, evidence-based tools that support structured, capability-focused decision-making.
C5. Increased confidence in engaging with neurodivergent individuals.	Section 4.1.3 <ul style="list-style-type: none"> Pre/post confidence item Qualitative engagement themes 	<ul style="list-style-type: none"> Confidence to engage with and support neurodivergent people increased significantly (moderate effect) Qualitative themes included improved understanding of barriers, communication needs, adjustments, and confidence to apply inclusive interactions across the employee lifecycle 	Met	The resource increased confidence to engage with neurodivergent individuals by strengthening practical guidance for inclusive communication, adjustments and supportive recruitment interactions.
C6. Increased intent in recruiting neurodivergent individuals.	Section 4.1.5 <ul style="list-style-type: none"> Post-engagement recruitment items Qualitative intent themes. 	<ul style="list-style-type: none"> 59% (n=19) reported intention to recruit neurodivergent job seekers post-engagement 81.3% reported being more likely to recruit (50% “much more likely”; 31.3% “somewhat more likely”) Constraints were timing/authority/vacancies rather than reduced intent 	Met	Engagement increased intent to recruit neurodivergent individuals by strengthening perceived feasibility and readiness to implement inclusive recruitment when opportunities arise.

²⁹ Effect sizes indicate practical importance of a change; range includes negligible (i.e., little to no meaningful change), small (i.e., slight but noticeable change that may have limited practical impact on its own), moderate (i.e., a clear and meaningful change that is likely to influence everyday practice), to large (i.e., a substantial change that is highly likely to make a real, practical difference)

Digital Development Outcomes	Evaluation Indicators	Evidence in findings	Alignment status	Summary Statement
D1. Ninety percent of clients are satisfied that the digital platform (LMS/WordPress) is 'user friendly' (features and functions, accessible and inclusive).	Section 4.3 <ul style="list-style-type: none"> • PSSUQ (overall + subscales) • Satisfaction item • Ongoing use & recommendation intentions • Qualitative usability themes 	<ul style="list-style-type: none"> • PSSUQ Overall Platform Quality M=1.63, System 1.46, Information 1.73, Interface 1.87—all means for the Neuro-inclusive Recruiting website were significantly better than norms (lower is better) indicating very high perceived usability and quality • Satisfaction item (<i>Overall, I am satisfied with this website</i>) 97% agree/strongly agree • 100% intend continued use of the website resources • 96% would recommend the website to others • Qualitative feedback: intuitive navigation, clean design, accessible layout, user friendly, fast and reliable 	Exceeded	This outcome was exceeded, with 97% satisfied overall and usability scores significantly exceeding established benchmarks; nearly all users described the website as intuitive, accessible, easy to navigate, and fit-for-purpose.

Appendix 3. Case study Interview Questions

1. What prompted you to engage with the Neuro-Inclusive Recruiting website?
2. Please tell us a bit about your organisation (for example, how many people does it employ, what type of job roles are there) and your role there.
3. Can you briefly describe your organisation's current recruitment practices (for example, how roles are advertised, how applications are assessed, and how interviews are conducted)?

Do you feel that these current practices create any barriers or difficulties for neurodivergent job seekers?

If so, are any adjustments or accommodations currently offered (for example, alternative interview formats, extra time, support people, or changes to how information is provided)?

4. How have the Neuro-Inclusive Recruiting website resources influenced you and your organisation's intentions to recruit and support neurodivergent people?

You may like to comment on things such as:

- How did the website change or strengthen your understanding of the value and strengths neurodivergent people can bring to the workplace?
- How did it improve your understanding of what is needed to recruit, onboard, and support neurodivergent employees effectively?
- Did the resources make you or your organisation feel more confident, prepared, or willing to hire and support neurodivergent people?

If yes, what specifically contributed to this (e.g., examples, tools, templates, case studies, guidance)?

5. Can you provide examples of how the Neuro-Inclusive Recruiting website helped you to support, or better understand how to support, neurodivergent job seekers and/or employees?

You may wish to comment on:

- How the information or resources improved your understanding of what is involved in recruiting, onboarding, and supporting neurodivergent people.
- Whether the website increased your confidence that you have the knowledge and skills needed to hire and support neurodivergent job seekers and employees, and what specifically helped with this (e.g., guides, templates, case studies, tools).

5. Can you describe any changes that you/ your organisation either has made or intends to make to your recruitment practices to support neurodivergent individuals (or changes that have been suggested to your HR or leadership team)?

6. Has your organisation experienced, or do you expect it might experience, any challenges in making changes to improve the recruitment and support of neurodivergent people? (for example, organisational culture resistant to change, limited resources, staff attitudes, lack of leadership support, organisational size or structure, or existing policies and systems.)

If yes, have or can the Neuro-Inclusive Recruiting website resources helped with resolving these difficulties? If yes, what kinds of resources were helpful? If not, why not?

7. Since engaging with the Neuro-Inclusive Recruiting website resources, has your organisation hired any new neurodivergent employees? If yes, how successful has that hiring been? If not, why not?

8. As a result of your engagement with the Neuro-Inclusive Recruiting website what have been the key benefits for your organisation?
9. Is there any other feedback you would like to share about the Neuro-Inclusive Recruiting website resources?

You may wish to comment on things such as:

- Usefulness for other organisations: How helpful you think the resources would be for other workplaces wanting to become more neuro-inclusive.
- Benefits for neurodivergent job seekers: How the resources might improve fairness, access, or outcomes for neurodivergent people.
- Suggestions for improvement: Any changes, additions, or improvements that would make the website or resources more useful.

Appendix 4. Grant Outcome Case Study Mapping Table

Participant Outcome Area	Mapped Case Study Evidence
P1. Fifty percent of people who engage with the resource report that it has helped them to support people with disability.	Both participants were neurodivergent and already had a strong understanding of supporting people with disability. Nonetheless, both described sharing the website resources with leadership and HR specialists to build broader understanding of how to support neurodivergent people across recruitment, onboarding, meetings, and workplace adjustments. They provided practical examples of this support in action, including offering interview adjustments, implementing inclusive meeting protocols, and assisting a newly recruited neurodivergent employee with environmental and communication adjustments.
P2. The resource will benefit family members or carers of people with a disability.	Indirect evidence was observed, with both case study participants describing improved recruitment and workplace practices that reduce barriers and create more supportive environments for neurodivergent employees. These changes would likely reduce the advocacy burden on families and carers, although this was not directly measured.
P3. Users report that they intend to employ neurodivergent people as a result of engagement.	Both participants actively advocated for neuro-inclusive recruitment and shared the website with HR/leadership. One organisation had already recruited a new neurodivergent employee with successful adjustments in place.
P4. Users that report an intent to employ neurodivergent people and report that people with disabilities will be employed in a variety of capacities.	Recruitment was discussed across multiple job types and levels (e.g., social work, community services, and a range of public sector roles including administration and trades), demonstrating the applicability of the resources across varied employment contexts.

Program Outcome Area	Mapped Case Study Evidence
PR1. Employers (clients) report that they have enhanced self-efficacy to enhance inclusion and accessibility in their workplace.	Both participants reported that the practical, evidence-based resources on the website increased their confidence to advocate for and implement neuro-inclusive practices, particularly by using the tools to guide managers and influence HR and leadership.
PR2 Employers (clients) feel that they have increased their knowledge/ability to support people with disability in their workplace to feel valued and supported.	Both participants, as neurodivergent individuals, had a strong understanding of how neurodivergence can present during recruitment. Based on their lived experience, they considered the resources to be fit for purpose in helping others within their organisations better understand how to support people with disability and how small adjustments can improve fairness and support.
PR 3 Employers (clients) report an increase in the motivation/intent to employ people who are neurodivergent.	Motivation and intent to employ neurodivergent people were already high for both participants but were further reinforced through the website’s strengths-based framing of neurodivergence and the clear evidence provided. The ease of access and practical nature of the resources with their strengths-based focus were seen as critical to sustaining this motivation, particularly for time-poor leaders and managers. Both participants also noted that the capacity to apply the tools universally—rather than only when neurodivergence is disclosed—made the process feel achievable, fair, and beneficial for all candidates, further supporting ongoing intent to use inclusive recruitment practices.
PR 4 Employers have an increase in confidence that they can engage and retain neurodivergent employees.	Both participants, as neurodivergent individuals, viewed the resources as strengthening the self-efficacy of managers and supervisors to confidently engage with and retain neurodivergent employees. They noted that the practical guidance would support managers to facilitate safe disclosure, implement reasonable adjustments, adopt inclusive workplace practices, and have informed conversations about neurodivergence, all of which contribute to creating workplace environments where neurodivergent employees feel understood, valued, and supported to remain in their roles.

Content Outcome Area	Mapped Case Study Evidence
C 1. Increased knowledge using inclusive recruitment processes	Both case studies provided strong evidence of increased knowledge of inclusive recruitment processes, with participants demonstrating clear understanding of how recruitment design, job advertisements, assessment methods, interview structures, and panel interpretation can create barriers for neurodivergent candidates, and how practical, universal adjustments can improve fairness and assessment accuracy.
C2. Increased self-efficacy using inclusive recruitment processes	Both case studies demonstrated strong evidence of increased self-efficacy in using inclusive recruitment processes, with participants describing how the practical tools and evidence on the website enabled them to confidently apply inclusive practices, guide managers and HR teams, and challenge non-inclusive approaches. Importantly, participants also highlighted that the resources supported them to advocate for change and to make a credible business case for neuro-inclusive recruitment using evidence aligned with governance, merit, and organisational performance.
C3. Increased motivation to use inclusive recruitment processes	Both case studies provided evidence of increased motivation to use inclusive recruitment processes, with participants describing a strong desire to share the resources with HR, leadership, and managers, embed the tools into broader recruitment frameworks, and advocate for wider uptake across their organisations and sector. The practical, easy-to-use nature of the website and its strengths-based, evidence-informed approach were seen as key factors supporting sustained motivation to apply and promote inclusive recruitment practices.
C4. Increased confidence in using inclusive recruitment processes.	Both case studies provided strong qualitative evidence of increased confidence in using inclusive recruitment processes. Participants described how the practical tools, frameworks, and evidence on the website enabled them to confidently apply inclusive practices, guide managers and HR teams, challenge non-inclusive recruitment behaviours, and embed neuro-inclusive approaches within their organisational recruitment systems.
C5. Increased confidence in engaging with neurodivergent individuals.	Both case studies demonstrated evidence of increased confidence engaging with neurodivergent individuals. While both participants were themselves neurodivergent and therefore already confident in understanding how neurodivergence may present, they described the website as providing practical language, evidence, and examples that could be used to build the confidence and understanding of neurotypical managers and colleagues. Participants gave examples of explaining neurodivergent behaviours in interviews, correcting misconceptions, implementing supportive adjustments, and promoting inclusive interaction practices, using the website content as a tool to guide others to engage more effectively and supportively with neurodivergent people.
C6. Increased confidence in engaging with neurodivergent individuals.	Both case studies provided strong evidence of increased intent to recruit neurodivergent individuals, with participants describing actions taken to influence recruitment practices and advocate to HR and leadership to embed neuro-inclusive tools into recruitment frameworks and make neuro-inclusive recruitment standard practice within their organisations.

Digital Development Outcome Area	Mapped Case Study Evidence
D1. Ninety percent of clients are satisfied that the digital platform (LMS/WordPress) is 'user friendly' (features and functions, accessible and inclusive).	Both case studies reinforced the digital development findings, with participants describing the website as intuitive, easy to navigate, practical, and well suited to time-poor managers. The clear structure, accessibility of tools, and straightforward presentation of information were identified as key features that enabled real-world use and confident sharing of the resource with HR, managers, and leadership.

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