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Employment of Persons with Autism

A Scoping Review

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Matthew Bennett • Emma Goodall

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Matthew Bennett
Independent Researcher
Adelaide SA
Australia

Emma Goodall
Healthy Possibilities
Adelaide SA
Australia

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Abstract

Choice of terminology: There is a debate in the field of autism spectrum research, as well as in the broader field of disability studies, as to what is the most appropriate use of terminology to address members of the autistic community. Some prefer person-first language (i.e., people on the autism spectrum), while others prefer identity-first language (i.e., autistic person). For this scoping study, we have used identity-first language since it is our belief that the autism spectrum is a fundamental and an inseparable part of a person's identity.

Background: Today, after leaving school many autistic teenagers are expected to pursue employment and/or further education. This expectation is partly the result of the educational opportunities afforded to most autistics, as well as the advocacy of their families who want such children to reach their potential in a society that has been slowly changing to accommodate their neurological differences. Despite family efforts, and a society that has evolved to become more accepting of neurological diversity, autistic adults have lower rates of employment compared to their neurotypical peers as well as adults with other types of disabilities, including those with intellectual disabilities.

Objective: Unlike literature reviews, which have a narrow focus on a specific issue, scoping reviews have a broad focus and attempt to highlight major trends in a large body of literature about a general topic. The general topic examined in this scoping review is employment in relation to autistics. To help identify major trends in this field, as well as where more research can be conducted in their future, six guiding research questions were posed. These guiding questions helped explain the similarities and differences between autistic employees and non-autistic employees, the experiences and views of employers hiring and supervising autistic employees, strategies that can help autistic employees either obtain employment or excel in the workplace, and areas where additional research could be conducted in the future.

Sources and methods: Studies that were used to address the objective of this scoping review were obtained from two PubMed searches. Inclusion criteria related to the language of publication: English, with no date criteria. The first search involved using the search terms *"autis*"* AND *"employment"* in the title and/or

abstract fields of the article. This search resulted in the retrieval of 314 citations. The second search involved using the terms *"autis*"* AND *"vocational"* in the study's title and/or abstract fields. This search resulted in 131 citations being retrieved. Both searches were conducted on August 27, 2020. Once duplicate citations were removed, 379 unique citations were retrieved. All studies collected were subjected to a *Preferred Reporting Items for Systematic Reviews and Meta-Analysis* (PRISMA) process. Using PRISMA, 32 citations out of the 379 unique citations retrieved from the two PubMed searches were deemed to answer one or more of the six guiding research questions.

Findings: The studies examined in this scoping review showed that autistic employees can have suboptimal employment outcomes compared to their non-autistic counterparts or their counterparts with or without other types of disabilities. The studies examined also concluded that some employers were satisfied with the performance of autistic employees, even when they required support at times. Finally, the examined studies showed that there are many different programs that can improve the likelihood of autistics either obtaining or maintaining employment.

Conclusions: Overall, autistics are disadvantaged in the workplace compared to other individuals. However, once in employment, employers are usually satisfied with the workplace performance of autistics. To improve the outcomes of autistics more research should be conducted. This research should base its results on larger sample sizes and adopt longitudinal approaches when appropriate. Additionally, despite reviewing a large amount of research, there still remains a lack of research about autistic employees and their experiences of workplace bullying or termination of employment.

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Introduction

1.1 Introduction

This chapter provides an overview of the autism spectrum and employment. It begins with a brief overview about some of the influential historical flashpoints that have helped evolve our understanding about the autism spectrum; starting with Eugene Bleuler's first mention of autism and concluding with the *American Psychiatric Association's* description of autism spectrum disorders in the *Diagnostic and Statistical Manual of Mental Disorders—Fifth edition*. Some of the reasons for the dearth of research about autistics and employment is presented, followed by the justification for this scoping review. Some of the benefits that specific audiences can obtain from this scoping review concludes this chapter.

1.2 The History of the Autism Spectrum

On 24 April 1908, Swiss psychiatrist Eugene Bleuler (30 April 1857–15 July 1939) wrote the first description of schizophrenia. During 1911, he published this description in the 500-page book *Dementia Praecox of the Group of Schizophrenia* (Kaplan, 2008). Within this book, he described autism as one of four components of schizophrenia. Contemporary generations of psychiatrists typically cite the *'four As'* mnemonic to explain Bleuler's proposition that schizophrenia is composed of four components.

> Bleuler defined schizophrenia with his four 'A's', referring to the blunted **Affect** (diminished emotional response to stimuli); loosening of **Associations** (by which he meant a disordered pattern of thought, inferring a cognitive deficit), **Ambivalence** (an apparent inability to make decisions, again suggesting a deficit of the integration and processing of incident and retrieved information) and **Autism** (a loss of awareness of external events, and a preoccupation with the self and one's own thoughts) (Kyziridis, 2005, p. 45 cited in McNally, 2016, p. 109).

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From 1911 to 1943, psychiatrists widely believed that autism was integral to schizophrenia and not a separate diagnostic condition. However, during 1943 Leo Kanner (13 June 1894–3 April 1981) published the study *Autistic Disturbances of Affective Contact* (Kanner, 1943). In this study, he documented three distinctive behavioural characteristics that 12 children shared. These characteristics were varying degrees of restricted and repetitive behaviours, social limitations, and challenges with verbal communication (Kanner, 1943).

During 1944, 1 year after Kanner published his seminal paper *Autistic Disturbances of Affective Contact*, Hans Asperger (18 February 1906–21 October 1980) published a study in which he described four children who all exhibited a milder set of characteristics similar to those Kanner documented. Asperger called the condition he discovered *Autistic Psychopathy* because the children that he observed exhibited a lack of empathy for others. However, Bennett et al. (2018) showed that autistics, including those who have a diagnosis of Asperger syndrome, are indeed empathic. Unlike Kanner's writings, Asperger's observations remained unknown in the United States of America because they were published in German during the Second World War, when the exchange of research between the United States of America and mainland Europe was limited. During 1991, Uta Frith (25 May 1941) translated Asperger's original writings from German into English. Frith also renamed *Autistic Psychopathy* as *Asperger syndrome* so that any negative connotations associated with the word psychopathy was removed.

In 1994, Asperger's writings were further recognised when the *American Psychiatric Association* (APA) included the diagnostic category Asperger syndrome in the *Diagnostic and Statistical Manual of Mental Disorders—Fourth edition* (DSM-IV) (APA, 1994). In the DSM-IV, autism and Asperger syndrome were conceptualised as two separate ends of an *'autism spectrum'*. During the 1990s, the APA was regarded as an authoritative organisation that clearly defined Asperger syndrome. However, during this time there were several other instruments that were used to diagnose Asperger syndrome (Barahona-Corrêa & Filipe, 2016).

During May 2013, the APA released the *Diagnostic and Statistical Manual of Mental Disorders—Fifth edition* (DSM-5). In the DSM-5 the diagnostic categories for autism and Asperger syndrome were replaced with one diagnostic condition called 'Autism Spectrum Disorder' (ASD). Furthermore, people who obtained a DSM-5 ASD diagnosis receive one of three severity levels (i.e., Level 1: Requiring support; Level 2: Requiring substantial support; Level 3: Requiring very substantial support) in each of two functional domains (i.e., social communication; restricted, repetitive behaviours). Thus, a person could receive a diagnosis of level 1 social communication and level 3 restricted, repetitive behaviours, or any combination of these levels and functional domains (APA, 2013; Mazurek et al., 2019).

While the DSM-5's three severity levels have preserved the concept of ASD being a spectrum condition, it has been regarded by some as flawed. For example, Weitlauf et al. (2014) suggested that:

> is not clear how individuals with mixed levels of impairment across cognitive, adaptive, and autism-specific symptom domains would be classified in terms of DSM-5 "Level of Support" using existing measures of severity related to the autism spectrum. The differences

> found in our severity classifications highlight the need for a clearly elucidated method of classifying an ASD diagnosis as needing mild, moderate, or significant levels of support according to proposed diagnostic labels. Without an established method, it will be difficult to interpret what these support modifiers mean when they are assigned according to site- and provider-specific criteria (Weitlauf et al., 2014, p. 475).

1.3 Employment and Autistic Adults

Since Asperger's and Kanner's writings there has been a systematic increase in the number of studies about the autism spectrum. Most of these studies, however, contain samples of autistic children (Jang et al., 2014). The infantilising of autistics has been proposed as a possible reason for the lack of research about autistic adults (Stevenson et al., 2011). Regardless of possible reasons, there nevertheless remains a lack of research about autistic adults and autistic seniors (Bennett, 2016; Bennett & Goodall, 2020; Michael, 2016). The lack of research about this age cohort has resulted in a lack of research that relate to adult-specific issues, such as employment and sexuality (Bennett & Goodall, 2016).

There are several systematic reviews of the literature about autistics and employment (Bury et al., 2020; Hedley et al., 2017; Schall et al., 2020; Scott et al., 2019). While these studies are a welcome addition to the research, they have not exclusively examined the literature about autistics in the workforce. This scoping review fills this gap in the literature. It was anticipated that although there would be a small amount of literature about the autism spectrum and employment there would be many different themes. Thus, the following six guiding research questions were formulated to filter the research to identify any trend and gaps in the literature.

1. What are the similarities and differences between employees on and not on the autism spectrum?
2. What are some of the experiences and views that employers have about potential employees or employees on the autism spectrum?
3. What are the employment experiences of employees on the autism spectrum?
4. What strategies can help people on the autism spectrum obtain employment?
5. What strategies can help employees on the autism spectrum excel in employment?
6. What topics have not been comprehensively examined in the literature about the autism spectrum and employment?

1.4 The Intended Audience for this Scoping Review

1.4.1 Autistic Adults

A preliminary examination of the literature about employment and autism, that was conducted to evaluate if this scoping review was possible, showed that some autistic

adults encounter difficulties when attempting to either enter or retain suitable employment. The contents of this scoping review can assist both those that are in the workforce and those who are aspiring to join the workforce. For prospective autistic employees, as well as future generations, they can learn about some of the potential challenges that they might encounter in the workplace; especially after reading the studies that answered the question "What are the employment experiences of employees on the autism spectrum?" Additionally, the likelihood of prospective employees securing suitable employment opportunities might improve after they have read the studies that answered the question "What are some strategies that can help people on the autism spectrum obtain employment?". However, the contents of this scoping review can also provide guidance to autistics who are currently in some form of employment. For these employees they might be struggling to maintain their employment. To help them avoid being terminated from their jobs they might wish to implement some of the strategies described in the literature that answered the question "What strategies can help employees on the autism spectrum excel in employment?"

1.4.2 University Academics and Students

Those at higher education institutions, either as students or academics, would find this scoping review a valuable source of information. For example, this study can help students studying occupational psychology or human resources develop an understanding about some of the challenges that autistics could encounter in the workforce. They could also learn about some strategies and programs that can help such people maintain their employment, such as activity schedules (Sances et al., 2018). Finally, such students could learn about the effectiveness of programs that are designed to help prospective autistic employees obtain suitable employment, such as virtual reality job interview assistants (Burke et al., 2018).

For academics, this scoping review can provide them with several benefits. First, they can use the findings presented to teach their students about the potential benefits of specific programs that can be used to either help autistics obtain employment (i.e., virtual reality job training programs) or maintain employment (i.e., activity schedules). Second, academics can cite the gaps in the literature, which are explained in chapter four, to justify any grant applications to further our knowledge about employment and the autism spectrum.

1.4.3 Professionals Who Support Autistics

The contents in this scoping review can help professionals, such as disability employment case managers and career counsellors, improve the quality of the services and support that they provide their autistic clients in line with evidence

informed practice. For instance, some of these professionals might be supporting such clients who are struggling to maintain their current employment arrangements. To help these clients overcome such difficulties they might implement activity schedules, a video prompting program, or any other strategy that answered the question "What strategies can help employees on the autism spectrum excel in employment?" For autistic clients who are attempting to enter the workforce, occupational professionals might use one of the strategies that answered the question "What are some strategies that can help people on the autism spectrum obtain employment?"

1.4.4 Parents Raising Autistic Children

As autistic children approach adulthood their parents sometimes become concerned about their prospects of finding employment and eventually living independently (Graetz, 2010). Their concerns have not gone unacknowledged by researchers (Gerhardt & Lainer, 2011). As Gerhardt and Lainer (2011, p. 37) noted that:

> A review of the current literature on outcomes for adults with ASD indicates that, independent of current ability levels, the vast majority of adults on the spectrum are either unemployed or underemployed and, further, that large numbers of adults with autism remain without any appropriate services.

The contents of this scoping review may provide several benefits to parents raising autistic sons and daughters. First, after reading this study they will learn about some of the challenges that their sons and daughters might encounter whilst being in the workplace; especially after reading the literature that answered the question "What are the employment experiences of employees on the autism spectrum?" Second, these parents will also have some reassurance that their sons and daughters will be fine in the workplace after reading the studies in the results chapter that explain the effectiveness of supports that can be used to help autistic employees maintain their employment. On a practical level, some parents may want to suggest these supports to occupational therapists who are currently supporting their sons and daughters in the workplace.

1.4.5 Employers

When an employer hires any new employee, they are taking a business risk. This risk could yield benefits if the employee is suitable for the advertised role. Alternatively, if they are an inappropriate fit for the role then they might need to be terminated. Once terminated the former employee might develop low self-esteem, which may in part be caused by a self-perception that they are a failure in the workplace. This self-image can prevent them from growing their confidence and motivation to re-enter

the workforce. For employers, sometimes they do not relish the task of dismissing an unsuitable employee, regardless of whether or not they are autistic. To avoid this unfavourable outcome it is important to maximise the success of every employee in the workplace, regardless of background and (dis)ability. To that end, employers could equip themselves with the tools to support such employees after reading the strategies discussed for the question "What strategies can help employees on the autism spectrum excel in employment?"

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Chapter 2
Methodology

2.1 Introduction

The chapter explains the steps and rationale for conducting this scoping review. It begins with an overview of scoping reviews, including the main differences between such reviews and other methods of data collection and analysis. This is followed by an explanation of the five steps outlined by Arskey and O'Malley for conducting scoping reviews. These five steps are also used in this scoping review. Some of the methodological strengths and weaknesses of this study are then outlined.

2.2 An Overview of Scoping Reviews

There are many different types of analytical approaches that can be used to examine the evidence of a topic, such as Bayesian meta-analysis, content analysis, or critical interpretative synthesis (Kastner et al., 2012). Before conducting a scoping review, careful consideration should be given as to if a systematic literature review is more appropriate for examining studies about a topic. To make the most appropriate decision about which methodological approach to use one should be aware of the subtle distinctions between scoping reviews and systematic literature reviews. These two approaches use similar processes to comprehensively identify and analyse literature that can answer the research question. However, there are key differences regarding the purpose and aims of scoping and systematic literature reviews. For example, scoping reviews examine a large amount of research and have a broad focus while the focus of systematic literature reviews are relatively narrow and only a small number of studies that answer specific research questions are examined (Munn et al., 2018). For this study, a scoping review methodology was utilised since it was anticipated that there would be a diverse range of studies about the autism spectrum and employment.

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Table 2.1 Overview of the Arksey and O'Malley methodological framework for conducting a scoping study

Arksey and O'Malley Framework Stage	Description
1: Identifying the research question	Identifying the research question provides the roadmap for subsequent stages. Relevant aspects of the question must be clearly defined as they have ramifications for search strategies. Research questions are broad in nature as they seek to provide breadth of coverage.
2: Identifying relevant studies	This stage involves identifying the relevant studies and developing a decision plan for where to search, which terms to use, which sources are to be searched, time span, and language. Comprehensiveness and breadth is important in the search. Sources include electronic databases, reference lists, hand searching of key journals, and organizations and conferences. Breadth is important; however, practicalities of the search are as well. Time, budget and personnel resources are potential limiting factors and decisions need to be made upfront about how these will impact the search.
3: Study selection	Study selection involves post hoc inclusion and exclusion criteria. These criteria are based on the specifics of the research question and on new familiarity with the subject matter through reading the studies.
4: Charting the data	A data-charting form is developed and used to extract data from each study. A '*narrative review*' or '*descriptive analytical*' method is used to extract contextual or process oriented information from each study.
5: Collating, summarizing, and reporting results	An analytic framework or thematic construction is used to provide an overview of the breadth of the literature but not a synthesis. A numerical analysis of the extent and nature of studies using tables and charts is presented. A thematic analysis is then presented. Clarity and consistency are required when reporting results.
6: Consultation (optional)	Provides opportunities for consumer and stakeholder involvement to suggest additional references and provide insights beyond those in the literature.

Source: Levac et al. (2010, p. 3)

Since the year 1997, scoping reviews have become a popular tool for examining the developments within a specific topic (Colquhoun et al., 2014; Peterson et al., 2017; Tricco et al., 2016). However, despite their popularity, there is no universal definition of a scoping review (Levac et al., 2010). Like its definition, there is also a lack of clarity about the steps required to conduct a scoping review. In the literature about scoping reviews, it is generally accepted that Arksey and O'Malley's (2005) six-stage process for conducting a scoping review is the most comprehensive and reliable (see Table 2.1) (Levac et al., 2010). For this scoping review the first five stages of Arksey and O'Malley's guideline will be used (see Sect. 2.3).

Although scoping reviews can yield many benefits, such as helping scholars identify trends or gaps in a body of research, they do have some drawbacks

(Levac et al., 2010). In the next section, after outlining the five-steps used to conduct this scoping review, methodological strengths and limitations will be presented.

2.3 Six-Step Process Used in This Scoping Review

2.3.1 Formulating the Research Question

The first step in Arksey and O'Malley's approach for conducting a scoping review is to articulate the overarching objective in terms of guiding research questions. For this scoping review the overarching objective was to summarise our accumulated knowledge about autistics in employment and to identify any strategies that can help these people obtain and maintain employment. To help steer the scoping review to this objective the following six guiding research questions were posed:

1. What are the similarities and differences between employees on and not on the autism spectrum?
2. What are some of the experiences and views that employers have about potential employees or employees on the autism spectrum?
3. What are the employment experiences of employees on the autism spectrum?
4. What strategies can help people on the autism spectrum obtain employment?
5. What strategies can help employees on the autism spectrum excel in employment?
6. What topics have not been comprehensively examined in the literature about the autism spectrum and employment?

2.3.2 Identifying Relevant Studies

The second stage of Arksey and O'Malley's framework for conducting a scoping review involves developing an approach for locating and then searching for relevant studies. Ideally, this approach should describe what sources will be searched, what search terms should be used to retrieve studies that are anticipated to be the most relevant, and the criteria for including and excluding studies for the scoping review. When these factors are being determined they need to be balanced against the time, budget, and personnel constraints of the researcher and/or research team (Levac et al., 2010).

For this scoping review, two separate searches of PubMed were conducted. The first search was performed on 27 August 2020 and involved searching for studies that contained the search terms '*autis**' AND '*employment*' in the article's title and/or abstract (i.e., (autis*[Title/Abstract]) AND (employment[Title/Abstract])). This search yielded 314 citations. The second search was conducted on 27 August 2020 and involved searching for studies that contained the search terms '*autis**' AND '*vocational*' in the article's title and/or abstract (i.e., (autis*[Title/Abstract])

AND (vocational[Title/Abstract])). This search yielded 131 citations. The use of the asterisk (*) after the word '*autis*' enabled searches to be conducted on the phrases '*autistics*', '*autism*' and '*autism spectrum disorder*'.

2.3.3 Study Selection

There are many different ways to examine studies retrieved from a search of a database. For example, studies that were deemed to be of interest could be included in the scoping review and then their reference lists could have been examined to include other studies (i.e., a snowballing approach). Since there were hundreds of citations retrieved from the two PubMed searches it would have been a herculean task to use a snowball approach. Instead, a *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) analysis approach was used to examine the citations retrieved from the two PubMed searches.

PRISMA is an established method for extracting from a large number of studies any relevant studies that answer the research questions in a literature or scoping review. In the field of autism research PRISMA has been used to examine many different topics, including autistic patients in secure psychiatric care (Allely, 2018) and the male-to-female ratio among autistics (Loomes et al., 2017). Drawing upon these studies, the PRISMA processes that they used were used in this scoping review.

Explanation of the Steps in the PRISMA Process (Fig. 2.1)

Step 1: The first step in the PRISMA process was to search PubMed for studies about employment and the autism spectrum. As explained in Sect. 2.3.2, this search process involved conducting two separate searches for studies hosted on PubMed.

Step 2: The second step in the PRISMA process involved removing any duplicate records from the first and second PubMed searches. It was discovered that 66 records were duplicates which once removed resulted in 379 original citations.

Step 3: The third step in the PRISMA process involved reading each study's title and abstract to determine if it met this study's eligibility criteria and answered any of the six guiding research questions. Out of the 379 studies that were examined 275 were excluded.

Step 4: The fourth step of the PRISMA process involved reading the entire text of the 104 studies that were judged to be of interest from the previous step. This full-text examination resulted in 72 studies being excluded and 32 studies that were deemed to answer one or more of this scoping review's six guiding research questions.

Step 5: The fifth and final step of the PRISMA process involved cataloguing the 32 studies retained from the fourth step that can help address the six guiding research questions.

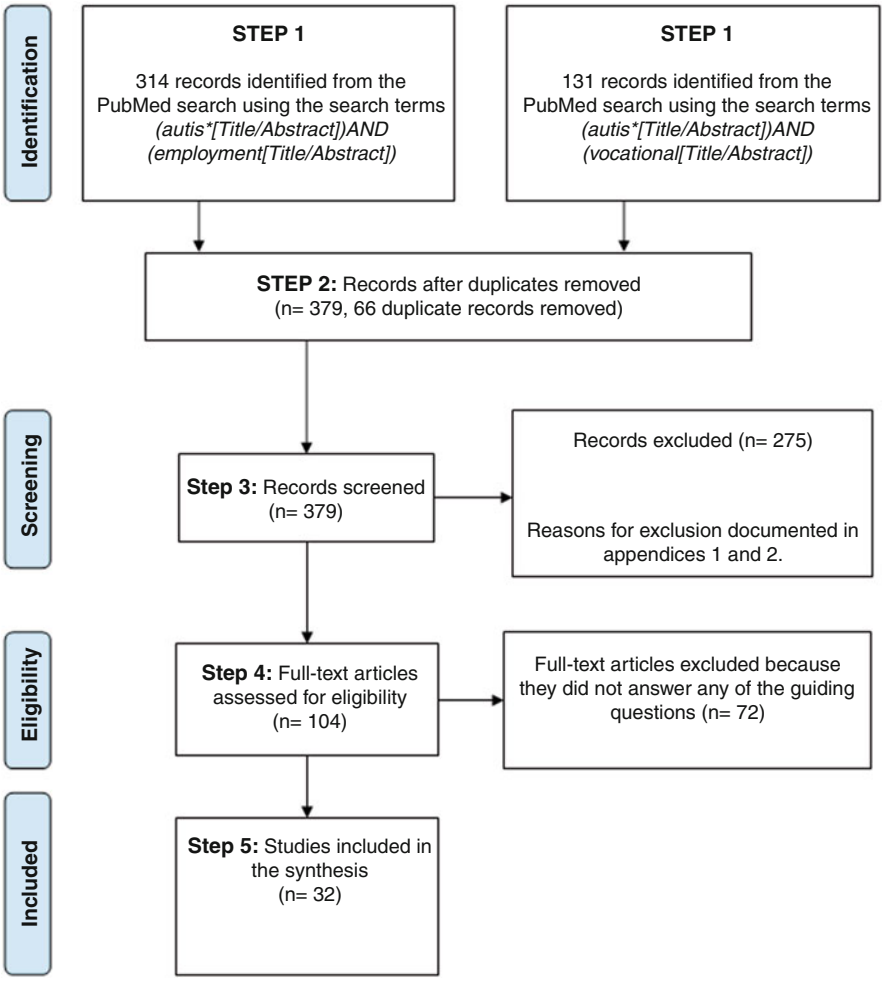

Fig. 2.1 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow diagram. *Source*: Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Prisma Group. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *PLoS Medicine*, *6*(7), e1000097. https://doi.org/10.1371/journal.pmed.1000097

2.3.4 Charting the Data

The fourth step in the scoping review process involved extracting data from the studies that were deemed to answer one of the scoping review's six guiding research questions. A form was used to record basic statistical information about the study, such as the publication year of the study, and the number and age range of the participants in the study. This form also captured complex information about the

study, such as its limitations and qualitative results. By cataloguing all of this data both authors could quickly and efficiently compile and report the data collected.

2.3.5 Collating, Summarizing, and Reporting Results

The fifth step in this scoping review study involved collating, summarising, and then reporting all of the data that was recorded during the previous process. This process involved examining the contents recorded on each form to help answer the six guiding research questions in this scoping review. These results are reported in the next chapter.

2.3.6 Consultation with Stakeholders about the Results of the Scoping Review

The sixth and final step in Arksey and O'Malley's approach for conducting a scoping review involves presenting the scoping review's results to external stakeholders. This step is typically conducted when an organisation is working in parallel with the research team. For this scoping review no organisation was consulted thus there was no requirement for this step to be completed.

2.4 Methodological Strengths of this Study

2.4.1 Datasets Have Been Published in the Appendices

For the findings in a study to be considered truthful other studies need to validate the findings. Over the past 10 years researchers in medicine and psychology have often struggled to conduct studies that reproduce existing findings. For example, studies have failed to validate Baumeister et al.'s (1998) findings about the phenomenon of '*ego depletion*' (Lurquin et al., 2016). The inability to validate existing results with additional studies that use the same methods and methodology has undermined the academic community's certainty about what is and is not true. This crisis has been termed the '*replication crisis*'.

There are many different factors that have contributed to the replication crisis, such as p-hacking, confirmation bias and publication bias. However, one of the most widely acknowledged causes of the replication crisis is including and/or omitting records from a dataset, either deliberately or unintentionally, that can distort the results and conclusions created. In the interests of reducing the possibility of this study succumbing to the replication crisis Appendices A and B list all of the records

retrieved from the two PubMed searches, along with justifications for why each study was either included or excluded from this scoping review. By including this information, researchers will have the option to repeat the analysis process that was used to either confirm or challenge the conclusions reported.

2.4.2 PubMed Search

PubMed was the only database of academic studies searched because at the time of the study it contained over 30 million records. PubMed was also searched because it contained studies that were published by several reputable academic publishers, such as SAGE, Springer, and Taylor and Francis. Similarly, PubMed contained studies published in reputable academic journals about the autism spectrum, such as the *Journal of Autism and Developmental Disorders*, *Autism*, and *Review Journal of Autism and Developmental Disorders*. Due to its coverage, it was decided that searching PubMed was more efficient than conducting individual searches of reputable academic publishers, such as SAGE, Taylor and Francis, and Springer.

2.4.3 General Inclusion Criteria

No caveats were placed on the study's publication year or the age of the autistic participants in the study. The lack of caveats ensured that the largest and most diverse range of studies could be retrieved from the two PubMed searches.

2.5 Methodological Limitations of This Study

2.5.1 Only English-Language Studies Were Examined

Only studies published in English were examined for this scoping review. Consequently, any study that was published in another language was not examined. It is possible that such studies might have contained results that would have contradicted the results reported in this scoping review.

2.5.2 Reliance on PubMed

The studies examined for this scoping review were all sourced from two separate searches of PubMed. Since PubMed was the only academic repository used, studies that were not catalogued in this database were not examined. In the future, other

academic databases should be searched along with PubMed to ensure that the greatest number of studies could be retrieved for analysis.

2.5.3 Search Results Restricted to Title and Abstract

On 27 August 2020, a search of PubMed using the terms '*autism*' AND '*employment*' in all fields resulted in the identification of 410 results. Due to the volume of results retrieved it was not possible to proficiently examine each abstract during step three of the PRISMA process. Thus, the search was restricted to only examining studies that contained the search terms '*autis**' AND '*employment*' OR '*vocational*' in the study's title and/or abstract. By restricting the search to the study's title and/or abstract there was a reduction in the number of studies retrieved. This approach rested on the assumption that if autism and employment were important elements in the study then in the study's title and/or abstract the search terms used would have been stated.

2.5.4 Not Using the Search Term 'Work'

On 26 August 2020, a search of PubMed for studies that contained the search terms '*autis**' AND '*work*' in their title and/or abstract was conducted (i.e., (autis*[Title/Abstract]) AND (work[Title/Abstract])). After excluding studies that were not published in English a total of 1872 citations were retrieved. It was decided that due to this volume of responses that it was not practical to examine all of these results for studies that would have answered one of the six guiding research questions. Consequently, the searches were restricted to the search terms '*autis**', '*employment*', and '*vocational*'.

2.5.5 Selection Bias

Generally, the term '*selection bias*' refers to identifying and using research, views, or other types of information that confirm and support a preconceived position. Both researchers who conducted this scoping review had views about autistics in employment and were familiar with the research about this topic. Aside from the researchers' position and knowledge about this topic, the article's title and/or abstract might not have been written in a way that influenced the identification and selection of a study. To mitigate the prospect of selection bias occurring all of the citations retrieved from the two PubMed searches along with the justifications for why the study was or was not included in the scoping review is documented in

Appendices A and B. This documentation gives the reader the opportunity to review the records that both authors of this study examined.

2.5.6 Excluded Studies

Due to the databases searched there were many articles that were not included (e.g., Annabi & Locke, 2019; Krzeminska & Hawse, 2020; Waisman-Nitzan et al., 2019, 2020). Not including such articles have limited the complexity of this scoping review. However, in our opinion, there absence has not conceptually undermined the conclusions drawn. In the future, with the benefit of hindsight and additional resources, this limitation can be corrected by examining studies that are hosted on the databases that were not searched for this scoping review.

2.5.7 Lack of Consultation with Autistics

Another drawback of this scoping review was that autistics were not consulted about the development of the six research questions. If a group of autistics were consulted, then the research questions may have been more reflective of what members of the autistic community may have wanted to explore. Regardless of this drawback, the six research questions did help uncover new discoveries that pervious systematic reviews did not examine.

2.6 Conclusion

To fulfil the objectives of this scoping review the sources and methods used to fulfil this study's overall objective was explained. It began with a brief introduction to scoping reviews, followed by an overview of Arksey and O'Malley's six-step process for conducting such reviews. The focus of this chapter then shifted to applying Arksey and O'Malley's framework for this study. Part of this application involved explaining how a PRISMA process was used to extract studies deemed to be of interest from a large number of citations retrieved from the two PubMed searches conducted. Concluding this chapter was a series of methodological strengths and weaknesses associated with this scoping review. One strength of this scoping review was that the dataset from both PubMed searches was also included (see Appendices A and B). By providing the complete dataset and a detailed description of the analysis process it is possible for others to replicate our research to either confirm or contradict our results, that are described in the next chapter.

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Chapter 3
Results

3.1 Introduction

In this chapter the studies retrieved from the two PubMed searches that can be used to answer the first five research questions are presented. The contents of these studies showed that autistic employees often have less favourable employment outcomes (e.g., lower wages per hour, greater rates of under-employment) compared to employees who have other disabilities as well as non-disabled non-autistics. Despite having these outcomes, the research reviewed contained claims by employers that they have found that autistic employees provide the workplace with many benefits, including being punctual and having a good attention to detail. Since some autistic employees find entering the workforce and maintaining a job to be challenging, there are several programs outlined in this chapter that may help them achieve these goals.

3.2 Similarities and Differences Between Autistic and Non-autistic Employees

After examining the studies obtained from the two PubMed searches it was discovered that in two studies the employment outcomes of autistic employees were compared to non-autistic employees (Bush & Tassé, 2017; Roux et al., 2013).

Bush and Tassé (2017) compared the employment status of autistic adults (n = 2174), adults with Down syndrome (n = 1857), and adults with intellectual disabilities (n = 15,845). They examined data about these three groups from the *National Care Indicator's Adult Consumer Survey* datasets for the years 2011–2012 and 2012–2013. They reported that across all age groups, autistics were less likely to be employed in either paid work in the wider community or in 'sheltered workshops', which are specifically designed to hire disabled individuals. Additionally, in paid employment settings, autistic employees had lower than average wages ($7.14

M. Bennett, E. Goodall, *Employment of Persons with Autism*, SpringerBriefs in Psychology, https://doi.org/10.1007/978-3-030-82174-6_3

USD per hour) than those employees with Down syndrome ($7.27 USD per hour) or employees with an intellectual disability ($7.64 USD per hour). These wages were in line with the federal minimum wage for the United States of America for 2012, which was $7.25 USD per hour (US Bureau of Labor Statistics, 2016). In sheltered workshop facilities, employees with intellectual disabilities were on average paid more per hour ($2.29 USD), followed by autistic employees ($2.16 USD), and employees with Down syndrome ($1.86 USD).

After examining data from Wave 5 of the *National Longitudinal Transition Study-2*, a nationally representative survey of young adults who had received vocational services in the United States of America, Roux et al. (2013) concluded that young autistic adults were less likely to work for pay outside the home since leaving school (53.4%) compared to young adults with emotional disorders (88.2%), learning disabilities (89.8%), intellectual disabilities (62.8%), or speech/language impairments (88.2%). Additionally, Roux and colleagues reported that young autistic adults earned less per hour ($8.10 USD) compared to those with emotional disorders ($11.90 USD), learning disabilities ($11.20 USD), and speech/language impairments ($12.00 USD).

In conclusion, Roux and colleagues and Bush and Tassé both concluded that autistics are more inclined to be under-employed or unemployed compared to people with other disabilities. Additionally, autistic employees were also found to earn less per hour compared to their workplace colleagues with other disabilities or even employees without any disabilities.

3.3 Experiences and Views of Employers About Potential Autistic Employees or Autistic Employees

An examination of the studies that were retrieved from the two PubMed searches revealed six studies in which employers talked about their experiences of supervising autistic employees (Black et al., 2019, 2021; Buckley et al., 2021; Dreaver et al., 2020; Richardson et al., 2019; Scott et al., 2017).

Scott et al. (2017) examined both the benefits and potential costs of hiring an autistic employee from the perspective of their employers. For their study, 59 employers who had hired an autistic adult in open employment completed their online survey. Respondents commented on a wide range of views that were catalogued into two main themes; 'Impact in the workplace' (e.g., reasons for employing an autistic adult, recommendations for employers about how to support an employee in the workplace) and 'workplace performance' (e.g., requirements of the autistic employee in the workplace).

Scott and colleagues reported that most employers (n = 19, 32.2%) reported that an agency that specialized in disability employment contacted them and suggested that they hire their autistic candidate. In contrast, a few employees (n = 6, 10.2%)

Table 3.1 Reasons for employing autistic adults

Reasons[a]	n	%
Employer contacted by an agency	19	32.2
Organisational policy of corporate social responsibility	12	20.3
Best candidate for the job at interview	9	15.3
Previously known to the employer	7	11.9
Autistic employee approached the employer directly	7	11.9
Family inquiry made directly to employer	6	10.2
Other reasons	22	37.3

Source: Scott et al. (2017, p. 6)
[a]Multiple responses allowed

Table 3.2 Interaction between the autistic employees and their co-workers

Type of interaction[a]	n	%
Friendly mixed exchanges of both work and out of work conversations	33	55.9
Employee only interacts with a few of the other workers	12	20.3
Solely work-related conversations between workers	7	11.9
Restricted to greetings between workers	7	11.9
Employee struggles with interaction with other workers	11	18.6
Not applicable	3	5.1

Source: Scott et al. (2017, p. 7)
[a]Multiple responses allowed

reported that family members had contacted them and made an inquiry about their autistic family member being hired (see Table 3.1).

Whilst completing Scott et al.'s survey employers were asked to describe the interactions that occurred between employees on and not on the autism spectrum in the workplace. Most employers (n = 33, 55.9%) reported that between employees on and not on the autism spectrum these interactions were 'friendly mixed exchanges of both work and out of work conversations' (Scott et al., 2017, p. 7). In contrast, few employers reported that social interactions were restricted to greetings between employees on and not on the autism spectrum (n = 7, 11.9%) or that conversations between employees on and not on the autism spectrum were solely work-related conversations (n = 7, 11.9%) (see Table 3.2).

Via their survey, Scott and colleagues asked employers to comment on the impact of having an autistic employee in the workplace. Most employers (n = 35, 59.3%) commented that hiring an autistic employee increased the staff's awareness of the autism spectrum. Other benefits associated with employing autistics included improvements in workplace morale (n = 14, 23.7%) and the inclusion of new creative and different skills that have been brought to the workplace (n = 19, 32.2%). However, hiring autistics can create drawbacks. For example, some autistic employees required higher levels of supervision than their colleagues, that sometimes resulted in increased workloads for other staff (n = 10, 16.9%). However, no

Table 3.3 Impact of having an autistic employee in the workplace

Impact[a]	n	%
Increased awareness regarding autism and autistics in the workplace	35	59.3
Positive adaption in workplace culture to include and make the autistic employee feel part of the team	33	55.9
New creative and different skills have been brought to the workplace	19	32.2
Improvements in workplace morale	14	23.7
Lack of autism-specific knowledge often leads to miscommunication between colleagues	7	11.9
Need for continuous workplace supervision of this employee has increased workload for other staff	10	16.9
Lack of autism- specific staff training has resulted in an increase in workplace conflict between colleagues	5	8.5
Decreased productivity by the team	0	0.0
Other impacts	8	13.6
Not applicable	2	3.4

Source: Scott et al. (2017, p. 7)
[a]Multiple responses allowed

Table 3.4 Employer opinions on employing an autistic adult

Factors	n	%
Employers who would recommend employing an autistic employee		
Yes	39	66.1
No	2	3.4
Possibly	18	30.5
Replacement of employee with another autistic if this person left the workplace		
Similar autistic worker	31	52.5
Non-autistic worker	5	8.5
Would not be replaced	4	6.8
Not sure	19	32.2

Source: Scott et al. (2017, p. 8)

employer claimed that hiring an autistic person decreased their team's productivity (see Table 3.3).

In an attempt to determine an employer's satisfaction with hiring an autistic employee, Scott and colleagues asked each employer if they would recommend to other employers that they should hire an autistic? Most employers (n = 39, 66.1%) responded in the affirmative and most employers also stated that they would hire a similar autistic worker if the incumbent autistic employee left the workplace (n = 31, 52.5%) (see Table 3.4).

Scott and colleagues asked employers the extent to which autistic employees met the requirements for good workplace performance. They asked employers if the autistic employees that they supervised were either above, meet, or below the expectations of working in the workplace (i.e., flexibility, attends to detail, completes work on time, follows instructions, work ethic, productivity, and quality of

Table 3.5 Extent to which employees met requirements for good workplace performance

Characteristics	Standard of work[a]		
	Above, n (%)[b]	Meets, n (%)[b]	Below, n (%)[b]
Flexibility			
Non-autistic worker	29 (30.2)	59 (61.5)	8 (8.3)
Autistic worker	10 (19.6)	27 (52.9)	14 (27.5)
Attends to detail			
Non-autistic worker	18 (19.0)	67 (70.5)	10 (10.5)
Autistic worker	28 (54.9)	19 (37.3)	4 (7.8)
Completes work on time			
Non-autistic worker	20 (21.3)	67 (71.3)	7 (7.5)
Autistic worker	19 (37.3)	24 (47.1)	8 (15.7)
Follows instructions			
Non-autistic worker	28 (29.8)	62 (66.0)	4 (4.3)
Autistic worker	14 (27.5)	30 (58.8)	7 (13.7)
Work ethic			
Non-autistic worker	28 (30.1)	58 (62.4)	7 (7.5)
Autistic worker	36 (70.6)	12 (23.5)	3 (5.9)
Productivity			
Non-autistic worker	23 (24.5)	63 (67.0)	8 (8.5)
Autistic worker	17 (34.0)	26 (52.0)	7 (14.0)
Quality of work			
Non-autistic worker	24 (25.9)	64 (68.8)	5 (5.4)
Autistic worker	21 (41.2)	27 (52.9)	3 (5.9)

Source: Scott et al. (2017, p. 8)
[a]Excludes missing cases
[b]Percentages of responses within employee type

work). Most employers noted that these employees were flexible (n = 27, 52.9%), completed work on time (n = 24, 47.1%), followed instructions (n = 30, 58.8%), were productive (n = 26, 52%), and had a high quality of work (n = 27, 52.9%). Most employers also reported that autistic employees also demonstrated attention to detail (n = 28, 54.9%) and a work ethic (n = 36, 70.6%) that was above the expectations of the job (see Table 3.5).

Three multinational studies that explained the perspectives of employers hiring autistics were identified from the citations retrieved from the two PubMed searches (Black et al., 2019, 2021; Dreaver et al., 2020). Dreaver et al. (2020) compared the views and experiences of managers in Australia and Sweden who were responsible for supervising autistic employees. The Swedish component of their sample contained five-line managers and two directors who worked for Samhall; a small not-for-profit nationwide company that specialises in supporting people with disabilities. The Australian component of their sample had one director and three line managers who worked for a disability service provider, one director who worked for a software testing company, and 11 line managers who worked for a variety of employers, including a bank, a retail store, and a science museum. All interviews

conducted in Australia were recorded and then transcribed verbatim. However, for those interviews that were conducted in Sweden they were recorded, transcribed verbatim and then translated into English. After examining the contents of each transcript, Dreaver and colleagues discovered three main thematic elements; knowledge and understanding of the autism spectrum, work environment, and job matching.

Dreaver and colleagues reported that line managers and directors in Sweden and Australia believed that the more knowledge that co-workers possessed about the autism spectrum the more inclined they were to foster productive and harmonious relationships with autistic employees. The line managers and directors in both countries also explained that autistic employees often felt more 'accepted' and a 'part of the team' in workplaces where co-workers understood the autism spectrum. Despite these benefits, Dreaver and colleagues reported that the allocation and focus of such educational resources varied between Sweden and Australia. Although education about the autism spectrum was widely available in Australia, line managers often had to request this training. In addition, some of these line managers also explained that the training often focused on the support needs of autistic employees, with minimal consideration about how best to improve line managers' understanding of the autism spectrum. However, in Sweden Samhall offered all of its employees the opportunity to learn about the autism spectrum. One possible explanation for this difference between Sweden and Australia was that Dreaver and colleagues only interviewed participants from a specialised disability provider in Sweden (i.e., Samhill) while in Australia participants worked in a diverse range of organisations.

Dreaver and colleagues reported several different strategies that line managers and directors used to assist autistic employees. Some noted that they were able to improve the confidence of such employees by conducting regularly scheduled meetings where they both discussed performance and work duties. Some also reported that the stress associated with supervising autistic employees was reduced after they had given them advanced notice about disruptions to work routines (e.g., such as new tasks) and clarity about the expectations of the job. Regarding the physical environment, line managers also revealed that autistic employees reported that work tasks were 'highly distractive' and 'overwhelming' when there were sensorially overwhelmed. Thus, line managers discussed the need to ensure that such employees were in workplaces or spaces that were not sensorially overwhelming for them as individuals. Line managers in both Sweden and Australia acknowledged that adopting an open and flexible attitude about changing the physical work environment, job descriptions, and/or job routines helped autistic employees reach their potential.

Unlike Dreaver et al., who compared the views and experiences of line managers and directors in Australia and Sweden about supporting autistic employees, Black et al. (2019) conducted a more comprehensive study. Black et al.'s study was the second in a series of studies that formed part of a policy brief by the *International Society for Autism Research* that was intended to improve the employment outcomes of autistic people. Black and colleagues conducted a series of focus groups, forums, and interviews in Australia, Sweden, and the United States of America with autistics

(n = 19), family members (n = 18), service providers (n = 21), employers (n = 11), researchers (n = 11), and representatives from advocacy groups (n = 5). They documented four main themes; which were body function, activity and participation, environmental, and personal factors. Although they did not report separate autistic and employer perspectives about each of these themes they did describe some examples from employers about these themes. For example, employers described the importance of placing autistic employees into jobs that have tasks that complimented their abilities, skills, and interests.

Black et al. (2021) published the third study in the series of studies that formed part of a policy brief by the *International Society for Autism Research* that intended to improve the employment outcomes of autistics. Autistics (n = 246), family members (n = 233), employers (n = 35), clinicians/service providers (n = 123), and researchers (n = 50) in Australia, Sweden, and the United States of America participated in their study. One feature of their study was that these groups used a four-point rating system (i.e., strongly agree, agree, disagree, and strongly disagree) to rate 36 items. The results showed that there were several discrepancies between what autistics and their employers' thought were important attributes and factors in the workplace. For example, 76.2% of autistics and 45.7% of their employers 'strongly agree' with the statement 'It is OK to choose to be alone during the lunchbreak'. Based on the data collected Black et al. (2021, p. 16) concluded that:

> Discrepancies between key stakeholders regarding the perception of facilitators and barriers to employment were evident across all employment stages, possibly arising from divergent lived experiences, and understanding of ASD. This disparity between key stakeholder perceptions of the facilitators and barriers to employment may compound the difficulties faced by autistic individuals in the workplace. For example, communication difficulties were perceived to be the most challenging barrier to maintaining employment for all key stakeholders except employers, with employers, in fact, reporting communication to be the least challenging factor.

Buckley et al. (2021) interviewed 18 autistic performing arts professionals and 19 performing arts employers about their experiences of working in the creative arts industry in the United Kingdom. Employers put forward an eclectic range of views and experiences about interacting with autistic employees (see Table 3.6). According to Buckley and colleagues most employers that they interviewed reported that they did not believe that they had an adequate amount of knowledge and experience to support autistic employees.

Most of the research has reported the experiences and views of employers about supervising autistic employees who have typical communication abilities. However, one study was identified that described employers supervising autistic employees who used minimal verbal communication. Richardson et al. (2019) reported on the perceptions and views of employers and parents about the workplace experiences of seven autistics who used augmentative and alternative communication (AAC). From the perspective of employers, they reported that autistic employees who used AAC were frequently on-task, punctual, and were a benefit to other employees in the workplace.

Table 3.6 Themes for autistic performing arts professionals

Themes	Subthemes	Example quotes
Autism can bring strengths	A detail-oriented approach	"There are characteristics of autism that seem really great for this kind of work, which is the attention to detail, and the determination to get things exactly right which is brilliant." Emp M
	Seeing the world differently	"Autistic people in acting, there's a boldness in trying things." Emp A
A challenging profession	The workplace can be overwhelming	"Walking into a new space she's never been to, she gets real sensory overload." Emp B
		"The lighting in some parts of the building can be a real barrier to autistic people. Sometimes, unfortunately, that's the only space that we can do certain things." Emp F
	Struggle adapting to last minute changes	"I understand that last minute changes to arrangements, which I am afraid does happen in this industry, can actually cause a bit of disquiet." Emp M
	A need for clarity in communication	"It is that point of why haven't they understood what is being asked, or just the processing I think." Emp K
	Socializing at work can be taxing	"They do their best to be very, very sociable, but it seems to obviously be a bit more of a struggle for them than for someone who isn't on the spectrum." Emp H
	Mediating the responses of non-autistic colleagues	"I think where the problem occurs is when the non-autistic people can't relate to the autistic people and then they start shouting and screaming or they start having little bitchy sessions or whatever and then it affects the whole dynamic. . .but it's never been the autistic people that have created that." Emp I
	Peers in the industry are often scared to make a mistake	"Most casting directors who are concerned about that, are concerned about saying the wrong thing and embarrassing themselves probably. . . there is definitely a fear of how to speak to people, whether they can speak to people directly, and all sorts of things really." Emp M
Not all want to disclose	Employers aren't always being told	"I've never seen an actor's profile on spotlight with a mention of autism. I don't know if it's something that is widely documented if an actor does have autism that they put it on their CV as someone with a disability would." Emp H
		"Actors don't disclose their disability and it's not a part of the show so you would never know. So, is that a good thing or a bad thing? I don't know, but it's not a visible thing." Emp B
	A desire to fit in	"They feel they can't say it because they feel they want to just pass as being normal or they

(continued)

Table 3.6 (continued)

Themes	Subthemes	Example quotes
		feel like it's too awkward to ask or they're embarrassed or something." Emp B
A need for individualised support	It starts with a conversation	"It's very much what are you access needs, how can we best support you? Having an open and honest conversation and making sure there's a system in place." Emp B
	No time for training	"The kind of training that has got live people in it is not desired by the film industry, where of course you've got a lot of freelance people working so how can you get them because people get together on a project by project basis so how can you all get them in a room at one time? You can't." Emp A
	Support can be inconsistent	"We will find our production in last minute places and often, certainly for the offices and studios, the cheapest places, some of them don't necessarily have the access requirements or the areas to relax." Emp N
	I will learn when it's relevant	"If I were to be in a position where I was working regularly with someone with autism then I'd make sure—Or if any of my staff were in that position, when they have been in that position, I've made sure that they've had training." Emp D
	A lack of confidence	"I don't feel that confident personally. If the situation arose, where without time to prepare, without time to receive any awareness training, where I was required to work with work extensively with someone with autism I'd probably be quite uncomfortable with that." Emp D
	Unaware of resources	"I do not know where to point any autistic employee if she felt or he felt that they needed more help." Emp F
		"I wouldn't be able to point someone else in the direction of information outside of the organisation. I don't know if they're entitled to any kind of right to work support." Emp D
	An openness to learn more	"I would like to know more about that and also if there's a way of engaging with autistic actors certainly a lot more than I have done." Emp H
		"It would be wonderful to know how I can make my rehearsal process and my rehearsal rooms and my auditions and meeting actors and things more accessible so that I can meet the best people working whether they are autistic or not." Emp L

Source: Buckley et al. (2021, pp. 48–51)

In summary, multiple studies have reported the experiences and views of people supervising autistic employees. Several of these studies showed that despite employers viewing their autistic employees as bringing many benefits to the workplace (e.g., being punctual, reliable, and exhibiting above-average attention to detail) they did not believe that they had the knowledge, skills, and experience to support such employees.

3.4 Employment Experiences of Autistic Employees

The two PubMed searches conducted, and the analytical procedure used to evaluate the citations retrieved from these searches, resulted in the identification of four studies about the employment experiences of autistic employees (Anderson et al., 2020; Baldwin et al., 2014; Bury et al., 2021; Nagib & Wilton, 2019).

Anderson et al. (2020) captured and examined the views and experiences about employment from 12 young autistic adults and 28 of their parents (i.e., 19 mothers only, 1 father only, 8 couples). They reported that several of the autistic participants thought an ideal employer would be one that utilised their unique autistic capabilities (i.e., prolonged concentration on a specific topic of interest) and where the employer would accept the employer's autism-related difficulties. Participants also explained the barriers that they faced when they were trying to find employment, difficulties encountered during job interviews, and the challenges of disclosing an autism diagnosis to workplace colleagues.

Baldwin et al. (2014) examined 130 records from a nation-wide survey about the health, education work, social and community activities, and daily living of autistics in Australia. They examined various employment characteristics recorded by these adults, such as the type of occupation, type of job contract (i.e., casual, fixed-term, permanent, apprenticeship, internship, or self-employment), occupational skill level, and support received in the workplace. They also described both the positive and negative experiences that these autistic adults had whilst in employment. The most widely reported positive employment experiences were "opportunity to apply and develop knowledge, skills and interests" (65%), "freedom to be independent, autonomous or creative" (65%), "sense of being accepted and valued" (65%), and "making a difference in the lives of others or in society" (65%) (Baldwin et al., 2014, p. 2445). In contrast, the most widely reported negative employment experiences were "dissatisfaction with job roles and work tasks (e.g. boring, repetitive or unfulfilling work)" (49%), "poor working conditions (e.g. physical environment, location, hours of work)" (49%), followed by "misunderstanding, criticism, ill-treatment or exclusion by others" (46%), and "difficulties in communicating with or relating to others" (46%) (Baldwin et al., 2014, p. 2446).

Based on the information examined, Baldwin et al. (2014, p. 2240) concluded that:

> The findings confirm and expand upon existing evidence that adults [on the autism spectrum], despite their capacity and willingness to work, face significant disadvantages in the labour market and a lack of understanding and support in employment settings.

Nagib and Wilton (2019) published a study in which they reported the influence that the gender of a person with autism had on their choice on seeking employment. They based their conclusions from a qualitative content analysis of 714 randomly sampled posts (357 by women and 357 by men) that were posted on an online autism forum. Each post was examined from the perspectives of *contemplation* (i.e., Is entering employment possible?), *preparation* (i.e., What is the best change that can be implemented to find employment?), and *action* (i.e., How can I achieve my stated goals?). Low self-esteem, fear of losing disability support benefits, and parental overprotection impacted both genders similarly during the contemplation stage of deciding whether or not to seek employment. However, the societal expectations of caring for children and other family responsibilities was an additional factor that impacted women and not men whilst contemplating whether or not it was appropriate to enter employment. During the preparation stage the online posts highlighted that autistics expressed the desire to use autism-specific tools that matched their abilities and interests to specific careers as well as career guidance about specific sectors of the economy. Unlike the online messages posted by men, women wrote that their potential career choices were limited by assumptions about stereotypical jobs which they should seek to obtain, such as teaching or nursing. Finally, during the action phase a lack of support from social networks and a lack of available transportation impacted both genders. However, posts authored by women described more frequently accounts of unfavorable experiences with employment services and posts authored by men described more difficulties with job applications and interviews.

Finally, Bury and colleagues (2021) published a study in which they reported the views of autistic employees about their social challenges in the workplace. Unlike the previous studies reviewed, they also included in their research the views of autistic employee's supervisors. For their study 29 autistic employees and 15 of their supervisors provided comment. In total, they examined 128 written examples which were obtained from participants who lived across seven continents. The examples analysed explained workplace-based social challenges, their interpretation, consequences, and resolution. Bury and colleagues reported that often any solutions towards correcting an autistic employee's social challenges were directed towards the employee instead of reforming the workplace. This targeted approach often created negative workplace experiences for the autistic employee.

In summary, the four studies critiqued in this section examined the experiences of autistics either in employment or trying to obtain employment. Each study used different methodological techniques and presented different perspectives about this topic. For example, Nagib and Wilton examined online posts from people who self-identified as being autistic while Anderson and colleagues interviewed autistics and their parents. Regardless of these differences, these studies presented a series of challenges that autistics encountered when they were attempting to obtain

employment along with a series of positive benefits that they have obtained from employment.

3.5 Strategies that Can Help Autistics Obtain Employment

An examination of the original citations that were obtained from the two PubMed searches resulted in the identification of 11 studies that have examined the efficacy of strategies or programs that might help autistics prepare for the workforce (see Table 3.7).

3.5.1 Supported Employment, Comprehensive Cognitive Enhancement, and Social Skills (SUCCESS) Program

Baker-Ericzén et al. (2018) published a study in which they examined the efficacy of the SUCCESS program in helping young autistic people prepare for the workforce. The SUCCESS program is composed of 25 sessions in which students learn and practice existing social skills (e.g., learning strategies to fix mistakes and/or social errors, and taking action to mend social relationships) and develop cognitive abilities (e.g., evaluating and changing plans and tasks when priorities at work change). Eight autistic adults without an intellectual disability and their parents participated in their study. Based on scores obtained from the *Delis-Kaplan executive Functioning System*, the SUCCESS program improved cognitive flexibility (baseline score 8.63 vs. post-SUCCESS score 9.25), deductive reasoning (baseline score 8.13 vs. post-SUCCESS score 10.88), and planning (baseline score 8.50 vs post-SUCCESS score 10.75). Additionally, after the SUCCESS program employment rates more than doubled from 22% to 56%.

3.5.2 Supports that Improve Job Interview Performance

Research has shown that some autistics have difficulties performing job interviews (Cage & Burton, 2019). Different programs have been developed and evaluated to determine if they can assist these people practice and improve their job interview performances. The analysis of the citations from the two PubMed searched resulted in the identification of three studies about this topic (Burke et al., 2018, 2021; Kumazaki et al., 2017; Smith et al., 2015).

Virtual Interactive Training Agent (ViTA) programs have been tested to determine if they can help autistics improve their job interviews skills (Burke et al., 2018). Burke and colleague's study contained 32 autistic participants (25 males, 7 females).

Table 3.7 Summary of programs that can help autistics obtain employment

Study	Name of program being examined	Description of the program
Baker-Ericzén et al. (2018)	Supported employment, comprehensive cognitive enhancement, and social skills (SUCCESS) program	The SUCCESS program is conducted over 25 sessions with one session with one session per week over a 6-month period. Each session lasts 1.5 hours and is delivered by two facilitators.
Burke et al. (2018)	Virtual interactive training agents (ViTA)	ViTA is a virtual reality computer program that is used to help autistics and those with other developmental disabilities refine and perfect their job interview performances.
Gorenstein et al. (2020)	Job-based social skills (JOBSS) program	The JOBSS program is conducted over 15 weeks and covers a broad range of soft skills that can improve performance in the workplace, such as hygiene and dress code, punctuality, and common interview questions.
Kumazaki et al. (2017)	Android robot system	An autistic interacts with an animated robotic mannequin that responds to a series of pre-programmed questions asked.
Nicholas et al. (2019)	CommunityWorks Canada (CWC)	CommunityWorks Canada (CWC) is a 12-week program that lasts a total of 30 hours during which autistic youth obtain support from peer-mentors and learn about social, communication, and jo skill-building activities.
Schall et al. (2015), Wehman et al. (2017, 2020), Whittenburg et al. (2020)	Project SEARCH with ASD supports (PS + ASD)	Project SEARCH is an intensive 9-month program in which young autistic adults during their last year at school are given a placement in a large organisation, such as a hospital, government department, or a bank.
Smith et al. (2015)	Virtual reality job interview training	The virtual reality job interview training program is installed on a computer and the autistic participant interacts with the computer program to practice their job interview performance.

(continued)

Table 3.7 (continued)

Study	Name of program being examined	Description of the program
Sung et al. (2019)	Assistive soft skills and employment training (ASSET) program	The assistive soft skills and employment training (ASSET) program lasts for 8 weeks with one 90-minute session per week. The ASSET curriculum covers the same six skills: Communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism.

Each participant completed five ViTA sessions; the first ViTA session (baseline) occurred on 10 December 2015, the second ViTA session occurred on average 61 days after the baseline ViTA session, the third ViTA session occurred 75 days after the baseline ViTA session, the fourth ViTA session occurred 89 days after the baseline ViTA session, and the fifth and final ViTA session occurred on 13 June 2016 (186 days after baseline). For each ViTA session the participant faced the screen and interacted with the animation and their behaviours were assessed using the *Marino Interview Assessment Scale* (MIAS). Results collected from the MIAS showed that over the course of the ViTA sessions most participants exhibited improvements in their ability to perform during job interviews.

It is possible that these improvements online are not translated into improvements in confidence or competence in real life job interviews. This is because real life job interviews have additional sensory stressors as well as unpredictable elements.

Kumazaki et al. (2017) also examined the efficacy of a simulated teaching assistant in helping autistics improve their job interview performances. For their study 13 young autistic adults (aged 18–25 years) were randomly assigned to either a mock job interview training session with an android robot system ($n = 7$) or a self-paced review of material about job interviewing skills ($n = 8$). Unlike Burke et al., who had a character on a screen, Kumazaki and colleagues used Actroid-F to teach autistics job interview skills. Actroid-F was a female-type humanoid robot that has the same bodily proportions, facial features, hair colour, and hairstyle as a human. Based on self-reported performance evaluations and salivary cortisol measurements, participants who interacted with Actroid-F reported slightly improved self-confidence compared to those who reviewed materials about job interviews.

Smith et al. (2015) published a 6-month follow-up study to determine if young autistic adults still retained the job interview skills that they developed after participating in a *Virtual Reality Job Interview Training* (VR-JIT) package. A logistical regression of the answers collected revealed that those who had participated in the VR-JIT sessions were more inclined to retain the skills learnt 6-months after the

VR-JIT sessions and that the VR-JIT lessons learnt helped enhance vocational success.

In summary, the three studies presented in this section evaluate if virtual reality assistants improved the job interview performances of autistics. Each study examined a different type of technology. For example, Kumazaki and colleagues used an android while Burke and colleagues used a character on a television screen. Each study reported that such devices can help improve the job interview skills of these people.

3.5.3 Job-Based Social Skills (JOBSS) Curriculum

The *Job-Base Social Skills* (JOBSS) curriculum is a 15-week program that teaches autistics a diverse range of topics to help them prepare for entering the workforce, such as active listening, managing stress, and problem solving and teamwork. Each JOBSS session follows the same six steps; (1) transition time, (2) brief review of homework and previous session content, (3) psycho-education regarding weekly content area, (4) interactive activity based on new content (e.g., role plays, video self-modelling, worksheet), (5) distribution of homework, and (6) wrap up of session and evaluation.

Gorenstein et al. (2020) examined if the JOBSS curriculum improved the employment prospects of autistics. In their study, 22 autistic adults (aged 18–45 years) were randomly allocated to either a treatment group ($n = 11$) or a control group ($n = 11$). Before commencing the JOBSS curriculum all participants provided their employment status and hours worked. This information formed the baseline scores. Six months after completing the JOBBS curriculum, participants gave updated details about their employment status and hours worked. Based on the results collected, Gorenstein and colleagues reported that the participants who completed the JOBSS curriculum demonstrated significant improvements in social cognition compared to those in the control group. Additionally, 6 months after completing the JOBSS curriculum 45% of participants had obtained employment.

3.5.4 CommunityWorks Canada (CWC)

CommunityWorks Canada (CWC), a program funded by the Canadian Government, is a peer-supported pre-employment program for young autistic adults who are aged between 15 to 21 years. CWC was based on Autism CommunityWorks, a program developed by Southwest Autism Research and Resource Centre in Phoenix, Arizona. CWC is a program that consists of 12 sessions that are delivered after school, once per week for 2.5 hours per session. CWC focuses on the development of work-related skills and gives participants opportunities to cultivate their potential areas of interest for future employment. Typically, each CWC session has six autistic

participants and six mentors. In workplace settings the mentors support the autistic participants in mastering work tasks; for example, sorting clothing in a shop or food preparation at a non-for-profit agency.

Nicholas et al. (2019) examined the utility of the CWC program in helping autistics obtain employment. They examined data from 76 autistic youth about the benefits that they obtained from the CWC program. After the conclusion of the CWC program they reported that both qualitative and quantitative data indicated that autistic participants gained many different pre-employment skills, including skills in teamwork and collaboration. Additionally, those who participated in the CWC program explained that they felt some elements of their socio-communication skills had improved. Finally, follow-up data collected at 3-, 6-, and 12-month post-intervention showed that 20% of participants were employed, which represented a 13% increase.

3.5.5 Project SEARCH with ASD Supports (PS + ASD) Program

Project SEARCH with ASD supports (PS + ASD) program is a transition-to-work internship program that uses a combination of supported employment and internship rotations to help autistic participants obtain suitable workplace experiences and to help them identify their job preferences (Wehman et al., 2020). PS + ASD program typically lasts 9-months, is delivered in the last year of high school, and participants are often placed in large community businesses, such as a hospital, government department, or bank (Wehman et al., 2017).

Whittenburg et al. (2020) reported the preliminary findings from the first year of a randomized waitlist-controlled trial that investigated if the PS + ASD program helped autistic youth identify suitable jobs in the United States military. The 'treatment group' were six autistic participants who were recruited from an internship at a military installation in the southern-eastern part of the United States of America. While the 'control group' had eight autistic participants who received special education transition services at their local high schools.

Before the start of the study (i.e., baseline), as well as 12- and 18-months after the study Whittenburg and colleagues examined if the participants obtained and/or maintained competitive integrated employment (CIE). CIE was defined as paid employment in a local business in which: (a) wages were at least at a minimum wage or higher, (b) wages were the same as wages paid to workers without disabilities who were performing the same or similar tasks, and (c) the autistic employee interacted with other employees without disabilities. Data that were used to confirm if the participant was in CIE was collected via the *Vocational Index for Adult with Autism Spectrum Disorders*. Those participants who were employed also provided the following information about their employer: (a) the name of the business where they were employed, (b) hire date, (c) job title, (d) hourly pay rate,

(e) weekly hours worked, (f) main tasks performed at work, and (g) benefits received through work (i.e., health insurance, life insurance, employer sponsored retirement funds).

During the first year of the PS + ASD program, each participant completed three different work placements. These internships were conducted at a grocery store, an outpatient medical center, a department store, a food court, a restaurant/event venue, a fitness center, and a hotel. At these worksites, participants learnt many important work-relevant skills, such as office support/clerical work and customer service. Whittenburg and colleagues reported that after 1 year in the PS + ASD program five of the six participants were in employment. Weekly hours ranged from 20 to 40 hours and earned hourly wages ranged from $8.00 USD per hour to $11.00 USD per hour. In contrast, none of the participants in the control group achieved CIE 1 year after the end of the study.

Schall et al. (2015) examined the employment outcomes of a group of autistic participants who received supported employment (SE) services from *Business Connections*; a community rehabilitation provider that helped people with disabilities obtain employment. Between 2009 and 2013, 309 individuals received SE services from *Business Connections* and of these 45 were autistic. Of the 45 who were autistic, 25 had participated in the PS + ASD program prior to enrolling in *Business Connections* and the other 20 did not participate in the PS + ASD program, they only received SE services from *Business Connections*. Thus, the only difference between the two groups was that those in the group that received the PS + ASD program received a specific vocational training intervention during their final year of schooling while those that received SE services from *Business Connections* did not receive any vocational guidance during their last year of schooling.

Schall and colleagues reported that autistic participants who received the PS + ASD program received fewer hours of job development (i.e., 80.64 hours) than those who received SE (i.e., 184 hours). However, the mean number of hours of long-term supports for participants in the group that received the PS + ASD program was slightly higher (i.e., 69.22 hours) than the mean number of intervention hours for participants who only received SE (i.e., 49.5 hours). Schall and colleagues reported that at 6-, 12- and 18-months after the conclusions of both support approaches those in the PS + ASD program had a higher rate of retention in employment. Finally, those who participated in the PS + ASD program, earned a higher mean wage ($9.89 USD per hour) than those who only received SE services ($8.82 USD per hour).

Wehman et al. (2017) compared the employment benefits that the PS + ASD program gave 31 young autistic adults (i.e., treatment group) to 23 age-matched autistic adults that did not participate in this program (i.e., control group). Wehman and colleagues hypothesised that those who received PS + ASD program would have greater rates of employment, higher wages, more hours of work per week, and greater rates of independence and initiative at work than those who did not receive this support. Based on these metrics, 90% of those in the treatment group 3 months after leaving the PS + ASD program acquired part-time employment and 81% maintained their employment at 12-months after leaving this program. In contrast,

6% of those in the control group obtained part-time employment at 3 months after graduation and 12% acquired employment 12 months after graduation. Those who were employed after participating in the PS + ASD program had higher rates of pay (i.e., from $9.53 USD per hour to $10.66 USD per hour) compared to those in the control group (i.e., from $9.57 USD per hour to $10.00 USD per hour). Finally, those in the group that participated in the PS + ASD program worked between 0 to 30 hours per week immediately after graduation and then between 0 to 40 hours at 3- and 12-months. However, those in the control group worked 0 to 22.5 hours per week immediately after graduation and at the 3-month follow-up and the 12-month follow-up.

Wehman et al. (2020) published another study about the utility of PS + ASD program in helping autistics obtain and maintain employment. For their study, 156 autistic participants aged between 18–21 years were allocated to one of two groups; a 'control group' in which participants did not participate in the PS + ASD program (n = 75) and a 'treatment group' of participants who participated in the PS + ASD program (n = 81). One year after completing the PS + ASD program, 73.4% obtained competitive employment that was at or above the minimum wage, while 17% of those in the control group obtained this employment outcome. At the time of completing the PS + ASD program those who obtained employment worked on average 19.36 hours per week for an hourly wage of $9.61 USD per hour. At 1-year follow-up, those participants worked an average of 21.2 hours per week for an hourly wage of $9.67 USD per hour. In contrast, two participants in the control group obtained employment after graduation who worked 2.25 and 21.5 hours per week for hourly wages of $8 USD per hour and $8.75 USD per hour. At the 1-year follow-up point, four participants in the control group obtained employment and they worked 8, 12, 20, and 27.5 hours per week and earned $7.50, $8, $8.99, and $10.23 USD per hour respectfully.

In summary, the results of the three studies reviewed showed that the PS + ASD program helped autistics obtain greater employment opportunities compared to those who received other forms of supports, such as supported employment. In addition, the research reviewed showed that autistics with many different levels of functioning can benefit from the PS + ASD program.

3.5.6 Assistive Soft Skills and Employment Training (ASSET) Program

The *Assistive Soft Skills and Employment Training* (ASSET) program was based on elements from the curriculum "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success"; a program that was developed by the United States Department of Labor's *Office of Disability Employment Policy*. Sung et al. (2019) published a study in which they examined if the ASSET program helped autistics prepare for the workforce. For their study, 17 young adults who were described as having

'high-functioning autism' (15 males, 3 females) completed the ASSET program. These 17 participants were assigned to four groups of 4–5 participants per group. Communication, enthusiasm and attitude, teamwork, networking, problem-solving and critical thinking, and professionalism were the six topics examined in the ASSET program with one topic being examined per week. Regardless of the topic, each ASSET session followed the same six steps; welcome, didactic lessons, activity and discussion, self-reflection, wrap-up, and social hour (optional step).

To determine the feasibility, user acceptability, practicality, and preliminary efficacy of the ASSET program a mixed methods approach of pre- and post-intervention surveys, interviews, and functional assessments was used. Sung and colleagues reported that participants exhibited increases in work-related social skills knowledge, social functioning, and self-efficacy after completing the ASSET program. Participants also reported high satisfaction rates with the activities learnt, training modalities, frequency, and duration of the intervention.

3.6 Strategies that Can Help Autistic Employees Excel in Employment

There are many personal and environmental factors that can influence the prospects of autistics obtaining employment (Chiang et al., 2013; Holwerda et al., 2013). For example, factors that have contributed to these people obtaining employment include more independent daily living skills, a high family income, a large maternal network, an inclusive school environment in early childhood, living in an area with a large population size that has many businesses, and employer's harnessing the employee's strengths and interests (Chan et al., 2018; Lee et al., 2020). These immutable characteristics are not outlined in this section. Instead, studies that have evaluated strategies and programs that can help employees on the spectrum excel in employment settings are reviewed. The strategies and programs reviewed are video prompting, audio cuing, iPod Touch, and activity schedules.

3.6.1 Video Prompting

Video modelling is an approach that can be used to help autistics learn new skills. There are three types of video modelling; video modelling, video self-modelling, and point-of-view video modelling. Video modelling involves a person watching a brief video clip that depicts an entire task of social behaviour, such as one person saying hello. The person then preforms this task or social behaviour that they have just watched. Video self-modelling involves videotaping a participant performing a task and then getting them to review the task so that they can develop their confidence to perform a task. Point-of-view video modelling involves the participant videotaping

from their perspective elements of the task that they are learning so that they can learn how to perform the task (Shukla-Mehta et al., 2010). Three studies about the efficacy of video modelling in helping autistics in employment were identified (Aljehany & Bennett, 2020; English et al., 2017; Rausa et al., 2016).

Rausa et al. (2016) examined if a video modelling intervention program helped a 23-year-old autistic male named Mark master four job-related telephone tasks; listening, actions-complaints, actions-orders, and professional speech. *EdAble Flowers*, a non-for-profit social enterprise that grows and sells flowers, was the setting for their study. This company specialises in equipping autistic adults with valuable skills and employment experiences so that the prospects of them securing employment in the open market is increased (Rausa et al., 2016).

The intervention program involved mark watching four videos; one video for each of the target behaviours. Each video involved the researcher displaying the desired behaviour. In all videos, the researcher sat behind a desk with a laptop and a phone. When an actor called the researcher they were placed on a loud speaker so that Mark could hear the dialogue between the researcher and the actor on the telephone. Only one telephone call was depicted per video, which depicted all the steps for the target behaviour. Embedded throughout the video were still photographs of the setting with a narrator explicitly explaining what was being demonstrated (Rausa et al., 2016).

Data were collected from Mark during baseline, intervention, and follow-up. During the baseline period, Mark was informed that members of the research team would impersonate being customers in simulated phone called. Apart from being told "do the best you can in answering calls" Mark was not given any verbal prompts or directions during the telephone call. Once the call had finished, Mark was given some praise and encouragement. During the intervention phase, Mark watched and learnt from the four video clips, learned the skills being taught and then they attempted to apply the skills learnt to answering the telephone. Follow-up was the third and final stage of the study and it continued for 6 weeks after the intervention. During the follow-up period, Mark continued to work at *EdAble Flowers*, but he did not receive any telephone calls from customers (Rausa et al., 2016).

Rausa and colleagues reported that the video modelling intervention program helped Mark perfect the four telephone behaviours that they wanted him to develop. During the baseline period Mark exhibited lower scores for all four telephone behaviours relative to the scores collected during the intervention phase of the study. For example, during the baseline period for the listening task Mark on average correctly performed this task 59% of the time (range: 30–75%) and during the intervention phase this increased to 90% (range: 78–100%). Based on the results, Rausa and colleagues concluded that video modelling may be an effective method for teaching autistic adults complex vocational skills, such as answering the telephone.

English et al. (2017) examined if video modelling with a video feedback component assisted three adult autistic males to perfect seven different gardening tasks, which were quality control, weeding, picking, planting, hoeing, bed making, and labelling. Their study was conducted at a not-for-profit social enterprise that grew

and sold flowers to restaurants that used them for decorative purposes. Seven video clips were created and shown to the participants, with each video clip displaying the steps required to successfully complete one gardening task. Based on the results collected, English and colleagues concluded that a combination of video modelling with a video feedback component can help autistic adults learn gardening skills.

Finally, Aljehany and Bennett (2020) examined whether video prompting or least-to-most prompting was the most effective and efficient approach in teaching three autistic adolescents with intellectual disability (i.e., Nadia, Amanda, and Leo) three basic office tasks; photocopying, making a label, and faxing. The three participants were given a different combination of tasks and video prompting or least-to-most prompting. For example, Leo learnt about faxing via video prompting and creating a label via least-to-most prompting. In contrast, Nadia learnt about making a label via video prompting and photocopying via least-to-most prompting. Leo and Nadia both learnt how to make labels with Leo learning via least-to-most prompting and Nadia learning via video prompting. Video prompting was found to create more correct task completion rates than least-to-most prompting. Nadia and Amanda both learnt how to photocopy documents with Nadia learning via least-to-most prompting and Amanda learning via video prompting. Both instructional approaches were found to be effective in teaching both participants how to photocopy documents. Finally, Leo and Amanda both learnt how to fax documents with Leo learning this task via video prompting and Amanda learning this task via least-to-most prompting. Video prompting was found to be more effective in teaching how to send a fax than least-to-most prompting.

In summary, the three studies reviewed in this section examined if autistics could learn and master work tasks via video modelling. All of these studies showed that this approach was an effective tool in teaching these people office skills. For instance, Rausa and colleagues reported that video modelling helped Mark improve his telephone skills. Additionally, Aljehany and Bennett reported that video modelling can be used to teach autistics the steps required to photocopy documents, send facsimiles, and make labels for document folders.

3.6.2 Audio Cuing

The analysis process used to examine the citations retrieved from the two PubMed searches resulted in the identification of three studies about the potential benefits that audio cuing can give people in maintaining employment (Allen et al., 2012; Bennett et al., 2013; Montgomery et al., 2011).

Montgomery et al. (2011) examined if a self-operated audio prompting system could help Joseph and Nathan, two 17-year-old autistics with intellectual disabilities, increase on-task behaviour in an employment training program. Although they did not stipulate the tasks conducted, they did report that their self-operated audio prompting system did increase on-task behaviour. For Joseph, during the baseline collection of data he displayed on-task behaviour less than 45% of the time during

each work session (range: 17–45%, mean: 29%). During this data collection period prompts to stay on-task that were expressed by support staff occurred 13–38% of the time, with a mean of 24%. During the first intervention phase, Joseph used the self-operated audio prompting system and his usage of this system resulted in an increase of on-task behaviour to 70% of the time (range: 70–91%, mean: 81%). During this phase, the prompting to stay on-task that the support staff expressed dropped to 2% and remained at 0% for the remainder of this intervention period. During the third phase of the study the self-operated audio prompting system was removed. The removal of this system resulted in a decline in correct on-task behaviours to 61–87%, with a mean of 70%. Additionally, the prompts conveyed by support staff to help keep Joseph on-task increased up to 22% of the work session. During the fourth and final phase of the study the self-operated audio prompting system was reintroduced, and the percentage of on-task behaviour increased to a range from 75–100%, with the mean being 90%. Finally, during this phase the prompts given by support staff to Joseph dropped to a mean of 0%.

Like Joseph, Nathan also had a similar pattern of progress during the four phases of Montgomery et al.'s study. During the baseline phase, Nathan was on-task between 32–50% of the time, with a mean of 42%. During baseline, on average 65% of the time support staff issued prompts to keep him on-task. During the first intervention phase, Nathan's usage of the self-operated audio prompting system increased his on-task behaviour to a mean of 69% and the prompts issued by support staff decreased to a mean of 30%. During the third phase, in which the system was removed, Nathan's on-task behaviour decreased to as low as 36% and during the first work session during this phase the percentage of prompts issued by the support staff increased to 96%. During work session 20, which occurred during the third phase of the study, there was a lack of support staff on duty that resulted in 26% of the intervals resulting in prompts. During the fourth and final phase of the study, the reintroduction of the self-reported audio prompting system resulted in a decrease in prompts expressed by support staff to a mean of 10% (range: 1–17%). Also during this phase the percentage of on-task behaviour increased to a mean of 59% (range: 25–81%). Finally, during work session 25, Nathan was attempting to inform a paraeducator that he wanted to use the restroom. Since he was not able to use this facility the percentage of his on-task behaviour for that session was 25%. Irrespective of these factors, Montgomery and colleagues concluded that their self-operated audio prompting system resulted in an increase in on-task behaviours.

Allen et al. (2012) evaluated if audio cuing could be augmented with video modelling to help three autistic adolescents with intellectual disabilities promote products in retail stores by wearing an air inflated WalkAround costume of a popular character. Initially, all three adolescents were trained using a video modelling approach in how to put on the costume and operate its functions. The results showed that while video modelling did not help perfect job readiness skills it did show that audio cuing produced job performance results that were well above the designed criteria during training and whilst performing the job. Additionally, the participant's parents also reported that the participants enjoyed using the audio cuing package.

In another study, Bennett et al. (2013) examined the effects of covert audio coaching (CAC) on assisting three autistic adolescents to learn how to photocopy documents. They reported that CAC helped all three participants practice and perfect their photocopying skills. During the baseline data collection phase Jason achieved 70% accuracy whilst photocopying documents. After the introduction of the CAC system his accuracy with photocopying immediately increased and stabilised between 98 and 100% over the five consecutive sessions during the second phase of the study. During the follow-up period his performance was maintained above 90% for 3 weeks following the intervention. Shaun's performance with photocopying was at 70% accuracy. After the CAC program was implemented Shaun's accuracy with photocopying gradually increased and then stabilised at 100% for the final four sessions. During the follow-up period he maintained his 100% accuracy with photocopying. Finally, for David during the baseline data collection phase his performance was around 60% accuracy. However, after the introduction of the CAC program his accuracy in photocopying immediately increased to 90% within two sessions and this level of accuracy was maintained at 98% to 100% over the following four sessions. When this support was removed his accuracy decreased and when the CAC was reintroduced his accuracy increased and was maintained at 100% for five consecutive sessions. With the second withdrawal of the CAC program his accuracy was maintained at between 98% to 100% for 3 weeks.

In summary, the three studies presented in this section showed that programs that use audio cuing technologies can improve the tasks that autistics perform in the workplace.

3.6.3 iPod Touch

Personal digital assistants (PDAs) have been found to assist autistics achieve greater academic success (Kagohara et al., 2013; Larwin & Aspiranti, 2019; Ledbetter-Cho et al., 2018). PDAs have also been found to assist these people in improving their performance in the workplace. Gentry et al. (2015) examined if an *Apple iPod Touch* PDA improved performance at work and reduced personal support needs on the job. iPod Touch was used to help plan and list vocational tasks. For their study baseline data was collected from 50 autistic adults, who were beginning a vocational placement supported by a job coach. After the collection of this data, these 50 participants were randomly assigned to one of two groups; those who received training in the use of the *Apple iPod Touch* as a vocational aid immediately after starting the job or 12 weeks after being in the job placement. Participants who used the *Apple iPod Touch* at the beginning of their job placement required less hours of job coaching then those who did not receive this device until 12 weeks after commencing employment.

3.6.4 Activity Schedules

Sances et al. (2018) published a study in which they examined if an activity schedule helped Joey, an autistic male, maintain several beehives located at a cemetery in south-eastern Pennsylvania. The activity schedule was a series of laminated pictures of each step in a specific task that were attached via magnets to a whiteboard.

Their study was composed of four phases. The first phase involved Joey not using the activity schedule but only receiving verbal instructions from the supervisor, who only said "It's time to inspect a hive. You will get a break when you're finished. I will not be able to speak to you until you are on a break. Let me know when you're done". Joey did not receive verbal praise for appropriate task completion or any rest breaks. If Joey decided to take an unscheduled break, then the supervisor assisted him to resume the task of checking the beehive. During this phase baseline data was collected, Joey was able to correctly perform 40% of the tasks required to successfully inspect the beehives, which ranged from 30% to 51%. The second stage of the study involved adding an activity schedule to the tasks that needed to be performed. No prompts were provided during this stage to guide Joey through the tasks. This phase was designed to determine if Joey could master the steps listed on the activity schedule itself without any instructions about how to use the activity schedule. During this phase, Joey was able to complete between 20% to 29% of the tasks accurately, with the mean being 23%. The third phase of the study involved Joey using both the activity schedule and verbal instructions from the instructor. During this phase, the percentage of steps that were correctly completed ranged from 49% to 87%, with the mean being 70%. The fourth and final phase of the study involved both the activity schedule and verbal instructions being removed and during this phase of the study the range of correct tasks completed dropped to 50% to 52% correct, with the mean being 51% (Sances et al., 2018). Based on these results, a combination of activity scheduled with instructions produced better outcomes for Joey than activity schedules alone.

3.7 Conclusion

In this chapter the articles retrieved from the two PubMed searches that answered the five research questions posed in the previous chapters were presented. The studies included in this chapter in general showed that autistic employees have suboptimal employment outcomes (e.g., lower wages) compared to employees with other disabilities. The studies presented in this chapter also showed that some employers held favourable views of autistic employees. Finally, the studies outlined in this chapter showed that there are strategies and programs that can help autistic employees either enter or stay in the workforce.

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Chapter 4
Recommendations for Research in the Future and Final Comments

4.1 Introduction

The limitations of the studies examined in the previous chapter are presented in this chapter. A study's limitations can highlight areas where more research can be conducted in the future. The focus of this chapter then shifts to providing several general recommendations for the responsible conduct of research to avoid the reproducibility crisis that is currently challenging the practice of research in psychology and medicine.

4.2 Similarities and Differences Between Autistic and Non-autistic Employees

An examination of the citations retrieved from the two PubMed searches revealed two studies that measured the similarities and differences between employees on and not on the autism spectrum (Bush & Tassé, 2017; Roux et al., 2013). By examining the limitations of these studies a path for creating more robust research in the future can be established. Bush and Tassé (2017) explained that for their study they only sourced participants who accessed state-based services. Thus, their sample did not contain members of the autistic population, who had lower support needs and who would not have used state-based vocational placement services. Roux et al. (2013) explained that one of the limitations of their study was that the dataset that they used did not contain details about the potential co-morbid conditions of the autistic participants. Thus, it was not possible to clearly establish the actual impact of the autism spectrum when comparing the similarities and differences between employees on and not on the autism spectrum.

The limitations in Bush and Tassé's (2017) and Roux et al.'s (2013) studies should be addressed in future research. By addressing these areas a better

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understanding about the similarities and differences between autistic and non-autistic employees would be developed. To that end, in the future researchers should base their conclusions on a larger sample that is more representative of diversity within the autistic community. By using such a sample the results generated can be better generalised to the entire autistic population. To create a more representative sample of autistics researchers can approach autism advocacy organisations and recruit potential participants from their client database instead of only examining records from vocational rehabilitation databases.

4.3 Experiences and Views of Employers about Potential Autistic Employees or Autistic Employees

Six studies were identified from the two PubMed searches that explored the experiences and views that employers had about potential employees or autistic employees (Black et al., 2019, 2021; Buckley et al., 2021; Dreaver et al., 2020; Richardson et al., 2019; Scott et al., 2017). An examination of these studies revealed that they shared three common limitations. First, Black et al. (2021), Scott et al. (2017), and Richardson et al. (2019) all explained that their studies contained small samples of employers which made it difficult to generalise the findings. Second, Black et al. (2019) and Dreaver et al. (2020) claimed that their results could have been improved if the insights provided by employers supervising autistic employees were triangulated with the views of other people who worked with both the autistic employee and their employer, such as other workplace colleagues. Third, Buckley et al. (2021) and Scott et al. (2017) explained that they did not implement processes that minimised the prospect of employers telling the researcher what they thought that the researcher wanted to hear. Research conducted in the future that examine the views and experiences of employers supervising autistic employees should address these three limitations. Thus, studies should have larger sample sizes, take into consideration the views of others, and implement processes that minimise any social desirability biases.

4.4 Employment Experiences of Autistic Employees

Four studies retrieved from the two PubMed searches contained descriptions from autistics about their employment experiences (Anderson et al., 2020; Baldwin et al., 2014; Bury et al., 2020; Nagib & Wilton, 2019). The limitations that these authors have described their studies containing can provide several directions for where more research can be conducted in the future. Baldwin et al. (2014) did not disclose any limitations of their research. However, Anderson et al. (2020) and Nagib and Wilton (2019) described two limitations that both of their studies shared. First, for

both studies participants were predominantly homogeneous in terms of being recruited from a single geographical area, white, young, and from high socio-economic backgrounds. Second, for both studies no diagnostic instruments were used to confirm if the participant was indeed autistic. Nagib and Wilton examined data that was collected from online forums. Consequently, they did not verify a person's diagnosis. Similarly, Bury et al. (2020) only included autistics in their sample who could read and understand questions that were posed on online forms. Anderson and colleagues obtained data from participants whose parents claimed that they were autistic. These researchers did not conduct any diagnostic assessments on the participants to confirm the parent's claims that they were autistic. To create more robust research in the future, that will help uncover and examine the employment experiences of autistic employees, researchers should address these two limitations. This can be accomplished by sampling participants from more diverse backgrounds and using diagnostic instruments to verify claims that the participants are actually autistic.

4.5 Strategies that Can Help Autistics Obtain Employment

After the citations retrieved from the two PubMed searchers were examined six distinct strategies were identified that have been evaluated to determine if they assist autistics to obtain employment. The limitations of each study about each strategy is presented below along with some recommendations to improve these studies in the future.

4.5.1 Supported Employment, Comprehensive Cognitive Enhancement, and Social Skills (SUCCESS) Program

Baker-Ericzén et al. (2018) claimed that the SUCCESS program assisted prospective autistic employees to obtain employment. However, their study did contain three limitations that might have undermined the results reported, which were a small sample size, no control group, and participants not on the autism spectrum. In the future studies should correct for these limitations. This can be accomplished by using larger sample sizes, a control group of autistic participants who did not participate in the SUCCESS program and using diagnostic instruments to determine if the participants are actually on the autism spectrum.

4.5.2 Programs to Improve Job Interview Performances

In the previous chapter the results of three studies about the effectiveness of programs designed to help autistics improve their job interview performances were presented (Burke et al., 2018; Kumazaki et al., 2017; Smith et al., 2015). These three studies are useful as they demonstrate that there are programs that can help prospective autistic employees improve their job interview performance and their chances of securing employment. However, this overall finding needs to be interpreted with caution since each study had limitations. Burke et al. (2018) used the *Marino Interview Assessment Scale* (MIAS) to determine the extent to which the participants utilised their interview skills in an interview setting. The MIAS is a novel tool that has not been validated. Thus, more research needs to be conducted to validate if this tool is effective. Second, both Smith et al. (2015) and Kumazaki et al. (2017) stated that their results were based on small samples of participants. In the future, studies should contain larger sample sizes so that the statistical power and generalisability of the results are improved. Finally, Smith and colleagues claimed that the job interview performances of participants were not verified by employers and Kumazaki and colleagues stated that the time frame of their study was short and were not tied to specific vocational outcomes beyond the interview setting. To correct for these limitations in the future the perspectives of employers should be examined to determine of the job interview training packages gives 'real world' benefits to autistic participants.

4.5.3 Job-Based Social Skills (JOBSS) Curriculum

Gorenstein et al. (2020) examined if the JOBSS curriculum improved the employment outcomes for autistics. They reported that the parent's caregivers claimed that those who received the JOBSS curriculum exhibited significant improvements in social cognition compared to those in the control group who did not receive the JOBSS curriculum. Equipped with increased social cognition, six months after finishing the JOBSS curriculum 45% of participants gained employment. These results lend support to the view that the JOBSS curriculum can improve the employment prospects of autistic participants. However, these results need to be taken with caution since Gorenstein and colleagues's study contained two limitations. First, 11 participants received the JOBSS curriculum program and 11 were in the control group. Due to small sample sizes it was not possible to generalise the results collected to the broader autistic population. Second, for their study the participant's parents reported significantly improved social cognition. It is possible that their scores were influenced by expectancy bias; that is the parents believed that since their children were participating in the JOBSS curriculum they must have therefore improved their social cognition. In the future, studies should mitigate these two limitations by using larger sample sizes and more objective processes to measure

if social cognition improves after participating in the JOBSS curriculum program, such as blinding parents to whether their son or daughter are in the control or experimental group.

4.5.4 *CommunityWorks Canada (CWC)*

Nicholas et al. (2019) published a study in which they showed that the *CommunityWorks Canada* (CWC) program helped autistics obtain employment. However, research in the future should address the limitations in Nicholas et al.'s study, which was that they did not examine the efficacy of this program long-term. In the future studies that examine the benefits of the CWC program should be longitudinal and follow-up with participants at 6-, 12-, and 18-month intervals to see if the participants were able to obtain and maintain employment.

4.5.5 *Project SEARCH with ASD Supports (PS+ASD) Program*

Most of the studies identified from the two PubMed searches examined the efficacy of the Project SEARCH with ASD supports (PS+ASD) program (Schall et al., 2015; Wehman et al., 2017, 2020; Whittenburg et al., 2020). Whittenburg et al. (2020) study provided premilitary results from the first year of a 3-year study. Since it is an incomplete study, its limitations are not critiqued. The other three studies share three common limitations that research in the future could address. First, Schall et al.'s (2015) and Wehman et al.'s (2017) studies were conducted in one geographical area. Thus, it was not possible to rule out if the employment outcomes were due to the local economy. Second, Wehman et al.'s (2017, 2020) studies had small sample sizes which meant that the results achieved were not able to be generalised to the broader autistic population. Third, in Wehman et al.'s (2017, 2020) studies, many participants in the control group left the study before it concluded. Such low retention rates might jeopardise the results. Some of the limitations in the studies, however, were not shared by multiple studies. For example, Schall et al. (2015) stated that the diagnosis of autistic participants was confirmed using their medical and psychological records and not clinical tools. In the future studies that examine the utility of the PS+ASD program in assisting autistics to obtain employment should mitigate these limitations. Thus, studies in the future should be conducted in many different geographical areas so that any influences that local economic factors can have on the results obtained can be mitigated. Studies should also recruit more participants so that there is a better possibility that the results can be generalised to the broader autistic population and to also mitigate any flaws caused by reduced retention rates.

4.5.6 *Assistive Soft Skills and Employment Training (ASSET) Program*

One study about the utility of the *Assistive Soft Skills and Employment Training* (ASSET) program in helping autistics obtain employment was identified from the citations retrieved from the two PubMed searches (Sung et al., 2019). Sung et al. (2019) claimed that the ASSET program helped these people improve their social functioning, self-confidence, an engagement with job placement training. While these results are promising they should be treated with caution because of two limitations. First, their study had a small non-random sample which meant that the results collected could not be generalised to the broader autistic population. Second, the results collected were based on self-reported measures and that the instrument used to capture any changes in social functioning was not sensitive within the sample. To correct for these limitations, in the future studies that evaluate the efficacy of the ASSET program should have larger sample sizes and use more objective measures.

4.6 Strategies that Can Help Autistic Employees Excel in Employment

After the citations retrieved from the two PubMed searchers were examined four distinct strategies were identified that have been evaluated to determine if they assist autistics to maintain their employment and improve their performance in the workplace. Below the limitations of each study about each strategy is presented along with some recommendations to improve research activities conducted in the future.

4.6.1 *Video Prompting*

Three studies were identified that examined if programs that contained elements of video prompting helped autistic employees' improvement their employment experiences (Aljehany & Bennett, 2020; English et al., 2017; Rausa et al., 2016). Although each study reported promising results, based on the limitations documented in each study there still remains several areas in which more research can be conducted in the future. First, Aljehany and Bennett (2020) and Rausa et al. (2016) suggested that the reported benefits of video prompting could not be generalised to the entire autistic population since they had a small sample of participants. Second, the participants examined by English et al. (2017) did not have a comprehensive autism spectrum diagnosis. Third, in Rausa and colleagues's study Mark was subjected to video modelling prompting to learn how to answer the telephone. Mark was aware that all the phone calls that he was expected to answer were made

by members of the research team that he already had an established relationship. Furthermore, during the study Mark was taking medication and drinking alcohol outside of workhours which may have had side effects that influenced his ability to answer the telephone. To overcome these limitations in the future studies should attempt to generalise the results collected to the autistic population by increasing the sample size. Studies conducted in the future should also take a more robust approach towards establishing a participant's autism spectrum diagnosis as well as controlling factors that could influence the results generated, such as the consumption of medication or the participants' familiarity with members of the research team.

4.6.2 Audio Cuing

From the original citations retrieved from the two PubMed searches three studies examined the potential benefits that audio cuing gave autistic employees in the workplace (Allen et al., 2012; Bennett et al., 2013; Montgomery et al., 2011). While these studies reported positive results, each study had limitations that future research should address. First, Bennett et al.'s (2013) study contained three participants and Montgomery et al.'s (2011) study contained two participants. Such small samples prohibited the ability to generalise the findings reported to the broader autistic population. Second, Allen et al.'s (2012) and Montgomery and colleagues.'s studies no follow-up data was collected after the intervention period. Similarly, in Bennett and colleagues's study the follow-up session only covered a period of three weeks post-intervention. Since there was either no follow-up period or a follow-up period that was very brief it is unknown if the benefits that the participants obtained from audio cuing programs would continue after several months or longer. To overcome these limitations, and to improve our understanding about the utility of audio cuing for autistic employees, research in the future should have larger samples of participants and include longer follow-up periods to determine if there are any long-term benefits of audio cuing.

4.6.3 iPod Touch

Gentry et al. (2015) reported that autistic employees who used an iPod Touch, which is a personal digital assistant (PDA), to successfully complete work tasks required significantly less hours of job coaching support. While this is a promising finding, their study had two limitations that need to be taken into consideration. First, only one researcher collected data from the participants and their observations were not independently verified by anyone else in the research team. Since there was no independent verification the accuracy of the observations could not be confirmed. Second, all participants had cognitive, vision, hearing, and manual dexterity abilities within the typical range. The lack of diversity within the sample meant that the

sample was not representative of the broader autistic population. In the future studies should address these limitations so that the utility of PDAs in improving the performance of autistic employees in the workplace can be better examined.

4.6.4 Activity Schedules

Sances et al. (2018) reported that activity schedules helped one autistic person master the steps required to check beehives. Although activity schedules were deemed to be a suitable tool for this task in an occupational setting their study does have limitations that studies in the future should address. First, the results of their study were based on the observations of one participant. Consequently, the conclusions draw was not representative of other members of the autistic population. Second, their study examined the utility of activity schedules in helping autistics inspect beehives. It is unknown if activity schedules can help autistics learn other occupational skills, such as photocopying, sending emails, or creating agendas for meeting.

4.7 Topics that Have Not Been Comprehensively Examined in the Literature About the Autism Spectrum and Employment

4.7.1 Workplace Bullying and Harassment

There is a considerable amount of research that has examined bullying and harassment in the workplace (Cregan & Kelloway, 2018; Feijó et al., 2019; Hogh et al., 2019). This literature has shown that such behaviours can have detrimental impacts on the individuals being harassed and/or bullied, including the potential development of mental health issues, type-2 diabetes, and lower workplace productivity (Conway et al., 2018; McTernan et al., 2013; Xu et al., 2018). It has been documented that 8.3% of employees have experienced workplace bullying in the past year (Ortega et al., 2009). Despite this prevalence rate, the examination of the citations retrieved from the two PubMed searches failed to identify any studies about the workplace bullying experiences of autistic employees. It is possible that such employees might be more susceptible to workplace bullying due to the inherent social communication difficulties in autism. However, it is also possible that autistic employees might have difficulties perceiving subtle bullying or harassment due to difficulties with understanding intention and/or the actions of others when the action lacks congruence with their verbal communication. In the future, studies should examine the types of bullying that autistic employees encounter (i.e., sexual harassment, physical violence, ableism, verbal bullying, deliberately provoking sensory

distress etc.). Studies conducted in the future should also examine strategies that can help these employees identify and mitigate instances of workplace bullying. By conducting such research autistic employees can be protected in the workplace and can continue to participate in the workforce.

4.7.2 Retrenchment and Termination from Employment

Retrenchment is the act of making an employee redundant. An examination of the studies that were retrieved from the two PubMed searches failed to find any studies about autistic adults and their experiences of being made redundant, including any long-term economic consequences and whether or not they were able to find another employment opportunity. In the future studies should examine how autistics handle the process of retrenchment and what supports they might need in order to obtain future employment. Through conducting such research, it may be possible to effectively assist such adults to re-enter the workforce with minimal disruption, effort, and time.

4.8 Final Comments

The main purpose of any scoping review was to summarise the current state of literature about a topic, including gaps in our understanding about the topic and the possible suggestions to increase our knowledge about a particular topic. In light of this main purpose in this scoping review studies about autistics and employment were examined and areas where more research can be conducted were presented. PubMed was used to retrieve citations because at the time of searching this database it contained one of the biggest repositories of academic studies in the world (i.e., more than 30 million citations as of 27 August 2020). Two searches of PubMed that both had general terms were conducted. The first search involved searching the study's title and/or abstract with the search terms *'autis*'* AND *'employment'*. This search resulted in 314 citations being retrieved. The second search involved using the search terms '*autis**' AND '*vocational*' in the study's title and/or abstract. This search resulted in 131 citations being retrieved. After duplicate records were removed 379 original citations were subject to analysis.

Due to the volume of citations retrieved from these two PubMed searches, which was anticipated, a *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) search was used to determine what studies should be included in the scoping review. The title and abstract of each original citation retrieved from the two PubMed searches were screened. If the study was published in English and if it was deemed to answer one of the five guiding research questions posed, then it was deemed to be preliminary eligible. There were 104 studies that were considered possibly eligible for inclusion in this scoping review. The entire contents of these

studies were examined to confirm if they did actually answer one of the six guiding research questions. This full-text screening process resulted in the final inclusion of 32 studies for this scoping review.

This scoping review showed that there are two common trends in the literature about autism and employment. First, multiple studies have concluded that despite having a willingness and a desire to work, autistic adults often do not have comparable employment outcomes (i.e., number of hours worked per week, pay per hour) compared to those not on the autism spectrum. Second, multiple studies have shown that employees are often impressed with the work output of their autistic employees. They frequently cite that these employees are punctual, organised, and do not engage in office politics.

This scoping review also presented the research about strategies and programs that can help autistic adults either enter the workforce or maintain their employment. There were many different programs that were examined, for instance virtual reality job interview training, activity schedules, and audio cuing. Overall, most studies reported positive results for employees or aspiring autistic employees. Despite reporting positive results there are several common limitations that undermine the confidence in the results reported. First, most studies based their results on very small sample sizes, being effectively case studies. Such small sample sizes inhibited the ability to generalise the results to the entire autistic population. Second, several studies noted that the participants in their studies did not have a confirmed autism spectrum diagnosis. In the future researchers should use a more rigorous screening process or use established tools to confirm an autism spectrum diagnosis to ensure that the results generated are indeed relevant to autistics. Third, several studies reported that they did not have a follow-up period once the employment support program discontinued. The lack of such a follow-up period raises questions about if the support or program is still yielding benefits long-term. To answer such questions studies conducted in the future should include a time maybe 6-, 12- or 18-months after the program has concluded to collect data.

In summary, unlike previous studies that have only examined one aspect of autism and employment, this scoping review examined multiple perspectives (i.e., views of employers and autistic employees). Examining many aspects of this topic created a cohesive and holistic summary of the contemporary trends in the field of the autism spectrum and employment. One trend that should be acknowledged is that there still remains many areas where more research can be conducted. For instance, many studies examined had small sample sizes and lacked follow-up periods. It is hoped that future generations of researchers will address these gaps and in doing so will improve our understanding about autistic people in the workplace.

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Appendices

Appendix A Summary of Studies Retrieved from PubMed Using the Key Terms (autis*[Title/Abstract]) AND (employment[Title/Abstract])

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
1 *	Frank, F., Jablotschkin, M., Arthen, T., Riedel, A., Fangmeier, T., Hölzel, L. P., & Tebartz van Elst, L. (2018). Education and employment status of adults with autism spectrum disorders in Germany: A cross-sectional survey. *BMC Psychiatry*, *18*(1), 75. https://doi.org/10.1186/s12888-018-1645-7	Yes	This study did not answer any of the guiding research questions.
2	Nicholas, D. B., Mitchell, W., Dudley, C., Clarke, M., & Zulla, R. (2018). An ecosystem approach to employment and autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(1), 264–275. https://doi.org/10.1007/s10803-017-3351-6	Yes	This study did not answer any of the guiding research questions.
3	Bush, K. L., & Tassé, M. J. (2017). Employment and choice-making for adults with intellectual disability, autism, and down syndrome. *Research in Developmental Disabilities*, *65*, 23–34. https://doi.org/10.1016/j.ridd.2017.04.004	Yes	This study was used in this scoping review.
4	Baldwin, S., Costley, D., & Warren, A. (2014). Employment activities and	Yes	This study was used in this scoping review.

(continued)

M. Bennett, E. Goodall, *Employment of Persons with Autism*, SpringerBriefs in Psychology, https://doi.org/10.1007/978-3-030-82174-6

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	experiences of adults with high-functioning autism and Asperger's Disorder. *Journal of Autism and Developmental Disorders*, *44*(10), 2440–2449. https://doi.org/10.1007/s10803-014-2112-z		
5	Capo L. C. (2001). Autism, employment, and the role of occupational therapy. *Work (Reading, Mass.)*, *16*(3), 201–207.	No	This is a review of the literature.
6 *	Hedley, D., Uljarević, M., Cameron, L., Halder, S., Richdale, A., & Dissanayake, C. (2017). Employment programmes and interventions targeting adults with autism spectrum disorder: A systematic review of the literature. *Autism*, *21*(8), 929–941. https://doi.org/10.1177/1362361316661855	No	This is a review of the literature.
7 *	Shattuck, P. T., Narendorf, S. C., Cooper, B., Sterzing, P. R., Wagner, M., & Taylor, J. L. (2012). Postsecondary education and employment among youth with an autism spectrum disorder. *Pediatrics*, *129*(6), 1042–1049. https://doi.org/10.1542/peds.2011-2864	Yes	This study did not answer any of the guiding research questions.
8	Bennett, A. E., Miller, J. S., Stollon, N., Prasad, R., & Blum, N. J. (2018). Autism spectrum disorder and transition-aged youth. *Current Psychiatry Reports*, *20*(11), 103. https://doi.org/10.1007/s11920-018-0967-y	No	This is a review of the literature.
9 *	Taylor, J. L., Smith DaWalt, L., Marvin, A. R., Law, J. K., & Lipkin, P. (2019). Sex differences in employment and supports for adults with autism spectrum disorder, *Autism*, *23*(7), 1711–1719. https://doi.org/10.1177/1362361319827417	Yes	This study did not answer any of the guiding research questions.
10	Rynkiewicz, A., Janas-Kozik, M., & Słopień, A. (2019). Girls and women with autism. Dziewczęta i kobiety z autyzmem. *Psychiatria polska*, *53*(4), 737–752. https://doi.org/10.12740/PP/OnlineFirst/95098	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
11	Anderson, C., Butt, C., & Sarsony, C. (2020). Young adults on the autism spectrum and early employment-related experiences: Aspirations and obstacles. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04513-4	Yes	This study was used in this scoping review.
12	Baker, E. K., Richdale, A. L., & Hazi, A. (2019). Employment status is related to sleep problems in adults with autism spectrum disorder and no comorbid intellectual impairment. *Autism*, *23*(2), 531–536. https://doi.org/10.1177/1362361317745857	Yes	This study did not answer any of the guiding research questions.
13	Chan, W., Smith, L. E., Hong, J., Greenberg, J. S., Lounds Taylor, J., & Mailick, M. R. (2018). Factors associated with sustained community employment among adults with autism and co-occurring intellectual disability. *Autism*, *22*(7), 794–803. https://doi.org/10.1177/1362361317703760	Yes	This study did not answer any of the guiding research questions.
14	Taylor, J. L., Henninger, N. A., & Mailick, M. R. (2015). Longitudinal patterns of employment and postsecondary education for adults with autism and average-range IQ. *Autism*, *19*(7), 785–793. https://doi.org/10.1177/1362361315585643	Yes	This study did not answer any of the guiding research questions.
15	Saunders, B. S., Tilford, J. M., Fussell, J. J., Schulz, E. G., Casey, P. H., & Kuo, D. Z. (2015). Financial and employment impact of intellectual disability on families of children with autism. *Families, Systems & Health*, *33*(1), 36–45. https://doi.org/10.1037/fsh0000102	No	Study focuses on parents of autistic children.
16	Poon, K. K., & Sidhu, D. J. (2017). Adults with autism spectrum disorders: A review of outcomes, social attainment, and interventions. *Current Opinion in Psychiatry*, *30*(2), 77–84. https://doi.org/10.1097/YCO.0000000000000306	No	This is a review of the literature.
17	Montes, G., & Halterman, J. S. (2008). Child care problems and employment among families with preschool-aged	No	Study focuses on parents of autistic children.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	children with autism in the United States. *Pediatrics*, *122*(1), e202–e208. https://doi.org/10.1542/peds.2007-3037		
18	Ou, J. J., Shi, L. J., Xun, G. L., Chen, C., Wu, R. R., Luo, X. R., Zhang, F. Y., & Zhao, J. P. (2015). Employment and financial burden of families with preschool children diagnosed with autism spectrum disorders in urban China: Results from a descriptive study. *BMC Psychiatry*, *15*, 3. https://doi.org/10.1186/s12888-015-0382-4	No	Study focuses on parents of autistic children.
19 *	Solomon C. (2020). Autism and Employment: Implications for Employers and Adults with ASD. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04537-w	No	This is a review of the literature.
20 *	Nicholas, D. B., Zwaigenbaum, L., Zwicker, J., Clarke, M. E., Lamsal, R., Stoddart, K. P., Carroll, C., Muskat, B., Spoelstra, M., & Lowe, K. (2018). Evaluation of employment-support services for adults with autism spectrum disorder. *Autism*, *22*(6), 693–702. https://doi.org/10.1177/1362361317702507	Yes	This study did not answer any of the guiding research questions.
21	Cidav, Z., Marcus, S. C., & Mandell, D. S. (2012). Implications of childhood autism for parental employment and earnings. *Pediatrics*, *129*(4), 617–623. https://doi.org/10.1542/peds.2011-2700	No	Study focuses on parents of autistic children.
22	Buescher, A. V., Cidav, Z., Knapp, M., & Mandell, D. S. (2014). Costs of autism spectrum disorders in the United Kingdom and the United States. *JAMA Pediatrics*, *168*(8), 721–728. https://doi.org/10.1001/jamapediatrics.2014.210	No	This is a review of the literature.
23	Lobar S. L. (2016). DSM-V changes for autism spectrum disorder (ASD): Implications for diagnosis, management, and care coordination for children with ASDs. *Journal of Pediatric*	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Health Care, *30*(4), 359–365. https://doi.org/10.1016/j.pedhc.2015.09.005		
24 *	Schall, C., Wehman, P., Avellone, L., & Taylor, J. P. (2020). Competitive integrated employment for youth and adults with autism: Findings from a scoping review. *Child and Adolescent Psychiatric Clinics of North America*, *29*(2), 373–397. https://doi.org/10.1016/j.chc.2019.12.001	No	This is a review of the literature.
25	Livingston, L. A., Shah, P., & Happé, F. (2019). Compensatory strategies below the behavioural surface in autism: A qualitative study. *The Lancet Psychiatry*, *6*(9), 766–777. https://doi.org/10.1016/S2215-0366(19)30224-X	No	This is a review of the literature.
26	Lorenz, T., Frischling, C., Cuadros, R., & Heinitz, K. (2016). Autism and overcoming job barriers: Comparing job-related barriers and possible solutions in and outside of autism-specific employment. *PloS One*, *11*(1), e0147040. https://doi.org/10.1371/journal.pone.0147040	Yes	This study did not answer any of the guiding research questions.
27 *	Scott, M., Milbourn, B., Falkmer, M., Black, M., Bölte, S., Halladay, A., Lerner, M., Taylor, J. L., & Girdler, S. (2019). Factors impacting employment for people with autism spectrum disorder: A scoping review. *Autism*, *23*(4), 869–901. https://doi.org/10.1177/1362361318787789	No	This is a review of the literature.
28	Cassidy, S., Bradley, L., Shaw, R., & Baron-Cohen, S. (2018). Risk markers for suicidality in autistic adults. *Molecular Autism*, *9*, 42. https://doi.org/10.1186/s13229-018-0226-4	No	This article does not focus on employment for autistics.
29	Field T. (2017). Prenatal depression risk factors, developmental effects and interventions: A review. *Journal of Pregnancy and Child Health*, *4*(1), 301. https://doi.org/10.4172/2376-127X.1000301	No	This is a review of the literature.
30 *	Baker-Ericzén, M. J., Fitch, M. A., Kinnear, M., Jenkins, M. M., Twamley, E. W., Smith, L., Montano, G., Feder, J., Crooke, P. J., Winner, M. G., &	Yes	This study was used in this scoping review.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Leon, J. (2018). Development of the supported employment, comprehensive cognitive enhancement, and social skills program for adults on the autism spectrum: Results of initial study. *Autism*, *22*(1), 6–19. https://doi.org/10.1177/1362361317724294		
31	Anderson, K. A., Sosnowy, C., Kuo, A. A., & Shattuck, P. T. (2018). Transition of individuals with autism to adulthood: A review of qualitative studies. *Pediatrics*, *141*(Suppl 4), S318–S327. https://doi.org/10.1542/peds.2016-4300I	No	This is a review of the literature.
32	Ohl, A., Grice Sheff, M., Small, S., Nguyen, J., Paskor, K., & Zanjirian, A. (2017). Predictors of employment status among adults with autism spectrum disorder. *Work (Reading, Mass.)*, *56*(2), 345–355. https://doi.org/10.3233/WOR-172492	Yes	This study did not answer any of the guiding research questions.
33	Valkanova, V., Rhodes, F., & Allan, C. L. (2013). Diagnosis and management of autism in adults. *The Practitioner*, *257*(1761), 13–3.	No	This article does not focus on employment for autistics.
34	Balbir Singh, H. K., Badgujar, V. B., Yahaya, R. S., Abd Rahman, S., Sami, F. M., Badgujar, S., Govindan, S. N., & Ansari, M. T. (2019). Assessment of knowledge and attitude among postnatal mothers towards childhood vaccination in Malaysia. *Human Vaccines & Immunotherapeutics*, *15*(11), 2544–2551. https://doi.org/10.1080/21645515.2019.1612666	No	This article does not focus on employment for autistics.
35	Koffer Miller, K. H., Mathew, M., Nonnemacher, S. L., & Shea, L. L. (2018). Program experiences of adults with autism, their families, and providers: Findings from a focus group study. *Autism*, *22*(3), 345–356. https://doi.org/10.1177/1362361316679000	Yes	This study did not answer any of the guiding research questions.
36 *	Roux, A. M., Rast, J. E., Anderson, K. A., Garfield, T., & Shattuck, P. T. (2020). Vocational rehabilitation service utilization and employment outcomes among secondary students on	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	the autism spectrum. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04533-0		
37 *	Nagib, W., & Wilton, R. (2019). Gender matters in career exploration and job-seeking among adults with autism spectrum disorder: Evidence from an online community. *Disability and Rehabilitation*. 1–12. https://doi.org/10.1080/09638288.2019.1573936	Yes	This study was used in this scoping review.
38	Sung, C., Connor, A., Chen, J., Lin, C. C., Kuo, H. J., & Chun, J. (2019). Development, feasibility, and preliminary efficacy of an employment-related social skills intervention for young adults with high-functioning autism. *Autism*, *23*(6), 1542–1553. https://doi.org/10.1177/1362361318801345	Yes	This study was used in this scoping review.
39	Franck, N., Bon, L., Dekerle, M., Plasse, J., Massoubre, C., Pommier, R., Legros-Lafarge, E., Jaafari, N., Guillard-Bouhet, N., Quilès, C., Couhet, G., Verdoux, H., Gouache, B., Martin, B., Cervello, S., Demily, C., & Dubreucq, J. (2019). Satisfaction and needs in serious mental illness and autism spectrum disorder: The REHABase psychosocial rehabilitation project. *Psychiatric services (Washington, D.C.)*, *70*(4), 316–323. https://doi.org/10.1176/appi.ps.201800420	No	This article does not focus on employment for autistics.
40 *	Cimera, R. E., & Cowan, R. J. (2009). The costs of services and employment outcomes achieved by adults with autism in the US. *Autism*, *13*(3), 285–302. https://doi.org/10.1177/1362361309103791	Yes	This study did not answer any of the guiding research questions.
41	Sosnowy, C., Silverman, C., & Shattuck, P. (2018). Parents' and young adults' perspectives on transition outcomes for young adults with autism. *Autism*, *22*(1), 29–39. https://doi.org/10.1177/1362361317699585	No	This article does not focus on employment for autistics.
42 *	Wehman, P., Brooke, V., Brooke, A. M., Ham, W., Schall, C., McDonough, J., Lau, S., Seward, H., &	Yes	This study did not answer any of the guiding research questions.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Avellone, L. (2016). Employment for adults with autism spectrum disorders: A retrospective review of a customized employment approach. *Research in Developmental Disabilities*, *53–54*, 61–72. https://doi.org/10.1016/j.ridd.2016.01.015		
43	Sunwoo, M., O'Connell, J., Brown, E., Lin, A., Wood, S. J., McGorry, P., & O'Donoghue, B. (2020). Prevalence and outcomes of young people with concurrent autism spectrum disorder and first episode of psychosis. *Schizophrenia Research*, *216*, 310–315. https://doi.org/10.1016/j.schres.2019.11.037	No	This article does not focus on employment for autistics.
44 *	Meiring, M., Seabi, J., Amod, Z., Vorster, A., & Kern, A. (2016). Transition for adolescents with autism spectrum disorder: South African parent and professional perspectives. *Frontiers in Psychiatry*, *7*, 93. https://doi.org/10.3389/fpsyt.2016.00093	No	There were no autistic participants in this study.
45	Pilowsky, T., Yirmiya, N., Doppelt, O., Gross-Tsur, V., & Shalev, R. S. (2004). Social and emotional adjustment of siblings of children with autism. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *45*(4), 855–865. https://doi.org/10.1111/j.1469-7610.2004.00277.x	No	This article does not focus on employment for autistics.
46	Taylor, J. L., & Seltzer, M. M. (2011). Employment and post-secondary educational activities for young adults with autism spectrum disorders during the transition to adulthood. *Journal of Autism and Developmental Disorders*, *41*(5), 566–574. https://doi.org/10.1007/s10803-010-1070-3	Yes	This study did not answer any of the guiding research questions.
47 *	Nicholas, D. B., Hodgetts, S., Zwaigenbaum, L., Smith, L. E., Shattuck, P., Parr, J. R., Conlon, O., Germani, T., Mitchell, W., Sacrey, L., & Stothers, M. E. (2017). Research needs and priorities for transition and employment in autism: Considerations reflected in a "Special Interest Group"	No	This is the summary of a conference.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	at the international meeting for autism research. *Autism Research*, *10*(1), 15–24. https://doi.org/10.1002/aur.1683		
48	Eilenberg, J. S., Paff, M., Harrison, A. J., & Long, K. A. (2019). Disparities based on race, ethnicity, and socioeconomic status over the transition to adulthood among adolescents and young adults on the autism spectrum: A systematic review. *Current Psychiatry Reports*, *21*(5), 32. https://doi.org/10.1007/s11920-019-1016-1	No	This is a review of the literature.
49	Mavranezouli, I., Megnin-Viggars, O., Cheema, N., Howlin, P., Baron-Cohen, S., & Pilling, S. (2014). The cost-effectiveness of supported employment for adults with autism in the United Kingdom. *Autism*, *18*(8), 975–984. https://doi.org/10.1177/1362361313505720	Yes	This study did not answer any of the guiding research questions.
50	Strang, J. F., Meagher, H., Kenworthy, L., de Vries, A., Menvielle, E., Leibowitz, S., Janssen, A., Cohen-Kettenis, P., Shumer, D. E., Edwards-Leeper, L., Pleak, R. R., Spack, N., Karasic, D. H., Schreier, H., Balleur, A., Tishelman, A., Ehrensaft, D., Rodnan, L., Kuschner, E. S., Mandel, F., . . . Anthony, L. G. (2018). Initial clinical guidelines for co-occurring autism spectrum disorder and gender dysphoria or incongruence in adolescents. *Journal of Clinical Child and Adolescent Psychology*, *47*(1), 105–115. https://doi.org/10.1080/15374416.2016.1228462	No	This article does not focus on employment for autistics.
51	van Schalkwyk, G. I., & Volkmar, F. R. (2017). Autism spectrum disorders: Challenges and opportunities for transition to adulthood. *Child and Adolescent Psychiatric Clinics of North America*, *26*(2), 329–339. https://doi.org/10.1016/j.chc.2016.12.013	No	This article does not focus on employment for autistics.
52 *	Walsh, E., Holloway, J., & Lydon, H. (2018). An evaluation of a social skills intervention for adults with autism spectrum disorder and	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	intellectual disabilities preparing for employment in Ireland: A pilot study. *Journal of Autism and Developmental Disorders*, *48*(5), 1727–1741. https://doi.org/10.1007/s10803-017-3441-5		
53	Karp, E. A., Dudovitz, R., Nelson, B. B., Shih, W., Gulsrud, A., Orlich, F., Colombi, C., & Kuo, A. A. (2018). Family characteristics and children's receipt of autism services in low-resourced families. *Pediatrics*, *141* (Suppl 4), S280–S286. https://doi.org/10.1542/peds.2016-4300D	No	This article does not focus on employment for autistics.
54	Cashin A. (2018). The transition from university completion to employment for students with autism spectrum disorder. *Issues in Mental Health Nursing*, *39*(12), 1043–1046. https://doi.org/10.1080/01612840.2017.1401188	No	This is a review of the literature.
55 *	Gilson S. F. (1998). Case management and supported employment: A good fit. *Journal of Case Management*, *7*(1), 10–17.	No	This is a review of the literature.
56	Moseley, R. L., Gregory, N. J., Smith, P., Allison, C., & Baron-Cohen, S. (2019). A 'choice', an 'addiction', a way 'out of the lost': Exploring self-injury in autistic people without intellectual disability. *Molecular Autism*, *10*, 18. https://doi.org/10.1186/s13229-019-0267-3	No	This article does not focus on employment for autistics.
57 *	Dreaver, J., Thompson, C., Girdler, S., Adolfsson, M., Black, M. H., & Falkmer, M. (2020). Success factors enabling employment for adults on the autism spectrum from employers' perspective. *Journal of Autism and Developmental Disorders*, *50*(5), 1657–1667. https://doi.org/10.1007/s10803-019-03923-3	Yes	This study was used in this scoping review.
58	Li, Y., Lin, Y., Ding, H., & Li, C. (2019). Speech databases for mental disorders: A systematic review. *General Psychiatry*, *32*(3), e100022. https://doi.org/10.1136/gpsych-2018-100022	No	This is a review of the literature.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
59	Cage, E., & Burton, H. (2019). Gender differences in the first impressions of autistic adults. *Autism Research*, *12* (10), 1495–1504. https://doi.org/10.1002/aur.2191	Yes	This study did not answer any of the guiding research questions.
60	Hodgetts, S., McConnell, D., Zwaigenbaum, L., & Nicholas, D. (2014). The impact of autism services on mothers' occupational balance and participation. *OTJR*, *34*(2), 81–92. https://doi.org/10.3928/15394492-20130109-01	No	This article does not focus on employment for autistics.
61	Black, M. H., Mahdi, S., Milbourn, B., Thompson, C., D'Angelo, A., Ström, E., Falkmer, M., Falkmer, T., Lerner, M., Halladay, A., Gerber, A., Esposito, C., Girdler, S., & Bölte, S. (2019). Perspectives of key stakeholders on employment of autistic adults across the United States, Australia, and Sweden. *Autism Research*, *12*(11), 1648–1662. https://doi.org/10.1002/aur.2167	Yes	This study was used in this scoping review.
62	Delobel-Ayoub, M., Ehlinger, V., Klapouszczak, D., Maffre, T., Raynaud, J. P., Delpierre, C., & Arnaud, C. (2015). Socioeconomic disparities and prevalence of autism spectrum disorders and intellectual disability. *PloS One*, *10*(11), e0141964. https://doi.org/10.1371/journal.pone.0141964	No	This article does not focus on employment for autistics.
63 *	Goldfarb, Y., Gal, E., & Golan, O. (2019). A conflict of interests: A motivational perspective on special interests and employment success of adults with ASD. *Journal of Autism and Developmental Disorders*, *49*(9), 3915–3923. https://doi.org/10.1007/s10803-019-04098-7	No	This is an opinion piece.
64 *	Alverson, C. Y., & Yamamoto, S. H. (2018). VR employment outcomes of individuals with autism spectrum disorders: A decade in the making. *Journal of Autism and Developmental Disorders*, *48*(1), 151–162. https://doi.org/10.1007/s10803-017-3308-9	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
65	Howlin P. (2013). Social disadvantage and exclusion: Adults with autism lag far behind in employment prospects. *Journal of the American Academy of Child and Adolescent Psychiatry*, *52* (9), 897–899. https://doi.org/10.1016/j.jaac.2013.06.010	No	This is an opinion piece.
66	Gregory, A., Kurian, M. A., Haack, T., Hayflick, S. J., & Hogarth, P. (1993). Beta-propeller protein-associated neurodegeneration. In M. P. Adam et al. (Eds.), *GeneReviews®*. Seattle: University of Washington.	No	This article does not focus on employment for autistics.
67	Gray, K. M., Keating, C. M., Taffe, J. R., Brereton, A. V., Einfeld, S. L., Reardon, T. C., & Tonge, B. J. (2014). Adult outcomes in autism: Community inclusion and living skills. *Journal of Autism and Developmental Disorders*, *44*(12), 3006–3015. https://doi.org/10.1007/s10803-014-2159-x	Yes	This study did not answer any of the guiding research questions.
68	Ouyang, L., Grosse, S. D., Riley, C., Bolen, J., Bishop, E., Raspa, M., & Bailey, D. B., Jr (2014). A comparison of family financial and employment impacts of fragile X syndrome, autism spectrum disorders, and intellectual disability. *Research in Developmental Disabilities*, *35*(7), 1518–1527. https://doi.org/10.1016/j.ridd.2014.04.009	No	This article does not focus on employment for autistics.
69	Gaona, C., Castro, S., & Palikara, O. (2019). The views and aspirations of young people with autism spectrum disorders and their provision in the new education health and care plans in England. *Disability and Rehabilitation*, 1–12. https://doi.org/10.1080/09638288.2019.1593520	No	This article does not focus on employment for autistics.
70	Hedley, D., Uljarević, M., Bury, S. M., & Dissanayake, C. (2019). Predictors of mental health and well-being in employed adults with autism spectrum disorder at 12-month follow-up. *Autism Research*, *12*(3), 482–494. https://doi.org/10.1002/aur.2064	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
71	Mottron, L., & Dawson, M. (2013). The autistic spectrum. *Handbook of Clinical Neurology*, *111*, 263–271. https://doi.org/10.1016/B978-0-444-52891-9.00029-4	No	This article does not focus on employment for autistics.
72	Lin, L. Y., Yu, S. N., & Yu, Y. T. (2012). A study of activities of daily living and employment in adults with autism spectrum disorders in Taiwan. *International Journal of Rehabilitation Research*, *35*(2), 109–115. https://doi.org/10.1097/MRR.0b013e32835108b1	Yes	This study did not answer any of the guiding research questions.
73 *	Lee, E., Black, M. H., Tan, T., Falkmer, T., & Girdler, S. (2019). "I'm destined to ace this": Work experience placement during high school for individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *49*(8), 3089–3101. https://doi.org/10.1007/s10803-019-04024-x	Yes	This study did not answer any of the guiding research questions.
74	Mandell D. S. (2012). Understanding and addressing the impact of autism on the family. *LDI Issue Brief*, *17*(7), 1–4.	No	This article does not focus on employment for autistics.
75	Kirby, A., Sugden, D., & Purcell, C. (2014). Diagnosing developmental coordination disorders. *Archives of Disease in Childhood*, *99*(3), 292–296. https://doi.org/10.1136/archdischild-2012-303569	No	This article does not focus on employment for autistics.
76 *	Kaya, C., Hanley-Maxwell, C., Chan, F., & Tansey, T. (2018). Differential vocational rehabilitation service patterns and outcomes for transition-age youth with autism. *Journal of Applied Research in Intellectual Disabilities*, *31*(5), 862–872. https://doi.org/10.1111/jar.12443	Yes	This study did not answer any of the guiding research questions.
77	Hussein, H., Taha, G. R., & Almanasef, A. (2011). Characteristics of autism spectrum disorders in a sample of Egyptian and Saudi patients: Transcultural cross sectional study. *Child and Adolescent Psychiatry and Mental Health*, *5*, 34. https://doi.org/10.1186/1753-2000-5-34	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
78 *	McLaren, J., Lichtenstein, J. D., Lynch, D., Becker, D., & Drake, R. (2017). Individual placement and support for people with autism spectrum disorders: A pilot program. *Administration and Policy in Mental Health*, *44*(3), 365–373. https://doi.org/10.1007/s10488-017-0792-3	Yes	This study did not answer any of the guiding research questions.
79 *	Taylor, J. L., & DaWalt, L. S. (2017). Brief report: Postsecondary work and educational disruptions for youth on the autism spectrum. *Journal of Autism and Developmental Disorders*, *47*(12), 4025–4031. https://doi.org/10.1007/s10803-017-3305-z	Yes	This study did not answer any of the guiding research questions.
80 *	García-Villamisar, D., & Hughes, C. (2007). Supported employment improves cognitive performance in adults with Autism. *Journal of Intellectual Disability Research*, *51*(Pt 2), 142–150. https://doi.org/10.1111/j.1365-2788.2006.00854.x	Yes	This study did not answer any of the guiding research questions.
81	Alakhzami, M., & Huang, A. (2020). Individuals with autism spectrum disorders and developmental disorders in Oman: An overview of current status. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-019-04360-y	No	This article does not focus on employment for autistics.
82	Black, M. H., Mahdi, S., Milbourn, B., Scott, M., Gerber, A., Esposito, C., Falkmer, M., Lerner, M. D., Halladay, A., Ström, E., D'Angelo, A., Falkmer, T., Bölte, S., & Girdler, S. (2020). Multi-informant international perspectives on the facilitators and barriers to employment for autistic adults. *Autism Research*. https://doi.org/10.1002/aur.2288	Yes	This study was used in this scoping review.
83	Eack, S. M., Hogarty, S. S., Greenwald, D. P., Litschge, M. Y., Porton, S. A., Mazefsky, C. A., & Minshew, N. J. (2018). Cognitive enhancement therapy for adult autism spectrum disorder: Results of an 18-month randomized clinical trial. *Autism Research*, *11*(3), 519–530. https://doi.org/10.1002/aur.1913	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
84 *	Jacob, A., Scott, M., Falkmer, M., & Falkmer, T. (2015). The costs and benefits of employing an adult with autism spectrum disorder: A systematic review. *PloS One*, *10*(10), e0139896. https://doi.org/10.1371/journal.pone.0139896	No	This is a review of the literature.
85	Baldwin, S., & Costley, D. (2016). The experiences and needs of female adults with high-functioning autism spectrum disorder. *Autism*, *20*(4), 483–495. https://doi.org/10.1177/1362361315590805	No	This article does not focus on employment for autistics.
86	Raspa, M., Franco, V., Bishop, E., Wheeler, A. C., Wylie, A., & Bailey, D. B., Jr (2018). A comparison of functional academic and daily living skills in males with fragile X syndrome with and without autism. *Research in Developmental Disabilities*, *78*, 1–14. https://doi.org/10.1016/j.ridd.2018.04.024	No	This article does not focus on employment for autistics.
87 *	Hedley, D., Cai, R., Uljarevic, M., Wilmot, M., Spoor, J. R., Richdale, A., & Dissanayake, C. (2018). Transition to work: Perspectives from the autism spectrum. *Autism*, *22*(5), 528–541. https://doi.org/10.1177/1362361316687697	Yes	This study did not answer any of the guiding research questions.
88	Gilson, C. B., & Carter, E. W. (2016). Promoting social interactions and job independence for college students with autism or intellectual disability: A pilot study. *Journal of Autism and Developmental Disorders*, *46*(11), 3583–3596. https://doi.org/10.1007/s10803-016-2894-2	Yes	This study did not answer any of the guiding research questions.
89	Johnsson, G., Kerslake, R., Crook, S., & Cribb, C. (2017). Investigation of training and support needs in rural and remote disability and mainstream service providers: Implications for an online training model. *Australian Health Review*, *41*(6), 693–697. https://doi.org/10.1071/AH16132	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
90	Bury, S. M., Hedley, D., Uljarević, M., Dissanayake, C., & Gal, E. (2019). If you've employed one person with autism . . .: An individual difference approach to the autism advantage at work. *Autism*, *23*(6), 1607–1608. https://doi.org/10.1177/1362361318794937	No	This is a letter to the editor.
91 *	Chen, J. L., Sung, C., & Pi, S. (2015). Vocational rehabilitation service patterns and outcomes for individuals with autism of different ages. *Journal of Autism and Developmental Disorders*, *45*(9), 3015–3029. https://doi.org/10.1007/s10803-015-2465-y	Yes	This study did not answer any of the guiding research questions.
92	Karpur, A., Lello, A., Frazier, T., Dixon, P. J., & Shih, A. J. (2019). Health disparities among children with autism spectrum disorders: Analysis of the National Survey of Children's Health 2016. *Journal of Autism and Developmental Disorders*, *49*(4), 1652–1664. https://doi.org/10.1007/s10803-018-3862-9	No	This article does not focus on employment for autistics.
93	Mori-Yoshimura, M., Mizuno, Y., Yoshida, S., Minami, N., Yonemoto, N., Takeuchi, F., Nishino, I., Murata, M., Takeda, S., Takahashi, Y., & Kimura, E. (2018). Social involvement issues in patients with Becker muscular dystrophy: A questionnaire survey of subjects from a patient registry. *Brain & Development*, *40*(4), 268–277. https://doi.org/10.1016/j.braindev.2017.11.004	No	This article does not focus on employment for autistics.
94 *	McGhee Hassrick, E., Shattuck, P., & Carley, K. (2018). Network measures of collaborative support for young adults with autism. *Pediatrics*, *141* (Suppl 4), S287–S292. https://doi.org/10.1542/peds.2016-4300E	No	This article does not focus on employment for autistics.
95 *	Burgess, S., & Cimera, R. E. (2014). Employment outcomes of transition-aged adults with autism spectrum disorders: A state of the States report. *American Journal on Intellectual and Developmental Disabilities*, *119*(1), 64–83. https://doi.org/10.1352/1944-7558-119.1.64	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
96	Hayward, S. M., McVilly, K. R., & Stokes, M. A. (2018). Challenges for females with high functioning autism in the workplace: A systematic review. *Disability and Rehabilitation*, *40*(3), 249–258. https://doi.org/10.1080/09638288.2016.1254284	No	This is a literature review.
97	Scott, M., Falkmer, M., Girdler, S., & Falkmer, T. (2015). Viewpoints on factors for successful employment for adults with autism spectrum disorder. *PloS One*, *10*(10), e0139281. https://doi.org/10.1371/journal.pone.0139281	Yes	This study did not answer any of the guiding research questions.
98	Scott, M., Jacob, A., Hendrie, D., Parsons, R., Girdler, S., Falkmer, T., & Falkmer, M. (2017). Employers' perception of the costs and the benefits of hiring individuals with autism spectrum disorder in open employment in Australia. *PloS One*, *12*(5), e0177607. https://doi.org/10.1371/journal.pone.0177607	Yes	This study was used in this scoping review.
99	Strassnig, M., Rosenfeld, A., & Harvey, P. D. (2018). Tardive dyskinesia: Motor system impairments, cognition and everyday functioning. *CNS Spectrums*, *23*(6), 370–377. https://doi.org/10.1017/S1092852917000542	No	This article does not focus on employment for autistics.
100	White, S. W., Smith, I. C., Miyazaki, Y., Conner, C. M., Elias, R., & Capriola-Hall, N. N. (2019). Improving transition to adulthood for students with autism: A randomized controlled trial of STEPS. *Journal of Clinical Child and Adolescent Psychology*, *53*, 1–15. https://doi.org/10.1080/15374416.2019.1669157	No	This article does not focus on employment for autistics.
101 *	Smith, D. L., Atmatzidis, K., Capogreco, M., Lloyd-Randolfi, D., & Seman, V. (2017). Evidence-based interventions for increasing work participation for persons with various disabilities. *OTJR*, *37*(2 suppl), 3S-13S. https://doi.org/10.1177/1539449216681276	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
102	Patterson, A., & Rafferty, A. (2001). Making it to work: Towards employment for the young adult with autism. *International Journal of Language & Communication Disorders*, *36 Suppl*, 475–480. https://doi.org/10.3109/13682820109177932	Yes	This study did not answer any of the guiding research questions.
103	Van Wieren, T. A., Reid, C. A., & McMahon, B. T. (2008). Workplace discrimination and autism spectrum disorders: The National EEOC Americans with Disabilities Act Research project. *Work (Reading, Mass.)*, *31*(3), 299–308.	No	This article does not focus on employment for autistics.
104	Katz, N., Dejak, I., & Gal, E. (2015). Work performance evaluation and QoL of adults with high functioning autism spectrum disorders (HFASD). *Work (Reading, Mass.)*, *51*(4), 887–892. https://doi.org/10.3233/WOR-152001	Yes	This study did not answer any of the guiding research questions.
105	Wiener, R. C., Vohra, R., Sambamoorthi, U., & Madhavan, S. S. (2016). Caregiver burdens and preventive dental care for children with autism spectrum disorder, developmental disability and/or mental health conditions: National Survey of CSHCN, 2009–2010. *Maternal and Child Health Journal*, *20*(12), 2573–2580. https://doi.org/10.1007/s10995-016-2083-0	No	This article does not focus on employment for autistics.
106	Roux, A. M., Shattuck, P. T., Cooper, B. P., Anderson, K. A., Wagner, M., & Narendorf, S. C. (2013). Postsecondary employment experiences among young adults with an autism spectrum disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, *52*(9), 931–939. https://doi.org/10.1016/j.jaac.2013.05.019	Yes	This study was used in this scoping review.
107	Callander, E. J., & Lindsay, D. B. (2018). The impact of childhood autism spectrum disorder on parent's labour force participation: Can parents be expected to be able to re-join the labour force? *Autism*, *22*(5), 542–548. https://doi.org/10.1177/1362361316688331	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
108 *	Gotham, K., Marvin, A. R., Taylor, J. L., Warren, Z., Anderson, C. M., Law, P. A., Law, J. K., & Lipkin, P. H. (2015). Characterizing the daily life, needs, and priorities of adults with autism spectrum disorder from Interactive Autism Network data. *Autism*, *19* (7), 794–804. https://doi.org/10.1177/1362361315583818	No	This article does not focus on employment for autistics.
109	Graham, N., Schultz, L., Mitra, S., & Mont, D. (2017). Disability in middle childhood and adolescence. In D. Bundy et al. (Eds.), *Child and adolescent health and development* (3rd ed.). Washington, DC: The International Bank for Reconstruction and Development/The World Bank.	No	This article does not focus on employment for autistics.
110	Duncan, A., Ruble, L. A., Meinzen-Derr, J., Thomas, C., & Stark, L. J. (2018). Preliminary efficacy of a daily living skills intervention for adolescents with high-functioning autism spectrum disorder. *Autism*, *22*(8), 983–994. https://doi.org/10.1177/1362361317716606	No	This article does not focus on employment for autistics.
111	Helverschou, S. B., Rasmussen, K., Steindal, K., Søndanaa, E., Nilsson, B., & Nøttestad, J. A. (2015). Offending profiles of individuals with autism spectrum disorder: A study of all individuals with autism spectrum disorder examined by the forensic psychiatric service in Norway between 2000 and 2010. *Autism*, *19*(7), 850–858. https://doi.org/10.1177/1362361315584571	No	This article does not focus on employment for autistics.
112 *	Nicholas, D. B., Attridge, M., Zwaigenbaum, L., & Clarke, M. (2015). Vocational support approaches in autism spectrum disorder: A synthesis review of the literature. *Autism*, *19*(2), 235–245. https://doi.org/10.1177/1362361313516548	No	This is a review of the literature.
113	Allen, K. D., Burke, R. V., Howard, M. R., Wallace, D. P., & Bowen, S. L. (2012). Use of audio cuing to expand employment opportunities for adolescents with autism spectrum disorders	Yes	This study was used in this scoping review.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	and intellectual disabilities. *Journal of Autism and Developmental Disorders*, *42*(11), 2410–2419. https://doi.org/10.1007/s10803-012-1519-7		
114	Bishop-Fitzpatrick, L., Hong, J., Smith, L. E., Makuch, R. A., Greenberg, J. S., & Mailick, M. R. (2016). Characterizing objective quality of life and normative outcomes in adults with autism spectrum disorder: An exploratory latent class analysis. *Journal of Autism and Developmental Disorders*, *46*(8), 2707–2719. https://doi.org/10.1007/s10803-016-2816-3	No	This article does not focus on employment for autistics.
115	Wisner-Carlson, R., Uram, S., & Flis, T. (2020). The transition to adulthood for young people with autism spectrum disorder. *Child and Adolescent Psychiatric Clinics of North America*, *29*(2), 345–358. https://doi.org/10.1016/j.chc.2019.12.002	No	This article does not focus on employment for autistics.
116	Hume, K., Dykstra Steinbrenner, J., Sideris, J., Smith, L., Kucharczyk, S., & Szidon, K. (2018). Multi-informant assessment of transition-related skills and skill importance in adolescents with autism spectrum disorder. *Autism*, *22*(1), 40–50. https://doi.org/10.1177/1362361317722029	No	This article does not focus on employment for autistics.
117	Wesseldijk, L. W., Dieleman, G. C., van Steensel, F., Bartels, M., Hudziak, J. J., Lindauer, R., Bögels, S. M., & Middeldorp, C. M. (2018). Risk factors for parental psychopathology: A study in families with children or adolescents with psychopathology. *European Child & Adolescent Psychiatry*, *27*(12), 1575–1584. https://doi.org/10.1007/s00787-018-1156-6	No	This article does not focus on employment for autistics.
118	Hatfield, M., Falkmer, M., Falkmer, T., & Ciccarelli, M. (2016). Evaluation of the effectiveness of an online transition planning program for adolescents on the autism spectrum: Trial protocol. *Child and Adolescent Psychiatry and Mental Health*, *10*, 48. https://doi.org/10.1186/s13034-016-0137-0	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
119	Owuor, J., Larkan, F., Kayabu, B., Fitzgerald, G., Sheaf, G., Dinsmore, J., McConkey, R., Clarke, M., & MacLachlan, M. (2018). Does assistive technology contribute to social inclusion for people with intellectual disability? A systematic review protocol. *BMJ Open*, *8*(2), e017533. https://doi.org/10.1136/bmjopen-2017-017533	No	This article does not focus on employment for autistics.
120	Grandin T. (2019). Case study: How horses helped a teenager with autism make friends and learn how to work. *International Journal of Environmental Research and Public Health*, *16* (13), 2325. https://doi.org/10.3390/ijerph16132325	No	This article does not focus on employment for autistics.
121 *	Drake, R. E., & Bond, G. R. (2014). Introduction to the special issue on individual placement and support. *Psychiatric Rehabilitation Journal*, *37* (2), 76–78. https://doi.org/10.1037/prj0000083	No	This is a letter to the editor.
122	Zimmerman, D. L., Ownsworth, T., O'Donovan, A., Roberts, J., & Gullo, M. J. (2016). Independence of hot and cold executive function deficits in high-functioning adults with autism spectrum disorder. *Frontiers in Human Neuroscience*, *10*, 24. https://doi.org/10.3389/fnhum.2016.00024	No	This article does not focus on employment for autistics.
123	Tsang V. (2018). Eye-tracking study on facial emotion recognition tasks in individuals with high-functioning autism spectrum disorders. *Autism*, *22* (2), 161–170. https://doi.org/10.1177/1362361316667830	No	This article does not focus on employment for autistics.
124 *	Zwicker, J., Zaresani, A., & Emery, J. (2017). Describing heterogeneity of unmet needs among adults with a developmental disability: An examination of the 2012 Canadian Survey on Disability. *Research in Developmental Disabilities*, *65*, 1–11. https://doi.org/10.1016/j.ridd.2017.04.003	No	This article does not focus on employment for autistics.
125	Barber C. (2015). Disability discrimination in healthcare services and employment. *Nursing Standard (Royal*	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	College of Nursing (Great Britain): 1987), *30*(5), 40–45. https://doi.org/10.7748/ns.30.5.40.e9983		
126	Thompson, C., Bölte, S., Falkmer, T., & Girdler, S. (2018). To be understood: Transitioning to adult life for people with autism spectrum disorder. *PloS One*, *13*(3), e0194758. https://doi.org/10.1371/journal.pone.0194758	No	This article does not focus on employment for autistics.
127	Wehman, P., Schall, C. M., McDonough, J., Graham, C., Brooke, V., Riehle, J. E., Brooke, A., Ham, W., Lau, S., Allen, J., & Avellone, L. (2017). Effects of an employer-based intervention on employment outcomes for youth with significant support needs due to autism. *Autism*, *21*(3), 276–290. https://doi.org/10.1177/1362361316635826	Yes	This study was used in this scoping review.
128	Farley, M., Cottle, K. J., Bilder, D., Viskochil, J., Coon, H., & McMahon, W. (2018). Mid-life social outcomes for a population-based sample of adults with ASD. *Autism Research*, *11*(1), 142–152. https://doi.org/10.1002/aur.1897	No	This article does not focus on employment for autistics.
129	Nicholas, D. B., Mitchell, W., Zulla, R., Solomatin, E., & Qi, S. (2019). A Review of CommunityWorks Canada®: Toward employability among high school-age youth with autism spectrum disorder. *Global Pediatric Health*, *6*, 2333794X19885542. https://doi.org/10.1177/2333794X19885542	Yes	This study was used in this scoping review.
130	Lindly, O. J., Chavez, A. E., & Zuckerman, K. E. (2016). Unmet Health Services needs among US children with developmental disabilities: Associations with family impact and child functioning. *Journal of Developmental and Behavioral Pediatrics*, *37*(9), 712–723. https://doi.org/10.1097/DBP.0000000000000363	No	This article does not focus on employment for autistics.
131	Hong, E. R., Gong, L. Y., Ninci, J., Morin, K., Davis, J. L., Kawaminami, S., Shi, Y. Q., & Noro, F. (2017). A	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	meta-analysis of single-case research on the use of tablet-mediated interventions for persons with ASD. *Research in Developmental Disabilities*, *70*, 198–214. https://doi.org/10.1016/j.ridd.2017.09.013		
132	Saldaña, D., Alvarez, R. M., Lobatón, S., Lopez, A. M., Moreno, M., & Rojano, M. (2009). Objective and subjective quality of life in adults with autism spectrum disorders in southern Spain. *Autism*, *13*(3), 303–316. https://doi.org/10.1177/1362361309103792	No	This article does not focus on employment for autistics.
133 *	Chiang, H. M., Cheung, Y. K., Li, H., & Tsai, L. Y. (2013). Factors associated with participation in employment for high school leavers with autism. *Journal of Autism and Developmental Disorders*, *43*(8), 1832–1842. https://doi.org/10.1007/s10803-012-1734-2	Yes	This study did not answer any of the guiding research questions.
134	Whittenburg, H. N., Schall, C. M., Wehman, P., McDonough, J., & DuBois, T. (2020). Helping high school-aged military dependents with autism gain employment through project SEARCH + ASD supports. *Military Medicine*, *185*(Suppl 1), 663–668. https://doi.org/10.1093/milmed/usz224	Yes	This study was used in this scoping review.
135 *	Enner, S., Ahmad, S., Morse, A. M., & Kothare, S. V. (2020). Autism: Considerations for transitions of care into adulthood. *Current Opinion in Pediatrics*, *32*(3), 446–452. https://doi.org/10.1097/MOP.0000000000000882	No	This article does not focus on employment for autistics.
136	Strickland, D. C., Coles, C. D., & Southern, L. B. (2013). JobTIPS: A transition to employment program for individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *43*(10), 2472–2483. https://doi.org/10.1007/s10803-013-1800-4	Yes	This study did not answer any of the guiding research questions.
137	Ruble, L., McGrew, J. H., Wong, V., Adams, M., & Yu, Y. (2019). A preliminary study of parent activation, parent-teacher alliance, transition planning quality, and IEP and	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	postsecondary goal attainment of students with ASD. *Journal of Autism and Developmental Disorders*, *49*(8), 3231–3243. https://doi.org/10.1007/s10803-019-04047-4		
138 *	Roux, A. M., Rast, J. E., & Shattuck, P. T. (2018). State-level variation in vocational rehabilitation service use and related outcomes among transition-age youth on the autism spectrum. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-018-3793-5	Yes	This study did not answer any of the guiding research questions.
139	Thoresen, S. H., Fielding, A., Gillieatt, S., Blundell, B., & Nguyen, L. (2017). A snapshot of intellectual disabilities in Lao PDR: Challenges for the development of services. *Journal of Intellectual Disabilities*, *21*(3), 203–219. https://doi.org/10.1177/1744629517704535	No	This article does not focus on employment for autistics.
140	Depape, A. M., Chen, A., Hall, G. B., & Trainor, L. J. (2012). Use of prosody and information structure in high functioning adults with autism in relation to language ability. *Frontiers in Psychology*, *3*, 72. https://doi.org/10.3389/fpsyg.2012.00072	No	This article does not focus on employment for autistics.
141 *	Tint, A., & Weiss, J. A. (2018). A qualitative study of the service experiences of women with autism spectrum disorder. *Autism*, *22*(8), 928–937. https://doi.org/10.1177/1362361317702561	No	This article does not focus on employment for autistics.
142	Richardson, L., McCoy, A., & McNaughton, D. (2019). "He's worth the extra work": The employment experiences of adults with ASD who use augmentative and alternative communication (AAC) as reported by adults with ASD, family members, and employers. *Work (Reading, Mass.)*, *62*(2), 205–219. https://doi.org/10.3233/WOR-192856	Yes	This study was used in this scoping review.
143	Chen, J., Cohn, E. S., & Orsmond, G. I. (2019). Parents' future visions for their autistic transition-age youth: Hopes and expectations. *Autism*, *23*(6), 1363–	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	1372. https://doi.org/10.1177/1362361318812141		
144 *	Lounds Taylor, J., Dove, D., Veenstra-VanderWeele, J., Sathe, N. A., McPheeters, M. L., Jerome, R. N., & Warren, Z. (2012). *Interventions for adolescents and young adults with autism spectrum disorders*. Rockville, MD: Agency for Healthcare Research and Quality (US).	No	This article does not focus on employment for autistics.
145	Jawaid, A., Riby, D. M., Owens, J., White, S. W., Tarar, T., & Schulz, P. E. (2012). 'Too withdrawn' or 'too friendly': Considering social vulnerability in two neuro-developmental disorders. *Journal of Intellectual Disability Research*, *56*(4), 335–350. https://doi.org/10.1111/j.1365-2788.2011.01452.x	No	This article does not focus on employment for autistics.
146	Hartley, S. L., Mihaila, I., Otalora-Fadner, H. S., & Bussanich, P. M. (2014). Division of labor in families of children and adolescents with autism spectrum disorder. *Family Relations*, *63*(5), 627–638. https://doi.org/10.1111/fare.12093	No	This article does not focus on employment for autistics.
147	Holmes, L. G., Kirby, A. V., Strassberg, D. S., & Himle, M. B. (2018). Parent expectations and preparatory activities as adolescents with ASD transition to adulthood. *Journal of Autism and Developmental Disorders*, *48*(9), 2925–2937. https://doi.org/10.1007/s10803-018-3545-6	No	This article does not focus on employment for autistics.
148	Rezae, M., McMeekin, D., Tan, T., Krishna, A., Lee, H., & Falkmer, T. (2019). Public transport planning tool for users on the autism spectrum: From concept to prototype. *Disability and Rehabilitation. Assistive Technology*. https://doi.org/10.1080/17483107.2019.1646818	No	This article does not focus on employment for autistics.
149	Dykens, E. M., & Lambert, W. (2013). Trajectories of diurnal cortisol in mothers of children with autism and other developmental disabilities: Relations to health and mental health. *Journal of Autism and Developmental*	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Disorders, *43*(10), 2426–2434. https://doi.org/10.1007/s10803-013-1791-1		
150	Wehman, P. H., Schall, C. M., McDonough, J., Kregel, J., Brooke, V., Molinelli, A., Ham, W., Graham, C. W., Erin Riehle, J., Collins, H. T., & Thiss, W. (2014). Competitive employment for youth with autism spectrum disorders: Early results from a randomized clinical trial. *Journal of Autism and Developmental Disorders*, *44*(3), 487–500. https://doi.org/10.1007/s10803-013-1892-x	Yes	This study did not answer any of the guiding research questions.
151	McCarthy, J., Chaplin, E., Underwood, L., Forrester, A., Hayward, H., Sabet, J., Young, S., Asherson, P., Mills, R., & Murphy, D. (2016). Characteristics of prisoners with neurodevelopmental disorders and difficulties. *Journal of Intellectual Disability Research*, *60*(3), 201–206. https://doi.org/10.1111/jir.12237	No	This article does not focus on employment for autistics.
152 *	Dunn, L., Diener, M., Wright, C., Wright, S., & Narumanchi, A. (2015). Vocational exploration in an extracurricular technology program for youth with autism. *Work (Reading, Mass.)*, *52*(2), 457–468. https://doi.org/10.3233/WOR-152160	Yes	This study did not answer any of the guiding research questions.
153	Howlin, P., & Moss, P. (2012). Adults with autism spectrum disorders. *Canadian Journal of Psychiatry*, *57*(5), 275–283. https://doi.org/10.1177/070674371205700502	No	This article does not focus on employment for autistics.
154	McNaughton, D., Rackensperger, T., Dorn, D., & Wilson, N. (2014). "Home is at work and work is at home": Telework and individuals who use augmentative and alternative communication. *Work (Reading, Mass.)*, *48*(1), 117–126. https://doi.org/10.3233/WOR-141860	No	This article does not focus on employment for autistics.
155	Bunt, D., van Kessel, R., Hoekstra, R. A., Czabanowska, K., Brayne, C., Baron-Cohen, S., & Roman-Urrestarazu, A. (2020). Quotas, and anti-discrimination policies relating to	No	This is a review of the literature.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	autism in the EU: Scoping review and policy mapping in Germany, France, Netherlands, United Kingdom, Slovakia, Poland, and Romania. *Autism Research*. https://doi.org/10.1002/aur.2315		
156	Griffiths, S., Allison, C., Kenny, R., Holt, R., Smith, P., & Baron-Cohen, S. (2019). The vulnerability experiences quotient (VEQ): A study of vulnerability, mental health and life satisfaction in autistic adults. *Autism Research*, *12*(10), 1516–1528. https://doi.org/10.1002/aur.2162	No	This article does not focus on employment for autistics.
157	Kagohara, D. M., van der Meer, L., Ramdoss, S., O'Reilly, M. F., Lancioni, G. E., Davis, T. N., Rispoli, M., Lang, R., Marschik, P. B., Sutherland, D., Green, V. A., & Sigafoos, J. (2013). Using iPods(®) and iPads(®) in teaching programs for individuals with developmental disabilities: A systematic review. *Research in Developmental Disabilities*, *34*(1), 147–156. https://doi.org/10.1016/j.ridd.2012.07.027	No	This is a review of the literature.
158	Wong, J., Coster, W. J., Cohn, E. S., & Orsmond, G. I. (2020). Identifying school-based factors that predict employment outcomes for transition-age youth with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04515-2	Yes	This study did not answer any of the guiding research questions.
159	Skylark, W. J., & Baron-Cohen, S. (2017). Initial evidence that non-clinical autistic traits are associated with lower income. *Molecular Autism*, *8*, 61. https://doi.org/10.1186/s13229-017-0179-z	Yes	This study did not answer any of the guiding research questions.
160	Hwang, Y. I., Foley, K. R., & Trollor, J. N. (2018). Aging well on the autism spectrum: An examination of the dominant model of successful aging. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-018-3596-8	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
161	Meyer, A. T., Powell, P. S., Butera, N., Klinger, M. R., & Klinger, L. G. (2018). Brief report: Developmental trajectories of adaptive behavior in children and adolescents with ASD. *Journal of Autism and Developmental Disorders*, *48*(8), 2870–2878. https://doi.org/10.1007/s10803-018-3538-5	No	This article does not focus on employment for autistics.
162 *	Hatfield, M., Falkmer, M., Falkmer, T., & Ciccarelli, M. (2018). Process evaluation of the BOOST-A™ transition planning program for adolescents on the autism spectrum: A strengths-based approach. *Journal of Autism and Developmental Disorders*, *48*(2), 377–388. https://doi.org/10.1007/s10803-017-3317-8	No	This article does not focus on employment for autistics.
163	Chandroo, R., Strnadová, I., & Cumming, T. M. (2018). A systematic review of the involvement of students with autism spectrum disorder in the transition planning process: Need for voice and empowerment. *Research in Developmental Disabilities*, *83*, 8–17. https://doi.org/10.1016/j.ridd.2018.07.011	No	This is a review of the literature.
164 *	Scott, M., Falkmer, M., Falkmer, T., & Girdler, S. (2018). Evaluating the effectiveness of an autism-specific workplace tool for employers: A randomised controlled trial. *Journal of Autism and Developmental Disorders*, *48*(10), 3377–3392. https://doi.org/10.1007/s10803-018-3611-0	Yes	This study did not answer any of the guiding research questions.
165	Maddox, B. B., & Gaus, V. L. (2019). Community mental health services for autistic adults: Good news and bad news. *Autism in Adulthood: Challenges and Management*, *1*(1), 15–19. https://doi.org/10.1089/aut.2018.0006	No	This article does not focus on employment for autistics.
166 *	Lorenc, T., Rodgers, M., Marshall, D., Melton, H., Rees, R., Wright, K., & Sowden, A. (2018). Support for adults with autism spectrum disorder without intellectual impairment: Systematic review. *Autism*, *22*(6), 654–668. https://doi.org/10.1177/1362361317698939	No	This is a review of the literature.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
167	Liao, X., & Li, Y. (2019). Economic burdens on parents of children with autism: A literature review. *CNS Spectrums*. https://doi.org/10.1017/S1092852919001512	No	This is a review of the literature.
168 *	Cimera, R. E., Wehman, P., West, M., & Burgess, S. (2012). Do sheltered workshops enhance employment outcomes for adults with autism spectrum disorder? *Autism*, *16*(1), 87–94. https://doi.org/10.1177/1362361311408129	Yes	This study did not answer any of the guiding research questions.
169	Brodhead, M. T., Quigley, S. P., & Cox, D. J. (2018). How to identify ethical practices in organizations prior to employment. *Behavior Analysis in Practice*, *11*(2), 165–173. https://doi.org/10.1007/s40617-018-0235-y	No	This article does not focus on employment for autistics.
170	Vohra, R., Madhavan, S., Sambamoorthi, U., & St Peter, C. (2014). Access to services, quality of care, and family impact for children with autism, other developmental disabilities, and other mental health conditions. *Autism*, *18*(7), 815–826. https://doi.org/10.1177/1362361313512902	No	This article does not focus on employment for autistics.
171	Howlin, P., Moss, P., Savage, S., Bolton, P., & Rutter, M. (2015). Outcomes in adult life among siblings of individuals with autism. *Journal of Autism and Developmental Disorders*, *45*(3), 707–718. https://doi.org/10.1007/s10803-014-2224-5	No	This article does not focus on employment for autistics.
172	Operto, F. F., Martino, F., Rinaldi, A., Cerracchio, A., Salvati, G., Orza, M., Lembo, C., Panzarino, G., Di Paolantonio, C., Verrotti, A., Farello, G., & Coppola, G. (2017). Long-term outcome of autistic spectrum disorder: A retrospective case study in a southern Italian region. *Italian Journal of Pediatrics*, *43*(1), 83. https://doi.org/10.1186/s13052-017-0399-z	No	This article does not focus on employment for autistics.
173	Kirby, A. V., Baranek, G. T., & Fox, L. (2016). Longitudinal predictors of outcomes for adults with autism spectrum disorder: Systematic review. *OTJR*, *36*(2), 55–64. https://doi.org/10.1177/1539449216650182	No	This is a review of the literature.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
174 *	Taylor, J. L., McPheeters, M. L., Sathe, N. A., Dove, D., Veenstra-Vanderweele, J., & Warren, Z. (2012). A systematic review of vocational interventions for young adults with autism spectrum disorders. *Pediatrics*, *130*(3), 531–538. https://doi.org/10.1542/peds.2012-0682	No	This is a review of the literature.
175	Chiu, Y. N., Chou, M. C., Lee, J. C., Wong, C. C., Chou, W. J., Wu, Y. Y., Chien, Y. L., & Gau, S. S. (2014). Determinants of maternal satisfaction with diagnosis disclosure of autism. *Journal of the Formosan Medical Association*, *113*(8), 540–548. https://doi.org/10.1016/j.jfma.2012.07.040	No	This article does not focus on employment for autistics.
176	Buehning, L. J., & Peddecord, K. M. (2017). Vaccination attitudes and practices of integrative medicine physicians. *Alternative Therapies in Health and Medicine*, *23*(1), 46–54.	No	This article does not focus on employment for autistics.
177	Larsen, F. W., & Mouridsen, S. E. (1997). The outcome in children with childhood autism and Asperger syndrome originally diagnosed as psychotic. A 30-year follow-up study of subjects hospitalized as children. *European Child & Adolescent Psychiatry*, *6*(4), 181–190. https://doi.org/10.1007/BF00539924	No	This article does not focus on employment for autistics.
178 *	Van Laarhoven, T., Carreon, A., Bonneau, W., & Lagerhausen, A. (2018). Comparing mobile technologies for teaching vocational skills to individuals with autism spectrum disorders and/or intellectual disabilities using universally-designed prompting systems. *Journal of Autism and Developmental Disorders*, *48*(7), 2516–2529. https://doi.org/10.1007/s10803-018-3512-2	Yes	This study did not answer any of the guiding research questions.
179	Henninger, N. A., & Taylor, J. L. (2013). Outcomes in adults with autism spectrum disorders: A historical perspective. *Autism*, *17*(1), 103–116. https://doi.org/10.1177/1362361312441266	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
180	Leigh, J. P., Grosse, S. D., Cassady, D., Melnikow, J., & Hertz-Picciotto, I. (2016). Spending by California's department of developmental services for persons with autism across demographic and expenditure categories. *PloS One*, *11*(3), e0151970. https://doi.org/10.1371/journal.pone.0151970	No	This article does not focus on employment for autistics.
181	Hume, K., Loftin, R., & Lantz, J. (2009). Increasing independence in autism spectrum disorders: A review of three focused interventions. *Journal of Autism and Developmental Disorders*, *39*(9), 1329–1338. https://doi.org/10.1007/s10803-009-0751-2	No	This article does not focus on employment for autistics.
182	Burke, S. L., Bresnahan, T., Li, T., Epnere, K., Rizzo, A., Partin, M., Ahlness, R. M., & Trimmer, M. (2018). Using virtual interactive training agents (ViTA) with adults with autism and other developmental disabilities. *Journal of Autism and Developmental Disorders*, *48*(3), 905–912. https://doi.org/10.1007/s10803-017-3374-z	Yes	This study was used in this scoping review.
183	Beecham J. (2014). Annual research review: Child and adolescent mental health interventions: A review of progress in economic studies across different disorders. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *55*(6), 714–732. https://doi.org/10.1111/jcpp.12216	No	This article does not focus on employment for autistics.
184	Kogan, M. D., Strickland, B. B., Blumberg, S. J., Singh, G. K., Perrin, J. M., & van Dyck, P. C. (2008). A national profile of the health care experiences and family impact of autism spectrum disorder among children in the United States, 2005–2006. *Pediatrics*, *122*(6), e1149–e1158. https://doi.org/10.1542/peds.2008-1057	No	This article does not focus on employment for autistics.
185	Zuckerman, K. E., Lindly, O. J., Bethell, C. D., & Kuhlthau, K. (2014). Family impacts among children with autism spectrum disorder: The role of health care quality. *Academic Pediatrics*, *14*(4), 398–407. https://doi.org/10.1016/j.acap.2014.03.011	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
186	McClannahan, L. E., MacDuff, G. S., & Krantz, P. J. (2002). Behavior analysis and intervention for adults with autism. *Behavior Modification*, *26*(1), 9–26. https://doi.org/10.1177/0145445502026001002	No	This article does not focus on employment for autistics.
187	Hanley, M., Riby, D. M., Carty, C., Melaugh McAteer, A., Kennedy, A., & McPhillips, M. (2015). The use of eye-tracking to explore social difficulties in cognitively able students with autism spectrum disorder: A pilot investigation. *Autism*, *19*(7), 868–873. https://doi.org/10.1177/1362361315580767	No	This article does not focus on employment for autistics.
188	Lallukka, T., Mittendorfer-Rutz, E., Ervasti, J., Alexanderson, K., & Virtanen, M. (2020). Unemployment trajectories and the early risk of disability pension among young people with and without autism spectrum disorder: A nationwide study in Sweden. *International Journal of Environmental Research and Public Health*, *17*(7), 2486. https://doi.org/10.3390/ijerph17072486	Yes	This study did not answer any of the guiding research questions.
189	Eismann, M. M., Weisshaar, R., Capretta, C., Cleary, D. S., Kirby, A. V., & Persch, A. C. (2017). Characteristics of students receiving occupational therapy services in transition and factors related to postsecondary success. *The American Journal of Occupational Therapy*, *71*(3), 7103100010p1–7103100010p8. https://doi.org/10.5014/ajot.2017.024927	No	This article does not focus on employment for autistics.
190	Howlin, P., Alcock, J., & Burkin, C. (2005). An 8 year follow-up of a specialist supported employment service for high-ability adults with autism or Asperger syndrome. *Autism*, *9*(5), 533–549. https://doi.org/10.1177/1362361305057871	Yes	This study did not answer any of the guiding research questions.
191	Cheak-Zamora, N. C., Teti, M., Maurer-Batjer, A., & Halloran, D. (2016). Snapshots of growing up: Youth with autism explore adulthood through photovoice. *Journal of*	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Developmental and Behavioral Pediatrics, *37*(6), 433–441. https://doi.org/10.1097/DBP.0000000000000313		
192	Howlin, P., Goode, S., Hutton, J., & Rutter, M. (2004). Adult outcome for children with autism. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *45*(2), 212–229. https://doi.org/10.1111/j.1469-7610.2004.00215.x	No	This article does not focus on employment for autistics.
193	Schall, C., Wehman, P., & McDonough, J. L. (2012). Transition from school to work for students with autism spectrum disorders: Understanding the process and achieving better outcomes. *Pediatric Clinics of North America*, *59*(1), 189–xii. https://doi.org/10.1016/j.pcl.2011.10.009	No	This article does not focus on employment for autistics.
194	Holwerda, A., van der Klink, J. J., de Boer, M. R., Groothoff, J. W., & Brouwer, S. (2013). Predictors of sustainable work participation of young adults with developmental disorders. *Research in Developmental Disabilities*, *34*(9), 2753–2763. https://doi.org/10.1016/j.ridd.2013.05.032	Yes	This study did not answer any of the guiding research questions.
195	Wise, E. A., Smith, M. D., & Rabins, P. V. (2019). Correlates of daily functioning in older adults with autism spectrum disorder. *Aging & Mental Health*, 1–9. https://doi.org/10.1080/13607863.2019.1647138	No	This article does not focus on employment for autistics.
196	Shattuck, P. T., Garfield, T., Roux, A. M., Rast, J. E., Anderson, K., Hassrick, E. M., & Kuo, A. (2020). Services for adults with autism spectrum disorder: A systems perspective. *Current Psychiatry Reports*, *22*(3), 13. https://doi.org/10.1007/s11920-020-1136-7	No	This article does not focus on employment for autistics.
197	Vogeley, K., Kirchner, J. C., Gawronski, A., Tebartz van Elst, L., & Dziobek, I. (2013). Toward the development of a supported employment program for individuals with high-functioning autism in Germany. *European Archives of Psychiatry and*	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Clinical Neuroscience, *263*(Suppl. 2), S197–S203. https://doi.org/10.1007/s00406-013-0455-7		
198	de Veld, D., Howlin, P., Hoddenbach, E., Mulder, F., Wolf, I., Koot, H. M., Lindauer, R., & Begeer, S. (2017). Moderating effects of parental characteristics on the effectiveness of a theory of mind training for children with autism: A randomized controlled trial. *Journal of Autism and Developmental Disorders*, *47*(7), 1987–1997. https://doi.org/10.1007/s10803-017-3117-1	No	This article does not focus on employment for autistics.
199	West, M., Targett, P., Wehman, P., Cifu, G., & Davis, J. (2015). Separation from supported employment: A retrospective chart review study. *Disability and Rehabilitation*, *37*(12), 1055–1059. https://doi.org/10.3109/09638288.2014.955133	Yes	This study did not answer any of the guiding research questions.
200	Snell-Rood, C., Ruble, L., Kleinert, H., McGrew, J. H., Adams, M., Rodgers, A., Odom, J., Wong, W. H., & Yu, Y. (2020). Stakeholder perspectives on transition planning, implementation, and outcomes for students with autism spectrum disorder. *Autism*. https://doi.org/10.1177/1362361319894827	No	This article does not focus on employment for autistics.
201 *	Aljehany, M. S., & Bennett, K. D. (2020). A comparison of video prompting to least-to-most prompting among children with autism and intellectual disability. *Journal of Autism and Developmental Disorders*, *50*(5), 1714–1724. https://doi.org/10.1007/s10803-019-03929-x	Yes	This study was used in this scoping review.
202	Eow, S. Y., Gan, W. Y., Lim, P. Y., Awang, H., & Mohd Shariff, Z. (2020). Factors associated with autism severity among Malaysian children with autism spectrum disorder. *Research in Developmental Disabilities*, *100*, 103632. https://doi.org/10.1016/j.ridd.2020.103632	No	This article does not focus on employment for autistics.
203	Markoulakis, R., Fletcher, P., & Bryden, P. (2012). Seeing the glass half full: Benefits to the lived experiences of female primary caregivers of children	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	with autism. *Clinical Nurse Specialist*, *26*(1), 48–56. https://doi.org/10.1097/NUR.0b013e31823bfb0f		
204	Rashid, M., Thompson-Hodgetts, S., & Nicholas, D. (2020). Tensions experienced by employment support professionals when seeking meaningful employment for persons with developmental disabilities. *Research in Developmental Disabilities*. https://doi.org/10.1016/j.ridd.2020.103603	Yes	This study did not answer any of the guiding research questions.
205	Schindler V. P. (2014). Community engagement: Outcomes for occupational therapy students, faculty and clients. *Occupational Therapy International*, *21*(2), 71–80. https://doi.org/10.1002/oti.1364	No	This article does not focus on employment for autistics.
206	Bassette, L., Kulwicki, J., Dieringer, S. T., Zoder-Martell, K. A., & Heneisen, R. (2018). The use of a multicomponent behavioral intervention to promote physical activity in adolescents with autism spectrum disorders across inclusive community settings. *Behavior Analysis in Practice*, *11*(4), 358–369. https://doi.org/10.1007/s40617-018-00285-7	No	This article does not focus on employment for autistics.
207	Johnson, T. D., & Joshi, A. (2016). Dark clouds or silver linings? A stigma threat perspective on the implications of an autism diagnosis for workplace well-being. *The Journal of Applied Psychology*, *101*(3), 430–449. https://doi.org/10.1037/apl0000058	Yes	This study did not answer any of the guiding research questions.
208 *	Cheak-Zamora, N. C., Teti, M., & First, J. (2015). 'Transitions are scary for our kids, and they're scary for us': Family member and youth perspectives on the challenges of transitioning to adulthood with autism. *Journal of Applied Research in Intellectual Disabilities*, *28*(6), 548–560. https://doi.org/10.1111/jar.12150	No	This article does not focus on employment for autistics.
209	Maenner, M. J., Smith, L. E., Hong, J., Makuch, R., Greenberg, J. S., & Mailick, M. R. (2013). Evaluation of an activities of daily living scale for	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	adolescents and adults with developmental disabilities. *Disability and Health Journal*, *6*(1), 8–17. https://doi.org/10.1016/j.dhjo.2012.08.005		
210	Blanchard, L. T., Gurka, M. J., & Blackman, J. A. (2006). Emotional, developmental, and behavioral health of American children and their families: A report from the 2003 National Survey of Children's Health. *Pediatrics*, *117*(6), e1202–e1212. https://doi.org/10.1542/peds.2005-2606	No	This article does not focus on employment for autistics.
211	Kennedy, M., Kreppner, J., Knights, N., Kumsta, R., Maughan, B., Golm, D., Rutter, M., Schlotz, W., & Sonuga-Barke, E. J. (2016). Early severe institutional deprivation is associated with a persistent variant of adult attention-deficit/hyperactivity disorder: Clinical presentation, developmental continuities and life circumstances in the English and Romanian Adoptees study. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, *57*(10), 1113–1125. https://doi.org/10.1111/jcpp.12576	No	This article does not focus on employment for autistics.
212	Keel, J. H., Mesibov, G. B., & Woods, A. V. (1997). TEACCH-supported employment program. *Journal of Autism and Developmental Disorders*, *27*(1), 3–9. https://doi.org/10.1023/a:1025813020229	Yes	This study did not answer any of the guiding research questions.
213	Wehman, P., Schall, C., McDonough, J., Sima, A., Brooke, A., Ham, W., Whittenburg, H., Brooke, V., Avellone, L., & Riehle, E. (2020). Competitive employment for transition-aged youth with significant impact from autism: A multi-site randomized clinical trial. *Journal of Autism and Developmental Disorders*, *50*(6), 1882–1897. https://doi.org/10.1007/s10803-019-03940-2	Yes	This study was used in this scoping review.
214	Khalifa, G., Sharif, Z., Sultan, M., & Di Rezze, B. (2020). Workplace accommodations for adults with autism spectrum disorder: A scoping review. *Disability and Rehabilitation*, *42*(9), 1316–1331. https://doi.org/10.1080/09638288.2018.1527952	No	This is a review of the literature.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
215	Moore, J. A., Scharf, R. J., Malik, F., & Nyp, S. S. (2020). Beyond developmental supports for a child refugee. *Journal of Developmental and Behavioral Pediatrics*. https://doi.org/10.1097/DBP.0000000000000814	No	This article does not focus on employment for autistics.
216	Hatfield, M., Falkmer, M., Falkmer, T., & Ciccarelli, M. (2017). Effectiveness of the BOOST-A™ online transition planning program for adolescents on the autism spectrum: A quasi-randomized controlled trial. *Child and Adolescent Psychiatry and Mental Health*, *11*, 54. https://doi.org/10.1186/s13034-017-0191-2	Yes	This study did not answer any of the guiding research questions.
217 *	Taylor, J. L., & Seltzer, M. M. (2012). Developing a vocational index for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *42*(12), 2669–2679. https://doi.org/10.1007/s10803-012-1524-x	Yes	This study did not answer any of the guiding research questions.
218	Baker, E. K., & Richdale, A. L. (2017). Examining the behavioural sleep-wake rhythm in adults with autism spectrum disorder and no comorbid intellectual disability. *Journal of Autism and Developmental Disorders*, *47*(4), 1207–1222. https://doi.org/10.1007/s10803-017-3042-3	No	This article does not focus on employment for autistics.
219	Nielsen, S., Anckarsäter, H., Gillberg, C., Gillberg, C., Råstam, M., & Wentz, E. (2015). Effects of autism spectrum disorders on outcome in teenage-onset anorexia nervosa evaluated by the Morgan-Russell outcome assessment schedule: A controlled community-based study. *Molecular Autism*, *6*, 14. https://doi.org/10.1186/s13229-015-0013-4	No	This article does not focus on employment for autistics.
220	Horlin, C., Falkmer, M., Parsons, R., Albrecht, M. A., & Falkmer, T. (2014). The cost of autism spectrum disorders. *PloS One*, *9*(9), e106552. https://doi.org/10.1371/journal.pone.0106552	No	This article does not focus on employment for autistics.
221	Schall, C. M., Wehman, P., Brooke, V., Graham, C., McDonough, J., Brooke, A., Ham, W., Rounds, R., Lau, S., & Allen, J. (2015). Employment	Yes	This study was used in this scoping review.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	interventions for individuals with ASD: The relative efficacy of supported employment with or without prior project SEARCH training. *Journal of Autism and Developmental Disorders*, *45*(12), 3990–4001. https://doi.org/10.1007/s10803-015-2426-5		
222	McAuliffe, T., Vaz, S., Falkmer, T., & Cordier, R. (2017). A comparison of families of children with autism spectrum disorders in family daily routines, service usage, and stress levels by regionality. *Developmental Neurorehabilitation*, *20*(8), 483–490. https://doi.org/10.1080/17518423.2016.1236844	No	This article does not focus on employment for autistics.
223	Burt, D. B., Fuller, S. P., & Lewis, K. R. (1991). Brief report: Competitive employment of adults with autism. *Journal of Autism and Developmental Disorders*, *21*(2), 237–242. https://doi.org/10.1007/BF02284763	Yes	This study did not answer any of the guiding research questions.
224	Norris, J. E., Crane, L., & Maras, K. (2020). Interviewing autistic adults: Adaptations to support recall in police, employment, and healthcare interviews. *Autism*. https://doi.org/10.1177/1362361320909174	No	This article does not focus on employment for autistics.
225	Merrick, H., McConachie, H., Le Couteur, A., Mann, K., Parr, J. R., Pearce, M. S., Colver, A., & Transition Collaborative Group (2015). Characteristics of young people with long term conditions close to transfer to adult health services. *BMC Health Services Research*, *15*, 435. https://doi.org/10.1186/s12913-015-1095-6	No	This article does not focus on employment for autistics.
226 *	Sung, C., Sánchez, J., Kuo, H. J., Wang, C. C., & Leahy, M. J. (2015). Gender differences in vocational rehabilitation service predictors of successful competitive employment for transition-aged individuals with autism. *Journal of Autism and Developmental Disorders*, *45*(10), 3204–3218. https://doi.org/10.1007/s10803-015-2480-z	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
227 *	Humm, L. B., Olsen, D., Be, M., Fleming, M., & Smith, M. (2014). Simulated job interview improves skills for adults with serious mental illnesses. *Studies in Health Technology and Informatics*, *199*, 50–54.	No	This article does not focus on employment for autistics.
228	Baric, V. B., Hemmingsson, H., Hellberg, K., & Kjellberg, A. (2017). The occupational transition process to upper secondary school, further education and/or work in Sweden: As described by young adults with Asperger syndrome and attention deficit hyperactivity disorder. *Journal of Autism and Developmental Disorders*, *47*(3), 667–679. https://doi.org/10.1007/s10803-016-2986-z	No	This article does not focus on employment for autistics.
229	Kirby A. V. (2016). Parent expectations mediate outcomes for young adults with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *46*(5), 1643–1655. https://doi.org/10.1007/s10803-015-2691-3	No	This article does not focus on employment for autistics.
230	McAuliffe, T., Cordier, R., Vaz, S., Thomas, Y., & Falkmer, T. (2017). Quality of life, coping styles, stress levels, and time use in mothers of children with autism spectrum disorders: Comparing single versus coupled households. *Journal of Autism and Developmental Disorders*, *47*(10), 3189–3203. https://doi.org/10.1007/s10803-017-3240-z	No	This article does not focus on employment for autistics.
231	Giarelli, E., Ruttenberg, J., & Segal, A. (2013). Bridges and barriers to successful transitioning as perceived by adolescents and young adults with Asperger syndrome. *Journal of Pediatric Nursing*, *28*(6), 563–574. https://doi.org/10.1016/j.pedn.2012.12.010	No	This article does not focus on employment for autistics.
232 *	Wehman, P., Chan, F., Ditchman, N., & Kang, H. J. (2014). Effect of supported employment on vocational rehabilitation outcomes of transition-age youth with intellectual and developmental disabilities: A case control study. *Intellectual and Developmental Disabilities*, *52*(4), 296–310. https://doi.org/10.1352/1934-9556-52.4.296	No	This article does not describe autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
233	Ingersoll, B., Shannon, K., Berger, N., Pickard, K., & Holtz, B. (2017). Self-directed telehealth parent-mediated intervention for children with autism spectrum disorder: Examination of the potential reach and utilization in community settings. *Journal of Medical Internet Research*, *19*(7), e248. https://doi.org/10.2196/jmir.7484	No	This article does not focus on employment for autistics.
234	Barneveld, P. S., Swaab, H., Fagel, S., van Engeland, H., & de Sonneville, L. M. (2014). Quality of life: A case-controlled long-term follow-up study, comparing young high-functioning adults with autism spectrum disorders with adults with other psychiatric disorders diagnosed in childhood. *Comprehensive Psychiatry*, *55*(2), 302–310. https://doi.org/10.1016/j.comppsych.2013.08.001	No	This article does not focus on employment for autistics.
235	Normand, M. P., & Kohn, C. S. (2013). Don'T wag the dog: Extending the reach of applied behavior analysis. *The Behavior Analyst*, *36*(1), 109–122. https://doi.org/10.1007/BF03392294	No	This article does not focus on employment for autistics.
236	Brownlow C. (2010). Presenting the self: Negotiating a label of autism. *Journal of Intellectual & Developmental Disability*, *35*(1), 14–21. https://doi.org/10.3109/13668250903496336	No	This article does not focus on employment for autistics.
237	Bortolato, M., & Godar, S. C. (2010). Animal models of virus-induced neurobehavioral sequelae: Recent advances, methodological issues, and future prospects. *Interdisciplinary Perspectives on Infectious Diseases*, *2010*, 380456. https://doi.org/10.1155/2010/380456	No	This article does not focus on employment for autistics.
238	Moon, J. P., Tan, H. T., Lam, K. F., Lim, J. M., Cheak, C. C., Wei, K. C., Sajith, S. G., Chai, S. B., & Tan, G. (2020). Adult neurodevelopmental services in Singapore: A sociodemographic and clinical profile at a tertiary psychiatric hospital. *Asia-Pacific Psychiatry*, *12*(2), e12388. https://doi.org/10.1111/appy.12388	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
239	Bruder, M. B., Kerins, G., Mazzarella, C., Sims, J., & Stein, N. (2012). Brief report: The medical care of adults with autism spectrum disorders: Identifying the needs. *Journal of Autism and Developmental Disorders*, *42*(11), 2498–2504. https://doi.org/10.1007/s10803-012-1496-x	No	This article does not focus on employment for autistics.
240	Bouck, E. C., & Joshi, G. S. (2015). Does Curriculum matter for secondary students with autism spectrum disorders: Analyzing the NLTS2. *Journal of Autism and Developmental Disorders*, *45*(5), 1204–1212. https://doi.org/10.1007/s10803-014-2281-9	No	This article does not focus on employment for autistics.
241	Price, R., Marsh, A. J., & Fisher, M. H. (2017). Teaching young adults with intellectual and developmental disabilities community-based navigation skills to take public transportation. *Behavior Analysis in Practice*, *11*(1), 46–50. https://doi.org/10.1007/s40617-017-0202-z	No	This article does not focus on employment for autistics.
242	Hartley, S. L., Seltzer, M. M., Raspa, M., Olmstead, M., Bishop, E., & Bailey, D. B. (2011). Exploring the adult life of men and women with fragile X syndrome: Results from a national survey. *American Journal on Intellectual and Developmental Disabilities*, *116*(1), 16–35. https://doi.org/10.1352/1944-7558-116.1.16	No	This article does not focus on employment for autistics.
243	Wright, S. D., D'Astous, V., Wright, C. A., & Diener, M. L. (2012). Grandparents of grandchildren with autism spectrum disorders (ASD): Strengthening relationships through technology activities. *International Journal of Aging & Human Development*, *75*(2), 169–184. https://doi.org/10.2190/AG.75.2.d	No	This article does not focus on employment for autistics.
244 *	Billstedt, E., Gillberg, I. C., & Gillberg, C. (2005). Autism after adolescence: Population-based 13- to 22-year follow-up study of 120 individuals with autism diagnosed in childhood. *Journal of Autism and Developmental Disorders*, *35*(3), 351–360. https://doi.org/10.1007/s10803-005-3302-5	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
245	Yeung, M. K., Lee, T. L., & Chan, A. S. (2019). Right-lateralized frontal activation underlies successful updating of verbal working memory in adolescents with high-functioning autism spectrum disorder. *Biological Psychology*, *148*, 107743. https://doi.org/10.1016/j.biopsycho.2019.107743	No	This article does not focus on employment for autistics.
246 *	Lerman, D. C., White, B., Grob, C., & Laudont, C. (2017). A clinic-based assessment for evaluating job-related social skills in adolescents and adults with autism. *Behavior Analysis in Practice*, *10*(4), 323–336. https://doi.org/10.1007/s40617-017-0177-9	Yes	This study did not answer any of the guiding research questions.
247 *	Connor, A., Sung, C., Strain, A., Zeng, S., & Fabrizi, S. (2020). Building skills, confidence, and wellness: Psychosocial effects of soft skills training for young adults with autism. *Journal of Autism and Developmental Disorders*, *50*(6), 2064–2076. https://doi.org/10.1007/s10803-019-03962-w	No	This article does not focus on employment for autistics.
248	Yokotani K. (2010). Educational level signals unobserved abilities of people with high functioning autism spectrum disorders. *Psychological Reports*, *107*(1), 227–235. https://doi.org/10.2466/11.13.15.PR0.107.4.227-235	Yes	This study did not answer any of the guiding research questions.
249	Ghandour, R. M., Kogan, M. D., Blumberg, S. J., & Perry, D. F. (2010). Prevalence and correlates of internalizing mental health symptoms among CSHCN. *Pediatrics*, *125*(2), e269–e277. https://doi.org/10.1542/peds.2009-0622	No	This article does not focus on employment for autistics.
250 *	Taylor, J. L., & Mailick, M. R. (2014). A longitudinal examination of 10-year change in vocational and educational activities for adults with autism spectrum disorders. *Developmental Psychology*, *50*(3), 699–708. https://doi.org/10.1037/a0034297	No	This article does not focus on employment for autistics.
251 *	Rast, J. E., Roux, A. M., & Shattuck, P. T. (2020). Use of vocational rehabilitation supports for postsecondary education among transition-age youth on the autism spectrum. *Journal of*	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Autism and Developmental Disorders, *50*(6), 2164–2173. https://doi.org/10.1007/s10803-019-03972-8		
252	Ward-King, J., Cohen, I. L., Penning, H., & Holden, J. J. (2010). Brief report: Telephone administration of the autism diagnostic interview--revised: Reliability and suitability for use in research. *Journal of Autism and Developmental Disorders*, *40*(10), 1285–1290. https://doi.org/10.1007/s10803-010-0987-x	No	This article does not focus on employment for autistics.
253	Hume, K., & Odom, S. (2007). Effects of an individual work system on the independent functioning of students with autism. *Journal of Autism and Developmental Disorders*, *37*(6), 1166–1180. https://doi.org/10.1007/s10803-006-0260-5	No	This article does not focus on employment for autistics.
254	Montgomery, J., Storey, K., Post, M., & Lemley, J. (2011). The use of auditory prompting systems for increasing independent performance of students with autism in employment training. *International Journal of Rehabilitation Research*, *34*(4), 330–335. https://doi.org/10.1097/MRR.0b013e32834a8fa8	Yes	This study was used in this scoping review.
255 *	English, D. L., Gounden, S., Dagher, R. E., Chan, S. F., Furlonger, B. E., Anderson, A., & Moore, D. W. (2017). Effects of video modeling with video feedback on vocational skills of adults with autism spectrum disorder. *Developmental Neurorehabilitation*, *20*(8), 511–524. https://doi.org/10.1080/17518423.2017.1282051	Yes	This study was used in this scoping review.
256 *	Whitehouse, A. J., Watt, H. J., Line, E. A., & Bishop, D. V. (2009). Adult psychosocial outcomes of children with specific language impairment, pragmatic language impairment and autism. *International Journal of Language & Communication Disorders*, *44*(4), 511–528. https://doi.org/10.1080/13682820802708098	No	This article does not focus on employment for autistics.
257 *	Smith, M. J., Fleming, M. F., Wright, M. A., Losh, M., Humm, L. B., Olsen, D., & Bell, M. D. (2015). Brief report: Vocational outcomes for young adults	Yes	This study was used in this scoping review.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	with autism spectrum disorders at six months after virtual reality job interview training. *Journal of Autism and Developmental Disorders*, *45*(10), 3364–3369. https://doi.org/10.1007/s10803-015-2470-1		
258	Lee, E., Black, M. H., Falkmer, M., Tan, T., Sheehy, L., Bölte, S., & Girdler, S. (2020). "We can see a bright future": Parents' perceptions of the outcomes of participating in a strengths-based program for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04411-9	No	This article does not focus on employment for autistics.
259 *	Lawer, L., Brusilovskiy, E., Salzer, M. S., & Mandell, D. S. (2009). Use of vocational rehabilitative services among adults with autism. *Journal of Autism and Developmental Disorders*, *39*(3), 487–494. https://doi.org/10.1007/s10803-008-0649-4	No	This article did not directly compare autistics to non-autistics.
260	Lawson, L. P., Richdale, A. L., Haschek, A., Flower, R. L., Vartuli, J., Arnold, S. R., & Trollor, J. N. (2020). Cross-sectional and longitudinal predictors of quality of life in autistic individuals from adolescence to adulthood: The role of mental health and sleep quality. *Autism*, *24*(4), 954–967. https://doi.org/10.1177/1362361320908107	No	This article does not focus on employment for autistics.
261 *	Soeker M. S. (2020). A descriptive, qualitative study of the challenges that individuals with autism spectrum disorder experience when transitioning from skills training programs into the open labor market in Cape Town, South Africa. *Work (Reading, Mass.)*, *65*(4), 733–747. https://doi.org/10.3233/WOR-203127	No	This article does not focus on employment for autistics.
262 *	Burke, R. V., Andersen, M. N., Bowen, S. L., Howard, M. R., & Allen, K. D. (2010). Evaluation of two instruction methods to increase employment options for young adults with autism	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	spectrum disorders. *Research in Developmental Disabilities*, *31*(6), 1223–1233. https://doi.org/10.1016/j.ridd.2010.07.023		
263	Benevides, T. W., Shore, S. M., Andresen, M. L., Caplan, R., Cook, B., Gassner, D. L., Erves, J. M., Hazlewood, T. M., King, M. C., Morgan, L., Murphy, L. E., Purkis, Y., Rankowski, B., Rutledge, S. M., Welch, S. P., & Wittig, K. (2020). Interventions to address health outcomes among autistic adults: A systematic review. *Autism*. https://doi.org/10.1177/1362361320913664	No	This is a review of the literature.
264	Kerub, O., Haas, E. J., Meiri, G., Davidovitch, N., & Menashe, I. (2020). A comparison between two screening approaches for ASD among toddlers in Israel. *Journal of Autism and Developmental Disorders*, *50*(5), 1553–1560. https://doi.org/10.1007/s10803-018-3711-x	No	This article does not focus on employment for autistics.
265	Curran, A. L., Sharples, P. M., White, C., & Knapp, M. (2001). Time costs of caring for children with severe disabilities compared with caring for children without disabilities. *Developmental Medicine and Child Neurology*, *43*(8), 529–533. https://doi.org/10.1017/s0012162201000962	No	This article does not focus on employment for autistics.
266	Pennington, R., Delano, M., & Scott, R. (2014). Improving cover-letter writing skills of individuals with intellectual disabilities. *Journal of Applied Behavior Analysis*, *47*(1), 204–208. https://doi.org/10.1002/jaba.96	Yes	This study did not answer any of the guiding research questions.
267 *	Babb, S., McNaughton, D., Light, J., Caron, J., Wydner, K., & Jung, S. (2020). Using AAC video visual scene displays to increase participation and communication within a volunteer activity for adolescents with complex communication needs. *Augmentative and Alternative Communication*, *36*(1), 31–42. https://doi.org/10.1080/07434618.2020.1737966	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
268 *	Lora, C. C., Kisamore, A. N., Reeve, K. F., & Townsend, D. B. (2020). Effects of a problem-solving strategy on the independent completion of vocational tasks by adolescents with autism spectrum disorder. *Journal of Applied Behavior Analysis*, *53*(1), 175–187. https://doi.org/10.1002/jaba.558	Yes	This study did not answer any of the guiding research questions.
269	Avdi E. (2005). Negotiating a pathological identity in the clinical dialogue: Discourse analysis of a family therapy. *Psychology and Psychotherapy*, *78* (Pt 4), 493–511. https://doi.org/10.1348/147608305X52586	No	This article does not focus on employment for autistics.
270	Scott, M., Falkmer, M., Girdler, S., & Falkmer, T. (2015). Correction: Viewpoints on factors for successful employment for adults with autism spectrum disorder. *PloS One*, *10*(11), e0143674. https://doi.org/10.1371/journal.pone.0143674	No	This is a correction.
271	Gorenstein, M., Giserman-Kiss, I., Feldman, E., Isenstein, E. L., Donnelly, L., Wang, A. T., & Foss-Feig, J. H. (2020). Brief report: A job-based social skills program (JOBSS) for adults with autism spectrum disorder: A pilot randomized controlled trial. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04482-8	Yes	This study was used in this scoping review.
272	Buckley, E., Pellicano, E., & Remington, A. (2020). "The real thing i struggle with is other people's perceptions": The experiences of autistic performing arts professionals and attitudes of performing arts employers in the UK. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04517-0	Yes	This study was used in this scoping review.
273	Leblanc, L. A., Heinicke, M. R., & Baker, J. C. (2012). Expanding the consumer base for behavior-analytic services: Meeting the needs of consumers in the 21st century. *Behavior Analysis in Practice*, *5*(1), 4–14. https://doi.org/10.1007/BF03391813	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
274	Peele, P. B., Lave, J. R., & Kelleher, K. J. (2002). Exclusions and limitations in children's behavioral health care coverage. *Psychiatric Services (Washington, D.C.)*, *53*(5), 591–594. https://doi.org/10.1176/appi.ps.53.5.591	No	This article does not focus on employment for autistics.
275	Carter, E. W., Austin, D., & Trainor, A. A. (2011). Factors associated with the early work experiences of adolescents with severe disabilities. *Intellectual and Developmental Disabilities*, *49*(4), 233–247. https://doi.org/10.1352/1934-9556-49.4.233	No	This study does not include autistics.
276	Bennett, K. D., Ramasamy, R., & Honsberger, T. (2013). The effects of covert audio coaching on teaching clerical skills to adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *43*(3), 585–593. https://doi.org/10.1007/s10803-012-1597-6	Yes	This study was used in this scoping review.
277	Smith M. D. (1987). Treatment of pica in an adult disabled by autism by differential reinforcement of incompatible behavior. *Journal of Behavior Therapy and Experimental Psychiatry*, *18*(3), 285–288. https://doi.org/10.1016/0005-7916(87)90012-7	No	This article does not focus on employment for autistics.
278	Gonzalez, C., Martin, J. M., Minshew, N. J., & Behrmann, M. (2013). Practice makes improvement: How adults with autism out-perform others in a naturalistic visual search task. *Journal of Autism and Developmental Disorders*, *43*(10), 2259–2268. https://doi.org/10.1007/s10803-013-1772-4	No	This article does not focus on employment for autistics.
279	Keller, R., Chieregato, S., Bari, S., Castaldo, R., Rutto, F., Chiocchetti, A., & Dianzani, U. (2020). Autism in adulthood: Clinical and demographic characteristics of a cohort of five hundred persons with autism analyzed by a novel multistep network model. *Brain Sciences*, *10*(7), E416. https://doi.org/10.3390/brainsci10070416	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
280	Schott, W., Nonnemacher, S., & Shea, L. (2020). Service use and unmet needs among adults with autism awaiting home- and community-based medicaid services. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04593-2	No	This article does not focus on employment for autistics.
281	Burke, S. L., Li, T., Grudzien, A., & Garcia, S. (2020). Brief report: Improving employment interview self-efficacy among adults with autism and other developmental disabilities using virtual interactive training agents (ViTA). *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04571-8	Yes	This study was used in this scoping review.
282	Di Sarro, R., Varrucciu, N., Di Santantonio, A., & Bonsi, I. I. (2020). The integrated and disability health program of AUSL Bologna. The Alstom experience for employment access in high functioning autism spectrum disorders. *Annali dell'Istituto superiore di sanita*, *56*(2), 247–250. https://doi.org/10.4415/ANN_20_02_15	No	This article does not focus on employment for autistics.
283	Amado, I., Moualla, M., Jouve, J., Brénugat-Herné, L., Attali, D., Willard, D., Rigaut, B., Malangin, B., Kern, L., Meyniel, C., Gaillard, R., Plaze, M., Perquier, F., & Yannick, M. (2020). Employment, studies and feelings: Two to nine years after a personalized program of cognitive remediation in psychiatric patients. *Frontiers in Psychiatry*, *11*, 609. https://doi.org/10.3389/fpsyt.2020.00609	No	This article does not focus on employment for autistics.
284	Roux, A. M., Rast, J. E., Garfield, T., Anderson, K. A., & Shattuck, P. T. (2020). Prevalence and correlates of work experiences among high school students on the autism spectrum. *Intellectual and Developmental Disabilities*, *58*(4), 273–287. https://doi.org/10.1352/1934-9556-58.4.273	Yes	This study did not answer any of the guiding research questions.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
285	Walsh, E., Lydon, H., & Holloway, J. (2019). An evaluation of assistive technology in determining job-specific preference for adults with autism and intellectual disabilities. *Behavior Analysis in Practice*, *13*(2), 434–444. https://doi.org/10.1007/s40617-019-00380-3	Yes	This study did not answer any of the guiding research questions.
286	Sandercock, R. K., Lamarche, E. M., Klinger, M. R., & Klinger, L. G. (2020). Assessing the convergence of self-report and informant measures for adults with autism spectrum disorder. *Autism*. https://doi.org/10.1177/1362361320942981	No	This article does not focus on employment for autistics.
287	Schall, C., Sima, A. P., Avellone, L., Wehman, P., McDonough, J., & Brown, A. (2020). The effect of business internships model and employment on enhancing the independence of young adults with significant impact from autism. *Intellectual and Developmental Disabilities*, *58*(4), 301–313. https://doi.org/10.1352/1934-9556-58.4.301	Yes	This study did not answer any of the guiding research questions.
288	Rezae, M., McMeekin, D., Tan, T., Krishna, A., & Lee, H. (2020). Evaluating the effectiveness of an autism-specific public transport app for individuals on the autism spectrum: A pilot study. *Disability and Rehabilitation. Assistive Technology*, 1–16. https://doi.org/10.1080/17483107.2020.1785563	No	This article does not focus on employment for autistics.
289	Laghi, F., & Trimarco, B. (2020). Individual planning starts at school. Tools and practices promoting autonomy and supporting transition to work for adolescents with autism spectrum disorder. *Annali dell'Istituto superiore di sanita*, *56*(2), 222–229. https://doi.org/10.4415/ANN_20_02_12	Yes	This study did not answer any of the guiding research questions.
290	Christoffersen M. N. (2020). Sexual crime against schoolchildren with disabilities: A nationwide prospective birth cohort study. *Journal of Interpersonal Violence*, 886260520934442. https://doi.org/10.1177/0886260520934442	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
291	Yui, K., Imataka, G., Sasaki, H., & Shiroki, R. (2020). The role of lipid peroxidation in individuals with autism spectrum disorders. *Metabolic Brain Disease*. https://doi.org/10.1007/s11011-020-00585-4	No	This article does not focus on employment for autistics.
292	Hillman, C. B., Lerman, D. C., & Kosel, M. L. (2020). Discrete-trial training performance of behavior interventionists with autism spectrum disorder: A systematic replication and extension. *Journal of Applied Behavior Analysis*. https://doi.org/10.1002/jaba.755	No	This article does not focus on employment for autistics.
293	Mazza, M., Pino, M. C., Vagnetti, R., Filocamo, A., Attanasio, M., Calvarese, A., & Valenti, M. (2020). Intensive intervention for adolescents with autism spectrum disorder: Comparison of three rehabilitation treatments. *International Journal of Psychiatry in Clinical Practice*, 1–9. https://doi.org/10.1080/13651501.2020.1800042	No	This article does not focus on employment for autistics.
294	Flower, R. L., Richdale, A. L., & Lawson, L. P. (2020). Brief report: What happens after school? Exploring post-school outcomes for a group of autistic and non-autistic Australian youth. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04600-6	Yes	This study did not answer any of the guiding research questions.
295	Vincent, A., Da Fonseca, D., Baumstarck, K., Charvin, I., Alcaraz-Mor, R., & Lehucher-Michel, M. P. (2020). The quality of life and the future of young adults with Asperger syndrome. *Disability and Rehabilitation*, *42*(14), 1987–1994. https://doi.org/10.1080/09638288.2018.1544297	No	This article does not focus on employment for autistics.
296	McGurk, S. R., Mueser, K. T., & Pascaris, A. (2005). Cognitive training and supported employment for persons with severe mental illness: One-year results from a randomized controlled trial. *Schizophrenia Bulletin*, *31*(4), 898–909. https://doi.org/10.1093/schbul/sbi037	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
297	Lee, J. Y., & Yun, J. (2019). What else is needed in the Korean Government's master plan for people with developmental disabilities? *Journal of Preventive Medicine and Public Health*, *52*(3), 200–204. https://doi.org/10.3961/jpmph.18.249	No	This article does not focus on employment for autistics.
298	McGurk, S. R., Mueser, K. T., Feldman, K., Wolfe, R., & Pascaris, A. (2007). Cognitive training for supported employment: 2–3 year outcomes of a randomized controlled trial. *The American Journal of Psychiatry*, *164*(3), 437–441. https://doi.org/10.1176/ajp.2007.164.3.437	No	This article does not focus on employment for autistics.
299	Fullerton, J. M., Totsika, V., Hain, R., & Hastings, R. P. (2017). Siblings of children with life-limiting conditions: Psychological adjustment and sibling relationships. *Child: Care, Health and Development*, *43*(3), 393–400. https://doi.org/10.1111/cch.12421	No	This article does not focus on employment for autistics.
300	Hatfield, M., Falkmer, M., Falkmer, T., & Ciccarelli, M. (2017). Effectiveness of the BOOST-A™ online transition planning program for adolescents on the autism spectrum: A quasi-randomized controlled trial. *Child and Adolescent Psychiatry and Mental Health*, *11*, 54. https://doi.org/10.1186/s13034-017-0191-2	No	This article does not focus on employment for autistics.
301	Wentz, E., Gillberg, I. C., Anckarsäter, H., Gillberg, C., & Råstam, M. (2009). Adolescent-onset anorexia nervosa: 18-year outcome. *The British Journal of Psychiatry*, *194*(2), 168–174. https://doi.org/10.1192/bjp.bp.107.048686	No	This article does not focus on employment for autistics.
302	Shu, B. C., & Lung, F. W. (2005). The effect of support group on the mental health and quality of life for mothers with autistic children. *Journal of Intellectual Disability Research*, *49*(Pt 1), 47–53. https://doi.org/10.1111/j.1365-2788.2005.00661.x	No	This article does not focus on employment for autistics.
303	Järbrink, K., McCrone, P., Fombonne, E., Zandén, H., & Knapp, M. (2007). Cost-impact of young adults with high-functioning autistic spectrum disorder.	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Research in Developmental Disabilities, *28*(1), 94–104. https://doi.org/10.1016/j.ridd.2005.11.002		
304	Kersten, M., Coxon, K., Lee, H., & Wilson, N. J. (2020). Independent community mobility and driving experiences of adults on the autism spectrum: A scoping review. *The American Journal of Occupational Therapy*, *74* (5), 7405205140p1–7405205140p17. https://doi.org/10.5014/ajot.2020.040311	No	This article does not focus on employment for autistics.
305	Fombonne, E., Talan, I., Bouchard, F., & Lucas, G. (1989). A follow-up study of childhood psychosis. *Acta Paedipsychiatrica*, *52*(1), 12–25.	No	This article does not focus on employment for autistics.
306	Bury, S. M., Hedley, D., Uljarević, M., & Gal, E. (2020). The autism advantage at work: A critical and systematic review of current evidence. *Research in Developmental Disabilities*, *105*, 103750. https://doi.org/10.1016/j.ridd.2020.103750	No	This is a literature review.
307	Carreira, I. M., Melo, J. B., Rodrigues, C., Backx, L., Vermeesch, J., Weise, A., Kosyakova, N., Oliveira, G., & Matoso, E. (2009). Molecular cytogenetic characterisation of a mosaic add (12)(p13.3) with an inv dup(3)(q26.31 --> qter) detected in an autistic boy. *Molecular Cytogenetics*, *2*, 16. https://doi.org/10.1186/1755-8166-2-16	No	This article does not focus on employment for autistics.
308	Hering, E., Epstein, R., Elroy, S., Iancu, D. R., & Zelnik, N. (1999). Sleep patterns in autistic children. *Journal of Autism and Developmental Disorders*, *29*(2), 143–147. https://doi.org/10.1023/a:1023092627223	No	This article does not focus on employment for autistics.
309	Neece, C., McIntyre, L. L., & Fenning, R. (2020). Examining the impact of COVID-19 in ethnically diverse families with young children with intellectual and developmental disabilities. *Journal of Intellectual Disability Research*. https://doi.org/10.1111/jir.12769	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
310	Tantam D. (1988). Lifelong eccentricity and social isolation. I. Psychiatric, social, and forensic aspects. *The British Journal of Psychiatry*, *153*, 777–782. https://doi.org/10.1192/bjp.153.6.777	No	This article does not focus on employment for autistics.
311	Wolf, L., & Goldberg, B. (1986). Autistic children grow up: An eight to twenty-four year follow-up study. *Canadian Journal of Psychiatry*, *31*(6), 550–556. https://doi.org/10.1177/070674378603100613	No	This article does not focus on employment for autistics.
312	Pinto, O. Y., & Raz, R. (2020). Employment outcomes after a birth of a child with a developmental disability: A national nested case-control study. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04581-6	No	This article does not focus on employment for autistics.
313	Bury, S. M., Flower, R. L., Zulla, R., Nicholas, D. B., & Hedley, D. (2020). Workplace social challenges experienced by employees on the autism spectrum: An international exploratory study examining employee and supervisor perspectives. *Journal of Autism and Developmental Disorders*. https://doi.org/10.1007/s10803-020-04662-6	Yes	This study was used in this scoping review.
314	Sailor, W., & Taman, T. (1972). Stimulus factors in the training of prepositional usage in three autistic children. *Journal of Applied Behavior Analysis*, *5*(2), 183–190. https://doi.org/10.1901/jaba.1972.5-183	No	This article does not focus on employment for autistics.

Key: * indicates that the citation was also found in the second PubMed search (autis*[Title/Abstract]) AND (vocational[Title/Abstract])

Appendix B Summary of Studies Retrieved from PubMed Using the Key Terms (autis*[Title/Abstract]) AND (vocational[Title/Abstract])

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
1	van Os, J., & Kapur, S. (2009). Schizophrenia. *Lancet (London, England)*, *374*(9690), 635–645. https://doi.org/10.1016/S0140-6736(09)60995-8	No	This article does not focus on employment for autistics.
2	Kim, E. J., Bahk, Y. C., Oh, H., Lee, W. H., Lee, J. S., & Choi, K. H. (2018). Current status of cognitive remediation for psychiatric disorders: A review. *Frontiers in Psychiatry*, *9*, 461. https://doi.org/10.3389/fpsyt.2018.00461	No	This article does not focus on employment for autistics.
3	Lindsay, S., Osten, V., Rezai, M., & Bui, S. (2019). Disclosure and workplace accommodations for people with autism: A systematic review. *Disability and Rehabilitation*, 1–14. https://doi.org/10.1080/09638288.2019.1635658	No	This is a review of the literature.
4	Lord, C., McCauley, J. B., Pepa, L. A., Huerta, M., & Pickles, A. (2020). Work, living, and the pursuit of happiness: Vocational and psychosocial outcomes for young adults with autism. *Autism*. https://doi.org/10.1177/1362361320919246	No	This article does not focus on employment for autistics.
5	Fogler, J. M., Stein, D., Barbaresi, W. J., Bridgemohan, C., Steinbauer-Schütz, A., Dirmhirn, A., Holzinger, D., Radesky, J., & Fellinger, J. (2019). High-functioning autism, severe anxiety, and bullying in a 26 year old. *Journal of Developmental and Behavioral Pediatrics*, *40*(4), 312–314. https://doi.org/10.1097/DBP.0000000000000674	No	This article does not focus on employment for autistics.
6	Mervis, C. B., Morris, C. A., Klein-Tasman, B. P., Velleman, S. L., & Osborne, L. R. (1993). 7q11.23 duplication syndrome. In M. P. Adam et al. (Eds.), *GeneReviews®*. Seattle: University of Washington.	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
7	Friedman, L., Sterling, A., DaWalt, L. S., & Mailick, M. R. (2019). Conversational language is a predictor of vocational independence and friendships in adults with ASD. *Journal of Autism and Developmental Disorders*, *49*(10), 4294–4305. https://doi.org/10.1007/s10803-019-04147-1	No	This article does not focus on employment for autistics.
8	Conner, C. M., & White, S. W. (2018). Brief report: Feasibility and preliminary efficacy of individual mindfulness therapy for adults with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *48*(1), 290–300. https://doi.org/10.1007/s10803-017-3312-0	No	This article does not focus on employment for autistics.
9	Odom, S. L., Thompson, J. L., Hedges, S., Boyd, B. A., Dykstra, J. R., Duda, M. A., Szidon, K. L., Smith, L. E., & Bord, A. (2015). Technology-aided interventions and instruction for adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *45*(12), 3805–3819. https://doi.org/10.1007/s10803-014-2320-6	No	This article does not focus on employment for autistics.
10	Lubetsky, M. J., Handen, B. L., Lubetsky, M., & McGonigle, J. J. (2014). Systems of care for individuals with autism spectrum disorder and serious behavioral disturbance through the lifespan. *Child and Adolescent Psychiatric Clinics of North America*, *23*(1), 97–110. https://doi.org/10.1016/j.chc.2013.08.004	No	This article does not focus on employment for autistics.
11	Taylor, J. L., Smith, L. E., & Mailick, M. R. (2014). Engagement in vocational activities promotes behavioral development for adults with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, *44*(6), 1447–1460. https://doi.org/10.1007/s10803-013-2010-9	No	This article does not focus on employment for autistics.
12	Smith, K. A., Ayres, K. A., Alexander, J., Ledford, J. R., Shepley, C., & Shepley, S. B. (2016). Initiation and generalization of self-instructional skills in adolescents with autism and	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	intellectual disability. *Journal of Autism and Developmental Disorders*, *46*(4), 1196–1209. https://doi.org/10.1007/s10803-015-2654-8		
13	Light, J., & Mcnaughton, D. (2015). Designing AAC research and intervention to improve outcomes for individuals with complex communication needs. *Augmentative and Alternative Communication (Baltimore, Md.: 1985)*, *31*(2), 85–96. https://doi.org/10.3109/07434618.2015.1036458	No	This article does not focus on employment for autistics.
14	Weaver L. L. (2015). Effectiveness of work, activities of daily living, education, and sleep interventions for people with autism spectrum disorder: A systematic review. *The American Journal of Occupational Therapy*, *69*(5), 6905180020p1–6905180020p11. https://doi.org/10.5014/ajot.2015.017962	No	This is a review of the literature.
15	Davis, T. N., & Rispoli, M. (2018). Introduction to the special issue: Interventions to reduce challenging behavior among individuals with autism spectrum disorder. *Behavior Modification*, *42*(3), 307–313. https://doi.org/10.1177/0145445518763851	No	This article does not focus on employment for autistics.
16	Cassimos, D. C., Polychronopoulou, S. A., Tripsianis, G. I., & Syriopoulou-Delli, C. K. (2015). Views and attitudes of teachers on the educational integration of students with autism spectrum disorders. *Developmental Neurorehabilitation*, *18*(4), 241–251. https://doi.org/10.3109/17518423.2013.794870	No	This article does not focus on employment for autistics.
17	Davis, K. S., Kennedy, S. A., Dallavecchia, A., Skolasky, R. L., & Gordon, B. (2019). Psychoeducational interventions for adults with level 3 autism spectrum disorder: A 50-year systematic review. *Cognitive and Behavioral Neurology*, *32*(3), 139–163. https://doi.org/10.1097/WNN.0000000000000201	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
18	Vanbergeijk, E., Klin, A., & Volkmar, F. (2008). Supporting more able students on the autism spectrum: College and beyond. *Journal of Autism and Developmental Disorders*, *38*(7), 1359–1370. https://doi.org/10.1007/s10803-007-0524-8	No	This article does not focus on employment for autistics.
19	Gal, E., Ben Meir, A., & Katz, N. (2013). Development and reliability of the Autism Work Skills Questionnaire (AWSQ). *The American Journal of Occupational Therapy*, *67*(1), e1–e5. https://doi.org/10.5014/ajot.2013.005066	Yes	This study did not answer any of the guiding research questions.
20	Perkins, E. A., & Berkman, K. A. (2012). Into the unknown: Aging with autism spectrum disorders. *American Journal on Intellectual and Developmental Disabilities*, *117*(6), 478–496. https://doi.org/10.1352/1944-7558-117.6.478	No	This article does not focus on employment for autistics.
21	Shireman, M. L., Lerman, D. C., & Hillman, C. B. (2016). Teaching social play skills to adults and children with autism as an approach to building rapport. *Journal of Applied Behavior Analysis*, *49*(3), 512–531. https://doi.org/10.1002/jaba.299	No	This article does not focus on employment for autistics.
22	Gal, E., Selanikyo, E., Erez, A. B., & Katz, N. (2015). Integration in the vocational world: How does it affect quality of life and subjective well-being of young adults with ASD. *International Journal of Environmental Research and Public Health*, *12*(9), 10820–10832. https://doi.org/10.3390/ijerph120910820	No	This article does not focus on employment for autistics.
23	Croner, J. S., Smith, S. L., Woods, J. E., Weiss, M. J., & Maguire, H. (2018). A pilot investigation of individual and dyad instructional arrangements. *Behavior Analysis in Practice*, *11*(2), 115–128. https://doi.org/10.1007/s40617-018-0234-z	No	This article does not focus on employment for autistics.
24	Rogers, S. J., & Vismara, L. A. (2008). Evidence-based comprehensive treatments for early autism. *Journal of*	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Clinical Child and Adolescent Psychology, *37*(1), 8–38. https://doi.org/10.1080/15374410701817808		
25	Oswald, T. M., Beck, J. S., Iosif, A. M., McCauley, J. B., Gilhooly, L. J., Matter, J. C., & Solomon, M. (2016). Clinical and cognitive characteristics associated with mathematics problem solving in adolescents with autism spectrum disorder. *Autism Research*, *9*(4), 480–490. https://doi.org/10.1002/aur.1524	No	This article does not focus on employment for autistics.
26	Lami, F., Egberts, K., Ure, A., Conroy, R., & Williams, K. (2018). Measurement properties of instruments that assess participation in young people with autism spectrum disorder: A systematic review. *Developmental Medicine and Child Neurology*, *60*(3), 230–243. https://doi.org/10.1111/dmcn.13631	No	This article does not focus on employment for autistics.
27	Martos Perez, J., & Fortea Sevilla, M. S. (1993). Psychological assessment of adolescents and adults with autism. *Journal of Autism and Developmental Disorders*, *23*(4), 653–664. https://doi.org/10.1007/BF01046107	No	This article does not focus on employment for autistics.
28	Jeste S. S. (2015). Neurodevelopmental behavioral and cognitive disorders. *Continuum (Minneapolis, Minn.)*, *21*(3 Behavioral Neurology and Neuropsychiatry), 690–714. https://doi.org/10.1212/01.CON.0000466661.89908.3c	No	This article does not focus on employment for autistics.
29	Gilson, C. B., Bethune, L. K., Carter, E. W., & McMillan, E. D. (2017). Informing and equipping parents of people with intellectual and developmental disabilities. *Intellectual and Developmental Disabilities*, *55*(5), 347–360. https://doi.org/10.1352/1934-9556-55.5.347	No	This article does not focus on employment for autistics.
30	Clouse, J. R., Wood-Nartker, J., & Rice, F. A. (2019). Designing beyond the Americans with disabilities act (ADA): Creating an autism-friendly vocational center. *HERD*, 1937586719888502. https://doi.org/10.1177/1937586719888502	No	This is an academic opinion piece.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
31	Knight, V. F., & Sartini, E. (2015). A comprehensive literature review of comprehension strategies in core content areas for students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, *45*(5), 1213–1229. https://doi.org/10.1007/s10803-014-2280-x	No	This is a review of the literature.
32	Elliott, R. O., Jr, Dobbin, A. R., Rose, G. D., & Soper, H. V. (1994). Vigorous, aerobic exercise versus general motor training activities: Effects on maladaptive and stereotypic behaviors of adults with both autism and mental retardation. *Journal of Autism and Developmental Disorders*, *24*(5), 565–576. https://doi.org/10.1007/BF02172138	No	This article does not focus on employment for autistics.
33	Roux, A. M., Shattuck, P. T., Rast, J. E., Rava, J. A., Edwards, A. D., Wei, X., McCracken, M., & Yu, J. W. (2015). Characteristics of two-year college students on the autism spectrum and their support services experiences. *Autism Research and Treatment*, *2015*, 391693. https://doi.org/10.1155/2015/391693	No	This article does not focus on employment for autistics.
34	Freeman, B. J., Rahbar, B., Ritvo, E. R., Bice, T. L., Yokota, A., & Ritvo, R. (1991). The stability of cognitive and behavioral parameters in autism: A twelve-year prospective study. *Journal of the American Academy of Child and Adolescent Psychiatry*, *30*(3), 479–482. https://doi.org/10.1097/00004583-199105000-00020	No	This article does not focus on employment for autistics.
35	Tebartz van Elst, L., Pick, M., Biscaldi, M., Fangmeier, T., & Riedel, A. (2013). High-functioning autism spectrum disorder as a basic disorder in adult psychiatry and psychotherapy: Psychopathological presentation, clinical relevance and therapeutic concepts. *European Archives of Psychiatry and Clinical Neuroscience*, *263* (Suppl. 2), S189–S196. https://doi.org/10.1007/s00406-013-0459-3	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
36	Chok, J. T., Reed, D. D., Kennedy, A., & Bird, F. L. (2010). A single-case experimental analysis of the effects of ambient prism lenses for an adolescent with developmental disabilities. *Behavior Analysis in Practice*, *3*(2), 42–51. https://doi.org/10.1007/BF03391764	No	This article does not focus on employment for autistics.
37	Trepagnier, C. Y., Olsen, D. E., Boteler, L., & Bell, C. A. (2011). Virtual conversation partner for adults with autism. *Cyberpsychology, Behavior and Social Networking*, *14*(1–2), 21–27. https://doi.org/10.1089/cyber.2009.0255	No	This article does not focus on employment for autistics.
38	Light, J., & McNaughton, D. (2011). Supporting the communication, language, and literacy development of children with complex communication needs: State of the science and future research priorities. *Assistive Technology: The Official Journal of RESNA*, *24*(1), 34–44. https://doi.org/10.1080/10400435.2011.648717	No	This article does not focus on employment for autistics.
39	Mesibov, G. B., Schopler, E., & Caison, W. (1989). The adolescent and adult psychoeducational profile: Assessment of adolescents and adults with severe developmental handicaps. *Journal of Autism and Developmental Disorders*, *19*(1), 33–40. https://doi.org/10.1007/BF02212716	No	This article does not focus on employment for autistics.
40	Watanabe, M., & Sturmey, P. (2003). The effect of choice-making opportunities during activity schedules on task engagement of adults with autism. *Journal of Autism and Developmental Disorders*, *33*(5), 535–538. https://doi.org/10.1023/a:1025835729718	No	This article does not focus on employment for autistics.
41	Sump, L. A., Mottau, B. C., & LeBlanc, L. A. (2018). Evaluating behavioral skills training to teach basic computer skills to a young adult with autism. *Behavior Analysis in Practice*, *12*(2), 331–334. https://doi.org/10.1007/s40617-018-00295-5	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
42	Kamp-Becker, I., Poustka, L., Bachmann, C., Ehrlich, S., Hoffmann, F., Kanske, P., Kirsch, P., Krach, S., Paulus, F. M., Rietschel, M., Roepke, S., Roessner, V., Schad-Hansjosten, T., Singer, T., Stroth, S., Witt, S., & Wermter, A. K. (2017). Study protocol of the ASD-Net, the German research consortium for the study of autism spectrum disorder across the lifespan: From a better etiological understanding, through valid diagnosis, to more effective health care. *BMC Psychiatry*, *17*(1), 206. https://doi.org/10.1186/s12888-017-1362-7	No	This article does not focus on employment for autistics.
43	Sances, J., Day-Watkins, J., & Connell, J. E. (2018). Teaching an adult with autism spectrum disorder to use an activity schedule during a vocational beekeeping task. *Behavior Analysis in Practice*, *12*(2), 435–439. https://doi.org/10.1007/s40617-018-00306-5	Yes	This study was used in this scoping review.
44	Kenworthy, L., Yerys, B. E., Weinblatt, R., Abrams, D. N., & Wallace, G. L. (2013). Motor demands impact speed of information processing in autism spectrum disorders. *Neuropsychology*, *27*(5), 529–536. https://doi.org/10.1037/a0033599	No	This article does not focus on employment for autistics.
45	Lerman, D. C., Hawkins, L., Hoffman, R., & Caccavale, M. (2013). Training adults with an autism spectrum disorder to conduct discrete-trial training for young children with autism: A pilot study. *Journal of Applied Behavior Analysis*, *46*(2), 465–478. https://doi.org/10.1002/jaba.50	No	This article does not focus on employment for autistics.
46	Kaboski, J. R., Diehl, J. J., Beriont, J., Crowell, C. R., Villano, M., Wier, K., & Tang, K. (2015). Brief report: A pilot summer robotics camp to reduce social anxiety and improve social/vocational skills in adolescents with ASD. *Journal of Autism and Developmental Disorders*, *5*(12), 3862–3869. https://doi.org/10.1007/s10803-014-2153-3	No	This article does not focus on employment for autistics.

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Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
47	Luce, S. C., Christian, W. P., Anderson, S. R., Troy, P. J., & Larsson, E. V. (1992). Development of a continuum of services for children and adults with autism and other severe behavior disorders. *Research in Developmental Disabilities*, *13*(1), 9–25. https://doi.org/10.1016/0891-4222(92)90037-7	No	This article does not focus on employment for autistics.
48	Kumazaki, H., Warren, Z., Corbett, B. A., Yoshikawa, Y., Matsumoto, Y., Higashida, H., Yuhi, T., Ikeda, T., Ishiguro, H., & Kikuchi, M. (2017). Android robot-mediated mock job interview sessions for young adults with autism spectrum disorder: A pilot study. *Frontiers in Psychiatry*, *8*, 169. https://doi.org/10.3389/fpsyt.2017.00169	Yes	This study was used in this scoping review.
49	Campbell, J. E., Morgan, M., Barnett, V., & Spreat, S. (2015). Handheld devices and video modeling to enhance the learning of self-help skills in adolescents with autism spectrum disorder. *OTJR: Occupation, Participation and Health*, *35*(2), 95–100. https://doi.org/10.1177/1539449215570040	No	This article does not focus on employment for autistics.
50	White, E. R., Hoffmann, B., Hoch, H., & Taylor, B. A. (2011). Teaching teamwork to adolescents with autism: The cooperative use of activity schedules. *Behavior Analysis in Practice*, *4*(1), 27–35. https://doi.org/10.1007/BF03391772	No	This article does not focus on employment for autistics.
51	Fulton, E., Eapen, V., Crnčec, R., Walter, A., & Rogers, S. (2014). Reducing maladaptive behaviors in preschool-aged children with autism spectrum disorder using the early start Denver model. *Frontiers in Pediatrics*, *2*, 40. https://doi.org/10.3389/fped.2014.00040	No	This article does not focus on employment for autistics.
52	Smith, M. J., Smith, J. D., Fleming, M. F., Jordan, N., Brown, C. H., Humm, L., Olsen, D., & Bell, M. D. (2017). Mechanism of action for obtaining job offers with virtual reality job interview training. *Psychiatric*	Yes	This study did not answer any of the guiding research questions.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	Services (Washington, D.C.), *68*(7), 747–750. https://doi.org/10.1176/appi.ps.201600217		
53	Shogren, K. A., & Plotner, A. J. (2012). Transition planning for students with intellectual disability, autism, or other disabilities: Data from the National Longitudinal Transition Study-2. *Intellectual and Developmental Disabilities*, *50*(1), 16–30. https://doi.org/10.1352/1934-9556-50.1.16	No	This article does not focus on employment for autistics.
54	Gentry, T., Kriner, R., Sima, A., McDonough, J., & Wehman, P. (2015). Reducing the need for personal supports among workers with autism using an iPod Touch as an assistive technology: Delayed randomized control trial. *Journal of Autism and Developmental Disorders*, *45*(3), 669–684. https://doi.org/10.1007/s10803-014-2221-8	Yes	This study was used in this scoping review.
55	Dunkel-Jackson, S. M., Dixon, M. R., & Szekely, S. (2016). Self-control as generalized operant behavior by adults with autism spectrum disorder. *Journal of Applied Behavior Analysis*, *49*(3), 705–710. https://doi.org/10.1002/jaba.315	No	This article does not focus on employment for autistics.
56	Chazin, K. T., Bartelmay, D. N., Lambert, J. M., & Houchins-Juárez, N. J. (2017). Brief report: Clustered forward chaining with embedded mastery probes to teach recipe following. *Journal of Autism and Developmental Disorders*, *47*(4), 1249–1255. https://doi.org/10.1007/s10803-017-3038-z	No	This article does not focus on employment for autistics.
57	Kuper, G. E., Ksobiech, K., Wickert, J., Leighton, F., & Frederick, E. (2020). An exploratory analysis of increasing self-efficacy of adults with autism spectrum disorder through the use of multimedia training stimuli. *Cyberpsychology, Behavior and Social Networking*, *23*(1), 34–40. https://doi.org/10.1089/cyber.2019.0111	No	This article does not focus on employment for autistics.
58	Rausa, V. C., Moore, D. W., & Anderson, A. (2016). Use of video modelling to teach complex and meaningful job skills to an adult with autism	Yes	This study was used in this scoping review.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	spectrum disorder. *Developmental Neurorehabilitation*, *19*(4), 267–274. https://doi.org/10.3109/17518423.2015.1008150		
59	Lattimore, L. P., Parsons, M. B., & Reid, D. H. (2006). Enhancing job-site training of supported workers with autism: A reemphasis on simulation. *Journal of Applied Behavior Analysis*, *39*(1), 91–102. https://doi.org/10.1901/jaba.2006.154-04	Yes	This study did not answer any of the guiding research questions.
60	Beversdorf, D. Q., Smith, B. W., Crucian, G. P., Anderson, J. M., Keillor, J. M., Barrett, A. M., Hughes, J. D., Felopulos, G. J., Bauman, M. L., Nadeau, S. E., & Heilman, K. M. (2000). Increased discrimination of "false memories" in autism spectrum disorder. *Proceedings of the National Academy of Sciences of the United States of America*, *97*(15), 8734–8737. https://doi.org/10.1073/pnas.97.15.8734	No	This article does not focus on employment for autistics.
61	Berger, H. J., van Spaendonck, K. P., Horstink, M. W., Buytenhuijs, E. L., Lammers, P. W., & Cools, A. R. (1993). Cognitive shifting as a predictor of progress in social understanding in high-functioning adolescents with autism: A prospective study. *Journal of Autism and Developmental Disorders*, *23*(2), 341–359. https://doi.org/10.1007/BF01046224	No	This article does not focus on employment for autistics.
62	Smith, M. D., & Coleman, D. (1986). Managing the behavior of adults with autism in the job setting. *Journal of Autism and Developmental Disorders*, *16*(2), 145–154. https://doi.org/10.1007/BF01531726	Yes	This study did not answer any of the guiding research questions.
63	Durán E. (1985). Teaching janitorial skills to autistic adolescents. *Adolescence*, *20*(77), 225–232.	Yes	This study did not answer any of the guiding research questions.
64	Myers, R. K., Bonsu, J. M., Carey, M. E., Yerys, B. E., Mollen, C. J., & Curry, A. E. (2019). Teaching autistic adolescents and young adults to drive: Perspectives of specialized driving	No	This article does not focus on employment for autistics.

(continued)

Study number	Study citation	Did the study meet all eligibility criteria?	Reason for rejection/ acceptance
	instructors. *Autism in Adulthood: Challenges and Management*, *1*(3), 202–209. https://doi.org/10.1089/aut.2018.0054		
65	Roux, A. M., Rast, J. E., & Shattuck, P. T. (2020). Correction to: State-level variation in vocational rehabilitation service use and related outcomes among transition-age youth on the autism spectrum. *Journal of Autism and Developmental Disorders*, *50*(7), 2462–2463. https://doi.org/10.1007/s10803-019-03991-5	No	This is a correction to an article.