

12th Educational Psychology Forum
4th February 2020

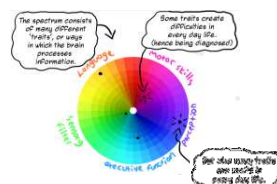
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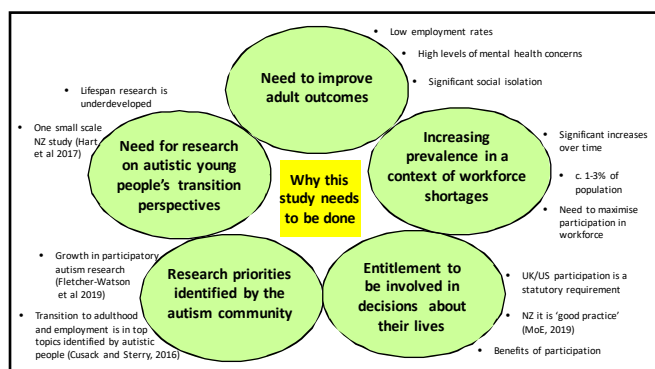
The experiences of young people on the autistic spectrum transitioning to young adulthood

Not autistic

Very autistic



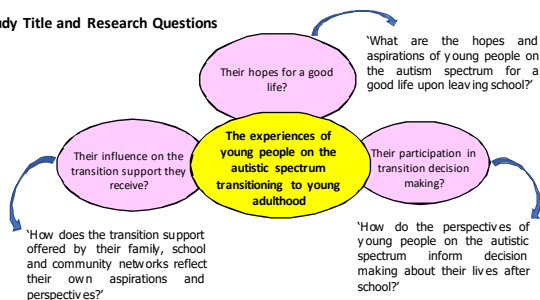
Rebecca Burgess (2019) <https://the-art-of-autism.com/understanding-the-spectrum-a-comic-strip-explanation/>



Review of existing research

- Effective eliciting of views:** activity oriented interviews; visual supports; a person centred approach; involvement in choosing data collection methods; matching researcher style to individual needs; semi structured interviews are most common approach (Tyrell and Woods, 2018)
- Perspectives on adulthood:** a sense of independence and personal responsibility in day-to-day life are salient before traditional markers of adulthood; serious persistent concerns about transition especially about coping socially (Sosnowy et al, 2018)
- Experiences of transition:** prone to be excluded from decision making and professionals tend to dominate the process; post school transition is anxiety provoking (Gaona et al, 2018)
- Social participation:** limited social contacts; high levels of social anxiety; prone to bullying; predominance of online gaming as context for social contacts (DaWalt et al, 2019)
- Quality of life/wellbeing:** high levels of depression, suicidal ideation, ADHD and anxiety; low outcomes on QoL measures but measures are not well validated (Ikeda et al, 2015)

Study Title and Research Questions



Methodology:

1. Qualitative study
2. Case study approach
3. Social constructionist perspective

Method:

1. Purposeful sampling
2. Semi-structured interviews
3. Triangulation
4. Thematic analysis

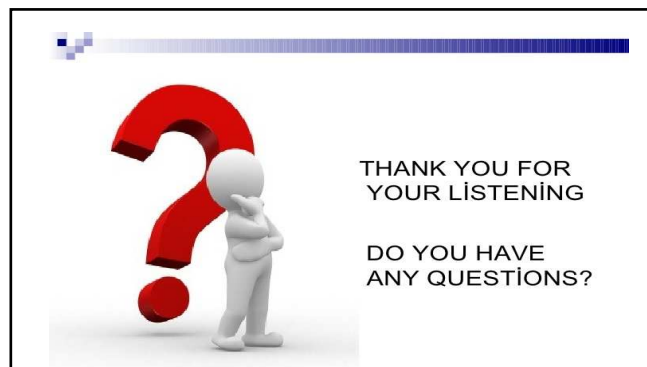
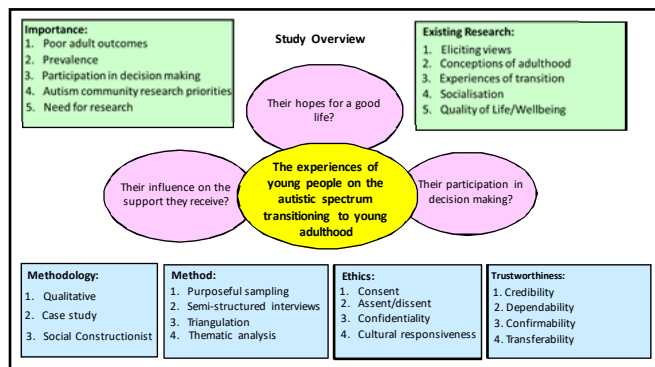
Conducting the study

Ethics:

1. Consent: both parents and young people
2. Assent/dissent continual monitoring
3. Privacy and data security
4. Cultural responsiveness

Trustworthiness:

1. Credibility
 2. Dependability
 3. Confirmability
 4. Transferability
- Lincoln and Guba (2000)



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<https://youtu.be/h8f0TAmvrd>