

# **Challenges And Problems of School Transition To workplace For Students With Autism Spectrum Disorder (ASD) in Ethnically Diverse Families**

## **Abstract**

Research has consistently demonstrated that student's future in job success is contingent upon the quality of Transition from School to Workplace (TTS). Although TTS can be a stressful event for all families, it can be particularly stressful and problematic for families of children with disabilities. While there's a paucity of research concerning TTS for students with disabilities in general, there is almost no research related to TTS and Autism Spectrum Disorder (ASD). In addition, no extant research has examined these experiences within the specific context of ethnically diverse families. As such, the Aim of this study is to explore challenges and problems facing by parent, teachers and job providers in transition process for ethnically diverse families of ASD students using roundtable discussion and focus group methodology. Approximately 12 questions was posed to participants with probes, clarifying questions ask. After transcription verbatim and translation, analyses of qualitative data involving open coding. This study provides valuable insights into the understanding of TTS for families with children of ASD within the process in six areas of Knowledge, Role of Doctors, Policy, Accreditation, Attitudes, and Job Matching. It is hoped that this study will serve as basis to stimulate many more theoretically driven and culturally informed research and discussions about TTS for children with ASD in the future. Significant output of study provides some valuable insights into the understanding of TTS for families with students of ASD that can be used as academic references to government and to review policy on disabilities for society and community well-being.