Occupational Therapy's Role in Transition to Higher Education and Employment for Individuals Living with Autism Spectrum Disorders

Kelsey Covert
Samantha Mathieu

Follow this and additional works at: https://digitalcommons.usm.maine.edu/thinking_matters
Part of the Occupational Therapy Commons

This Poster Session is brought to you for free and open access by the Student Scholarship at USM Digital Commons. It has been accepted for inclusion in Thinking Matters Symposium by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.
OCCUPATIONAL THERAPY’S ROLE IN TRANSITION TO HIGHER EDUCATION AND EMPLOYMENT FOR INDIVIDUALS LIVING WITH AUTISM SPECTRUM DISORDERS

KELSEY COVERT MOTS, SAMANTHA MATHIEU MOTS & TAMMY BICKMORE OTD, OTR/L

Do adults with Autism Spectrum Disorders who receive occupational therapy intervention report successful transition to higher education and employment?

Clinical Bottom Line:
This population is at risk for disruption to occupational performance due to the new demands of the university experience. Adequate evidence to answer the clinical question was not found. Despite the limited research, evidence suggests occupational therapists have the opportunity for a unique role in this setting.

Inclusion Criteria:
Articles related to students with ASD transitioning from high school to employment and/or college, as well as studies focused on supports for successful transition for young adults with ASD.

Recommendations:
Implementation of an OT based mentoring program supporting students with ASD in successful transitions. MOT students acting as the peer mentors should include social skills and interview skills training in environments in which these skills are performed.

For a list of references, please contact kelsey.covert@maine.edu or samantha.n.mathieu@maine.edu