

### **Working Title:**

Determinants of educational and employment activities for children diagnosed with ASD, a Millennium Cohort Study.

### **In brief:**

This research seeks to determine correlates of educational, employment and training activities to inform likely future prospects for Autism Spectrum Disorder (ASD) diagnosed individuals within the Millennium Cohort Study at age 17.

### **Relevance to current research:**

Consequential research has already been carried out regarding ASD and the Millennium Cohort Study(MCS).

Researchers have measured the prevalence of ASD within the MCS (Russel *et al.*, 2013), looked at decision-making skills (Hosozawa *et al.*, 2020), determinants of late-diagnosis ( Hosozawa *et al.*, 2020) and depression and self-harm for ASD individuals ( Hosozawa *et al.*, 2020) .Moreover, we now have a better idea of the difference in outcomes for non- and ASD diagnosed children (Dillenburger *et al.*, 2014).

However, there has been no research on the determinants of education/employment prospects for ASD diagnosed children. The *Autism Dividend* (Iemmi *et al.*, 2017) highlights the need for the study of : “Which environments/supports are most appropriate in terms of achieving the best education/life/social skills outcomes in autistic people”. This research would help answer that call.

### **Method:**

This research takes two angles.

The *απροχίματλη* 300 individuals diagnosed with ASD by age 17 within MCS would be first differentiated by their answers to the **Income and Employment** section of the **Young Person Interview**, namely whether: the individual currently attends school or college & whether FT or PT, is an apprenticeship, any training or any paid job and If no activity: whether looking for paid work.

We then look for shared responses within each group to the following potential correlates: Young Person Social Provisions scale, time of diagnosis, home address ( rural or urban ) and changes of home address. If the timeframe allows us to do so, looking at parent's responses to: Employment and Income, Marital status, Number of siblings and Parental mental health sections could also provide pertinent insight.

Finally, the same process can be repeated but dividing groups based on answers to the questions in the **Learning and the future** section of MCS7 concerning likelihood of attending university, and reasons why or why not and life achievement at age 30.

### **Hypothesis, expectations:**

HYP1: I expect to find many ASD diagnosed individuals without educational, employment or training (NEET) activity, thereby creating two study groups: individuals who are NEET and those not.

HYP2: I speculate that the individual and family variables will predict being NEET.

HYP3: An ASD diagnosis will predict responses to questions on the likelihood of attending university and the number of projected life achievements at age 30.

### **Expected outreach of research:**

This research would help our understanding of the integration of ASD individuals as well as provide grounding for an eventual study of the determinants of labour prospects for ASD diagnosed adults. For policy makers and parents this could help bring much needed insight into which ASD individuals suffer the most from a lack of integration and which approaches to ASD development we need to prioritise.

### **References**

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Hosozawa M, Sacker A, Mandy W, Midouhas E, Flouri E, Cable N. *Determinants of an autism spectrum disorder diagnosis in childhood and adolescence: Evidence from the UK Millennium Cohort Study*, Online (2020)

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