S5 Table. The distilled quotes, condensed meaning units, codes, sub-categories and categories within the theme of *To Succeed.*

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| **Theme 3: To Succeed** |
| **Illustrative quotes** | **Condensed Meaning Unit****(Focus Group Number)** | **Code****ICF Constructs** | **Sub-category****ICF Single Level Constructs** | **Category** |
| *You know, her narrow interests. Very specialised, very good, very good – you know. It would be great if someone paid her to do all that.* | * Job matching with interest and skills (1)
* Matching interest to occupation (2)
* Matching interest to education (2)
* Identify motivational drives (2)
* Open to ideas for training - using abilities (3)
* Finding their niche and using it to foster involvement + confidence (3)
* Focus and matching strengths and capabilities to environments (4)
* Tapping into their interests (4)
 | **Identifying motivational drives** * Motivation (b1301)
* Higher-level cognitive functions, other specified (b1648)
* Major life areas (d8)
* Preschool education (d815)
* School education (d820)
* Vocational training (d825)
* Higher education (d830)
 | * Mental functions (b1) Major life areas (d8)
* Services, systems and policies (e5)
* Learning and applying knowledge (d1)
* Support and relationships (e3)
* Major life areas (d8) Services, systems and policies (e5)
* Domestic life (d6)
* Support and relationships (e3)
* Major life areas (d8) Support and relationships (e3)
* Services, systems and policies (e5)
* Services, systems and policies (e5)
* Services, systems and policies (e5)
 | Planning for success |
| *Schools need to get more involved in the students transition* | * Forward planning (1)
* Ongoing planning (1)
* Future planning (2)
* Provide hope (3)
* Supported living - having a budget (3)
* Being proactive is important (4)
* Inclusive planning processes which included people outside of the disability sector (4)
* Planning for adult life early (4)
 | **Planning for adult life** * Solving problems (d175)
* Making decisions (d177)
* Education and training services, systems and policies (e585)
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| *I certainly need to think differently about how she can make her own decisions and come to her own conclusions, and perhaps facilitate it rather than direct. So facilitating is as – there’s a temptation to jump straight to this direction.* | * Facilitating decision making (2)
 | **Facilitating decision making*** Making decisions (d177)
* Support and relationships, unspecified (e399)
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| *The school based apprenticeship with a support of an employment coordinator was working really well, it was a really gentle transition. She had the social trainers from school and an employment coordinator that checked on her.* | * Gentle staged transition (1)
* School involvement in the transition (1)
* Specialist School Environments (1)
* Stepwise independence program (2)
* Start the transition as early as possible (3)
* Let them make their own mistakes up to some point - it is part of learning. To their own level and steady increments (3)
* Gradual independence. Foster practical skills - For the day to day (3)
* Self-confidence - giving him the confidence to do it again (3)
* Everyone involved knowing the transition plan (4)
* Mainstream School Environments (4)
* Supported transition programs that gradually withdraw (4)
 | **Stepwise independences programs*** Major life areas (d8)
* Education and training services, systems and policies (e585)
 | Gradual progress towards success |
| *A couple of years ago, I thought the best thing we could do maybe is have [build] a duplex.* | * Option to live independently (1)
* Matching housing/accommodation to needs (1)
* ‘Granny flat solution’(1)
* Housing transition 'duplex concept' (2)
* Granny flat living - cottage on the side. Adult children are living at home but they should live alone (3)
 | **Housing transitions*** Domestic life (d6)

Housing services, systems and policies (e525)* Immediate family (e310)
* Extended family (e315)
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| *I would say, you know, you have got to have roles that can accommodate people, and as a process of selection, that doesn’t rely on traditional mechanisms, because selecting someone based on interview – you are not selecting them because they are good at interviewing, you are selecting them because they are good at whatever the job is.* | * Government decision to employ people with disabilities (1)
* Supported employment services (1)
* Opportunities for open employment (1)
* Centre for young adults (1)
* Assistance to find work (3)
* Adaptive job recruitment (3)
* ASD adapted recruitment processes (3)
* Untraditional framing of job (3)
* Apprenticeship (3)
* Work / practical experience (4)
* Having people who will create jobs for young adults with Autism (4)
 | **Specialised employment services** * Acquiring, keeping and terminating a job (d845)
* Remunerative employment (d850)
* Health professionals (e355)
* Other professionals (e360)
* Labour and employment services, systems and policies (e590)
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| *I am learning all the time as to what is available and what isn’t available, because it is – it is very changeable, and – you know, it is good to have current information.* | * Information centre (1)
* Information about service (2)
* Opportunities to gain knowledge about services for adult life (4)
* Access to information (4)
 | **Access to information*** Services, systems and policies (e5)
 | Services to maintain success |
| *[Services] meeting the individual needs of the person.**There was no funding, and I – with an Asperger’s diagnosis* | * Tailored government support (1)
* Full time support - government recognition (1)
* Respite (3)
* Consistency is important (3)
* Consistency in service providers is important (3)
* Consistent Services (3)
* Services need to focus on the individual (3)
* Tailor services/strategies to the person (3)
* Access to Funding (4)
* Knowing other parents (4)
 | **Financial implications*** Economic services, systems and policies (e565)
* Social security services, systems and policies (e570)
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