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) |
| *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) |
| *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) |
| *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) |
| *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) |