



A Case Review Study of a Young Adult with Low-Functioning Autistic Disorder transitioning from School to Work

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Abstract: The transition process from school to work is often challenging for young people, especially those with disabilities. In order to gather a meaningful transition, a cross battery assessment and a functional vocational evaluation are needed. In this case review study, a young adult aged 20 years 8 months, JC, had his autistic condition reviewed. Assessment was done so as to know the current status of JC's abilities and skills and his state of readiness for vocational employment. With the results, JC could then use them to look for vocational training centers so as to develop more skills in the area of his vocational interest.

Keywords: Autism, Vocational Assessments, Cross-Battery Assessments, Transition.

1. Introduction

Preparation for an adolescent's readiness in transition to the adult world is never an easy task. This is even more so for the case of people with special needs. According to Wong (2017), these Young Adults with Special Needs (YASN) face many challenges in the work environment. These YASN come with no prior working experience, difficulties completing work duties, poor communication, linguistic and social skills. To make matters worse, very few employers have a full picture or understanding of YASN's disabilities and hence, this can lead to a further obstacle for YASN in search for a job.

For the typically developing child growing into an adolescent, parents and educators would often either ask or guide them on their path to what and where they want to be in the future. However, for children

with special needs, the question on "what do you want to be" or guiding the YASN is seldom asked. One good explanation is the limited options YASN either have or take whatever what are given to them without really being trained for the job itself.

Contrary to the common belief that there is no need to dream about their future job, our YASN deserve to have dreams for themselves so that eventually they can also contribute to the society. YASN have to be empowered or given the right to make their own decisions about where they will live, work and spend their leisure time (Wong, 2017). Parents, teachers and job coaches can support them to make a meaningful work life via proper vocational training from school to work.