A Study on Status for Access to Employment among Persons with Autism Spectrum Disorders (ASD): Parents Perspective

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ARTICLE DETAILS	ABSTRACT
Research Paper **Accepted:** 28-03-2025 **Published:** 16-04-2025 **Keywords:** *Autism Spectrum Disorder (ASD), Employment Barriers, Workplace Inclusion, Vocational Support, Employer Attitudes*	Employment remains a significant challenge for individuals with Autism Spectrum Disorder (ASD), despite growing awareness of neurodiversity and inclusive practices. This literature review investigates the multifaceted barriers to employment faced by individuals with ASD, synthesizing findings from a wide range of empirical studies. The paper identifies core obstacles including social and communication difficulties, lack of workplace accommodations, negative employer attitudes, and inadequate vocational support systems. Social challenges such as difficulty in understanding social cues, engaging in workplace conversations, or adapting to unpredictable work environments contribute to underemployment or job loss. Furthermore, employer misconceptions, lack of awareness, and unwillingness to provide necessary accommodations further restrict opportunities. The review also highlights a systemic gap in

vocational training programs, job coaching, and long-term support services that are essential for sustained employment. Policy shortcomings and limited institutional backing exacerbate the problem, leaving many individuals and their families without adequate resources or pathways to meaningful employment. The findings emphasize the need for a multi-pronged approach involving educators, employers, service providers, and policymakers to address these structural and attitudinal barriers. Promoting awareness, training employers, enhancing workplace flexibility, and investing in supported employment programs are recommended to bridge the employment gap. Ultimately, fostering inclusive employment not only benefits individuals with ASD but also enriches the workforce with diverse talents and perspectives. This review underscores that meaningful change requires sustained commitment across sectors to ensure equitable employment access for individuals on the autism spectrum.

Introduction

Autism Spectrum Disorder (ASD) is a developmental condition characterized by a range of challenges in social interaction, communication, and behaviour. While the severity and specific manifestations of ASD can vary widely, individuals with ASD often experience difficulties in adapting to social norms and everyday interactions.

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition that affects individuals' perceptions and interactions with the world. It is termed a "spectrum" disorder due to the wide range of

symptoms and severity levels among those affected. ASD is characterized by challenges in social communication and interaction as well as restricted or repetitive patterns of behaviour, interests, or activities. Following are the general characteristics of the persons with autism spectrum disorder:

- **Social Communication Difficulties**:

  o **Delayed or Atypical Language Development**: Some individuals may experience delayed speech, while others may not speak at all or struggle with pragmatic use of language.

  o **Difficulty Understanding Non-Verbal Communication**: Challenges in interpreting facial expressions, body language, and tone of voice hinder social interactions.

  o **Challenges with Conversation**: Engaging in back-and-forth dialogue can be difficult, leading to issues with initiating conversations and understanding social norms.

  o **Literal Interpretation of Language**: Individuals may interpret language literally, causing confusion with idioms, sarcasm, and humor.

  o **Preference for Solitary Activities**: Many prefer solitary play and may find socializing overwhelming.

- **Restricted, Repetitive Patterns of Behavior, Interests, or Activities**:

  o **Repetitive Movements (Stimming)**: Engaging in repetitive behaviors like hand-flapping or rocking can serve as self-soothing mechanisms.

  o **Inflexibility and Adherence to Routines**: A strong need for routine can lead to distress during unexpected changes.

  o **Special Interests**: Intense focus on specific subjects may dominate activities and conversations, providing comfort but also limiting engagement in diverse activities.

  o **Repetitive Speech Patterns (Echolalia)**: Repeating phrases heard previously can serve as communication or self-stimulation.

- **Sensory Sensitivities**:

  o **Hypersensitivity**: Overwhelmed by certain stimuli, such as loud noises or bright lights, leading to anxiety or meltdowns.

  o **Hyposensitivity**: Reduced sensitivity may lead to seeking intense sensory experiences or being indifferent to pain.

  o **Sensory Overload**: Excessive sensory input can result in stress, prompting withdrawal from situations.

- **Cognitive and Learning Differences**:

  o **Uneven Skill Development**: Strong abilities in specific areas (e.g., memory, visual-spatial skills) contrasted with struggles in others.

  o **Executive Functioning Difficulties**: Challenges with planning, organizing, and transitioning between tasks can impact daily functioning.

  o **Attention to Detail**: Intense focus on small details may hinder the ability to see the bigger picture.

- **Emotional and Behavioural Challenges**:

  o **Meltdowns and Shutdowns**: Responses to overwhelming stress or frustration can manifest as intense emotional outbursts or withdrawal.

  o **Anxiety and Depression**: Social challenges and sensory issues can lead to higher susceptibility to anxiety and depression.

  o **Rigid Thinking**: Many exhibits black-and-white thinking, making it difficult to adapt to ambiguity.

Classification Of Autism Spectrum Disorders (ASD)

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition impacting communication, behavior, and social interaction. As a "spectrum" disorder, its symptoms can vary greatly in severity,

from mild social communication difficulties to significant impairments in daily functioning. The classification of autism has evolved, particularly with updates in diagnostic manuals like the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition) and ICD-11 (International Classification of Diseases, 11th Revision).

Current Classification (DSM-5 and ICD-11)

⇒ **Consolidation of Subtypes**: Previously recognized subtypes, such as Asperger's syndrome and Autistic Disorder, are now unified under the umbrella term **Autism Spectrum Disorder** to reflect the wide range of symptoms.

⇒ **Two Primary Domains**:

▪ **Social Communication and Interaction**: Individuals typically exhibit difficulties in verbal and non-verbal communication, understanding social cues, and maintaining relationships. Common signs include:

     i.   Difficulty making eye contact

     ii.   Challenges understanding gestures or facial expressions

     iii.   Limited grasp of social rules

▪ **Restricted, Repetitive Patterns of Behaviour, Interests, or Activities**: This includes repetitive movements, insistence on routines, and intense focus on specific interests. Examples are:

     iv.   Repetitive motor movements or speech (e.g., echolalia)

     v.   Hypo- or hyper-reactivity to sensory input

Employment:

According to International Labour Organisation,

*"**Persons in employment** or the **employed population** comprise all those of working age who, in a short reference period, were engaged in any activity to produce goods or provide services for pay or profit."*

Employment plays an important role in an industrialized society since it encourages equality of opportunity for individuals to get involved in commercial, community, and cultural activities (Hulin, 2014; Nuo & Torres, 2012).

Employment plays a crucial role in the integration of individuals with disabilities into mainstream society. It not only provides financial independence but also enhances self-esteem, social inclusion, and the overall quality of life. However, people with ASD often face unique challenges when trying to access and sustain employment due to factors such as communication difficulties, sensory sensitivities, and a lack of awareness or understanding among employers.

Despite legal frameworks in India such as the **Rights of Persons with Disabilities (RPWD) Act, 2016**, which mandates non-discrimination in employment and education for persons with disabilities, the actual implementation of these rights is inconsistent. Many organizations lack the infrastructure or willingness to accommodate individuals with ASD, contributing to an employment gap. one of the most economically developed regions in India, the employment rate for individuals with ASD remains alarmingly low, highlighting the disconnect between legislative intent and practical realities.

Importance of Employment For Persons With Autism Spectrum Disorder

Employment is crucial for everyone, but it holds special significance for individuals with Autism Spectrum Disorder (ASD). It serves as a key driver of **financial independence**, **social inclusion**, and **personal growth**. Here are the main reasons why employment is essential for those with ASD:

▪ **Financial Independence**: Employment allows individuals with ASD to earn a stable income, promoting self-sufficiency and reducing reliance on caregivers or government support.

▪ **Sense of Purpose and Self-Worth**: A job provides individuals with ASD a **sense of purpose** and fulfillment. It allows them to contribute to society and feel valued for their skills, enhancing their self-esteem.

- **Social Integration and Inclusion**: The workplace facilitates **social interaction**, helping individuals with ASD develop communication skills and build relationships.

- **Improving Mental Health and Well-Being**: A structured work routine offers stability, which is particularly beneficial for individuals with ASD.

- **Promoting Skill Development**: Employment opportunities enable individuals with ASD to **develop new skills** and refine existing ones. On-the-job training helps them acquire both technical and soft skills, enhancing their employability and preparing them for career advancement.

- **Redefining Public Perception of ASD**: Successful employment of individuals with ASD helps challenge societal misconceptions and reduces stigma.

- **Contributing to Economic Growth**: Engaging individuals with ASD in the workforce allows society to tap into an underutilized talent pool**.**

- **Reducing the Caregiver Burden**: Employment alleviates some financial and emotional burdens on families. When individuals with ASD gain independence through work, it provides relief to caregivers and reduces long-term worries about lifelong care.

- **Encouraging Vocational and Lifelong Learning**: The prospect of meaningful careers motivates individuals with ASD to pursue **vocational training** and lifelong learning.

- **Fostering Inclusive Workplaces**: Hiring individuals with ASD promotes a culture of **inclusivity**. Organizations benefit from diverse perspectives and enhanced problem-solving abilities, creating a more compassionate work environment.

Status Of Access:

Access to employment for individuals with Autism Spectrum Disorder (ASD) presents significant challenges. Despite legal protections like the **Rights of Persons with Disabilities (RPWD) Act, 2016**, which mandates non-discrimination and reasonable accommodations in employment, many individuals with ASD still face substantial barriers. These barriers arise from **limited employer awareness**, inadequate **vocational training programs**, and a lack of tailored **workplace accommodations**.

- **Legal Framework and Policies**
- **Awareness and Employer Attitudes**
- **Employment Opportunities in Various Sectors**
- **Vocational Training and Skill Development**
- **Workplace Accommodations and Inclusion**
- **Impact of Social Stigma**

- ▪ **Government and NGO Initiatives**

Reasonable Accommodations:

According to The Rights of Persons with Disabilities Act, 2016

> *"Reasonable accommodation" means necessary and appropriate modification and adjustments, without imposing a disproportionate or undue burden in a particular case, to ensure to persons with disabilities the enjoyment or exercise of rights equally with others"*

Although these components are designed to complement each other, they possess distinct features that distinguish them from one another. Achieving accessibility requires companies to engage in strategic and ongoing planning. The principle of "Universal Design" focuses on ensuring that products, environments, programs, and services can be used by everyone to the maximum extent, without needing adjustments.

Accessibility

The Office for Civil Rights (OCR) at the U.S. Department of Education defines accessibility as:

"When a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally integrated and equally effective manner, with substantially equivalent ease of use."

Accessibility Factors

Accessibility factors refer to various components that impact the ability of individuals, particularly those with disabilities, to access services, environments, and opportunities. These can be physical, technological, social, or organizational.

- Physical Accessibility: Physical accessibility is the design and transformation of workplaces to ensure that people with disabilities can navigate and engage with them effectively and securely. This includes wheelchair ramps, accessible infrastructure, appropriate signage, as well as arrangement of furniture for people with different requirements.

- Attitudinal accessibility: Attitudinal accessibility encompasses the perceptions and behaviors of employees, employers, and society at large toward individuals with disabilities. This type of accessibility highlights the necessity of creating a culture of inclusivity as well as respect in the

workplace. Organizations can enhance attitudinal accessibility through the execution of training programs that raise knowledge about impairments, challenge prejudices, as well as foster positive interactions among all employees.

- Technological accessibility: Technological accessibility encompasses the procedures and guidelines which focuses that everyone at work could effectively utilize digital and technological resources in the work environment. This includes providing assistive technologies including screen readers and adaptive devices, along with ensuring that software as well as digital platforms are also accessible for people with disabilities.

- Cognitive accessibility: Cognitive accessibility aims to create workplace environments that assist those with disabilities in understanding, interpreting, and navigating effectively. Clear communication in plain language and clear instructions are essential for avoiding misunderstandings.

- Visual accessibility Visual accessibility is essential for making ensuring that people with disabilities can fully interact and engage with their workplace as well as the digital resources. This involves using high contrast design concepts to make text more visible against backgrounds, which is critical for persons with impaired vision.

- Organizational Guidelines: Effective workplace policies are essential for encouraging accessibility and inclusivity among everyone who works in an organization. Organizations should have specialized inclusion policies that encourage diversity while actively addressing barriers faced by people with disabilities. Employees must receive regular accessibility training to ensure that they understand best practices for aiding their colleagues.

- Ethical and Community Implications: Understanding the ethical and social effects of an accessible design plays an essential role in promoting an inclusive organization. This includes acknowledging the social responsibility of an organisation to encourage a progressive change as well as eliminating preconceptions about disabilities.

Review of Literature

Mallory (2024) conducted a study that investigates the impact of vocational training on caregiver expectations for neurodivergent dependents in Thailand. The aim is to explore how vocational training influences caregivers' perspectives on their dependents' capabilities and future prospects. The research employs a qualitative approach, utilizing a focus group with caregivers of dependents not yet enrolled in vocational training and interviews with caregivers whose dependents have completed such training. This methodology allows for a comparative analysis of pre- and post-training experiences. The study

highlights the transformative potential of tailored vocational programs in shifting societal views on neurodiversity from deficiency to natural diversity.

Bhavnani et al. (2022) conducted a study that aims to explore the barriers impacting the help-seeking pathway for an autism diagnosis in urban North India. The research employs a mixed-methods design, combining quantitative data from 84 cases registers with qualitative data from 20 in-depth interviews with caregivers of children diagnosed with autism. The findings reveal a significant delay of 1.5 years between initial parental concerns and autism diagnosis, primarily due to a lack of awareness of developmental milestones among both the community and health professionals. The study highlights the variability in diagnosis practices among child development specialists and the non-linear pathway to diagnosis, often involving multiple consultations and conflicting advice.

Pillay, Brownlow, and March (2022) conducted a study that aims to evaluate the transition experiences of autistic young adults aged 18 to 25 over a 12-month period. The research employs a longitudinal repeated measures case series design, assessing participants at baseline and after 12 months. The methodology includes self-report evaluations of transition planning, post-secondary education engagement, employment access, living circumstances, and social support. The study's findings highlight the importance of family and social support in facilitating successful transitions, while low independence is identified as a risk factor for unsuccessful transitions.

Kumari and Ojha (2020) conducted a study that aims to examine the employment status of persons living with mental illness (PLMI) in India, highlighting the barriers and facilitators to vocational rehabilitation and community integration. The research addresses the significant gap in literature regarding the vocational status of PLMI in the Indian context, where stigma and lack of awareness about mental illnesses exacerbate unemployment issues. The study reveals that stigma, lack of insight, fluctuating conditions, and inadequate support systems are major barriers. The authors emphasize the need for tailored vocational programs, anti-stigma campaigns, and better policy implementation to improve employment outcomes for PLMI.

Khalifa et al. (2019) conducted a study that aims to identify workplace accommodations that facilitate employment for adults with Autism Spectrum Disorder (ASD). The research employs a scoping review methodology, systematically searching seven databases for peer-reviewed articles published between January 1987 and March 2018. The review categorizes findings based on the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) environmental

domains: natural environment, products and technology, support and relationships, attitudes, and services, systems, and policies. Technology, such as personal digital assistants and video modeling, is also emerging as a significant area of support. The review underscores the importance of tailored, long-term accommodations and the need for further research on environmental modifications and technology use in the workplace.

Lee et al. (2019) examined the role of high school work placements in preparing individuals with ASD for future employment. Their findings showed that early exposure to workplace environments improved employment readiness, confidence, and social interaction skills. Students who had structured, supportive work experiences were more likely to secure and retain jobs after graduation. The study stressed the importance of integrating vocational training into school curricula and collaborating with community employers. The authors concluded that early intervention is a powerful tool for enhancing long-term employment outcomes.

Harmuth et al. (2018) conducted a study that aims to summarize the barriers and facilitators to employment for adults with Autism Spectrum Disorder (ASD) and to highlight gaps and limitations in the current literature. The research employs a scoping review methodology, systematically searching seven databases: ABI/INFORM, Cochrane Database of Systematic Reviews, CINAHL, Embase, MEDLINE, PsycINFO, and PubMed. The review includes studies published between January 2000 and June 2017, focusing on adults with ASD aged 18 years and older. The findings reveal that employment for adults with ASD is influenced by a complex interplay of personal, environmental, and work-specific factors. The review underscores the need for a coordinated and systematic approach to employment support and training, emphasizing the importance of long-term, customized supports within informed and encouraging communities and workplaces.

Nicholas et al. (2018) explored how environmental and contextual factors influence employment outcomes for individuals with ASD. Through a scoping review, they identified that inclusive workplace cultures, access to support systems, and positive societal attitudes were essential in improving employment participation. The study revealed that systemic barriers, including rigid hiring processes and limited post-employment support, often discouraged individuals with ASD. The authors emphasized the importance of supportive policy frameworks and tailored accommodations. They concluded that a collaborative effort between employers, policymakers, and support agencies is necessary to create sustainable employment opportunities.

Hedley et al. (2017) conducted a study that aims to improve employment outcomes for adults with Autism Spectrum Disorder (ASD) by identifying factors associated with successful transition to work. The research involved focus groups with adults with ASD participating in a 3-year employment and training program, as well as their family members, support staff, and coworkers. The methodology included qualitative data collection through focus groups, which were analyzed using an inductive approach to content analysis. Challenges included task-related difficulties, individual factors, social difficulties, and managing work-related stress. Positive outcomes reported by participants included improved work-related skills, a sense of purpose, personal independence, and enhanced social relationships. The findings highlight the importance of tailored support and accommodations in facilitating successful employment for individuals with ASD.

Bush and Tassé (2017) conducted a study that aims to examine the current state of employment for adults with intellectual disability (ID), Autism Spectrum Disorder (ASD), and Down syndrome (DS), and to explore the relationship between choice-making and employment outcomes. The research utilizes data from the National Core Indicators' Adult Consumer Survey for the years 2011-2013, involving 19,880 participants across 28 states in the United States. The study employs factor analyses to identify latent variables from choice-making questions and uses ordinal logistic regression to determine factors related to employment status. The study highlights the persistent low employment rates among adults with disabilities despite national efforts to improve work participation. It suggests that enhancing choice-making abilities could be a potential intervention target to increase employability.

Research Objective

To study the perspective of parents of PwASD regarding the status, availability, and effectiveness of workplace accommodations & support systems in employment for persons with Autism Spectrum Disorder (PwASD).

Research Question

What is the perspective of parents of PwASD regarding the status, availability, and effectiveness of workplace accommodations & support systems in employment for Persons with Autism Spectrum Disorder (PwASD)?

Research Methodology:

This study focused on parents of employed individuals with Autism Spectrum Disorder (ASD) as the target. A purposive sampling method was used to choose participants. To collect the data, a structured questionnaire was developed for parents of persons with Autism Spectrum Disorder (PwASDs) under the guidance of the research supervisor. It included Part A (demographic details) and Part B (questions on their ward's condition, employment, expectations, and suggestions for inclusion). Initially consisting of 12 items, the questionnaire was refined to 25 questions after expert validation from 12 professionals at Amity Institute of Rehabilitation Sciences.

Data was collected using purposive sampling from five parents in the Delhi NCR region. Participants varied in age (40 – 60 years) and residence (rural, semi-urban, urban), with all reporting their child's diagnosis as ASD.

Ethical protocols were followed, including informed consent, confidentiality, and using the data strictly for research purposes.

Data Analysis

The collected data was analyzed using statement wise percentage-based analysis to understand participants' thoughts and experiences of the respondents.

Statement:1 The Figure 1 illustrates that from this data, 60 % assert that a confluence of variables, such as the absence of inclusive workplaces, restricted employment prospects, inadequate governmental assistance, and insufficient skills training, constitute the principal impediments. A considerable percentage (40%) recognizes insufficient skill training as an independent obstacle. This indicates that although particular issues, such as insufficient skill training, are significant for certain respondents, the majority contend that several barriers collectively impede appropriate work opportunities for their children.

Statement:2 Figure 2 Based on this information 40% of respondents say that their child's education or skill training has sufficiently prepared them and 20 % said that it has not equipped them for employment however 40% were uncertain regarding the sufficiency of their child's education or skill training in equipping them for employment.
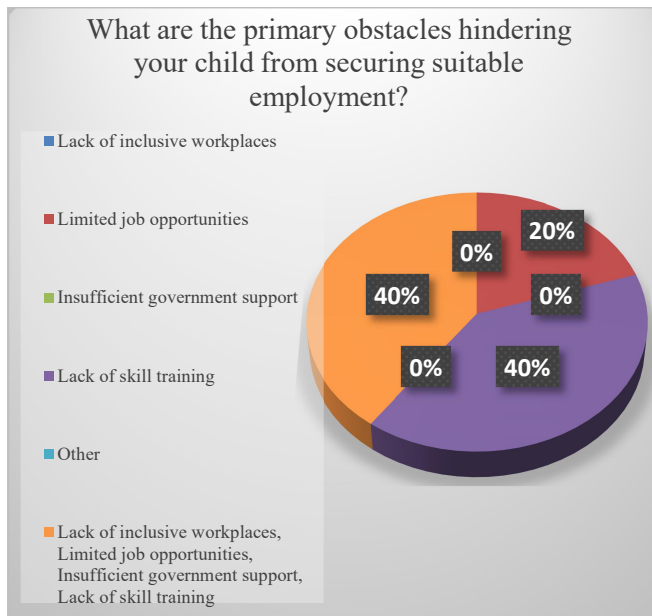
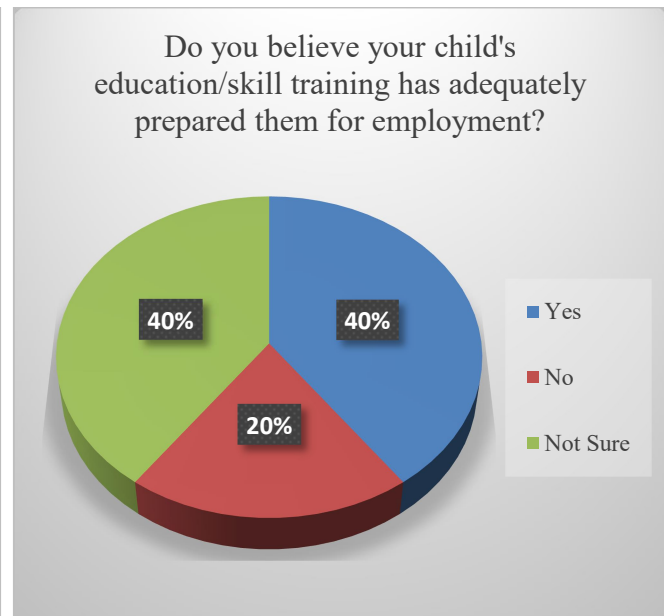**Fig.1** Effectiveness of Vocational Training

Fig. 2 Perception of Employment on Wellbeing

This indicates a polarized perspective among respondents, with a considerable portion expressing confidence in the preparation offered, while an equivalent segment perceives it as inadequate. Twenty percent of respondents express ambiguity, suggesting a potential necessity for enhanced communication or assessment of the efficacy of educational and skill training programs.
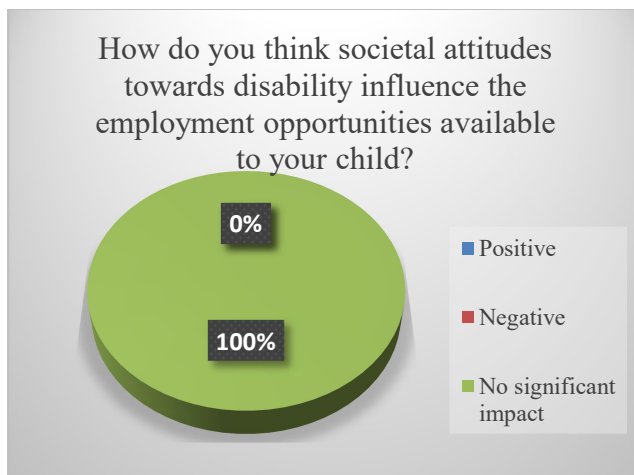

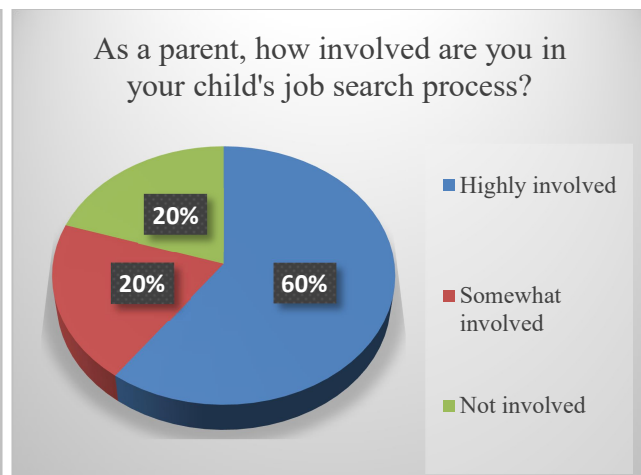**Fig. 3** Parental Involvement in Employment of PwASD Process

Fig. 4 Involvement of parents in Job Search

Statement:3 Figure 3 shows how answers to the question concerning how disability attitudes affect children's employment chances were distributed. Green represents "No significant impact," which accounted for all replies in the pie chart. "Positive" and "Negative," both were 0%, and have no space.

This shows that all respondents believe disability attitudes do not significantly affect their children's employment possibilities. This may suggest a belief that skills, qualifications, and inclusive workplaces are more important in deciding employment chances. It may also indicate a sense that societal attitudes have improved or are no longer a major issue.

Statement:4 Figure 4 indicates that A significant proportion of parents (60%) are deeply engaged in their child's employment hunt, reflecting substantial support and active involvement.

A minor segment (20%) is moderately interested, indicating that these parents offer some support but are not significantly engaged.

Another 20% of parents exhibit little involvement, which may suggest either a conviction in their child's autonomy or other constraints hindering their participation.

This distribution underscores the diverse levels of parental engagement in the job search process, with a notable emphasis on active participation by the majority.
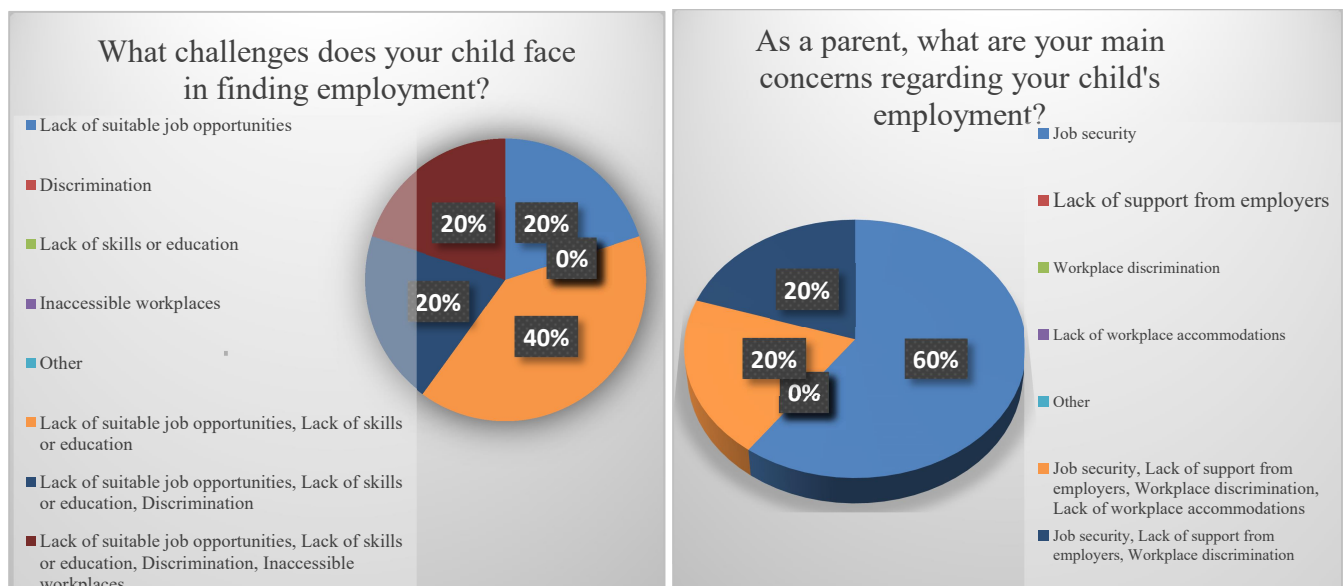

Fig. 5 Workplace Challenges Experienced by PwASD.   **Fig. 6** Parental Perception of Vocational Training for PwASD

Statement:5 Figure 5 The primary difficulty mentioned is the inaccessibility of workplaces, representing 40% of the respondents. This signifies that physical or logistical impediments in the workplace are a significant issue.

Twenty percent of respondents identify both the scarcity of adequate career possibilities and prejudice as obstacles, underscoring concerns regarding the availability of relevant positions and biases in recruitment methods.

Notably, none of the respondents (0%) perceive a deficiency in skills or education as a challenge, indicating their belief that their children have sufficient abilities or knowledge.
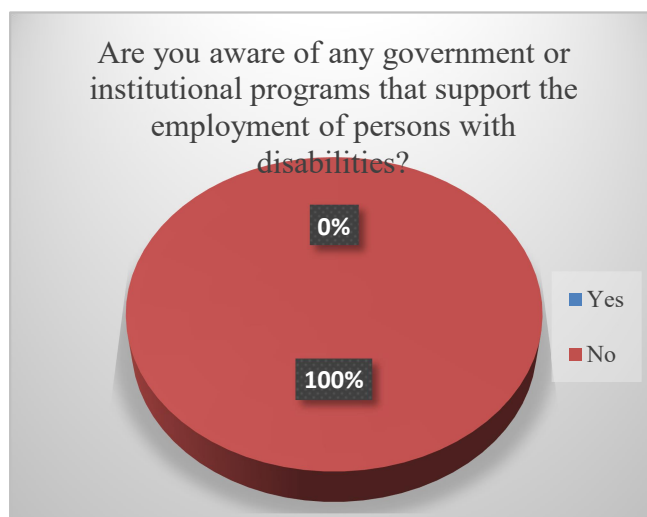

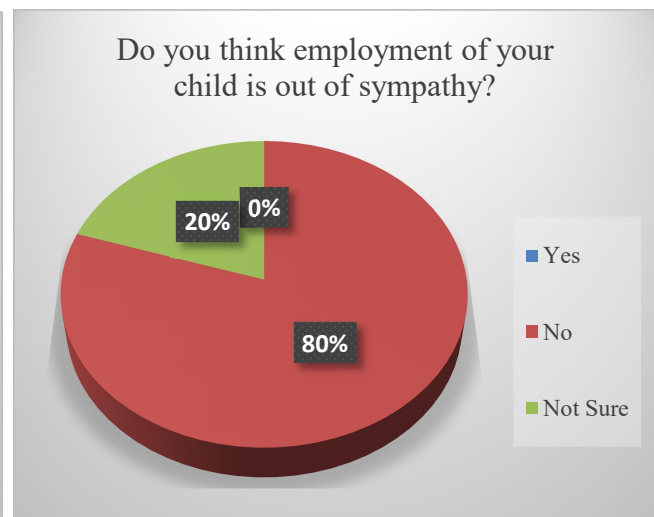Fig. 7 Awareness About Employment Rights for PwASD   Fig. 8 Employment Sympathy

The "Other" category comprises 20%, signifying that there are further, unspecified difficulties deemed significant by certain respondents. This distribution highlights the necessity of enhancing job accessibility and mitigating prejudice to augment career prospects for children.

Statement:6 Figure 6 shows that 60 percent of parents express predominant anxiety regarding their children's work security, signifying that stability and long-term employment are essential considerations.

Both inadequate support from employers and workplace discrimination are problems for 20% of parents, underscoring challenges connected to employer participation and equitable treatment in the workplace. The absence of workplace accommodations and related concerns is negligible among respondents (0%), indicating that these issues are either uncommon or not regarded as substantial obstacles by the parents.

This distribution underscores the significance of job security and the necessity for supportive, non-discriminatory employment settings for children.

Statement:7 The Figure 7 shows that **a**ll respondents (100%) reported a lack of awareness regarding any government or institutional programs that facilitate the employment of individuals with disabilities. This deficiency in awareness indicates a substantial void in communication or outreach concerning these activities.

It underscores the necessity for improved dissemination of information to ensure that parents and guardians are aware of available services and support systems.

This distribution highlights the necessity of enhancing knowledge and accessibility of information regarding such programs to more effectively support the employment of those with disabilities.

Statement:8 Figure 8 Most respondents (80%) do not perceive their child's employment as a result of compassion, suggesting a belief that it is founded on merit and qualifications.

Twenty percent believe that their child's employment may be due to sympathy, indicating apprehensions over the intentions behind hiring decisions.

All respondents (0%) possess definitive thoughts regarding this problem, demonstrating a lack of uncertainty.

This distribution underscores a prevalent conviction among parents that their child's employment is merited by their competencies rather than being a mere act of benevolence.

Major Findings:

The study explored parents' perspectives on the status, availability, and effectiveness of workplace accommodations and support systems for Persons with Autism Spectrum Disorder (PwASD). Findings revealed that 60% of parents identified barriers such as non-inclusive workplaces, poor skill training, and limited government support as major obstacles. There was divided opinion on the adequacy of training programs, with 40% unsure of their effectiveness. Parental involvement was high, with 60% actively supporting job searches, while 20% were less involved. Although accessibility and recruitment bias remained concerns (reported by 40% and 20% respectively), all parents noted that societal attitudes toward disability did not significantly hinder employment. A critical gap was found in awareness—

100% of parents were unaware of government employment schemes. Despite challenges, 80% believed their child's employment was based on merit, reflecting a positive outlook on PwASD capabilities.

Key Pointers:

- **60%** of parents reported barriers: non-inclusive workplaces, poor training, limited support.

- **40%** parent were unsure if current training is adequate.

- **60%** of parents are actively involved in job support; **20%** minimally involved.

- **100%** employee were unaware of government employment schemes.

- **40%** of employee cited workplace accessibility issues; **20%** reported recruitment bias.

- **All parents** agreed disability attitudes did not hinder hiring.

- **80%** of believed hiring was based on merit, not sympathy.

Conclusion

The study reveals that while some progress has been made in skill training and job placement for PwASD, significant gaps remain in workplace accessibility, awareness of employment rights, and support systems. Parents play a vital role in facilitating employment opportunities, and their perceptions underscore the urgent need for coordinated efforts between government bodies, employers, and the community to create truly inclusive workplaces. Bridging the communication and implementation gaps can empower PwASD to access dignified and sustainable employment.

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