Conclusion: People with autism have unique struggles, but also have many strengths. With the right supports and structure, they can flourish and lead rich, meaningful lives.

A researcher’s perspective: Scholarly research articles
- There is a lack of autism-specific adult programs in the U.S. today.
- Programs need to be developed that are available to all those across the autism spectrum, regardless of ethnicity or socioeconomic status.
- Programs need to focus on continuing therapy that was started in childhood as well as preparation and assistance with ‘adult’ tasks such as employment, socialization, living independently, etc.
- Programs should be able to fit whatever level of functioning the adult is at and be able to be tailored to their specific needs.
- Programs should partner with the parents and/or caretakers of the adults with autism to aid in lessening their stress about proper care and aid.

A parent’s perspective: Ten Things Every Child with Autism Wishes You Knew
- To help children with autism to communicate and learn, they need to be given the proper support and encouragement.
- By not allowing someone with autism to learn the way they do best, they will not learn effectively and meaningfully.
- The goal of providing services to children should be to prepare them for adulthood; being able to transfer application of social skills is crucial.
- Teaching and helping one’s child to become a self-advocate is one of the most crucial tasks to accomplish.
- For those with autism to try to accomplish tasks they must have self-confidence, which starts with the attitude of the parent: love them unconditionally rather than forcing “normalcy” upon them (Notbohm 2019).

A teacher’s perspective: Life skills classroom observation
- Basic instructional learning: math, science, reading, etc.
- Preparing for adulthood: learning household maintenance skills (cleaning, cooking, etc.) and/or outside job training in the community
- Practicing social skills in a “safe” environment before applying them to the real world
- Encouragement from both teachers and fellow students fosters an environment conducive to success and provides adequate support
- Being part of an encouraging classroom fosters self-confidence

A physician’s perspective: Early Signs of Autism Webinar
- There are sixteen early signs of autism that can typically be recognized in a child from 9-16 months.
- A child that displays 4 indicates a need for an autism screening; a child that displays 8 indicates a need for early intervention evaluation.
- The sixteen early signs can be divided into two sets of eight.
  - The first set of eight signs are primarily about limited social domain and lack of typical communication.
  - The second set of eight are about focused interaction with objects and repetitive/restrictive actions.
- Physicians play a vital role in helping to lower the age of detection of autism and help families access intervention right away

A advocate group perspective: Autism Speaks, ASAN, & INSAR
- More federal and state funding and legislation is needed to provide adequate programs for those with autism.
- Those that work with individuals with autism (educators, nurses, etc.) need to be trained on how to interact with them in an appropriate manner.
- More support is needed in public places for individuals with autism.
- Focused outreach for minority groups: racial minorities and those with a low socioeconomic status.
- Employers need to adjust their workspaces to best fit employees with autism.
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References:

This multi-component research project integrated the experience of autism across the lifespan from five perspectives: